Student Voices: Learning Literacy In Long-Term Juvenile Correctional Facilities

ACCEPTANCE

This dissertation, **STUDENT VOICES: LEARNING LITERACY IN LONG-TERM JUVENILE CORRECTIONAL FACILITIES**, was prepared under the direction of the candidate's Dissertation Advisory Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree, Doctor of Philosophy, in the College of Education & Human Development, Georgia State University.

The Dissertation Advisory Committee and the student's Department Chairperson, as representatives of the faculty, certify that this dissertation has met all standards of excellence and scholarship as determined by the faculty.

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literature. *Review Journal of Autism Developmental Disorders.* 1(*1)* 1-10. https://doi.org/10.1007/s40489-023-00404-3

Houchins, D. E., Marsh, R. J., & **Tanner, E**. (2022). An introduction to mixed methods special education research. In T. Farmer, E. Talbott, K. McMaster, D. Lee, & T. Aceves (Eds.), *Handbook of special education research* (Vol. I, pp. 187-203). Routledge. https://doi.org/10.4324/9781003156857

Tanner, E., Marsh, R.J., & Houchins, D. E., [Accepted, 2024] Creating a highly structured classroom for students in an alternative education setting. *Intervention in School and Clinic.*

Tanner, E., Slaven-Ruffing, S., Varjas, K., Houchins, D. E., Roach, A., & Reed, D., [Revise and Resubmit, 2024] Juvenile correctional administrator and teacher perspectives on the implementation of Read 180®. *Residential Treatment of Children and Youth*

Marelle, C., Donehower Paul, C., Hansen S., Boden, L., Roach, A., & **Tanner, E**., [In Review, 2024] Using Virtual Reality to Train Teacher Candidates in Classroom Management. *Journal of Special Education.*

PRESENTATIONS

Tanner, E., Varjas, K., Houchins, D. E., & Reed, D. (2025, March 12th-15th). *Utilizing student voices from marginalized populations to improve English Language Arts instruction* [Concurrent Presentation]. CEC Convention and Expo, Baltimore, MD.

Tanner, E., & Marelle, C. (2025, March 12th-15th). *Low effort high impact behavior management for students with EBD in an alternative education setting* [Poster Presentation]. CEC Convention and Expo, Baltimore, MD.

Tanner, E., & Houchins, D. E., (2024, November 5th – 8th). *Student voices: Learning literacy in long-term juvenile correctional facilities* [Kaleidoscope Poster Presentation]. Teacher Education Division of CEC, Pittsburgh, PA.

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Tanner, E., Varjas, K., Houchins, D. E., Reed, D., & Slaven-Ruffing, S. (2024, March 14th-17th). *Implementing Read 180®: Perspectives from juvenile correction teachers and administrators* [Poster Presentation]. CEC Convention and Expo, San Antonio, TX.

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Slaven-Ruffing, S., Sundmark, A., Simpson, K., **Tanner, E.,** Broen, M., Hall, R., Varjas, K., Houchins, D. E., Marsh, R., & Reed, D. (2023 February 10th). *Understanding and addressing workplace stress in teachers of incarcerated youth* [Paper Presentation]. The National Association of School Psychologists Annual Conference, Denver, CO.

Simpson, K., Broen, M., Slaven-Ruffing, S., McPhee, K., Sundmark, A., Hall, R., **Tanner, E**., Varjas, K., Marsh, R., Reed, D., & Houchins, D. E. (2022, November 17th-18th). *Student perceptions of literacy and school climate in juvenile justice facilities* [Paper Presentation]. The Teacher Educators for Children with Behavior Disorders Annual Conference, Tempe, AZ.

Tanner, E., Slaven-Ruffing, S., Simpson, K., Broen, M., McPhee, K., Sundmark, A., Hall, R., Varjas, K., Marsh, R., Reed, D., & Houchins, D. E.(2022, November 17th-18th). *Reading, writing, and incarceration: Juvenile justice educators' views on literacy instruction*. [Paper Presentation]. The Teacher Educators for Children with Behavior Disorders Annual Conference, Tempe, AZ.

Sundmark, A., McPhee, K., Slaven-Ruffing, S., **Tanner, E**., Simpson, K., Varjas, K., Houchins, D. E., Reed, D., Lambert, R.G., Hitchcock, J. (2022, August 4th-6th). *Trauma exposure, PTSD symptoms, and reading skills among incarcerated adolescents.* [Poster Presentation]. American Psychological Association Annual Convention, Virtual.

McPhee, K., Slaven-Ruffing, S., Sundmark, A., **Tanner, E.,** Varjas, K., Houchins, D. E., Reed, D. K., Marsh, R. J., Hitchcock, J., Lambert, R. (2022, February 15-18). *Conducting culturally and contextually relevant research in juvenile justice settings* [Paper presentation]. National

Association of School Psychologists Annual Convention, Boston, MA.

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Tanner, E., & Houchins, D. E., (2022, January 13-21) *Researcher and Teacher Implications of K-12 Blended Learning Math Intervention Research Involving Students with Learning Disabilities* [Poster Presentation]. Council for Exceptional Children Convention and Expo: Division for Learning Disabilities, Orlando, FL.

Marelle, C. & **Tanner, E**. (2022, January 13-21). *Teacher training to address problem behaviors for ASD in the classroom: A systematic review*. [Poster Presentation]. Council for Exceptional Children Convention and Expo, Orlando, FL.

Marelle, C. & **Tanner, E**. (2022, January 26-28). *Teacher training to address problem behaviors for ASD in the classroom* [Poster Presentation]. International Conference on Autism, Intellectual Disability, & Developmental Disabilities, Clearwater Beach, FL.

Tanner, E. McPhee, K., Sundmark, A., Slaven-Ruffing, S., Houchins, D. E., Varjas, K., Reed, D., & Marsh, R. J. (2021, November 18-19). *A systematic literature review of behavioral interventions in alternative schools.* [Paper Presentation]. Teacher Educators for Children with Behavioral Disorders Annual Conference, Phoenix, AZ.

Tanner, E., McPhee, K., Sundmark, A., Slaven-Ruffing, S., Houchins, D. E., Varjas, K., Reed, D., & Marsh, R. J. (2021, November 18-19). *Denial of evidence-based practices? Facilitators and barriers of IRB policies in state juvenile justice.* [Paper Presentation]. Teacher Educators for Children with Behavioral Disorders Annual Conference, Phoenix, AZ.

Marsh., R. J., Houchins, D. E., McPhee, K., M., & **Tanner, E.** (2021, November 18-19). *The Struggles of Support: Lessons Learned from Working with Juvenile Justice Facilities.* The Teacher Educators for Children with Behavior Disorders annual conference, Tempe, AZ.

Etchison, H. & **Tanner, E**. (2021, March). *Social validity of natural change agents as interventionists: A systematic literature review.* [Paper presentation]. Learning Sciences Graduate Student Association Spring Conference, Virtual.

Tanner, E., Belden, J., Watson, J. Houchins, D. E. (2021, March 3-6). *Fidelity Measures in K-12 Blended Learning Math Interventions Involving Students with Disabilities* [Poster Presentation]. Council for Exceptional Children Convention and Expo, Virtual.

Tanner, E., Elrod, B., Slaven-Ruffing, S, Sundmark, A., Houchins, D. E., Varjas, K., Reed, D. (2021, March 3-6). *Denial of evidence-based practices? An analysis of state juvenile justice IRB policies and practices* [Poster Presentation]. Council for Exceptional Children (CEC) Convention and Expo, Virtual

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Student Voices: Learning Literacy in Long-Term Juvenile Correctional Facilities

Emily K. Tanner

Under the Direction of David E. Houchins

ABSTRACT

Little is known about evidence-based educational interventions in juvenile correctional facilities (Public Law 115-385). One consideration when identifying evidence-based practices is to assess the perspectives of students. Chapter One is a systematic literature review of peer-reviewed studies that included student voice. The characteristics of the studies and how researchers assessed and utilized the student voice data are discussed. Chapter Two is a qualitative study that utilizes inductive and deductive thematic coding to identify student perceptions of their English Language Arts classroom participation in a long-term juvenile correctional facility. Implications, limitations, and future directions for research are discussed.

Keywords: juvenile correctional facilities, student voice, reading, literacy, incarcerated, qualitative research

Student Voices: Learning Literacy in Long-Term Juvenile Correctional Facilities

by

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A Dissertation

Presented in Partial Fulfillment of Requirements for the

Degree of

Doctor of Philosophy in

Education of Students with Exceptionalities

in

Learning Sciences

in

the College of Education & Human Development
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DEDICATION

In memory of my beloved grandmother, Mama Jean, whose unwavering love, wisdom, and strength continue to inspire me every day. Your boundless kindness and unshakable faith in me have been my guiding light. Though you are no longer with us, your spirit and lessons remain deeply rooted in my heart, driving me to pursue my dreams with passion and resilience. This dissertation is dedicated to you, Mama Jean, with endless gratitude and love. You are forever missed, and I will carry your memory with me always.

ACKNOWLEDGMENTS

To my mom and dad, thank you for always encouraging me to chase my dreams. Your installation of work ethic and determination has been invaluable on this journey. You took a little girl from Monroe, GA and made her believe she could be anything she put her mind to.

Natalie, thank you for always answering my calls and providing unwavering support through all the highs and lows. Your incredible support has been essential. Thank you for knowing when to ask about my progress and when to give me space.

To my ever-faithful dogs, Porkchop and Darth, who kept me company during classes and late-night work sessions, your presence was a constant comfort.

Hannah and Megan, your friendship and willingness to be my sounding board during tough times have been invaluable.

To my advisor, Dr. Houchins, or rather, David, thank you for being my academic role model. Your support, guidance, and understanding over the past five years have been immeasurable. I have learned so much from you and appreciate every opportunity you've given me.

To Dr. Varjas, you stepped in when I felt like I wasn’t meant for academia and guided me towards a path of research that makes me feel whole. For that you will always hold a special place in my heart.

To my brilliant committee, Dr. Anderson, and Dr. Roach, thank you for your guidance and support. Your questions and brilliant ideas have greatly improved me as a researcher and future faculty member.

Finally, to my former students, their families, and my teacher colleagues. You took a chance on me, supported me, and allowed me the freedom to grow as an educator. You gave me the opportunity to try innovative techniques and the grace to fail and learn. I think of my former students daily and look forward to sharing their stories with my future special education teacher candidates.

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Chapter 1

Student Voice Educational Research in Juvenile Correctional Facilities: A Systematic Literature Review

Over 40 years ago, Wolf (1978) in his seminal article on social validity called for researchers to account for the social importance and acceptability of intervention goals, procedures and outcomes when conducting research from the perspectives of stakeholders including youth. He suggested that researchers use objective and subjective inquiry to account for student opinions as a means of enhancing intervention implementation and effectiveness. While great strides have been made to utilize social validity as an important part of research (Common & Lane, 2017; Snodgrass et al., 2018; Strain et al., 2012), educational research continues to primarily consider the perspectives of researchers with minimal attention to the voice of research participants, especially when the participants are youth (Cook-Sather, 2018; Gillett-Swan & Baroustis, 2023; Gonzalez et al., 2017; Swan & Baroustis, 2023). As such, researchers and practitioners need to know how student voice is being used when implementing educational programs and practices (Perry-Hazen & Somech, 2021).

The term “student voice” refers to including the perspectives of students involved in research before, during, and/or after conducting a study. Student voice is a way to consider students’ opinions, perspectives, and experiences when they are involved in a research study (Gonzalez et al., 2017). According to Kirshner and Pozzoboni (2011), including student voice in research is important for three major reasons. First, student-voice research recognizes a need for student input in education. Students are usually the primary consumers of the educational interventions being researched. Student input allows researchers to gain perspectives from students who are actively taking part in the intervention. Second, student voice research acknowledges students are ready to engage in what they are learning and how they are receiving their education. Giving students the opportunity to take a more active role in research may offer a stronger sense of control over their education. Third, student voice research may inform educational policy makers about the usability and feasibility of an intervention. Student input gives researchers insight into the potential positive or negative impacts of an intervention. Doing so will allow researchers to incorporate students' perspectives and experiences throughout the research process to enhance research methods, improve relevance, and identify and overcome educational barriers (Gillett-Swan & Baroustis, 2023; Gonzalez et al., 2017; Wolf, 1978).

According to Cook-Sather (2018), student voice research in primary and secondary schools has been included in educational research for decades and continues to increase. Including student voices as part of the research process allows for students to offer unique insights from the vantage point of students who have traditionally not been involved in research processes (Gonzalez et al., 2017). Given students have unique experiences, student voice may provide different insights and opinions within and across studies. After students share their perspectives, the goal is for researchers to incorporate the opinions, priorities, insights, and lived experiences of students into their research designs to enhance both the methods of research and the interventions being addressed. When researchers purposefully gather and incorporate student voice, students may become more actively involved in their learning (Cates et al., 2018). The idea of "students as partners" may help both researchers and educators to be engaged and allow for students to be more involved in their learning.

Researchers may solicit student voice using various methods for the purposes of confirming the acceptability and feasibility of an intervention (e.g. social validity measurement in single case design research; Common & Lane, 2017; Snodgrass et al., 2018; Strain et al., 2012), exploring the effects of an educational intervention or program that are not directly measurable (e.g., qualitative inquiries about student opinions and experiences; Snodgrass et al., 2018), analyzing preferences and agreements with a study's goals or outcomes (e.g., surveys; Wolf 1978), or empowering students to take more control and exercise agency in the educational research (e.g., Youth Participatory Action Research, YPAR; Gillett-Swan & Baroustis, 2023). Assessment of student voice often includes interviews, focus groups, surveys, or questionnaires that consider how students perceive the research or intervention. Historically, student perspectives have been used to analyze personal effects on students (e.g., engagement, academics), effects on interactions (e.g., relationships), and effects on the school or organization (e.g., school climate) (Mager & Nowak 2012, Snodgrass, 2018).

Descriptions of student participation in the overall research study is also important to consider (Bourke & Loveridge, 2018; Cook-Sather, 2002, 2006). How student voice is incorporated into research serves as an indication of the purpose of including student voice data. Student participation in research activities can be broadly categorized into three modes: consultative, collaborative, or youth-led (Lansdown, 2018). Each mode serves a different purpose and has the potential to add value to a research study.

A mode of "consultative" is defined as the collection of student voice data through adult-initiated research methods (Lansdown, 2018). This mode involves adult-led and managed research. The results from consultative research does not provide youth with the opportunity to control outcomes. However, this mode of research must explicitly state the added value that youth's perspectives, knowledge, and experiences may contribute to the study. Consultative modes also may incorporate the student voice data, results, or analysis into the discussion or implication section of the study.

