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###  **Online Instructor’s Manual**

 *for*

 **Juvenile Delinquency**

**Third Edition**

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*Emeritus, University of North Carolina*

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*Keiser University*

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*Penn State University*

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**To the Instructor**

This manual has been prepared to facilitate the effective use of the second edition of *Juvenile Delinquency* for both use in the classroom as well as to enhance the scope of its suitability for use in teaching. This manual is not intended to tell you how to teach, nor is it meant to be comprehensive. Instead, it seeks to provide the user with pedagogical ideas and examples to facilitate the use of *Juvenile Delinquency* in the classroom.

Each chapter of the Instructor’s Manual contains the following components:

* **Chapter Objectives:** Topics/concepts that students should learn in each chapter.
* **Lecture Outline:** This section annotates a sequence of major and minor points covered in each chapter under relevant headings and sub-headings.
* **Additional Assignments and Class Activities:** All chapters after Ch. 1 offer suggested assignments depending on criteria such as available time, relevance, instructor/student interest, and class level (lower-level or upper-level).
* **Suggested Answers to End-of-Chapter Questions:** Answers to all end-of-chapter questions in the text.

A Test Bank (with answer key) is provided at the end of this supplement. Six types of evaluation questions are included in the Test Bank: (1) Multiple Choice, (2) True/False, (3) Fill-in-the-Blank, (4) Matching, (5) Essay, and (6) Critical Thinking/Discussion questions. The questions are designed to examine issues and conceptualization of ideas throughout each chapter. The wording of each question is carefully chosen as to avoid questions based on gimmicks, nit-picking, or mere guess.

It is our sincere intention that instructors find this manual a valuable classroom supplement in the teaching of juvenile delinquency and related courses.

**Course Syllabus (10 weeks)**

 Course Title: Juvenile Delinquency Course Number:

 Credit Hours: Course Length: 10 Weeks

 Date: Course Schedule:

 Prerequisite: Instructor:

 Phone:

 Email:

*Course Description:*

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

*Course Materials:*

Bartollas, Clemens and Frank Schmalleger. 2018. *Juvenile Delinquency*, Third Edition.

*Course Assignments:*

1. Exams (50 points each – 150 points)
	1. There are three (3) multiple-choice exams. The exams are not cumulative but will be based on the chapters presented immediately preceding each exam.
2. Final exam (100 points)
	1. There will be final exam for this class. The format for the exam may consist of some type of multiple choices, fill-ins the blanks, and/or essay questions that pertain to all of the information presented.
3. Instructor assignments (15 points each – 150 points)
	1. Assignments will be given out throughout the semester. Students are expected to complete each assignment and submit them on the due date.
4. Project Paper (50 Points)
	1. Students will write a research paper about a policing topic that is of interest to them. The topic must be approved by the instructor. The paper will be in APA format and contain an introduction, the body of the research, and a conclusion. The paper must contain in-text citations from at least three sources. One of the sources must be the textbook.

*APA Style:*

Papers that you write in your program of study must follow the guidelines set by the American Psychological Association. (http://apastyle.apa.org/)

Long Island University: (http://www2.liu.edu/cwis/cwp/library/workshop/ citapa.htm)

Purdue Online Writing Lab: (http://owl.english.purdue.edu/owl/resource/560/01/)

Visit the Online Writing Lab (called OWL) whenever you have an APA question.

APA Tutorial (http://www.apastyle.org/learn/) This tutorial teaches how to write using the APA format.

*Academic Dishonesty/Plagiarism:*

In the learning environment, professional attitude begins in the classroom. For that reason, students and faculty will not tolerate or commit any form of academic dishonesty. Any form of deception in the completion of assigned work is considered a form of academic dishonesty. This includes, but is not limited to:

1. Copying work from any source.
2. Assisting, or allowing another to assist you, to commit academic dishonesty.
3. Any attempt to share answers whether during a test or in the submittal of an assignment.
4. Any attempt to claim work, data or creative efforts of another as your own.
5. Resubmitting graded assignments for use in multiple classes (recycling your work).
6. Knowingly providing false information about your academic performance to the college.
7. To avoid plagiarism, do not "copy and paste" into assignments without using quotation marks and citing, in APA format, the source of the material.

