

CJJ 6020—Juvenile Justice

Wednesdays 8:30 am to 11:30 pm (Periods 2-4) in Little 127
Section JL15 /Class # 28209
Graduate Seminar
Department of Sociology and Criminology & Law
Graduate Program in Criminology, Law and Society
Spring 2023

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COURSE DESCRIPTION

This course is designed to introduce you to important topics related to the juvenile crime and juvenile justice. We will discuss some of the factors related to juvenile crime (e.g., families, peers, neighborhoods, schools, employment) and the ways we respond to them (e.g., prevention, treatment, and informal and formal justice system responses). Relevant factors such as race, class and gender will be discussed throughout the course. We will discuss general issues as well as classic research and current topics in the field as well as policy and practice. My goal for each topic is to discuss (1) What do we know, or “facts” (stats/what is happening in the real world) and “findings” (from research/policy), and (2) What we know is harmful and what we know is helpful. Consequently, we will be discussing research, policy and practice.

BOOKS AND OTHER READINGS

There are three books and multiple readings assigned for this course. You will also read an approved book of your choosing, on which you will write a short paper and make a presentation to the class. A complete list of assigned readings is attached to the back of this syllabus. I have posted the assigned readings on the Canvas site for this course, so that you may have easy access to them. The books are available for purchase at all local college bookstores (and on the web, of course). They are:

Feld, Barry C. 2017. *The Evolution of the Juvenile Court: Race, Politics, and the Criminalizing of Juvenile Justice*. New York: New York University Press.

Leovy, Jill. 2015. *Ghettoside: A True Story of Murder in America*. Vintage Books.

Fader, Jamie. 2013. *Falling Back: Incarceration and Transitions to Adulthood among Urban Youth*. New Brunswick: Rutgers University Press.

ASSIGNMENTS AND GRADING

(1) LEAD THREE CLASS PERIOD DISCUSSIONS ON THE WEEKLY READINGS (15%)

I believe that it is very important for you to read the readings and for us to have fruitful discussion of these readings each week. Consequently, each of you will choose three weeks during the semester to be a leader on the readings assigned for that week. All of you will be expected to be able to discuss the readings intelligently each week (see participation/reading notes below), but the weekly leaders will need to do this in addition to read: (1) Have detailed notes on key points in the readings—bullets or an annotated bibliography style is fine, and one page on each reading should suffice (no need to rewrite the whole thing) and (2) have a list of 6-7 discussion questions to prompt discussion that day (these are not questions about fact). At least two of these discussion questions should deal with (1) policy maker issues it raises and (2) practitioner issues it raises. Some should also focus on important issues for the research community. **These questions and notes will need to be turned in to me in hard copy on the days that you lead the discussions.** If more than one student is to lead the readings for the day, each student should work on their notes and questions separately. Please email me the notes as well, so I can post them on our class website to help you later as you study for comprehensive exams and have them as resources for later work on papers, etc. On the days you are responsible for the readings, you will 1) briefly summarize the topic and findings in the reading, and 2) pose your questions to the class and lead the discussion related to the questions. Each discussion leader day will count as 5% of your grade.

(2) WRITE THREE REFLECTION PAPERS ON ASSIGNED BOOKS (15%)

As I noted, I want you to read the assigned readings. It is important for learning and lively class discussion. Consequently, when we finish an assigned book, you will write a 2-3 page reflection paper on the book (each paper will constitute 5% of your grade). Each of these papers should do the following:

1. Summarize the key points from the book, based on YOUR PERSPECTIVE in a paragraph or two. That is, what are the key points/ideas you take away from this book? Think about how you would describe it to your grandmother or a policymaker who has only 5 minutes to listen. That is, this is not a summary as the author tells it. It is a reflection on what you took away after reading it.
2. Answer/tackle at least two of these questions, citing other material where important:
 - a. Has this book **either supported or changed your knowledge or beliefs**? Give specific examples.
 - b. How does this book **coincide or contradict the lectures and other readings/material** in the course? Why do you say so?
 - c. Does the reading **leave you with any questions**? Were these ones you had previously or ones you developed only after reading the book? Explain.
 - d. Where did you **disagree with the author** of the book? What is your **counter argument**? Why do you think **your perspective is better** than theirs?
 - e. Did the author **fail to address an important issue**? Could a certain fact or idea have dramatically changed the impact or conclusion of the book?
 - f. What are the **theoretical implications** of this work? In your opinion, not necessarily the author's, should theories be revised based on this information and if so, why?
 - g. What are **realistic policy implications** of this book? In your opinion, not necessarily the author's, how should what we do with youths in trouble differ from what we do now based on this new information?

(3) READ AN ADDITIONAL APPROVED SCHOLARLY BOOK OF YOUR CHOOSING, WRITE A 5-PAGE BOOK REPORT/REVIEW (10 PTS), AND PRESENT (5 PTS) TO CLASS (15%)

For the fourth book in this course, each of you will choose a different scholarly book (approved by me ahead of time) to read about juvenile delinquency or juvenile justice. This book should not be one you have been assigned for another course while in the graduate program (or as an undergraduate). The goal here is (1) to let you tailor a bit the knowledge you gain in this class and (2) to allow you to share this knowledge with the other students in the course. The short paper is not hard to do. You will write a (1) 5-page book report on this book, including a 1 page bulleted executive summary to share with others, and (2) present a quick summary of this book and key ideas/takeaways as well as what you believe the theoretical and policy implications are. In addition, you should be able to address questions raised by your colleagues in class based on your book review.

BOOK REPORT/REVIEW STRUCTURE (It is best to use these as headings in the paper)

- (1) The title and author of the book you are reviewing
- (2) Executive summary (1-page) summarizing what you cover in the next 5 sections which will be given to class (bullets are fine)
- (3) The author's main arguments
- (4) Your evaluation of the author's support of his/her arguments (provide examples)
- (5) Comparison with other books or sources if appropriate, especially those covered in the class
- (6) Your assessment of the realistic (a) theoretical and (b) policy implications of the work.
- (7) Rate the book out of 5 stars each for (a) innovation, (b) theoretical importance, (c) policy importance, where 5 stars means excellent and 1 star means poor. In a sentence or two, explain why you gave each of these ratings.

(4) WRITE 5-PAGE INTERVIEW REPORT (10 PTS) AND GIVE PRESENTATION (5 PTS) TO CLASS (15%)

For this assignment you will:

1. Conduct a short interview with 2 people who work with youths who are at-risk of or currently in trouble. I need to approve these folks, just to ensure none of you interview the same two people. These people should be anonymous in your paper. This interview can take place over the phone or in person. It should cover these questions:
 - a. What is your role in working with at-risk/troubled youth? (This could include a paid job, but also volunteer work).
 - b. How long have you worked with at-risk/troubled youth and in what capacities?
 - c. What do you see as the main factors that contribute to youth problems/struggles/contact with the juvenile justice system?
 - d. What do you see as the main difficulties in working with these youths?
 - e. Do you think these youth problems and difficulties working with them are "fixable"? Why or why not?
 - f. If given unlimited financial resources and staff, what do you think are the three to five things that could be done to reduce the number of youths who commit crime and/or come into contact with the juvenile justice system?

2. Write a summary of these interview results in a 5-page paper. Using these questions as headings in the paper is a good idea, discussing how your respondents agree and disagree on these points.
3. Present your key findings to the class.

