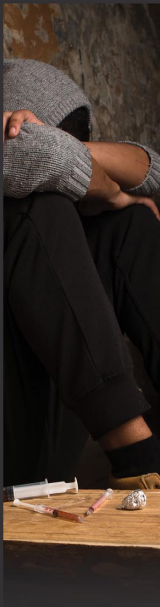
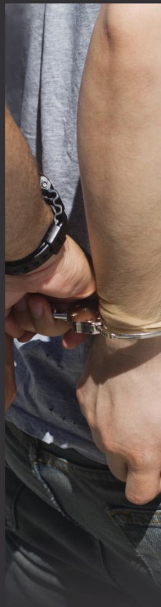


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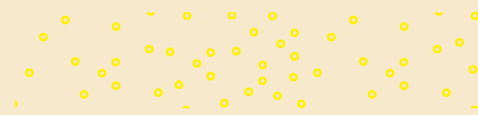
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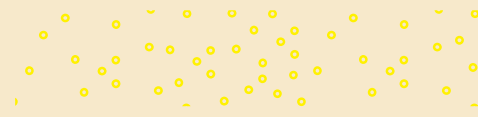


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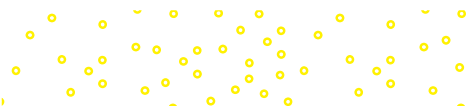
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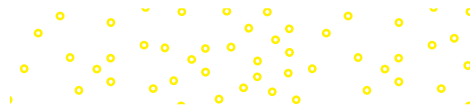
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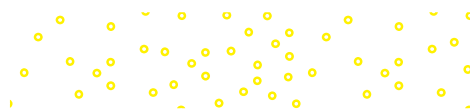
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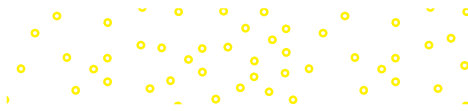
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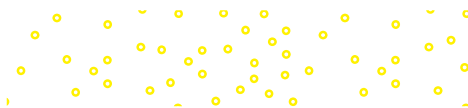
*In memory of Dr. Tory J. Caeti,
a founding author of this textbook and a great friend,
whose tragic death in 2006 left an immeasurable void in our lives.*

We miss ya' Tory!

ROBERT W. TAYLOR

and

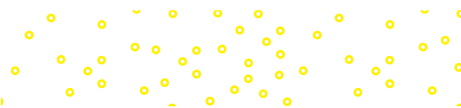
ERIC J. FRITSCH



ABOUT THE AUTHORS

ROBERT W. TAYLOR is a tenured full Professor in the Department of Criminology and Criminal Justice at the University of Texas at Dallas. Prior to assuming this position, he was the founding director of the Caruth Police Institute. The Institute was established through a \$9.5 million grant from the Communities Foundation of North Texas in January 2008 and is located within the Dallas Police Department. For nearly 15 years, Dr. Taylor was professor and chair of the Department of Criminal Justice at the University of North Texas at Denton. He has an extensive background in academic and professional criminal justice, having served as a sworn police officer and major crimes detective in Portland, Oregon, and as an active consultant to various U.S. and international criminal justice agencies. Dr. Taylor has authored or co-authored over 200 articles, books, and manuscripts. Most of his publications focus on police administration and management, police procedures, international and domestic terrorism, and cybercrime, and he has been the recipient of nearly \$17 million in external funding. His articles appear in numerous journals, including *Defense Analysis*, the *ANNALS*, *Police Quarterly*, *Crime and Delinquency*, and the *Police Chief*. Dr. Taylor is the senior author of three best-selling textbooks, *Terrorism, Intelligence and Homeland Security* (2nd ed.) (Pearson Publishing, 2019); *Cyber Crime and Cyber Terrorism* (4th ed.) (Pearson, 2019); and *Police Patrol Allocation and Deployment* (Pearson, 2009). He is also the co-author of two truly landmark textbooks, *Police Administration: Structures, Processes, and Behavior* (9th ed.) (Pearson Publishing, 2017); and *Criminal Investigation* (12th ed.) (McGraw-Hill, 2019). These texts are used in over 700 universities, colleges, and police departments throughout the United States, Europe, and China, and continue to be developed into new editions. In 2003, Dr. Taylor was awarded the University of North Texas Regent's Lecture Award for his work in the Middle East, and in 2008, the Academy of Criminal Justice Sciences (Police Section) presented Dr. Taylor with the O. W. Wilson Award "in recognition of outstanding contribution to police education, research and practice." He is an active member of the Academy of Criminal Justice Sciences and the American Society of Criminology.

