

Helpful Resources

Juvenile Justice, Generally

Articles/Reports/Monographs

Byron Dorgan, et al., [Ending Violence So Children Can Thrive](#), Attorney General's Advisory Committee on American Indian and Alaska Native Children Exposed to Violence, November 2014. *The final report from the [Attorney General's Task Force on American Indian and Alaska Native Children Exposed to Violence](#). The task force is a part of Attorney General's Defending Childhood Initiative, a project that addresses the epidemic levels of exposure to violence faced by our nation's children. The task force was created in response to a recommendation in the Attorney General's National Task Force on Children Exposed to Violence December 2012 final report. The report noted that American Indian and Alaska Native children have an exceptional degree of unmet needs for services and support to prevent and respond to the extreme levels of violence they experience. <http://www.justice.gov/defendingchildhood/task-force-american-indian-and-alaska-native-children-exposed-violence>.*

Troy Eid, et al., [A Road Map for Making Native America Safer](#), Indian Law and Order Commission, November 2013.

TLOA required the ILOC to study the reasons behind the high rates of crime in Indian nations and make recommendations to make Native American and Alaska Native nations safer and reduce the high rates of violent crime. Their final report is one of the most comprehensive assessments ever undertaken of criminal justice systems servicing Native American and Alaska Native communities. See: <http://www.aisc.ucla.edu/iloc/>.

Dusten Hollist, Jacob Coolidge, et al., [Assessing the Mechanisms That Contribute to Disproportionate Minority Contact in Montana's Juvenile Justice Systems](#), December 2012.

The objective of the research was to conduct a disproportionate minority contact assessment oriented toward providing an understanding of the contributing factors that influence minority overrepresentation trends in four Montana counties. Specifically, the investigation involved a quantitative examination of the role of extra-legal and social factors in the explanation of disproportionate minority contact. The study used data from focus groups and face-to-face interviews with juvenile justice systems decision makers to put in to context and provide a more complete understanding of the mechanisms that contribute to disproportionate minority contact in Montana. See: <http://mbcc.mt.gov/PlanProj/Pubs/Pubs.asp>.

Delinquency, Dependency and Status Offenses

Articles/Reports/Monographs

American Bar Association, [Standards Relating to Interim Status: The Release, Control, and Detention of Accused Juvenile Offenders between Arrest and Disposition](#), 1979.

These juvenile justice standards delineate the characteristics and structure of decision making affecting a juvenile between arrest on criminal charges and final disposition of the case. See:

<https://www.ncjrs.gov/App/Search/SearchResults.aspx?txtKeywordSearch=Standards+Relating+to+Interim+Status%3A+The+Release%2C&fromSearch=1>.

Coalition for Juvenile Justice SOS Project, [National Standards for the Care of Youth Charged with Status Offenses](#), 2015.

A status offender is a juvenile charged with or adjudicated for conduct that would not, under the law of the jurisdiction in which the offense was committed, be a crime if committed by an adult. The most common examples of status offenses are chronic or persistent truancy, running away, violating curfew laws, or possessing alcohol or tobacco. The National Standards aim to promote best practices for this population, based in research and social service approaches, to better engage and support youth and families in need of assistance. See:

http://www.juvjustice.org/news/resources?title=&field_category_tid=All&items_per_page=20&page=10.

Development Services Group, [Ungovernable/Incorrigible Youth Literature Review](#), Office for Juvenile Justice and Delinquency Prevention, 2009.

This provides a review of the literature on underage drinking, theoretical frameworks, and prevention and intervention programs. See: <http://www2.dsgonline.com/>.

Jessica R. Kendall, [Juvenile Status Offenses: Treatment and Early Intervention](#), 2007.

This article gives an overview of status offense issues. It describes some of the underlying causes behind status offense behaviors and describes how this population has been treated historically. It argues for family and community based responses to these behaviors and gives examples of existing models that are centered around these concepts. See:

<http://www.americanbar.org/publications1.html>.

Emily Morgan, Nina Salomon, et al., [The School Discipline Consensus Report: Strategies in the Field to Keep Students Engaged in School and Out of the Juvenile Justice System](#), Council of State Governments (CSG) Justice Center, 2014.

