

MANUAL FOR YOUTH COUNSELORS

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Manual for Youth Counselors

The material included in this manual was designed to be of help to teachers, youth counselors, parole agents, probation officers, social workers, and psychologists. Intended only as an introduction, details regarding the validity and reliability of the various instruments and the classification system can be found in the technical manuals which are available for the Behavior Checklist, Jesness Inventory, and the Inventory Classification System.

The Inventory, Behavior Checklist, and actuarial system for deriving I-level subtypes were developed through the combined efforts of the American Justice Institute and the California Youth Authority. Support for the work came from an initial grant from the Rosenberg Foundation to the Youth Authority, and by PHS grants MH 14788 and MH 14411 (Center for Studies of Crime and Delinquency), and by a grant (0431) from the California Council on Criminal Justice to the American Justice Institute. The data on the nondelinquent sample came from another recent grant from the Rosenberg Foundation, to whom we again express our sincere gratitude. We would again like to express our appreciation to the many who have contributed directly and indirectly to the development of these procedures and materials.

Preface

Viewed against a backdrop of the entire spectrum of persons with psychological/behavioral problems, individuals variously labeled delinquent, conduct disorder, criminal, psychopathic, or asocial appear at first glance to comprise a homogeneous group. Youths referred to a mental health clinic from the court, probation, or sheriff's department seem to stand out as unique. His/her main problems appear to be related to unacceptable behavior rather than to those of depression, anxiety, withdrawal, psychosomatic symptoms, delusions or hallucinations. The conflicts experienced are most often with the social order rather than with internal events, and the resolution of the problems seem to hinge on the youths being guided into conformity with established social norms rather than by resolution of internal conflicts. Very few are self-referred and highly motivated to change.

To a person working exclusively with delinquents, however, the appearance of homogeneity soon disappears and the youths no longer seem very much alike at all. Some are talkative and verbose, others sullen and inarticulate. Some are happy, others depressed. Some come from terribly deprived home environments, others from middle class homes. A few are insightful, but most are not. Some are provocative and hostile, others conforming and passive. While some attempt to beguile the caseworker, others could care less. Some appear to have fallen into delinquency, others have lead their peers into it. One could go on. Although many if not most of these youths do have in common the apparent inability to profit from negative experiences and/or to be deterred from their unacceptable behavior by the threats to

their freedom posed by social sanctions, individual differences are so conspicuous as to demand some means of distinguishing among them.

The measures described in this manual were designed to help caseworkers, teachers, youth counselors, and parole and probation staff better understand the nature and extent of these individual differences. The manual updates material included in the Manual for Youth Counselors (1978). Included are descriptions of the Jesness Inventory, a measure that is particularly useful in gauging such aspects of personality on the youth's attitudes toward authority, and his self-concept, mood, and delinquency orientation. The Behavior Checklist provides a simple and direct way of eliciting the youth's evaluation of his own behavior and comparing that with the self-appraisals of his peers, and where the observer form is also used, with the perceptions of staff as well. The I-level classification procedure has undergone a revision and can now be arrived at by hand-scoring. The classification provides a convenient way of tying together a variety of information about clients that can help the counselor formulate hypotheses about the needs and behavior of youth in his caseload. Three chapters deal with this system, one describing the background and theory, a second that describes the procedure, and a third which presents characteristics of the subtypes. The manual also describes a way of matching staff to clients using the Staff Preference Survey. Although such matching may not be feasible in most settings, an awareness of styles and preferences can alert staff to their own attitudes and behavior, and help them avoid problems in dealing with certain youths. Finally, and with some reservations, we have included a chapter that describes the treatment approaches recommended by those who have used I-level in the past. These are clinical impressions of staff in the CTP project, and the Preston Typology Study, and along with educators involved in the Differential Education Project (1973).

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CHAPTER I

The Jesness Inventory

The Inventory consists of 155 true-false items designed to measure the reactions of people to a wide range of content. In developing the measure the first objective was to include items that would distinguish delinquents from nondelinquents; a second objective was to include items covering a wide range of attitudes and sentiment about self and others that could provide the basis for a personality typology. The assumption was made that delinquents differ from one another in important ways, and that previous measures had not functioned well to define these differences.

In writing the items no attempt was made to be terribly subtle or tricky. Most of the items are quite transparent. If, for example, a person hates policemen, he appears to have no reluctance about saying so; and once having said so it takes no great flight of the imagination to understand why the persons who admit to this attitude might not respect the law and be prone to break it. But the scored (i.e., delinquent) direction of many items are not that transparent. For example, would you care to guess the "delinquent" response direction for the following item?

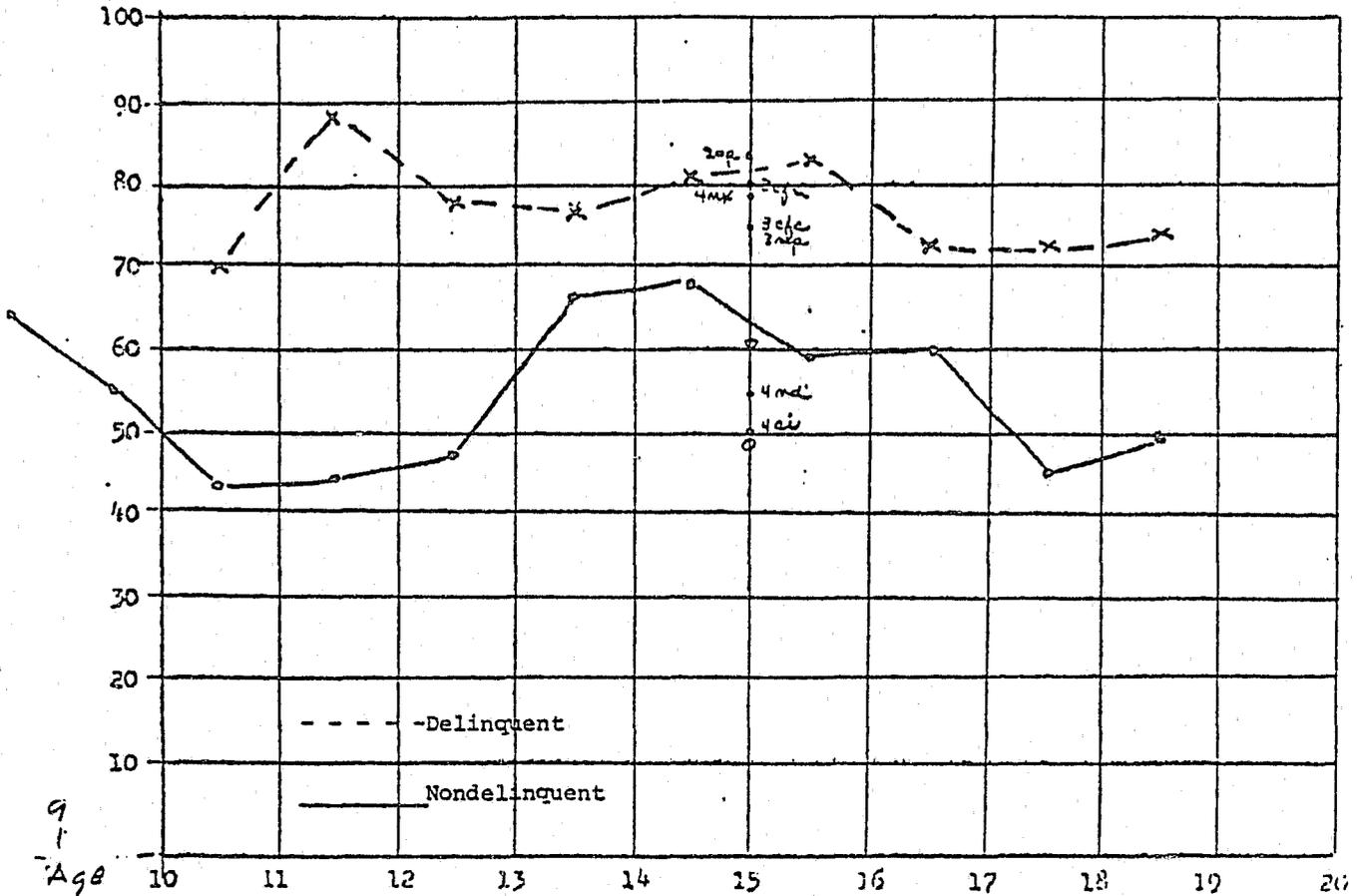
"Women seem more friendly and happy than men."

If you guessed true as the more delinquent response to the item you were correct. Below is a copy of the original item analysis done in 1962. The percentage true responses across a wide age range was clearly different for the two groups.

Users of the test often express concern over the truthfulness or accuracy of the responses given by those tested--perhaps the person was faking (trying

% TRUE

Figure 1



9
1
Age

(1962) Item 30. Women seem more friendly and happy than men.

Factor _____
Scale _____

to look good), was not taking the task seriously, etc. These concerns are understandable but fortunately appear to be largely unwarranted. False responding appears to be present in surprisingly few instances. On the many occasions where we have repeated tests that appeared invalid much the same results were obtained. The reason for this appears to be in the indoctrination to testing all persons receive in school, and in the ego involvement

that persons have in the testing situation. The answers to the questions are very personal, and most people are not about to express anything other than their own opinions and beliefs.

By eliminating items that were difficult to comprehend, or were generally nondiscriminating, an original pool of 250 items was reduced to 155. The final changes in the items came as the result of modifications made to allow the instrument's use with a wider range of ages and with both sexes. Now a general form (G) can be used with all persons including adults.

General Description

The JI provides scores on 11 personality characteristics. Three of the 11 scales resulted from an item analysis using criterion groups. Seven scales were derived by statistical cluster analysis. A final score (Asocial Index) was based on a discriminant function analysis that combines attitude syndromes and personality traits into an index that is predictive of delinquency (but Social Maladjustment works just as well).

Before presenting a definition of the scales, we should make a few comments about our choice of terms and general view of the place of the Inventory in a wider frame of reference. We view delinquency as a broad social-psychological-legal term which subsumes a variety of loosely-related behavior judged harmful to society. The most adequate predictor will need to take account of all three aspects. The Inventory presumes to measure psychological disposition only. The important social-environmental dimension would likely include such elements as lack of opportunity (for education, jobs, advancement, and so on), lack of environmental support (psychological as well as physical or financial), within-family conflict or stress, and peer pressures, some of which have been suggested as the crucial "causes"

of delinquency. The final decision as to which behaviors call for legal action with subsequent punishment or, perhaps, rehabilitation, will vary with luck (or lack of it), availability of parental supervision, attitudes of individual law enforcement officials, local custom, and local resources. Obviously, the Inventory cannot do much for us here.

With these thoughts in mind, asocialization as measured by the Inventory (scales SM and AI) refers to a generalized tendency to perceive the world in ways which increase the probability of transgressing established social rules. Because it is a "generalized" tendency, a single violation of rules, or those violations associated primarily with situational social factors or legal errors may not necessarily suggest the presence of the character trait. An awareness of what is and what is not socially approved is also implied, as is a rough consensus about the "rules."

This definition remains somewhat closer to the legalistic than one would like. To move toward a more "dynamic" psychological orientation requires the acceptance of certain assumptions which are difficult to make, because of the heterogeneity of "causes" which may be involved in individual cases.

A brief definition of each scale follows. More detailed descriptions of scale content, and guides to the scales' interpretation are presented at the end of this chapter.

1. Social Maladjustment (63 items). Social Maladjustment refers to a set of attitudes associated with unfulfilled needs, as defined by the extent to which an individual shares the attitudes of persons who demonstrate inability to meet, in socially approved ways, the demands of their environment.
2. Value Orientation (39 items). Value Orientation refers to a tendency to hold values characteristic of persons in lower socioeconomic classes.

3. Immaturity (45 items). By Immaturity is meant the tendency to display attitudes and perceptions of self and others which are usual for persons of a younger age.

4. Autism (28 items). Autism refers to a tendency in thinking and perceiving to distort reality according to one's personal desires or needs.

5. Alienation (26 items). Alienation refers to the presence of distrust and estrangement in a person's attitudes toward others, especially toward persons representing authority.

6. Manifest Aggression (31 items). Manifest Aggression refers to an awareness of unpleasant feelings, especially of anger and frustration, a tendency to react readily with emotion, and perceived discomfort concerning the presence and control of these feelings.

7. Withdrawal (24 items). Withdrawal involves a perceived lack of satisfaction with self and others and a tendency toward passive escape or isolation from others.

8. Social Anxiety (24 items). Social Anxiety is defined as the perceived emotional discomfort associated primarily with interpersonal relationships.

9. Repression (15 items). Repression refers to the exclusion from conscious awareness of feelings and emotions which the individual normally would be expected to experience, or a failure to label these emotions.

10. Denial (20 items). The term Denial refers to the failure to acknowledge unpleasant events or aspects of reality normally encountered in daily living.

11. Asocial Index. Asocial Index refers to a generalized disposition to resolve problems in social and personal adjustment in ways ordinarily regarded as showing a disregard for social customs or rules.

Interpretation

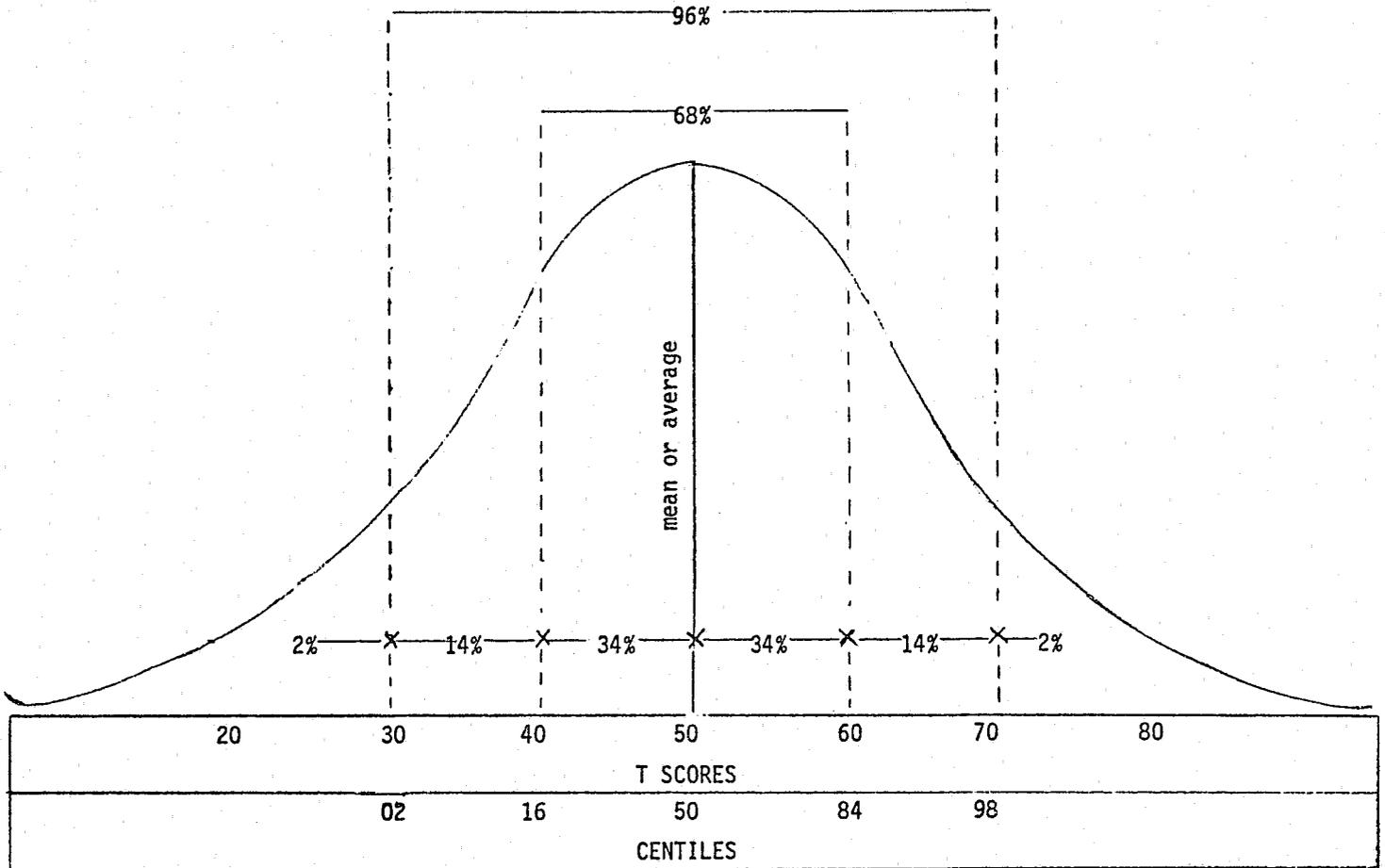
Interpreting the JI requires that you become familiar with the definitions of the scales. One way to do so is to carefully read the section at the end of this chapter, which contains scale definitions and associated personality characteristics. In addition, prior to using the measure, you will need to get a basic understanding of how to read the scale scores.