(5) WRITE A 5-8 PAGE LEGISLATIVE POLICY BRIEF ON AN IMPORTANT (APPROVED) ISSUE IN JUVENILE PREVENTION OR JUVENILE JUSTICE (15%)

Policy briefs are usually written by staff who work for legislators or other policymakers. The purpose of briefs is to “briefly” summarize the key issues and the “state of knowledge” regarding topics to be considered and acted upon by policy makers (most are not longer than 5 pages). They also show the pros/cons of the policy and the arguments made by people on different sides of the issue. Importantly, they also include a recommendation on how to act or vote and the likely response from constituents (e.g., if constituents will like it and if not, how to answer their questions/complaints). For this class you can write a policy brief on either a proposed new prevention, intervention or correctional policy aimed at youths.

The general structure of the paper should use these headings:

1. Overview of the issue
2. Proponents’ Arguments
3. Opponents’ Arguments
4. Current situation—e.g., what is happening already (e.g., in Florida), why it is currently in need of being addressed through policy
5. Issues for Policymakers (or Legislators)
 - Good idea to tell us who you’re talking to—heading might be “Issues for Florida Legislators” or “Issues for U.S. Senators”
 - Here, list and summarize the key issues (say 3-5 or more if relevant) related to the problem, from a policymaker’s perspective (the detailed reasons it is a policy issue).
6. Conclusion or Recommendations Section
 - Here, based on the previous text, you tell policymakers your recommendation for how they should proceed

(6) ATTENDANCE (10%) AND PARTICIPATION/“LEARNED” LIST (15%)

1. In graduate courses, attendance is critical, because the class interaction stimulates ideas. I expect you to attend every class meeting, including any we reschedule. You may miss one class without penalty, but only for legitimate reasons (e.g., conferences, medical). Attendance is 10% of your grade. Please be on time.
2. I also expect you to be prepared (meaning having read the readings!) and participate in discussion. Consequently, to encourage you to read you need to submit each week:
 - a. List of things learned: Each week, **by 10 pm on the day before class (so Tuesday evening)**, you need to email me a bulleted list of 5-10 things that you learned from the reading that you did not know before, including author/page numbers. This list can include issues such as theoretical ideas, information about policies or programs, problems with the juvenile justice system, surprising findings, etc.

Grading Breakdown		Final Grading Scale (Total Points in Class)	
Assignment	% of grade		
3 times class discussion leader on weekly readings (5 pts each)	15	A	93-100
3 Reflection Papers on Books (5 pts each)	15	A-	90-92
5-page Book report (10) and presentation (5)	15	B+	87-89
5-page Interview paper (10) and presentation (5)	15	B	83-86
5-8 page Policy brief on important (approved) topic in juvenile justice	15	B-	80-82
Attendance (10 pts) and "Learned" lists (15 pts)	25	C+	77-79
	100% total possible	C	70-76
		C-	65-69
		D+	63-64
		D	61-62
There is no curve in this class		E	60↓

WEEKLY SCHEDULE

WEEK	DATE	TOPIC	READINGS (books in bold)	READINGS LEADER/S	FOOD
1	1/11	Introduction to Course & Activities		NONE	Jodi
2	1/18	History/Philosophy/Politics of Juvenile Justice System	1) Feld: Intro/Chapters 1 & 2 2) Tanenhaus (2012) 3) DiIulio (1995) 4) Zimring (2013) 5) Nagin et al. (2006) 6) Cullen (2006) 7) Price (2018)		
3	1/25	Important Statistics about Juvenile Crime and Justice—Offenders and Victims	1) Feld: Chapters 3 & 4		
<u>FACTORS THAT AFFECT JUVENILE CRIME</u>					
4	2/1	Neighborhoods	1) Feld: Chapters 5 & 6 2) Shonkoff et al. (2011) 3) Pratt & Cullen (2005) 4) Sharkey (2018)		