A report providing school leaders and state and local government officials more than 60 recommendations for overhauling their approach to school discipline. The recommendations focus on improving conditions for learning for all students and staff, strengthening responses to student's behavioral health needs, tailoring school-police partnerships, and minimizing students' involvement with the juvenile justice system. See: <https://csgjusticecenter.org/jc/publications/>.

Annie Salsich and Jennifer Trone, [From Courts to Communities: The Right Response to Truancy, Running Away, and Other Status Offenses](#), Vera Institute of Justice, 2013

Young people who run away from home, skip school, or engage in other risky behaviors that are only prohibited because of their age end up in courtrooms every year by the thousands. Responding to these cases, called "status offenses," in the juvenile justice system can lead to punitive outcomes that are out of proportion to the young person's actions and do nothing to assess or address the underlying circumstances at the root of this misbehavior. This document aims to raise awareness about status offenses and spur conversations about how to effectively handle these cases by offering promising examples of state and local reform. See: <http://www.vera.org/resources>.

Claire Shubick, [What Social Science Tells Us about Youth Who Commit Status Offenses: Practice Tips for Attorneys](#), Child Law Practice, Vol 29, no. 9, 2010.

Research on adolescent development and antisocial behavior helps explain status offense behavior. This article translates the research and offers practice tips for advocating for clients in status offense cases. See: <http://www.americanbar.org/publications1.html>.

Incarceration

Articles/Reports/Monographs

William Adams, Julie Samuels, [Tribal Youth in the Federal Justice System](#), Justice Policy Center, Urban Institute, July 2011.

This study explores issues surrounding the population of American Indian juveniles who are processed in the federal justice system. Juveniles in the federal system are rare, and a substantial proportion enters into the system because of crimes committed on American Indians lands, over which the states have no jurisdiction. See: <https://www.ncjrs.gov/App/Publications/AlphaList.aspx?alpha=T&Agency=All>.

Neelum Arya and Addie Rolnick, [A Tangled Web of Justice, American Indian and Alaska Native Youth in Federal, State, and Tribal Justice Systems](#), Campaign for Youth Justice Policy Brief, 2008.

An examination of how Native American youth are disproportionately affected by transfer laws. Key findings include that many Native American youth commit low-level offenses and receive either no court intervention or disproportionately severe sanctions. Also examines the interaction of the tribal justice system with the state and federal justice systems and how that impacts youth transfer. See: <http://www.campaignforyouthjustice.org/research/cfyj-policy-briefs>.

James Austin, Kelly Dedel Johnson, and Ronald Weitzer, [Alternatives to the Secure Detention and Confinement of Juvenile Offenders](#), Office of Juvenile Justice and Delinquency Prevention Justice Bulletin, 2005.

Presents a model procedure for reducing the number of juvenile offenders in secure detention and confinement, so as to reduce crowding in custodial facilities and improve the effectiveness of juvenile case management. See: <https://www.ncjrs.gov/App/Publications/AlphaList.aspx#>.

Barry Holman and Jason Ziedenberg, [The Dangers of Detention: The Impact of Incarcerating Youth in Detention and other Secure Detention Facilities](#), Justice Policy Institute, 2006.

Despite the lowest youth crime rates in 20 years, hundreds of thousands of young people are locked away every year in the nation's 591 secure detention centers. Detention centers are intended to temporarily house youth who pose a high risk of re-offending before their trial, or who are deemed likely to not appear for their trial. See: <http://www.justicepolicy.org/research/category/38>.

Indian Child Welfare Act, Federal Laws

Website/Web Resources

Native American Rights Fund (NARF) has an online edition of [A Practical Guide to the Indian Child Welfare Act](#), it is intended to answer questions and provide a comprehensive resource of information on the Indian Child Welfare Act (ICWA). See: <http://www.narf.org/nill/documents/icwa/index.html>.

[The National Indian Child Welfare Association \(NICWA\)](#) website provides information on the act, resources for families, information on training and technical assistance, reports and documents. See: http://www.nicwa.org/Indian_Child_Welfare_Act/.

