Course Number: SW 360K15/393U26
Unique Number: 59005/59235
Semester: Spring 2020
Meeting Time: Wednesdays 5:30 - 8:30PM
& Place: Room 2.118

Instructor: Abena Subira Mackall, EdD
E-mail: mackall@utexas.edu
Office: 3.130C
Office Hours: Wednesdays 4:00-5:00PM
Teaching Assistant: Angel Morrison
E-mail: angel.morrison@austin.utexas.edu

Juvenile Justice: Systems, Policy, and Practice

I.   STANDARDIZED COURSE DESCRIPTION

The course is designed to introduce students to the socio-historical context of the juvenile justice system and key micro, mezzo, and macro level issues for social service providers working with juvenile justice system-involved populations. While in the course, students will examine social theories used to explain why youth engage in behaviors deemed "delinquent;" social inequality in the juvenile justice system; juvenile justice system procedures; and practitioner and policy efforts to facilitate positive youth development within the juvenile justice system.

II.   STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Compare and contrast social theories used to explain youth behavior in the juvenile justice context, by evaluating each theory's underlying values and empirical evidence.
2. Describe key micro, mezzo, and macro level issues for social service providers working with juvenile justice system-involved populations.
3. Evaluate juvenile justice system practices and procedures in the context of their theoretical basis, demonstrated effectiveness, and alignment with the NASW Code of Ethics.
4. Identify the risk factors that increase the likelihood of juvenile justice contact for youth, particularly those pertaining to race, sexuality, gender identity and expression, ability, and socio-economic status.
5. Identify the protective factors that decrease the likelihood of juvenile justice contact for youth and describe existing policy and practice strategies that promote positive youth development within the juvenile justice system.

III.   TEACHING METHODS

This seminar-style course will meet once a week for three hours. Typical course sessions will include: opening reflections, in-depth review of the assigned readings, brief lectures, small-group activities, whole-class discussions, resource presentations, and closing surveys. In some weeks we will have guests who may give brief presentations and participate in class activities. Course activities will call on students to simulate the tasks, critical thinking, problem solving, and decision making common for social service providers. To ensure that the course is responsive to student needs and interests, at the end of each course session students are expected to complete a brief feedback survey. Students' responses will be used to adapt future class sessions.

IV.   REQUIRED TEXT AND MATERIALS
All required texts are listed in the course schedule and are available via the university library website.

V.   COURSE REQUIREMENTS
Active Course Participation
This class will be organized as a seminar, and its strength depends on the active engagement and high-quality participation of each member of the learning community. To ensure high quality participation students are expected to: (1) arrive promptly by 5:35pm for every class session; (2) actively listen; (3) participate thoughtfully in ways that move discussions forward and offer insightful analyses; and (4) work collaboratively and inclusively. We will discuss what these expectations mean, and how we can achieve them in our first session. Given that this is a seminar style class, student absences cannot be accommodated and make up sessions will not be offered.

All students are required to meet with Dr. Mackall at least once in the first 8 weeks of the semester.

Close Reading of Assigned Texts
Students are expected to carefully read all assigned texts before coming to class. The readings for each class session are designed to help you develop understandings across various perspectives. In each week we will explore the theoretical and empirical conceptions of the topic; how practitioners and policymakers have addressed the topic; and media discourses on the topic. In preparation for class discussions, you should answer the following questions for *each* reading:
1. What issue does this reading address? Be specific.
2. Why is the issue significant?
3. What do the authors conclude about the issue?
4. What evidence do the authors use to support their conclusion?
5. How strongly does the evidence offered support the authors' conclusions?

On-Time, Properly Formatted Assignments
The assignments in this class are designed to promote students' learning through direct experience with the tasks, critical thinking, problem solving, and decision making common for social service providers. For each of these assignments please,
- Include your name, a title, and the word count on the first page.
- Use APA formatting and citation guidelines.
- Copy and paste the appropriate rubric to the end of the document and complete the self-assessment portion. Rubrics will be posted on the assignment page.
- Save your file in .doc or .docx format **only**.
- Upload your assignments to the appropriate folder on the course site.

