To my wife, Carol; and to my children, Colin and Ryan.
You make it all worthwhile.

–P.E.

To my wife, Denise; and my children, Joshua, Adam, Tim, and Kirby. Thank you for your love and support.

–R.S.R.
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This text is intended to serve as a comprehensive introduction to the field of juvenile justice. It is designed to help readers understand the complexities of current juvenile justice practice by presenting a thorough examination of the social, historical, and legal contexts in which delinquency and juvenile justice practice occurs. We have included a broad range of information so that those without experience in the field will be able to understand the multiple decision-making stages that constitute juvenile justice, the interconnections among agencies involved in juvenile justice, and the factors that influence case processing. We examine the relevant literature on the effectiveness of various juvenile justice interventions, as well as a variety of practical, political, economic, philosophical, ethical, and legal issues that invariably arise when juvenile justice agencies become involved in the lives of youths and their families. We also examine common myths about youths who engage in delinquency and juvenile justice practice, and we include information on how juvenile justice is practiced in other cultures.

As in previous editions, our mission in this edition is to make youths who are involved in the juvenile justice process, the institutions that make up juvenile justice, and juvenile justice decision makers accessible to readers. We have, of course, relied heavily on the scholarly literature in developing the contents of this text. However, we have also relied on our own experiences as juvenile justice practitioners (our combined years as practitioners total more than 55), as well as our experiences as teachers and instructors of juvenile justice practitioners and both graduate and undergraduate university students.

Despite the many hours of work that have gone into this project, we recognize that the final product is not perfect. Indeed, several aspects of juvenile justice create difficulties for anyone attempting to develop a comprehensive introductory text in this area. One significant challenge has been to present the diversity of current approaches to juvenile justice. Juvenile justice is a complex and evolving enterprise, and there is considerable variation in juvenile justice practice across and within jurisdictions. Nevertheless, we are confident that we have produced a text that will help the reader understand the basic operation of juvenile justice regardless of where he or she lives, and that it will help him or her understand many of the nuances that define contemporary juvenile justice practice. Moreover, we have worked diligently to present a balanced view of juvenile justice. We want readers to recognize that juvenile justice continues to face many problems, and we encourage readers to critically examine past and current juvenile justice operations. Consequently, we include some critical thinking questions throughout the text. We believe that a critical examination of juvenile justice theory and operations is important for the future development of juvenile justice practice. However, we have also acknowledged the many positive things that are done for children and families in juvenile courts and other juvenile justice agencies each day. We hope that we have succeeded.
As we have done in previous editions, we have updated all of the materials presented in each chapter of the text including FYIs, Myths versus Realities, comparative materials, and critical thinking questions. This edition also contains important updates reflecting the expanding and changing literature in juvenile justice. For example, there have been some interesting changes in juvenile justice trends in recent years and much more is known today about child, adolescent, and young adult development than in the recent past. Moreover, we continue to learn more about what works with youths and the characteristics of effective programs and we have integrated this literature into the text. In addition, we have reorganized the material into 14 rather than 16 chapters. We made this change based on feedback from reviewers who believed that 14 chapters would fit better in a typical academic term. We cover the same topics as before, but they are organized differently. For example, previous editions contained separate chapters on status and violent offenders, neither of which account for the bulk of youths processed by juvenile courts. As a result, we developed a chapter on the problem of delinquency, which examines violent and status offending as well as other types of offenses handled by juvenile courts. This edition also contains a multi-color format intended to make the presentation visually appealing to readers. Overall, we believe students and faculty will be pleased with this fifth edition.

What’s New

The Student Experience

The fifth edition of Juvenile Justice: A Social, Historical, and Legal Perspective was designed with numerous features to create an engaging learning environment for students and to enhance their experience with this text.

Chapter Objectives

The Chapter Objectives are listed at the beginning of each chapter. Emphasis is on active, rather than passive, learning. We hope that the reader gains knowledge of how to apply the concepts and material and does not simply attempt to memorize what they see on the page. We want the reader to better understand the story of juvenile justice—a story we believe is a compelling one. Consequently, the Chapter Objectives are intended to provide the reader with a concise list of key content areas they we hope they will master after careful examination of the text.

