

**The University of Texas  
Steve Hicks School of Social Work**

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Semester:	Spring 2022	Office:	By Appointment
Meeting Time:	Wednesdays 5:30pm – 8:15pm	Office Hours:	By Appointment
Meeting Place:	Zoom until further notice	Call/Text:	(512) 757-1941

**Juvenile Justice: Systems, Policy, and Practice**

**Table of Contents**

- I. [Course Description](#)
- II. [Course Objectives](#)
- III. [Teaching Methods](#)
- IV. [Required Texts/Readings](#)
- V. [Course Requirements/Assignments](#)
- VI. [Grades](#)
- VII. [Class Policies](#)
- VIII. [University Policies](#)
- IX. [Course Schedule](#)

**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.
6. Partner with youth to design youth justice, school discipline, and prevention approaches that minimize system involvement, build resilience, and reduce the imprint of the juvenile justice system.

[Back to Top](#)

### **III. Teaching Methods**

Throughout this semester, we will uplift the capacity of youth, young adults, and those impacted by the juvenile justice system to develop solutions that minimize juvenile justice involvement, create their own learning environments, and imagine youth-justice interventions that meet their needs. We begin with this principle as a foundation and presume that juvenile justice involvement is preventable and avoidable.

To model these values throughout the course, the teaching method will be a co-creation with class participants. Students be provided two opportunities per person to design a portion of the class and explore juvenile justice from different perspectives. Students will be allowed to suggest the preparatory materials (readings, videos, interviews, etc.), and the students will facilitate portions of the class. Not only will this co-creative process expand our exploration, but it will also shift our thinking about youth-justice approaches that are centered in youth leadership.

During the semester, will host guest speakers who can assist us in exploring youth and education justice through multiple lenses, from policy to practice. One of the highlights of the course will be a panel on youth leadership. Students will also be invited to suggest and invite speakers.

The assignments are designed to promote learning and exploration, challenging assumptions, and assist students in developing their own approach that will shape their practice in the future. There will be group facilitation projects, a book club, reflective essays, and a writing assignment to assist the students in compiling their evolving understanding of this topic and create a future direction for practice.

### **IV. Required Text and Materials**

The instructor, guests, and students will assign required and suggested readings, along with discussion questions to assist everyone in preparing for the class discussion. Please come to each class prepared to engage in discussions.

Also, we will have a book club on the following title:

Henning, Kristin (2021) *The Rage of Innocence: How America Criminalizes Black Youth*

#### **IV. Course Requirements/Assignments**

**Participation (20% of final grade):** This class will require your full participation. Your participation grade is earned through class attendance (**live and camera on**), participation in class discussions, completion of required reading, and full engagement with student teaching assignments. The assignments will be fun and manageable so long as each group member gives their full effort. If/when student teaching projects are completed by only a portion of group members, non-participation will be reflected in the grade of those who did not contribute.

Class discussions are highly interactive. Expect to be called upon during class discussions.

Unless excused from class for a verifiable reason, **non-attendance will result in a 2-point deduction from the participation grade.**

#### **Assignments (80% of final grade)**

**Student Teaching (50%):** Consistent with the principle that students learn best when they co-design the environment/expectations/approaches to learning, all students will participate – in small groups – in teaching a portion of the course on two separate classes. On day one, students will see the upcoming topics throughout the semester and choose two topics they would most like to explore. With groups formed for each class day, the project will flow like this:

1. Select topic and form groups.
2. Groups will research and explore the topic, compile preparation materials (readings, videos, or anything that supports the learning of your fellow students) and develop discussion questions to help your fellow students prepare for your class.
3. One week prior to your scheduled teaching, the group will provide links to materials and discussion questions to fellow class members.
4. On day of student teaching, the groups will facilitate for up to one hour (max) of the class. Students may use any teaching technique they think will best serve their fellow students. These can include slide decks, videos, skits, interviews with guest speakers, breakout rooms, games, role plays, interpretive dance, etc. Student teachers must create space for fellow students to engage in discussion – pausing to invite questions and reflections at various intervals.