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All violations of academic policy are documented and made a part of the student's academic record. When academic dishonesty is confirmed, the student will immediately be notified of the incident, which may result in one or more of the actions listed below:

* Reduction in grade on the assignment on which the violation occurred
* No credit on the assignment, paper, test, or exam on which the violation occurred
* A failing grade for the course
* Suspension or dismissal from the college

|  |  |
| --- | --- |
| GRADE CATEGORIES | TOTAL POINTS |
| Three quarterly examinations | 150 |
| Instructor Assignments | 150 |
| Project Paper | 100 |
| Final examination | 100 |
| TOTAL | **500** |

|  |  |  |
| --- | --- | --- |
| LETTER GRADE | POINT SCALE | INTERPRETATION |
| A | 450-500 | Excellent |
| B | 400-449 | Good |
| C | 350-399 | Average |
| D | 300-349 | Below Average |
| F | Below 300 | Failed to Meet Course Objectives |

*Class Rules:*

* Attendance
	+ The requirement to attend class should not be taken lightly. Attendance is considered an important part of the course. Excessive unexcused absences will negatively impact on the classroom participation grade as well.
* Make-ups
	+ Students who have scheduling conflicts with an exam are expected to make arrangements with instructor in advance. Students are allowed one make-up on an exam per semester. The make-up date and time will be announced by the instructor. There is no make-up on the final exam.
* Student Conduct
	+ Students are responsible for knowing the regulations of the department, college, and university with regards to topics such as withdrawals, incomplete grades, student conduct, and academic misconduct (those who engage in any form of academic dishonesty will fail this course). Students may review these rules at: \_\_\_\_\_\_\_\_\_\_\_.
* No use of cell phones will be allowed in the classroom.

**COURSE SCHEDULE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CLASS | DATE | CHAPTER COVERAGE | LEARNING ACTIVITIES/ RESOURCES | GRADED ASSIGNMENTS |
| Week 1 |  | Chapter 1: Adolescence and DelinquencyChapter 2: The Measurement and Nature of Delinquency | During this first week you will be introduced to the course and walked through the syllabus. You will be given the first Instructor Assignment. You will also receive clarification on the research paper so you can get started. Review the first PowerPoint lecture and participate in class exercises and discussions to earn participation points. Lastly, you will take a pre-test that is not graded. | IA #1 – (15 points) Due \_\_\_\_\_\_\_\_\_\_\_ |
| Week 2 |  | Chapter 3: Individual Causes of DelinquencyChapter 4: Social Structural and Social Process Theories of Delinquency | During this class you will participate in a discussion about IA #1. You will view the PowerPoint lecture for chapters 3 & 4. Participate in class exercises and discussions to earn participation points. | IA #2 – (15 points)Due \_\_\_\_\_\_\_\_\_\_ |
| Week 3 |  | Chapter 5: Social Interactionist Theories of DelinquencyChapter 6: Gender and Delinquency | During this class you will take examination one. You will participate in a discussion about IA #2. You will view a PowerPoint lecture for chapters 5 & 6 and participate in class exercises and discussions to earn participation points. | Exam #1 (50 points)IA #3 - (15 points)Due \_\_\_\_\_\_\_\_\_\_ |
| Week 4 |  | Chapter 7: Families and DelinquencyChapter 8: Schools and Delinquency | During this class you will participate in a discussion about IA #3. You will view a PowerPoint for chapters 7 & 8 and participate in class exercises and discussions to earn participation points.  | IA #4 – (15 points)Due \_\_\_\_\_\_\_\_ |
| Week 5 |  | Chapter 9: Gangs and DelinquencyChapter 10: Special JuvenileOffender Populations | During this class you take your 2nd exam. You will participate in a class discussion on IA#4. You will view a PowerPoint for chapters 9 & 10 and participate in class exercises and discussions to earn participation points. Paper is due next week | Exam #2 (50 points)IA #5 – (15 points)Due \_\_\_\_\_\_\_\_ |
| Week 6 |  | Chapter 11: An Overview of Juvenile Justice in America | You will submit your paper this week. During this class you will Discuss IA #5 and view a PowerPoint for chapter 11. You participate in class exercises and discussions to earn participation points.  | Paper (100 points)IA #6 - (15 points)Due \_\_\_\_\_\_\_\_\_\_ |
| Week 7 |  | Chapter 12: Police and the Juvenile | During this class you will take your 3rd exam. You will also receive your graded papers. You will participate in a class discussion on IA #6. You will view a PowerPoint for chapter 12 and participate in class exercises and discussions to earn participation points. | Exam #3 (50 points)IA #7 - (15 points)Due \_\_\_\_\_\_\_\_ |
| Week 8 |  | Chapter 13: Juvenile Court | During this class you will discuss IA # 7 and view a PowerPoint for chapter 13. You will participate in class exercises and discussions to earn participation points. | IA #8 - (15 points)Due \_\_\_\_\_\_\_\_ |
| Week 9 |  | Chapter 14: Juvenile Corrections  | During this class period you will discuss IA#8 and IA#9. We will also view a PowerPoint for chapter 14. There may be a few guest speakers during this session. If no guest speakers are scheduled, you will participate in class exercises and discussions to earn participation points. Post-test (not graded) | IA #9 - (15 points)Due \_\_\_\_\_\_\_\_ |
| Week 10 |  | Chapters 1-14 | Final Exam | IA #10 - (15 points)Due \_\_\_\_\_\_\_\_Final Exam (100 points) |