A mode of “collaborative” is defined as student voice data collected through adult initiated research methods where the study involves a partnership with youth (Lansdown, 2018). Collaborative modes allow the student voice data to influence or challenge both process and outcome. This process allows for increasing levels of self-directed action by youth over a period. The collaborative nature of participation in research means it involves youth and the researcher, making a shared voice more powerful and effective. Through this collaboration, greater influence can be achieved, enabling collective advocacy for certain educational rights and holding those in power accountable. This experience for the students, of influencing and holding duty bearers accountable, may in turn, strengthen their sense of efficacy, capacity, and self-confidence.

A mode of “youth led” indicates that youth themselves (Lansdown, 2018) are identifying the research topic. In a youth led mode, adults serve as facilitators rather than leaders while youth are controlling the process and the outcomes. Youth-led indicates that a youth may be identifying the learning activity they feel is important or an area of research that they believe is needed. Since adults serve as facilitators rather than leaders the youth are controlling the process and the outcomes of the learning activities/intervention/research project.

Student Voice Participation in Educational Research

Incorporating students’ voice into educational research allows students more opportunities for participation in the research and learning processes (Bourke & Loveridge, 2018; Cook-Sather, 2002, 2006; Fielding, 2001; Rudduck & Flutter, 2004). Student voice data has been used to indicate types of student participation within academic research. The process of including student experiences in educational research may contribute to a variety of positive student outcomes (Mager & Nowak 2012).

Two systematic literature reviews (Gonzalez et al. 2017; Mager & Nowak, 2012) have specifically examined student voice in K – 12 research. The purpose of the first systematic literature review by Mager and Nowak (2012) was to examine the process of including student experiences and how that contributes to outcomes. The researchers analyzed the descriptions and effects of student participation in quantitative and qualitative studies published between 1992 and 2009 where students (ages 5 - 19) who attended a traditional private or public school participated in a decision-making process with another population (e.g., teachers, administrators). For example, a student and a teacher may have worked together to decide how an intervention was taught or a specific classroom policy. Magar and Nowak (2012) analyzed student participation for the description of the process of the student participation and the effects student participation had on the research. This analysis was conducted to provide a deeper understanding of several types of student participation effects. They found that student voice influenced the direction of teacher preparation, student focused school change, and how students participated in their school. Potential outcomes discussed included increased (a) youth sense of belonging, (b) skill competency, (c) democratic skills, (d) positive student-adult relationships, (e) understanding of school ethos, and (f) student leadership. Additionally, other researchers (Mitra & Gross, 2009) have suggested that incorporating student voice may lead to positive changes in educational policies and practices by considering power dynamics between students and adults.

The purpose of the second systematic literature review by Gonzalez et al.'s (2017) on student voice was to examine what the research on student voice offers about the perspectives of marginalized learners at the K - 12 levels and how that could inform debates and reformulations of education policies and practices. This systematic review included studies which were published in a peer-reviewed journal between 1990 and 2010 and included K - 12 students being educated in traditional public schools in the United States. The authors examined how researchers had documented the ideas, opinions, or perspectives of students that were engaged in the research. In addition to study characteristics, the studies were analyzed for the methodological characteristics of student voice research. The authors found that most articles that included student voice were published between 2006 and 2010 and in educational journals. A large majority (85.7%) of the studies used qualitative methods, 6.1% used quantitative methods, and 8.2% used mixed methods. The authors categorized the focus of the studies into three major themes: (a) school change or improvement, (b) personal or group empowerment, and (c) teaching and learning. Potential outcomes discussed included student voice research having the ability to open up spaces for racial and ethnic historically marginalized youth to play key roles in school change and hybrid learning spaces.

Overall, literature reviews on student voice in educational research have indicated the importance of including student perspectives during the implementation of an intervention (Gonzalez et al., 2017; Mager & Nowak, 2012). Yet, the authors noted that the characterizations of student involvement in studies which included student voice data remains understudied. Specifically, researchers should emphasize the importance of addressing various forms of marginalization across diverse geographical contexts. The findings from Gonzalez et al. (2017) suggested that there are novel avenues for advancing and expanding the body of knowledge through interdisciplinary theoretical development. Gonzalez et al. (2017) and Mager and Nowak (2012) stated that student voice should continue to be studied and in a variety of settings and with different populations.

Marginalized Youth and Student Voice

The United Nations (2021) defined marginalized youth under the age of 18 who do not possess or have insufficient access to the resources and opportunities necessary for flourishing, such as education, employment, healthcare, and involvement in decision-making processes. Marginalized youth frequently encounter institutional obstacles that impede their ability to obtain such resources, seize opportunities, and receive fair treatment in educational settings, as highlighted by the United Nations (2021). Hawkins et al. (2019) indicated the negative impacts of this unequal distribution of resources. The authors conducted a comprehensive study indicating the disproportionate impact of poverty, discrimination, violence, and limited access to essential services such as education and healthcare on marginalized youth. This research underscores the urgent need for targeted interventions to address the systemic inequalities they face.

Additional voices of marginalized youth are needed in educational research. Research on marginalized youth may shed light on their unique challenges and experiences in various societal contexts. Input from marginalized populations of youth is important given that historically they have been provided with fewer opportunities for a quality education (Gonzalez et al., 2017). Understanding the experiences and needs of marginalized youth is crucial for addressing systemic inequalities and promoting equitable opportunities for all young people.

One specific population of students with historically limited opportunities to share their voice is youth in juvenile correctional facilities (JCF; McCray et al., 2018; Gonzalez et al., 2017). At any given time, there are an estimated 36,000 youth incarcerated in long-term residential JCF across the United States (Sickmund et al., 2021). Long-term JCF are unique in that there is an overrepresentation of historically marginalized populations in them (i.e., race/ethnicity, socioeconomic class, and disability classification; Gagnon et al., 2010; Pyle et al., 2016). Long-term JCF typically detain youth for around 5 - 6 months, whereas short-term facilities hold youth anywhere from 1 to 90 days (Sickmund et al., 2021). Regardless of the length of stay, all JCF are required to provide youth with an appropriate education (Every Student Succeeds Act [ESSA], 2015; Individuals with Disabilities Education Improvement Act [IDEA], 2004); Sickmund et al., 2021).

An estimated 30% to 60% of youth in JCF have a diagnosed disability that affects their education (Gagnon et al., 2010; Pyle et al., 2016; U.S. Department of Education, 2021) as compared to 15% of youth in traditional schools (U.S. Department of Education, 2021). Most of the incarcerated youth with a disability are diagnosed with Specific Learning Disabilities (SLD), Emotional Disturbances (ED), Mild Intellectual Disabilities (MID), and/or Other Health Impairments (OHI) (i.e., 39% SLD; 48% ED: 10% MID; 9% OHI) (Harris et al., 2009; Quinn et al., 2005; Yan & Wilkerson, 2017). When compared to students with disabilities in traditional public schools, the proportion of those with SLD in JCF is similar. However, the prevalence rate for those classified as ED in JCF is approximately six times greater than that of traditional schools (U.S. Department of Education, 2021). In 2021, 33% of youth in JCF identified as White, 42% Black, 19.7% Hispanic, 2.3% more than one race/ethnicity, 2.1% American Indian, and 1% Asian (Puzzanchera et al., 2023). Additionally, a disproportionate number of youth who are incarcerated have experienced poverty (Hawkins et al., 2019; Jarjoura et al., 2002). Additionally, approximately 83.3% of youth in JCF are male (Puzzanchera et al., 2023).

Given youth in JCF are comprised of youth from multiple marginalized populations, it is important they are given the opportunity to share their perspectives on their education. There appears to be limited information available on studies conducted in long-term JCF that include student voice (Gillett-Swan & Baroustis, 2023; Gonzalez et al., 2017; McCray et al., 2018). When conducting a review of student voice in K - 12 settings in the United States, Gonzalez et al. (2017) and Mager and Nowak, (2012) did not include youth in JCF. This does not mean that studies incorporating student voice have not occurred in the JCF setting. It does suggest that a more detailed search of student voices and the research process within JCF is warranted.

Student voice research in general education settings has suggested that the lack of opportunities for students to share their perspectives may lead to disengagement, poor self-efficacy, or even academic failure (Kearley et al., 2021). Therefore, due to the restricted access given to researchers in the JCF setting (Myers et al., 2015), student voice research in JCF may be even more limited. Very often, students educated in residential settings, like JCF lack autonomy and are under-engaged in their academics (Ramsey et al., 2010, 2017). More autonomy over one's education and increased educational engagement may be obtained by giving students an opportunity to share their voice. For example, VanderPyl (2019) found that when teachers and researchers analyzed students' perspectives in JCF through writing samples, teachers were able to gain a better understanding of how the youth viewed themselves. After VanderPyl (2019) compiled their findings, teachers and administrators applied the writings to adapt their programming to be more student focused. Student writing samples convinced the facility to incorporate identity-transformation support into its programming so that youth could better visualize themselves as part of a community outside of incarceration. The identity-transformation support programming also considered areas where incarcerated youth felt they needed more support before transitioning from JCF. This is one example of how incorporating student voice research in JCF may provide unique insight into how this student population perceives their educational needs are being met.

Rationale for Literature Review

Including student voice as a part of the educational research process has shown to improve student engagement, increase student confidence on the subject being studied, and provide valuable information, such as barriers and supports to the intervention (Kirshner & Pozzoboni, 2011; Mager & Nowak, 2012; Mitra & Gross, 2009; Gonzalez et al., 2017). Despite the importance of student voice research (Kearley et al., 2021), the overrepresentation of marginalized youth within JCF (Sickmund et al., 2021), and the increased number of studies including student voices in educational research (Mager & Nowak, 2012; Mitra & Gross, 2009; Gonzalez et al., 2017), no known systematic literature review focused on student voice research in JCF has been published to date. Thus, a literature review on student voice research in JCF is warranted. Three research questions were asked.

Research Questions

1. To what extent was student voice data included in peer-reviewed long-term JCF academic research?
2. How was student voice data collected in peer-reviewed long-term JCF academic research?
3. What modes of student participation were used in studies that collected student voice data in peer-reviewed long-term JCF academic research?

Methods

Search Procedures

The date range for the literature search of published studies was from January 1975 through April 2024. The date range was based on previous literature reviews (Gillet-Swan & Baroustis, 2023; Gonzales et al., 2017) and IDEA (2006). Gonzales et al. (2017) conducted a systematic literature review on student voice for students in K - 12 settings from 1990 - 2010. Their review did not find any studies meeting the inclusion criteria before 1996. Gillett-Swan and Baroustis (2023) noted that student voice articles were rare prior to 1995 and therefore chose 1995 as their start date. However, IDEA (2006) was established in 1975 to ensure all students received a free and appropriate education service (IDEA, 2006). Therefore, this review used Gillett-Swan and Baroustis' (2023) definition of student voice and 1975 as the start date for the search to include all relevant studies in long-term JCF. The definition for student voice described in Gillett-Swan and Baroustis's (2023) literature review focused on learners' reported involvement and firsthand expressions of their perspectives and experiences with the research topic in their environment. Specifically, Gillett-Swan and Baroustis (2023) focused on two areas of 'voice': (1) participatory choice points, and (2) prior models describing participation.

The search procedures are described below. The search procedures and the results for each step in the process are presented visually in Figure 1 (PRISMA; Moher et al., 2009).

***Digital Database Search*.** The first author searched five electronic databases (i.e., Academic Search Complete, APA PsycINFO, Criminal Justice Abstracts, Educational Resources Information Clearinghouse (ERIC), and Education Source) using the Boolean search terms: (*"juvenile justice"* OR *"juvenile correction*"* OR *"incarcerat*"* OR *"juvenile correction* facilit*"*) AND (*"student*"* OR "*juvenile*" OR "*youth*" OR "*pupil"* OR *"child*"* OR *"learner"* OR *"K-12"*) AND (*"voice"* OR *"social validity"* OR *"participat*"* OR *"opinion"* OR *"viewpoint"* OR *"perspective"* OR *"acceptability"* OR *"satisfaction"* OR *"single-case"* OR *"single-subject" OR "student-lead"*) AND (*"academic"* OR *"reading"* OR *"literacy"* OR *"math*"* OR *"social studies"* OR *"writ*"* OR *"science"* OR *"educat*"* OR *"instruct*"*). These databases were searched because they often contain relevant empirical research related to both long-term JCF and education. *Single-case* and *social validity* were included since single-case studies typically have a social validity component which often takes into consideration participant voice but may not be captured in a keyword or abstract search. A second researcher repeated the database search. Duplicates were removed. Interrater agreement (IRR) was 100%.

See below for more specifics on IRR.

Title, Abstract, and Methods Review

The first author independently reviewed the titles, abstracts, and methods sections of the studies identified from the database search to determine if the article should be excluded or included for full-text review based on the inclusion/exclusion and operational definitions provided below.

Inclusion and Exclusion Criteria

Studies were included that (a) were published in English in a peer-reviewed journal between January 1975 to 2024; (b) included K - 12 participants incarcerated in long-term residential JCF in the United States; (c) examined academics (i.e., all aspects of literacy, writing, mathematics, history, or science); and (d) provided student voice data (e.g., surveys, questionnaires, focus groups, or interviews) or a description of the involvement of students in the research process (e.g., planning, goal-setting, procedure implementation, data collection, analysis of results, or writing of research article). Studies were excluded that (a) were published in a language other than English; (b) included only youth in short-term JCF; (c) included only youth in traditional K – 12 schools; (d) examined behavior, transition, life/technical skills, or mental health; (e) exclusively provided student voice data collected from someone other than the student (e.g., teacher interviews, parent surveys), or (f) reported in dissertations, theses, or reports.

Operational Definitions

Student Voice: Student-reported thoughts, perspectives, opinions, or ideas to facilitate the understanding of students' experiences with and opinions regarding the research, including descriptions of student involvement in the research process. Student voice may include student participation collected through questionnaires, surveys, focus groups, interviews, or narrative reports of student involvement (Gillett-Swan & Baroustis, 2023; Gonzales et al., 2017).

Consultative mode: The collection of student voice data through adult-initiated research methods. This mode involves adult-led and managed research. The results from consultative research lack the possibility for youth to control outcomes. Consultative modes may incorporate the student voice data in results, analysis, discussion or implication sections of the study (Lansdown, 2018).

Collaborative mode: The collection of student voice data through adult initiated research methods where the study involves a partnership with youth. Collaborative modes allow the student voice data to influence or challenge both process and outcome. (Lansdown, 2018).

Youth led mode: A youth identifying the research topic without adult initiation. In a youth led mode, adults serve as facilitators rather than leaders while youth are controlling the process and the outcomes (Lansdown, 2018).

Long-term Juvenile Correctional Facility: A residential treatment facility for adjudicated children incarcerated for a minimum of two months. Youth committed to long-term facilities that have been sentenced for an offense that would be considered a crime if the youth were an adult (U.S. Office of Juvenile Justice and Delinquency Prevention & U.S. Department of Education, 2004).