**Note: We will create time during each class day for groups to prepare for upcoming student teaching.**

**Reflective Papers – Book Club (10%):** To help us get the most out of the book club, students will write a brief reflective paper prior to these discussions.

**Final Paper (20%):** All students will write a final essay that allows them to develop a working understanding of how to approach juvenile justice as a social work practitioner. The essay will include:

- The student's theoretical understanding of the drivers of juvenile justice involvement and the structural and institutional features that reinforce the system.
- An approach to youth and educational justice that reduces juvenile justice involvement and/or improves on or re-imagines practices with those who are currently in the system.

- An action plan on how the student will continue to evolve their social work practice based on what they have learned in this class.

**Note:** There is no minimum or maximum page limit. Rather, ***students will be graded based on:***

- Ensuring that all assertions are backed by research. Students must attempt to challenge their own presumptions – through research – and avoid merely offering an opinion.
- Ensure that policy, program, or practice approaches can be supported with evidence (or suggest a research design to test this approach). As practitioners, we each have an ethical obligation to design interventions that can be supported with evidence.

## VI. Grades

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

[\[Back to Top\]](#)

## VII. Class Policies

Students are expected to attend each class, prepare for each class by doing the required reading, and participate in class discussion and activities. In the event that you have to miss a class due to illness or other excusable reason, please email me.

Late assignments will result in 2 points lost per day (2 point = 2 percentage from your total grade). Assignments turned in after the start of class on the day the assignment is due will be considered late. No assignments will be accepted after 11:59pm on May 8th

## VIII. University Policies

**COVID-19 RELATED INFORMATION.** The University’s policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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.

**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/>.

**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 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 ACADEMIC INTEGRITY.** Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

**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.

**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.

**UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**RELIGIOUS HOLY DAYS.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

**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 campus carry may be found here: <https://campuscarry.utexas.edu>.

**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 and COVID-19 ADVICE LINE (BCCAL).** 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 and COVID-19 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**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

Date	Location	Topic	Assignment Due	Readings
1/19		Intro	Prep a few discussion questions on Rage of Innocence	Rage of Innocence: Ch. 1: American Adolescence in Black and White  Inderbitzin, Michelle. (2012). Delinquency Interrupted: Research into and Inside of Juvenile Correctional



				Facilities. <i>Sociology Compass</i> , 6(6), 445–457.
1/26		<p>Racism and the “adultification” of Black girls</p> <p>Guest Speakers: Meme Styles and Angel Carroll</p>	<ul style="list-style-type: none"> <li>• Student Teaching Group for 2/2: Submit readings and discussion questions</li> </ul>	<p>Rage of Innocence: Ch. 4: Raising “Brutes” and “Jezebels”: Criminalizing Black Adolescent Sexuality</p> <p>Girlhood Interrupted: The Erasure of Black Girls’ Childhood  <a href="https://genderjusticeandopportunity.georgetown.edu/wp-content/uploads/2020/06/girlhood-interrupted.pdf">https://genderjusticeandopportunity.georgetown.edu/wp-content/uploads/2020/06/girlhood-interrupted.pdf</a></p> <p>Epstein, R., Blake, J., &amp; Gonzalez, T. (2017). Girlhood interrupted: The erasure of Black Girls Childhood. <i>SSRN Electronic Journal</i>.  <a href="https://doi.org/10.2139/ssrn.3000695">https://doi.org/10.2139/ssrn.3000695</a></p>
2/2		<p>Context in which children live</p> <p>Poverty and General Strain Theory</p> <p>Mezzo Factors: Inequity, environment, food deserts, social vulnerability, healthcare deserts, police saturation, exposure to violence, Parental incarceration, etc.</p>	<ul style="list-style-type: none"> <li>• Student Teaching Group for 2/9: submit readings and discussion questions</li> </ul>	<p>Rekker, R., et. al (2015) Moving in and out of Poverty: The Within-Individual Association between Socioeconomic Status and Juvenile Delinquency. <i>PLoS One</i>, Available:  <a href="https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0136461">https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0136461</a></p> <p>Video: Cheryl Neely on General Strain Theory,  <a href="https://www.youtube.com/watch?v=GXnPIROELYo">https://www.youtube.com/watch?v=GXnPIROELYo</a> (also -  <a href="https://www.youtube.com/watch?v=X71yvoc4jc8">https://www.youtube.com/watch?v=X71yvoc4jc8</a>)</p>
2/9		<p>Community Cultural Wealth - Social/Cultural Capital (and lack thereof)</p> <p>Youth Justice and Affluence/Privilege</p>	<ul style="list-style-type: none"> <li>• Student Teaching Group for 2/16: Submit readings and</li> </ul>	<p>Rios. (2012). Stealing a Bag of Potato Chips and Other Crimes of Resistance. <i>Contexts</i> (Berkeley, Calif.), 11(1), 48–53.  <a href="https://doi.org/10.1177/1536504212436496">https://doi.org/10.1177/1536504212436496</a></p>