Assignment 1: Resource Report (due: Monday, Feb 17th at 10PM). Students will identify a relevant resource (intervention, protocol, program, workbook, manual, etc.) and post a description of the resource and its use to the course site. Please refer to the course site for assignment details and rubrics.

Assignments 2 & 3: Resource Presentations & Analyses (due: Mondays at 10PM). Students will select two weeks during the semester in which to present a resource to the class and submit a

written resource analysis. Student sign-ups will occur during the second or third week of the semester.

Resource Presentations. Students will conduct two 5-minute resource presentations throughout the semester. The purpose of these brief presentations is to educate others about an existing resource relevant to the week's topic and preview the central argument of their resource analysis. Please refer to the course site for assignment details and rubrics.

Resource Analyses. Students will write two resource analysis papers. Each paper should be approximately 1,000 words in length and use the week's assigned texts to analyze the resource. These assignments should not simply summarize assigned readings, but instead synthesize the readings from one week to build an argument about some aspect of the resource. For example, you might argue that practitioners use caution with a particular resource because it appears to make certain deficit assumptions about youth culture, or you might endorse a particular resource for being especially well targeted to the unique needs of LGBTQIA+ youth on probation.

The purpose of the resource analyses is for students to: (1) identify existing resources; (2) articulate the arguments/perspectives/findings of course readings; (3) critically assess both the resource and readings in relation to one another; and (4) develop links between course reading and social work practice. Resource analyses do not require additional research, though students may *briefly* refer to outside sources, as necessary. Please refer to the course site for assignment details and rubrics. Late assignments will automatically be reduced by one ½ a letter grade (A à A-) for every 24-hour period beyond the deadline.

Capstone Project. Throughout the semester students will work on independent capstone projects. Students may opt to evaluate an existing intervention in light of course concepts or (re)design an intervention. For example, you might choose to analyze a school-based restorative justice program, design a training for social work interns placed in a juvenile court, or redesign an existing SUD treatment model for use with young people dually involved in the juvenile justice and child welfare systems. The purpose of the project is three-fold; first, to extend and expand the understandings you developed over the course of the semester by gathering information from sources beyond the syllabus; second, to analyze an issue, intervention, or event in light of course readings; and third, to consider the practical applications of the course concepts in your future work. Please refer to the course site for assignment details and rubrics.

All capstone projects are due on **5/8/19 at 10PM**. Late assignments will automatically be reduced by one ½ a letter grade (A à A-) for every 24-hour period beyond the deadline.

VI.   GRADES
Students must complete all assignments to earn a grade in this class. Final grades will be determined as follows:

Participation & Attendance	20%
Resource Report	5%
Resource Analysis 1	10%
Resource Analysis 2	20%

Capstone Project	45%

Letter grades will be assigned using the University grading scale below:

94.0 and above	A	74.0 to 76.999	C
90.0 to 93.999	A-	70.0 to 73.999	C-
87.0 to 89.999	B+	67.0 to 69.999	D+
84.0 to 86.999	B	64.0 to 66.999	D
80.0 to 83.999	B-	60.0 to 63.999	D-
77.0 to 79.999	C+	Below 60.0	F

VII. CLASS POLICIES

In addition to policies detailed in the course requirements section above and university policies below, students are expected to:

1. Arrive for class by 5:35PM every week,
2. Arrive prepared to discuss assigned readings,
3. Bring a laptop or tablet to class each week[1],
4. Limit food to breaks, and
5. Submit all assignments on time.

VIII. UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating

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[1] Please contact the teaching team if this poses a hardship.

clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at https://cmhc.utexas.edu/.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: http://deanofstudents.utexas.edu/sjs/.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: http://diversity.utexas.edu/disability/.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex https://titleix.utexas.edu/. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at https://titleix.utexas.edu/.