ERIC J. FRITSCH is Professor and Associate Chair of the Department of Criminal Justice at the University of North Texas in Denton, Texas. He has authored and coauthored several books, journal articles, book chapters, and technical reports. Many of his publications focus on juvenile justice, in particular juvenile violence. He is the founding editor of *Youth Violence and Juvenile Justice: An Interdisciplinary Journal*. His areas of interest include juvenile justice and delinquency, gangs, criminological theory, law enforcement, criminal procedure, research methods, and organizational assessment. Prior to attending graduate school, he was a police officer and a substance abuse counselor.



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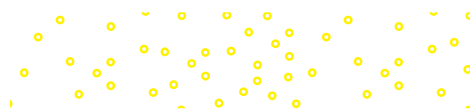
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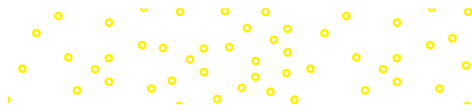
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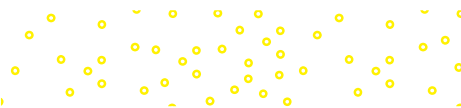
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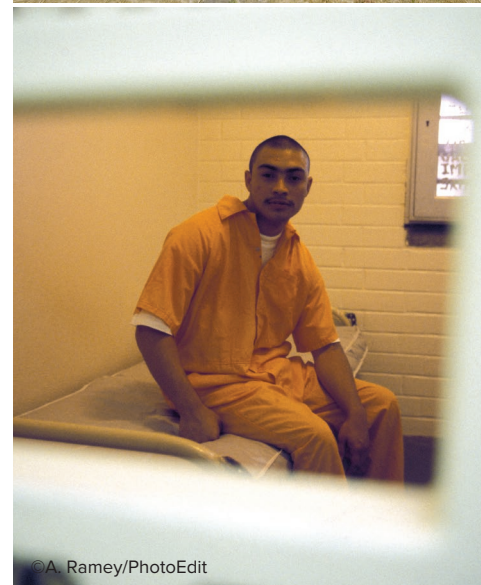
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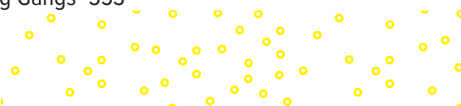
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PREFACE

The Fifth Edition

Juvenile Justice: Policies, Programs, and Practices takes a detailed look at the juvenile justice system with a student-friendly focus. With an emphasis on practical application, this text provides comprehensive insight into how the juvenile justice system operates in the United States. The focus of this text is on presenting examples of programs, policies, and current practices in the juvenile justice system to highlight and emphasize the key concepts presented. Numerous changes have been made to the juvenile justice system over the past 25 years in response to issues of juvenile crime and problems in dealing effectively with serious habitual juvenile offenders. This text reviews these laws and discusses changes to the juvenile justice system and its operation that have occurred recently. Regardless of your stance on these issues and what should be done with juvenile offenders, a solid working knowledge of the juvenile justice system is important to understanding the broader issues of juvenile justice in the United States.

Juvenile Justice is designed to serve as a text in introductory courses on juvenile justice. This text is not just for students interested in pursuing a career in juvenile justice, however. It is also for students who simply want to learn more about this important social institution. A major theme of this book is that much of what the public “knows” about juvenile justice in the United States is myth—that is, either wrong or significantly misunderstood. Consequently, in addition to presenting current, accurate information about juvenile justice in the United States and generally accepted interpretation of historical and modern development, this book “sets the record straight” in areas where, we believe, many people are being misled.

In addition to updating the text throughout with the latest available statistics and research, including updated box items, figures, tables, and photos, this edition also features expanded discussion of some of today’s most pressing issues in juvenile justice.