		<p>Guest Speaker: David Johnson, Grassroots Leadership</p>	<p>discussion questions</p>	<p>Mooney, H., &amp; 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. <i>Critical Criminology</i>, 27(4), 611–626.</p>
2/16		<p>Foster care gaps</p> <ul style="list-style-type: none"> <li>• Racial context of foster care</li> <li>• Carceral nature of congregate care</li> </ul> <p>Facilitator: Alycia Castillo, Texas Center for Justice and Equity,</p> <p>Guest Speaker: &amp; Kate Murphy, Texans Care for Children</p>	<ul style="list-style-type: none"> <li>• Student Teaching Group for 2/23: Submit readings and discussion questions</li> <li>• Write brief reflection paper on Chapter 11, Rage of Innocence</li> </ul>	<p>Rage of Innocence Ch. 11: Things Fall Apart: Black Families in an Era of Mass Incarceration</p>
2/23		<p>School to prison pipeline Educational access Learning disability - IDD</p>	<ul style="list-style-type: none"> <li>• Student Teaching Group for 3/2: Submit readings and discussion questions</li> <li>• Write brief reflection paper on Chapter 6, Rage of Innocence</li> </ul>	<p>Rage of Innocence: Ch. 6: Cops In School</p> <p>National Council on Disability (2015) Breaking the School-to-Prison Pipeline for Students with Disabilities, <a href="https://ncd.gov/sites/default/files/Documents/NCD_School-to-PrisonReport_508-PDF.pdf">https://ncd.gov/sites/default/files/Documents/NCD_School-to-PrisonReport_508-PDF.pdf</a> *Suggested Sections (Executive Summary, Key Findings, Addressing Racial Disparities)</p>
3/2		<p>Youth-led educational environments; (Dismantling Deficit-Based Ideologies) Restorative Justice, Youth movements. How can social workers</p>	<ul style="list-style-type: none"> <li>• Student Teaching Group for 3/9: Submit readings and</li> </ul>	<p>Rage of Innocence: Ch. 12: #BlackBoyJoy and #BlackGirlMagic: Adolescent Resilience and Systems Reform</p>

