

American CORRECTIONS

Theory, Research, Policy, and Practice

THIRD EDITION

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To criminal justice enthusiasts.

—Matt

To scholars, practitioners, and students of criminal justice.

—Peter

BRIEF CONTENTS

PART I	
THE FOUNDATION OF CORRECTIONS	1
CHAPTER 1	
Corrections and Its Place in the Criminal Justice System	3
CHAPTER 2	
The Philosophy and History of Corrections	33
CHAPTER 3	
The Law and Corrections	61
PART II	
CORRECTIONS: THE MANAGEMENT OF OFFENDER RISK	85
CHAPTER 4	
Sentencing and Offender Classification	87
CHAPTER 5	
The Pretrial Period and Jails	122
CHAPTER 6	
Diversion, Pretrial Treatment, and Prevention	152
CHAPTER 7	
Intermediate Sanctions	182
CHAPTER 8	
Probation	214

PART III	
PRISON AND OFFENDER REENTRY	241
CHAPTER 9	
Prisoners and Inmate Behavior	243
CHAPTER 10	
Prison Organization, Management, and Programs	274
CHAPTER 11	
Parole	303
CHAPTER 12	
Reentry	330
PART IV	
SPECIAL TOPICS IN CORRECTIONS	361
CHAPTER 13	
Juvenile Corrections	363
CHAPTER 14	
Women and Corrections	393
CHAPTER 15	
Capital Punishment and Civil Commitment	417

CONTENTS

Preface	xii		
The Student Experience	xiv		
Teaching Tools	xvii		
About the Authors	xviii		
Acknowledgments	xviii		
PART I			
THE FOUNDATION OF CORRECTIONS 1			
CHAPTER 1			
Corrections and Its Place in the Criminal Justice System	3		
OVERVIEW OF THE CORRECTIONAL SYSTEM 4			
Corrections in the News: The Widespread Societal Burden of the Most Antisocial Segment of the Population	7		
THE CORRECTIONAL SYSTEM AND AMERICAN SOCIETY 8			
THE CONTINUUM OF SANCTIONS 9			
Criminality and Risk	9		
Community Corrections	10		
Corrections Focus: Tracking Prisoners	15		
Institutional Corrections	18		
CORRECTIONS BY THE NUMBERS 21			
Corrections Focus: The Federal Criminal Justice System	23		
WRAP UP	27		
CHAPTER 2			
The Philosophy and History of Corrections	33		
THE PHILOSOPHY OF CORRECTIONS 34			
HISTORICAL APPROACHES TO CORRECTIONS 35			
Code of Hammurabi	36		
Judeo-Christian Traditions	36		
Greek and Roman Traditions	37		
Magna Carta	38		
On Crimes and Punishment	38		
CORRECTIONS IN COLONIAL AMERICA 38			
THE INVENTION OF THE PENITENTIARY 41			
Corrections Focus: Newgate of Connecticut	41		
Corrections Controversy: <i>Holt v. Hobbs</i> : A Unanimous Supreme Court Decision	43		
THE INVENTION OF THE REFORMATORY 44			
Corrections History: Principles from the 1870 National Congress on Penitentiary and Reformatory Discipline	46		
PROBATION AND PAROLE 48			
RECENT DEVELOPMENTS 49			
Industrial Prison Era	51		
The Hands-off Doctrine, Deprivation, and Importation	51		
Corrections Research: Prison Policy as an Agent of Social Change	53		
The New Penology and Beyond	54		
WRAP UP	57		
CHAPTER 3			
The Law and Corrections 61			
Corrections Focus: Juveniles and Life Imprisonment Without Parole	63		
ACCESS TO COURTS 64			
Habeas Corpus	64		
Corrections History: Death by Lethal Injection	65		
Civil Rights and Mandamus	66		
Case Law	66		