Short-term Juvenile Correctional Facility: Secure confinement for pre-adjudicated youth. The average length of stay in short-term JCF is 15 days (U.S. Office of Juvenile Justice and Delinquency Prevention & U.S. Department of Education, 2004).

Second Researcher Training

Next, the first author trained a second researcher to review the titles, abstracts, and methods sections of the studies to determine if the article was to be excluded or included for full-text review based on the inclusion/exclusion and operational definitions. The training followed the “I do, we do, you do” approach. First, the first author modeled the screening of two articles that meet inclusion and two that did not with a second researcher. Then, both researchers screened two articles together using the inclusion/exclusion criteria, and finally, a second researcher independently reviewed a random selection of 10 articles from the returned articles and achieved 100% agreement on the inclusion and exclusion before they proceeded with the remaining returned articles from the search. All disagreements were discussed based on the inclusion criteria, exclusion criteria, and operational definitions. Both researchers discussed and agreed if the article was included or excluded. An Excel sheet was provided where all articles have the title, author, publication year, method section, and abstract uploaded to help organize the screening process. Each inclusion criteria were listed in the Excel sheet and had a box with a dropdown option of “yes,” “no,” or “unsure” provided for the researcher (See Appendix A).

Hand Search

In addition to the electronic database search, a hand search was conducted of the following journals: *Journal of Correctional Education, Residential Treatment of Children and Youth, Behavior Disorders, Exceptional Children, Journal of Learning Disabilities, Journal of Special Education,* and *Remedial and Special Education*. These journals were selected because they have historically contained relevant empirical research related to educational studies conducted in JCF research. Per PRISMA guidelines, each hand search was conducted for the last two years (2022 - 2024) and then an additional year if any studies were found that met the inclusion criteria (Moher et al., 2009). Online first articles were included as part of the hand search. The first author reviewed the title, abstract, and methods section of each article to establish whether it is included. A second researcher independently conducted the same hand search. IRR was 100% of the included articles before moving to full-text review. There were no disagreements that needed to be discussed based on the inclusion and exclusion criteria. Both researchers agreed if the articles were included or excluded. All studies located from the hand search which meet the inclusion criteria were added to the total articles included for full-text review.

Full-text Review

Both researchers independently read the full text of each article identified in the database and hand searches and determined their inclusion based on the inclusion criteria and exclusion criteria. There was one discrepancy. Authors reviewed the discrepancy separately. Authors independently wrote out a rationale for the decision, provided supporting evidence from the article by highlighting the text in the full article, then the article was discussed with the other author until consensus was reached. The written rationale included evidence from each inclusion criteria (i.e., see a - d written out below). The decision was to include the article in question.

Coding Procedures

Studies meeting inclusion criteria were coded using an adapted protocol based on *What Works Clearinghouse* (2022) standards. An adapted protocol was organized around the first three research questions by collecting the following: (a) participant information (i.e., age, grade, and disability classification); (b) research design (e.g., qualitative, mixed methods); (c) academic area (e.g., reading, writing, mathematics, social studies, science); (d) student voice data measurement tools (e.g., survey, interview, focus group, questionnaire); (e) information and description regarding how student voice was included, described, assessed, and analyzed in the results or discussion; and (f) the mode of student participation in the research (See Appendix B for the sample coding form) (Lansdown, 2018). Each item reported was grouped by research questions.

Coding IRR. After the electronic and hand searches but prior to conducting the coding, the first author trained a second researcher to code each article using Google Forms. An additional researcher, familiar with the topic and study prior to training and coding, checked all coding items (Leko et al., 2021). During the training, the first author described the code sheet, modeled each step of the coding process for group, qualitative, mixed method, multiple method, and single-case design using a sample study, and then supported the coder as they practiced coding three intervention studies. After the training, the second researcher independently coded a study to establish reliability. Coders reached an IRR of 94.7%, determined by the number of items in agreement divided by the total number of items (18/19) times 100%. After discussion of the one discrepancy, researchers repeated the process a second time, where there was 100% agreement on an article. After achieving 100% agreement, each of the eight studies were independently coded by both researchers. The coders met to review each code sheet and to identify and resolve any discrepancies. There were two discrepancies, making the IRR 131/133 or 98.5%. One discrepancy was resolved after discussion between the two coders, and the other was resolved after consulting with a researcher with more advanced knowledge on methodology.

Analysis

Research Question 1: To what extent was student voice included in peer-reviewed long-term JCF academic research?

The number of studies that included student voice data between 1975 and April 2024 which meet the inclusion criteria were tallied and recorded. The following were recorded: (a) participant information (i.e., sex/gender, age, grade, disability identification); (b) research design; and (c) academic area (e.g., reading, writing, mathematics, social studies, science).

Research Question 2: How was student voice data collected in peer-reviewed long-term JCF academic research?

To address this question, articles were coded and tallied to indicate how researchers were assessing student voice. This included reporting the data collection method(s) of each study (e.g., interviews, focus groups, surveys, questionnaires, narrative description of student involvement).

Research Question 3: What mode of student participation was used in studies that collected student voice data from long-term JCF?

Student participation in research activities were categorized into three modes: consultative, collaborative, or youth-led (Lansdown, 2018). Using Lansdown's (2018) modes of participation definitions, each article was coded as either consultative, collaborative, or youth-led mode. A tally was created and recorded. A mode of "consultative" was assigned if the collection of student voice data involved (a) adult initiated research methods; (b) an adult led and managed the research; (c) the results from the research lacked the possibility for youth to control outcomes; and (d) the research explicitly stated the added value that youth's perspectives, knowledge, and experiences that might contribute to the study and/or incorporated the student voice data, results, or analysis into the discussion or implication section of the study. A mode of "collaborative" was assigned if the student voice data involved (a) adult initiated research methods; (b) the study had a partnership with youth; (c) the student voice data enabled youth to influence or challenge both process and outcome; and (d) the study allowed for increasing levels of self-directed actions by youth over a period of time. A mode of "youth led" was assigned if the research topic (a) identified by youth themselves; (b) adults served as facilitators rather than leaders; and (c) youth were controlling the process and the outcomes. If an article collected student voice data but did not use the information in the discussion or implications sections or explicitly stated, the importance of why student voice data was collected then the study was coded as “did not utilize” or DNU.

Results

Participants and Study Design

Research question 1 examined the extent to which student voice was included in peer-reviewed long-term JCF academic research. Table 1a, 1b, 1c, and 1d display the participant descriptions. Details regarding the participant sexes/genders, ages, grades, and disability classifications in addition to the research design and academic focus of each study were included. A total of eight studies published in peer-reviewed journals met the inclusion criteria. Across the eight included studies, there were 27 female students, 252 male students, 6 students who identified as transgender, two students who identified as nonbinary/gender queer and one participant who did not have a sex or gender identification included. Five (62.5%) identified students with a disability or receiving disability services. Three of the eight studies were specific about disability status (Pitzel et al., 2024; Reed et al., 2017; Wexler et al., 2018). Two listed general information about students receiving special education services (Drakeford 2002; Sanders et al., 2021), but specifics were not provided. All but one study (87.5%, n = 7) reported the race of the student participants (McCray et al., 2018). The races reported included six studies reporting Black or African American students (Drakeford 2002; Krezmien et al, 2023; Reed et al., 2017; Sanders et al., 2021; VanderPyl 2019; Wexler et al., 2018), five studies reporting White or Caucasian students (Krezmien et al., 2023; Pitzel et al., 2024; Reed et al., 2017; Sanders et al., 2021; VanderPyl 2019), and Krezmien et al. (2023) also included Asian students, American Indian students, Native Hawaiian/ Pacific Islander students, and LatinX students. Specifics about participant age were described in four (Krezmien et al., 2023; Pitzel et al., 2024;

Reed et al., 2017; VanderPyl 2019; Wexler et al., 2018) of the eight studies. One study (Drakeford 2002) gave a mean age, one listed facility ages (McCray et al., 2018) and one did not list specific participant ages but gave an inclusion criterion of 10 - 17 (Sanders et al., 2021). Due to the variation in how age was reported, the mean participant age is not reported. The age range was 10 – 21 years old.

Seven of the eight studies were published between 2017 and 2024. One study was published in 2002. Of the eight included studies, 50% (n = 4) were experimental single case design studies, 12.5% (n = 1) were group design, 25% (n = 2) were qualitative, and 12.5% (n = 1) was a multiple method study. Three of the studies that used single case designs implemented a multiple baseline design (Drakeford 2002; Pitzel et al., 2024; Wexler et al., 2018) and one implemented an adapted alternating treatment design (Reed et al., 2017).

Student Voice Data Collection

Research question 2, examined how student voice data were collected (e.g., interviews, focus groups, surveys, questionnaires, narrative description of student involvement, and other forms of data collection). Table 2 provides a summary of the student voice data collection methods. Of the eight studies that met the inclusion criteria for this systematic review, researchers used a variety of student voice data collection methods. Three studies (37.5%) used a survey (Krezmien et al., 2023; Sanders et al., 2021; Wexler et al., 2018). Three studies (37.5%) used a questionnaire (Drakeford, 2002; Pitzel et al., 2024; Reed et al., 2017). Two studies (25%) interviewed students (McCray et al., 2018; Pitzel et al., 2024). One study (12.5%) gathered information through a student focus group (McCray et al., 2018) and one (12.5%) analyzed student writing samples (VanderPyl 2019). McCray et al. (2018) collected student voice data through individual interviews and focus groups. Pitzel et al. (2024) collected student voice data through individual interviews and questionnaires.

Mode of Student Voice Participation

Research question 3 examined how modes of student voice participation were used in studies that collected student voice data. Table 3 provides a summary of the modes of student voice participation in student voice data collection. When coding studies for student voice based on Lansdown's (2018) modes of participation, all articles fell into a consultative category. Thus, all studies collected student voice (a) through adult initiated research methods; (b) an adult led and managed the research; (c) the results from the research are lacking the possibility for youth to control outcomes; (d) and the research explicitly states the added value that youth' perspectives, knowledge, and experiences may contribute to the study and/or incorporates the student voice data, results, or analysis into the discussion or implication section of the study.

Discussion

Incorporating student voices into the educational research process has the potential to enhance student engagement, boost student confidence in the subject matter, and provide valuable insights, such as identifying barriers and supports to interventions (Kirshner & Pozzoboni, 2011; Mager & Nowak, 2012; Mitra & Gross, 2009; Gonzalez et al., 2017). This is the first known systematic literature review to focus on student voice research in JCF. As such, this systematic literature review makes a meaningful contribution to the field of student voice research (Kearley et al., 2021) particularly for marginalized youth in JCF (Sickmund et al., 2021). This literature review expands the growing number of studies incorporating student voices in educational research (Mager & Nowak, 2012; Mitra & Gross, 2009; Gonzalez et al., 2017).

Given the student voice research in general education (Gillett-Swan & Baroustis, 2023;

Gonzales et al., 2017 & Kirshner & Pozzoboni, 2011), including student voice in JCF research has the potential to enhance opportunities for youth to express their voices which in turn may lead to (a) improved academic performance, (b) greater motivation and engagement, (c) reduced behavioral issues, (d) increased self-reflection, (e) enhanced self-determination skills, and (f) better goal setting. As noted by the United Nations (2021), there is a need for greater representation of marginalized student voices in education. Empowering marginalized youth may allow these students to better overcome pervasive systemic barriers that hinder their access to resources, opportunities, and equitable treatment within educational systems (Gonzales et al., 2017).

The first research question addressed the extent that student voice data was included in peer-reviewed long-term JCF academic research. Most of the studies which met inclusion criteria were published between 2017 and 2024 shows a recent increased focus on inclusion of student voice data in JCF academic research. This is a positive finding, considering marginalized student voices have historically been lacking in educational research and more is needed to understand student needs across different demographics (Gonzalez et al. 2017).

When examining demographic data, there are several issues for consideration. While many studies included demographic information about youth participants, there were some which were unclear or very broad on the ages and disability statuses of participants. More detailed information on demographic information such as ages and disabilities would enhance the replicability of the research and enable more accurate comparisons to be drawn. Participant demographics information clearly identified in the studies aligns very closely to national surveys on JCF demographics. For example, the percentage of male participants far outweighing the percentage of female participants. This is possibly because the number of incarcerated males far outweigh the number of incarcerated females. Puzzanchera et al. (2023) indicated that 83.3% of youth in JCF identify as male. The Puzzanchera et al. (2023) findings align with what this literature review found regarding the number of studies including male participants six of the eight studies included male only participants (75%), one study included female only participants (12.5%), and one study included male, female, transgender and non-binary/gender queer (12.5%).

The number of literacy interventions (n = 7; 87.5%) outweighed the number of all other academic areas (n = 1; 12.5%). While the average age of incarcerated youth is between 16 and 17 years old, the average reading ability is estimated to be around fourth-grade (Sickmund et al., 2021) with about two-thirds of youth performing below grade level (Houchins et al., 2024). The focus on literacy may be related to research findings that have indicated there is an inverse relationship between reading abilities and recidivism (Sander, et al. 2012). Improving the literacy abilities of youth while in JCF may lead to better post-incarceration outcomes potentially leading to a critical turning point in their personal development and rehabilitation journey (Reed et al., 2017).

Given the emphasis of social validity in single-case research (Common & Lane, 2017; Snodgrass et al., 2018; Strain et al., 2012), it is unsurprising that half the studies used an experimental single-case design. Social validity is a quality indicator of single-case research, and it is customary practice to assess the feasibility and acceptability of the research goals, methods, and results in this consultative manner (Horner et al., 2005). While it is less common in group designs to include perspectives of participants, it may add value to the study and to the students' involvement and knowledge of students' understandings and experiences with the subject matter, as exhibited by the survey in the multiple methods study by Krezmien et al. (2023). Dedicated qualitative inquiry into student voice is vital for deep, rich understandings of student perspectives and engagement. The methodology in McCray et al. (2018) utilized student interviews and focus groups to reveal specific barriers and facilitators that students felt were relevant to their experience with a specific literacy intervention.