The Tribal Law and Policy Institute website has a page devoted to [Indian Child Welfare Act](#) information. There is an overview of the act, links to publications and updates on the latest issues regarding the Indian Child Welfare Act. See: <http://www.tribal-institute.org/lists/icwa.htm>.

The Tribal Law and Policy Institute website has a page devoted to [Indian Civil Rights Act](#) information. There is an overview of the law, discussions about the amendments to ICRA, ICRA enforcement, and resources. See: <http://www.tribal-institute.org/lists/icra.htm>.

The Tribal Law and Policy Institute website has a page devoted to [Public Law 280](#) information. There is an overview of the law, links to publications and updates on the latest issues regarding Public Law 280. See: <http://www.tribal-institute.org/lists/pl280.htm>.

The National Congress of American Indians (NCAI) and the National Criminal Justice Association (NCJA) maintains a website devoted the [Tribal Law and Order Act](#). There are webinars, documents, news, events, funding sources and a list of tribes that have implemented the enhanced sentencing authority of the Tribal Law and Order Act. See: <http://www.tribal-institute.org/lists/icra.htm>.

Restorative Justice and Innovative Court Structures

Articles/Reports/Monographs

Patricia Leigh Brown, [A Court's All-Hands Approach Aids Girls Most At Risk](#), *The New York Times*, January 28, 2014. See: http://www.nytimes.com/2014/01/29/us/a-courts-all-hands-approach-aids-girls-most-at-risk.html?_r=0.

Thomas Carroll, [Gender and Juvenile Justice: New Courts, Program Addresses Needs of Girls](#), National Center for Youth Law, 2009.

Juvenile justice systems around California are awakening to the needs of a new population: girls. As girls enter the delinquency system in ever-increasing numbers, several California counties have established new delinquency courts and

treatment programs tailored specifically to girls and their unique issues and needs. See: <http://youthblaw.org/publication/gender-and-juvenile-justice-new-courts-programs-address-needs-of-girls/>.

The Community Corrections Institute, [Gang Courts: An Innovative Strategy For Gang-Involved Offenders](#), Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice, April 2014.

While many jurisdictions have developed drug courts, mental health courts, and veteran's courts, virtually no jurisdictions have developed gang courts. This publication examines two such courts. The first program reviewed was developed by the U.S. Probation Office for the Eastern District of Missouri, headquartered in St. Louis, Missouri. This program titled "The St. Louis Gang Reentry Initiative Project" (GRIP) focuses on adult federal offenders and has specific criteria for admittance into the program. The second court program reviewed is the Yakima County Gang Court (YGC), located in Yakima, Washington. The YGC program was developed for gang-involved juveniles. The Yakima, Washington area has a significant Hispanic population and has experienced an influx of Hispanic gang members. See: <http://www.communitycorrections.org/resources-publications/>.

Michelle Heward, [An Update on Teen Court Legislation](#), 2006.

The issue of whether enabling legislation is needed for the operation of youth court programs is an ongoing debate. However, the number of states attempting to pass some type of enabling legislation related to youth courts has increased over the past few years. Of the 45 states that have youth court programs, 25 states had enacted legislation that specifically addresses youth/teen court in some manner as of November 2001. See: http://www.youthcourt.net/?page_id=656.

Molly McDonough, [Girls Court connects vulnerable girls to social services](#), *ABA Journal*, January 31, 2014. See: <http://www.abajournal.com/news/article/girls-court-connects-vulnerable-girls-to-social-services/>.

Tracy Godwin Mullins, [Selected Topics on Youth Courts: A Monograph](#), National Youth Court Center, 2004.

This document draws on the ideas and expertise of many who work in youth courts throughout the United States, as well as on the experience of staff at the National Youth Court Center at the American Probation and Parole Association who have researched and worked with youth courts on a national level for more than ten years. See: <http://www.aidainc.net/monograph.pdf>.