**Course Syllabus (16 weeks)**

 Course Title: Juvenile Delinquency Course Number:

 Credit Hours: Course Length: 16 Weeks

 Date: Course Schedule:

 Prerequisite: Instructor:

 Phone:

 Email:

*Course Description:*

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| Week 2 |  | Chapter 1: Adolescence and Delinquency | During this second week you will view the PowerPoint lecture for chapter 1. You will also complete IA #1. Participate in class exercises and discussions to earn participation points. | IA #1 – (15 points) Due \_\_\_\_\_\_\_\_\_\_\_ |
| Week 3 |  | Chapter 2: The Measurement and Nature of Delinquency | During this third week you will participate in a discussion about IA #1 as well as complete IA #2. You will view a PowerPoint lecture for chapter 2 and participate in class exercises and discussions to earn participation points. | IA #2 – (15 points)Due \_\_\_\_\_\_\_\_\_\_ |
| Week 4 |  | Chapter 3: Individual Causes of Delinquency | During this week you will take examination one. You will also view a PowerPoint for chapter 3 and participate in class exercises and discussions to earn participation points.  | Exam #1 (50 points) |
| Week 5 |  | Chapter 4: Social Structural and Social Process Theories of Delinquency | During this week you will participate in a class discussion on IA#2 as well as complete IA #3. You will view a PowerPoint for chapter 4 and participate in class exercises and discussions to earn participation points.  | IA #3 - (15 points)Due \_\_\_\_\_\_\_\_\_\_ |
| Week 6 |  | Chapter 5: Social Interactionist Theories of Delinquency | During this week you will discuss IA #3 and view a PowerPoint for chapter 5. Participate in class exercises and discussions to earn participation points.  | IA #4 – (15 points)Due \_\_\_\_\_\_\_\_ |
| Week 7 |  | Chapter 6: Gender and Delinquency | During this week you will take your 2nd exam. You will participate in a class discussion on IA #4. You will view a PowerPoint for chapter 6 and participate in class exercises and discussions to earn participation points. | Exam #2 (50 points) |
| Week 8 |  | Chapter 7: Families and Delinquency | During this week you will view a PowerPoint for chapter 7 as well as participate in class exercises and discussions to earn participation points. | IA #5 – (15 points)Due \_\_\_\_\_\_\_\_ |
| Week 9 |  | Chapter 8: Schools and Delinquency  | During this week you will discuss IA#5. We will also view a PowerPoint for chapter 8. Participate in class exercises and discussions to earn participation points.  | IA #6 - (15 points)Due \_\_\_\_\_\_\_\_\_\_ |
| Week 10 |  | Chapter 9: Gangs and Delinquency | During this week you will turn in your Paper. We will also view a PowerPoint for chapter 9. Participate in class exercises and discussions to earn participation points. | Paper (100 points) |
| Week 11 |  | Chapter 10: Special JuvenileOffender Populations | During this week you will discuss IA#6. We will also view a PowerPoint for chapter 10. Participate in class exercises and discussions to earn participation points. | IA #7 - (15 points)Due \_\_\_\_\_\_\_\_ |
| Week 12 |  | Chapter 11: An Overview of Juvenile Justice in America | During this week you will take your 3rd exam as well as discuss IA#7. We will also view a PowerPoint for chapter 11. Participate in class exercises and discussions to earn participation points. | Exam #3 (50 points) |
| Week 13 |  | Chapter 12: Police and the Juvenile | During this week you will view a PowerPoint for chapter 12. Participate in class exercises and discussions to earn participation points.  | IA #8 - (15 points)Due \_\_\_\_\_\_\_\_ |
| Week 14 |  | Chapter 13: Juvenile Court | During this week you will discuss IA#8. We will also view a PowerPoint for chapter 13. Participate in class exercises and discussions to earn participation points.  | IA #9 - (15 points)Due \_\_\_\_\_\_\_\_ |
| Week 15 |  | Chapter 14: Juvenile Corrections | During this week you will discuss IA#9. We will also view a PowerPoint for chapter 14. Participate in class exercises and discussions to earn participation points. Lastly, you will take a post-test that is not graded. | IA #10 - (15 points)Due \_\_\_\_\_\_\_\_ |
| Week 16 |  | Chapters 1-14 | During this week you will discuss IA#10. You will also take your Final Exam. | Final Exam (100 points) |