The figure shown on the following page is of a normal curve that illustrates the general shape taken by JI scores obtained by members of the entire norm group on each scale. This norm group consisted of nondelinquents. A "T" score of 50 reflects the average score for nondelinquent males at each age (8-18) on each scale. It is essential to make the distinctions between a T-score and a percentile. The normal curve shown can help one keep this distinction in mind. The most basic data to remember is that a T-score of 60, for example, (which is one standard deviation above the mean) is equivalent to a percentile of 84; a T-score of 70 to the 98th percentile. Usually a score above 60 (or below 40) can be considered worthy of comment. T-scores tend to look somewhat less deviant than percentile scores. It is easy, for example, to dismiss a T-score of 65 (or at the low end, a T-score of 35) as not at all unusual, when in fact as translated into a percentile it becomes apparent that it is--only about 5% of nondelinquents would be expected to score this high.

The figure on page 8 is a photocopy of the JI computer output. The top line of data contains the subject's ID number, date of test, and age, followed by T-scores on the JI scales and Asocial Index. T-scores are also shown for the nine I-level subtype scales. Following these scores is the I-level classification. The primary I-level subtype is printed, along with

Figure 2

CURVE SHOWING DISTRIBUTION OF SCORES ON A TEST



(percents are approximate)

INTERPRETATION OF T SCORES AND CENTILES

AGENCY:

ID	NO	DATE	AGE	SCALE T-SCORES											I-LEVEL SUBTYPE T-SCORES							I-LEVEL		NAME		
				SM	VO	IMM	AI	AL	MA	WD	SA	PEF	DN	AI	AA	AP	CFM	CFC	MP	NA	NX	SE	CI		PRIM	SEC
2491	2		13	68	70	50	55	67	70	41	43	57	55	64	64	61	39	65	48	55	34	41	45	CFC		

CFC-CULTURAL CONFORMIST (GROUP-ORIENTED) (APPROXIMATELY 17% OF CYA POPULATION; 10% OF NONDELINQUENT SAMPLE). PERSONS OF THIS SUBTYPE GENERALLY CONSIDER THEIR LIVES TO BE COMFORTABLE, EFFECTIVE, AND SATISFACTORY. THE GROUP-ORIENTED, THEREFORE, SEE LITTLE REASON TO QUESTION THEIR WAY OF LIFE OR TO SEEK CHANGE IN THEMSELVES. THEY RARELY ADMIT TO SERIOUS PROBLEMS, BUT WHEN THEY DO, THEY USUALLY ATTRIBUTE THE ORIGIN OF THE PROBLEMS TO THE EXTERNAL WORLD (E.G., POLICE, SCHOOL, TEACHERS, ETC.). THE GROUP-ORIENTED PERSONS'S FORMULA FOR BRINGING ABOUT DESIRED RESULTS IS THROUGH SURFACE CONFORMITY WITH THE POWER STRUCTURE, BUT THEY DO NOT RELY PRIMARILY ON THE ADULT POWER STRUCTURE FOR APPROVAL, FOR MANY OF THEM ARE EMOTIONALLY DISTANT AND ALIENATED FROM ADULTS. THEY RELY FOR THE MOST PART ON PEERS FOR SOCIAL APPROVAL AND SATISFACTION OF NEEDS. FOR IT IS THE PEER GROUP WHICH IS MOST PREDICTABLE AND POTENT IN THEIR EYES. BEING IN THE POPULAR PEER GROUP, ESPECIALLY THE GROUP THAT IS NOT TOO CLOSE ("TIGHT") WITH THOSE IN AUTHORITY, IS OF PRIME CONCERN. IF THE CULTURAL OR SUBCULTURAL NORM IS ANTISOCIAL, MUCH OF THEIR MISBEHAVIOR CAN BE ATTRIBUTED TO THEIR ATTEMPTS TO GAIN OR MAINTAIN PEER ACCEPTANCE. WHERE THESE YOUTHS PERCEIVE THAT THEY CAN'T TRUST THE ADULTS' AUTHORITY THEY ARE COOPERATIVE. IT IS ONLY AT THE EXTREME THAT THEIR ALIENATION FROM ADULTS IS APPARENT AND PROBLEMATIC. IN CONTRAST TO THE CONFORMIST YOUTH, THE GROUP-ORIENTED PRESENT THE APPEARANCE OF ADOLESCENCY AND SELF-CONTROL. WELL-ADJUSTED NONDELINQUENT YOUTH OF THIS SUBTYPE WILL TYPICALLY BE CHARACTERIZED AS SOCIAL, FUN-LOVING, CONFORMING AND EXTROVERTED. THE FOLLOWING WERE FOUND TO BE CHARACTERISTIC WITHIN A DELINQUENT SAMPLE.

1. PROFILE: HIGHEST PEAK USUALLY ON SCALE ALIENATION.
2. BACKGROUND: OFTEN FROM DEPRIVED HOME AND LOW INCOME NEIGHBORHOOD; PARENT(S) SOMETIMES HAVE CRIMINAL RECORD, WERE UNINVOLVED, AND PROVIDED LITTLE SUPERVISION.
3. SCHOOL/ACHIEVEMENT: SCHOOL PROBLEMS COMMON; NEGATIVE ATTITUDE TOWARD SCHOOL AND TEACHERS; NOT MOTIVATED FOR SCHOOL.
4. PERCEPTION OF FAMILY: NOT CRITICAL OF FAMILY; SOMEWHAT DEFENSIVE AND UNWILLING TO TALK ABOUT.
5. SELF-CONCEPT: GENERALLY DELINQUENTLY ORIENTED; CRITICAL OF OTHERS BUT NOT SELF; DENIES PERSONAL PROBLEMS; LOW ANXIETY. WILL NOT USUALLY BE SEEN AS IN NEED OF PSYCHOLOGICAL SERVICES, BUT WITH MANY THE FACADE OPSCURES DEEP INSECURITY.
6. AUTHORITY: DISTRUSTS ADULTS IN GENERAL AND POLICE IN PARTICULAR (BUT USUALLY NO BAD FEELINGS TOWARD SUPERVISORS/COUNSELORS).
7. INTERPERSONAL: GENERALLY SOCIALLY SECURE AND IMPERTURABLE WITH PEERS; ALIENATED AND GUARDED WITH ADULTS; SOMEWHAT INARTICULATE; PASSIVE-AGGRESSIVE; GROUP-ORIENTED AS THE CLASSIFICATION SUGGESTS. MANY ARE IRRESPONSIBLE.
8. POSTRELEASE: BELOW AVERAGE PROBABILITY OF SUCCESS; TEN-

DENCY TOWARD VIOLENT CRIME.

9. SUGGESTIONS: A PROSOCIAL GROUP COULD BE USEFUL IN MODIFYING THE VALUES OF THESE YOUTH.

A CAUTION. THESE DESCRIPTIONS OF THE MODAL RESPONSES OF EACH GROUP ARE MEANT TO PROVIDE A STARTING POINT FOR WORKING WITH THE CLIENT. MANY PERSONS WILL RESPOND IN WAYS THAT ARE NOT CHARACTERISTIC OF THEIR PARTICULAR SUBTYPE, AND MOST WILL SHOW BEHAVIORS ASSOCIATED WITH MORE THAN ONE LEVEL AND SUBTYPE. IN SOME INSTANCES THE CLASSIFICATION WILL BE IN ERROR. THE CLASSIFICATION, IN OTHER WORDS, PROVIDES A THEORY AND SET OF HYPOTHESES THAT ARE NOT INTENDED TO SERVE AS A SUBSTITUTE FOR INDEPTH INTERVIEWS AND CASEFILE ANALYSIS OF EACH INDIVIDUAL CLIENT.

a secondary classification, if necessary. Below the data is a summary description of the scored subtype (described more fully in this manual's chapter on "Characteristics of Inventory Subtypes").

Armed with this information the counselor is in a better position to interact with the youth, either in informal situations or in a more formal interview setting. Time can be saved and fewer errors made in working with the youth. This is the "cash value" of the data. We believe that all youth workers should be able to interpret and use the kind of psychological data presented by the Inventory Scale scores. They simply reflect, after all, the responses of the individual to 155 questions and compares his perceptions and attitudes with others his age. It would be tedious, indeed, for youth workers to ask each youth all these questions, and more than a little difficult to know how to interpret the answers once he had obtained them.

A final caution is in order. In contrast with the Behavior Checklist output described in the next chapter, you may not want to show the JI to the youth and discuss or interpret it directly to him. The BCL data are transparent, self-explanatory, and nonthreatening. However, explaining JI data to a client can be difficult and may generate unnecessary concern.

The following paragraphs present definitions of the scales, a brief summary of the item content, and suggested directions of scale score changes that would be indicative of improvement.

Personality Characteristics Associated With
The Psychological Scales

I. SOCIAL MALADJUSTMENT (SM)

This scale includes items that differentiate between delinquents and nondelinquents. Thus, high scores indicate that the person shares a group of attitudes and opinions held by youths who have had difficulty meeting the demands of their environment in a socially approved manner. High scores on this scale are directly correlated with seriousness of delinquency: incarcerated delinquents score higher than minor offenders, who score higher than nondelinquents.

Characteristics:

1. Negative self-concept
2. Feels misunderstood
3. Unhappy
4. Distrusts authority
5. Externalizes blame onto others
6. Has an unrealistically positive evaluation of parents
7. Has problems controlling hostile impulses
8. Sensitive to criticism

Goals for Treatment:

A decrease in high Social Maladjustment scores for all personality subtypes. A high score refers to T scores of 60 or greater (10 points above the mean of 50); a low score refers to T scores of 40 or less (10 points below the mean).

II. VALUE ORIENTATION (VO)

This scale refers to a tendency to hold opinions and attitudes characteristic of persons in the lower socioeconomic class. Delinquents of all ages generally score higher than nondelinquents.

Characteristics:

1. Wants to appear "tough", be considered by others to be a "man"
2. Is a thrill seeker
3. Gang-oriented
4. Perceives internal tension and anxiety in external concrete symptoms: e.g., "my hands shake a lot"

Goals for Treatment:

A decrease in high Value Orientation scores for all subtypes, and perhaps especially for the I3 Cfc's.

III. IMMATURITY (I)

High scores on this scale indicate a tendency to perceive self and others in a manner characteristic of those younger than the subject. Delinquents consistently score higher than nondelinquents (that is, are more immature) at each age level. This scale is not correlated with physical immaturity but rather reflects attitudinal immaturity.

Characteristics:

1. Inaccurately evaluates people's motivations, including his/her own
2. Tends to repress or suppress problems
3. Anxiety manifests itself in somatic symptoms
4. High scorers seem to be working to give a good impression
5. A high score indicates the presence of naivete and rigidity
6. A low score indicates a reality orientation which at its extreme suggests pessimism and cynicism

Goals for Treatment:

Generally speaking, decreases in high scores are desirable, especially, for I3 Cfms and I4 Ses. Moderately high scores (55-60) may, however not always be undesirable. Movement from low to moderately higher scores may be indicative of increased psychological well-being and more positive feelings toward self and others.

IV. AUTISM (AU)

This scale measures a tendency in thought and perception to distort reality according to one's personal needs. Delinquents tend to score higher than nondelinquents. Youths in psychiatric programs score somewhat higher than those in regular programs.

1. Self concept is that of being: smart, good looking, tough but at the same time may admit to hearing "things", day-dreaming, and feeling there is something wrong with his/her mind
2. May be seclusive
3. Cognitive behavior is over-regulated by drive to meet personal needs
4. May be hostile-aggressive
5. Easily perturbed

Goals for Treatment:

A decrease in high Autism scores for all subtypes, especially for I2 Aas and Aps, I3 Mps, and I4 Nas and Nxs.

V. ALIENATION (AL)

High score indicate the presence of distrust and estrangement in the subject's attitudes toward those representing authority; delinquents generally score higher than others.

Characteristics:

1. Generally experiences poor interpersonal relationships, especially toward authority figures, and except with highly sympatico peers
2. Critical and intolerant of others
3. Tends to project his hostile feelings onto others; extropunative.
4. Denies personal problems

Goals for Treatment:

A decrease in high Alienation scores for all subtypes, especially for I3 Cfcs and I4 Nas.

VI. MANIFEST AGGRESSION (MA)

This scale measures an awareness of unpleasant emotions and a tendency to react quickly. Delinquents tend to score just slightly higher than nondelinquents.

Characteristics:

1. Perceives unpleasant feelings, especially anger
2. Is aware of and feel discomfort with the presence of negative feelings
3. Is concerned about controlling self
4. High scores are generally correlated with aggressive behavior, but occasionally a very low score may be associated with episodic assaultiveness, and some high scorers may exhibit unusually conforming, overcontrolled behavior.

Goals for Treatment:

A decrease in high Manifest Aggression scores is generally desirable, especially for I2 Aas, I3 Cfcs, and I4 Nas.

VII. WITHDRAWAL-DEPRESSION (WD)

This scale reflects a tendency to isolate one's self from others and indicates a perceived lack of satisfaction with self and others. Offenders generally score slightly higher than nonoffenders.

Characteristics:

1. Depressed
2. Dissatisfied with self

3. Prefers isolation from others, may be a loner in criminal acts
4. Views others negatively, perhaps as too aggressive

Goals for Treatment:

A decrease in high Withdrawal-Depression scores for most subtypes, especially for I2 Aps, I3 Cfms, and I4 Nxs. With some clients (usually Mps, Cfcs, or Nas) with very low scores, a moderate increase is desirable.

VIII. SOCIAL ANXIETY (SA)

This scale measures a perceived emotional discomfort (tension, anxiety), especially as related to interpersonal relationships. This scale does not discriminate delinquents from nondelinquents, with delinquents as a group scoring slightly below the average (T = 50) for nondelinquents. Females of both groups score higher than males.

Characteristics:

1. Emotionally uncomfortable in interpersonal relationships
2. Aware of nervous tension, insomnia, other indicators of anxiety
3. Shy, sensitive
4. Intropunitive (can blame "self", experiences feelings of guilt)

Goals for Treatment:

For I4 Nxs, a decrease in high Social Anxiety scores; for I3 Cfcs and Mps, an increase in low scores. A score ranging between 45 and 55 would indicate positive adjustment; scores below 40 suggest a lack of sensitivity and anticipatory anxiety.

IX. REPRESSION (R)

Repression refers to the exclusion from consciousness of feelings or attitudes (especially of hostility) which ordinarily would be expected, or a failure to identify these feelings. Delinquents generally score higher than nondelinquents on this scale.

Characteristics:

1. Will not admit (or is unaware of) negative feelings
2. Has noncritical attitude toward self
3. May be impunitive (unwilling or incapable of blaming "self")
4. A low score represents the presence of pessimism and cynicism
5. A high score may indicate an attempt to "fake good", but is more likely due to the unconscious exclusion of negative thoughts rather than an attempt to be deceptive

Goals for Treatment:

A post-treatment score falling between 55-60 on Repression would indicate the presence of positive psychological defenses for most youth. A decrease in high scores is, however, generally desirable for I2 Aps, I3 Cfms, and I4 Ses and Cis.

X. DENIAL (D)

This scale reflects a person's ability to ignore, and/or reluctance to accept and acknowledge unpleasant aspects of reality that are frequently encountered in day to day living. Denial is the only scale on which nondelinquents consistently score higher than delinquents.

Characteristics:

1. Is overly willing to criticize others
2. Is defensive about interpersonal difficulties
3. A high scorer acknowledges
 - a. few family problems
 - b. few personal inadequacies
 - c. little cause for personal discomfort or unhappiness
4. A low score (less than 40) denotes low ego strength, and/or an awareness of many problems

Goals for Treatment:

In general, increases in Denial are considered desirable for all subtypes. Such an increase in Denial (to 55-60) can be interpreted to mean that the subject has developed greater ego strength which allows him to recognize and deal optimistically with some of the negative elements he perceives in his environment. When Denial is very high (i.e., greater than 60) the youth tends to handle problems by refusing to admit they exist. For I4 Ses, who tend to score high on Denial, a slight decrease is to be desired.

XI. ASOCIAL INDEX (AI)

This score refers to a generalized disposition to resolve problems of social and personal adjustment in ways ordinarily regarded as showing disregard for social customs or rules. Delinquents score much higher on this scale. Thus, the index is the Inventory score most closely related to, and most predictive of, delinquent behavior. In the normative sample, the index was accurate in discriminating delinquents from nondelinquents in about 84% of the cases. However, scores on the index are less stable (i.e., reliable) than are scores on the Social Maladjustment scale, which may be preferred as a discrimination or predictor in most instances.