The Peace Alliance, [Fact Sheet on Evidence Based Prevention and Intervention Programs](#). *Discusses restorative justice among juveniles in Colorado, Wisconsin, Maryland, and an Alberta First Nations community. See: <http://peacealliance.org/issues-advocacy/restorative-justice/>.*

Christine Zuni, [Strengthening What Remains](#), *Kansas Journal of Law and Policy*, Vol. 7, no. 17, 1997. *A discussion of tribal courts, traditional justice and the future of tribal courts. See: <http://web2.law.buffalo.edu/faculty/meidinger/808/reg327402/uploaded/ZuniStrengthRemains.htm>.*

Restorative Justice and Innovative Court Structures

Website/Web Resources

[Edutopia](#) is a blog that discusses restorative justice in schools. See: <http://www.edutopia.org/blog/restorative-justice-resources-matt-davis>.

Mental Health Courts: The Bureau of Justice Assistance has a webpage regarding [Mental Health Courts](#). This page provides an overview, funding, training and technical assistance, and related resources on mental health courts. See: https://www.bja.gov/ProgramDetails.aspx?Program_ID=68.

Restorative Justice: [The Centre for Justice and Reconciliation](#) is a website that provides information on restorative justice around the world. See: <http://restorativejustice.org/restorative-justice/>.

Truancy Courts: The National Drug Court Resource Center provides an overview of [Truancy Courts](#) on their website. See: <http://www.ndcrc.org/node/360>. Additional information on peer or teen courts can be found at: [The National Association of Youth Courts](#) and the [California Courts – The Judicial Branch of California](#). See: http://www.youthcourt.net/?page_id=24 and <http://www.courts.ca.gov/5991.htm>.

Tribal Healing to Wellness Courts: The Tribal Law and Policy Institute maintains a website devoted to [Tribal Healing to Wellness Court](#) information. There are extensive wellness court resources including forms, publications, drug court partners, federal funding, news, and updates regarding wellness courts. See: <http://www.wellnesscourts.org/>.

Youth Domestic Violence Courts: Information can be found at: [Center for Court Innovation](#) and the [California Courts – The Judicial Branch of California](#). See: <http://www.courtinnovation.org/project/youth-domestic-violence-court> and <http://www.courts.ca.gov/5987.htm>.

Teen Courts: [Montgomery County, Maryland Teen Court](#). A diversion program offered to first time juvenile offenders in which they admit to their involvement in the offense and agree to have their case heard before a peer jury of Teen Court student volunteers in a court setting. See: <http://www.montgomerycountymd.gov/sao/other/TeenCourt.html>.

Trauma, Mental Health, Brain Development

Articles/Reports/Monographs

Dolores Subia Bigfoot and Janie Braden, [Adapting Evidence-Based Treatments for Use with American Indian and Native Alaskan Children and Youth](#), Focal Point, Vol 21, no. 1, 2007.

Examines the adaptation of several evidence-based treatments (EBTs) for child traumatic stress for use in Native American communities. The EBTs that are discussed attend to the broad cultural, historical, and intergenerational traumas that are part of the life experience of many Native American youth. (HRC). See: <http://www.pathwaysrtc.pdx.edu/publications>.

David Dobbs, "[Teenage Brains](#)," *National Geographic*, October 2011.

This article focuses teenage brain development. See: <http://ngm.nationalgeographic.com/2011/10/teenage-brains/dobbs-text>.

Jessica Feierman and Lauren Fine, [Trauma and Resilience, a New Look at Legal Advocacy for Youth in the Juvenile Justice and Child Welfare Systems](#), Juvenile Law Center, April 2014.

This publication sets forth key risks of and opportunities for using research on trauma in youth advocacy. It focuses on legal strategies advocates can use in court, and the state and local policies needed to support these strategies. It also sets forth basic background, case law analysis, and policy recommendations for the juvenile and criminal justice systems and for the child welfare system. See: <http://www.jlc.org/resources/publications?page=1>.

Richard Knox, [The Teen Brain: It's Just Not Grown Up Yet](#), *National Public Radio*, *National Public Radio*, March 2, 2010.

A story/article on teenage brains and development. See: <http://www.npr.org/templates/story/story.php?storyId=124119468>

Debra Bradley Ruder, [The Teen Brain](#), *Harvard Magazine*, September-October 2008.

This article focuses on teenage brain development. See: <http://harvardmagazine.com/2008/09/the-teen-brain.html>.

Kathleen R. Skowyra and Joseph J. Cocozza, [Blueprint for Change: A Comprehensive Model for the Identification and Treatment of Youth with Mental Health Needs in Contact with the Juvenile Justice System](#), National Center for Mental Health and Juvenile Justice, 2007.

