

True / False

1. According to Erik Erikson, ego identity is formed during early childhood when the ego learns to control the superego.

- a. True
- b. False

*ANSWER:* False

*REFERENCES:* The Risks and Rewards of Adolescence

*LEARNING OBJECTIVES:* JUVE.SIEG.17.01.01

*KEYWORDS:* Bloom's: Remembering

2. Educational achievement scores between children in affluent and low-income families have been widening over the years.

- a. True
- b. False

*ANSWER:* True

*REFERENCES:* The Problems of Youth

*LEARNING OBJECTIVES:* JUVE.SIEG.17.01.01

*KEYWORDS:* Bloom's: Remembering

3. Kids who leave foster care (age out) without family support are at an elevated risk of becoming homeless, unemployed, and incarcerated.

- a. True
- b. False

*ANSWER:* True

*REFERENCES:* The Problems of Youth

*LEARNING OBJECTIVES:* JUVE.SIEG.17.01.01

*KEYWORDS:* Bloom's: Remembering

4. Among the policies identified by the Children's Defense Fund that feed the cradle to prison pipeline are zero tolerance school policies and tougher sentencing guidelines.

- a. True
- b. False

*ANSWER:* True

*REFERENCES:* The Problems of Youth

*LEARNING OBJECTIVES:* JUVE.SIEG.17.01.01

*KEYWORDS:* Bloom's: Remembering

5. While teen smoking and drinking rates are currently low, their use of heroin and crack cocaine is higher than in the past.

- a. True
- b. False

*ANSWER:* False

*REFERENCES:* The Problems of Youth

*LEARNING OBJECTIVES:* JUVE.SIEG.17.01.01

*KEYWORDS:* Bloom's: Remembering

6. About 5.5 million youths under the age of 18 are arrested each year.

- a. True
- b. False

*ANSWER:* False

*REFERENCES:* Juvenile Delinquency

*LEARNING OBJECTIVES:* JUVE.SIEG.17.01.01

*KEYWORDS:* Bloom's: Remembering

7. The concept of childhood as we know it today was firmly established in Europe during the Middle Ages.

- a. True
- b. False

*ANSWER:* False

*REFERENCES:* The Development of Childhood

*LEARNING OBJECTIVES:* JUVE.SIEG.17.01.02

*KEYWORDS:* Bloom's: Remembering

8. The medieval child has been described as a “miniature adult” who began to work and accept adult roles at an early age and was treated with great cruelty.

- a. True
- b. False

*ANSWER:* True

*REFERENCES:* The Development of Childhood

*LEARNING OBJECTIVES:* JUVE.SIEG.17.01.02

*KEYWORDS:* Bloom's: Remembering

9. The Elizabethan Poor Laws of 1601 created a system of church wardens and overseers who, with the consent of justices of the peace, identified vagrant, delinquent, and neglected children and put them to work.

- a. True
- b. False

*ANSWER:* True

*REFERENCES:* The Development of Childhood

*LEARNING OBJECTIVES:* JUVE.SIEG.17.01.02

*KEYWORDS:* Bloom's: Remembering

10. The master–apprentice relationship was dissimilar to the parent–child relationship in that the master did not have complete authority over the apprentice.

- a. True
- b. False

*ANSWER:* False

*REFERENCES:* The Development of Childhood

*LEARNING OBJECTIVES:* JUVE.SIEG.17.01.02

**KEYWORDS:** Bloom's: Remembering

11. Poor laws requiring poor and dependent children to serve apprenticeships were popular in England but never gained momentum in the American colonies.

- a. True
- b. False

**ANSWER:** False

**REFERENCES:** The Development of Childhood

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.02

**KEYWORDS:** Bloom's: Remembering

12. In the United States, early colonists viewed family violence as a sin, which led to the first child protection laws in the late 1630s.

- a. True
- b. False

**ANSWER:** True

**REFERENCES:** The Development of Childhood

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.02

**KEYWORDS:** Bloom's: Remembering

13. Prior to the twentieth century, little distinction was made between adult and juvenile offenders.

- a. True
- b. False

**ANSWER:** True

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.03

**KEYWORDS:** Bloom's: Remembering

14. Urbanization generated the belief that certain segments of the population (youths in urban areas, immigrants) were susceptible to the influences of their decaying environment.

- a. True
- b. False

**ANSWER:** True

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.03

**KEYWORDS:** Bloom's: Remembering

15. Child-saving organizations influenced state legislatures to enact laws to commit runaway children to institutions because they believed these children were a threat to the moral fabric of society.

- a. True
- b. False

**ANSWER:** True

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.03

**KEYWORDS:** Bloom's: Remembering

16. Although the child-saver movement was successful for a short period, state legislation in the lives of children died out by 1850 due to the Civil War and other political movements.

- a. True
- b. False

**ANSWER:** False

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.03

**KEYWORDS:** Bloom's: Remembering

17. The House of Refuge was developed to protect potential criminal youths by taking them off the street and providing a familylike environment.

- a. True
- b. False

**ANSWER:** True

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.03

**KEYWORDS:** Bloom's: Remembering

18. Charles Loring Brace was most known for his creation of the “Children’s Aid Society,” the concept of relocating orphaned children from urban environments to more rural environments to begin new lives.