**Chapter 1**

**Adolescence and Delinquency**

**CHAPTER OVERVIEW**

* Those adolescents most likely to become delinquents are high-risk youths who are involved in multiple problem behaviors.
* Characteristic problem behaviors include school failure and dropout, teenage pregnancy and fatherhood, and drug use and other forms of delinquency.
* About one in every four adolescents is at high risk of engaging in multiple problem behaviors.
* The history of responses to juvenile misbehavior displays a pattern in which society has taken authority away from the family and given it to juvenile authorities while simultaneously growing dissatisfied with the official handling of juvenile crime.
* The legal context for dealing with delinquency stems from the early philosophy of *parens patriae* and provides for the juvenile court to become a substitute parent for wayward children. Historically, the task of the juvenile court has been to reconcile the best interests of the child with the adequate protection of society.
* Although they sometimes commit the same crimes as adults, juveniles may also be apprehended for status offenses, behaviors that would not be defined as criminal if adults engaged in them.
* Although the public is child-centered, there is a growing concern about serious juvenile crime and a 'get tough' attitude has come to characterize recent public awareness.
* Policy makers are presently focused on serous and repeat juvenile criminals, and both the public and legislators want to make certain that these offenders are held accountable.
* One of the book’s themes, social context of delinquency, focuses on the environments in which young people find themselves and considers how these contexts influence the likelihood of delinquent behavior.
* Another theme of the text is delinquency across the life course, also called life-course theory, life-course criminology, or life-course perspective, which examines the extent and causes of delinquency as well as the methods to control it.
* A third text theme is delinquency and social policy, which looks at the process of proposing and enacting means by which youngsters in our society can realize their potential and lead productive and satisfying lives while ensuring safety and security for all.

**CHAPTER OBJECTIVES**

* Summarize the contemporary treatment of delinquents.
* Give examples of high-risk behaviors that characterize contemporary adolescence.
* Discuss status offenses, legal decisions about status offenders, and the characteristics of crossover youth.
* Define delinquency and explain what the term means in contemporary context.
* Compare how society treats adolescents today to how it handled them in the past.
* Summarize the three themes of this text.