Chapter Outline

The chapter’s framework is clearly laid out to help students plan their reading and study.
What's New

Featured Boxes

The text contains a number of interviews with persons involved in juvenile justice, such as court-involved youths, counselors, attorneys, law enforcement officials, judges, probation officers, court administrators, and program supervisors. These varying perspectives provide additional insights into the nuanced subject matter from people who work in the field. In addition, For Your Information (FYI), Comparative Focus, and Myth v. Reality boxes provide students with the most up-to-date information, opinions, and practices in juvenile justice while maintaining student interest and challenging preconceived ideas about juvenile justice practices. For instance, in a Myth v. Reality box in Chapter 12, we provide recent statistics to dispel the myth that only youths who threaten public safety are placed in detention.

Critical Thinking Questions

1. How should our knowledge of adolescent development inform juvenile law and juvenile justice practice?
2. How might a focus on social control among people working in juvenile justice lead to actions that harm youths?
Chapter Summary

Each chapter contains a summary of the main ideas and findings addressed in the chapter.

Key Concepts

- **Key Concepts**
  - Labeling: Defining and responding to a youth as a delinquent. Labeling can lead to stigmatization, loss of opportunities, and additional delinquent behavior.
  - Juvenile: A youth who falls within the age range specified by state law. The age range varies from state to state.
  - Juvenile Justice: A system of justice for youth.
  - Juvenile Justice: Ideology: A set of ideas about the causes of juvenile crime and what should be done about it.
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Additional Readings and References

At the end of each chapter, the reader will find a list of additional readings related to some of the key substantive issues covered in the chapter along with the scholarly references that were used to assemble the information contained within the chapter.

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Dr. Elrod has an extensive history of field experience. He is the former site director of a model school-based delinquency reduction program, and he has worked in juvenile justice as a court intake officer and juvenile probation department supervisor. He has also served as a consultant for the Kentucky Department of Juvenile Justice on a statewide delinquency prevention initiative, as a prison visitor, as an expert witness for plaintiffs in two federal suits involving abuse of inmates in a county jail, as a Safe Schools Evaluator, and as co-director of a model Day Treatment Program. He co-founded the Madison County Kentucky Delinquency Prevention Council. In 2013, he was appointed by Kentucky Governor Steve Beshear to the state Juvenile Justice Advisory Board and served on that board until 2016. Presently, he is actively involved in various social justice related activities. In his free time, he likes spending time with his family, traveling, and engaging in outdoor activities such as sailing, camping, and hiking.

**R. Scott Ryder** graduated magna cum laude from Wittenberg University, Springfield, Ohio, in 1971 with a BA in History. He attended Indiana University School of Law in Bloomington, Indiana, where he received his Juris Doctor degree in 1974. He was admitted to practice law in Michigan on January 17, 1975, and continues in the practice of law to the present day. He began his involvement in juvenile justice in 1975 while working as an assistant prosecuting attorney in Shiawassee County, Michigan, with primary responsibility for all proceedings in the juvenile court.

His involvement in the juvenile justice system continued after leaving Shiawassee County. He served as chief hearing referee and then research referee for 25 years at the Kalamazoo County, Michigan, juvenile court and later at the family court. After retiring from his referee position in May 2004, he became the juvenile court director for St. Joseph County, Michigan, a position he held until 2007, when he went to work for the Nottawaseppi Huron Band of the Potawatomi as their tribal court administrator, and he also represented the tribe in state courts as their Indian child welfare attorney from 2008 to 2012. In addition to working in the courts, he has extensive training and teaching experience. He was an instructor and trainer for the Michigan Judicial Institute, the Michigan Department of Human Services, and the Michigan Supreme Court Administrator’s Office. He has taught at the college level as an adjunct assistant professor at Western Michigan University, as an instructor at Glenn Oaks Community College, and as adjunct faculty at Spring Arbor University. He also has a limited private legal practice. When he is not working, teaching, or writing, his hobbies include officiating soccer, playing golf, and reading. He is married to Denise and has three adult sons and an adult stepdaughter.