- a. True
- b. False

**ANSWER:** True

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.03

**KEYWORDS:** Bloom's: Remembering

19. Unlike adult defendants, children do not have the right to consult an attorney or the right to confront witnesses.

- a. True
- b. False

**ANSWER:** False

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04

**KEYWORDS:** Bloom's: Remembering

20. In 1967, the *President’s Commission on Law Enforcement and the Administration of Justice* suggested that the juvenile justice system must provide underprivileged youths with opportunities for success, including jobs and education.

- a. True
- b. False

**ANSWER:** True

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04

**KEYWORDS:** Bloom's: Remembering

21. State control over a child's noncriminal behavior supports the *parens patriae* philosophy, because it is assumed to be in the best interests of the child.

- a. True
- b. False

**ANSWER:** True

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04

**KEYWORDS:** Bloom's: Remembering

22. Under early British jurisprudence, children under the age of 7 were legally incapable of committing crimes.

- a. True
- b. False

**ANSWER:** True

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04

**KEYWORDS:** Bloom's: Remembering

23. Most states define *minor child* as an individual who falls under a statutory age limit, most commonly 13 years of age.

- a. True
- b. False

**ANSWER:** False

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04

**KEYWORDS:** Bloom's: Remembering

24. According to the text, status offenders are never detained or incarcerated with delinquents.

- a. True
- b. False

**ANSWER:** False

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04

**KEYWORDS:** Bloom's: Remembering

25. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) is authorized to distribute grants and provide support to those states that developed alternate procedural methods to handle status offenders and improve the juvenile justice system?

- a. True
- b. False

**ANSWER:** True

*REFERENCES:* Developing Juvenile Justice

*LEARNING OBJECTIVES:* JUVE.SIEG.17.01.04

*KEYWORDS:* Bloom's: Remembering

26. The act that created the OJJDP was amended in 1987 to allow status offenders to be detained for violating valid court orders.

- a. True
- b. False

*ANSWER:* True

*REFERENCES:* Status Offenders

*LEARNING OBJECTIVES:* JUVE.SIEG.17.02.05

*KEYWORDS:* Bloom's: Remembering

27. Research studies have consistently found that strict enforcement of curfew laws actually increases juvenile crime rates during curfew hours.

- a. True
- b. False

*ANSWER:* False

*REFERENCES:* Status Offenders

*LEARNING OBJECTIVES:* JUVE.SIEG.17.02.05

*KEYWORDS:* Bloom's: Remembering

28. Since 1990, there have been no cases in which parents have been ordered to serve time in jail because their children have been truant from school.

- a. True
- b. False

*ANSWER:* False

*REFERENCES:* Status Offenders

*LEARNING OBJECTIVES:* JUVE.SIEG.17.02.05

*KEYWORDS:* Bloom's: Remembering

29. Juvenile courts do not have jurisdiction over noncriminal status offenders.

- a. True
- b. False

*ANSWER:* False

*REFERENCES:* Status Offenders

*LEARNING OBJECTIVES:* JUVE.SIEG.17.02.05

*KEYWORDS:* Bloom's: Remembering

30. Status offenses are illegal only because of the minority status of the offender.

- a. True
- b. False

*ANSWER:* True

*REFERENCES:* Status Offenders

**LEARNING OBJECTIVES:** JUVE.SIEG.17.02.05

**KEYWORDS:** Bloom's: Remembering

Multiple Choice

31. Today there are \_\_\_\_\_ children in the United States.
- a. 45 million
  - b. 65 million
  - c. 75 million
  - d. 105 million

**ANSWER:** c

**REFERENCES:** The Risks and Rewards of Adolescence

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.01

**KEYWORDS:** Bloom's: Remembering

32. A hundred and fifty years ago girls matured sexually at age 16. Today they do so at \_\_\_\_\_ years of age.
- a. 11
  - b. 12.5
  - c. 13
  - d. 15

**ANSWER:** b

**REFERENCES:** The Risks and Rewards of Adolescence

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.01

**KEYWORDS:** Bloom's: Remembering

33. \_\_\_\_\_ is formed when youths develop a firm sense of who they are and what they stand for.
- a. Alter ego
  - b. Ego identity
  - c. Role diffusion
  - d. Ego transformation

**ANSWER:** b

**REFERENCES:** The Risks and Rewards of Adolescence

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.01

**KEYWORDS:** Bloom's: Remembering

34. According to Erik Erikson, role diffusion occurs when youths:
- a. develop a firm sense of who they are and what they stand for
  - b. experience personal growth through extensive parental intervention
  - c. experience uncertainty when they place themselves at the mercy of leaders who promise to give them a sense of identity they cannot develop for themselves
  - d. realize that they have developed a spoiled identity

**ANSWER:** c

**REFERENCES:** The Risks and Rewards of Adolescence

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.01

**KEYWORDS:** Bloom's: Remembering

35. Which of the following statements about children in the United States is *false*?
- a. Children who grow up in low-income homes are less likely to achieve in school.
  - b. Proportionately Hispanic and Black children are about three times as likely to be poor than their white peers.

- c. The younger the child, the more likely they are to live in extreme poverty.
- d. It is now estimated that only 10 percent of fourth-graders in U.S. public schools cannot read at grade level.