Corrections Focus: Battered Woman's Syndrome: Self-Defense or Diminished Capacity?	67	Community Courts	102
FIRST AMENDMENT	68	Corrections Focus: Inmate Mental Health and Supermax Confinement	103
Religion	69	Teen Courts	104
Free Speech and Mail	70	Specialized Prosecution Units	104
Free Association and Visitation	71	OFFENDER CLASSIFICATION AND ASSESSMENT	104
Corrections Focus: The Hands-off Doctrine	71	National Trends	105
FOURTH AMENDMENT	72	The Risk Principle	107
FIFTH AND FOURTEENTH AMENDMENTS	73	Classification and Assessment	
EIGHTH AMENDMENT	74	Instruments	109
Corrections in the News: Are Wrongful Convictions Isolated Cases?	75	WRAP UP	115
Capital Punishment	75		
Conditions of Confinement	77		
Habitual Offender Statutes	77		
Corrections Brief: The Obama Administration and Commutations	78		
WRAP UP	80		
PART II			
CORRECTIONS: THE MANAGEMENT OF OFFENDER RISK	85		
CHAPTER 4			
Sentencing and Offender Classification	87	CHAPTER 5	
SENTENCING	88	The Pretrial Period and Jails	122
Corrections Research: The Effect of Tougher Prison Conditions on Recidivism: Fact or Fantasy?	89	BAIL/BOND	123
Presentence Investigation Report	90	Types of Bond	124
U.S. Sentencing Commission	91	History and Reform	125
Corrections Brief: Incarceration: Is it Just Time away from Crime?	92	Corrections History: The Des Moines Community Corrections Program	127
Sentencing Trends	95	Bail Recovery/Enforcement	128
SPECIALIZED/PROBLEM-SOLVING COURTS	98	CONTEMPORARY PRETRIAL SERVICES	129
Drug Courts	98	Administrative Issues	129
DWI Courts	99	Bond Interviews and Assessments	129
Family Courts	100	Special Populations and Monitoring	130
Mental Health Courts	101	Pretrial Release of Felony Defendants	130
		Federal Pretrial Release and Detention	130
		DETERMINANTS OF PRETRIAL/RELEASE DETENTION	131
		Protective and Risk Factors	132
		Discretionary Outcomes	133
		THE EFFECTS OF PRETRIAL DETENTION	134
		Administrative Issues	134
		Procedural Justice Issues	134
		Substantive Justice Issues	135
		JAILS	135
		Jail Population	136
		Jail Trends	136
		Corrections Focus: Jail Vocabulary	137
		Time Served and Capacity	138

Social and Criminal Histories of Jail Inmates	139
Medical Problems, Suicide, and Homicide in Jail	140
History and Reform	141
Corrections Brief: Confinement Facilities in Indian Country	143
Corrections Research: Does Jail Suck?	144
WRAP UP	147

CHAPTER 6

Diversion, Pretrial Treatment, and Prevention 152

DIVERSION 153

History	153
Corrections Focus: Diversion and Sentencing Alternatives in the Federal Courts	154
Corrections Brief: From Drug Use Forecasting to Arrestee Drug Abuse Monitoring	157
Types of Diversion	158
How Common Is Diversion?	160
Major Diversion Initiatives	163
Treatment Alternatives to Street Crime	163
Federal Pretrial Diversion	164
Bazon Center for Mental Health Law	164
Corrections in the News: Prison as a Last Resort: The Global Goal of Diversion, Treatment, and Reintegration Programs	165
Proposition 36	165
Substance Abuse and Mental Health Services Administration	166

EVALUATION OF DIVERSION PROGRAMS 167

Juvenile Diversion Programs	167
Diversion for Mentally Ill Persons	168
Prop 36	169
General Criminal Justice Programs	170
Corrections Focus: Mother–Child Programs	172

PREVENTION 173

Risk and Protective Factors	173
The Nurse–Family Partnership Program	173
Multisystemic Therapy	174
The Behavioral Monitoring and Reinforcement Program	174
Multidimensional Treatment Foster Care	175