Goals for Treatment:

It should be remembered that an Asocial Index of 50 (as with all scales) is the average for nondelinquents. The higher the score, the more likely the subject is to be involved in further delinquent or antisocial behavior. The goal of treatment, therefore, is to decrease the index to a point as close to 50 as possible. This will ordinarily be difficult to achieve--reducing the SM score is a more realistic objective.

CHAPTER II

The Jesness Behavior Checklist

The Jesness Behavior Checklist provides a systematic way of recording data about social behavior. It may be used in a variety of settings, such as classrooms, institutions, other group living situations, or probation and parole. The instrument is composed of items describing behavioral units that encompass a broad spectrum of social behaviors of a kind that people use when asked to comment about another's desirable and undesirable characteristics.

Description

The BCL consists of 80 items, each of which is rated according to its frequency of occurrence using a five-point scale (almost never to very often). Items have been grouped into factors or scales that provide measurement of larger spheres of behavior.

Table 1 lists the definitions of the 14 BCL factors. Table 2 lists the items comprising each factor. A better understanding of the meaning of each scale can come from a careful study of the individual items. The scored direction is indicated by the sign (+ or -) preceding the item. For example, a person who rarely interrupts others (item #1) would receive 5 points toward his score on the Unobtrusiveness Scale.

Two versions of the BCL are available: a self-appraisal form and an observer form. The self-appraisal form is administered at the CYA clinics and copies of the scores are placed in each ward's file.

Administration of the Self-Appraisal BCL

The clinic testing is done by means of a taped recording and requires about 25 minutes. There may be situations where treatment staff may wish to readminister the self-appraisal BCL. The test can be given individually or in groups either by the taped version or by having the youths read the items. Scoring of the BCL is discussed later in this chapter.

Interpretation of the BCL Computer Scoresheet

The computer scoresheet lists the T-scores for each of the 14 BCL factors. Each score is a measure of the positive behavior encompassed by the factor. T-scores have an average of 50 with each standard deviation from the mean represented by 10 points. Standard deviation is a statistical measure of the degree to which scores tend to cluster closely above and below a mean set of 50. Approximately 68% of all scores normally fall between the T-scores of 40 and 60. Therefore, scores below 40 are considered to be significantly low and scores above 60 are significantly high.

The conversion of the self-ratings to T-scores is based on the distribution of observer scores achieved by a large group of subjects (over 2,000) consisting primarily of delinquent male adolescents aged 13 to 20, but including some females and some nondelinquents. The same norms are used for both self-appraisal ratings and observer ratings. Among delinquent adolescents there is a clear and predictable tendency for self-appraisal scores to be higher (in the good direction) than ratings made by observers by from approximately 5 to 10 T-score points.

Also listed on the printout are the specific BCL items that may help to direct attention to particular behavior deficiencies. Printed out are the behaviors that were self-rated in a more negative direction than was true of 80% of the norm group. It should be noted that some of these

deficiencies are the relative absence of positive behaviors rather than the presence of negative ones. The counselor should also be aware that the presence of a large number of these items may sometimes be more a reflection of a critical, self-deprecating attitude than indicative of behavior deficiencies.

Using the BCL in Counseling

The 14 behavior factor scores and the printed behavior deficiency items have been found to provide a convenient basis for program planning, goal setting, and counseling with clients. The scores achieved by the youths mirror their beliefs and perceptions about their own behavior. Even though a staff member might have a strong subjective opinion about how the client's behavior should be scored, it is often more effective to disregard these impressions and develop a counseling approach based on wherever the client is coming from. To begin otherwise could lead to an unproductive hassle.

To directly focus on deficient behavior, an approach most likely to be successful in obtaining the subject's cooperation will be to select an item of behavior deficiency on a factor where the subject rated himself low. After selecting the item, the staff member could ask the subject if he would like to improve himself in that area. With the youth's cooperation, counseling and/or behavioral contracting could then begin. If the staff member chose to discuss and deal with a behavior where the youth rated himself high, there would be little ground for agreement, and contracting in this area might initially be met with resistance. Two alternatives are present in this situation:

1. If this youth was successful in completing goals set in an initial treatment area where the youth rated himself low, such success may cause

him to be more willing to contract in an area where he isn't personally aware of the problem.

2. Improvement in one area may produce a generalized positive effect on other behavior. A retesting with the BCL may show some changes on other factors as well.

Even a brief counseling session with the youth can establish some grounds for mutually agreed upon initial treatment goals. If these are kept simple, are few in number, and are easily attainable, success can be expected. Such small successes can be built upon to achieve bigger and better goals and can set the stage for a problem-solving orientation to treatment that complements any type of treatment modality. The advantage of using the self-appraisal scores and printed items is that the counselor and youth are dealing with problems in the immediate present that will usually be recognized as such by the youth.

The goals of treatment, then, can be summarized as follows:

1. Individual behavior deficiency items should be removed or replaced with more positive behaviors.

2. Low factor scores (i.e., those below 50) should be increased since these scores represent self-perceived behavior deficiencies and/or negative self-concept.

In some instances the counselor is confronted with a high profile that is at odds with what has been observed about the subject's behavior. In this case the approach would be to select those factors where the subject rated himself lowest, even if the scores are not below 50. In some cases an inappropriately high self-appraisal profile is a result of the youth's limited self-awareness or because of the youth's desire to "look good."

Here, more subtle approaches will be required. Perhaps, after good rapport is established, the counselor may ask the youth to take the BCL again.

Another point to note would be a case where there was a low self-rating in an area where staff saw some strengths or positive behaviors. Here the BCL can be used for positive reinforcement. Take as an example a low self-rating on Sociability. Point out to the youth that while he may consider himself to have Poor Peer Relations (the lower end of the Sociability Scale) he has been observed by others to be a person of above average sociability. Under some conditions you may wish to convince the youth, possibly by writing a contract in which he is required to attend to and collect data on instances where he gets along well with others in a group.

The BCL may be utilized for the further purpose of determining the kind and degree of change in a subject's behavior following intervention. The difference between initial BCL status and a subsequent test (posttest) can be considered as a measure of change. If a positive increase is shown for any of the factors the subject was contracted for, or a behavior deficiency item is no longer printed out, the information can be shared with him and used to reinforce these positive behaviors.

Observer BCL

The observer form of the BCL allows staff to make ratings of the subject's behavior and obtain the same kind of scores as for the self-appraisal (i.e., 14 factor scores and printed behavior deficiency items). The observer form can be completed by a staff rater in from 10 to 20 minutes. No general rule can be specified as to the length of time the subject should have been observed before he can be rated accurately. However, it is obvious that raters will need to have a good opportunity to observe the subject.

For instance, because Factor 12, Insight, pertains almost exclusively to verbal behavior, the observer will need to interview the subject, talk with him less formally, or at the very least familiarize himself with relevant data obtained by other interviewers or observers.

Often, a rating is desired very soon after the subject has entered a new environment or situation. Depending upon the frequency of contacts, the number of subjects, and the number of hours during which the observer has had a chance to observe the subject, from one to four weeks of time will usually be needed before a valid rating can be provided. In a setting involving few subjects and frequent contacts, a few days might prove sufficient. In a setting such as a high school, where a teacher might be able to observe the individual under highly structured conditions for only one hour a day, several weeks of time would probably be needed before valid ratings could be made.

While the observer ratings of a single staff member can be used, greater reliability is achieved with the use of more than one rater, especially if these raters are in a position to observe the subject in different activities and environments. In the scoring process the multiple ratings are averaged and presented as a composite staff rating.

Use of the observer form in conjunction with the self-appraisal BCL enhances its usefulness as a tool in treatment. Having scores from both forms allows you to have measures of how staff perceived the subject's behavior and how the subject saw his own behavior. Treatment approaches using the observer BCL remain essentially the same, with the following added treatment goals:

1. Agreement between self and observer scores is desirable, even if scores tend to be below average since this indicates the youth has relatively

accurate knowledge about his own behavior--knowledge which may sometimes be prerequisite to working toward changing that behavior.

2. The ideal profile after treatment would consist of self and observer scores on each factor falling closely together (within 10 points) near or above the mean of 50. It is generally unrealistic to expect factor scores to increase dramatically (such as from 30 to 60). Smaller incremental movements toward a positive score would be more realistic and more likely attainable.

Scoring

The BCL may be handscored in a matter of minutes using a set of scoring keys. The most convenient way to obtain BCL scores is by use of a computer scoring procedure. To obtain computer scoring, the answer sheets should be sent to the Department's Information Systems Section. The scored output will normally be returned to the user within a week.

The user may submit a self-appraisal only, or one or more observer ratings without a self-appraisal, or a self-appraisal with accompanying observer ratings. (If one or more observer ratings are submitted with a self-appraisal, the answer sheets must be arranged so that the self-rated sheet precedes the observer sheets.) The computer program contains the option of producing a variety of outputs, depending on the type of ratings submitted and the user's needs. The available outputs are as follows:

1. Standard Output

- a. Self-Appraisal BCL only. To obtain the standard output for a self-appraisal, no special steps need be taken. Simply submit the answer sheet and a computer score sheet will be returned (see Figure 4).

- b. Self-Appraisal plus observer ratings. Submission of a self-appraisal and observer ratings will produce a score sheet for the subject, as shown in Figure 4, along with a similar score sheet for the observer ratings.
2. BCL Output With Profile
- a. Self-Appraisal only. By requesting the profile, the user will receive the standard output described above plus a full-page graph or profile showing the scores on the 14 factors (see Figure 5). The profile is useful for visual presentation and quickly identifies peaks (strengths) and valleys (weaknesses).
 - b. Self-Appraisal plus observer ratings. By requesting the profile, the observer ratings will be plotted on the profile along with the self-appraisal ratings so that a quick comparison can be made between the scores made by the subject and by those observing his behavior (see Figure 6). The self-ratings are indicated by an S, and the observer ratings by an O.

TABLE 1
Jesness Behavior Checklist
Brief Factor Definitions

1. UNOBTRUSIVENESS vs. OBTRUSIVENESS

A high score indicates agreeable, inconspicuous, nonmeddlesome behavior. A low score is characteristic of an aggressive individual who agitates, quarrels, and has little tolerance for frustration.

2. FRIENDLINESS vs. HOSTILITY

A high score indicates amiable, noncritical acceptance of authority. A low score is indicative of faultfinding, complaining, disdainful, antagonistic behavior toward others, especially persons in authority.

3. RESPONSIBILITY vs. IRRESPONSIBILITY

A high score indicates adequate work habits, including promptness, initiative, and good care of equipment. Low scores suggest poor quality and low quantity work performance.

4. CONSIDERATENESS vs. INCONSIDERATENESS

A high scorer displays appropriate politeness, tact, and kindness toward others. Low scorers tend to be callous, tactless, lacking in social skills, and may also maintain social distance from others.

5. INDEPENDENCE vs. DEPENDENCE

A high score indicates a person who attempts to cope with tasks and make decisions without help from others. Low scores characterize those who are not decisive or assertive, and who are easily influenced by others.

6. RAPPORT vs. ALIENATION

High scores characterize those subjects who interact easily with persons in authority. A low score is characteristic of those who avoid and tend to distrust authority figures.

7. ENTHUSIASM vs. DEPRESSION

High scores characterize subjects who are cheerful, active, and involved with others. A low score indicates lack of interest, withdrawal from participation, and unhappiness.

8. SOCIABILITY vs. POOR PEER RELATIONS

A high score indicates that the person gets along well with others. Low scores indicate that a person is not well-liked, and does not get along as a participant in groups.

TABLE 1 (Continued)

9. CONFORMITY vs. NON-CONFORMITY

A high score indicates that the person rarely violates accepted social conventions, laws, or established rules. Those who obtain low scores may lie, steal, or otherwise violate social or legal standards.

10. CALMNESS vs. ANXIOUSNESS

High scores are indicative of self-confidence, personal security, and high self-esteem. Low scores characterize persons who lack confidence and appear anxious and nervous, especially under stress.

11. ABILITY TO COMMUNICATE vs. INARTICULATENESS

A high score indicates a capacity and desire for effective communication with others. The person scoring low tends to avoid direct communication, does not express himself clearly, and/or does not attend to what others say.

12. INSIGHT vs. UNAWARENESS AND INDECISIVENESS

A high score is indicative of those who have a reasonably accurate understanding of themselves and who actively engage in efforts to solve their problems. A low score is indicative of indecisiveness, little effort toward resolving personal problems, and inaccurate self-knowledge.

13. SOCIAL CONTROL vs. ATTENTION-SEEKING

A high score indicates a quiet, inoffensive person who behaves appropriately according to the circumstances. Those who score low tend to horseplay and behave in a loud, attention-seeking manner.

14. ANGER CONTROL vs. HYPERSENSITIVITY

A high score characterizes those who are calm when frustrated, and/or slow to react with a display of anger. Low scores indicate a tendency to "blow up" or react quickly.

TABLE 2

Jesness Behavior Checklist

List of Items by Factor, and Scoring Direction

Note - Item content is as worded on observer form. Item numbers pertain to all forms of BCL. Direction of scoring is the same for all forms.

<u>Direction</u> <u>Scored</u>	<u>Item</u> <u>No.</u>	<u>Item</u> <u>Content</u>
FACTOR 1:		
<u>UNOBTRUSIVENESS vs. OBTRUSIVENESS (8 items)</u>		
-	1	Interrupts or distracts others.
-	4	Tries to get others into trouble. Instigates arguments and fights, or calls attention to behavior of others.
-	6	Poor sport. Cheats to win, shows anger or sulks when losing.
-	8	Agitates, teases, laughs at, or ridicules others.
-	11	Picks on, pushes around, threatens, or bullies those around him.
-	13	Braggs about or delights in describing antisocial, unlawful, delinquent, or criminal exploits.
-	16	Upset if he can't have or do something right now.
-	19	Is involved in quarreling, squabbling, bickering.
FACTOR 2:		
<u>FRIENDLINESS vs. HOSTILITY (5 items)</u>		
-	21	When corrected, shifts blame, makes excuses, or complains that it is unfair, etc.
-	24	Shows disdain for group or individual counseling sessions.
-	28	Rewards or encourages (with attention, approving gestures, remarks, etc.) delinquent or antisocial behavior of others.
-	31	Complains about or expresses low opinion of counselors, police, or other authority figures.
-	35	Actively resists authority: argues with decisions, complains when told what to do.
FACTOR 3:		
<u>RESPONSIBILITY vs. IRRESPONSIBILITY (9 items)</u>		
+	20	Schoolwork or job assignments are done neatly and carefully.

TABLE 2 (Continued)

<u>Direction Scored</u>	<u>Item No.</u>	<u>Item Content</u>
FACTOR 3: <u>RESPONSIBILITY vs. IRRESPONSIBILITY (Continued)</u>		
+	23	Takes good care of his own and other equipment and property.
+	25	Gets things done; does a lot of work in a given time.
+	27	Is not easily discouraged. Sticks with and completes tasks assigned.
+	30	Gets up on time, gets to school or work on time, etc.
+	32	Shows initiative: goes ahead to next task, makes good use of free time, etc.
+	34	Has assumed the responsibility for organizing, and/or supervising the actions of others of his age group in accomplishing a work or recreational task.
+	36	Begins or attends to routine assignments or chores without reminders.
+	38	Gets school and/or work assignments done on time.
FACTOR 4: <u>CONSIDERATENESS vs. INCONSIDERATENESS (7 items)</u>		
+	2	Has been seen to compliment or encourage others.
+	5	Seeks advice or help from others at times when he should.
+	7	Goes out of his way to say hello or speak to others, even those less popular.
+	10	Apologizes when appropriate.
+	12	Makes appropriate responses to others; speaks when spoken to, smiles when others smile at him, etc.
+	15	Can express difference of opinion, criticism, or complaint without antagonizing others.
+	18	Helps others, even without apparent personal gain.
FACTOR 5: <u>INDEPENDENCE vs. DEPENDENCE (5 items)</u>		
+	22	Is assertive. Makes his opinions and preferences known.
-	26	Can be talked into things; goes along with others.
+	29	Can make routine decisions without undue hesitation or soliciting help from others.