WEEK	DATE	TOPIC	READINGS	READINGS LEADER/S	FOOD
5	2/8	Peers & Gangs	<ol style="list-style-type: none"> 1) Feld: Chapters 7 & 8 2) Warr (2012) 3) Haynie & Osgood (2005) 4) Pyrooz et al (2015) 5) Miller & Brunson (2000) 6) McGloin & Thomas (2019) 7) Moore & Stuart (2022) 		
6	2/15	Families **Reflection Paper on Feld Due**	<ol style="list-style-type: none"> 1) Feld: Chapters 9 & Epilogue 2) Derzon (2010) 3) Farrington (2011) 4) Braga et al. (2017) 5) Sandstrom & Huerta (2013) 6) Wildeman (2020) 		
7	2/22	Schools/Education and Employment	<ol style="list-style-type: none"> 1) Leovy Chapters 1-6 2) Gottfredson (2017) 3) Farrington & Ttofi (2009) 4) Hirschfield (2018) 5) Mallett (2016) 6) Staff et al (2010) 7) Welch et al (2022) 		

WEEK	DATE	TOPIC	READINGS	READINGS LEADER/S	FOOD
8	3/1	Adolescent development/Gender **Interview Paper & Presentation Due*	1) Leovy Chapters 7-12 2) Monahan et al (2015) 3) Luna & Wright (2016) 4) Scott & Grisso (2005) 5) Zahn et al (2010) 6) Giordano & Copp (2019) 7) Irvine-Baker, Jones, & Canfield (2019)		
<u>ADDRESSING JUVENILE CRIME</u>					
9	3/8	Prevention	1) Leovy Chapters 13-18 2) McCord (2003) 3) Welsh & Roque (2014) 4) Losel & Bender (2017) 5) Greenwood & Turner (2009) 6) Farrington et al. (2017) 7) Blueprints standards		
10	3/15	SPRING BREAK ACJS Week (Bar Harbor, MD)	None	None	None

WEEK	DATE	TOPIC	READINGS	READINGS LEADER/S	FOOD
11	3/22	Policing & Diversion of Juveniles **Reflection Paper on Leovy Due**	1) Leovy Chapters 19- Epilogue 2) Mears et al, (2016) 3) Tyler et al. (2014) 4) Shteynberg & Redlich (2015) 5) Esbensen et al. (2013) 6) Zane & Pupo (2021) 7) Del Toro et al. (2019)		
12	3/29	Juvenile and Adult Courts	1) Fader: Chapters 1 & 2 2) Mears (2012) 3) Developmental Services Group (2018) 4) Pennington (2018) 5) Scott et al. (2017) 6) Zane et al. (2016) 7) Gaardner & Belknap (2002) 8) Mullin (2020)		
13	4/5	Residential Programming and Treatment **Scholarly Book Report and Presentation Due**	1) Fader: Chapters 3 & 4 2) Hoge (2016) 3) Lipsey (2009) 4) Inderbitzen (2005)		

WEEK	DATE	TOPIC	READINGS	READINGS LEADER/S	FOOD
14	4/12	Aftercare/Coming Home	1) Fader: Chapters 5 & 6 2) Weaver & Campbell (2014) 3) Bouchard & Wong (2018)		
15	4/19	Policy Trends and The Future **Reflection Paper on Fader Due**	1) Fader: Chapter 7- Conclusion 2) Grisso (2017) 3) Lane (2018) 4) Farrington, Loeber & Howell (2012) 5) Cauffman, Donley & Thomas (2017) 6) Lane (in press)		
16	4/26	Catch up day **Policy Brief Due**	NONE		

GRADUATE JUVENILE JUSTICE
Additional Course Readings
(In assigned order, books listed above)

Week 2—History and Context*

Tanenhaus, David S. (2012). The elusive juvenile court: Its origins, practices, and reinventions.

In (Barry C. Feld and Donna M. Bishop, eds), *The Oxford Handbook of Juvenile Crime and Juvenile Justice*. New York: Oxford University Press.

Dilulio, John J. (1995). The coming of the super-predators. *The Weekly Standard*, 1/11

(November 27): p.23

Zimring, Franklin E. (2013). American youth violence: A cautionary tale. *Crime and Justice*, 42/1: 265-298.