The second research question addressed how student voice data was collected in peer-reviewed long-term JCF academic research. There were a variety of student voice collection methods found in this systematic review (i.e., interviews, focus groups, surveys, questionnaires, and writing samples). Collecting student voice data in a variety of ways is important based on how student voice will be incorporated into a study's discussion. A goal of incorporating student voice may be to assess the feasibility and acceptability of an intervention or practice, establish goals for student success, alter intervention or methods, evaluate expected and unexpected outcomes, and/or understand the experiences of student participation in research (Gillett-Swan & Baroustis, 2023; Gonzalez et al., 2017; Wolf, 1978). Thus, considering the best way of collecting student voice data in a long-term JCF setting may be important. For instance, when assessing the social validity of an intervention, researchers often rely on surveys and Likert-style ratings to determine the acceptability and feasibility of the intervention (Snodgrass et al., 2018). These methods are especially useful when researchers wish to compare data across participants and across studies. However, these options preclude nuanced understandings of student perspectives as closed-ended questions do not allow students to articulate why or how an intervention or research program affected them (Common & Lane, 2017; Snodgrass et al., 2018; Strain et al., 2012). While qualitative inquiries like interviews and focus groups, on the other hand, may delve into the firsthand experiences and minutiae of student voice, they are laborious undertakings which may be unrealistic as part of most academic intervention research projects. The particular methods of student voice data collection and integration in any research endeavor depends heavily on both the research questions being posed and the resources available in the setting. The wide variety of methods used in the included studies indicates that researchers are tailoring their methods for student voice data collection to their questions and contexts.

The third research question addressed what modes of student participation were used in studies that collected student voice data in peer-reviewed long-term JCF academic research. Levels of student voice participation were broadly categorized into three modes: consultative, collaborative, or youth-led (Lansdown, 2018). A mode of "consultative" was the only method that this review found researchers using. This indicates that every study in this review gathered student voice data to add value to the results by having what the students said be part of the analysis or implication section of the study. All eight studies were designed to obtain student input without changing the intervention. A mode of consultative is an effective way to gain information without changing an intervention. It is also a way of including students in a research project (Lansdown 2018; Swan & Baroustis, 2023), while keeping most of the establishment of order in the hands of the adults. Students in long-term JCF typically have highly structured schedules and specific rules and norms which are established by the JCF management, staff, and teachers. Such highly structured conditions may impede gaining input from students. Adding approaches for students in JCF to express their agency and increase their active involvement in classroom academics. As researchers are usually outside of the structures of daily life in JCF, they may have a unique opportunity to encourage this sort of input from students and support them in collaborating and leading research endeavors.

While a consultative mode has value, educational researchers should consider engaging in more collaborative research with students in JCF as well. Not only can collaborative student voice research empower marginalized individuals (Gonzalez et al., 2017), collaborating with incarcerated students allows researchers to gain a deeper understanding of the unique challenges and barriers they face. Collaborative student voice research could lead to more relevant and effective educational interventions in JCF. This approach not only enriches the research process by incorporating diverse perspectives but also fosters a sense of agency and self-worth among the students, who are often excluded from decision-making processes that directly impact their lives. By involving incarcerated students as active participants in research, educational initiatives can be better tailored to meet their needs, contributing to more successful educational outcomes and personal development within JCF. A collaborative mode of student voice research introduces the concept of "students as partners" (Cates et al., 2018). This could help adults introduce the idea of students taking on more responsibility in the classroom while still providing the research intervention support. This process of having a student-researcher partnership allows for increasing levels of self-directed action by youth over a period of time (Lansdown 2018). Hence, collaborative student voice research could also segue into youth-led projects.

Lansdown (2018) classified student voice studies as "youth-led" if the research topic meets the following criteria: (a) youth identify the topic themselves; (b) adults function as facilitators rather than leaders; and (c) youth have control over the process and the outcomes. Youth-led research poses challenges to both the norms and standards of traditional research and the practicality of conducting research in long-term JCF. Whereas traditional research uses researcher-generated questions, methods, and analysis, youth-led research relies on and enables students to pinpoint problems and questions to address through research methods they decide. While adults are still necessary to support and facilitate the students’ project, the method requires an atypical surrender of control on the part of researchers to varying degrees. This is further complicated due to the highly structured and adult-led context of long-term JCF. Adults employed in the facilities are likely accustomed to closely overseeing the behaviors of the students at all times and may be hesitant to adapt their roles. The nature and purpose of the facilities necessitate increased observation and supervision. However, even with such oversight, adults and students alike may find that sharing decision-making processes on a research project can have transformative effects.

This approach can lead to more effective and innovative solutions, as it centers the voices of those who are often marginalized in policy discussions. Research has shown that involving youth in decision-making processes can improve outcomes by ensuring that interventions are responsive to their needs and circumstances (Gonzalez et al., 2017). Additionally, it challenges traditional power dynamics within research, promoting a more equitable approach to knowledge production (United Nations, 2021). Youth-led research in juvenile justice facilities not only enriches the quality of the research but also supports the development of youth as critical thinkers and advocates for change. Both skills are important for youth transitioning out of JCF.

Limitations

The results of this study should be considered with a few limitations in mind. First, the current systematic review looks at research done in JCF utilizing students' voices. Although additional student voice studies may have been conducted in similar alternative educational settings, the purpose of this review was to analyze studies specifically conducted in long-term JCF. Future research may consider highlighting additional settings with marginalized student voices such as residential settings in addition to long-term JCF, classrooms consisting of students with disabilities or under-represented rural areas.

Second, the relation between collecting student voice and study outcomes were not examined. This review examined the method of student voice collection and the mode of how student voice was utilized. While relationships between student voice collection and study outcomes were outside the realm of this review, future research should consider examining these items. Future research is needed to explore student outcome effects across varying student voice collection configurations (e.g. effects of a consultative mode of student voice utilization through interviews and literacy scores on a researcher made assessment).

Finally, the purpose of this review was to explore a very specific type of student voice research by narrowing this study to only include literature that includes academic educational research. Therefore, additional non-academic focused studies may include student voice but were not covered in this review. Future research should consider looking at additional areas that combine academics with additional services such as transition, aftercare, mental health, and behavior.

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Chapter 2

Student Voices: Learning Literacy in Long-Term Juvenile Correctional Facilities

The United Nations Convention on the Rights of the Child (UNCRC, 1989) stressed the importance of including children in decisions about their lives, which includes their education. Several articles in the UNCRC (1989) are relevant to the importance of student voice. Article 12 of the UNCRC specifically states that children have the right to express their views freely in all matters affecting them, and their views should be given due weight in accordance with their age and maturity. This principle is fundamental in ensuring that children are not only seen but also heard in decisions that affect their lives. Article 13 recognizes the right of children to freedom of expression, which includes the freedom to seek, receive, and impart information and ideas of all kinds, regardless of format, either orally, in writing, or in print, in the form of art, or through any other media of the child's choice. This right extends to children's participation in educational settings. Article 28 recognizes the right of the child to education and emphasizes that education should focus on the development of the child's personality, talents, and mental and physical abilities to their fullest potential. In this context, student voice is essential for ensuring that education systems are responsive to the diverse needs, interests, and aspirations of children. Article 29 outlines the goals of education, which include the development of the child's personality, talents, and mental and physical abilities to their fullest potential. It emphasizes the importance of fostering respect for the child's parents, cultural identity, language, and values, as well as for the national values of the country in which the child is living.

Student voice is crucial for ensuring that education promotes these goals by considering the perspectives and experiences of children. Furthermore, listening to and encouraging children to take active participation in their education may contribute to the success and quality of overall school functioning (Mager & Nowak, 2012). Showing student perspectives may offer unique insights from participants with different vantage points other than those of the researchers or educators involved (Gonzalez et al., 2017). Student voice in educational research refers to the active involvement and meaningful participation of students in the research process where they share their perspectives, experiences, and insights regarding various aspects of education (Gillett-Swan & Baroustis, 2023; Gonzales et al., 2017; Mager & Nowak, 2012). Recognizing students as stakeholders in their own learning journey and integrating their voices into research endeavors can foster a sense of ownership and empowerment among learners (Gillett-Swan & Baroustis, 2023). Recognizing students as stakeholders acknowledges that students possess valuable knowledge and unique viewpoints that can inform educational policies, practices, and interventions. By highlighting student voices, researchers can gain a deeper understanding of the challenges, needs, and aspirations of learners and promote more student-centered and inclusive educational environments (Gillett-Swan & Baroustis, 2023).

Collecting student voice data is paramount in educational research as it serves as a catalyst for understanding the intricacies of the learning experience from the primary participants themselves. Researchers gain access to authentic and firsthand accounts of the educational environment when actively soliciting and valuing the perspectives, opinions, and insights of students (Gillett-Swan & Baroustis, 2023; Gonzales et al., 2017). This direct engagement with students fosters a more comprehensive understanding of the diverse needs, challenges, and aspirations of learners, enabling researchers to develop more targeted and effective educational interventions (Mager & Nowak 2012). Moreover, incorporating student voice into research has the potential to enhance the relevance and applicability of findings, as it ensures that educational policies and practices are informed by the lived experiences and voices of those they directly impact (Gillett-Swan & Baroustis, 2023). Ultimately, collecting and utilizing student voice data not only enriches the quality of educational research but also promotes a more comprehensive, student-centered approach to shaping the future of education.

In educational research, the collection of student voice data is pivotal for gaining comprehensive insights into the dynamics of learning environments and the efficacy of educational policies and practices (Anyon et al., 2018). Researchers can utilize various methodologies to directly engage with students, allowing them to express their thoughts, perspectives, and opinions on matters that impact their educational experiences. Student voice data may include student participation collected through questionnaires, surveys, focus groups, interviews, or narrative reports of student involvement (Gillett-Swan & Baroustis, 2023; Gonzales et al., 2017). Including student voice data is a way to consider students’ opinions, perspectives, and experiences when making decisions regarding their academics (Gonzalez et al., 2017). Student voice data encompasses the authentic articulation of students' viewpoints, concerns, and aspirations within the educational landscape (Mitra & Serriere, 2012). The collection of student voice data can foster a deeper understanding of the multifaceted nature of students' experiences and enable researchers to tailor interventions and initiatives that resonate with students' needs and preferences (Anyon et al., 2018; Cammarota & Fine, 2008).

Student Voice and Youth Participatory Action Research

One method of collecting and analyzing student voice data is using a Youth Participatory Action Research framework (YPAR; Cammarota & Fine, 2008). YPAR is an approach to youth and community development in which youth engage in the process of sharing voice and developing a stronger sense of autonomy through developing and implementing research (Rodriguez et al. 2015).

Anyon et al. (2018) conducted a systematic review to describe the state of YPAR literature from 1995 to 2015. The focus of Anyon et al (2018) was for health educators and public health professionals to promote skill development among diverse young people. Studies were included if they consisted of individuals 25 years or younger. Studies that included youth 18 to 25 years were excluded if they consisted only of undergraduate or graduate students. Studies also need to include an intervention program that involved youth in data collection, data analysis, and data interpretation. Finally, the study was only included if it reported on the experiences, results, or effects of the program on the young participants or the environment around them. The authors identified and used 63 YPAR studies in their analyses. Key findings included common outcomes associated with participation in YPAR. Descriptive statistics were conducted on all the study variables. Fisher's exact test was used to compare differences in the frequency of studies in particular categories. Approximately, 75% of the articles reported positive outcomes in youth agency and leadership. Additionally, there was an increase in academic or career outcomes (55.8%), social skills (36.5%), interpersonal skills (34.6%), and cognitive skills (23.1%).

Regardless of the degree of youth involvement, YPAR research has shown to be associated with important student outcomes. Anyon et al. (2018) synthesized outcomes from their systematic review of YPAR studies involving students across the United States. These outcomes encompassed various domains, including social (such as connectedness, social support, community attachment, and belonging), agency/leadership (encompassing self-determination, self-efficacy, confidence, civic engagement, citizenship, voice, empowerment, social responsibility, participatory behavior, identity, and self-awareness), emotional (covering stress, symptomology, emotion identification and expression, emotion regulation, and anger management), interpersonal (including communication skills, assertiveness, empathy, active listening, conflict resolution, and teamwork), cognitive (encompassing problem-solving, decision-making, and thought appraisal abilities), academic/career (covering organization, time management, study skills, goal setting, public speaking, writing, and planning), and critical consciousness (referring to the ability to recognize societal injustices or inequalities). However, even with the outcomes reported, Anyon et al. (2018) suggested that it is difficult to make claims about casual impact due to how authors report YPAR findings.

Conducting YPAR research can contain different degrees of youth involvement and may vary across studies (Anyon et al., 2018). Lansdown et al. (2018) summed up four primary degrees or "modes" of youth involvement when conducting YPAR research. The categories included involving youth with no or unethical considerations, a consultative role, a collaborative role, or an adolescent-led role. A mode of "consultative" was defined as the collection of student voice data through adult-initiated research methods. The research from a consultative mode explicitly states the added value that adolescents' perspectives, knowledge, and experiences may contribute to a study, but results from the research lack the possibility for adolescents to control outcomes. A mode of "collaborative" was defined as student voice data collected through adult-initiated research methods where the study involves a partnership with adolescents. In a collaborative mode, the student voice data enables adolescents to influence or challenge both process and outcome. A mode of "adolescent-led" was defined as the research or educational topic being identified by adolescents themselves. Adults serve as facilitators rather than leaders and adolescents control the processes and the outcomes. Each mode serves a purpose and has value in a research study. When researchers are not meaningfully involving students, they are not involving youth with ethical considerations. A rating of "None" could be given for the unethical considerations risk participation being tokenistic, manipulative, or even coercive (Lansdown, 2018).

Various literature reviews on student voice in educational research have shown that student voice prior to, during, and/ or after the implementation of any new intervention can lead to positive student outcomes (Mager & Nowak, 2012; Gillett-Swan & Baroustis, 2023; Gonzalez et al., 2017). Mager and Nowak (2012) and Gonzalez et al. (2017) both searched for the inclusion of student voice in educational research and the educational outcomes that resulted from such an inclusion.

Mager and Nowak's (2012) literature review on student participation indicated that having students (ages 5-19 whom attended a private or public school) share their insight led to moderate positive effects with student participation, self-esteem or views on social status, democratic skills, student-adult relationships, and school ethos. Of the studies reviewed, 32 publications were included in the review, 10 publications used quantitative methods, 13 used qualitative methods, and 9 used mixed methodologies. Limited positive effects were found on educational achievement and following rules and policies. The effects were determined by using an appropriated systems used to rate the strength of evidence in medical interventions (Owens et al., 2010).

Mager and Nowak's (2012) positive outcomes included increases in youths' reported sense of belonging, reported competence in the skill being studied, democratic skills, student-adult relationships, school ethos, and leadership. There was not sufficient research to support the positive effects of student participation on teacher or peer relationships. It was theorized that students were more likely to be motivated and invested in the learning process when they shared their insights. Overall, this review focused on how student voice impacts the research. Additionally, outcomes may be linked to the degree to which youth participate in the research process, but that was not analyzed as part of this review.