- Chapter 3, “Juvenile Crime, Criminals, and Victims,” updates and examines data about the Violent Crime involving juveniles. There is also new discussion on victimization among juveniles with an update on school shootings.
- Chapter 6, “Delinquency Prevention and Intervention,” includes an updated Focus on Programs: the Office of Juvenile Justice and Delinquency Prevention.
- Chapter 7, “Police and Juveniles,” includes new Internet Activities that send students to the Dallas, Texas, PAL website to explore programs for youth and to the national D.A.R.E. website.
- Chapter 8, “Juvenile Law and Procedure,” includes a new map, “Megan’s Law: Juvenile Sex Offender Registration.”
- Chapter 10, “Juveniles in the Criminal Justice System,” features a new discussion of the Eighth Amendment’s cruel and unusual punishment clause as it relates to juvenile justice.
- Chapter 11, “Community-Based Corrections for Juveniles,” includes a new discussion about executive agencies that administer probation and a new figure, “Case Processing Overview”.
- Chapter 12, “Institutional Corrections for Juveniles,” has been completely updated with new material on suicide in the juvenile corrections arena. There is also an added Internet activity that directs students to the National Conference of State Legislatures entitled, Trends in Juvenile Justice State Legislation 2011–2015 on the Web. The site notes some of the important trends observed in the juvenile justice system, namely the return of jurisdiction to the juvenile justice system: “Reforming Transfer, Waiver and Direct File Laws.” Another important brief in the document discusses human trafficking victimizing juveniles and asks students to research laws and policies that combat human trafficking in their own state.
- Chapter 14, “Special Populations,” features a new and updated material on drug and alcohol use among juveniles, as well as new data on child maltreatment and abuse. There is also a new and unique Focus on Policy box entitled, “The Opioid Crisis of 2018.”
- Chapter 15, “Future Directions in Juvenile Justice,” includes a new discussion on the recent influence of the Trump administration’s “get tough” policies on juvenile justice. There is also a new Focus on Policy: “Changes in Juvenile Court Jurisdiction,” discussing counter perspectives to this more conservative approach. In the state of Washington, 16- and

17-year-olds who once automatically faced adult court for certain violent offenses now have their jurisdiction as an adult considered by a judge, and whereas most state juvenile courts terminate jurisdiction at age 21, Washington State courts will extend that age to 25. The chapter also includes a new Myth or Fact about juvenile recidivism.

Organization

This book is divided into 15 chapters organized into five parts. Part 1, “Juvenile Justice and Delinquency in the United States,” introduces students to the juvenile justice system as well as juvenile crime and victims, risk and protective factors, and the history of the juvenile justice system. Part 2, “Theories of Juvenile Delinquency,” focuses on explanations of juvenile delinquency as well as efforts to prevent it. Part 3, “Policing Juveniles, the Law, and the Courts,” is dedicated to the role and function of the police and courts in the juvenile justice system with special attention paid to juvenile law and juveniles in the adult justice system. Part 4, “Juvenile Corrections,” introduces students to the corrections system, institutions, detention centers, community corrections, and release of offenders back into the community. Part 5, “Issues in Juvenile Delinquency,” is dedicated to some of the most pressing challenges facing the juvenile justice system today: gangs, violent offenders, sex offenders, the exploitation of children, and more.

Pedagogical Aids

Working together, the authors and editor have developed a learning system designed to help students get the most out of their juvenile justice course. The learning system within this text as a whole is without peer in juvenile justice textbooks. In addition to the changes already mentioned, redesigned and carefully updated tables and figures highlight and amplify the text coverage. And chapter outlines, objectives, reviews, marginal definitions, and an end-of-book glossary all help students master the material. Other innovative learning tools include:

FOCUS ON POLICY, PRACTICE, AND PROGRAMS. These boxes appear throughout the text and are used to provide in-depth information on, and examples of, policies, practices, and programs in the juvenile justice system.

CAREERS IN JUVENILE JUSTICE. These boxes focus on career options in the juvenile justice field and highlight the many options available to students interested in pursuing a career in juvenile justice.

JJ ONLINE. These inserts enable students to explore chapter topics on the Net in a directed fashion.

FYI. These sidebars present eye-opening additional information to retain students’ interest and keep them thinking about what they are reading.

MYTH VS. FACT. These inserts debunk common misconceptions about the juvenile justice system and alert students to the need to question what they see in the media.