Cognitive Behavioral Therapy	176
WRAP UP	177

CHAPTER 7

Intermediate Sanctions 182

INTERMEDIATE SANCTIONS 183

Function	183
Corrections Brief: Home Visits from the Offender's Perspective	185
Public Image	187

FINES, DAY FINES, AND RESTITUTION 188

FORFEITURE 192

DAY REPORTING 193

Corrections Research: Social Costs of Prison Time Served	194
---	-----

COMMUNITY SERVICE 196

HOUSE ARREST AND ELECTRONIC MONITORING 197

Corrections Focus: Intermediate Sanctions, Critical Incidents, and Emotional Aftermath	200
---	-----

HALFWAY HOUSES/RESIDENTIAL TREATMENT 201

Corrections in the News: Sex Offenders Go Homeless	202
---	-----

BOOT CAMPS/SHOCK INCARCERATION 204

CRIMINAL OFFENDERS' VIEWS OF INTERMEDIATE SANCTIONS 206

WRAP UP	208
---------	-----

CHAPTER 8

Probation 214

PROBATION 215

Typologies	216
Corrections Research: The 8 Percent Problem	218
Statistics and Trends	219
History	220
Administration and Caseloads	222

Corrections Research: Psychological Inventory of Criminal Thinking Styles	224
THE CRIMINALITY OF PROBATIONERS	226
Corrections Focus: Probationer Recidivism and the Power of Antisocial History	226
Crime and Recidivism	227
Probation Violation and Revocation	228
EVALUATIONS OF PROBATION	230
What Works with Juvenile Probationers?	230
What Works with Adult Probationers?	232
Corrections Focus: Psychopathology in a Probation Cohort	233
WRAP UP	236

PART III

PRISON AND OFFENDER REENTRY	241
------------------------------------	------------

CHAPTER 9

Prisoners and Inmate Behavior	243
PRISONERS AND PUBLIC POLICY	244
Corrections in the News: Mobster Released at Age 100	245
PRISONER POPULATION AND TRENDS	247
GENDER, RACIAL, AND ETHNIC DIFFERENCES	249
Social and Health Characteristics	251
MODELS OF INMATE BEHAVIOR	253
Corrections Research: Don't Call It Inmate Suicide, Call It Prison Suicide	253
The Deprivation Model	254
Corrections History: Prison Break	255
The Importation Model	256
The Integrated/Multilevel Model	258
The Administrative Control Model	258
INMATE VIOLENCE AND MISCONDUCT	259
Corrections in the News: Violence in Prisons	260
Corrections Brief: Prison Rape: Is This a Crime That Can Be Prevented?	261
PRISON GANGS	263

Corrections Research: Why Are Prison Gangs Considered a Security Threat Group?	264
Aryan Brotherhood	265
Mexican Mafia	265
La Nuestra Familia	265
Black Guerilla Family	266
RESPONDING TO PRISON GANGS	266
PRISON VISITATION	267
Evaluations of Prison Visitation Effects	267
WRAP UP	268

CHAPTER 10

Prison Organization, Management, and Programs	274
PRISON ORGANIZATION AND CLASSIFICATION	275
Security Level	275
Facilities and Expenditures	276
Corrections Research: The Impact of Supermax Prisons on Recidivism	277
Medical Services	279
Corrections Brief: Differences Between Prisons in the West and Prisons in China	280
Legal Rights of Prisoners	282
Corrections History: An Annotated History of Religion Behind Bars	283
PRISON ORGANIZATION, MANAGEMENT, AND INSTITUTIONAL SAFETY	284
Corrections Brief: K9s as an Option to Traditional Use-of-Force Alternatives	285
Corrections Focus: Pets and Prisoner Rehabilitation: Prison-Based Animal Programs	286
PRISON PROGRAMMING AND TREATMENT	289
Educational and Vocational Programs	290
Religious Programs	292
Substance Abuse Treatment	293
Sex Offender Treatment	294
What Works in Correctional Treatment?	295
WRAP UP	298