Nagin, Daniel S., Alex R. Piquero, Elizabeth S. Scott, and Laurence Steinberg. (2006). Public preferences for rehabilitation versus incarceration of juvenile offenders: Evidence from a contingent evaluation survey. *Criminology & Public Policy*, 5/4: 627-652.

Cullen, Francis T. (2006). It's time to reaffirm rehabilitation. *Criminology & Public Policy*, 5/4: 665-672.

Price, S.L. (2018). Prospect and Pariah. *Sports Illustrated*, (May 21): pp. 30-43.

Week 4—Neighborhoods

Shonkoff, Jack. P., Andrew S. Garner, Benjamin S. Siegel, Mary I Dobbins, Marian F. Earls, Laura McGuinn, John Poscoe, and David L. Wood. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics*, 129: e232–e246.

Sharkey, Patrick. (2018). The long reach of violence: A broader perspective on data, theory and evidence on the prevalence and consequences of exposure to violence. *Annual Review of Criminology*, 1: 85-102.

Pratt, Travis C. and Francis T. Cullen. (2005). Assessing macro-level predictors and theories of crime: A meta-analysis. *Crime and Justice*, 32, 373-450.

Week 5—Peers and Gangs

- Warr, Mark. (2012). The social side of delinquent behavior. In (Barry C. Feld and Donna M. Bishop, eds), *The Oxford Handbook of Juvenile Crime and Juvenile Justice*. New York: Oxford University Press. (pp. 226-245).
- Haynie, Dana L., and D. Wayne Osgood. (2005). Reconsidering peers and delinquency: How do peers matter? *Social Forces*, 84/2: 1109-1130.
- Pyrooz, David C., Jillian J. Turanovic, Scott H. Decker, and Jun Wu. (2016). Taking stock of the relationship between gang membership and offending: A meta-analysis. *Criminal Justice and Behavior*, 43: 365-397.
- Miller, Jody and Rod K. Brunson, (2000). Gender Dynamics in Youth Gangs: A Comparison of Males' and Females' Accounts, *Justice Quarterly*, 17: 419-448.
- McGloin, Jean Marie and Kyle J. Thomas. (2019). Peer Influence and Delinquency. *Annual Review of Criminology*, 2: 241-264.
- Moore, Caylin Moore and Forrest Stuart. (2022). Gang Research in the Twenty-First Century. *Annual Review of Criminology*, 5, 299-320.

Week 6—Families

- Derzon, James H. (2010). The correspondence of family features with problem, aggressive, criminal, and violent behavior: a meta-analysis. *Journal of Experimental Criminology*, 6: 263-292.
- Farrington, David P. (2011). Families and crime. Pp. 130-157 in James Q. Wilson & Joan Petersilia (eds.). *Crime and Public Policy*, New York: Oxford University Press.
- Braga, Teresa, Leonel Cunha Goncalves, Miguel Basto-Pereira, and Angela Maia. (2017). Unraveling the link between maltreatment and juvenile antisocial behavior: A meta-analysis of prospective longitudinal studies. *Aggression and Violent Behavior*, 33, 37-50.

Sandstrom, Heather and Sandra Huerta. (2013). *The Negative Effects of Instability on Child Development*. Washington D.C.: Urban Institute.

Wildeman, Christopher. (2020). The intergenerational transmission of criminal justice contact. *Annual Review of Criminology*, 3,214-244.

Week 7—Schools and Employment*

Gottfredson, Denise C. (2017). Prevention research in schools: Past, present and future.

Criminology & Public Policy, 16: 7-27.

Hirschfield, Paul J. (2018). Schools and crime. *Annual Review of Criminology*, 1: 149-169.

Farrington, David P. and Maria M. Ttofi. (2009). Reducing school bullying: Evidence-based implications for policy. *Crime and Justice*, 38/1: 281-345.

Mallett, Christopher A. (2016). The school-to-prison pipeline: A critical review of the punitive paradigm shift. *Child and Adolescent Social Work Journal*, 33: 15-24.