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Acknowledgments

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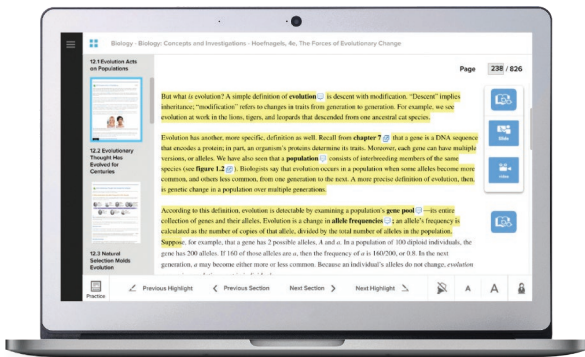
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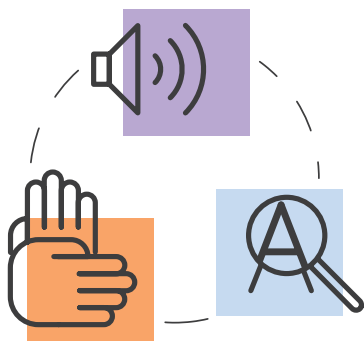
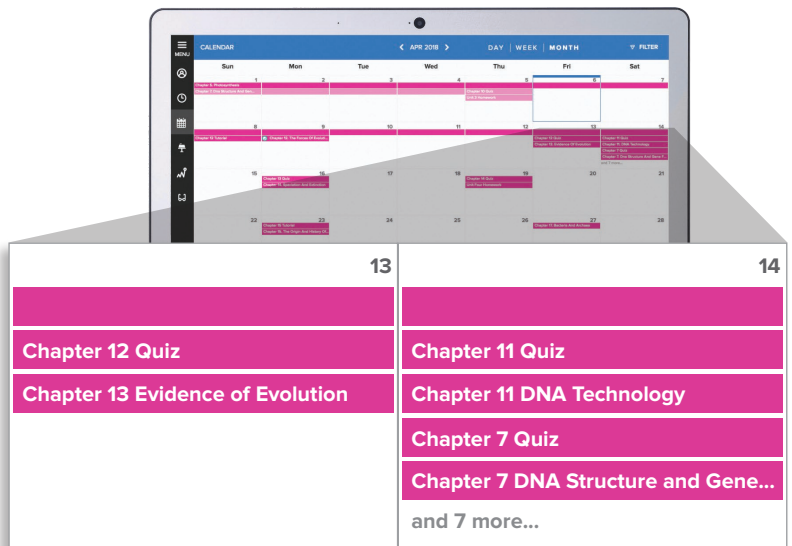
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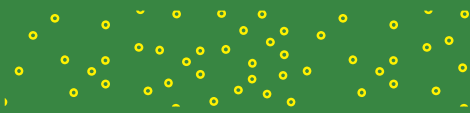
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1

PART

JUVENILE JUSTICE AND DELINQUENCY IN THE UNITED STATES

CHAPTER ONE

The Juvenile Justice System

CHAPTER TWO

History of the Juvenile
Justice System

CHAPTER THREE

Juvenile Crime, Criminals,
and Victims

(from left to right): ©BananaStock/JupiterImages; ©Andrew Fare/Alamy Stock Photo; ©Digital Vision/Getty Images







THE JUVENILE JUSTICE SYSTEM

CHAPTER ONE

Chapter Outline

Origins of the Juvenile Justice System

Juvenile Court Jurisdiction

Defining Delinquency

Defining a Juvenile

The Language of Juvenile Justice

Overview of the Juvenile Justice System

Law Enforcement and Other Referral Sources

Juvenile Court

Disposition

Comparison of Juvenile and Criminal Justice Systems

Chapter Objectives

After completing this chapter, you should be able to:

1. Describe the jurisdiction of the juvenile court.
2. Explain what is meant by delinquency.
3. Explain what is meant by status offenses.
4. Compare the ways in which the various states define a juvenile.
5. Identify and define the unique terms used in the juvenile justice system.
6. Outline the three major steps in the juvenile justice process.
7. Describe the five decision points in the juvenile justice process.
8. Compare and contrast the juvenile and criminal justice systems.

Origins of the Juvenile Justice System

Before the establishment of the **juvenile justice system**, courts and judges treated juveniles as adults and, in many instances, juvenile offenders received the same punishment as adults. There was only one system of justice in the United States, and all offenders were processed through it without regard to age. Under common law doctrine, the legal system the American colonists brought from England, a juvenile age 7 or older could receive the same punishment as an adult. Juveniles were housed in prisons with adults and sometimes received the death penalty; however, evidence shows that the most severe punishments were rarely given to juveniles.¹ The establishment of separate institutions to confine juvenile offenders separately from adults occurred in the early 1800s. In 1899, the first juvenile court was founded in Cook County, Illinois.