CHAPTER 11

Parole 303

Corrections Focus: Elderly Inmates 305

PAROLE 306

Statistical Profile and Data Trends 307

Corrections Focus: Minimal-Risk Offenders in the Federal Correctional System 307

Corrections Research: Compassionate Release 309

Federal Parole 310

Corrections Brief: Life Without Parole for Juvenile Offenders 311

Criminal History of Parolees 312

Recidivism 313

Corrections Research: The Costs of Parolees and Other Released Prisoners 314

LEGAL ASPECT OF PAROLE 315

DETERMINANTS OF PAROLE 317

Parole Prediction 318

Parole Violation and Revocation 320

PAROLE PROGRAMS AND POLICIES 322

WRAP UP 325

CHAPTER 12

Reentry 330

REENTRY 331

Population Profile 332

Policy Background 334

Serious Violent Offender Reentry Initiative 335

Criminological Background 337

Corrections Research: Willingness to Serve Alternative Sanctions 339

REENTRY AND SOCIETAL ISSUES 340

Crime and Violence 341

Corrections Focus: Transformation Narratives and Reentry 342

Community 343

Public Health 343

Employment 344

Family 345

Corrections Research: Criminally Involved, Drug-Using Mothers 346

Civic Participation 347

WHAT WORKS IN REENTRY PROGRAMS 348

Comprehensive Programs 349

Corrections Brief: Project Greenlight: Do Reentry Programs Designed with Community Reintegration Really Work? 350

Employment Programs 351

Educational Programs 352

WRAP UP 354

PART IV

SPECIAL TOPICS IN CORRECTIONS 361

CHAPTER 13

Juvenile Corrections 363

JUVENILE CORRECTIONS HISTORY 364

Colonial Era 365

The Child Savers 365

Corrections Research: Adverse Childhood Experiences and Juvenile Justice Involvement 366

Juvenile Court 366

The Supreme Court and Juvenile Justice 368

Contemporary Juvenile Corrections 369

Corrections Focus: Lost Causes 371

THE JUVENILE JUSTICE SYSTEM 372

Structure and Processes 372

Statistics and Trends 374

Corrections Focus: The Long Shadow of Juvenile Detention 375

Federal Juvenile Justice 376

INTERMEDIATE SANCTIONS 376

PROBATION 378

DETENTION AND COMMITMENT 379

AFTERCARE 382

Corrections Research: Sexual Victimization in Juvenile Facilities 383

COMPREHENSIVE STRATEGY FOR SERIOUS, VIOLENT, AND CHRONIC JUVENILE OFFENDERS 383

WRAP UP 387

CHAPTER 14

Women and Corrections 393

WOMEN IN THE CORRECTIONAL SYSTEM 394

Criminal Justice System Data	395
History	396
Legal Issues	398

GENDERED PATHWAYS 399

Female Criminal Careers	400
Corrections Focus: Female Serious, Violent, and Chronic Juvenile Offenders	401
Victimization and Marginality	402

NONCOMPLIANCE AND RECIDIVISM 403

Probation	403
Prison Adjustment and Misconduct	404
Corrections Focus: Trajectories of Misconduct in Women's Prisons	405
Corrections Research: The LSI-R and Female Offenders	406
Parole and Reentry	407

CORRECTIONAL PROGRAMMING FOR WOMEN 409

Corrections Brief: Do Correctional Programs for Women Work?	411
WRAP UP	412

CHAPTER 15

Capital Punishment and Civil Commitment 417

CAPITAL PUNISHMENT 419

Death Penalty Statutes and Legal Processes	419
Corrections Brief: Any Last Words?	422
Corrections Focus: Capital Juror Disqualification	424
Methods of Execution	424
Historical Development	425
Profile of Condemned Offenders	429

DETERRENCE 430

Evidence Against	430
Supportive Evidence	431
Substantive Problems	432

RETRIBUTION 433

Philosophical and Religious Bases	433
Racial Elements	434
Corrections Controversy: Revisiting the White Victim Effect	436