CAMPUS CARRY POLICY. The University's policy on concealed firearms may be found here: https://campuscarry.utexas.edu. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

Week	1	1/22/20	**Juvenile Justice: Systems, Policy, Practice**
	Readings:		Abrams, L. S. (2013). Juvenile Justice at a Crossroads: Science, Evidence, and Twenty-First Century Reform. *Social Service Review*, *87*(4), 725–752.
Unit 1: Social Constructions of Youth Behavior			
Week	2	1/29/20	**Defining Typical and Socially Acceptable Youth Behavior**
	Readings:		Howell, J. C. (2009). *Preventing and reducing juvenile delinquency: A comprehensive framework*. Sage. Retrieved from https://www.sagepub.com/sites/default/files/upm-binaries/27206_1.pdf
			• Chapter 1: Superpredators and Other Myths about Juvenile Delinquency
			Piquero, A. R. (2008). Disproportionate Minority Contact. *The Future of Children*, *18*(2), 59–79.
			Dennis, J. P. (2012). Girls Will Be Girls: Childhood Gender Polarization and Delinquency. *Feminist Criminology*, *7*(3), 220–233.

Week	3	2/5/20	**The Labeling Perspective on Youth Behavior**
	Readings:		Liberman, A. M., Kirk, D. S., & Kim, K. (2014). Labeling Effects of First Juvenile Arrests: Secondary Deviance and Secondary Sanctioning. *Criminology*, *52*(3), 345–370
			Rios, V. M. (2011). *Punished: policing the lives of Black and Latino boys*. New York: New York University Press. • Chapter 3: The Labeling Hype, 43–74
			Snapp, S. D., Hoenig, J. M., Fields, A., & Russell, S. T. (2015). Messy, Butch, and Queer: LGBTQ Youth and the School-to-Prison Pipeline. Journal of Adolescent Research, 30(1), 57–82.

		Unit 2: Sociological Explanations of Youth Behavior	
Week	**4**	**2/12/20**	**Poverty & General Strain Theory**
	Readings:		Agnew, R. (2001). Building on the Foundation of General Strain Theory: Specifying the Types of Strain Most Likely to Lead to Crime and Delinquency. *Journal of Research in Crime and Delinquency*, *38*(4), 319–361.
			Rios, V. M. (2012). Stealing a Bag of Potato Chips and Other Crimes of Resistance. Contexts, 11(1), 48–53.
			ADDITIONAL READINGS WILL BE POSTED ON THE COURSE SITE.
Week	**5**	**2/19/20**	**The Family & Theories of Social Control**
	Readings:		Wright, K. N., & Wright, K. E. (1992). Family Life and Delinquency and Crime: A Policy-Makers Guide to the Literature. *Unpublished manuscript. Office of Juvenile Justice and Delinquency Prevention, Washington, DC*. • Pages 1-28
			Hoeve, M., Dubas, J. S., Eichelsheim, V. I., van der Laan, P. H., Smeenk, W., & Gerris, J. R. M. (2009). The Relationship Between Parenting and Delinquency: A Meta-analysis. *Journal of Abnormal Child Psychology*, *37*(6), 749–775.
			Celinska, K., Furrer, S., & Cheng, C.-C. (2013). An outcome-based evaluation of Functional Family Therapy for youth with behavior problems. OJJDP Journal of Juvenile Justice, 2(2), 23-36.
Week	**6**	**2/26/20**	**Peers & Social Learning Theory**
	Readings:		Haynie, D. L., & Osgood, D. W. (2005). Reconsidering Peers and Delinquency: How do Peers Matter? *Social Forces*, *84*(2), 1109–1130.
			[WATCH] Why Youth Join Gangs. Retrieved from https://www.nationalgangcenter.gov/Video