		<p>facilitate peer leadership?</p> <p>Guest Speakers: Panel on Youth Leadership</p>	<p>discussion questions</p> <ul style="list-style-type: none"> <li>• Write brief reflection paper on Chapter 12, Rage of Innocence</li> </ul>	<p>Suggested: Bertrand, Melanie, Rodela, Katherine (2017) A Framework for Rethinking Educational Leadership in the Margins: Implications for Social Justice Leadership Preparation, Journal of Research on Leadership Education</p>
3/9		<p>Mental Health, ACEs, trauma, and resiliency factors as they related to youth justice involvement.</p> <p>Guest Speakers: Jennifer Toon and Rio Gonzalez</p>	<ul style="list-style-type: none"> <li>• Student Teaching Group for 3/23: Submit readings and discussion questions</li> </ul>	<p>Baglivio, M. T., Epps, N., Swartz, K., Huq, M. S., Sheer, A., &amp; Hardt, N. S. (2014). The Prevalence of Adverse Childhood Experiences (ACE) in the Lives of Juvenile Offenders. <i>Journal of Juvenile Justice</i>, 3(2)</p>
3/16	Spring Break			
3/23		<p>Neuroscience Hallmarks of youthfulness, child development, age crime curve, recidivism, and age-appropriate reentry</p> <p>Guest Speaker: Alycia Welch, Jail and Prison Innovation Lab, LBJ School of Public Affairs</p>	<ul style="list-style-type: none"> <li>• Student Teaching Group for 3/30: Submit readings and discussion questions</li> </ul>	<p>Moffitt, T. E. (1993). Adolescence-limited and life-course-persistent antisocial behavior: A developmental taxonomy. <i>Psychological Review</i>, 100(4), 674–701.</p>
3/30		<p>Neuroscience and Juvenile Justice and Policymaking</p> <p>Guest Speaker: Larry Robinson</p>	<ul style="list-style-type: none"> <li>• Student Teaching Group for 4/6: Submit readings and discussion questions</li> </ul>	<p>Steinberg, L. (2017). Adolescent Brain Science and Juvenile Justice Policymaking. <i>Psychology, Public Policy, and Law</i>, 23(4), 410–420.</p>

4/6		<p><b>Juvenile Justice Policy and Advocacy</b>  Hallmark federal policies and gaps (PREA, constitutional protections, first step act)  Texas issues (national reform trends, Raise the Age, Raise the Floor, earlier parole)</p> <p>Student speaker on policy advocacy (Robyn K.)</p>	<ul style="list-style-type: none"> <li>• Student Teaching Group for 4/13: Submit readings and discussion questions</li> <li>• Write brief reflection paper on Chapter 10, Rage of Innocence</li> </ul>	Rage of Innocence Ch. 10: The Dehumanization of Black Youth: When Children Aren't Children Anymore
4/13		<p><b>Policy and the Courts</b>  -Juvenile court overview  -Juvenile court hearings and exposing abusive judicial practices</p> <p>Guest Speaker: Kameron Johnson</p>	<ul style="list-style-type: none"> <li>• Student Teaching Group for 4/20: Submit readings and discussion questions</li> </ul>	District Court 323 YouTube Channel: <a href="https://www.youtube.com/channel/UCkzGGRIUNk4BTblfkWlw7cA">https://www.youtube.com/channel/UCkzGGRIUNk4BTblfkWlw7cA</a>
4/20		Practitioner level impacts/reforms Juvenile supervision, intervention, prevention	<ul style="list-style-type: none"> <li>• Student Teaching Group for 4/27: Submit readings and discussion questions</li> </ul>	The State of Juvenile Probation Activity in Texas, 2020. <a href="http://www.tjjd.texas.gov/index.php/doc-library/send/334-state-of-juvenile-probation-activity/2894-the-state-of-juvenile-probation-activity-in-texas-2020">http://www.tjjd.texas.gov/index.php/doc-library/send/334-state-of-juvenile-probation-activity/2894-the-state-of-juvenile-probation-activity-in-texas-2020</a>
4/27		Pushing the boundaries – new directions for practice with youth at		Annie E. Casey Report <a href="https://assets.aecf.org/m/resourcedoc/aec">https://assets.aecf.org/m/resourcedoc/aec</a>

		risk of future and further justice involvement.  Guest Speaker: Laura Abrams		<a href="#">f-transformingjuvenileprobation-2018.pdf</a>  Closing Youth Prisons: Lessons from Agency Administrators: <a href="https://www.urban.org/sites/default/files/publication/101917/closing-youth-prisons-lessons-from-agency-administrators_1.pdf">https://www.urban.org/sites/default/files/publication/101917/closing-youth-prisons-lessons-from-agency-administrators_1.pdf</a>
5/4		Re-Cap, Instructor Surveys	• Final Paper	

## X. Bibliography

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