Gonzalez et al.'s (2017) literature review examined student voice information from students educated in traditional K - 12 public schools in the United States. The purpose of this systematic literature review on student voice was to examine what the research on student voice offers about the perspectives of marginalized learners at the K - 12 levels and how that could inform debates and reformulations of education policies and practices. This systematic review included studies published in a peer-reviewed journal between 1990 and 2010 and included K - 12 participants being educated in traditional public schools in the United States which shared student voice by documenting the ideas, opinions, or perspectives of students that were engaged in the research. In addition to study characteristics, the studies included were analyzed on the methodological characteristics of student voice research. The authors noted that most articles that included student voice were published between 2006 and 2010 and in educational journals. A large majority (85.7%) of the studies analyzed for this review were qualitative, 6.1% were quantitative, and 8.2% were mixed methods. The authors categorized the focus of the studies into three major themes: (a) school change or improvement; (b) personal or group empowerment; or (c) teaching and learning. They found that input from students helped influence the direction of teacher preparation, student-focused school change, and how students participate in their school. Potential outcomes discussed included student voice research having the ability to open spaces for racial and ethnic historically marginalized youth to play key roles in school change and hybrid learning spaces.

Overall, including student voice in the educational research process has shown to improve educational motivation outcomes (e.g., engagement, sense of self-efficacy) and has assisted in creating student-focused policy changes in K - 12 education (Mager & Nowak, 2012; Gillett-Swan & Baroustis, 2023; Gonzalez et al., 2017). Additionally, by providing a model for involvement in democratic decision-making, meaningful incorporation of student voice data may contribute to improving students' citizenship skills which are necessary for making informed decisions in their larger democratic society (Mager & Nowak, 2012). The outcomes associated with K - 12 student voice research have resulted in an increase in student voice research in K - 12 general education settings (Cook-Sather, 2018). When studies include the opportunity for student input, researchers have more data to address potential challenges and better understand the strength of an intervention.

Marginalized Youth and Student Voice Research

While there has been an exponential increase in the volume of student voice research in general education, one specific group that has historically not been given an opportunity to share their voice is marginalized youth (Gonzalez et al., 2017). Input from marginalized populations of youth is important due to historically having provided fewer opportunities for quality education (Gonzalez et al., 2017). As defined by the United Nations (2001), marginalized youth are those who lack sufficient access to essential resources and opportunities, such as education, employment, healthcare, and involvement in decision-making processes, necessary for thriving.

Marginalized youth are individuals who experience exclusion, often due to factors such as race, ethnicity, socioeconomic status, gender identity, sexual orientation, disability, or immigration status (United Nations, 2021). Marginalized young people are disproportionately are often affected by poverty, discrimination, violence, and limited access to quality education and healthcare, leading to disparities in outcomes and well-being (Hawkins et al., 2019). Additionally, marginalized youth often face systemic barriers that limit their access to resources, opportunities, and equal treatment within education (United Nations, 2021). Therefore, understanding the experiences and needs of marginalized youth is crucial for addressing systemic inequalities and promoting equitable opportunities for them.

Despite the historical lack of representation of marginalized youth in educational research, researchers persist in highlighting the specific hurdles encountered by marginalized students within educational systems, such as systemic discrimination, economic inequalities, and restricted resource access (National Center for Education Statistics, 2020). Researchers that incorporate the perspectives of marginalized student voices into educational research are battling existing disparities (Ladson-Billings, 2006). Furthermore, involving marginalized students in the research process empowers them as active participants in shaping their educational experiences, fostering a sense of agency, and belonging (Mitra & Serriere, 2012). Educational research can contribute to the development of culturally responsive pedagogies and policies that prioritize equity and promote the success of all learners when including marginalized student voices (Ladson-Billings, 2006).

One specific population of marginalized youth whose voice is often ignored in educational research are those who are in long-term juvenile correctional facilities (JCF). At any given time more than 36,000 adolescents, ranging from 10 to 21 years old, are in long-term

(JCF) across the United States (Sickmund et al., 2021). Youth in long-term JCF have many of the same characteristics as other marginalized youth.

First, a substantial portion of youth in JCF are categorized as being academically marginalized. Forty to 50% of youth in JCF have been retained in at least one grade (Foley, 2001; Forsyth et al., 2010; Yan & Wilkerson, 2017). The exclusion of youth based on behavior might have led to restricted access to literacy instruction, hindering their academic advancement (Gagnon & Barber, 2010; Gagnon et al., 2022; Houchins et al., 2024). Additionally, these youth often have lower-level literacy skills compared to their peers when entering a JCF. While the average age of youth in JCF is between 16 and 17 years old, their average reading ability is typically around a fourth-grade level (Sickmund et al., 2021). For example, Houchins et al. (2024) used a latent profile analysis on a cohort of 370 youth in a long-term JCF. The authors found three literacy ability groups where 36% of the sample demonstrated average literacy levels, 55% performed one grade level below norms, and 8% exhibited significant literacy deficits. The latter group was characterized by an overrepresentation of students with emotional disturbances (ED) and specific learning disabilities (SLD).

Second, a disproportionate number of JCF youth are served under the Individuals with Disabilities Education Act (IDEA; U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, 2021). Estimates have suggested that approximately 39% of youth in JCF have been identified as having SLD, 48% as ED, 10% as mild intellectual disabilities (MID) and 9% as other health impairments (OHI) (U.S. Department of Education, 2021). The proportion of those with SLD in a traditional school and JCFs is similar. However, the classification of ED in JCFs is approximately six times greater than that of traditional schools (U.S. Department of Education, 2021).

Third, approximately 70% of youth in the JCF have a diagnosed mental health disorder and almost 50% are diagnosed with conduct disorder (Shufelt & Cocozza, 2006). In the United States, approximately 20% of youth in traditional K - 12 public schools are affected by mental health disorders (CDC, 2024). Additionally, during the 2021 - 2022 period, about 14% of adolescents reported taking prescription medications for mental health concerns, and 20% reported receiving mental health therapy (CDC, 2024).

Fourth, there is an overrepresentation of youth from marginalized race/ethnicity populations. For example, in 2019 33.3% of youth in JCFs identified as White, 40.9% Black, 20.3% Hispanic, 2.1% American Indian, 1% Asian, and 2.5% Mixed or two or more races (Puzzanchera et al., 2023). In contrast, the race/ethnicity of adolescents for the United States in 2019 was: 51.4% White, 13.7% Black, 24.8% Hispanic, 0.8% American Indian or Alaska Native, 6.3% Asian, and 3% Mixed or two or more races (U.S. Census Bureau, 2020).

Fifth, a disproportionate number of youth in JCF are male and from families that experience poverty (Hawkins et al., 2019; Jarjoura et al., 2002; Puzzanchera et al., 2023). Around 83% of youth in JCF are males compared to about 17% were female (Puzzanchera et al., 2023). Data from the National Center for Education Statistics (NCES) indicates that around 51% of traditional public-school students were male and 49% were female. (U.S. Census Bureau, 2020).

Juvenile Corrections and Student Voice Research

While in JCF, youth are entitled to the same instruction as their non-incarcerated peers (Every Student Succeeds Act; ESSA, 2015; IDEA, 2004; Juvenile Justice Reform Act; [JJRA], 2018, U.S. Department of Education and U.S. Department of Justice, 2014). The ESSA (2015) indicates that states should develop education plans that are designed to close achievement gaps, increase equity, improve the quality of instruction, and increase academic outcomes for all students, including those students in JCF. The JJRA (2018) indicates that JCF are to offer and support evidence-based programs. Similarly, the U.S. Department of Education and the U.S. Department of Justice (2014) created guiding principles that include the statement that JCF personnel should educate youth equitably and with evidence-based strategies. Evidence-based academic strategies are important to support the potentially challenging educational needs of some students in JCF.

Despite the legislative mandates (e.g., ESSA, 2015, IDEA, 2004; JJRA, 2018) and the guiding principles (U.S. Department of Education and U.S. Department of Justice, 2014), researchers have indicated that there is a lack of evidence-based educational programs implemented in JCF (Gagnon et al., 2022; Houchins et al., 2010; Wexler et al., 2014). Education is one of the most vital components of the rehabilitation process (U.S. Department of Education, 2014). Numerous studies have shown an inverse relationship between higher academic abilities and recidivism (Brunner, 1993; Engstrom & Scott, 2020; Katsiyannis, et al., 2008; Sander, et al. 2012). This suggests that the lower a youth's academic skills, the more likely they are to recidivate.

To facilitate the development of high-quality evidence-based literacy interventions in JCF (Houchins et al., 2010), many perspectives should be considered (McCray et al., 2018). Using evidence-based literacy instruction strategies may allow students in JCF to be more successful in acquiring skills to facilitate their transition back to their home school and support their long-term success. To ensure an evidence-based practice is adopted with fidelity, it should be seen as acceptable and feasible to the individuals involved (e.g., administration, practitioners, and students; Wolf, 1975). One area in which many students in JCF would benefit from targeted is evidence-based interventions is English-Language Arts (ELA), in particular literacy. A meta-analysis of academic studies (Davis et al., 2014) conducted in JCF indicated that specific, targeted intervention reading programs improve the literacy skills of youth in JCF. Continued research in literacy instruction is necessary to make a significant impact on struggling adolescent learners, especially those in JCF.

There are several examples of JCF researchers who have incorporated student voices into their research. Tanner (2024) found eight studies between 1975 and 2024 that included student voice collection as a part of their long-term JCF research study. For example, McCray et al. (2018) conducted interviews with students to understand specific facilitators and barriers that presented themselves in an ELA intervention. McCray et al. (2018) found that interviewed students had mixed feelings about the specific literacy intervention (i.e., Read 180®) they were using. Utilizing a consultative method of soliciting student's voices, McCray et al. (2018) indicated that the overall relevance of student “buy-in” with a specific literacy intervention. Similarly, VanderPyl (2019) qualitatively analyzed writing from students in JCF to provide insight into how students feel about themselves and their education. Themes arose when the researchers analyzed the long-term juvenile corrections facility students’ writing on how they viewed themselves, their education before and after entry, and their place in society. Finally, Sanders et al. (2021) used surveys to capture student voices through their experiences during a reading intervention regarding the student perceptions of the interventionist (i.e., the teacher). The collection of student voice data in the remaining five studies found in Tanner (2024) were done through surveys (Krezmien et al., 2023; Wexler et al., 2018), questionnaires (Drakeford, 2002; Reed et al., 2017), and interviews combined with questionnaires (Pitzel et al., 2024).

Purpose

The purpose of this study was to examine how students across three long-term JCF described their literacy needs and participation in their ELA classroom instruction and to categorize their participation using a YPAR approach (Lansdown, 2018; Rodriguez et al. 2015). The voices of marginalized youth in JCF are underrepresented in research. Tanner's (2024) literature review only found eight peer-reviewed articles that incorporated student voice into their research. All eight studies incorporated student voice in a consultative manner (Lansdown, 2018; Rodriguez et al. 2015). Findings from the current study has the potential to inform student voice and literacy instruction research and practice in JCF. As such, the following research questions were asked:

Research Question 1: Using a student voice framework, how do students in long-term juvenile correctional facilities describe their English Language Arts literacy instruction needs?

Research Question 2: Using a student voice framework, how do students in long-term juvenile correctional facilities describe their participation in English Language Arts literacy instruction?

Research Question 3: Using Lansdown's (2018) modes of student voice participation as a framework, how do students in long-term juvenile correctional facilities describe their participation in English Language Arts literacy instruction?

Methods

Participants

Prior to data collection, guardian consent and student assent were obtained for youth under the age of 18 years. Student consent was obtained for those 18 years of age and above. There were a total of 34 students. The participants were a subset of students involved in a large-scale literacy efficacy research study investigating the effects of Read 180® as compared to the business-as-usual (BAU) ELA condition in long-term JCF. Eleven students received Read 180®

instruction. Read 180® is a blended learning curriculum where students rotate between whole group instruction, small group instruction with a teacher, independent work, and independent computer work. The computer software provides reading activities that are individualized to the student's needs based on their Lexile scores (Hasselbring et al., 2002). Twenty-three students received BAU instruction. The BAU curriculum was comprised of typical ELA materials used by the school district. Materials included textbooks, a separate computer program, classroom novel sets, and worksheets. Table 4 is a summary of participant conditions, grade, and sex.

Setting

One female and two male long-term residential JCFs were involved in the study. All facilities provided housing, education, mental health, and medical care for the youth. Each JCF had one certified ELA teacher who provided literacy instruction five days per week on a six-period-a-day schedule.

Facility A was a female-only facility with high-level security. The facility housed an average of 70 students. Ages ranged from 15 to 19, with 47% identified as having a disability. Student demographics included 10% White, 76% Black, 7% Hawaiian/Pacific Islander, and 7% Multi-racial. The room contained one smart board, eight student desks, one round table, one teacher desk, and a large kidney-shaped table. The room was approximately 20' x 20' with no windows and had fluorescent lighting. The teacher had anchor charts, course objectives, and behavioral expectation posters on the walls. The teacher had one paraprofessional who spent two of her four instructional periods assisting with the lessons. Correctional officers were stationed outside the room and occasionally came inside to observe.

Facility B was a medium-security facility that housed approximately 60 males. Student ages ranged from 14 to 19, with 38% having an identified disability. Student demographics included 28% White, 66% Black, 2% Asian, 2% American Indian, and 2% Hawaiian/Pacific Islander. The room contained one smart board, 10 student desks, one rectangular table against the wall, one teacher desk, and three desktop computers locked in a closet when not being used. The room was approximately 20' x 20' with one window and had fluorescent lighting. The teacher had anchor charts, course objectives, and behavioral expectation posters on all four walls. Correctional officers were stationed outside the room and occasionally came inside to observe.

Facility C was a high-level security that housed approximately 256 males. Student ages ranged from 14 - 21. Specifics on student demographics were not available. The room contained one smart board, six student desks, one teacher desk, and a small rectangular table. The room was approximately 20' x 20' with no windows and had fluorescent lighting. Correctional officers were stationed at the end of the education hall and did not typically come inside to observe. See Appendix B for the full interview protocol and survey that informed question choice.

Data Collection

Prior to interviewing, each researcher that collected data was trained by a faculty member who is an expert in qualitative and mixed method research. A faculty member trained the researchers on open-ended questioning, prompting, and creating a comfortable and open dialogue with the students. This training facilitated researchers maintaining a comfortable rapport with students prior to and during the interviews. Students were made aware that the interview was being recorded and were free to stop the interview at any time. Students were informed that they should feel safe speaking freely and know that no harm would come from the open dialogue. Students were informed that all the information they provided would be confidential and de-identified and would be destroyed seven years after the study is completed. Interviews were conducted over a three-day period by four trained researchers.

The interviews were semi-structured to allow for a more in-depth conversation. This allowed researchers to gain information directly related to the specific research questions while also gaining additional information that may have arisen during the interview. All interviews were recorded using a voice recorder. All recordings were uploaded to a secure password-protected computer.