ANSWER: d

REFERENCES: The Problems of Youth

LEARNING OBJECTIVES: JUVE.SIEG.17.01.01

KEYWORDS: Bloom's: Remembering

36. Which of the following is *false* about the long-lasting negative effects of child poverty?
- a. Educational achievement scores have been closed between children in affluent and low-income families.
  - b. Family wealth is an increasingly important determinant of high school graduation and college attendance.
  - c. Mental and physical health is impaired due to poverty.
  - d. Social behavior differs because of socioeconomic status.

ANSWER: a

REFERENCES: The Problems of Youth

LEARNING OBJECTIVES: JUVE.SIEG.17.01.01

KEYWORDS: Bloom's: Remembering

37. According to the text, U.S. children and adolescents experience various health and mortality problems. Which of the following statements is *false*?
- a. Less than 20 percent of homes have parks within a half-mile, less limiting physical fitness.
  - b. About 10 percent of youth do not have health care coverage.
  - c. The percent of children born at low birth weight has increased.
  - d. Children spend an all-time high of 2.5 hours a day in front of a screen (TV, computer, games).

ANSWER: d

REFERENCES: The Problems of Youth

LEARNING OBJECTIVES: JUVE.SIEG.17.01.01

KEYWORDS: Bloom's: Remembering

38. Adults 25 years of age and older with less than a high school diploma earn \_\_\_\_\_ percent less than those who have earned a high school diploma.
- a. 5      b. 10
  - c. 30     d. 20

ANSWER: c

REFERENCES: The Problems of Youth

LEARNING OBJECTIVES: JUVE.SIEG.17.01.01

KEYWORDS: Bloom's: Remembering

39. *Cyberbullying* is the willful and repeated harm inflicted through the medium of electronic text. According to the text, which of the following statements is *false with regard to this phenomenon*?
- a. Adolescent girls are significantly more likely to experience cyberbullying.
  - b. Boys are more likely to spread rumors online.



- c. A cyberbully's online power may stem from Net proficiency.
- d. Research indicates that one out of every five kids has been cyberbullied.

**ANSWER:** b

**REFERENCES:** The Problems of Youth

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.01

**KEYWORDS:** Bloom's: Remembering

40. The Youth Risk Behavior Survey (YRBS) monitors health-risk behaviors among youth and young adults. Which of the following is true about youth health-risk behaviors from 20 years ago (roughly 1994) compared to 2013?

- a. Fights in high schools have increased by 35 percent.
- b. The percentage of students who are sexually active has risen by 18 percent.
- c. Condom usage has increased from 51 percent to nearly 80 percent for sexually active teens.
- d. The percentage of high school students watching 3 or more hours of television a day has declined by roughly 10 percent.

**ANSWER:** d

**REFERENCES:** The Problems of Youth

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.01

**KEYWORDS:** Bloom's: Remembering

41. According to the text, youths who have been arrested four or more times and perpetuate a striking majority of serious criminal acts are known as the:

- a. chronic juvenile offenders
- b. terminally criminal
- c. deviant minority
- d. recidivists 10 percent

**ANSWER:** a

**REFERENCES:** Juvenile Delinquency

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.02

**KEYWORDS:** Bloom's: Remembering

42. A family style wherein the father is the final authority on all family matters and exercises complete control over his wife and children is:

- a. paternalistic
- b. maternalistic
- c. egalitarian
- d. matriarchal

**ANSWER:** a

**REFERENCES:** The Development of Childhood

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.02

**KEYWORDS:** Bloom's: Remembering

43. Which of the following statements about children in the Middle Ages is false?

- a. Children of all classes were subjected to stringent rules and regulations.
- b. Girls were educated at home and married in their early teens.
- c. Children were expected to undertake responsibilities early in their lives.
- d. The parent-child relationship was particularly close and loving.

**ANSWER:** d

**REFERENCES:** The Development of Childhood

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.02

**KEYWORDS:** Bloom's: Remembering

44. Voltaire's, Rousseau's, and Locke's vision produced a period known as the \_\_\_\_\_, which stressed a humanistic view of life, freedom, family, reason, and law.

- a. Dark Ages
- b. Enlightenment
- c. Renaissance
- d. Classical period

**ANSWER:** b

**REFERENCES:** The Development of Childhood

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.02

**KEYWORDS:** Bloom's: Remembering

45. These allowed for the appointment of overseers to place destitute or neglected children as servants in the homes of the affluent, where they were trained in agricultural, trade, or domestic services.

- a. Poor Laws
- b. Primogeniture
- c. *Parens patriae* legislation
- d. CHINS Doctrine

**ANSWER:** a

**REFERENCES:** The Development of Childhood

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.02

**KEYWORDS:** Bloom's: Remembering

46. Under the \_\_\_\_\_ movement, children were placed in the care of adults who trained them in specific skills.

- a. binding over
- b. apprenticeship
- c. chancery court
- d. primogeniture

**ANSWER:** b

**REFERENCES:** The Development of Childhood

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.02

**KEYWORDS:** Bloom's: Remembering

47. During the Middle Ages in Great Britain, the chancery courts were established to do all of the following except:

- a. protect property rights and seek equitable solutions to disputes and conflicts
- b. operate on the proposition that children were under the protective control of the king
- c. safeguard orphans' property and inheritance rights and appoint a guardian to protect them until they reached the age of majority
- d. have jurisdiction over children charged with criminal conduct

**ANSWER:** d

**REFERENCES:** The Development of Childhood

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.02

**KEYWORDS:** Bloom's: Remembering

48. Nineteenth-century reformers, known as \_\_\_\_\_, developed programs for troubled youth and influenced legislation creating the juvenile justice system; today some critics view them as being more concerned with control of the poor than with their welfare.