CIVIL COMMITMENT 436

Corrections Research: Failure to Register as a Sex Offender and Crime: Fact or Fiction?	439
WRAP UP	441
Name Index	446
Subject Index	459

PREFACE

The correctional system has a difficult job to do. It must provide monitoring, supervision, punishment, and treatment for the range of offenders who are convicted of violations of the law. This range of offenders is tremendous. It spans those whose only violations of the law include relatively minor traffic crimes such as speeding, driving with an expired license, or driving with an expired registration to those convicted of predatory crimes such as murder, kidnapping, and rape. The correctional system imposes punishments such as diversion and deferred sentences where there is effectively no sentence to situations where the state lawfully kills the offender. Correctional clients range from upstanding citizens with strong ties to the community to the most disadvantaged and pathological. Across these variations, the correctional system must perform its functions with the ideal of balanced justice in mind.

Although there are problems and negative aspects of the correctional system, the American correctional system does an admirable job of providing appropriate justice to the correctional clients that it serves. The logic of *American Corrections: Theory, Research, Policy, and Practice, Third Edition* is consistent with the triage system used in the medical community: The most serious cases demand the most immediate and serious treatment and the less serious cases must wait.

The text is divided into four parts. Part I, The Foundation of Corrections, provides a general overview of the correctional system and its place in the criminal justice system, the philosophy and history of the correctional system in the United States, and the laws that govern the ability of the state to correct criminal offenders. As you will see, many philosophies have been used to determine the best way to supervise criminal offenders, and some of these are conflicting and even difficult to reconcile.

Part II, Corrections: The Management of Offender Risk, delves into the triage approach beginning with the various sentences that the criminal courts impose on offenders and the ways that the correctional system classifies offenders according to the various risks they exemplify. From there, a continuum of sentences is used to meet the diverse risks and needs of the offenders. In severity, the continuum of sentences is

generally representative of the continuum of offenders.

Part III, Prison and Offender Reentry, explores one of the most serious parts of the correctional system: prison. In this section, the journey of prisoners as they navigate prison, parole, and ultimate reentry into society is examined.

Part IV, Special Topics in Corrections, examines three somewhat special populations of offenders: juveniles, women, and the small portion of offenders who receive the most severe treatment by the system—namely capital punishment and civil commitment.

The text offers 15 chapters of useful information based on scholarship from the social and behavioral sciences. It is a comprehensive, student-friendly text for introductory corrections courses at the community college and university levels. It does not stray into material that is more suitable for other courses (e.g., criminal justice, corrections management, etc.), and it does not present a point of view. *American Corrections: Theory, Research, Policy, and Practice, Third Edition* does not lionize the criminal offender and malign the system, and it does not pretend that the correctional system is beyond reproach. Instead, in a fun, scholarly, and student-friendly way, the text explores the correctional system in the United States. Many exciting improvements have been made in this third edition, including:

- Discussion or citation of more than 100 new studies
- Updated or redesigned figures and tables
- New box feature on the societal burden of the most antisocial offenders
- New box feature on *Holt v. Hobbs*
- New box feature on the Obama administration and commutations
- New box feature on supermax confinement
- New box feature on the Des Moines Community Corrections Program
- New box feature on offenders' assessments of jail
- New box feature on diversion and sentencing alternatives in the federal courts

- New box feature on home visits from the offender's perspective
- New box feature on probationer recidivism and the power of antisocial history
- New box feature on psychopathology in a probation cohort
- New box feature on mobster released at age 100
- New box feature on minimal risk offenders in the federal correctional system
- New box feature on the costs of parolees and other released prisoners
- New box feature on transformation narratives and offender reentry
- New box feature on adverse childhood experiences and juvenile justice involvement
- New box feature on *Lost Causes*
- New box feature on the long shadow of juvenile detention
- New box feature on serious, chronic, and violent female juvenile offenders
- New box feature on trajectories of misconduct in women's prisons
- New box feature on correctional programs for women and their effectiveness
- New box feature on capital juror disqualification
- New box feature on revisiting the white victim effect in capital punishment sentencing
- Expanded discussion of *Miller v. Alabama*
- New discussion of *Montgomery v. Louisiana*
- New discussion of *Johnson v. United States*
- New discussion of *Welch v. United States*
- Updated Critical Thinking Questions
- New content on restorative justice restitution programs
- New content on good time and the Sentencing Reform Act of 1984
- New content on the federal Post Conviction Risk Assessment (PCRA)
- Greatly expanded coverage of effectiveness of various correctional programs and sanctions
- New content on risk, protective, and interactive protective factors
- New coverage of technical violations
- New coverage of social support theory and offender reentry