Transcription

Audio recordings were uploaded to HappyScribe®, a transcription service that uses Artificial Intelligence (A.I.). Although the reported accuracy of A.I. transcription is high, it is still limited to the dialects that are used for its development and training (Koenecke et al., 2020). Each transcript was checked by the first author and one additional researcher by listening to the recorded interviews and following along with the transcript produced by A.I. The transcriptions from the interviews that contained inaccuracies required in-depth editing and additional transcription to ensure accuracy. The researcher would type over sections that A.I. inaccurately transcribed based on what they could hear from the recordings. Sections of interviews that the researchers were unable to transcribe were notated with "could not decipher." The interviews ranged in length from 7.41 minutes to 34.48 minutes with an average length of 17.30 minutes.

Data Coding and Analysis

Data were uploaded into NVivo (released in March 2020). For research questions one and two, deductive codes were created based on theoretical concepts and applied to the data (Nastasi, 2009; Van Manen, 2016). Additional deductively created codes were created based on themes from the literature and the interviews (Nastasi, 2009; DeCuir-Gunby et al., 2011). Inductive codes were created based on emerging themes (Nastasi, 2009). The researchers then utilized inductive coding to create sub-codes that summarized themes expressed by the students in their responses (DeCuir-Gunby et al., 2011; Nastasi, 2009). Primary levels were developed based on the number of emerging common themes. The coders then identified sub-levels based on the participant responses and the links between data. During the initial coding process, code names and definitions were adjusted to enhance trustworthiness. After extensively revising the codebook through the coding of five interviews, the researchers achieved data saturation and finalized the codebook. The researchers determined that they achieved saturation (i.e., no new codes were being generated; Saldaña, 2013) after coding eight interviews. The deductive-inductive coding tree is in Figure 2.

For research question one and two, the following steps were used:

1. All recorded interviews were uploaded to HappyScribe® to transcribe interviews. Each transcription was checked by the authors for inaccuracies.
2. The interviews were entered into a spreadsheet, with tiered codes added in columns next to the interview text (Saldana, 2013).
3. The researchers (coders) divided the interviews into text blocks, defined as a question and answer until the topic changed, before coding and applied their codes to the determined text blocks as a whole (Saldana, 2013).
4. The primary researcher created two separate copies of blocked interviews for two separate research coders to work with.
5. Two researchers separately coded and made a reference list of codes in an Excel spreadsheet (codes and definitions).
6. Two researchers independently copied and pasted codes onto the interview spreadsheet if they are referenced as defined.

7. Two researchers independently pasted completed codes into a master spreadsheet where each set of codes were put in separate columns.

8. The primary researcher aligned the codes and highlighted any discrepancies.

9. The primary researcher calculated inter-rater reliability (IRR). IRR was calculated by dividing the total number of agreements by the total number of opportunities for agreement for each text block, then averaging the agreement for all the text blocks in the interview (DeCuir-Gunby et al., 2011). The IRR values from all interviews were averaged to find total IRR (see below for specific IRR calculations).

10. Two researchers discussed discrepancies in each block to consensus and then documented consensus codes and any notes to explain the decision (e.g., add rules/notes/examples/nonexamples and refine definitions through conversations, add to code list).

To address research question three, a deductive coding form based on Lansdown's (2018) modes of student voice was used for each interview separately. The deductive coding form is in Figure 3.

The following steps were used during coding:

1. The primary researcher trained a second researcher on Lansdown's (2018) modes of student voice using the "I do, we do, you do" method.
    a. "I do": The primary researcher coded a transcript while the other researcher watched them read over the transcript in its entirety and pull quotes that matched the mode of participation based on Lansdown's (2018) definitions.
    b. "We do": Both researchers read a transcript together and pulled quotes that matched the mode of participation based on Lansdown's (2018) definitions.

c. "You do": Both researchers read and coded a transcript independently and the coding was compared.

2. After training, transcripts and coding forms (Figure 3) were provided to two separate researchers for coding.

3. All 34 transcripts were coded independently by two researchers using the deductive coding forms.

4. The primary researcher aligned codes and highlighted discrepancies.

5. IRR was calculated (e.g., the sum for each interview divided by total number of codes for each to obtain IRR) and discrepancies were discussed (See below for more specifics on IRR).

Interrater Reliability

For research question one and two, two researchers discussed and finalized modifications collaboratively to their code definitions and coding methods. They then independently coded all the interviews and discussed to reach consensus, calculating IRR for each and aiming for a cumulative IRR of 90%, representing adequate reliability for independent coding (Kvale & Brinkmann, 2009; Nastasi, 2009; Saldana, 2013). This process included re-coding the first five interviews, which had been coded using an outdated codebook. The researchers meet on average twice a week (depending on availability) for an hour each to discuss each interview and reached consensus before moving on to the next interview.

After the researchers discussed and finalized modifications to their code definitions, the researchers coded all the interviews independently one interview at a time. After independent coding researchers met discussed consensus (after each interview). This coding included re-coding the first five interviews to create a more cohesive codebook. The interviews were inserted into an Excel spreadsheet, and two researchers each utilized a separate copy of the spreadsheet.

The researchers added tiered codes in the columns next to the interview as they applied according to the code definitions (Saldana, 2013). They then inserted both sets of codes into a primary Excel spreadsheet to compare them and calculate IRR. The researchers meet an average of twice a week for an hour each to discuss each interview and reached consensus before moving to the next interview. The researchers sometimes discussed more than one interview in a longer meeting earlier in the process but set a standard of discussing one interview at a time after about 15 coded interviews. This step was taken as a means of establishing greater reliability between the two researchers. It typically took the researchers 30 - 60 minutes to code one interview.

IRR was calculated by dividing the total number of agreements by the total number of opportunities for agreement for each text block and then averaging the agreement for all the text blocks in the interview (DeCuir-Gunby et al., 2011). An IRR of 76.20% was achieved for the 34 interviews coded using the inductive-deductive method. Consensus coding (M = 100%) was conducted when disagreements occurred.

Deductive codes were developed for research question three. IRR was calculated separately. A second researcher familiar with Lansdown's (2018) modes of student voice participation, read over the transcripts and marked which mode or modes correlate with the information the student provided. This coder was trained by the primary researcher through the modeling of coding an unrelated interview with the student voice code sheet. Then, the second researcher and primary researcher both coded a third student interview independently and the codes were compared for agreements and disagreements. Figure 3 is a visual of the blank deductive coding form. An IRR of 100% agreement was achieved on the independently coded interviews, therefore both researchers coded the remaining 31 interviews separately. After coding, deductive forms from the second researcher were then compared to the primary researcher's forms and IRR was calculated by dividing the total number of agreements by the total number of opportunities for agreement. An IRR of 33/34 (97%) was achieved for all 34 interviews coded with the deductive forms. Consensus coding (M = 100%) was conducted when a disagreement occurred.

Positionality of the Researchers

The first author is a Caucasian female familiar with the JCF ELA classrooms through observation and administering youth assessments. The first author had worked in public and private classrooms instructing children with and without disabilities. As a constructivist, she believed that how one interacts with one's environment potentially determines specific outcomes. The author has been actively involved with the JCFs for over four years collecting data and conducting classroom observations. The author was responsible for data management, coding, and analysis for this study.

There were a total of three additional coders that assisted with the inductive-deductive codebook development and IRR. All three coders are Caucasian females familiar ELA classrooms through observation and teaching experiences. Two had experience conducting observations in JCF ELA classrooms and one is a former early education teacher with expertise in qualitative analysis. All three had experience with qualitative coding.

Trustworthiness

Trustworthiness was addressed through internal and external audits, the use of established practices, and objectivity (e.g., Lincoln & Guba, 1985; Morse, 2002). The methods were rooted in peer-reviewed literature on interviewing, the collection of materials, and analysis processes. Researchers acknowledged their biases to achieve objectivity. Member checking and peer debriefing were used to allow for critiques of the research process. Member checking was conducted through informal focus groups of individuals with similar positions as those interviewed (Klinger, 2005). This was done by informally talking with additional students currently enrolled in an ELA JCF course. These conversations validated the data by verbally confirming similar experiences with the program, thus confirming the authenticity of the data from the students in JCF (Lincoln & Guba, 1985; Morse, 2015). Regular meetings with multiple professional colleagues were used to discuss procedures and decisions related to coding and interpretation functioned as peer debriefing. When multiple participants addressed the same topic, or an experience was emphasized repeatedly throughout an interview, the data were classified as pertinent (Moustakas, 1994). To address dependability and confirmability, researchers maintained an audit trail and checklist throughout coding (e.g., Leko et al., 2021; Lincoln & Guba, 1985).

Findings

Data analysis yielded a coding hierarchy (see Figure 2). The code hierarchy consisted of one Level 1 code: *Literacy Needs.* The Level 1 code of *Literacy Needs* was defined as having student participants describe general perceptions about literacy instruction in JCF as well as their beliefs on what they needed out of their literacy instruction. These observations were about Read 180® and the BAU conditions. Level 2 codes were used to code how students in long-term JCF described their participation in literacy instruction during their ELA classroom instruction. Level 2 codes were labeled as *neutral literacy participation, preferred literacy participation, non-preferred literacy participation, and no literacy participation.* Multiple level 2 codes sometimes appeared in the same interview.

Literacy Needs. For research question one, a student voice framework was used to illustrate how students in long-term JCF described their literacy needs. All 34 (100%) student interviews discussed literacy needs that students felt were important to address while attending an ELA class. Every student interview touched on the importance of being able to read and write. For example, one student stated:

> Because of the job I want, it's going to require me to read a lot. So, I don't actually have no choice but to learn how to read. But it's best if I start here and figure it out here, because this is where I'm getting help at.

Another student said, “Like, I ask some people, I don’t know, there are people that’s forty years old don’t know how to read, write a simple word. I don’t want to be like that.” An additional example of this is when a student stated:

> If I read and write one way and then in the future I still read and write that way, then people can't understand me…And I think everybody wants to be understood.

All 34 interviews talked about a specific reading activity that their ELA teacher had conducted. One student was very explicit about wanting to become a stronger reader when they said:

> I don't want to be no dummy. I want to graduate. I want to break the curse of my family, and I just wanna, finna be educated. I'm already black, it's like a target on my back. So, if I'm educated, I understand. You feel me?

Thirty of the 34 interviews talked about a specific writing activity. For example, poetry, writing letters to family members or lawyers, and journaling. One student stated, “I really want to be a poem writer.” Another student said, “I'm going to be a lawyer…You need the reports, you need to write everything down and make sure you get your information right. Grammar and all that.”

Literacy Participation. Research question two used a student voice framework to illustrate how students in long-term JCF described their participation in literacy instruction during their ELA classroom instruction. While every student acknowledged reading and writing as a literacy needs, and various reading and writing activities, how students spoke about participation in the ELA classroom varied. Four categories of participation were identified. Multiple level 2 codes were sometimes used when coding the student interviews. A student may have talked about an activity they really enjoyed, but also an activity they neither liked nor disliked. Interviews such as this would have then contained codes of *neutral literacy participation* and *preferred literacy participation*.

The first is a level 2 code of *neutral literacy participation*. *Neutral literacy participation* was defined as a student making a comment about a reading or writing activity that took place in the ELA JCF classroom that they neither enjoyed nor disliked. Fourteen (41.2%) students talked about how learning to read and write was important to them, but they did not enjoy or dislike participating in the literacy activities their JCF ELA teacher offered. For example, a student made the following *neutral literacy participation* comment: “It's not the fact that it's hard for me to learn, it's the fact I don't think I need any more help with it.” Another student simply stated: “She make us read every day.” These statements are illustrations of neutral literacy participation as they do not suggest that the student specifically disliked or liked a specific ELA learning activity. Other examples of this are a student describing why they took ELA help from the teacher, but not necessarily liking or disliking the help:

> When I first got here, I ain’t know [the teachers]. I ain’t want to do no work…and, say about the second and third week I see they’re trying to help me out, so I took the help.

The next level 2 code is *preferred literacy participation. Preferred literacy participation* was defined as a student explicitly stating that they enjoy an activity that is related to reading/writing. Thirty-three (97.1%) students talked about how learning to read and write was important to them, and specific activities they enjoyed participating in with their JCF ELA teacher. For example:

> Writing. I like writing. We do a lot of writing assignments and stuff, and we started getting our bell ringer and stuff as a writing assignment. She taught us about indentions and stuff and metaphors similarly.

Another student that talked about enjoying writing activities stated, “I write about my life. What happened. The reason I locked up, stuff. Take more stress off my shoulders.”

Students also provided general comments about what they liked. One student commented: “Just doing work. Like reading passages and answering questions. I like most of that.” Another example of a general comment is: “When we read out loud.” Or “sometimes we get to read independently if we choose to”.

Another level 2 code that was identified was *non-preferred literacy participation. Non-preferred literacy participation* was defined as a student explicitly stating that they did not enjoy an activity that was related to reading/writing. Six (17.6%) students talked about how learning to read and write was important to them, but there were specific activities they did not enjoy participating in with their JCF ELA teacher. An example of this is when a student stated, “We do a lot of groups, and I don't really like doing things in groups. She's makes us do groups.” Another example of this is when a student comment, “I don't really like them [independent reading books]. Because they're too easy. To me they're cheesy.”

The final level 2 code that was identified was a negative case analysis that was labeled as *no literacy participation. No literacy participation* was defined as a student explicitly stating that they did not participate in any activity that was related to reading/writing. Two (5.9%) of the students interviewed talked about not having any preferred reading/writing activities, and that they did not participate in any activities in class. An example of a student stating *no literacy participation* is: “I be on lockdown half of the time. I don't be out of the room. I don't be coming to education for real.” Another student commented: “I don't learn in here. I learned writing when I was on the street.”

Modes of Participation. Research question three used Lansdown’s (2018) modes of student voice participation to illustrate how students long-term JCF described their participation with literacy classroom instruction. Lansdown’s (2018) definitions of participation were kept the same, but applied to how students’ described their voice being integrated into classroom instruction. Four deductive codes were created. The codes included *consultative, collaborative, adolescent-led,* and *did not utilize*. Table 5 illustrates the interviews that aligned with each code and example quotes for each.

A mode of *consultative* was defined as student voice obtained through adult-initiated methods, such as asking what activities a student prefers or what academic skill a student feels they need to learn. This mode involves adult-led and managed activities. A *consultative* mode lacked the possibility for adolescents to control outcomes. However, knowledge from the students’ input contributes to the chosen activities. Fourteen (41.2%) of the 34 interviews indicated a *consultative* mode of participation. An example of a student quote indicating a consultative mode of participation is:

> Well, to be honest, she's probably the only teacher who's really somewhat hands on with us… she's making it to where I'm able to read out loud in front of the whole class.

Another student stated, “Just what points that she'll say. We just discuss it [assignments]”.