- a. The League of Progressive Voters
- b. child savers
- c. The United Youth Council
- d. Up with People

ANSWER: b

REFERENCES: Developing Juvenile Justice

LEARNING OBJECTIVES: JUVE.SIEG.17.01.03

KEYWORDS: Bloom's: Remembering

49. Which of the following best describes the *parens patriae* philosophy of the juvenile court ?

- a. Best interests of the child
- b. Best interests of the government
- c. Best interests of the community
- d. Deterrence, retribution, and rehabilitation

ANSWER: a

REFERENCES: Developing Juvenile Justice

LEARNING OBJECTIVES: JUVE.SIEG.17.01.03

KEYWORDS: Bloom's: Remembering

50. Several events led to reforms and nourished the eventual development of the juvenile justice system. Which of the following is *not* one of those events?

- a. Urbanization
- b. The child-saving movement
- c. Institutions for the care of delinquent and neglected children, including houses of refuge
- d. Passage of the Juvenile Justice and Delinquency Prevention Act

ANSWER: d

REFERENCES: Developing Juvenile Justice

LEARNING OBJECTIVES: JUVE.SIEG.17.01.03

KEYWORDS: Bloom's: Remembering

51. Which of the following statements best describes the child savers?

- a. They relocated needy urban children to foster families in the Western United States.
- b. They lobbied to close the juvenile justice system because of its record of abuses.
- c. They raised the standard of living for the urban poor by providing job training.
- d. They lobbied for a separate legal status for children.

ANSWER: d

REFERENCES: Developing Juvenile Justice

LEARNING OBJECTIVES: JUVE.SIEG.17.01.03

KEYWORDS: Bloom's: Remembering

52. Which of the following is *not* among the first juvenile institutions and organizations?

- a. Children's Aid Society
- b. Orphan trains

- c. Society for the Prevention of Cruelty to Children
- d. Office of Juvenile Justice and Delinquency Prevention

**ANSWER:** d

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.03  
JUVE.SIEG.17.01.04

**KEYWORDS:** Bloom's: Remembering

53. The legislation passed to form the first juvenile court was:
- a. Illinois Juvenile Court Act
  - b. Juvenile Delinquency Prevention and Control (JDP) Act
  - c. Juvenile Justice and Delinquency Prevention Act
  - d. Elizabethan Poor Laws

**ANSWER:** a

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04

**KEYWORDS:** Bloom's: Remembering

54. According to the text, what established juvenile delinquency as a legal concept?
- a. Illinois Juvenile Court Act
  - b. Juvenile Delinquency Prevention and Control (JDP) Act
  - c. Juvenile Justice and Delinquency Prevention Act
  - d. Elizabethan Poor Laws

**ANSWER:** a

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04

**KEYWORDS:** Bloom's: Remembering

55. The principles motivating reformers who sought a separate justice system for juveniles included all but which of the following?
- a. Children should not be held as accountable as adult transgressors.
  - b. The objective of the juvenile justice system is to treat and rehabilitate rather than punish.
  - c. Disposition should not take into consideration special circumstances and needs of the youth.
  - d. The system should avoid the trappings of the adult criminal process with all its confusing rules and procedures.

**ANSWER:** c

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04

**KEYWORDS:** Bloom's: Remembering

56. Which key provision of the Illinois Juvenile Court Act is false?
- a. A separate court was established for delinquent and neglected children.
  - b. Special procedures were developed to govern the adjudication of juvenile matters.

- c. Children were to be separated from adults in institutional programs only.
- d. Probation programs were to be developed to assist the court in making decisions in the best interests of the state and the child.

**ANSWER:** c  
**REFERENCES:** Developing Juvenile Justice  
**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04  
**KEYWORDS:** Bloom's: Remembering

57. The philosophical viewpoint that encourages the state to take control of wayward children and provide care, custody, and treatment to remedy delinquent behavior is:

- a. parental inefficacy
- b. best interest of the child
- c. in loco parentis
- d. none of the above

**ANSWER:** b  
**REFERENCES:** Developing Juvenile Justice  
**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04  
**KEYWORDS:** Bloom's: Remembering

58. Which of the following statements is *false* regarding the initial establishment of juvenile courts?

- a. Jurisdiction was based primarily on a child's noncriminal actions and status, not strictly on a violation of criminal law.
- b. *Parens patriae* philosophy predominated.
- c. The process was paternalistic rather than adversarial.
- d. Verdicts were based on beyond a reasonable doubt.

**ANSWER:** d  
**REFERENCES:** Developing Juvenile Justice  
**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04  
**KEYWORDS:** Bloom's: Remembering

59. In what year did the Illinois Juvenile Court Act begin?

- a. 1899
- b. 1925
- c. 1946
- d. 1967

**ANSWER:** a  
**REFERENCES:** Developing Juvenile Justice  
**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04  
**KEYWORDS:** Bloom's: Remembering

60. In the 1960s and 1970s, the U.S. Supreme Court radically altered the juvenile justice system when it issued a series of decisions that established the right of juveniles to receive due process of law. Which right is false?