TABLE 2 (Continued)

<u>Direction Scored</u>	<u>Item No.</u>	<u>Item Content</u>
FACTOR 5: <u>INDEPENDENCE vs. DEPENDENCE</u> (Continued)		
-	33	Asks for help or seeks assistance, even on simple tasks.
-	37	Turns to someone such as a teacher or counselor to take care of his problems with others.
FACTOR 6: <u>RAPPORT vs. ALIENATION</u> (5 items)		
-	57	Is slow to respond to requests.
+	61	Talks freely to persons such as counselors or teachers about himself (his plans, his problems, etc.)
-	64	Tends to avoid persons such as teachers, therapists and counselors or any activities in which they take part.
+	69	Seeks out friendly conversations with adults.
-	74	States or demonstrates that he distrusts persons in authority such as teachers, counselors, therapists, etc.
FACTOR 7: <u>ENTHUSIASM vs. DEPRESSION</u> (5 items)		
-	58	Becomes depressed or withdrawn when frustrated or criticized.
-	62	Is slow moving, sluggish, listless, spiritless, etc.
+	65	Is cheerful. Laughs and smiles.
-	70	Tends to withdraw and/or isolate himself from others.
+	73	Takes part in social events and tries to get involved in group functions and activities.
FACTOR 8: <u>SOCIABILITY vs. POOR PEER RELATIONS</u> (4 items)		
+	59	Is well-liked; sought out by others of his age group.
+	63	Gets along with others in group recreation.
+	67	Works cooperatively with others in work or task groups.
-	72	Is the recipient of ridicule, agitation, etc.
FACTOR 9: <u>CONFORMITY vs. NON-CONFORMITY</u> (7 items)		
+	40	Tells the truth; does not lie, exaggerate, or fabricate.
-	43	Steals or takes things without permission.

TABLE 2 (Continued)

<u>Direction Scored</u>	<u>Item No.</u>	<u>Item Content</u>
FACTOR 9: <u>CONFORMITY vs. NON-CONFORMITY</u> (Continued)		
+	46	Can be relied upon to do what he says he will do.
-	49	Uses profanity or vulgar language.
-	51	Displays personal habit(s) or behavior(s) that is aberrant, offensive, or disturbing to others.
-	54	Does things that are wrong, illegal, or against the rules.
-	56	Gravitates toward a delinquent-type group or clique.
FACTOR 10: <u>CALMNESS vs. ANXIOUSNESS</u> (6 items)		
-	41	Becomes anxious, upset, and/or freezes when frustrated, under pressure, or faced with a difficult task.
-	45	Appears nervous, anxious, jittery, or tense.
-	47	Becomes hurt or anxious if criticized.
+	50	Can take kidding or teasing without becoming upset or anxious.
-	52	Tells others about being nervous, unable to sleep, etc.
+	55	Makes positive statements about himself (demonstrates positive self-concept).
FACTOR 11: <u>ABILITY TO COMMUNICATE vs. INARTICULATENESS</u> (5 items)		
-	39	Is difficult to understand (speech is mumbled or incoherent).
+	42	Takes an active, contributing part in group discussions and/or meetings.
+	44	Listens carefully to instructions or explanations.
+	48	Requests or questions are direct and straightforward.
+	53	Looks at the person he is talking to.
FACTOR 12: <u>INSIGHT vs. UNAWARENESS AND INDECISIVENESS</u> (6 items)		
+	75	Actively engages in problem-solving behavior related to personal, family, or social problems.
+	76	Appraises his own abilities and accomplishments realistically.

TABLE 2 (Continued)

<u>Direction Scored</u>	<u>Item No.</u>	<u>Item Content</u>
FACTOR 12:		
<u>INSIGHT vs. UNAWARENESS AND INDECISIVENESS (Continued)</u>		
+	77	Plans realistically for his vocational or academic future.
+	78	Understands (can verbalize) how to avoid trouble with school officials, police, or other authorities.
+	79	Verbalizes realistic understanding of ways and means of coping with parents and/or home situations.
+	80	Actively engages in problem-solving behavior related to deciding upon and achieving future objectives.
FACTOR 13:		
<u>SOCIAL CONTROL vs. ATTENTION-SEEKING (4 items)</u>		
-	3	Is involved in clowning, horseplay, inappropriate behavior.
+	9	Is well-groomed, clean, and neat in appearance.
-	14	Fails to become quiet or calm down when requested to do so.
-	17	Is excessively loud and noisy at inappropriate times or places.
FACTOR 14:		
<u>ANGER CONTROL vs. HYPERSENSITIVITY (4 items)</u>		
-	60	Is short-tempered and quick to show anger.
-	66	Becomes aggravated or abusive when frustrated or his will is opposed.
-	68	Gets into physical fights.
+	71	Accepts criticism or teasing without flaring up or becoming angry.

ID NO TEST GROUP DATE RATEPS SEX NAME
 37755 PRE 82082 1 MALE BROWN LOUIS

*** FOR FACTOR DEFINITIONS, SEE BCL MANUAL OR THE ***
 *** MANUAL FOR YOUTH COUNSELORS BY DR. CARL JESNESS ***

SELF APPRAISAL T SCORES															
	-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-	-9-	-10-	-11-	-12-	-13-	-14-	
FACTOR	UMOBTR	FRIEND	RESPON	CONSID	INDEPE	RAPPOR	ENTHUS	SOCIAL	CONFOR	CALMNE	COMMUN	INSIGH	SOCCON	ANGERC	FACTOR
T SCORE	52	77	70	76	63	69	44	63	75	27	59	79	63	55	T SCORE

SELF RATED BEHAVIOR DEFICIENCIES (FOR THOSE ITEMS LISTED UNDER EACH FACTOR, SUBJECT RATED OWN BEHAVIOR IN LOWEST QUARTILE)

FACTOR 1 - UMORTRUSIVENESS VS OPTRUSIVENESS

- 6- I GET ANGRY WHEN LOSING AND MIGHT CHEAT TO WIN
- 16- I GET UPSET IF I CAN'T HAVE OR DO THINGS NOW
- 19- I ARGUE OR QUARREL WITH OTHERS

FACTOR 3 - RESPONSIBILITY VS IRRESPONSIBILITY

- 33- I AM LATE GETTING UP OR GETTING PLACES ON TIME
- 34- I HAVE NOT HELPED ORGANIZE TASKS FOR GROUP PROJECTS

FACTOR 5 - INDEPENDENCE VS DEPENDENCE

- 17- I ASK SOMEONE TO TAKE CARE OF MY PROBLEMS WITH OTHERS
- 26- I AM EASILY TALKED INTO THINGS

FACTOR 7 - ENTHUSIASM VS DEPRESSION

- 58- I'M HURT AND WANT TO GET AWAY WHEN CRITICIZED OR FRUSTRATED
- 67- I AM NOT CHEERFUL

FACTOR 8 - SOCIABILITY VS POOR PEER RELATIONS

- 72- OTHERS AGITATE AND TEASE ME

FACTOR 9 - CONFORMITY VS NONCONFORMITY

- 43- I STEAL OR TAKE THINGS WITHOUT PERMISSION

FACTOR 10 - CALMNESS VS ANXIOUSNESS

- 47- I AM HURT OR ANXIOUS WHEN I'M CRITICIZED
- 52- I HAVE TOLD OTHERS I WAS NERVOUS OR UNABLE TO SLEEP
- 55- I DON'T HAVE A GOOD OPINION OF MYSELF

FACTOR 12 - INSIGHT VS UNAWARENESS AND INDECISIVENESS

- 79- I DON'T UNDERSTAND JUST HOW TO GET ALONG AT HOME

FACTOR 13 - SOCIAL CONTROL VS ATTENTION SEEKING

- 3- I CLOWN AROUND OR ACT UP WHEN I SHOULDN'T

FACTOR 14 - ANGER CONTROL VS HYPERSENSITIVITY

- 68- I GET INTO FIST FIGHTS

Figure 4. Standard Output for Self-Appraisal BCL

• • • JESNESS BEHAVIOR CHECKLIST • • •

SCHOL/AGENCY - NRCC BOYS

INST-(102)

ID NO YFST GRGUP DATE PATERS SEX NAME
31786 P81 P2082 1 MALE ANDERSON DAVID

*** FOR FACTOR DEFINITIONS, SEE BCL MANUAL OR THE ***
*** MANUAL FOR YOUTH COUNSELORS BY DR. CAPL JESSESS ***

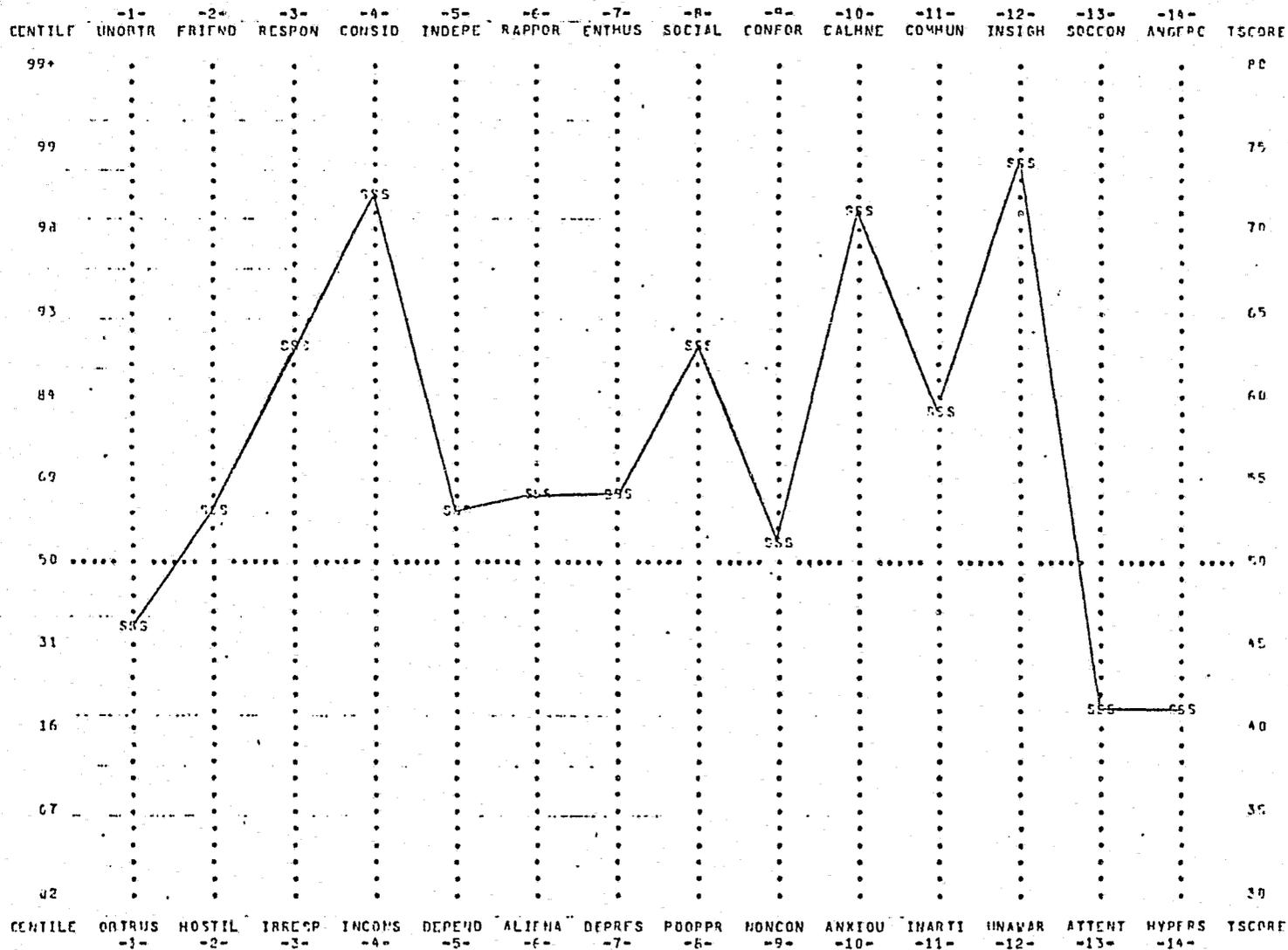


Figure 5. Example of BCL Self-Appraisal Output

ID NO. TEST UNIT DATE TYPE
 96940 PRF 02 11371 1

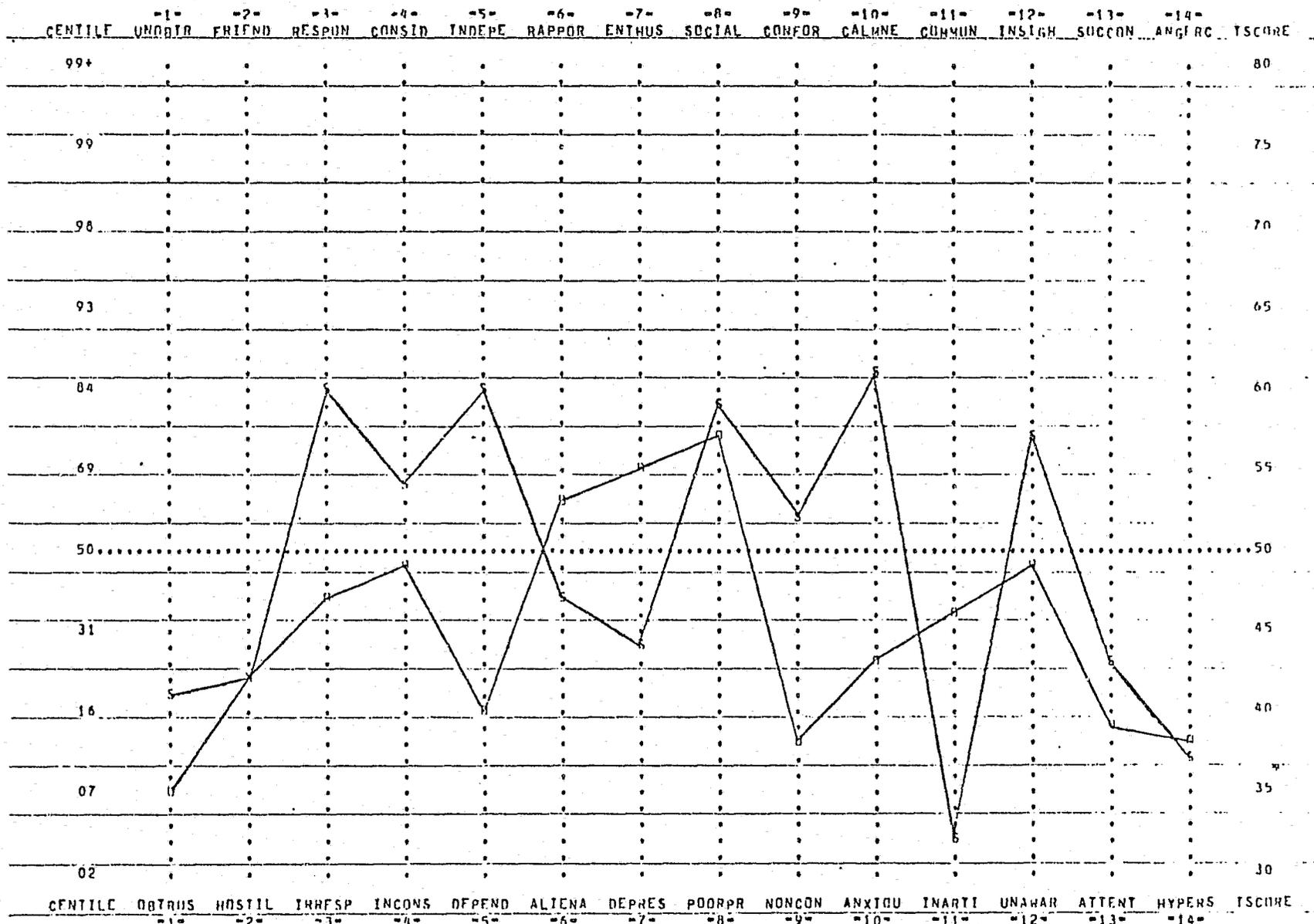


Figure 6. Example of BCL Observer and Self-Appraisal Output.

CHAPTER III

The Jesness Behavior Checklist (Short Form)

This short form of the Jesness Behavior Checklist (BCL) was adapted from the longer, 80-item Jesness Behavior Checklist in order to provide a more convenient and economical method for measuring behavior change. Because of its brevity the measure can be used as an initial screening device, as well as a periodic means of assessing change. The checklist consists of thirty items. Twenty of the items, those on the Unobtrusiveness and Responsibility scales, were selected for inclusion because of their empirically-demonstrated relation with successful community adjustment (all correlated with parole performance). The ten items on the Confidence scale do not show any relation to success or failure on parole, but were included because changes in behaviors related to anxiety and/or lack of confidence are frequently stated as outcome objectives in treatment and rehabilitation programs. The final selection of scale items was based on the outcomes of (a) a factor analysis (principal component with rotation) that included an initial pool of 42 items, and (b) by inspection of reliability data (correlations between pairs of raters, $N = 826$). The checklist provides scores on three scales (Unobtrusiveness, Responsibility, and Confidence), which scores may be summed to arrive at a total score indicative of overall social competence.

When possible two or more ratings should be obtained from independent observers and the scores averaged. However, if only one rater has had an adequate opportunity to observe the client, that single rating may be more

reliable than the combined rating of several raters who are not familiar with the client.