A mode of *collaborative* is defined as student voice collected through adult initiated methods where the learning activity involves a partnership with adolescents. *Collaborative* modes allow the student voice data to influence or challenge both process and outcome. This process allows for increasing levels of self-directed action by adolescents over time. Two (5.9%) of the 34 interviews indicated a *collaborative* mode of participation. An example of this was stated when a student said “we [the teacher and student] had to actually work together to get something done.” Or when another student stated “she'll like, she'll engage in a conversation with us. She won't just sit off to the sidelines and we'll have like a debate about it”

A mode of *adolescent led* indicates that the learning activity was identified by adolescents themselves. In an *adolescent led* mode, adults serve as facilitators rather than leaders while adolescents are controlling the process and the outcomes of the learning activities. None of the interviews indicated an *adolescent-led* mode.

A mode of *did not utilize* was coded when a student stated that they did not participate in class or that they did not share any input in learning activities. Fourteen of the 34 interviews (41.2%) indicated a mode of *did not utilize*. An example of this was when a student stated, “we just read it [assignments] by ourself”. Another student said “We don't do really any activities. What I mostly do is I write my journal right here.”

Three (8.8%) of the 34 interviews had narratives that indicated a *consultative* mode and *did not utilize* in the same interview. This means that a student stated (towards the beginning of the interview) that the teacher never incorporated their voice, but later contradicted themselves by describing a time the teacher listened to what they felt was important in their literacy instruction.

Table 5 shows which interviews fell into which mode and sample quotes that applied to each mode.

Discussion

The literacy needs of youth in JCF (Gagnon et al., 2022; Houchins et al., 2024; Krezmien et al., 2013) and the need for evidence-based literacy practices in JCF are well-documented (ESSA, 2015, IDEA, 2004; Public Law 115-385). Yet, researchers often do not ask students their opinions about the interventions they are receiving (Gillett-Swan & Baroustis, 2023; Gonzales et al., 2017). Limited qualitative research on students in JCFs exists, yet student perspectives are crucial for informing effective practices (Myers, 2015). This study offers insight into their views on the importance of literacy and what drives them to enhance their literacy skills. The focus was on the perceptions of students in a long-term JCF after around two semesters of receiving Read 180® or BAU ELA instruction.

Research question one used a student voice framework to examine how students in long-term JCF described their literacy needs. Overall, students described their needs as learning to read and write better. The self-expressed needs of these youth to read and write suggests that these students understand the importance of literacy in their personal development and rehabilitation journey (Reed et al., 2017). The aspiration of learning to read and write better may reflect a recognition of the value of literacy as a tool for self-improvement, empowerment, and future opportunities (Sanders et al., 2021). Students who recognize their needs for building ELA skills may be aware of the benefits of reading and writing skills, such as enhancing their ability to communicate effectively, access information, and participate in educational and vocational programs, which are essential for successful reintegration into society (Sander et al., 2012). More focused questioning on the reasons why students want to improve their reading and writing skills is needed to support this assertion. However, knowing that students express a desire to read and write better confirms the need for such questioning. Supporting this ambition through targeted educational programs has the potential to transform the students' lives and contribute to reducing the recidivism rates (Sander, et al. 2012), and fostering a more hopeful and productive future for the youth (Engstrom & Scott, 2020). Students' motivation for enhancing their reading and writing abilities can be leveraged in planning and preparing learning activities. Recognizing students as participants in their learning journey and incorporating their voices into research fosters a sense of ownership and empowerment (Gillett-Swan & Baroustis, 2023).

Research question two examines how students in long-term JCF facilities described their preferred and non-preferred participation in literacy activities during ELA classroom instruction. This is an important consideration because the inclusion of student voice in educational research and programming allows students' perspectives, experiences, and insights on various educational aspects to be considered (Gillett-Swan & Baroustis, 2023; Gonzales et al., 2017). Studies such Kane et al. (2014) have shown that students are more likely to be engaged in content instruction when it aligns with their interests. In fact, IDEA (2006) states that the interests, preferences, and needs of students should be taken into consideration when developing educational programming. However, there are limited studies that includes student voice in long-term JCF educational research. Tanner's (2024) literature review found identified eight studies of which seven included student voice as part of their long-term educational research and used student voice collection to gain insight into student opinion of a specific intervention. For example, single case design studies from Drakeford (2002), Pitzel et al (2024), Reed et al (2017) and Wexler et al. (2018) used the social validity portion of their research to ask students about the acceptability of a specific academic intervention. Acceptability and preference are closely related concepts, often influencing each other, especially in contexts such as educational activities.

Interviews revealed that many students have preferred and non-preferred learning activities within their JCF ELA classroom, as well as activities they felt neutral toward. Of note was that most students shared specifically preferred literacy activities. Preferences among students varied, with some preferring reading activities, some writing activities, and some comprehension activities. It is important to consider the preferences of students because it may allow researchers and educators to motivate students by leveraging their interests into relevant and enjoyable lessons (Ramsey et al., 2010, 2017). This could include incorporating strategies such as interest inventories or choice making prior to the lessons. A large portion of the day in a JCF is highly structured, therefore when teachers or researchers provide choices to students, it allows students some control over their daily activities (Jolivette et al., 2002). Teachers and researchers can emphasize student choice with opportunities for students to offer their opinions and to exercise more student control in typically adult controlled situation (Deci et al., 1996).

Creating a JCF ELA classroom that includes preferred learning activities may help increase student engagement (Ramsey et al., 2010, 2017). Studies that analyzed student choice and engagement in residential facilities, indicated that increased choice-making opportunities increased task-completion, time on-task, and accuracy (Ramsey et al., 2010, 2017). Increased engagement in literacy instruction may lead to higher academic outcomes. Higher levels of literacy skills such as reading and writing, has been correlated with lower recidivism rates. Numerous studies have demonstrated an inverse relationship between academic ability and recidivism (Brunner, 1993; Engstrom & Scott, 2020; Katsiyannis et al., 2008; Sander et al., 2012). These positive outcomes can be supported early in the educational process by soliciting and considering the needs and preferences expressed by students.

Of note is the outliers of two students expressing no literacy participation. This is important because it represents a population of students in long-term JCF that refused to participate or were never given the opportunity to participate in their literacy education. The ESSA (2015) mandates that states create education plans aimed at closing achievement gaps, enhancing equity, improving instructional quality, and boosting academic outcomes for all students, including those who are in JCF. Teachers and administrators need to work towards finding ways to get every student to participate. By choosing to participate in their literacy instruction, students in JCF may be able to break the cycle of incarceration and build a better, more successful future (Brunner, 1993; Engstrom & Scott, 2020).

Research question three focuses on using Lansdown's (2018) modes of student voice participation and how students in JCF described their mode of participation with literacy classroom instruction. Forty one percent of the interviews indicated that the teacher *did not utilize* their voice when planning or implementing ELA activities. This means that the teacher and/or school were not taking into consideration what students preferred or actively disliked. Preferred activities are crucial for student participation because they engage students' interests and motivate them to be more involved in the learning process. Rodriguez et al. (2015) suggested that focusing on youth engaging in the process of sharing voice and developing a stronger connection to an intervention fosters a sense of autonomy. When students find activities enjoyable and relevant, they are more likely to actively participate, leading to enhanced learning outcomes and a more positive educational experience.

Forty one percent of the students indicated that the teacher did use student voice in a *consultative* manner. This means that the teacher and/or school considered what activities the students preferred and took student voice into account when planning literacy instruction. The youth perspectives, knowledge, and experiences contribute to what is planned, but adults facilitate the activities. The current study had an overwhelming majority of students who expressed learning activities that they preferred (97.1% of the interviews). This is important knowledge that a teacher can use when planning an ELA intervention or activity. Previous studies have shown that the more you receive student input, the more “buy-in” a student has with an intervention. For example, McCray et al. (2018) highlighted the significant importance of student "buy-in" with a particular literacy intervention and how this could be obtained through interviews or focus groups. This helped the researchers learn how socially acceptable the intervention was with the students. Similarly, having teachers collect student voice in a consultative mode in the JCF ELA classroom is a way for teachers to keep their role as facilitator, but allow a marginalized group to contribute to their education.

Six percent of the interviews (two students) indicated that the teacher utilized student voice in a *collaborative* manner. This means that the teacher and/or school was using student voice data and forming a partnership with the youth. The youth felt like they helped choose the learning activity, had control over the learning process, and the learning outcomes. When student voice is intentionally gathered and incorporated, students may become more actively engaged in their learning. Having two students from a marginalized population express that they felt involved in a partnership with their teacher and had more control over their learning is an important step. It indicates that the teacher felt comfortable allowing more student control over their learning. Although there has been a substantial increase in research on student voice in general education, marginalized youth have historically been overlooked and not given the opportunity to share their perspectives (Gonzalez et al., 2017). The concept of "students as partners" may enhance engagement for both researchers and educators, allowing students to take a more active role in their learning process (Cates et al., 2018).

None of the interviews indicated that the JCF ELA classroom offered opportunities for students to have an *adolescent-led* mode of participation. No student indicated they had the opportunity to identify the educational experience they felt needed to be addressed and then had control over the process and the outcomes. This is important to note because it indicates that of the 34 students interviewed across three separate facilities in this study, no student expressed that a teacher gave them the opportunity to lead in the ELA classroom. Allowing students the opportunities to lead some of their educational experiences is important because it builds their skills in critical thinking, data analysis, communication, and problem-solving (Mager & Nowak, 2012). These skills are valuable for a youth's personal development and future career opportunities. Allowing youth, the chance to demonstrate leadership through adolescent-led activities in the classroom may be a step towards building the skills they will need once they are released.

Limitations and Future Directions

Study findings should be viewed considering a few limitations. First, all perspectives were taken via one in-person, semi-structured interview per participant. Future studies may consider conducting multiple interviews with the same student participants to compare responses (Creswell, 2016). This could be done during different points of time during the year of different points of time in the student incarceration length. Second, no attempt was made to see if the perceptions of students change over time. Future research should consider following up with the same students to determine if their perceptions change during different points in the academic year or during different time periods of being incarcerated (e.g. one month vs. one year). Third, no attempt was made to connect interviews with the academic performance of students. The focus of the current study was on student perceptions only. Future studies should look at ways to connect student voice with the impact on academic scores (Creswell et al, 2018).

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APPENDICES

Appendix A: Literature Review Included Articles

Authors	Title	Gender	Ages	Grade Level	Race Reported	Disability Status	Region	Academic Area	Design	Data Collection Tool
Drakeford (2002)	The Impact of an Intensive Program to Increase the Literacy Skills of Youth Confined to Juvenile Corrections	Male (n = 6)	mean age 17	Secondary: 9-12	Black or African American	history of educational disabilities and/or received services	Southeast	Literacy (reading comprehension, spelling, phonics, phonemic awareness, fluency)	Single Case	Questionnaire
Krezmien et al. (2023)	An Exploration of STEM Knowledge and Interest in Justice-Involved Youth	Male (n = 105), Female (n = 24), Transgender (n = 6), nonbinary/gender queer (n = 2), other (n = 1)	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21	Middle Grades: 6-8, Secondary: 9-12	American Indian, Asian, Black or African American, Native Hawaiian/ Pacific Islander, LatinX, White/Caucasian, Other	not reported	Southwest	Science, Math	Multiple Method	Survey
McCray et al. (2018)	‘‘As real as it gets’’: A Grounded Theory Study of a Reading Intervention in a Juvenile Correctional School	Male (n = 16)	Facility ages included 13 - 19 years	Unknown	Not Reported	not reported	Southeast	Literacy (reading comprehension, spelling, phonics, phonemic awareness, fluency)	Qualitative	Interview, Focus Group
Pitzel et al (2024)	Self-Regulated Strategy Development: Connecting Persuasive Writing to Self-Determination for Youth in	Female (n = 3)	14, 15, 17	Secondary: 9 - 12	White/Caucasian	Specific Learning Disability (ex. dyslexia, dyscalculia, written expression disorder),	Southeast, unknown	Writing	Single Case	Questionnaire, Interview

	Juvenile Justice Facilities					Other Health Impairment (ex. ADHD)				
Reed et al. (2017)	Comparison of General and Content-Specific Literacy Strategies for Learning Science Content	Male (n = 4)	15, 16, 18	Secondary: 9 - 12	Black or African American, White/Caucasian	Emotional Disturbance (ex. anxiety, bipolar, depression, obsessive-compulsive disorder)(n = 2), none (n = 2)	Southeast	Literacy (reading comprehension, spelling, phonics, phonemic awareness, fluency), Science	Single Case	Questionnaire
Sanders et al. (2021)	Improving the Reading Comprehension Skills of Systems-Involved Youth: A Preliminary Investigation of an Underserved Population	Male (n = 30)	Specific ages were not listed, but inclusion criteria was between 10-17	Middle Grades: 6 - 8, Secondary: 9 - 12	American Indian, Black or African American, White/Caucasian	15 students received special education services, but specifics were not available to the researchers	Northwest	Literacy (reading comprehension, spelling, phonics, phonemic awareness, fluency), Writing, SRSD in reading and writing	Group	Survey
VanderPyl (2019)	"I Want to Have the American Dream"	Male (n = 87)	10, 11, 12, 13, 14, 15, 16, 17, 18	Unknown	Black or African American, LatinX, White/Caucasian, Other	not reported	unknown	Writing	Qualitative	Writing samples
Wexler et al. (2018)	The Effects of a Peer-Mediated Reading Intervention on Juvenile Offenders' Main Idea Statements About Informational Text	Male (n = 4)	16, 18	Secondary: 9 - 12	Black or African American	1 Emotional Disturbance, 1 Specific Learning Disability, 1 Other Health Impairment, 1 none	Southeast	Literacy (reading comprehension, spelling, phonics, phonemic awareness, fluency)	Single Case	Survey

Appendix B: Coding Form

Coding Form Outline

1. Coder
2. Title
3. Authors
4. Journal Name

Participant Information

1. Gender:
    a. Male
    b. Female
    c. Not specified

2. Number of Male and Female Participants
    a. Write as Male (n = x), Female (n = x), Other (n = x)
3. Participant ages (check all that apply) *I have ages 10 to 21 listed out.
    a. 10
    b. 11
    c. 12
    d. 13
    e. 14
    f. 15
    g. 16
    h. 17
    i. 18
    j. 19
    k. 20
    l. 21
4. Information about student participant(s): grade level
    a. Elementary: K-5
    b. Middle Grades 6-8
    c. Secondary: 9-12
5. Child participant(s) diagnosis (any)

Any disability mentioned in the study that is not covered by IDEA please type it out under other (ex. other- ADHD, other- Conduct disorder)

- Autism Spectrum Disorder
- Mild Intellectual Disability
- Emotional Disturbance (ex. anxiety, bipolar, depression, obsessive-compulsive disorder)
- Speech or Language impairment

- Specific Learning Disability (ex. dyslexia, dyscalculia, written expression disorder)
- Other Health Impairment
- Visual Impairment
- Deafness
- Hearing Impairment
- Deaf-blindness
- Orthopedic Impairment
- Traumatic brain injury
- Gifted
- Other
- None

Study Information

1. Study Setting? Must be Long-term JCF
    - -Northeast
    - -Southeast
    - -Midwest
    - -Southwest
    - -Northwest
    - -Other
2. Description of Setting (copy and paste from manuscript):
3. Area(s) of academics in study
    - Literacy
    - Writing
    - Math
    - Social Studies
    - Science
    - Other

Design

1. Research Design(s) used (check all that apply)
    - Qualitative
    - Group experimental
    - Quasi-experimental
    - Mixed methods
    - Single Case
    - Correlational
    - Other: ____________(write out)

2. Write out the specific design of the study. (For example, SCD multiple base line, ABAB, Qualitative Grounded Theory, Qualitative Narrative Inquiry, Group pre-test posttest)
3. Student Voice Collection Methods (how voice is assessed)
    - Questionnaire
    - Interview

- Focus Group
- Survey
- Other

4. Name of assessment tool used to collect student voice (Ex. Researcher Developed, Treatment Evaluation Inventory (Kazdin, 1980), etc.____
   - Researcher Developed
   - The Treatment Evaluation Inventory (TEI) by Kazdin (1977).
   - The Social Validity Scale (SVS) by Wolf, Phillips, and Fixsen (1976).
   - The Treatment Acceptability Rating Form (TARF) by Reimers, Wacker, and Koeppl (1987).
   - Other: ____________________________

Mode of Participation:

- ○ Consultative
- ○ Collaborative
- ○ Adolescent-led
- ○ Did Not Utilize

Definitions for Reference:

Consultative will be assigned if the collection of student voice data is through adult initiated research methods; an adult led and managed the research; the results from the research are lacking the possibility for adolescents to control outcomes; and the research explicitly states the added value that adolescents' perspectives, knowledge, and experiences may contribute to the study and/or incorporates the student voice data, results, or analysis into the discussion or implication section of the study.