- a. The right to counsel
- b. The right to confront witnesses
- c. The right to notice of charges
- d. The right to bail

**ANSWER:** d  
**REFERENCES:** Developing Juvenile Justice  
**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04  
**KEYWORDS:** Bloom's: Remembering

61. In 1967, the *President's Commission on Law Enforcement and the Administration of Justice*, organized by President Lyndon Johnson, helped change the shape of juvenile justice in all but which of the following ways?
- a. Suggesting that the juvenile justice system must provide underprivileged youths with opportunities for success, including jobs and education
  - b. Recognizing the need to develop effective law enforcement procedures to control hard-core offenders while also granting them due process.
  - c. Acting as a catalyst for passage of the federal *Juvenile Delinquency Prevention and Control (JDP) Act of 1968*
  - d. Passing the *Omnibus Safe Streets and Crime Control Act*

**ANSWER:** d  
**REFERENCES:** Developing Juvenile Justice  
**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04  
**KEYWORDS:** Bloom's: Remembering

62. “\_\_\_\_\_” minors is the original early designation of youths who violate the law because of their minority status.
- a. Reckless      b. Offending
  - c. Deviant      d. Wayward

**ANSWER:** d  
**REFERENCES:** Status Offenders  
**LEARNING OBJECTIVES:** JUVE.SIEG.17.02.05  
**KEYWORDS:** Bloom's: Remembering

63. Under the JJDPA and its subsequent reauthorizations, what were states required to do in order to receive federal funds?
- a. Remove status offenders from secure detention and lockups
  - b. Waive a determined amount of juveniles to the adult system
  - c. Provide written guidelines for juvenile court judge
  - d. Detain status offenders in secure facilities

**ANSWER:** a  
**REFERENCES:** Status Offenders  
**LEARNING OBJECTIVES:** JUVE.SIEG.17.02.05  
**KEYWORDS:** Bloom's: Remembering

64. Many states enacted or strengthened existing parental liability statutes that make parents criminally liable for the actions of their delinquent children. These laws can generally fall into one of three categories. Which category is false?
- a. Vicarious involvement      b. Civil liability
  - c. General involvement      d. Criminal liability

**ANSWER:** a  
**REFERENCES:** Status Offenders  
**LEARNING OBJECTIVES:** JUVE.SIEG.17.02.05  
**KEYWORDS:** Bloom's: Remembering

65. Which of the following statements about parental liability laws is false?
- a. Some states require parents to reimburse the government for the costs of detention or care of their children.
  - b. Some states require parents to make restitution payments to victims.
  - c. All states have yet to place limits on the amount recovery victims can receive.
  - d. Some states require parents and children to participate in counseling and community service activities.

**ANSWER:** c  
**REFERENCES:** Status Offenders  
**LEARNING OBJECTIVES:** JUVE.SIEG.17.02.05  
**KEYWORDS:** Bloom's: Remembering

Jennifer is a 15-year-old female found in a local park by police at 1 A.M. drinking alcohol. She was taken into the police station and reported that she ran away from home because of physical and sexual abuse by her stepfather.

66. Running away and underage consumption of alcohol represent:
- a. delinquent offenses
  - b. status offenses
  - c. stepping stones to delinquency
  - d. category one crimes

**ANSWER:** b  
**REFERENCES:** Status Offenders  
**LEARNING OBJECTIVES:** JUVE.SIEG.17.02.05  
**KEYWORDS:** Bloom's: Applying

67. States classify status offenders using different terms. Which term listed is false?
- a. Unruly child
  - b. Incurable child
  - c. Minor in need of supervision
  - d. Delinquent

**ANSWER:** d  
**REFERENCES:** Status Offenders  
**LEARNING OBJECTIVES:** JUVE.SIEG.17.02.05  
**KEYWORDS:** Bloom's: Remembering

68. By being out at 1 A.M., what additional law has Jennifer broken?
- a. CHINS law
  - b. Wayward minor law
  - c. Curfew laws
  - d. Bindover law

**ANSWER:** c  
**REFERENCES:** Status Offenders  
**LEARNING OBJECTIVES:** JUVE.SIEG.17.02.05  
**KEYWORDS:** Bloom's: Remembering

Paul is 14 years old and was involved in vandalizing the local high school he attends causing \$1,500 in damages. He was arrested and is set to appear in juvenile court.

69. What is the term that refers to a minor child who has been found to violate the penal code?
- a. Juvenile delinquent
  - b. Status offender

- c. Wayward minor            d. Chronic offender

ANSWER:                            a

REFERENCES:                      Status Offenders

LEARNING OBJECTIVES: JUVE.SIEG.17.02.05

KEYWORDS:                        Bloom's: Applying

70. Whereas adults are *tried* in court, juveniles are:

- a. disposed            b. treated  
c. adjudicated        d. bound

ANSWER:                            c

REFERENCES:                      Developing Juvenile Justice

LEARNING OBJECTIVES: JUVE.SIEG.17.01.04

KEYWORDS:                        Bloom's: Applying

71. If found delinquent, his case disposition ideally will be based on what?

- a. Community desires    b. Victim preference  
c. Need for treatment    d. Need for punishment

ANSWER:                            c

REFERENCES:                      Developing Juvenile Justice

LEARNING OBJECTIVES: JUVE.SIEG.17.01.04

KEYWORDS:                        Bloom's: Applying

Steven is a 17-year-old male who murdered a fellow classmate while at school with a firearm. He was arrested by police and is currently in the county jail awaiting charges and a potential trial.