Staff, Jeremy, D. Wayne Osgood, John E. Schulenberg, Jerald G. Bachman, Emily E.

Messersmith. (2010). Explaining the relationship between employment and juvenile delinquency. *Criminology*, 48/4: 1101-1131.

Welch, Kelly, Peter S. Lehmann, Cecilia Chouhy, and Ted Chiricos. (2022). Cumulative racial and ethnic disparities along the school to prison pipeline. *Journal of Research in Crime and Delinquency*, 2022, 574-626.

Week 8—Adolescent Development/Gender*

Monahan, Kathryn, Laurence Steinberg, and Alex R. Piquero. (2015). Juvenile justice policy and practice: A developmental perspective. *Crime and Justice*, 44/1: 577-619.

Luna, Beatriz and Catherine Wright. (2016). Adolescent Brain Development: Implications for the Juvenile Criminal Justice System. Pp. 96-116 in K. Heilbrun (Ed.). *APA Handbook of Psychology and Juvenile Justice*. American Psychological Association.

Scott, Elizabeth and Thomas Grisso. (2005). Incompetence, due process and juvenile justice policy. 83 N.C.L. Review. 793-846.

Zahn, Margaret A., Robert Agnew, Diana Fishbein et al. (2010). *Causes and Correlates of Girls' Delinquency*. Washington D.C.: OJJDP.

Giordano, Peggy C. and Jennifer E. Copp. (2019). Girls' and women's violence: The question of general versus uniquely gendered causes. *Annual Review of Criminology*, 2, 167-189.

Irvine-Baker, Angela, Nikki Jones, and Aisha Canfield. (2019) Takin the "girl" out of gender responsive programming in the juvenile justice system. *Annual Review of Criminology*, 2, 321-336.

Week 9—Prevention

McCord, Joan. (2003). Cures that harm: Unanticipated outcomes of crime prevention programs. *ANNALS*, 587/1: 16-30.

Welsh, Brandon C. and Michael Rocque. (2014). When crime prevention harms: A review of systematic evidence. *Journal of Experimental Criminology*, 10: 245-266.

Losel, Friedrich and Doris Bender. (2017). Protective factors against crime and violence in adolescence. pp. 313-327 in Peter Sturney (2017). *The Wiley Handbook of Violence and Aggression*. New York: John Wiley and Sons.

Greenwood, Peter and Susan Turner. (2009). An Overview of Prevention and Intervention Programs for Juvenile Offenders. *Victims & Offenders*, 4, 365-374.

Farrington, David P., Hannah Gaffney, Friedrich Losel, and Maria M. Ttofi. (2017). Systematic reviews of the effectiveness of developmental prevention programs in reducing delinquency, aggression and bullying. *Aggression and Violent Behavior*, 33

Week 11—Policing and Diversion

Mears, Daniel P., Joshua J. Kuch, Andrea M. Lindsey, et al. (2016). Juvenile court and contemporary diversion: Helpful, harmful or both? *Criminology & Public Policy*, 15/3: 953-981.

Tyler, Tom R., Jeffrey Fagan and Amanda Geller. (2014). Street stops and police legitimacy: Teachable moments in young urban men's legal socialization. *Journal of Empirical Legal Studies*, 11/4: 751-785.

Schteynberg, Reveka V. and Allison D. Redlich. (2015). Policing juvenile delinquency. Pp. 405-421 in Marvin D. Krohn and Jodi Lane (eds). *The Handbook of Juvenile Delinquency and Juvenile Justice*. New York: John Wiley and Sons.

Esbensen, Finn-Aage et al. (2013). Short- and long-term outcome results from a multisite evaluation of the G.R.E.A.T program. *Criminology & Public Policy*, 12/3: 375-411.

Zane, Steven N. and Jhon A. Pupo. (2021). Disproportionate minority contact in the juvenile justice system: A systematic review and meta-analysis. *Justice Quarterly*, 38/7, 1293-1318.