Why should there be a separate system of justice for juvenile offenders? Those who were concerned about the treatment of juveniles in the adult system argued that because juveniles are less mature than adults and cannot develop the same level of intent as adults, they should be handled differently. In fact, because of their immaturity, it was believed that some juveniles could more easily be rehabilitated.

Based on assumptions that juveniles are less mature than adults, incapable of the same level of intent as adults, and more easily rehabilitated, a separate system of justice was developed in the late 1800s to deal exclusively with juveniles. This system is known as the juvenile justice system. Eventually, every state developed a separate juvenile justice system with its own set of courts and institutions.

The juvenile justice system is composed of those agencies whose primary duty is to manage juvenile offenders. Today, most major police departments have officers whose sole responsibility is to deal with juvenile delinquency. In fact, because of recent school shooting incidents, many departments have officers regularly assigned to local elementary and secondary schools in their communities. In addition, every state has juvenile courts with their own judges, probation departments, and prosecutors. Furthermore, every state has separate places such as detention centers and institutions in order to confine juveniles apart from adults.

The juvenile justice system was founded on the belief of *parents patriae*, roughly translated into “state as parent.” The state, acting through a juvenile court judge, can act in the role of parent for the juvenile when parents are deemed incapable or unwilling to control their children. Therefore, the juvenile justice system was designed to do whatever is in the best interest of the juvenile, just as a parent should. The juvenile justice system has evolved significantly from its origins, which will be discussed in later chapters.

This chapter describes the juvenile justice system. Definitions of a juvenile and the types of cases confronting the juvenile justice system are given. The definitions of terms used exclusively in the juvenile justice system, a brief overview of the major steps in

the juvenile justice process, and an explanation of how juveniles are typically processed will be provided. The similarities and differences between the adult and juvenile justice systems are also discussed.

1.1 SELF-CHECK

What assumptions led to the establishment of a separate system of justice for juvenile offenders?

juvenile justice system The system of agencies that is designed to handle juvenile offenders.

parents patriae A legal doctrine in which the state plays the role of a parent.

jurisdiction The authority granted by law to hear a case.

Juvenile Court Jurisdiction

Jurisdiction is the authority granted by law to hear a case. State law, in what is commonly referred to as a juvenile or family code, specifies the jurisdiction of the juvenile court. The concept of jurisdiction involves the answers to two questions:

1. For what acts committed by juveniles does the juvenile court have jurisdiction?
2. What age does an individual have to be in order to be under juvenile court jurisdiction?

DEFINING DELINQUENCY

Juvenile **delinquency** is any behavior that is prohibited by the juvenile law of a state. The juvenile court has jurisdiction over all acts of delinquency. Each state's legislature defines delinquency in that particular state. However, delinquency generally consists of two categories. The first category of delinquency is any act committed by a juvenile that would be defined as a crime if committed by an adult. Therefore, an act of delinquency in juvenile court is the same as a crime in adult court. Offenses such as theft, burglary, assault, and robbery are acts of delinquency, just as they are adult crimes. Even without knowing these definitions, when people think of delinquency, they usually think of acts committed by juveniles that would be considered crimes if committed by adults. The second category of delinquency includes acts known as **status offenses**. A status offense would not be considered a crime if committed by an adult but would be considered an act of delinquency if committed by a juvenile. Status offenses include running away from home, skipping school (truancy), violating curfew, incorrigibility or ungovernability (not obeying one's parents), illegal purchase of alcohol, smoking tobacco, and underage drinking.

About one-half of all the states classify status offenders as delinquents. The other states have established categories that distinguish juvenile delinquents from status offenders. These states classify status offenders as

- CHINS or CINS—children in need of supervision
- PINS—persons in need of supervision
- JINS—juveniles in need of supervision
- MINS—minors in need of supervision

Two reasons for separating juvenile delinquents from status offenders are to remove the stigma of being classified as a juvenile delinquent from status offenders and to demonstrate that these juveniles have special problems and needs but are not criminal in nature.

The term *juvenile delinquency* describes acts that range from truancy to murder. With such a range of acts considered delinquent by law, almost all juveniles might be classified as delinquents at one time or another, because many young people have committed at least one act of delinquency. Although almost all juveniles commit delinquent acts, most are not processed in the juvenile justice system for these offenses because they are never taken into custody for their actions.