72. Due to the seriousness of the crime, state legislation mandates transferring legal jurisdiction over the most serious and experienced juvenile offenders to the adult court for criminal prosecution. This process is known as:

- a. waiver                    b. *parens patriae*  
c. primogeniture        d. *lex talionis*

ANSWER:                            a

REFERENCES:                      Developing Juvenile Justice

LEARNING OBJECTIVES: JUVE.SIEG.17.01.04

KEYWORDS:                        Bloom's: Applying

73. Which of the following statements is false? Juveniles transferred to adult courts:

- a. are often punished more severely than they would have been if treated as a minor  
b. may find themselves serving time in adult prisons  
c. find that the *parens patriae* concept is still applied to them  
d. can be treated in a manner similar to adults

ANSWER:                            c

REFERENCES:                      Developing Juvenile Justice

LEARNING OBJECTIVES: JUVE.SIEG.17.01.04

KEYWORDS:                        Bloom's: Applying



74. Depending upon case circumstances, Steven’s parents may be held civilly responsible for his conduct because he is a minor, under the concept of:

- a. *stare decisis*
- b. osmosis
- c. bad apples
- d. vicarious liability

**ANSWER:** d

**REFERENCES:** Status Offenders

**LEARNING OBJECTIVES:** JUVE.SIEG.17.02.05

**KEYWORDS:** Bloom's: Applying

#### Completion

75. According to Erik Erikson, \_\_\_\_\_ is formed when persons develop a firm sense of who they are and what they stand for.

**ANSWER:** ego identity

**REFERENCES:** The Risks and Rewards of Adolescence

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.01

**KEYWORDS:** Bloom's: Remembering

76. \_\_\_\_\_ occurs when youths experience uncertainty and place themselves at the mercy of leaders who promise to give them a sense of identity they cannot mold for themselves.

**ANSWER:** Role diffusion

**REFERENCES:** The Risks and Rewards of Adolescence

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.01

**KEYWORDS:** Bloom's: Remembering

77. “\_\_\_\_\_ youths” are young people who are extremely vulnerable to the negative consequences of school failure, substance abuse, and early sexuality.

**ANSWER:** At-risk

**REFERENCES:** The Risks and Rewards of Adolescence

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.01

**KEYWORDS:** Bloom's: Remembering

78. \_\_\_\_\_ is the willful and repeated harm inflicted through the medium of electronic text.

**ANSWER:** Cyberbullying

**REFERENCES:** The Problems of Youth

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.01

**KEYWORDS:** Bloom's: Remembering

79. \_\_\_\_\_ is defined as criminal behavior engaged in by a minor.

**ANSWER:** Juvenile delinquency

**REFERENCES:** Juvenile Delinquency

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.02

**KEYWORDS:** Bloom's: Remembering

80. As defined by the textbook, the term \_\_\_\_\_ refers to youths who have been arrested four or more times during their minority and perpetuate a striking majority of serious criminal acts.

**ANSWER:** chronic delinquents

**REFERENCES:** Juvenile Delinquency

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.02

**KEYWORDS:** Bloom's: Remembering

81. The \_\_\_\_\_ family could be exemplified by that of the Middle Ages, when the father exercised complete control over his wife and children.

**ANSWER:** paternalistic

**REFERENCES:** The Development of Childhood

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.02

**KEYWORDS:** Bloom's: Remembering

82. Under the \_\_\_\_\_ movement, children were placed in the care of adults who trained them in specific skills.

**ANSWER:** apprenticeship

**REFERENCES:** The Development of Childhood

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.02

**KEYWORDS:** Bloom's: Remembering

83. The \_\_\_\_\_ Poor Laws of 1601 created a system of church wardens and overseers who identified delinquent children.

**ANSWER:** Elizabethan

**REFERENCES:** The Development of Childhood

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.02

**KEYWORDS:** Bloom's: Remembering

84. Chancery courts were founded on the proposition that children were under the protective control of the king, or \_\_\_\_\_, which is the Latin phrase that refers to the role of the king as father of his country.

**ANSWER:** *parens patriae*

**REFERENCES:** The Development of Childhood

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.02

**KEYWORDS:** Bloom's: Remembering

85. \_\_\_\_\_ were established to protect property rights and seek equitable solutions to disputes and conflicts, including safeguarding property and inheritance rights of orphans.

**ANSWER:** Chancery courts

**REFERENCES:** The Development of Childhood

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.02

**KEYWORDS:** Bloom's: Remembering

86. A group known as the \_\_\_\_\_ created community programs to service needy children and lobbied for a separate legal status for children, which ultimately lead to the creation of the juvenile justice system.

