1. Morash, M., Stevens, T., & Yingling, J. (2014). Focus on the family: juvenile court responses to girls and their caretakers. *Feminist Criminology*, 9, pp. 298-322. doi: 10.1177/1557085114527151[<http://fcx.sagepub.com/cgi/reprint/9/4/298?ijkey=Q1scKsrT8X436&keytype=ref&siteid=spfcx>]

According to the feminist framework, a primary criticism of juvenile court’s responses to girls involve the court’s

@ Learning Objective: 9-5: Describe how lower courts are arranged and their relationships

\*a. disregard for the fact that some caretakers precipitate offending.

b. lack of respect for parental authority.

c. inadvertent focus on mental health needs.

d. intolerance of family dysfunction.

2. Morash, M., Stevens, T., & Yingling, J. (2014). Focus on the family: juvenile court responses to girls and their caretakers. *Feminist Criminology*, 9, pp. 298-322. doi: 10.1177/1557085114527151[<http://fcx.sagepub.com/cgi/reprint/9/4/298?ijkey=Q1scKsrT8X436&keytype=ref&siteid=spfcx>]

In order to improve justice for girls similar to the study participants, the authors recommend that girls should be assessed

@ Learning Objective: 9-5: Describe how lower courts are arranged and their relationships

a. by same-gender evaluators.

\*b. with girl-centered risk assessment instruments.

c. by licensed social workers.

d. with family members present.

Type: E

3. Morash, M., Stevens, T., & Yingling, J. (2014). Focus on the family: juvenile court responses to girls and their caretakers. *Feminist Criminology*, 9, pp. 298-322. doi: 10.1177/1557085114527151[<http://fcx.sagepub.com/cgi/reprint/9/4/298?ijkey=Q1scKsrT8X436&keytype=ref&siteid=spfcx>]

List the three ways juvenile courts have discretion to intervene in youthful offenders’ family life.

\*a. Answers may vary. (1) Following the doctrine of parens patriae, courts assume custody and place youth in residential settings and/or make decisions about the youth in place of parents. (2) Courts buttress parental authority by requiring youth to live in their caretakers’ homes and follow adults’ rules, or else face removal or punishments. (3) Consistent with rehabilitation ideals, juvenile court personnel refer or order youth and family members to participate in family-oriented therapy, counseling, and education designed to increase parenting skills and improve family dynamics.

@ Learning Objective: 9-5: Describe how lower courts are arranged and their relationships

4. Haynes, S. H., Ruback, B., & Cusick, G.R. (2010). Courtroom workgroups and sentencing: the effects of similarity, proximity, and stability. *Crime and Delinquency*, 56, pp. 126–161. doi: 10.1177/0011128707313787 [<http://cad.sagepub.com/cgi/reprint/56/1/126?ijkey=0IXKKglTiTOYg&keytype=ref&siteid=spcad>]

Which aspect of courtroom workgroups was not examined in the study?

@ Learning Objective: 9-6: Explain the many actors in a courtroom, called the Courtroom Workgroup, and how they interact with other actors in the workgroup.

a. Proximity

b. Stability

\*c. Particularity

d. Similarity

5. Haynes, S. H., Ruback, B., & Cusick, G.R. (2010). Courtroom workgroups and sentencing: the effects of similarity, proximity, and stability. *Crime and Delinquency*, 56, pp. 126–161. doi: 10.1177/0011128707313787 [<http://cad.sagepub.com/cgi/reprint/56/1/126?ijkey=0IXKKglTiTOYg&keytype=ref&siteid=spcad>]

Most studies that have examined the effects of decision-maker characteristics on sentencing outcomes have focused primarily on

@ Learning Objective: 9-6: Explain the many actors in a courtroom, called the Courtroom Workgroup, and how they interact with other actors in the workgroup.

a. district attorneys.

\*b. judges.

c. offenders.

d. defense attorneys.

Type: E

6. Haynes, S. H., Ruback, B., & Cusick, G.R. (2010). Courtroom workgroups and sentencing: the effects of similarity, proximity, and stability. *Crime and Delinquency*, 56, pp. 126–161. doi: 10.1177/0011128707313787 [<http://cad.sagepub.com/cgi/reprint/56/1/126?ijkey=0IXKKglTiTOYg&keytype=ref&siteid=spcad>]

Describe the demographic characteristics of most workgroup members in the study.

\*a. Most were white, male, older, and graduates of Pennsylvania schools.

@ Learning Objective: 9-6: Explain the many actors in a courtroom, called the Courtroom Workgroup, and how they interact with other actors in the workgroup.