This document presents a conceptual and practical framework for juvenile justice and mental health systems to use when developing strategies, policies, and services aimed at improving mental health services for youth involved with the juvenile justice system. The model summarizes what is known about identifying and treating mental disorders among youth at key stages of juvenile justice processing and offers recommendations, guidelines, and examples for how best to do this. See: <http://www.ncmbjj.com/blueprint-for-change-a-comprehensive-model-for-the-identification-and-treatment-of-youth-with-mental-health-needs-in-contact-with-the-juvenile-justice-system/>.

Tribal Code Resources

Model Codes

Center of Indigenous Research and Justice, [University of Washington's Center of Indigenous Research and Justice's Model Tribal Juvenile Code](#), University of Washington.

The Center of Indigenous Research and Justice has assumed responsibility for the continued development of and dissemination of the Model Tribal Juvenile Code, which is intended as an example of a delinquency, truancy, and at-risk-youth code providing numerous opportunities for juveniles to be diverted out of formal processing within the juvenile justice system. See: http://www.cirj.org/docs/CIRJ_Model_Tribal_Juvenile_Justice_Code.pdf.

National Indian Justice Center, [Tribal Juvenile Justice Code](#), Bureau of Indian Affairs, 1989.

Developed by the National Indian Justice Center for the Bureau of Indian Affairs in order to comply with a requirement to develop a model tribal juvenile code in the 1986 Omnibus Drug and Alcohol Act. See: http://www.tribal-institute.org/codes/juv_justice.htm.

Miscellaneous

Cooperative Agreements

[The Clayton County Juvenile Justice Collaborative Cooperative Agreement](#), *an example cooperative agreement between public school system, police department, child welfare, district attorneys, behavioral health services, and juvenile justice. See: <http://thecollaborative.uncc.edu/>.*

[Shelby County Schools SHAPE MOU](#), *a multisystem approach that offers mentoring, tutoring, counseling, community service, victim restitution support, and other individualized services. See: <http://www.neglected-delinquent.org/topic-areas/coordination-and-collaboration>.*

Websites/Web Resources

[Attention Homes](#) is an adolescent residential care program. They provide opportunities for at-risk youth to change their lives. They offer shelter, community-based living and teaching of life skills necessary for an independent future. See: <http://www.attentionhomes.org/who-we-are/>.

[Boys Town](#) – an organization that provides services to youth and their families. See: <http://www.boystown.org/>.

Community Works maintains a webpage with information regarding [Family Group Conferencing](#). See: <http://communityworkswest.org/rgc/>.

[The Bureau of Prisons](#) website discusses juveniles within the Bureau of Prisons facilities and family reunification. See: http://www.bop.gov/inmates/custody_and_care/juveniles.jsp.

The Kempe Center at the University of Colorado maintains a website devoted to [Family Group Decision Making](#). See:
<http://www.ucdenver.edu/academics/colleges/medicalschoo/department/pediatrics/subs/can/FGDM/Pages/FGDM.aspx>.

The [National Association of Counsel for Children \(NACC\)](#) is a non-profit child advocacy and professional membership association headquartered in the Kempe Children's Center on the campus of Children's Hospital Colorado in Denver, Colorado. It is a multidisciplinary organization with approximately 2,000 members representing all 51 jurisdictions and several foreign countries. NACC membership is comprised primarily of attorneys and judges, although the fields of medicine, social work, mental health, education, and law enforcement are also represented. See:
<http://www.naccchildlaw.org/?page=About>.

The [Office of Juvenile Justice and Delinquency Prevention's \(OJJDP's\) Model Programs Guide \(MPG\)](#) contains information about evidence-based juvenile justice and youth prevention, intervention, and reentry programs. It is a resource for practitioners and communities about what works, what is promising, and what does not work in juvenile justice, delinquency prevention, and child protection and safety. See: <http://www.ojjdp.gov/mpg>.

The Tribal Law and Policy Institute maintains a website [TribalProtectionOrder.org](#) that provides information for drafting and enforcement of tribal protection orders. See:
<http://tribalprotectionorder.org/>.