**Data Analysis Plan**

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**Research Questions**

1. What are the programs that consistently and reliably reduce delinquency?
2. What are the characteristics or traits of effective programs in reducing juvenile delinquency?

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| **Authors** | **Methodology** | **Intervention** | **Project Outcome** | **Effectiveness** |
| Fearnow-Kenney et al. (2016) | Qualitative data using child focus groups and parent open-ended survey questions. | Family and Schools Together (FAST) to prevent juvenile delinquency. | Active engagement of families and schools may help prevent juvenile delinquency.  | Families and schools are interrelated hence creating a parent-school relationship may create a healthy environment for a child’s upbringing. |
| Guo (2018) | Path analysis | How parental religious involvement discourages delinquent behavior among adolescents. | Parental religious involvement indirectly influences adolescent behavior through parenting practices and self-control.  | The program is effective in long-term behavioral influence on adolescents.  |
| Jain et al. (2018) | Focus groups with community-based providers, re-entry system-wide stakeholder survey, site visit observations, and document reviews. | Inter-agency collaboration increased multidisciplinary assessment and specialty courts. | Collaborative juvenile re-entry programs with improved rehabilitation practices.  | The involvement of multiple stakeholders increased the program’s success. |
| Raposa et al. (2019) | Meta-analysis on youth mentoring programs | Mentoring programs pair youth with caring, non-parental adults to offer guidance on positive behavior. | Programs promote positive behavior among youth and act as early intervention for at-risk adolescents.  | There was a highly positive response among the youth in the mentorship programs. |
| Shanholtz et al. (2020) | Qualitative analysis from stakeholders, including adolescents, parents, and court professionals such as judges, probation officers, and court psychologists. | Change in the family system by addressing barriers to positive treatment. Addressing behavioral, emotional, and psychological factors to adolescents.  | Development of a feasible, acceptable, sustainable, and effective intervention for adolescents and their families involved in the juvenile justice system due to Adolescent-to-parent violence/aggression APV/A. | The reduction in number of adolescents involved in delinquent behaviors due to APV/A. |
| Singh and Punia (2018) | Qualitative analysis of Value-Based Education on adolescents’ positive development. | Implement Value-Based education (VBE) and co-curricular activities in school to develop freedom of self-expression and cooperation. | VBE redirects juveniles’ inappropriate behavior by allowing them to collaborate and find the problems hence solve effectively. | The program enhanced collaboration and openness among adolescents and teachers, effectively reducing juvenile delinquency. |
| van der Put et al. (2021) | Meta-analysis on different studies. | Studies involving juvenile prevention strategies such as organized prison visits and juveniles contacting ex-prisoners to promote awareness. | Juvenileawareness programs are effective in reducing antisocial attitudes | The effect size and significance of the studies indicated awareness programs helped deter juveniles from engaging in delinquent acts. |
| Youth.gov (2022). | Mixed-method study. | Prevention through positive youth development and early intervention. | Incorporation of prevention programs in schools, juvenile re-entry, and diversion programs to discourage delinquent behaviors. | The prevention programs helped mentor and deter the youth from engaging in delinquency. |
| de Vries et al. (2015) | Meta-analysis of independent primary studies. | Behavioral-oriented programs focusing on parenting skills training, behavioral modeling, and behavioral contracting are effective in preventing juvenile delinquency. | The prevention programs solve the problem of persistent juvenile delinquency. | The study’s effect size was small and significant, proving the program’s effectiveness. |
| Cottrell (2018) | Meta-analysis of independent primary studies. | Schoolinterventions and alternatives to suspension, such as restorative justice programs that focuson mediation, conflict resolution, and agreement rather than punishment | Promote school climates that create an institutional environment that positively influencesstudent learning and well-being. | The study indicates a positive outcome among the proposed programs. |

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