Frequently, the juvenile court has jurisdiction over several matters in addition to juvenile delinquency, including child abuse and neglect cases, adoption, termination of parental rights, child custody, and child support. Some states separate these matters into family courts, child welfare courts, and probate courts. The focus of this book, however, is on the court's role in matters of delinquency.

DEFINING A JUVENILE

Just as each state has defined delinquency, each state has defined the term *juvenile*. As far as the law is concerned, the only difference between a juvenile and an adult is age. Similarly, age is the only difference between a delinquent and a criminal. Therefore, if an individual is within a certain age range, he or she is classified as a **juvenile** and subject to juvenile court jurisdiction. Each state's legislature determines the minimum and maximum age at which a person is considered a juvenile. If an individual is above the maximum age, he or she is considered an adult and is processed in the **criminal justice system**.

Although it varies by state, the most common maximum age of a juvenile is 17. Therefore, in states that classify 17 as the **maximum age of juvenile court jurisdiction**, a 17-year-old who commits an offense is processed in juvenile court, whereas an 18-year-old who commits the



Typical juvenile court in the United States. *How is the picture of a juvenile court similar to or different from pictures you have seen of adult courts? How does the picture differ from your original perception of what a juvenile court looks like?* ©Aaron Roeth Photography

delinquency Any behavior that is prohibited by the juvenile law of a state.

status offense An act of delinquency committed by a juvenile that would not be considered a crime if committed by an adult.

juvenile An individual who falls within a specified age range and is subject to the jurisdiction of the juvenile court.

criminal justice system The system of agencies that is designed to manage adult offenders.

maximum age of juvenile court jurisdiction The upper age limit for which the juvenile court may hear a case.



Running away is a status offense. What role do you think the juvenile justice system (including police, courts, and corrections) should play in dealing with runaways? ©liquidlibrary/PictureQuest

same offense is processed in adult court. Figure 1.1 shows the maximum age of juvenile court jurisdiction by state. As shown, most states do define the maximum age of juvenile court jurisdiction as age 17. However, the maximum age of juvenile court jurisdiction in two states (New York and North Carolina) is 15. In these states, when individuals 15 years of age or younger commit an offense, they are processed in the juvenile justice system, whereas those 16 years of age or older are processed in the criminal justice system. In 11 other states, the maximum age of juvenile court jurisdiction is set at 16.

As far as state and federal law and processing in the justice system are concerned, there is not a universally agreed upon age as to when a person stops being a juvenile and becomes an adult. One can easily see that, as far as justice system processing is concerned, there is no

FIGURE 1.1

Maximum Age of Juvenile Court Jurisdiction by State

AGE	STATES
15	New York, North Carolina
16	Connecticut, Georgia, Illinois, Louisiana, Massachusetts, Michigan, Missouri, New Hampshire, South Carolina, Texas, Wisconsin
17	Alabama, Alaska, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming

Source: Sickmund, Melissa and Charles Puzzanchera (eds.), *Juvenile Offenders and Victims: 2014 National Report*. Pittsburgh, PA: National Center for Juvenile Justice, 2014.



The juvenile court has jurisdiction over acts of delinquency. *What factors do you think lead youth to commit delinquent acts? What can be done to prevent delinquency?* ©Mikael Karlsson/Alamy Stock Photo

magic age at which an individual becomes a mature adult, capable of making adult decisions. In Texas, a 17-year-old who commits an offense is handled in adult court because the maximum age of juvenile court jurisdiction in Texas is 16. On the other hand, if the same juvenile travels to California and commits the same offense while still 17 years of age, the individual would be handled in juvenile court because the maximum age of juvenile court jurisdiction in California is 17.

Every state has a maximum age of juvenile court jurisdiction, but not every state has a specified **minimum age of juvenile court jurisdiction** (see Figure 1.2). Individuals who are younger than the minimum age of juvenile court jurisdiction are believed to lack the ability to develop intent and to know right from wrong. Therefore, these individuals cannot be processed in the juvenile justice system, regardless of the act they commit. Under common law doctrine, individuals under age 7 were presumed to be unable to develop intent and therefore could not be prosecuted and punished for their actions. States that do set a minimum age of juvenile court jurisdiction usually set the age between 6 and 10.² For example, the minimum age of juvenile court jurisdiction in New York, Massachusetts, and Maryland is 7, whereas the minimum age is 10 in states such as Colorado and Texas. North Carolina has the lowest minimum age of juvenile court jurisdiction (6 years of age).