There are two forms of the BCL-Short Form, a Self-appraisal Form and an Observer Form. They may be used independently of one another, or in combination, with both observer and self-appraisal scores shown on the same profile. Those using the self-appraisal form will become aware of a general tendency for self-appraisal scores to be somewhat higher (better) than observer scores.

Administration and Scoring

The BCL-Short Form may be hand scored. The most convenient method is to make scoring stencils which may be placed over the rating sheet. The items are weighted so that a high score is indicative of more positive, desirable behavior. To make items come out weighted in the right direction, the scores that show through the scoring template sometimes need to be reversed. Consequently, those scoring the ratings will need to make sure they attend to the directions for scoring alongside each item. In case you are wondering why the items were not written in the "correct", positive direction in the first place, we can only say that our best efforts have not as yet yielded a convenient way of writing infrequently appearing (usually undesirable behaviors) in a positive way. For example, we do not ordinarily include in a case report such statements as "he/she does not get into fist fights" or "does not threaten to commit suicide." We attend to these behaviors only when they are present, the vast majority of people not being characterized by them.

After raw scores are summed for each scale (and, if more than one rater is involved, the scores are averaged) the youth's behavior in relation to others (in the norm group) can be determined by referring to the raw score to T-score conversion table.

Materials needed for using the BCL (Short-Form):

Observer Form

Scoring Key

Raw to T-Score Conversion

Factor Score Profile

THE BEHAVIOR CHECKLIST (Short-Form)
OBSERVER FORM

The purpose of this checklist is to provide a way of describing another person's behavior. Read each statement and decide whether the person being rated behaves in the stated manner very often, fairly often, sometimes, not often, or almost never. Use the numbers in the box at the top of each page to answer these questions by placing the number in the box next to the item.

Name of person being rated _____

Date _____

Name of rater _____

Job title _____

The Behavior Checklist
(Short Form)
Observer Form

- | |
|------------------|
| 1 - Almost Never |
| 2 - Not Often |
| 3 - Sometimes |
| 4 - Fairly Often |
| 5 - Very Often |

Name _____

Date _____

- | | |
|--|---|
| <input type="checkbox"/> 1. Interrupts others when they are talking, or bothers others who are busy. | <input type="checkbox"/> 16. Wants to get away by himself when things don't go right for him or when people tell him he's done something the wrong way. |
| <input type="checkbox"/> 2. Tells the truth and says things without changing facts or lying. | <input type="checkbox"/> 17. When someone is explaining something to him, he pays close attention. |
| <input type="checkbox"/> 3. Others seem to pick on him and make fun of him. | <input type="checkbox"/> 18. Seems to be upset if he can't have what he wants or do what he wants right away. |
| <input type="checkbox"/> 4. Clowns around, horseplays, or acts up at the wrong time or place. | <input type="checkbox"/> 19. During meetings or in a group of people, he speaks up and adds his feelings and thoughts. |
| <input type="checkbox"/> 5. Works well with others and gets along with others in groups. | <input type="checkbox"/> 20. Is loud and noisy at times or places when he shouldn't. |
| <input type="checkbox"/> 6. When the pressure is on or he has to do something that's hard, he seems to get upset or nervous. | <input type="checkbox"/> 21. Resists authority; argues with or won't go along with what people tell him to do. |
| <input type="checkbox"/> 7. Tries to get others in trouble, by getting them into fights or arguments or by saying things about them. | <input type="checkbox"/> 22. Helps others, even when there may be nothing in it for him. |
| <input type="checkbox"/> 8. Is honest about himself; in other words, knows what he can do and what he can't do. | <input type="checkbox"/> 23. Asks for help from someone even in doing some of the simple, easy things that come up during the day. |
| <input type="checkbox"/> 9. Has told others about being nervous or has a difficult time sleeping at night. | <input type="checkbox"/> 24. Does his work at school or on the job neatly and carefully. |
| <input type="checkbox"/> 10. Agitates or bothers others by teasing, laughing or making fun of them. | <input type="checkbox"/> 25. Is nervous, anxious, or tense. |
| <input type="checkbox"/> 11. Gets angry and upset when he is frustrated. | <input type="checkbox"/> 26. Is a dependable person. Can be counted on to do what he says he will do. |
| <input type="checkbox"/> 12. Can take kidding or teasing without getting upset or nervous. | <input type="checkbox"/> 27. Seems to get anxious and hurt when he is corrected or told he's done something the wrong way. |
| <input type="checkbox"/> 13. Picks on, pushes around, threatens, or bullies others. | <input type="checkbox"/> 28. Takes good care of his own and others equipment and property. |
| <input type="checkbox"/> 14. Other people his age seem to like him; they want him around. | <input type="checkbox"/> 29. Gets started on his regular job or work assignments without needing to be told or reminded. |
| <input type="checkbox"/> 15. Likes to tell others about things he's gotten away with, even some things that were against the law. | <input type="checkbox"/> 30. Gets his work on the job or in school done on time. |

THE BEHAVIOR CHECKLIST (Short Form)

Scoring Stencil for Observer & Self-Appraisal Forms

Scale 1: Unobtrusiveness

<u>Rating</u>		<u>Score</u>		<u>Rating</u>		<u>Score</u>
[]	1.	Score 1=5, 2=4, 3=3, 4=2, 5=1	[]			
[]	4.	Score 1=5, 2=4, 3=3, 4=2, 5=1	[]	[]	18.	Score 1=5, 2=4, 3=3, 4=2, 5=1
[]	7.	Score 1=5, 2=4, 3=3, 4=2, 5=1	[]	[]	20.	Score 1=5, 2=4, 3=3, 4=2, 5=1
[]	10.	Score 1=5, 2=4, 3=3, 4=2, 5=1	[]	[]	21.	Score 1=5, 2=4, 3=3, 4=2, 5=1
[]	11.	Score 1=5, 2=4, 3=3, 4=2, 5=1	[]			
[]	13.	Score 1=5, 2=4, 3=3, 4=2, 5=1	[]			
[]	15.	Score 1=5, 2=4, 3=3, 4=2, 5=1	[]			

THE BEHAVIOR CHECKLIST (Short Form)

Scoring Stencil for Observer & Self-Appraisal Forms

Scale 2: Responsibility

Rating

Score

Rating

Score

2. Score (same as rating)

17. Score (same as rating)

5. Score (same as rating)

8. Score (same as rating)

22. Score (same as rating)

24. Score (same as rating)

26. Score (same as rating)

28. Score (same as rating)

29. Score (same as rating)

30. Score (same as rating)

THE BEHAVIOR CHECKLIST (Short Form)

Scoring Stencil for Observer & Self-Appraisal Forms

Scale 3: Confidence

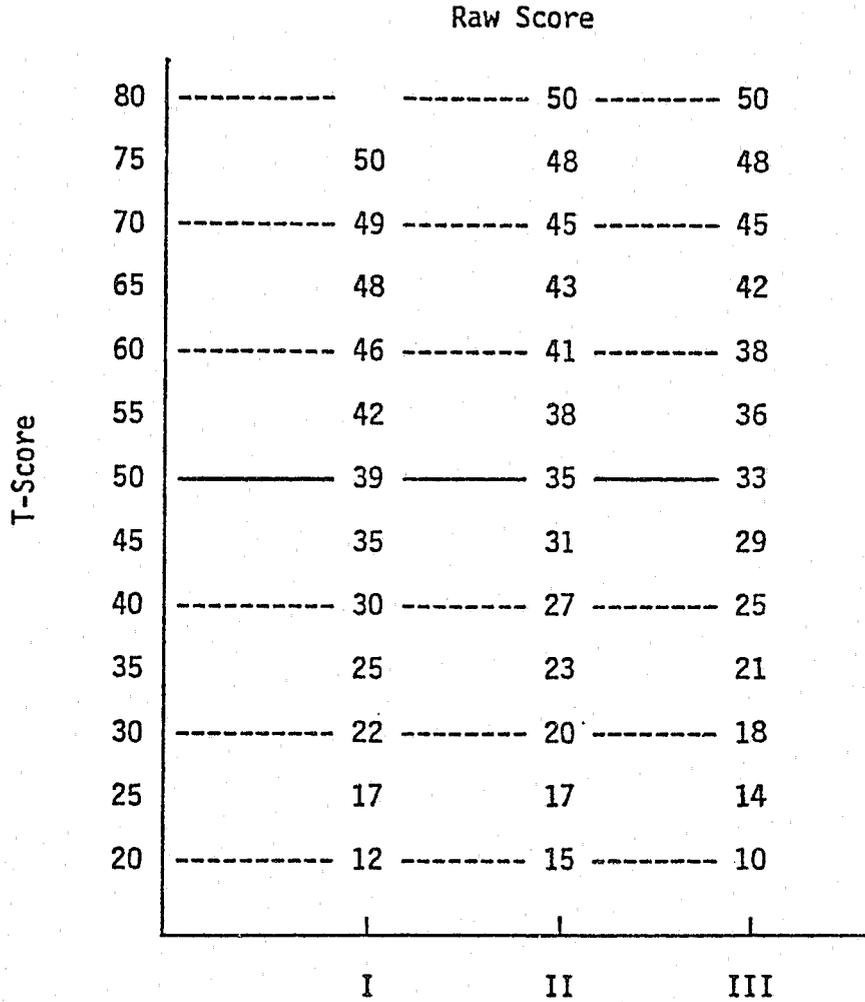
<u>Rating</u>	<u>Score</u>	<u>Rating</u>	<u>Score</u>
[]	3. Score 1=5, 2=4, 3=3, 4=2, 5=1	[]	16. Score 1=5, 2=4, 3=3, 4=2, 5=1
[]	6. Score 1=5, 2=4, 3=3, 4=2, 5=1	[]	19. Score (same as rating)
[]	9. Score 1=5, 2=4, 3=3, 4=2, 5=1	[]	23. Score 1=5, 2=4, 3=3, 4=2, 5=1
[]	12. Score (same as rating)	[]	25. Score 1=5, 2=4, 3=3, 4=2, 5=1
[]	14. Score (same as rating)	[]	27. Score 1=5, 2=4, 3=3, 4=2, 5=1

BCL Short Form
Raw-to-T-Score Conversion Table

<u>Raw Scale</u>	<u>T-Scores</u>		
	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>
10	18	15	22
11	19	16	23
12	20	17	24
13	21	18	24
14	22	19	25
15	23	20	26
16	24	22	27
17	25	24	29
18	26	27	30
19	27	29	32
20	28	31	33
21	29	33	35
22	30	34	36
23	32	35	38
24	33	36	39
25	35	37	40
26	36	38	41
27	37	40	43
28	38	41	44
29	39	43	45
30	40	44	46
31	41	45	48
32	42	46	49
33	43	48	50
34	44	49	51
35	45	51	53
36	46	52	55
37	48	54	47
38	49	55	59
39	50	57	61
40	51	59	63
41	53	61	64
42	54	62	65
43	56	64	67
44	57	66	69
45	58	69	71
46	60	72	72
47	62	74	74
48	65	76	76
49	70	78	78
50	75	80	80
\bar{M}	3.79	3.40	3.21
Med.	3.90	3.40	3.30
S.D.	.77	.66	.69

Norm group consisted of observer ratings made on 754 subjects in the Youth Center Research Project (CYA wards).

THE BEHAVIOR CHECKLIST
(Short Form)
Factor Score Profile



Enter raw scores in appropriate column for each factor to determine T-Scores.

Factors	Raw Score	T-Score
I Unobtrusiveness	_____	_____
II Responsibility	_____	_____
III Confidence	_____	_____

Name _____ Date _____

Name of Rater _____

CHAPTER IV

Background and I-level Theory

This chapter describes the original I-level theory, the major milestones in the development of the Jesness Inventory classification system, a discussion of the new emphasis on subtype rather than level, and presents a revised subtype terminology. Because some confusion may result from the publication of yet another I-level classification manual, a brief recapitulation of the major milestones preceding the development of the current system is in order.

- 1957 - I-level theory first described (Sullivan, Grant & Grant, 1957).
- 1959 - First experimental study matching I-level subjects to treaters in the Camp Elliott Study (Grant & Grant, 1959).
- 1961-1964 - The first phase of Community Treatment Project (CTP) during which the I-level subtypes were developed, then refined through an iterative clinical process using data from interviews as well as feedback from social workers and parole agents working over periods of many months with delinquent youths.
- 1965 - The first analysis of the responses of youth of different subtypes to items on the Jesness Inventory was performed based on 206 "ideal" cases classified as to subtype by staff of the CTP project. The

first discriminant function analysis run on these data indicated that such a statistical classification procedure was feasible.

1965-1968 - The Preston Typology Study (Jesness, 1965) during which the first semi-mechanical method to derive subtype was used. Probabilities from the Jesness Inventory discriminant function along with responses to a sentence completion test and a semi-structured interview were used in making the classification decisions. The classification was based on subjective (i.e., clinical) combination of these data. During this study a "bootstraps" operation (Cronbach & Meehl, 1955) was initiated during which new cases were classified with increasing dependence being placed on the Inventory probabilities. These newly classified cases were then added to the validation sample and the item analysis and discriminant function rerun. This iterative process was repeated three times.

1971-1972 - The aim of the Sequential I-level Classification Project was to develop a completely mechanical non-subjective system for deriving I-level. The Sequential I-level System that resulted relied most heavily on the probabilities from the Jesness Inventory supplemented where needed with scores on the self-appraisal Behavior Checklist. The combination of data was accomplished by use of explicit rules.

- 1974 - Publication of the Sequential I-level Classification Manual (Jesness, 1974) which included validity data on the system. A complex computer program was needed to derive the discriminant function solutions for both the Jesness Inventory and the Jesness Behavior Checklist (Self-appraisal Form).
- 1981 - Revision of the Sequential I-level Classification System using a simplified scoring procedure that enabled the subtypes to be derived by hand-scoring. This necessitated rewriting the "cookbook" tying empirical data to the subtype descriptions.
- 1983 - Development of an option for a computer scoring of the system. Publication of a new manual titled Jesness Inventory Classification System.

I-level Theory

I-level (for Integration level or Interpersonal Maturity level) theory as originally described (Sullivan, Grant & Grant, 1957) postulates a normal childhood developmental progression, starting with a level of minimal perceptual differentiation between self and others, and culminating at the highest level with a maximum level of differentiation of the environment and concomitant integration of these perceptions. The theory is largely cognitive. The individual's perception of his world is constantly being shaped by his/her unique and ever-changing personal cognitive lens. This perceptual framework colors all the individual's perceptions and, consequently, his/her responses to the environment. Progressively higher levels of integration are characterized by (a) finer and more accurate discriminations among

persons, (b) greater self-awareness, including an increased and more accurate understanding of the motivations of self and others, (c) greater reliance on internalized values as guides to behavior, (d) increased autonomy, and (e) increased integration of percepts into a unified frame of reference.

While seven theoretical levels were originally described, in actual practice it was found that almost all youths were functioning at levels II, III, and IV. In fact, so few individuals were identified at or beyond level V within our original delinquent sample that a validation group could not be formed. Consequently, the classification system provides classification at levels II, III and IV only.

There are certain modes of perception and ways of looking at the world that are characteristic of each level. Persons at the I-2 level of perceptual integration and interpersonal maturity are prone to view the world in rather concrete, black or white terms. Fine discriminations about others are not usual, the characterizations of others tending to descriptions of externals. Those at this developmental level are prone to see others as givers or withholders, and to them a good teacher, for example, may be one who makes life easy for them. When frustrated they may sometimes be overtly aggressive, but the more usual response is passive withdrawal.

Those at the I-3 stage tend to perceive the world in terms of rules and power. They are aware of the rules, and much of their behavior is related to them (getting around them, using them, and/or conforming to them). Finding out where the power lies may be of prime concern, and being within the power structure, especially that of their peers, is a keen desire.

Those at the I-4 level see the world as more complex than do those at level I-3, and are more aware of their own and other's motivations. They are more prone to act in accordance with internalized values and failure to

to so may lead to distress and discomfort. The introspective-introverted youth's usual response to conflict and frustration is to withdraw (internalize); whereas more independent and extroverted youths more often act out (externalize).

The I-5 level of integration of self is achieved by few, but approximated by many. Those at the I-5 level will have achieved an adequate sense of having resolved internal conflicts, with any remaining problems stemming primarily from conflicting values. But as we mentioned, our measures do not enable us to derive an I-5 classification, very few of whom would be expected to be found in a delinquent (or any other) sample.

I-level Subtypes

Within each of the three levels, staff of the Community Treatment Project identified subclasses of individuals who responded differently to the intervention efforts of caseworkers and who appeared to get along better with caseworkers having identifiable work styles. Early in that project an iterative clinical process was begun during which modifications and refinements were made in defining the salient characteristics of these subtypes. Ultimately, two subtypes were identified within level II, three within level III, and four within level IV. Once the subtypes had been defined the primary source of information used in arriving at a classification was a lengthy interview. The essence of the interview format (as revised for use in the Preston Typology Study) and typical responses for each subtype are presented in Appendix A. Study of this information can give the user of the system an idea of the kind of responses to expect in an interview or group working situation.