**LECTURE OUTLINE**

* Introduction
	+ This primary subject matter of the text is *juvenile delinquency*.
		- An act committed by a minor that violates the penal code of the government with authority over the area in which the act occurs.
		- A law violation by a young person is considered an act of juvenile delinquency only if the behavior meets all three of the following criteria: (1) the act involved would be a criminal offense if it were committed by an adult; (2) the young person charged with committing the act is below the age at which the criminal court traditionally assumes jurisdiction; and (3) the juvenile is charged with an offense that must be adjudicated in the juvenile court (or some other court with jurisdiction over noncriminal but illegal acts of juveniles) or the prosecution and the juvenile court judge exercise their discretion to lodge and retain jurisdiction in the juvenile court.
	+ Adolescence
		- The life interval between childhood and adulthood.
		- A distinct, yet transient, period of development between childhood and adulthood characterized by increased experimentation and risk-taking, a tendency to discount long-term consequences, and heightened sensitivity to peers and other social influences.
* The Changing Treatment of Adolescents
	+ The end of child labor (1914) was a watershed in the development of modern adolescence.
	+ Compulsory education laws held that adolescents needed guidance and control.
	+ Legal protections in the 1960s and 1970s highlighted special attention and support.
	+ Childhood repression due to lack of young people’s rights.
	+ Influence of economic, social and political forces.
	+ f. Juveniles are more capable of change than are adults, and their actions are less likely to be evidence of ‘irretrievably depraved character’ than are the actions of adults.
	+ g. In 2012, the Court reinforced that view by holding, in the case of *Miller* v. *Alabama*, that “mandatory life without parole for a juvenile precludes consideration of his chronological age
	+ and its hallmark features—among them, immaturity, impetuosity, and failure to appreciate risks and consequences.
	+ h. In 2016, in *Montgomery* v. *Louisiana*, the Court made retroactive the end of life without parole for those sentenced as juveniles. It ruled that prisoners currently serving mandatory life sentences for murders committed while they were juveniles could ask to be resentenced or paroled. The ruling affected more than 2,300 men and women
* Youth Culture
	+ Consists of the unique beliefs, behaviors, and symbols that represent young people in society.
	+ How, when, where, and with what and whom they interact with is part of this culture.
	+ A primary feature of youth culture is the incorporation of trends or fads.
* Youths at Risk
	+ There are approximately 75.6 million children, ages newborn to 17 years, in the United States.
	+ Of the 25 million adolescents (ages 12 through 17 years) living in the United States, approximately *one in four* is at high risk of engaging in multiple problem behaviors.
		- Behaviors include committing delinquent acts and abusing drugs and alcohol.
	+ Another 6 million youngsters, making up 25%, engage in risky behavior, but to a lesser and, consequently, are less likely to experience negative consequences.
* High-Risk Behaviors and Adolescence
	+ High-risk youths often experience multiple difficulties:
		- They are frequently socialized in economically stressed families and communities, more often than not have histories of physical abuse and sexual victimization, typically have educational and vocational skill deficits, and are prone to become involved in alcohol and other drug abuse and forms of delinquency.
		- Adolescent problem behaviors—especially delinquent acts such as being involved in drug and alcohol abuse, failing in or dropping out of school, and having unprotected sex—are interrelated, or linked; that is, an involvement in one problem behavior is generally indicative of some participation in other socially undesirable behaviors.
		- High-risk youths tend to become involved in behaviors that contribute to unintentional injury and violence; some of these behaviors include carrying a weapon, driving when they have been drinking, riding with someone else who has been drinking, and rarely or never wearing a seat belt when driving or riding with someone else.
	+ *Delinquency* is a legal term initially used in law in 1899 when Illinois passed the first statute pertaining to delinquent behavior among juveniles.
	+ The average American delinquent is far more likely to shoplift, commit petty theft, use minor illegal drugs, violate liquor laws, or destroy property than to commit a violent or serious crime.