In those states that set a minimum age of juvenile court jurisdiction, individuals who are younger than the minimum age are not subject to juvenile court jurisdiction. They cannot be processed in juvenile court, regardless of the offense committed and cannot be held liable for their actions. For example, the minimum age of juvenile court jurisdiction in Colorado is 10 years. In Colorado, an individual

Myth

The term juvenile is defined the same way in each state.

Fact

How the term juvenile is defined varies from state to state.

Source: Sickmund, Melissa and Charles Puzzanchera (eds.), *Juvenile Offenders and Victims: 2014 National Report*. Pittsburgh, PA: National Center for Juvenile Justice, 2014.

1.2 SELF-CHECK

1. What is a status offender?
2. What is the most common maximum age of juvenile court jurisdiction?

minimum age of juvenile court jurisdiction The lower age limit for which the juvenile court may hear a case.

FIGURE 1.2 Minimum Age of Juvenile Court Jurisdiction by State	
AGE	STATE
6	North Carolina
7	Maryland, Massachusetts, New York
8	Arizona
10	Arkansas, Colorado, Kansas, Louisiana, Minnesota, Mississippi, Pennsylvania, South Dakota, Texas, Vermont, Wisconsin
No minimum age specified	Alabama, Alaska, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kentucky, Maine, Michigan, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, Tennessee, Utah, Virginia, Washington, West Virginia, Wyoming

Source: Sickmund, Melissa and Charles Puzanchera (eds.), *Juvenile Offenders and Victims: 2014 National Report*. Pittsburgh, PA: National Center for Juvenile Justice, 2014.

younger than that age cannot formulate intent and therefore cannot be processed in the juvenile justice system if he or she commits an offense. Therefore, if a 9-year-old committed murder, the juvenile justice system would not have jurisdiction over the case. The juvenile would not be incarcerated for the action but would be released to the custody of his or her parents. If the parents are deemed unfit, the Department of Human Services could remove the child from the parents' home and place the child in a foster home, but the juvenile court could not confine the individual for the action.

The Language of Juvenile Justice

One of the goals of the juvenile justice system when it separated from the criminal justice system was the rehabilitation of juvenile offenders. Because the stigma attached to juveniles who were labeled as criminals interfered with the rehabilitation process, the juvenile justice system needed to be distanced as much as possible from the criminal justice system. In

order to accomplish this, a different set of terms is used in the juvenile justice system. Each term has a companion term in the adult system. For example, delinquent acts in the juvenile justice system essentially mean the same as crimes in the criminal justice system. Similarly, the term *delinquent* essentially means the same as criminal. Figure 1.3 gives a list of defined terms used in the juvenile justice system and the companion terms used in the criminal justice system.

1.3 SELF-CHECK

Why was a separate set of terms established for use in the juvenile justice system?

Overview of the Juvenile Justice System

The ways juveniles are processed in the juvenile justice system vary greatly among states and even within the same state. Each state has its own juvenile code that specifies the laws and procedures of the system in that state. However, because of local practice and tradition, the processing of juvenile offenders varies from state to state and even from county to county. Therefore, it is difficult to describe precisely how juveniles are processed through the juvenile justice system. With these variations in mind, an overview of the major steps in the juvenile justice system follows. Figure 1.4 provides a graphical display of the major steps in the juvenile justice system.