Del Toro, Juan, et al. (2019). The criminogenic and psychological effects of police stops on adolescent black and Latino boys. *PNAS*, 116/17, 8261-8268.

Week 12—Juvenile and Adult Courts

Mears, Daniel P. (2012). The front end of the juvenile court: Intake and informal versus formal processing. In (Barry C. Feld and Donna M. Bishop, eds), *The Oxford Handbook of Juvenile Crime and Juvenile Justice*. New York: Oxford University Press.

Liana Pennington (2018) The Conflicted Juvenile Delinquency Court after *Gault*: A Qualitative Examination of Actors and Processes in Two Contemporary Courts, *Justice System Journal*, 39:1, 3-20, DOI: 10.1080/0098261X.2017.1396941

Development Services Group, Inc. (2018). Specialized Responses for Girls in the Juvenile Justice System. Literature review. Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention. <https://www.ojjdp.gov/mpg/litreviews/Specialized-Responses-for-Girls-in-the-Juvenile-Justice-System.pdf>

Scott, Elizabeth, Thomas Grisso, Marsha Levick, and Laurence Steinberg. (2015). *The Supreme Court and the Transformation of Juvenile Sentencing*.
<http://modelsforchange.net/publications/778>.

Zane, Steven N., Branden C. Welsh, and Daniel P. Mears. (2016). Juvenile transfer and the specific deterrence hypothesis: Systematic review and meta-analysis. *Criminology & Public Policy*, 15/3: 901-925.

Gardner, Emily and Joanne Belknap. (2002). Tenuous borders: Girls transferred to adult court. *Criminology*, 40/3: 481-518.

Mullin, Tirza. A. (2020). Eighteen Is Not Magic Number: Why the Eighth Amendment Requires Protection for Youth Aged Eighteen to Twenty-Five. *University of Michigan Journal of Law Reform*, 53(4), 807-832

Week 13—Residential Programming and Treatment

Hoge, Robert D. (2016). Risk, need, and responsivity in juveniles. pp. 179- 196 in K. Keilbrun, ed. *APA Handbook of Psychology and Juvenile Justice*.

Lipsey, Mark W. (2009). The primary factors that characterize effective interventions with juvenile offenders: A meta-analytic review. *Victims & Offenders*, 4: 124–147.

Inderbitzen, M. (2005). Growing up behind bars: An ethnographic study of adolescent inmates in a cottage for violent offenders. *Journal of Offender Rehabilitation*, 42, 1-22.

Week 14—Aftercare

Weaver, Robert D. and Derek Campbell. (2015). Fresh start: A meta-analysis of aftercare programs for juvenile offenders. *Research on Social Work Practice*, 25/2: 201-212.

Bouchard, Jessica and Jennifer S. Wong. (2018). Examining the effects of intensive supervision and aftercare programs for at-risk youth: A systematic review and meta-analysis. *International Journal of Offender Therapy and Comparative Criminology*, 62/6: 1509-1534.

Week 15—The Future

Grisso, Thomas. (2017). *Assuring the Future Developmental Reform in Juvenile Justice: Recommendations of the Fourth Wave Forecasting Project.*

<http://modelsforchange.net/publications/856>

Lane, Jodi (2018). Addressing Juvenile Crime: What Have We Learned and How Should We Proceed. *Criminology & Public Policy*, 17/2: 283-307.

Farrington, David P., Rolf Loeber, and James C. Howell. (2012). Young adult offenders: The need for more effective legislative options and justice processing. *Criminology & Public Policy*, 11/4: 729-750.

Cauffman, Elizabeth, Sachiko Donley and April Thomas. (2017). Raising the age: Raising the issues. *Criminology & Public Policy*, 16/1: 73-81.

Lane, Jodi (in press). Addressing Serious Juvenile Violence: Recommendations for Policy and Practice in Kathleen Heide (forthcoming). *International Handbook of Juvenile Homicide*. Routledge.