The next chapter of this manual describes the revised procedure for arriving at subtype classification by means of the Jesness Inventory. In the interview procedure, attention was first paid to deciding the I-level of the person, then having decided the level the interview focused on the subtype decision. The Sequential system was similar in that the first statistical formula determined level, then the formulas for determining subtype within each level were applied. The system described here focuses directly on determining subtype. Although our data show that most persons will still be classified into the same level as previously (67% agreement with CTP level classification, and 81% agreement with Sequential level) there will be more instances found in which the individual will show psychological and behavioral characteristics of the subtype but, to those familiar with previous systems will appear to be at the "wrong" level. Subtype rather than level has become the primary focus of classification.

This tendency to deemphasize the importance of level, is also fostered by the use of normalized T-scores as the basis for classification. The use of T-scores normed for each age has the effect of insuring that, similar to an IQ test, approximately the same distribution of subtypes will be found at all ages of a given population. There will, for example, be roughly 15% NAs in a sample of serious delinquents and 30% NAs in a sample of nondelinquents regardless of the youth's age. Obviously, as is true for an IQ test, NA youths 16 years of age will be more "mature" and intelligent (in the sense of their fund of knowledge and vocabulary) in an absolute sense than will NA Youths who are ten years of age having the same IQ. (Consequently, for some purposes the researcher may wish to score the test using 16-year norms at which point there are minimal changes in the item response patterns with increased age.)

What implications regarding I-level developmental theory follow from this procedure? To some extent the T-score normalizing procedure disregards the original I-level theory. Unless the assumption is made that progression to higher I-level states is largely accomplished very early, say by age 10, the use of standardized age norms reduces the system's sensitivity to the possibility of measuring further developmental changes. We have ignored the issue by concentrating our attention on the validity of the subtype classifications in the belief that these are enduring core personality types (genotypes) that are identifiable at an early age and, though modifiable, have continuity over the years. Thus, the adequacy or the heuristic value of I-level developmental theory and the concept of stages of development has become somewhat irrelevant with respect to the usefulness or lack of usefulness of the classification system itself. One need not, in other words, buy into the viability of I-level theory to acknowledge the empirically demonstrated validity and usefulness of the classification. There are certain implications that follow from this. For example, the goal of treatment intervention becomes more that of modifying the behavior of persons of a given subtype to more resemble nondelinquent, well-functioning individuals of that particular subtype than that of attempting to stimulate the movement of a person along a developmental scale from, for example, the I-3 to the I-4 level. A long-range research objective consequently becomes that of identifying the most salient characteristics that distinguish well-functioning persons of a given subtype from maladjusted or antisocial individuals of that particular subtype. It is a matter of deep curiosity, for example, to understand the circumstances and particular personal characteristics that enable some I-2 level persons to function adequately in our complex society.

A truly differential delinquency causal theory would not seek to explain why youths become delinquent, but why some Conformists, or Undersocialized, or whatever type of youths become delinquent while others do not. It would, incidentally, be equally informative to discover that the basic causes in each instance were the same; but thus far no single theory of which we are aware has appeared satisfactory in this regard.

Nomenclature

Because the I-level system was developed as a procedure for classifying juvenile delinquents, the original subtype labels had a strong clinical/psychiatric flavor. The nomenclature was appropriate for youths who were at one end of the behavioral continuum--the maladjusted end. But for use with nondelinquent youths or those with minor behavioral problems finding appropriate alternative subtype labels seemed necessary, for most youths are neither delinquent nor seriously maladjusted, and the system has been and will undoubtedly continue to be used within a general population. The alternative labels we have chosen have not entirely met our objective of being neutral and value-free; some also imply an end state rather than a general disposition. But they were the best we could come up with, and are preferable as descriptive of the subtypes absent clear indications of delinquency or other problems. In order to maintain continuity in the I-level system, however, we have retained the old symbols. Listed below are the conventional I-level subtype designations, the symbol for each, and the modified Jesness Inventory Classification terminology.

<u>Conventional Label</u>	<u>Symbol</u>	<u>New Label</u>
I-level 2		
Unsocialized, aggressive	I-2 AA*	Undersocialized, active
Unsocialized, passive	I-2 AP	Undersocialized, passive

I-level 3

Immature conformist	I-3 CFM	Conformist
Cultural conformist	I-3 CFC	Group-oriented
Manipulator	I-3 MP	Pragmatist

I-level 4

Neurotic, acting-out	I-4 NA	Autonomy-oriented
Neurotic, anxious	I-4 NX	Introspective
Situational emotional reaction	I-4 SE	Inhibited
Cultural identifier	I-4 CI	Adaptive

*The minor inconsistencies in the labels and symbols resulted from some early modifications in the terminology. Originally the I-2 AA and I-2 AP were called "Asocial, aggressive" and "Asocial, passive." Similarly the "Immature Conformist" and "Cultural Conformist" were labeled "Conformist, Immature" and "Conformist, Cultural", but these terms proved awkward in verbal communication.

CHAPTER V

Jesness Inventory Classification System

This chapter describes the Sequential I-level Classification System as revised for hand-scoring. Designed originally as a procedure for the classification of juvenile delinquents, I-level classification based on the Jesness Inventory has been used with a variety of clientele, including adults as well as children and adolescents, and by a variety of professionals including mental health personnel, school psychologists, and social workers. But it has not been used as much as we feel it should have been, and research by others outside the California Youth Authority has been scarce. One of the major constraints on its use had been the need to send the raw data to a scoring service where a complex computer program solved the intricate formulas involved. The cost and, particularly, the time involved in the mailing and processing of the Jesness Inventories (JIs) virtually ruled out its use by those working in diagnostic situations where obtaining classification data on a timely basis was essential.

The authors have sought for some time to develop a hand-scoring procedure that would duplicate exactly the product derived from the computer program. That has not proved feasible; the computer program is too complex. It generates a set of probabilities based on several discriminant function formulas that combine scores on 19 scales--the ten JI Trait Scales (Social Maladjustment, etc.) along with nine special subtype scales developed for the purpose of I-level subtype classification. The latter scales were an essential part of the computer program and were most heavily weighted in the

Following the item analyses, age-norms for each scale were established based on the responses of a second sample of 2,000 delinquent youths most of whom had been tested at a California Youth Authority reception center. The raw-score to T-score conversion tables are included as Appendix C. (These tables are also contained in the computer program.) It had not seemed likely to us that a simple profile analysis of scores on these scales would yield classification decisions that would closely approximate the results from the discriminant classification program, but our data show that it does.

Table 3 shows the average T-scores obtained by Preston youths of the nine subtype groups on the empirically derived subtype scales (all subjects were classified and included even though a dual classification was called for). As one would expect from the manner in which the subtypes are defined,

TABLE 3

I-Level Subtypes: Mean T-Scores on Subtype Scales
Preston Sample

Subtype	n	Subtype Scales								
		AA	AP	CFM	CFC	MP	NA	NX	SE	CI
AA	51	<u>70.5</u>	64.7	32.1	61.1	42.3	54.0	42.6	31.1	33.3
AP	101	63.6	<u>70.2</u>	42.2	54.2	38.5	43.2	48.9	35.7	35.6
CFM	195	44.3	48.4	<u>63.0</u>	49.0	53.0	38.1	47.4	55.2	55.4
CFC	189	57.0	55.2	47.3	<u>62.3</u>	50.0	48.9	38.3	42.1	43.9
MP	167	45.5	44.3	55.0	53.0	<u>64.5</u>	49.5	40.7	53.3	54.5
NA	167	52.5	49.9	41.3	52.9	49.4	<u>63.7</u>	47.6	46.0	47.0
NX	196	50.7	54.7	47.0	39.0	40.8	48.7	<u>63.4</u>	49.6	47.2
SE	32	32.8	32.8	61.5	39.6	59.3	46.5	51.7	<u>68.4</u>	64.0
CI	25	34.6	35.5	63.2	42.8	62.4	47.0	43.2	65.1	<u>69.4</u>

the highest T-score on each subtype scale is obtained by subjects of that subtype. The table is informative in indicating which subtypes are most similar to one another on the basis of the responses to the items on the scales. Those with a primary classification of I-2 AA, for example, most nearly resemble I-2 APs and I-3 CFCs in their responses, and are least similar to the I-3 CFMs. However, in other respects (e.g., overt aggressive behavior), the I-2 AAs are more similar to the I-4 NAs than to either the I-2 APs or I-3 CFCs.

In developing the rules for classification we used the simplest procedures we could come up with that were consistent with the criterion classification and the base rates of the distribution of the subtypes within a delinquent population. Consequently, the rules in most instances require attention to only the two highest T-scores. This should make it possible for a person using the system to arrive at the classification with only occasional reference to the rules after very little experience with them. The low base rates of the AA, AP, CI, SE subtypes was handled by establishing higher minimum T-score values in order for them to be classified into one of these subtypes.

Although this simple procedure does not take advantage of all of the information contained in the Inventory trait and subtype scales, we did not believe that boosting the validity of the classification by a few percentage points was worth the trade-off in the increased complexity that would be introduced by using a more complicated configural set of rules. We also expected that the fewer scales involved, the higher the reliability might be.

With the advent of the hand-scoring procedure it now becomes even more important to reduce the complexity of the system to insure greater uniformity

in procedures. To this end we have dropped the Behavior Checklist from our routine scoring format. For one, the Behavior Checklist program cannot be converted to a hand-scoring procedure such as we have done here with the Inventory. For those not using a computer scoring service this would in essence result in their using one system while those using the BCL would be using another. Thus, the introduction of the term the "Jesness Inventory Classification System" to distinguish it from the Sequential System as well as the I-level Classification as arrived at through interviews.

Classification Procedure

To arrive at the I-level subtype classification, T-scores on the nine I-level subtype scales of the Inventory are recorded and the stepwise rules followed. The rules result in a single subtype classification in 65% of the cases. In the remaining 35%, the procedure results in a dual or multiple classification showing a primary and secondary subtype (e.g., I-4 NX/I-3 CFM). The rules are comprehensive and a classification (either single or dual) will be obtained for about 99% of the cases. For the small number of cases for whom no classification can be made, one may want to readminister the Inventory.

In order to use the rules most conveniently, score sheets can be used on which the subtype raw and T-scores are listed. The score sheet should contain column headings for each subtype, grouped by I-level and row headings for each subject's name or identification number, as shown below:

Name and Age	Raw	I-2		I-3			I-4				Classifi- cation
	T	AA	AP	CFM	CFC	MP	NA	NX	SE	CI	
	Raw										
Age:	T										
	Raw										
Age:	T										

Steps in the classification procedure are:

1. For each subtype scale, count the number of responses in the keyed direction to obtain the raw score (Appendix A). Enter raw scores on score sheet.
2. Convert raw scores to T-scores by using the appropriate conversion table for each age (Appendix B). Enter the T-scores under the appropriate subtype headings.
3. Read the rules sequentially, beginning with STEP I and continuing until a rule instructs to CALL a type. Read each statement. If the statement does not CALL a type, proceed to the next step, or go to the appropriate step as instructed.

The rules are presented below. The reader is encouraged to apply the rules to the examples shown in Appendix D.

Stepwise Rules for Obtaining I-Level Subtype Classification
Using Jesness Inventory Subtype Scale
T-Scores

STEP I: AA and AP Rules

- A. STEP I applies only if either AA or AP is 65 or higher.
Cross out AA and/or AP if less than 65. if BOTH AA and AP are less than 65, cross out, and go directly to STEP II.
 - B. Consider only the higher of the AA and AP scores; if tied, consider only AA (cross out AP).
 - C. If either AA or AP is 70 or higher, CALL AA or AP.
 - D. If either is 65 to 69 AND 5 or more points higher than other types, CALL AA or AP.
 - E. If NOT called AA or AP, go to STEP II.
-

STEP II: SE and CI Rules

- A. STEP II applies only if either SE or CI is 65 or higher.
Cross out SE and/or CI if less than 65. If BOTH SE and CI are less than 65, cross out, and go directly to STEP III.
- B. Consider only the higher of the SE and CI types; if tied, consider only SE (cross out CI).
- C. If either SE or CI is 70 or higher, AND higher than all other types, CALL SE or CI.
- D. If either is tied for highest, go to STEP V.
- E. If either SE or CI is 65 to 69:
 - 1) AND is 5 or more points higher than any other type, CALL SE or CI.

- 2) But is NOT 5 or more points higher (but is still highest or tied for highest) CALL SE or CI as primary and next highest type as secondary.

F. If NOT called SE or CI, go to STEP III.

STEP III: CFM, CFC, MP, NA, NX Rules

- A. If there is a tie for highest score, go to STEP V.
 - B. Pick the highest score: if 4 or more points higher than any other type, CALL that type.
Exception: If NA is highest AND NX score is within 4 points of the NA score, CALL NX primary and NA secondary.
 - C. If none of the above, proceed to STEP IV.
-

STEP IV: Dual DX Rules

- A. Consider all 9 scores.
Exceptions: Ignore (cross out) AA, AP, SE, or CI if less than 65.
 - B. If none of the remaining scores is 50 or higher (rare), the case cannot be classified and should be listed as "No Dx."
 - C. CALL the highest remaining score as the primary Dx; CALL the next highest score as the secondary Dx.
 - D. If there is a tie for highest score, go to STEP V.
 - E. If there is a tie for second highest score, go to STEP VI.
Note: highest score will still be primary Dx.
-

STEP V: Tie for Highest Type

- A. Consider all 9 scores. Exceptions: Ignore (cross out) AA, AP, SE, or CI if less than 65.
- B. If any I-4 type is tied for highest with any I-3 type or I-2 type, CALL the I-4 type as primary and the other type as secondary.
- C. If any I-3 type is tied with any I-2 type, CALL the I-3 type as primary and the I-2 type as secondary.
- D. If there is a tie among I-4 types, CALL in this order: NX, NA, SE, CI.
- E. If there is a tie among I-3 types, CALL in this order: CFM, MP, CFC.

Note: When there is a tie between types, they will be the primary and secondary in a dual Dx and do not have to be 4 points higher than other types.

STEP VI: Dual Dx: Tie for Second Highest Type

- A. CALL as secondary the type that is at the same I-level as the primary type.
Examples: NX-55 NA-53 MP-53 - CALL I-4 NX/NA
CFC-64 MP-63 NA-63 - CALL I-3 CFC/MP
- B. In the case where an I-3 type is highest (but not by 4 or more points) and the other two I-3 types are tied for next highest, CALL I-3U (U = Undetermined).
- C. If the two types tied for second highest are at a different I-level than the highest type, CALL both types as secondary Dx. CALL in the following order:

1) I-4 types NX, NA, SE, CI.

2) I-3 types CFM, MP, CFC.

Example: I-4 NA-55 I-3 MP-54 I-3 CFM-54 - CALL

I-4 NA/I-3 CFM/MP

D. If the two types tied for second highest are at different levels AND neither is at the same level as the highest type, the case should be listed as no DX.

Example: I-4 NA-68 I-3 CFC-65 I-2 AA-65 - No Dx.

CHAPTER VI

Characteristics of Inventory Subtypes

This chapter presents summary descriptions of the characteristics of delinquent youth of each subtype. The first paragraph in each description summarizes the impressions of caseworkers and researchers in the Community Treatment Project as modified over the years by supplementary data on the subtypes based on classification procedures and in the Preston Typology Study (Jesness, 1971) and the Youth Center Research Project (Jesness, 1975). The subsequent numbered paragraphs highlight the most relevant empirical data accruing from a recent study (Jesness and Wedge, 1983). Only the most important (and statistically significant) findings are mentioned. Although these descriptions have relied most heavily on information from the delinquent sample, our data indicate that those descriptions generalize to nondelinquents as well.

AA-Undersocialized, Aggressive (approximately 5% of CYA population; 1% of nondelinquent population).

Persons of this subtype tend to perceive the world in a rather concrete egocentric manner. At times their view of reality may appear quite distorted, and their response may be inappropriate. Persons at this level of development show somewhat limited understanding of interpersonal differences--they often have difficulty understanding and explaining the behavior of others, tending to perceive hostility where none may exist. Their limited understanding of the world may make them feel as if they are passive "receivers of life's impact"--unfortunate things just happen to them. They likewise show little awareness of the impact of their own behavior on others. As a result they may behave somewhat ineptly and have poor relations, often related to their aggressiveness. They also tend to blame others for denying them,

for they are prone to define people as good or bad on the basis that persons do or do not take care of them and/or give or withhold things from them.

1. Profile: Highly elevated, deviant profile (especially on Inventory scales Social Maladjustment, Value Orientation, Autism, Alienation, and Manifest Aggression); above average probability of being seen as suspicious, touchy, and unpredictable.