	+ Juveniles are also arrested for truancy, incorrigibility, curfew violations, and runaway behavior.
		- Such offenses are called *status offenses* because they would not be defined as criminal if adults committed them.
* Delinquency Defined
	+ State juvenile codes, as part of the *parens patriae* philosophy of the juvenile court, were enacted to eliminate the arbitrary nature of juvenile justice beyond the rights afforded juveniles by the U.S. Constitution and to deal with youths more leniently because they were seen as not fully responsible for their behavior.
		- The age at which an individual is considered a minor varies among states, but it is 16 or 17 years and younger in most states.
	+ A *delinquent youth* is a young person who has committed a crime or violated probation.
* Status Offenders and Status Offenses
	+ In various jurisdictions, status offenders are known as:
		- Minors in need of supervision (MINS)
		- Children in need of supervision (CHINS)
		- Juveniles in need of supervision (JINS)
		- Children in need of assistance (CHINA)
		- Persons in need of supervision (PINS)
		- Children in need of protection and services (CHIPS)
		- Members of families in need of supervision (FINS)
	+ They also may be termed predelinquent, incorrigible, beyond control, ungovernable, or wayward.
* Explanations for Status Offense Behavior
	+ Status offenders, many of whom come from single-parent homes, place the blame for their problems on parental figures in the home and believe that fulfilling their need for a warm, accepting, and loving relationship with their parents is not possible.
		- They become resentful and angry with their parents, who may have problems in expressing physical affection, setting reasonable and consistent limits, and showing acceptance to their children.
	+ The parents, in turn, often view status offenders as defiant, demanding, and obnoxious.
		- Parents usually believe that they have no control over their children, who will not accept restrictions or limitations on their behavior, and a power struggle results; as a result, parents may call the police to intervene with their abusive or unmanageable children.
	+ Many adolescents are psychologically tested and are found to be hyperactive or to have attention deficit disorder.
* Deinstitutionalization of Status Offenders (DSO)
	+ The removal of status offenders from secure detention facilities, has received considerable acceptance in the past few decades.
	+ The Juvenile Justice and Delinquency Prevention (JJDA) Act of 1974 and its various modifications have served as the most significant impetus for the nationwide deinstitutionalization of status offenders.
		- The JJDP Act continued a DSO provision that requires status offenders to be kept separate from delinquents in secure detention facilities as a condition for states to continue receiving federal funding for their adult jail facilities.
* The Juvenile Court’s Jurisdiction over Status Offenders
	+ Arguments for the removal of status offenders from the jurisdiction of the juvenile court:
		- The lack of clarity of many status offender statutes makes them unconstitutionally vague in their construction.
		- Such laws, critics claim, are often discriminatory, especially with regard to gender.
		- Although status offenders have not committed a criminal act, they are frequently confined with chronic or hard-core offenders, in defiance of the federal DSO mandate.
		- The procedure of processing and confining status offenders is not in the child’s best interest, and therefore violates the *parens patriae* principle that underlies the juvenile court system.
		- Some claim argue that formal intervention by the juvenile court into the lives of status offenders promotes rather than inhibits unlawful behavior by identifying the child as “bad.”
		- It should be obvious that status offenders are a special class of youth who must be treated differently from delinquents in order to prevent them from becoming delinquents themselves.
* Crossover Youth
	+ Juveniles in the child welfare system often enter the juvenile justice system.
		- Because these youths are known to both the child welfare system and the juvenile justice system, they are often referred to as *crossover youth*.
		- Other terms used to describe these youths are dual jurisdiction cases, dully adjudicated youth, and cross-system cases.
		- Many crossover youth experience co-occurring mental health and drug and alcohol abuse problems, which are left unscreened and undertreated in both systems; these youth frequently do poorly in school and end up being suspended or dropping out.