**ANSWER:** child savers

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.03

**KEYWORDS:** Bloom's: Remembering

87. The \_\_\_\_\_ Society is a child-saving organization that took children from the streets of large cities and placed them in rural families in the Midwest.

**ANSWER:** Children's Aid

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.03

**KEYWORDS:** Bloom's: Remembering

88. The \_\_\_\_\_ was founded on the concept of protecting potential criminal youths by taking them off the streets and reforming them in a familylike environment.

**ANSWER:** House of Refuge

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.03

**KEYWORDS:** Bloom's: Remembering

89. Believing the urban environment was injurious to children, families were provided an option to send their delinquent children to western farming communities to be cared for and find a home. This practice was commonly known as \_\_\_\_\_.

**ANSWER:** orphan trains

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.03

**KEYWORDS:** Bloom's: Remembering

90. While adults are *tried* in court, children are \_\_\_\_\_.

**ANSWER:** *adjudicated*

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04

**KEYWORDS:** Bloom's: Remembering

91. Transferring legal jurisdiction over the most serious and experienced juvenile offenders to the adult court for criminal prosecution is called \_\_\_\_\_.

**ANSWER:** waiver  
bindover  
removal

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04

**KEYWORDS:** Bloom's: Remembering

92. The term, which became popular at the onset of the twentieth century, \_\_\_\_\_ is used to explain any juvenile who has been adjudicated by a judicial officer of a juvenile court.

**ANSWER:** delinquent

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04

**KEYWORDS:** Bloom's: Remembering

93. Established in 1968 by the Omnibus Crime Control and Safe Streets Act, the \_\_\_\_\_ is a unit of the U.S. Department of Justice that administers grants and provides guidance for crime prevention policies and programs.

**ANSWER:** Law Enforcement Assistance Administration (LEAA)

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04

**KEYWORDS:** Bloom's: Remembering

94. In the case of \_\_\_\_\_, the Court held that it was cruel and unusual punishment to execute a person who was under the age of 18.

**ANSWER:** *Roper v. Simmons*

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04

**KEYWORDS:** Bloom's: Remembering

95. The criteria on which juvenile sentencing is based is “\_\_\_\_\_.”

**ANSWER:** need for treatment

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04

**KEYWORDS:** Bloom's: Remembering

96. In the case of \_\_\_\_\_, the use of mandatory life sentences for juveniles convicted of murder was struck down.

**ANSWER:** *Miller v. Alabama*

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04

**KEYWORDS:** Bloom's: Remembering

97. The differences between the adult and juvenile system are very clear. Adults are tried, juveniles adjudicated; adults can be punished, while juveniles are typically \_\_\_\_\_.

**ANSWER:** treated

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04

**KEYWORDS:** Bloom's: Remembering

98. In 1974, the U.S. Congress passed the \_\_\_\_\_ that provides the major source of federal funding to improve states' juvenile justice systems.

**ANSWER:** Juvenile Justice and Delinquency Prevention Act

**REFERENCES:** Status Offenders

**LEARNING OBJECTIVES:** JUVE.SIEG.17.02.05

**KEYWORDS:** Bloom's: Remembering

99. Parents may be held civilly liable, under the concept of \_\_\_\_\_, for the damages caused by their child.

**ANSWER:** vicarious liability

**REFERENCES:** Status Offenders

**LEARNING OBJECTIVES:** JUVE.SIEG.17.02.05

**KEYWORDS:** Bloom's: Remembering

100. A \_\_\_\_\_ refers to conduct that is illegal only because the child is under age.

**ANSWER:** status offense

**REFERENCES:** Status Offenders

**LEARNING OBJECTIVES:** JUVE.SIEG.17.02.05

**KEYWORDS:** Bloom's: Remembering

101. Parental liability statutes traditionally fall into three categories. \_\_\_\_\_ applies when an injured party may bring a case against the parents for property damage or personal injury caused by their child.

**ANSWER:** Civil liability

**REFERENCES:** Status Offenders

**LEARNING OBJECTIVES:** JUVE.SIEG.17.02.05

**KEYWORDS:** Bloom's: Remembering

102. Parental liability statutes traditionally fall into three categories. \_\_\_\_\_ applies when the guardian may be held criminally responsible for contributing to the delinquency of a minor.

**ANSWER:** Criminal liability

**REFERENCES:** Status Offenders

**LEARNING OBJECTIVES:** JUVE.SIEG.17.02.05

### Essay

103. According to the text, the most pressing problems facing American youth revolve around five issues. Briefly list and discuss these five issues.

**ANSWER:** Poverty  
Health and Mortality Problems  
Family Problems  
Substandard Living Conditions  
Inadequate Education

**REFERENCES:** The Problems of Youth

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.01

**KEYWORDS:** Bloom's: Understanding

104. Adolescents engage in a variety of risky behaviors. Provide five examples of risk taking by teens based on findings of the Youth Risk Behavior Survey (YRBS) and discuss three social, economic, and /or political circumstances that increase adolescent risk taking.

**ANSWER:** Answers will vary

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. .  
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*REFERENCES:* The Problems of Youth  
*LEARNING OBJECTIVES:* JUVE.SIEG.17.01.01  
*KEYWORDS:* Bloom's: Understanding

105. List and discuss the four major developments that lead to the recognition of children's rights as presented in the text.