			Unit 3: Developmental Explanations of Youth Behavior
Week	**7**	**3/4/20**	**Adolescence & Juvenile Justice**
			Moffitt, T. E. (1993). Adolescence-limited and life-course-persistent antisocial behavior: A developmental taxonomy. *Psychological Review*, *100*(4), 674–701.
			Albert, D., Chein, J., & Steinberg, L. (2013). Peer influences on adolescent decision making. Current Directions in Psychological Science, 22, 80-86.
			Bostic, J. Q., Thurau, L., Potter, M., & Drury, S. S. (2014). Policing the teen brain. *Journal of the American Academy of Child and Adolescent Psychiatry*, *53*(2), 127–129.
Week	**8**	**3/11/20**	**ACEs & Cumulative Disadvantage**
	Readings		Baglivio, M. T., Epps, N., Swartz, K., Huq, M. S., Sheer, A., & Hardt, N. S. (2014). The Prevalence of Adverse Childhood Experiences (ACE) in the Lives of Juvenile Offenders. *Journal of Juvenile Justice*, *3*(2). Retrieved from https://nicic.gov/prevalence-adverse-childhood-experiences-ace-lives-juvenile-offenders
			Administrative Office of California Courts (2014) The Effects of Complex Trauma on Youth: Implications for School Discipline and Court Involved Youth. Retrieved from https://www.courts.ca.gov/documents/effects-complex-trauma-on-youth-briefing.pdf
Week	***9***	***3/18/20***	***Spring Break***
Week	**10**	**3/25/20**	**Neuroscience & the Juvenile Court**
	Readings		Bonnie, R. J., & Scott, E. S. (2013). The Teenage Brain: Adolescent Brain Research and the Law. *Current Directions in Psychological Science*, *22*(2), 158–161.
			Steinberg, L. (2017). Adolescent brain science and juvenile justice policymaking. *Psychology, Public Policy, and Law*, 23(4), 410–420.
			Cauffman, E., Donley, S., & Thomas, A. (2017). Raising the Age. *Criminology & Public Policy*, *16*(1), 73–81.
			Unit 4: Systems, Institutions & Juvenile Justice
Week	**11**	**4/1/20**	**The School to Prison Pipeline & The Youth Control Complex**
	Readings		Mallett, C. A. (2015). *The School-To-Prison Pipeline: A Comprehensive Assessment*. Springer Publishing Company. http://ebookcentral.proquest.com/lib/utxa/detail.action?docID=2166670 [Available online through the UT Library site]. • Chapter 1: The Punitive Generation

			Goldkind, L. (2011). A Leadership Opportunity for School Social Workers: Bridging the Gaps in School Reentry for Juvenile Justice System Youths. *Children & Schools*, *33*(4), 229–239.
Week	**12**	**4/8/20**	**The Juvenile Court**
	Readings:		Pennington, L. (2015). A Case Study Approach to Procedural Justice: Parents' Views in Two Juvenile Delinquency Courts in the United States. *British Journal of Criminology*, *55*(5), 901–920. Annie E. Casey Foundation. (2018). Transforming Juvenile Probation: A Vision for Getting It Right. Retrieved from https://www.aecf.org/m/resourcedoc/aecf-transformingjuvenileprobationsummary-2018.pdf
Week	**13**	**4/15/20**	**Detention, Incarceration, & Confinement**
	Readings:		Fagan, J., & Kupchik, A. (2011). Juvenile Incarceration and the Pains of Imprisonment. *Duke Forum for Law & Social Change*, *3*, 29. Mooney, H., & Leighton, P. (2019). Troubled Affluent Youth's Experiences in a Therapeutic Boarding School: The Elite Arm of the Youth Control Complex and Its Implications for Youth Justice. Critical Criminology, 27(4), 611–626.
Week	**14**	**4/22/20**	**Aftercare & Reentry**
	Readings:		Jain-Aghi, S., Cohen, A. K., Jagannathan, P., Bassey, H., Leung, Y., Alley-Caliz, M., & Bedford, S. (2017). Assessing Cross-Sector Stakeholder Perspectives on Oakland (CA)'s Juvenile Reentry System. Justice Research and Policy, 18(2), 98–124. Martinez, D. J., & Abrams, L. S. (2013). Informal Social Support Among Returning Young Offenders: A Metasynthesis of the Literature. *International Journal of Offender Therapy and Comparative Criminology*, *57*(2), 169–190.
Week	**15**	**4/29/20**	**Capstone Presentations**
Week	**16**	**5/6/20**	**Capstone Remote Working Session**

X. BIBLIOGRAPHY

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Curtis, G. B. (1976) THE CHECKERED CAREER OF PARENS PATRIAE: THE STATE AS PARENT OR TYRANT? *DEPAUL LAW REVIEW*, *25*, 24.

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