		- Youth in the child welfare system who are placed in out-of-home settings are at greater risk of crossing over into juvenile justice jurisdiction.
* The Contemporary Treatment of Delinquents
	+ Colonial Period (1636-1823)
		- Family is the primary source for social control of children. Young chronic offenders were disciplined in public view, such as whippings, dunkings, the stocks and expulsion from the community.
	+ Houses of Refuge Era (1824-1898)
		- Disillusioned with family, houses of refuge were proposed. Intended to protect children from weak and criminal parents.
		- Discipline was firm and harsh; family authority is superseded by that of the State.
	+ Juvenile Courts Era (1899-1966)
		- First juvenile court in Cook County, Illinois 1899 is based on the legal concept of parens patriae.
		- Wayward children were considered “wards of the state” and less responsible for their actions.
		- Poverty, ills of city life, inadequate families, schools, and neighborhoods are contributing factors.
	+ Juvenile Rights Era (1967-1975)
		- The courts are accused of capricious and arbitrary justice. Supreme Court hands down several landmark cases to ensure children will have due process.
		- Community based programs receive enthusiastic responses; some believed training schools would eventually be phased out.
	+ Reform Agenda Era (Late 1970s)
		- The major purpose is to divert status offenses from a criminal to a noncriminal setting.
		- Discourage the practice of jailing juveniles and encouraged community-based services.
		- Liberal blunder of failing to pay attention to serious juvenile crime became an Achilles’ heel.
	+ Social Control and Juvenile Crime Era (1980s)
		- Public demands for something to be done about serious juvenile crime.
		- 1984 National Advisory Committee for Juvenile Justice and Delinquency Prevention (NAC) leads to a focus on serious, violent, and chronic offenders; rejects deinstitutionalization.
		- Teen pregnancies, drug/alcohol abuse, and teen suicides fueled a time of 'getting tough.'
		- Growing acceptance of parents needing to be stricter with their children.
		- Reagan administration encourages five trends: (1) preventative detention; (2) transfer violent juveniles to adult court; (3) mandatory/determinate sentencing; (4) increased confinement; and (5) enforcement of the death penalty.
	+ The Contemporary Period (1990-Present)
		- The “crack epidemic” becomes a major impetus for the spread of drug trafficking street gangs.
		- Use of guns and drugs contribute to increased murder rates among young people.
		- States pass legislation leading to nine initiatives in juvenile justice: (1) curfews; (2) parental responsibility laws; (3) combating street gangs; (4) the movement toward graduated sanctions; (5) juvenile boot camps; (6) youth and guns; (7) juvenile proceedings; (8) juvenile transfer to criminal courts, and (9) expanded sentencing authority.
* The Three Themes of This Text
	+ Delinquency Prevention
		- Despite a host of negative influences in their lives—substance abuse, gang affiliations, teenage pregnancy, school violence, etc.—some teens are able to persevere in the face of difficulty and become productive community citizens.
		- Maselko found that providing high levels of maternal affection to children at eight months of age was associated with stress reduction and produced “long-lasting positive effects on mental health” well into adulthood.
		- Sources of 'resilience' vary among experts.
	+ Delinquency across the Life Course
		- Developmental life-course (DLC) theory is concerned with four main issues in the study of delinquency: (1) the development of offending and antisocial behavior, (2) protective factors, (3) the risk of offending at different ages, and (4) the effects of life events on the course of a person’s social and personal development.
		- Crime is more likely to occur when an individual’s ties to the wider society are disrupted, and the trajectory of the life course tends to be continuous.
		- Within the constraints of their social world, juveniles purposely plan and make choices from among the options facing them, and those decisions largely determine their life course.
	+ Delinquency and Social Policy
		- It is important to design policy recommendations that provide helpful directions for dealing more effectively with adolescents in general and with delinquents in particular.
		- Policy recommendations will be taken more seriously by policy-makers if they are based on research findings that are inextricably bound to sound theory.
		- OJJDP offers a model programs guide (MPG) of evidence-based prevention and intervention programs.