2. Background: School misbehavior common; usually from a deprived neighborhood. Highest self-reported delinquency, fighting and drug use.

3. School/Achievement: Negative attitude toward school and teachers. Would usually prefer not to attend school at all.

4. Perception of Family: Often has distrustful attitudes toward some in his family with perceived lack of mutual affection; open conflict with parent(s) common.

5. Self-concept: Negative, pessimistic, low morale; somewhat aware of feelings of anger and frustration but blames others for problems, and sees them as hostile toward him/her.

6. Authority: Negative, alienated; conflict with authority (police, teachers, counselors, etc.) can be expected; but some concern over the way he treats others.

7. Interpersonal relations: Often seeks clique affiliation but may not be accepted; behavior is most extreme and volatile of any subtype in terms of hostility-aggression; many are irresponsible.

8. Postrelease: Expectations: High risk of failure and chronicity; if violence shown in past, the probability is especially high for continued violence.

9. Suggestions: Establish trusting relationship with authority; needs to improve ability to anticipate and control hostile feelings. Backgrounds of these youths should be evaluated in terms of security/assault potential.

AP-Undersocialized, Passive (approximately 7% of CYA population; 2% of nondelinquent population).

Those who are at this level tend to perceive the world in a rather concrete egocentric manner. At times their view of reality may appear quite distorted, and their response may be inappropriate. Persons at this level of development show somewhat limited understanding of interpersonal differences and they have difficulty understanding and explaining the behavior of others. Their limited understanding of the world may make them feel as if they are passive "receivers of life's impact"--unfortunate things just happen to them. They likewise show little awareness of the impact of their own behavior on others. As a result they may behave somewhat ineptly and usually suffer from poor peer relations. They may also tend to blame others for denying them, for they are prone to define people as good or bad on the basis that persons do or do not take care of them and whether or not others give or withhold things from them. Better adjusted nondelinquent youth of this subtype are typically characterized as friendly, responsive to praise, affectionate, and uncritical. The following were found to be characteristic of this subtype within a delinquent sample.

1. Profile: Generally highest of any subtype on Immaturity, Withdrawal, Autism. Some will be seen as "schizoid."
2. Background: Often from deprived home and neighborhood.
3. School/Achievement: Some school problems; negative attitude toward school; feels teachers don't like him; lowest ability and achievement of all subtypes, especially poor in math.
4. Perception of Family: Lack of trust in parent(s); home and parents seen as mixed-up; strong feelings of being unloved--even hated.

5. Self-concept: Most negative self-concept of any subtype; feel unable to cope, unliked; usually show little insight and many are unrealistically optimistic; prone to complain of nervousness and somatic symptoms.

6. Authority: Negative attitude toward authority (usually not overt); however, seeks attention from those in authority.

7. Interpersonal Relations: Worst peer relations of any subtype with possible exception of AA; feels he is a target of other's abuse (often correctly); may think of running; sensitive to criticism, easily upset, socially immature, and unpredictable.

8. Postrelease: Average risk.

9. Suggestions: Tends to have little hope of staying out of trouble. Needs simple supportive (and protective) institutional and postrelease environment.

CFM-Conformist (approximately 23% of CYA population; 15% of a nondelinquent sample).

The Conformists tend to present few gross behavioral problems. But their general tendency to conform should not too quickly be regarded as totally desirable, for their conformity is not generally the product of a mature decision as to the appropriate behavior demanded of a situation, but rather more the result of insecurity and an attempt to find a formula for coping with the power structure. In other words, the behavior is somewhat inflexible (as is true to some extent of the behavior of others at the I-3 level). Generally, those of this subtype perceive themselves as less adequate than others, even though they more often than not use the term "average" or "normal" to describe themselves. These persons feel they are expected to conform to the standards of those in control, assuming that those in power will overwhelm them if they

do not meet their expectations. Because the conformists' response is to the immediately perceived power structure, their behavior may be seen as somewhat unpredictable, especially by their peers who may not allow them full membership in the peer group. Although many of these persons are rather pessimistic in that they anticipate rejection by adults, they have not given up hope or the expectancy that acceptance will occur and they continue to try to form satisfying relationships. When they fail to gain acceptance through conformity to the actual or perceived demands of others, they may misbehave. Both rejection from others and lack of certainty about what is expected of them can generate anxiety. Although resentment may be present, these feelings, along with feelings of anxiety and insecurity, are ordinarily repressed or suppressed. The dominance of repression and suppression of affect as defense mechanisms may to some extent account for the conformists' blandness and forgetfulness. External appearances and the use of visible symbols of identity with the group are important. Well-adjusted nondelinquents of this subtype will typically be characterized as unobtrusive, cooperative, orderly, agreeable, good-natured, and, very often, "average." The following were found to be characteristic within a delinquent sample.

1. Profile: Generally low except for scales Immaturity and Repression.
2. Background: Not unusual; perceives environment as good; some propensity toward alcohol which can lead to occasional violent behavior.
3. School/Achievement: Positive attitudes expressed re school and teachers although achievement is below average.
4. Perception of Family: Sees family as close, supportive; positive (perhaps unrealistically too positive) about all aspects; family may in fact be somewhat uninvolved and emotionally distant.

5. Self-concept: Generally uncritically positive; does not perceive himself as delinquent; tends to be naive, trusting, (even though they often expect rejection), noninsightful, rigid. Data suggest underlying hostility with which these youths cannot easily cope.

6. Authority: Trusting; positive; they expect punishment to follow disobedience or rebellion.

7. Interpersonal relations: Conforming; follower; unobtrusive; usually responsible (although often forgetful).

8. Postrelease: Slightly better risk than most other subtypes.

9. Suggestions: Does the conformist's need for acceptance by peers get him in trouble? Does alcohol? Creating a prosocial group with which he can identify may be helpful.

CFC-Cultural Conformist (Group-oriented) (approximately 15% of CYA population; 10% of nondelinquent sample.

Persons of this subtype generally consider their lives to be comfortable, effective, and satisfactory. The group-oriented, therefore, see little reason to question their way of life or to seek change in themselves. They rarely admit to serious problems, but when they do, they usually attribute the origin of the problems to the external world (e.g., police, school, teachers, etc.). The group-oriented person's formula for bringing about desired results is through surface conformity with the power structure. But they do not rely primarily on the adult power structure for approval, for many of them are emotionally distant and alienated from adults. They rely for the most part on peers for social approval and satisfaction of needs, for it is the peer group which is most predictable and potent in their eyes. Being in the popular peer group, especially the group that is not too close ("tight") with those

in authority, is of prime concern. If the cultural or subcultural norm is antisocial, much of their misbehavior can be attributed to their attempts to gain or maintain peer acceptance. Where these youths perceive that they can trust the adults' authority they are cooperative. It is only at the extreme that their alienation from adults is apparent and problematic. In contrast to the conformist youth, the group-oriented present the appearance of adequacy and self-control. Well-adjusted nondelinquent youth of this subtype will typically be characterized as sociable, fun-loving, conforming and extroverted. The following were found to be characteristic within a delinquent sample.

1. Profile: Highest peak usually on scale Alienation.
2. Background: Often from deprived home and low income neighborhood; parent(s) sometimes have criminal record, were uninvolved, and provided little supervision.
3. School/Achievement: School problems common; negative attitude toward school and teachers; not motivated for school.
4. Perception of Family: Not critical of family; somewhat defensive and unwilling to talk about.
5. Self-concept: Generally delinquently oriented; critical of others but not self; denies personal problems; low anxiety. Will not usually be seen as in need of psychological services, but with many the facade obscures deep insecurity.
6. Authority: Distrusts adults in general and police in particular (but usually no bad feelings toward supervisors/counselors).
7. Interpersonal: Generally socially secure and imperturbable with peers; alienated and guarded with adults; somewhat inarticulate; passive-aggressive; group-oriented as the classification suggests. Many are irresponsible.

8. Postrelease: Below average probability of success; tendency toward violent crime.

9. Suggestions: A prosocial group could be useful in modifying the values of these youths, whereas individual counseling might not prove as effective.

MP-Manipulator (Pragmatist) (approximately 20% of CYA population; 14% of nondelinquent population).

Pragmatists tend to maintain much the same self-satisfied attitude as do the group-oriented. They, too, tend to perceive the world in terms of power and control, and both subtly and overtly attempt to usurp it. They consider it important to be in the controlling position or at least maintain some control over, or be able to manipulate, those having power. At the extreme, the use of manipulation to satisfy his/her own needs, becomes in itself satisfying; that is, the means become more important than the ends. At the extreme the manipulation is not used only at the appropriate moments, but persistently, even when it seems to be to the person's own disadvantage. Misbehavior in the form of deception, "conning," or instigation is common, for it is one means of outsmarting others. These youths appear to thrive on group discussions and creative work, but a fairly structured environment may be assumed to be more productive in terms of achievement and personal/social development. (That assumption, of course, may be in error. In one previous study these youths, contrary to expectations, showed improvement in a somewhat permissive environment that encouraged group discussion.) The better adjusted youth of this subtype are typically characterized as imaginative, talkative, emotional, fun-loving, adventuresome ("game") and lenient (accepting). The following were found to be characteristic of this subtype within a delinquent sample.

1. Profile: Lowest of any type on Social Anxiety and among the highest on Denial both of which suggest self-confidence and, at the extreme, callousness.

2. Background: Early involvement in delinquency; home/family background not unusual.

3. School/Achievement: Somewhat negative re teachers but more motivated for school achievement than most other subtypes.

4. Perceptions of Family: Generally positive about parents; but for some conflict with father is common, as is overprotection and lack of discipline by mother from whom he has often been able to get what he wanted. Many mothers of MPs are inconsistent, at times rejecting (even sadistic), and at other times accepting.

5. Self-concept: Somewhat cocky and cynical; not inhibited, anxious or shy.

6. Authority: Some distrust of, alienation from, and hostility toward authority that may not be apparent on surface.

7. Interpersonal: Tends to be obtrusive and manipulative with peers although they do not often see themselves this way; some in this group are hostile, sullen, complaining, and suspicious (especially toward male adults).

8. Postrelease: Above average risk of failure; especially prone toward involvement in property crimes (possibly drug-related).

9. Suggestions: Contrary to expectations, insight counseling may be useful, but in a structured, performance-oriented environment.

NA-Neurotic, Acting Out (Autonomy-oriented) (approximately 13% of CYA population; 30%, the most common subtype, within a nondelinquent sample).

Compared with I-3 types, those at the I-4 level more often show more evidence of internalized standards by which they judge their own and others'

behavior. Some youths of this type may, consequently, experience guilt over their failure to live up to these standards. That guilt may be reflected at a rather basic stance that is a cover-up for an early "bad me" image of inadequacy or unacceptability. Those at this level show some ability to look for and understand reasons for their behavior, and show some awareness of the effects of their behavior on others, and others' behavior on them. The autonomy-oriented youth's overt stance is usually one of adequacy coupled with an emphatic striving for independence. Friendships are made on a selective basis. Persons of this type often anticipate a parent/child type relationship focused on attempts to control their behavior. Since they expect others to treat them in an authoritarian manner, they are prone to test adults to determine whether or not they are supportive persons to whom they can relate. Apparently because of their need to cover up a "bad me" image, they are often reluctant to reveal much of themselves or to allow people to become too close to them for fear that others might discover how "bad" they are. When behavior problems occur they are often related to a family problem or to a long standing internal conflict, particularly a conflict involving the internalization of a parental or authority image; consequently they are particularly prone to have problems with authority. They are good at picking out others' weaknesses and using that knowledge to goad them. Staff who are sensitive to that kind of behavior find the Autonomy-oriented youth difficult to work with. Well-adjusted nondelinquent youth of this type will typically be characterized as self-reliant, independent, frank, adventuresome persons. The following are found to be characteristic of members of this subtype within a delinquent sample.

1. Profile: Above average on Autism and Manifest Aggression (i.e., aware of feelings of anger, and sometimes, bizarre thoughts); low scores on Immaturity and Repression.
2. Background: Typically from average (to above) socioeconomic home/environment; prior patterns of running/escape are not uncommon.
3. School/Achievement: Tend to be above other subtypes in intelligence, but often present behavior problems in school (despite generally positive attitude regarding teachers).
4. Perceptions of Family: Most likely type to express strong negative feelings regarding family (especially conflict with father); sees family as lacking cohesion and mutual trust, and as conflicted and argumentative. Realizes he plays a part in family problems.
5. Self-concept: Professes being smart and tough, but is disenchanting and not really sure of self. May be seen as "mixed up" (and may see himself as mixed-up also). Aware of feelings of anger and of being easily upset.
6. Authority: Tend to have hang-ups with supervisors/counselors and others in authority; prone to defy and provoke others.
7. Interpersonal: Prone to threaten others (inclined to get into arguments and some into fights); somewhat nonconforming. Because of their provocative, independent behavior some youths of this subtype are not well-liked by staff.
8. Postrelease: Average risk. More prone than most subtypes to use of drugs.
9. Suggestions: Some staff will find it difficult to work with these rebellious youths, making staff assignments of more importance (that would also apply to other subtypes, especially I-2s, as well, but may be more critical here).

NX-Neurotic, Anxious (Introspective) (approximately 13% of CYA and 17% of nondelinquent populations).

Persons of this subtype are similar to the Autonomy-oriented (NA) in that they have internalized a "bad me" self-image. However, rather than acting out these conflicts or presenting a facade of self-sufficiency, the conflict is more often manifest in chronic anxiety and feelings of inadequacy. Even so, the introspective person's self-description may on the surface be one of actual or potential worthiness or accomplishment. In contrast to those of the NA subtype, these youths place more value upon introspection and investigation of past causes for present problems. Introspective persons also show a greater desire to establish friendship with both adults and peers. They search for understanding persons who can respect them. The introspective youth are as likely as the independent type to expect a parent/child rather than equal relationship with adults, but are more willing to accept considerable parental or adult guidance if it will earn them the approval and personal acceptance they seek. Many are able to criticize themselves for their failings and show some awareness of their relationship between the self-critical feelings and the more primitive "bad me" perception of themselves. The majority of this group will be seen as conforming and responsive. At the extreme, however, they will be seen as confused, dependent, and complaining. Well-adjusted nondelinquent youth of this type will typically be characterized as thoughtful, responsible, considerate, sensitive, loyal, trusting, and mature. The following were found to be characteristic of this subtype within a delinquent sample.

1. Profile: Highest of types on Social Anxiety and lowest on Alienation. Awareness of feelings of anxiety; denies hostility toward or distrust of

adults. Many will be seen as depressed, neurotic, and/or in need of psychological services.

2. Background: More out-of-home placements than other types; above average history of running; parent(s) often rated as having psychological problems.

3. School/Achievement: Generally positive about teachers and school; average or above in achievement.

4. Perception of Family: Tends to see parent(s) as somewhat withholding and unsupportive; home sometimes has been conflictual, mixed up, unhappy. As with the Autonomy-oriented, the tendency is for poor rapport with father (or substitute).

5. Self-concept: Less delinquently oriented than most other types; prone to be shy, nervous and lacking confidence; does not feel well-liked; low morale, usually blames himself for trouble.

6. Authority: Generally positive, wants approval; tends to prefer strict rules, clear limits, orderliness in his environment.

7. Interpersonal: Somewhat easily perturbed; somewhat dependent; more often a victim than a victimizer; not "cool" or hostile, but may think about running (and do so) under peer pressure.

8. Postrelease: Better than average risk for either future property or violent crime (i.e., lower risk).

9. Suggestions: These youths' particular individual hang-ups point to "insight" counseling as the treatment of choice, especially around such areas as sex, for example, where some are insecure.

SE-Situational (Inhibited) (approximately 2% of CYA population; 8% of non-delinquent population).

Persons in this category tend to have high internalized standards. However, they are somewhat lacking in critical awareness and they sometimes respond like I-3 Conformists. Although their defenses are somewhat inflexible, they are able to relate to others in a selective, noncompulsive manner. Their self-image is genuinely positive and prosocial. Although ordinarily they show pride and self-respect, these youths will judge their own misbehavior severely. Well-adjusted nondelinquent youths of this subtype will generally be regarded as organized, responsible, articulate, poised, (i.e., not really very inhibited), but somewhat unimaginative. The following were found to be characteristic of this subtype within a delinquent sample.

1. Profile: Highest score is usually on Denial; above average on Immaturity. Generally, a low, nondelinquent type of profile. Responses indicate that he/she believes that he and others are OK, to the point where he may appear somewhat naive in his optimism.
2. Background: Highest average socioeconomic status of any type (above average neighborhood).
3. School/Achievement: Positive about school and teachers; above most types in achievement and abstract ability; few problems in school.
4. Perceptions of Family: Positive; felt he was closely supervised but allowed some independence.
5. Self-concept: Least delinquently oriented of any subtype; positive self-concept; feels confident and responsible for own behavior; personality shows some naivety, rigidity and lack of discrimination.
6. Authority: Prosocial; mostly positive and trusting of staff.
7. Interpersonal: Unobtrusive, conforming, socially mature, well-liked.
8. Postrelease: Good chance for success (i.e., along with I-4 Adaptive, SEs are lowest risk group); expects to get caught if he breaks the law.