THE STUDENT EXPERIENCE

This text is assembled with a pragmatic, critical, and multidisciplinary approach. It includes many learning tools and features to help engage readers, emphasize key topics, and assist with studying.

Part Structure: As discussed in the Preface, the text is divided into four major parts. This helps to focus students' attention and provide context as their course moves through the American correctional system. Each part opens with a brief outline to prepare readers for the upcoming topics.



Learning Objectives: Each chapter opens with a list of Objectives to help students hone in on the key topics presented in the chapter. They can also be used as a helpful study tool.



Block Quotes: Relevant quotes from cited literature are emphasized throughout the text.

Squandering our scarce correctional treatment program resources on low-risk offenders that do not need them is a waste of those resources.

(Latessa & Lowenkamp, 2006, p. 522)

Correctional systems cannot undo the histories of the delinquents they are charged with supervising and rehabilitating. For the most part, when delinquents reach state commitment, they are considered the most serious, violent, and incorrigible delinquents in the state. Oftentimes, unrealistic expectations are placed on correctional systems to change a lifetime of behavior in a year or less and also to make sure the changes hold once a youth returns to the environment that produced them.

(Trulson, 2007, p. 29)

It seems likely, therefore, that a major barrier to the rehabilitation of the adult criminal in a maximum security prison is to be attributed not only to the "unnaturalness" of his social environment and the lack of scientifically tested therapeutic devices but also to the corruption of the guard's authority in maintaining custody and discipline. Since these functions have long been held to be opposed to the aim of reformation, it would appear that a profound reevaluation of the importance of these functions for the rehabilitation of the adult criminal is needed.

(Sykes, 1956, p. 262)

Bold Key Terms: Key terms and concepts are identified in bold to help students understand new terminology and focus on important ideas. Definitions for all key terms are provided at the end of each chapter.

Key Terms	Definition
adjudicated	To be found guilty in juvenile court.
adjudicatory hearing	Juvenile trial.
aftercare	Juvenile parole.
blended sentencing	Method by which juvenile courts combine juvenile and adult punishment in such a way that it is tailored to the needs of the individual offender.
boot camps	Short-term incarceration programs that incorporate the strict discipline, hard labor, and physical training of military basic training followed by an aftercare program that contains conditions and treatment.
Brink's Law	Court case that ruled that juveniles could not be waived to criminal court following applications in juvenile court because it violated the double jeopardy clause of the Fifth Amendment.
Child Savers	Progressive social movement that put juveniles in houses of refuge.
committed	Status of a juvenile who has received a prison sentence.
Comprehensive Strategy for Serious, Violent, and Chronic Offenders	A research-based framework of strategic responses to help local and state juvenile justice systems respond to delinquency.
curfew enforcement	Policies that limit the opportunities youths have to engage in delinquency.
decertification	The undoing of a delinquency.
delinquency petition	Juvenile filing of a waived case.
delinquent	Minor found guilty of a crime.
delinquent status	Violations of criminal law that occur when a delinquent chooses criminal prosecution.
denied release	Type of waiver into criminal law.
detained	Status of a juvenile in jail confinement while awaiting court proceedings.
disposition	Juvenile sentence.

Boxed Features: Boxes highlight interesting and relevant sidebars on a variety of topics related to corrections in each chapter. Box themes include *Corrections in the News*, *Corrections Focus*, *Corrections Controversy*, *Corrections History*, *Corrections Research*, and *Corrections Brief*.