**ADDITIONAL ASSIGNMENTS AND CLASS ACTIVITIES**

* Ask students to compare and contrast *crimes* with *status offenses*. Have students provide examples of status offenses.
* Ask students to describe and explain the four key factors that determine the shape of the life course (location in time and place, linked lives, human agency, and timing of lives).
* Ask students to list and describe how they have used *human agency* in the past 24 hours.

**SUGGESTED ANSWERS TO END-OF-CHAPTER ASSIGNMENTS**

*Learning Outcomes 1*

1. How has the cultural understanding of adolescence changed over time?

Answer: Delinquents today are treated very differently than they have been in the past, partially because of changing understandings of adolescence.

1. How have such changes contributed to “the lengthening of adolescence”?

Answer: Such changes have been wrought by both cultural advances and studies of human development, including brain science and neuropsychological development.

*Learning Outcomes 2*

1. Why are factors such as physical and sexual abuse, and alcohol and drug abuse, related to delinquency?

Answer: The more of these problem behaviors that are present, the more likely it is that a youth will become involved in socially undesirable behaviors. Those adolescents who have the most negative or problem-oriented factors in their lives are defined as “high risk.” First, high-risk youths often experience multiple difficulties: They are frequently socialized in economically stressed families and communities, more often than not have histories of physical abuse and sexual victimization, typically have educational and vocational skill deficits, and are prone to become involved in alcohol and other drug abuse and forms of delinquency. Second, adolescent problem behaviors—especially delinquent acts such as being involved in drug and alcohol abuse, failing in or dropping out of school, and having unprotected sex—are interrelated, or linked; that is, an involvement in one problem behavior is generally indicative of some participation in other socially undesirable behaviors. Third, high-risk youths tend to become involved in behaviors that contribute to unintentional injury and violence.

1. How are deficits in vocational and educational skills related to delinquency?

Answer: Such behaviors include histories of physical abuse and sexual victimization, educational and vocational skill deficits, bullying, and involvement in alcohol and drug abuse.

*Learning Outcomes 3*

1. What definition of delinquency does this text use?

Answer: Juvenile delinquency is an act committed by a minor that violates the penal code of the government with authority over the area in which the act occurs.

1. How do legal definitions of delinquency differ, if at all, from the popular use of the term?

Answer: In many jurisdictions the authority of the juvenile court extends to the 18th birthday, but some states set the 16th birthday as the limit of juvenile court jurisdiction. A few use an even younger age.

*Learning Outcomes 4*

1. What is a status offense?

Answer: Behavior that is an offense only because the person involved is a juvenile. Typical status offenders exhibit incorrigibility at home, run away from home, and are truant from school.

1. What factors might propel a status offender into more severe kinds of offenses?

Answer: According to life-course criminology: (1) crime is more likely to occur when

an individual’s ties to the wider society are disrupted, and (2) the trajectory of a person’s life course tends to be continuous.

*Learning Outcomes 5*

1. Why has a “get-tough” policy for juveniles been seen in the final years of the twentieth century and the early twenty-first century?

Answer: By the end of the 1980s, the major thrust of crime-control policies involving juveniles was to “get tough” on serious and violent juvenile crime and to undermine the earlier reform efforts of the 1970s.

1. Do you think that policy will continue for long? Why or not?

Answer: Opinion-based question; answers will differ per individual

*Learning Outcomes 6*

1. What are the three themes that flow through this text?

Answer: The three themes of this text are as follows: (1) the social context of delinquency, which examines the environment in which youngsters grow up and by which they are influenced; (2) delinquency across the life course, a perspective that assesses risk factors that contribute to delinquent behavior and explores how delinquent behavior affects subsequent life experiences; and (3) delinquency and social policy, a theme that asks what can be done to improve the quality of young people’s lives and focuses on preventing and controlling youth crime.

1. Why are those themes important to the study of delinquency?

Answer: (1) To attempt to identify characteristics that resilient youth possess and that enable them to realize successful life outcomes, notwithstanding the presence of other high-risk environment situations; (2) it becomes important to explain why some young people experiment with acts of delinquency early on in life, but do not continue with criminal careers into adulthood; and (3) Policy recommendations will be taken more seriously by policymakers if they are based on research findings that are inextricably bound to sound theory.

**LIST OF CHANGES/TRANSITION GUIDE**

• A new “Voices of Delinquency” story opens the chapter.

• The “Think About It” feature, citing the Children’s Defense Fund, has been updated.

• Most figures in the chapter have been updated