*ANSWER:* Throughout the seventeenth and eighteenth centuries, a number of developments in England heralded the march toward the recognition of children's rights. Among them were changes in family style and child care, the English Poor Laws, the apprenticeship movement, and the role of the chancery court.

*REFERENCES:* Developing Juvenile Justice  
*LEARNING OBJECTIVES:* JUVE.SIEG.17.01.03  
*KEYWORDS:* Bloom's: Understanding

106. Describe and discuss what childhood was like in the American colonies.

*ANSWER:* The colonies were a haven for people looking for opportunities denied them in England and Europe. Along with the adult early settlers, many children came not as citizens but as indentured servants, apprentices, or agricultural workers. They were recruited from workhouses, orphanages, prisons, and asylums that housed vagrant and delinquent youths.

At the same time, the colonists themselves produced illegitimate, neglected, and delinquent children. The initial response to caring for such children was to adopt court and Poor Law systems similar to those in England. It was also possible, as in England, for parents to voluntarily apprentice their children to a master for care and training. The master in colonial America acted as a surrogate parent, and in certain instances apprentices would actually become part of the family.

In the United States, as in England, moral discipline was rigidly enforced. Stubborn child laws were passed that required children to obey their parents. It was not uncommon for children to be whipped if they were disobedient or disrespectful to their families.

Children were often required to attend public whippings and executions, because these events were thought to be important forms of moral instruction. Parents referred their children to published writings on behavior and expected them to follow their precepts carefully. The early colonists, however, viewed family violence as a sin, and child protection laws were passed as early as 1639.

*REFERENCES:* 13-14  
*LEARNING OBJECTIVES:* JUVE.SIEG.17.01.01

107. List and describe the four events that led to reforms and nourished the eventual development of the juvenile justice system.

*ANSWER:* Several events led to reforms and nourished the eventual development of the juvenile justice system: urbanization, the child-saving movement and growing interest in the concept of *parens patriae*, and development of institutions for the care of delinquent and neglected children.

*REFERENCES:* Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.03

**KEYWORDS:** Bloom's: Understanding

108. Describe who the child savers were and the impact the group had on the creation of the concept of delinquency in the United States.

**ANSWER:**

Child savers were concerned that the moral training of children of the dangerous classes was inadequate. Their focus was on extending government control over youthful activities (drinking, vagrancy, and delinquency) that had previously been left to private or family control.

Poor children could become a financial burden, and the child savers believed these children presented a threat to the moral fabric of society. Child-saving organizations influenced state legislatures to enact laws giving courts the power to commit children who were runaways or criminal offenders to specialized institutions, such as the House of Refuge, which opened in New York in 1825, and reform schools, devoted to the care of vagrant and delinquent youths. Under the Children's Aid Society in 1853, delinquent youths were rescued from the harsh environment of the city and provided with temporary shelter through the placing-out plan to send these children to western farms where they could be cared for and find a home (orphan trains).

Although reform groups continued to lobby for government control over children, the committing of children under the doctrine of *parens patriae* without due process of law began to be questioned by members of the child-saving movement. This concern and consequent political activity culminated in passage of the Illinois Juvenile Court Act of 1899.

The designation delinquent became popular at the onset of the twentieth century when the first separate juvenile courts were instituted. The child savers believed that treating minors and adults equally violated the humanitarian ideals of American society. Consequently, the emerging juvenile justice system operated under the *parens patriae* philosophy.

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.03

**KEYWORDS:** Bloom's: Understanding

109. The Illinois Juvenile Court Act was a major event in the juvenile justice movement. Provide the motivating principles and key provisions of the act.

**ANSWER:**

The principles motivating the Illinois reformers were these:

1. Children should not be held as accountable as adult transgressors.
2. The objective of the juvenile justice system is to treat and rehabilitate rather than punish.
3. Disposition should be predicated on analysis of the youth's special circumstances and needs.
4. The system should avoid the trappings of the adult criminal process with all its confusing rules and procedures.

The key provisions of the act were these:

1. A separate court was established for delinquent and neglected children.
2. Special procedures were developed to govern the adjudication of juvenile matters.

3. Children were to be separated from adults in courts and in institutional programs.
4. Probation programs were to be developed to assist the court in making decisions in the best interests of the state and the child.

**REFERENCES:** Developing Juvenile Justice

**LEARNING OBJECTIVES:** JUVE.SIEG.17.01.04

**KEYWORDS:** Bloom's: Understanding

110. What are status offenses? How does the juvenile justice system rationalize its involvement with this type of offense?

**ANSWER:**

The Juvenile Court Act recognized a second classification of youthful offender, the wayward minor or status offender, a child who is subject to state authority by reason of their having committed an act forbidden to youth and is illegal solely because the child is considered "under age," for example, underage drinking, underage smoking, et cetera

State control over a child's noncriminal behavior supports the *parens patriae* philosophy, because it is assumed to be in the best interests of the child. Usually, a status offender is directed to the juvenile court when it is determined that his parents are unable or unwilling to care for or control him and that the adolescent's behavior is self-destructive or harmful to society.

**REFERENCES:** Status Offenders

**LEARNING OBJECTIVES:** JUVE.SIEG.17.02.05

**KEYWORDS:** Bloom's: Understanding