CORRECTIONS BRIEF
Home Visits from the Offender's Perspective
Home visits are occasions where correctional officials visit the residence of a criminal offender to check on the offender's welfare and assess whether the offender is complying with the conditions of his or her sentence. Home visits are also used for probationers and parolees, but they are most often used to assess criminal controls. Due to the potential for dangerous behaviors, home visits are also of the most frequent types of community corrections. However, some states are also an example of the combined use of the offender's risk classification. At times, the home visits may occur when the offender was not home so that corrections officers can visit the offender's family and neighbors to assess the offender's situation. Home visits are also used to monitor the offender's progress and to provide support and encouragement. Home visits are also used to monitor the offender's progress and to provide support and encouragement.

CORRECTIONS FOCUS
Minimal Risk Offenders in the Federal Correctional System
In the federal criminal justice system, more than 30 percent of offenders have no official criminal history prior to their current offense. Unlike in state courts, where first-time offenders are often provided multiple opportunities to receive community corrections, particularly probation or parole, direct sentences or alternative penalties are imposed in the federal system. However, a growing number of offenders in the federal system are considered low risk. These offenders are often placed in state prisons, but they are not considered high risk offenders who have served time in the Bureau of Prisons.

CORRECTIONS HISTORY
The Des Moines Community Corrections Program
Inspired by the Marquette Real Reform Project, several cities across the United States created innovative programs to support positive alternatives in new ways other than the traditional prison system. One of the first was the Des Moines Community Corrections Program, which was established in 1971. The program was designed to provide alternatives to incarceration for offenders who were not considered high risk. The program was designed to provide alternatives to incarceration for offenders who were not considered high risk.

CORRECTIONS RESEARCH
Home Visits from the Offender's Perspective
Home visits are occasions where correctional officials visit the residence of a criminal offender to check on the offender's welfare and assess whether the offender is complying with the conditions of his or her sentence. Home visits are also used for probationers and parolees, but they are most often used to assess criminal controls. Due to the potential for dangerous behaviors, home visits are also of the most frequent types of community corrections. However, some states are also an example of the combined use of the offender's risk classification. At times, the home visits may occur when the offender was not home so that corrections officers can visit the offender's family and neighbors to assess the offender's situation. Home visits are also used to monitor the offender's progress and to provide support and encouragement. Home visits are also used to monitor the offender's progress and to provide support and encouragement.

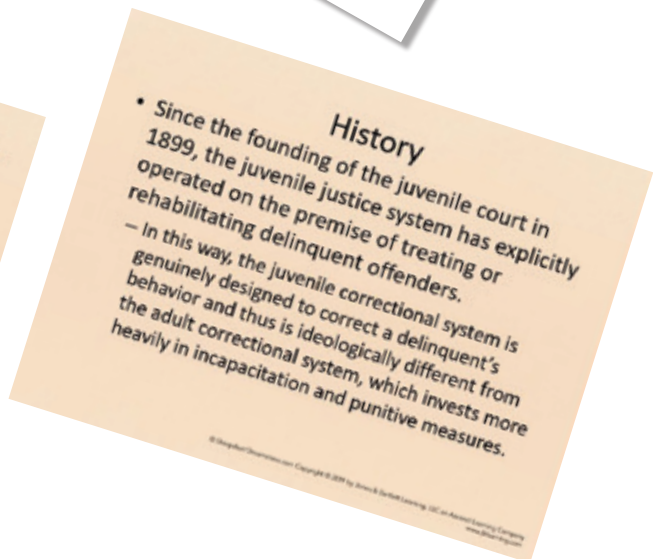
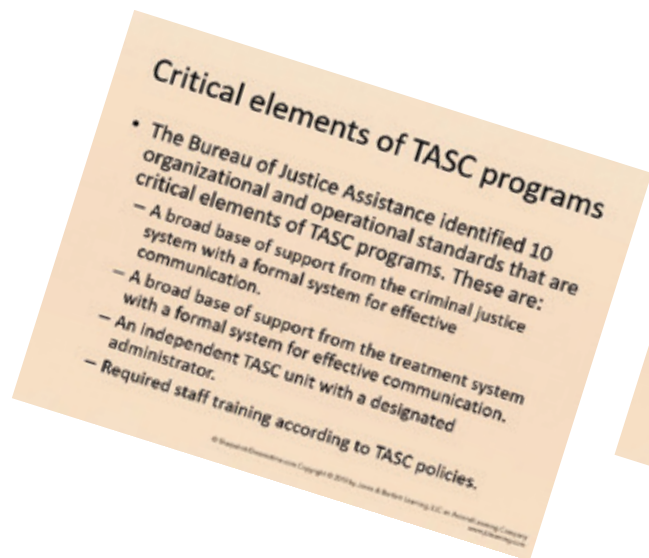
Wrap Up: All chapters end with a *Wrap Up* section that can be used as a study guide. Wrap Ups include a Chapter Summary to review the topics covered, Key Terms and definitions to help with learning new vocabulary and concepts, Critical Thinking Questions to help stretch students understanding and can be used for study or as assignments, and References that provide information on the sources cited and can help jumpstart research.