Collaborative will be assigned if the student voice data is through adult initiated research methods; the study involves a partnership with adolescents; and the student voice data enables adolescents to influence or challenge both process and outcome, allowing for increasing levels of self-directed action by adolescents over a period of time.

Adolescent led will be assigned if the research topic is identified by adolescents (possibly ages 1-18) themselves ; adults serve as facilitators rather than leaders; AND adolescents are controlling the process and the outcomes.

Did not utilize (DNU) will be assigned if an article collects student voice data but does not use the information in the discussion or implications sections or explicitly state the importance of why student voice data was collected.

Appendix C: Interview Protocol and Survey

Interview Protocol

Classroom instruction/ Preferences

- What activities in your (ELA Teacher's Name) class have you liked best? Query for activities at the facility and at home school ELA class.

Strategies:

- Describe the activities and supports that (ELA Teacher's Name) does to make reading easier for you?
- Describe the activities and supports that (ELA Teacher's Name) does to make writing easier for you?

Motivation:

- What makes you want to learn about reading and writing?

Computer use:

- (ONLY If child indicated that they use computers on paper survey) How do you use the computer while learning to read and write?

Effectiveness:

- (ONLY If child indicated that their reading improved on paper survey) What useful things have you learned?
- (ONLY If child indicated that their reading did not improve on paper survey) What has made it hard for you to learn?
- How has (ELA Teacher's Name) class helped you with reading and writing?
- (ONLY Read180) Query: How have using ReaL Books, the student app, and/or independent reading books helped you?
- (ONLY Students with exposure to both conditions) Query: What about when you weren't doing Read180? Was there anything about (ELA Teacher's Name) teaching in reading and writing that helped you?
- Is there anything that prevents you from focusing on your work in (ELA Teacher's Name) class?

Student Survey

Name: ______________________________

1. What have you been reading this school year in (ELA Teacher's Name) class?
   ____

2. Have you watched any movies this school year in (ELA Teacher's Name) class? Circle one: Yes   No

If so, which ones? ____

3. How often do you go to (ELA Teacher's Name) class? Circle one:

Every day   3-4 days/week   1-2 days/week   Less than once per week

4. Are computers used in (ELA Teacher's Name) class? Circle one: Yes   No

If so, how often? Circle one:
Every day   3-4 days/week   1-2 days/week   Less than once per week

5. Has your reading improved since you've been at this facility? Circle one: Yes   No

TABLES

Table 1a. *Methodological Characteristics of Studies with Student Voice in JCF*

Research Design	Percentage	Number of Studies
Quantitative group design	12.5%	1
Qualitative design	25.0%	2
Multiple Method	12.5%	1
Single Case Design	50.0%	4
Total	100%	8

Table 1b. *Age Characteristics Student Voice in JCF*

Citation	Reported Ages in Years
Drakeford (2002)	Mean age 17
Krezmien et al. (2023)	Mean age of 16.6 with a range of 11 - 21
McCray et al. (2018)	Facility ages include 13 - 19
Pitzel et al (2024)	14, 15, 17
Reed et al. (2017)	15, 16, 18
Sanders et al. (2021)	Inclusion criteria listed as 10 – 17
Wexler et al. (2018)	16, 18
VanderPyl (2019)	Range of 10 – 18

Table 1c. *Participant Characteristics of Studies with Student Voice in JCF*

Sex/Gender	Percentage	Number of Studies
Male Only	75%	6
Female Only	12.5%	1
Male, Female, Transgender, nonbinary/genderqueer, and other	12.5%	1
Total	100%	8

Table 1d. *Academic Area in Study*

Academics Described	Percentage	Number of Studies
Literacy	37.5%	3
Writing	25%	2
Literacy and Writing	12.5%	1
Literacy and Science	12.5%	1
Science and Math	12.5%	1
Total	100%	8

Table 2. *Methods Used to Examine Student Voice*

	Study Citation
Interviews	McCray et al. (2018), Pitzel et al. (2024)
Surveys	Krezmien et al. (2023), Sanders et al. (2021), Wexler et al. (2018)
Focus Group	McCray et al. (2018)
Questionnaire	Drakeford (2002), Pitzel et al (2024), Reed et al. (2017)
Writing Samples	VanderPyl (2019)

Table 3. *Mode of Student Voice as Participation*

	Percentage	Number of Studies
Consultative	100%	8
Collaborative	0	0
Youth-led	0	0
Did Not Utilize	0	0
Total	100%	8

Table 4. *Participant Demographics*

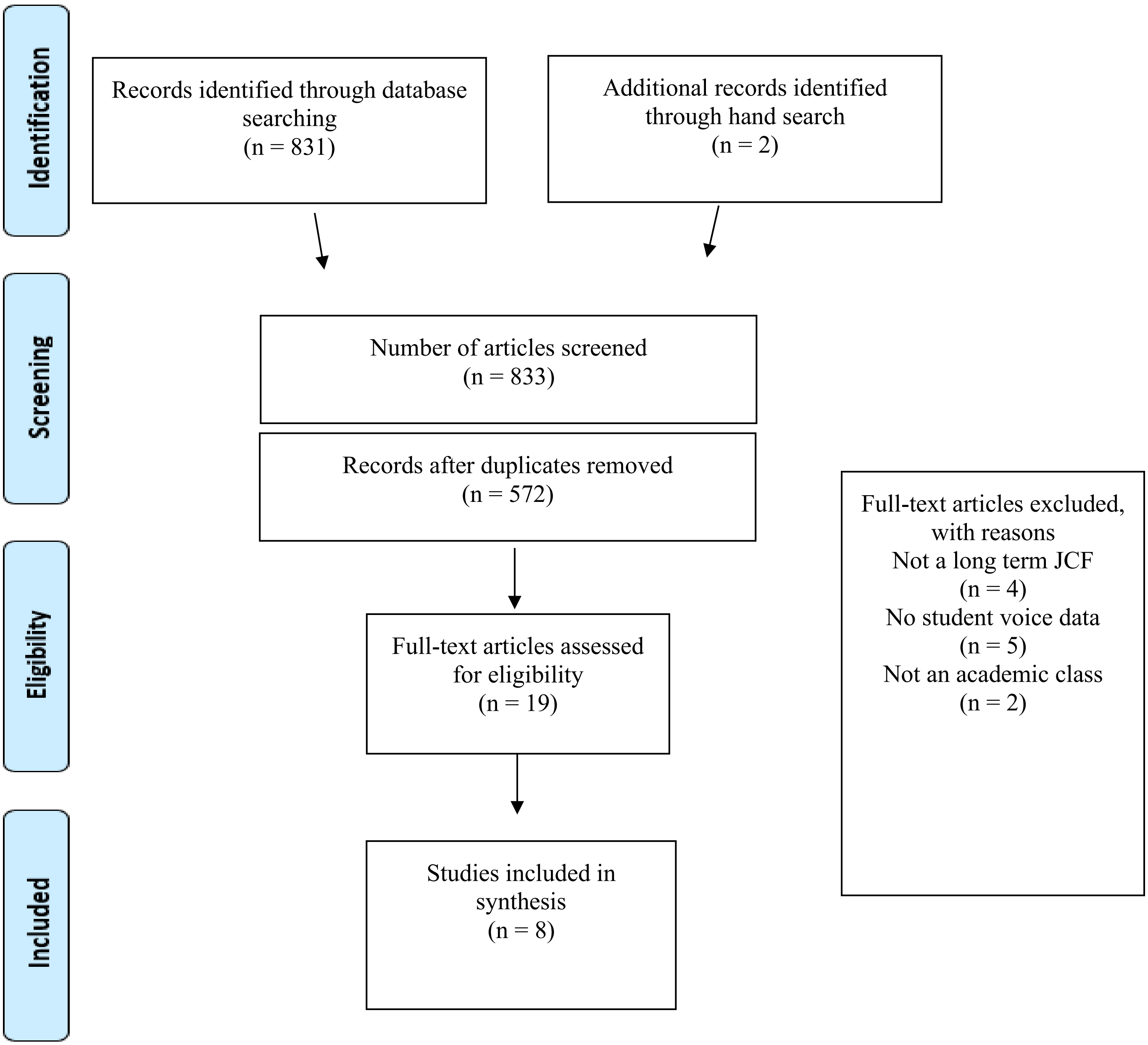
Sex	N
Male	21
Female	13
Total	34
Race	
Black	20
Multi-Racial	1
White	13
Grade	
8th	5
9th	21
10th	7
11th	1
Condition	
Business as Usual	23
Intervention	11

Table 5. *Mode of Student Voice as Participation*

Mode	Transcript IDs	Sample Quote
Consultative	1, 5, 7, 10, 13, 18, 19, 22, 23, 25, 26, 27, 28, 30	"It's like, using bigger words. And like, it's really like writing better…It help me graduate. And it help me when I get out."
Collaborative	3, 9	"It's like we had to actually work together to get something done. I couldn't just do it by myself, so it's helping me."
Did Not Utilize	2, 4, 6, 8, 11, 12, 14, 17, 20, 21, 29, 31, 32, 34	"I haven't been in school in a little minute. Like, three weeks."
Did Not Utilize and Consultative	15, 16, 24	"I don't pay attention that much." Then later talks about communicating a need to learn writing because, "Let's say I go off to college, maybe write my mom a letter if I can't go home."
Adolescent-led	N/A	N/A

FIGURES

Figure 1. *PRISMA Search Procedures*



From: Moher D, Liberati A, Tetzlaff J, Altman DG, The PRISMA Group (2009). *P*referred *R*eporting *I*tems for *S*ystematic Reviews and *M*eta-*A*nalyses: The PRISMA Statement. PLoS Med 6(7): e1000097. doi:10.1371/journal.pmed1000097

For more information, visit www.prisma-statement.org.

Figure 2. *Inductive-Deductive Coding Tree*

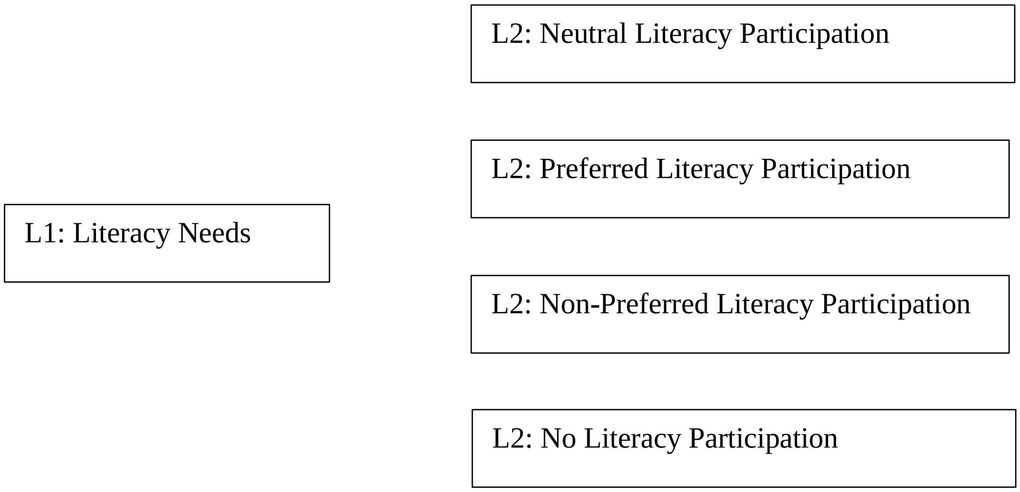


Figure 3. *Deductive Coding Form*

Transcript Number __________		Date and Coder Initials___
Lansdown's Mode of Student Voice Participation		**Quotes from Transcript**
Mode	**Definition and Examples**	
Did Not Utilize	Student states that they do not participate in class or that they do share any input in learning activities. **Examples:** The student says something about just doing what they are told or never participating.	
Consultative	An adult led and managed the learning activity; and the transcript explicitly states the added value that adolescents' perspectives, knowledge, and experiences may contribute to the lesson and/or incorporates the student voice data. **Examples:** Students state that they can share their input in a lesson or learning activity. This may be through a discussion or a writing activity. However, the student input does not necessarily include opportunities to share leadership with the adult.	

Collaborative	Learning activities involve a partnership with adolescents; and the student voice data enables adolescents to influence or challenge both process and outcome, allowing for increasing levels of self-directed action by adolescents over a period. **Examples:** Students identify a subject they are interested in or a way they would like to learn about something, and the teacher adjusts or creates a learning activity based on the student input. Students can share leadership with an adult.	
Adolescent led	The research topic or learning activity is identified by adolescents themselves; adults serve as facilitators rather than leaders; AND adolescents are controlling the process and the outcomes. **Examples:** A student led intervention or learning activity	