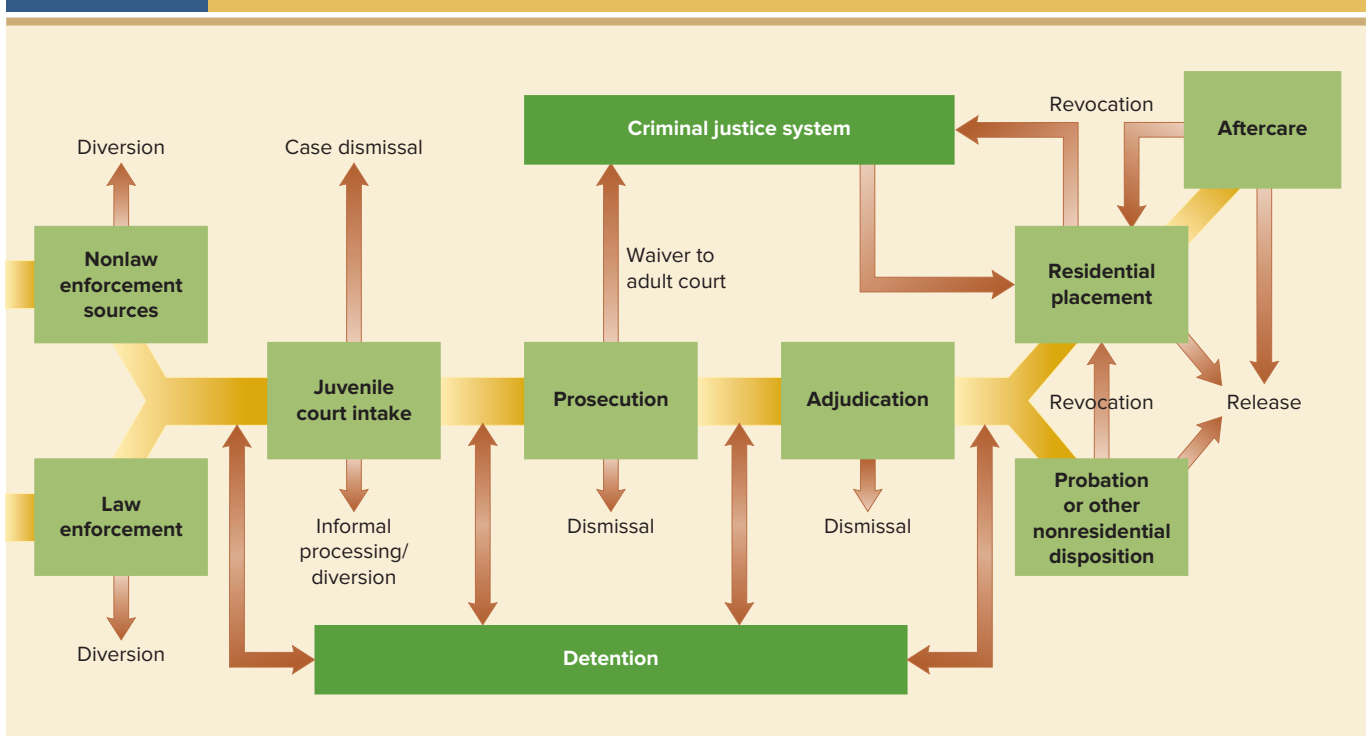
FIGURE 1.3

Comparison of Terms Used in the Juvenile Justice System and in the Criminal Justice System

JUVENILE JUSTICE SYSTEM TERM	CRIMINAL JUSTICE SYSTEM TERM
Adjudicated delinquent —Found to have engaged in delinquent conduct	Conviction
Adjudication hearing —A hearing to determine whether there is evidence beyond a reasonable doubt to support the allegations against the juvenile	Trial
Aftercare —Supervision of a juvenile after release from an institution	Parole
Commitment —Decision by a juvenile court judge to send the adjudicated juvenile to an institution	Sentence to prison
Delinquent act —A behavior committed by a juvenile that would have been a crime if committed by an adult	Crime
Delinquent —A juvenile who has been adjudicated of a delinquent act in juvenile court	Criminal
Detention —Short-term secure confinement of a juvenile for the protection of the juvenile or for the protection of society	Confinement in jail
Detention center —A facility designed for short-term secure confinement of a juvenile prior to court disposition or execution of a court order	Jail
Disposition —The sanction imposed on a juvenile who has been adjudicated in juvenile court	Sentence
Disposition hearing —A hearing held after a juvenile has been adjudicated	Sentencing hearing
Institution —A facility designed for long-term secure confinement of a juvenile after adjudication (also referred to as a training school)	Prison
Petition —A document that states the allegations against a juvenile and requests a juvenile court to adjudicate the juvenile	Indictment
Taken into custody —The action on the part of a police officer to obtain custody of a juvenile accused of committing a delinquent act	Arrest

FIGURE 1.4

The Juvenile Justice System



Source: This figure is adapted from Sickmund, Melissa and Charles Puzanchara (eds.), *Juvenile Offenders and Victims: 2014 National Report*. Pittsburgh, PA: National Center for Juvenile Justice, 2014.