TEACHING TOOLS

To assist you in teaching this course and supplying your students with the best in teaching aids, Jones & Bartlett Learning has worked with the authors to prepare a complete ancillary package available to all adopters of the text. Additional information and review copies of any of the following items are available through your Jones & Bartlett Learning Sales Representative:

- **Instructor's Manual**, providing you with complete, ready-to-use lecture outlines that cover all of the topics from the text. Lesson plans can be edited and modified to fit your course.
- **Test Bank**, containing more than 500 multiple choice, true/false, and essay questions. These questions allow you to create tailor-made classroom tests and quizzes quickly and easily by selecting, editing, organizing, and printing a test along with an answer key that includes page references to the text.
- **Lecture Outlines in PowerPoint format**, providing you with a powerful starting point to make presentations that are both educational and engaging. Slides can be modified and edited to meet your needs.



ABOUT THE AUTHORS

Matt DeLisi, Ph.D. is Professor and Coordinator of Criminal Justice Studies and Affiliate with the Center for the Study of Violence at Iowa State University. Professor DeLisi is one of the most prolific and highly cited criminologists in the world and is the author of nearly 400 scholarly publications, mostly in the areas of pathological criminality, psychopathy, self-control, offender/inmate behavior, corrections, and the genetics of antisocial behavior. In 2012, Dr. DeLisi received the prestigious Fellow Award from the Academy of Criminal Justice Sciences. He has provided expert services and consulted on capital murder and multiple-homicide offender cases in multiple federal and state jurisdictions. Professor DeLisi has provided testimony to the U.S. Senate Judiciary Committee and has consulted on criminal justice policy to a variety of federal stakeholders, including the U.S. Attorney General, U.S. Probation and Pretrial Services, the Federal Bureau of Investigation, and others.

Peter J. Conis, Ph.D. is Professor in the Department of Sociology at Des Moines Area Community College. Academia is his second career. Previously, Dr. Conis was the Program Director for the S.T.O.P. Violence Against Women project at the Iowa Law Enforcement Academy (ILEA). In this capacity, he served as a member of the Lt. Governor's S.T.O.P. Violence Against Women Coordinating Council, the S.T.O.P. Violence Against Women Grant Review Committee, the Iowa Domestic Abuse Death Review Team, the Dependent Adult Abuse Conference Steering Committee, the Iowa Coalition Against Sexual Assault Grant Review Committee, the Healthy Iowans 2010 Team, and as the Committee Director for the S.T.O.P. Violence Against Women Annual Conference. Before joining the ILEA staff, Dr. Conis served 22 years as a law enforcement officer, working both rural and urban jurisdictions in Iowa, and 1 year as an investigator for the Story County Prosecuting Attorney's Office.

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