9. Suggestions: It should be worth finding out what circumstances gets this nondelinquent-looking youth in trouble. To what extent is he fooling himself and/or presenting a facade? A few highly delinquent youths (MP? NA?) are able to simulate an SE profile.

CI-Cultural Identifier (Adaptive) (approximately 2% of CYA population; 3% of a nondelinquent sample).

Those in this category have internalized the values of their culture. This may, however, be a subculture that is outside the main stream. Some of these persons perceive inequities and injustices along socioeconomic lines, for example, and may as a result show some antipathy for the larger culture. Those in this group suffer little anxiety and define most problems as conflicts between themselves and society or the environment. They are flexible and can shift roles according to the requirements of a particular situation. They respond to others mainly in terms of their integrity, having little liking for hypocrites or "phonies," and respect for those who stand up for their convictions even though they may not personally agree with those values. Those in this type may commonly be seen as leaders. They adapt well to any environment. Most youths of this subtype, both delinquents and nondelinquents, will be regarded as above average in their intelligence and personal and social adjustment. The following were found to be characteristic of this subtype within a delinquent sample.

1. Profile: Highest scores are on scales Denial and Repression. According to the youth, almost everything about themselves is rosy, some aspects of society are not.

2. Background: Not unusual.

3. School/Achievement: Positive about school and teachers. On average the highest intelligence and achievement test scores of any subtype. Most highly motivated to achieve of any subtype.

4. Perception of Family: Consistently positive picture presented; few problems; parents provided supervision but allowed youths much independence and freedom in making decisions.

5. Self-concept: Positive about self; optimistic about future; feels confident, responsible and in control of own behavior. Differs from SE primarily in sophistication, skepticism and adaptability. Presumably non-delinquent orientation (but may be opportunistic).

6. Authority: No hangups (on the surface).

7. Interpersonal: Conforming, responsible, socially mature, usually takes a rational approach to problems.

8. Postrelease: Probability of success is best of any subtype (along with I-4 SEs).

9. Suggestions: As with the SE, one must wonder why these youths got into trouble--it might be worth finding out since, even though they are lowest risk group, a fair proportion do recidivate. Again as with the SE, the possibility of profile dissimulation (i.e., faking good) by youths of other subtypes, although not usual, should be kept in mind.

CHAPTER VII

A Procedure for Matching Teachers and Counselors With Students and Clients

It has long been suggested that there may be value in taking advantage of a teacher's or caseworker's individual differences by matching the student or client to the staff. The assumption made is that staff can be more personally satisfied and effective when working with certain types of clients. The same assumption can be made for the student or client. It is reasonable to expect that no matter how extensive the training, a staff member's personality and attitudes predispose him to behave in certain ways. That would also be true of the student/client. Thus, the goal of matching is to utilize the strengths that preexist in staff by selectively matching client characteristics and needs to staff preferences and styles.

There is available an uncomplicated method for matching clients and students with teachers and treaters. The matching is based on the personality type of the client as defined by the Jesness Inventory Classification System (described elsewhere in this manual) and the styles and preferences of staff as evaluated by the Staff Preference Survey. The survey consists of 60 items, resulting in scores on six scales. The items are worded in a straightforward manner and do not represent a personality test on the treater, but rather a means through which to express preferences.

The Staff Preference Survey has been used in several research studies. In the Preston Typology Study (Jesness, 1971), clients were classified and assigned to living units according to their I-level subtype classification. An attempt was made to assign staff to units according to their staff preference scores. During staff panel interviews it was determined that

appropriately matched staff felt more comfortable working in units housing clients of their subtype preference. One empirical finding was the reduction of management problems in living units.

The survey was also used during the Cooperative Behavior Demonstration Project (Jesness, et al., 1975). To test the hypothesis that matching treaters to clients facilitates the development of a more positive mutual relationship (which in turn leads to more positive treatment outcomes) a brief five-item questionnaire was administered to both treaters and clients. Staff were asked to complete the questionnaire from 30 to 60 days after the assignment of all new cases over a period of several months. To augment this sample of 38 probation officers, the questionnaire was also given to 40 county ranch staff, who then rated subjects on their caseloads. The subjects had all been classified as to I-level subtype, but the diagnoses were not known to staff. Neither of these programs had a policy of matching in caseload assignments and, as a result, in only 20 of the 175 pairings did matches by I-level occur.

The outcome questionnaires were designed to measure the degree of positive regard existing between client and treater. Results were that on three of the five items matched caseworkers expressed higher positive regard toward the matched clients. The data substantiate the hypothesis that matching treater with client using the Staff Preference Survey facilitates the development of positive relationships.

However, followup data did not show that clients matched with treaters failed (recidivated) less often than unmatched clients. This may in part have been due to the short duration and minimal contact involved in probation work. It may require longer, closer association between matched client and treater before positive benefits can accrue.

The most convincing data on the effectiveness of matching has come from a recent study that matched students with teachers (Wolfe, 1978). In this study all students completed the Jesness Inventory and were classified as to subtype; all teachers completed the Teacher Preference Survey. One-hundred students were assigned to remedial reading teachers who were matches; one-hundred whose profiles did not match were assigned to the same teachers. After one year, superior gains were shown by the matched students on all three criteria used: reduced truancy, increases on the CTBS Reading subscale, and improved attitudes toward school (measured by the semantic differential).

Although the matching procedure appears to have some merit, a more common use of the Preference Survey may be in its usefulness as a training device. The logistical problems posed by the matching concept are horrendous, and it will only be in the most unusual circumstances that extensive matching is feasible. More often only minor juggling of caseloads or teacher assignments is practical; but even a few exchanges of this sort may help allay major clashes of personality. If no opportunity whatever exists for any realignment of caseload or classroom assignments staff may still profit from becoming more aware of where they stand in relation to their peers along the dimensions tapped by the Preference Survey, and may better adapt their approach and performance expectations to individual youths on their caseloads. The survey itself with scoring key, T-score norms, and interpretive guide are presented in the pages that follow.

Materials needed for using the Staff Preference Survey:

Introduction and Instructions

Items

Answer Sheet

Instructions for Scoring

Scoring Scales

Raw to T-Score Conversion

Guide to Interpretation

Profile Sheet

Interpretation of Results

Introduction and Instructions
Staff Preference Survey

Most counselors and teachers have preference for and believe they work better with certain types of youths. In addition, they have unique counseling or teaching styles based on their experience and their characteristic patterns of behavior. A counselor's knowledge about his/her skills, styles, and preferences can provide a source of strength which may result in greater effectiveness. The extent to which this is achieved will depend in part upon the degree to which staff strengths and preferences are aligned or matched to the needs of the youths.

To accomplish such an alignment based on I-level theory involves two steps: a) measuring the stated preferences of counselors and teachers by use of the Staff Preference Questionnaire, and b) identifying student characteristics through means of a personality inventory.

Instructions

On the following pages are items designed to determine your opinions about a number of issues related to working with youth in the classroom and/or counseling situation. There are, of course, no right or wrong answers to the statements. As a matter of fact, there will be strong differences of opinion among you on most of the items.

Please make your opinions and preferences known on each item, even though there may be a few about which you feel some doubt, or others on which you might wish to qualify your answer. It is best to respond to the items rather quickly and spontaneously rather than to deliberate over the answers for very long. To indicate your response to each item, merely circle the letter on the answer sheet that most closely reflects your reaction to the statement. If you want to add any comment, please do so on the back side of the answer sheet.

1. I dislike working with the type of youths who give up easily and stop trying.
2. Having a person think I am being unfair or overly strict with him/her doesn't bother me.
3. I feel more comfortable working with clients or students who appear calm and composed rather than with those who are more easily perturbed and show their feelings.
4. I find it less satisfying to work with youths who lack insight and seem to have little understanding of themselves.
5. I would describe my style of working with youths as casual and informal rather than strict.
6. In dealing with clients or students, I prefer to be somewhat reserved initially and allow myself to become more informal and friendly after I am better acquainted.
7. If students make a decision about a classroom rule, I would be inclined to take a chance and go along with it, even though I might not fully agree with it.
8. I have the patience to repeat the same thing over and over for a client or student without showing or expressing anger or impatience.
9. I think it is almost always better to impartially discipline those who need it, without a lot of concern for what may have led up to the particular problem.
10. The kind of youths who make me most upset are those who are deceitful and prone to telling lies.
11. Persons with no apparent aim in life or ideas about the future are among the most frustrating to work with.
12. If a youth flares up for no apparent reason, the counselor or teacher should protect him/her from the consequences of his/her own behavior.
13. I find that a successful method of handling behavior problems is to directly confront the youth with the nature of his/her problem.
14. I find it easy to ignore negative behavior and instead recognize the youth's positive behavior.
15. I find it important to protect some youths from situations of difficulty where they might fail or feel unhappy about it.
16. There should be few exceptions to the rules.

17. Youths who try to "con" and manipulate are especially hard for me to like and work with.
18. I feel uncomfortable when I have to let my students/clients know that I am wrong to have made a mistake.
19. I think I am more patient than most with youths who are impulsive and have short attention spans.
20. I think youths who misbehave should be put on some sort of restriction which forces them to consider the consequences of their behavior.
21. I find it easier and/or preferable to work with youths who get on well with their peers than with those who are more isolated.
22. I prefer not to reveal or show weaknesses or personal feelings to the students or clients.
23. I expect my students/clients to follow agreed upon rules without being given a lot of repeated explanations or second chances.
24. I feel that most persons only appear to go along with things in order to get what they want.
25. I prefer counseling or teaching youths individually rather than in small groups.
26. I don't believe that a person has much of a chance of solving his/her problems unless he/she is willing to talk about them.
27. I don't mind working with youths who are prone to argue about or question decisions.
28. I find it particularly tiresome to be with the kind of youth who is constantly seeking attention from me.
29. If a youth misbehaves consistently, I try to find out what problems lie behind his/her behavior.
30. I prefer working with youths who are quick to understand rather than with those who may need repeated explanations.
31. I would prefer working in a situation or classroom where the structure is clear and the limits are tight.
32. I enjoy working with students/clients who others might consider in need of special attention because of their immaturity and/or poor social skills.
33. I don't think I would be bothered as much by noise in a classroom as many teachers seem to be.

34. I prefer to create as permissive a climate as possible in my work with clients/students.
35. If you are open and honest with youths, they will be honest with you.
36. I like to lead group counseling sessions in which the youths discuss their personal problems.
37. I set high standards for my class or caseload and I expect the youths to meet them.
38. I prefer to work with youngsters who are more lively and imaginative even though they are less prone to conform.
39. I think it is better for teachers to let the students know right from the start that they intend to be the boss, rather than be too free with them.
40. I prefer students/clients who can take some initiative rather than those who often need extra help and encouragement.
41. I prefer to share with youths in my care or classroom the responsibility for making decisions about rules (that is, which rules to formulate, what to do about infractions, etc.).
42. I prefer working with fairly "average" youths rather than those who may be more difficult or mixed-up.
43. I have found I can work effectively in a setting where misbehavior is not handled by punishment except in extreme situations.
44. I believe I am able to take a lot of backtalk from youths without getting too upset about it.
45. I find it somewhat discouraging to work with youths who can't talk insightfully about their problems.
46. I prefer to work with youths who try to please staff and look to staff for help, rather than those who act independently or turn to peers for direction.
47. Punishing youths for their misbehavior bothers me more than it does other teachers or counselors.
48. If youths feel angry toward me I prefer that they keep it to themselves rather than show it.
49. I prefer working with youths who can look after themselves rather than those who may need protection from others.
50. I prefer being with youths who keep their personal problems to themselves, rather than those who want to talk a lot about their problems.

51. In most situations where there is a group of people, there must be a "boss," and in a classroom it should be the teacher.
52. I prefer working with youths who have self-confidence rather than those who are lacking confidence and need encouragement.
53. I feel uncomfortable when I must enforce rules with which I personally disagree.
54. I tend to prefer working with youths who are extroverted rather than with those who are more introverted and shy.
55. I would rather let others work with the kind of youths who seem to "fade into the woodwork" and passively go along with things.
56. I find it is particularly difficult for me to be with the kind of youths who are always questioning procedures.
57. I prefer working with youths who are group-oriented rather than those who prefer working independently.
58. I especially enjoy helping quite persons "come out of their shell" and behave more assertively.
59. I give students/clients a lot of freedom to do things their own way.
60. My discipline is good enough to cope with almost any youth assigned to my classroom or caseload.

Staff Preference Survey
ANSWER SHEET

Name _____ Position _____
Date _____ Location _____

Instructions: Please cross out the letter designating your answer to each question.
A = Strongly Agree, a = Somewhat Agree, d = Somewhat Disagree,
D = Strongly Disagree.

- | | | |
|-------------|-------------|-------------|
| 1. A a d D | 21. A a d D | 41. A a d D |
| 2. A a d D | 22. A a d D | 42. A a d D |
| 3. A a d D | 23. A a d D | 43. A a d D |
| 4. A a d D | 24. A a d D | 44. A a d D |
| 5. A a d D | 25. A a d D | 45. A a d D |
| 6. A a d D | 26. A a d D | 46. A a d D |
| 7. A a d D | 27. A a d D | 47. A a d D |
| 8. A a d D | 28. A a d D | 48. A a d D |
| 9. A a d D | 29. A a d D | 49. A a d D |
| 10. A a d D | 30. A a d D | 50. A a d D |
| 11. A a d D | 31. A a d D | 51. A a d D |
| 12. A a d D | 32. A a d D | 52. A a d D |
| 13. A a d D | 33. A a d D | 53. A a d D |
| 14. A a d D | 34. A a d D | 54. A a d D |
| 15. A a d D | 35. A a d D | 55. A a d D |
| 16. A a d D | 36. A a d D | 56. A a d D |
| 17. A a d D | 37. A a d D | 57. A a d D |
| 18. A a d D | 38. A a d D | 58. A a d D |
| 19. A a d D | 39. A a d D | 59. A a d D |
| 20. A a d D | 40. A a d D | 60. A a d D |

Instructions for Scoring Staff Preference Survey

1. Respond to the items of the survey, marking answers on the separate answer sheet.
2. Refer to the scoring key to obtain a raw score for each of the subtype worker scales.
3. How to obtain raw scores:

The response categories consist of four answers (A - strongly agree, a - somewhat agree, d - somewhat disagree, D - strongly disagree). This allows the respondent some latitude in marking his preferences. However, whether the answer is "strongly" or "somewhat," it is scored the same. For example, in scoring the I2 worker scale, if the answer to item 3 was D (strongly disagree) it counts as one raw score point on the I2 scale; if the answer to item 3 was d (somewhat disagree) it is also scored as one raw score point. If the answer to item 3 was A or a, it is not counted at all on the I2 scale.

4. Count the number of items that the respondent answered in the direction indicated for items under I2 worker on the revised scales. This constitutes the raw score for that scale.
5. How to obtain T scores:

Refer to the "Raw to T Score Conversion Table," locate the proper raw score in the left column under I2, and find the T score in the right column.

6. Place both the raw and T scores on the profile sheet. You may wish to draw lines connecting the points marked on each subtype scale. Peaks indicate preferences; valleys indicate incompatible subtypes with regard to the worker's preferences.

STAFF PREFERENCE SURVEY
SCORING SCALES

November 1982

1	2	3	4	5	6
<u>SO</u>	<u>Cf</u>	<u>GO</u>	<u>Pr</u>	<u>In</u>	<u>Iv</u>
1 - d	1 - d	2 - a	2 - a	5 - a	3 - d
3 - d	3 - a	3 - a	5 - d	7 - a	4 - a
4 - d	4 - d	5 - d	6 - a	9 - d	5 - a
8 - a	8 - a	6 - a	9 - a	13 - d	7 - a
11 - d	11 - d	9 - a	10 - d	16 - d	9 - d
12 - a	14 - a	16 - a	13 - a	18 - d	16 - d
14 - a	15 - a	20 - a	16 - a	22 - d	18 - d
15 - a	22 - d	21 - a	17 - d	25 - a	21 - d
16 - d	23 - d	22 - a	18 - a	26 - a	22 - d
19 - a	24 - d	23 - a	20 - a	27 - a	24 - d
21 - d	28 - a	24 - a	22 - a	31 - d	26 - a
23 - d	30 - d	25 - d	23 - a	34 - a	28 - d
26 - d	37 - d	26 - d	24 - a	35 - a	29 - a
28 - d	38 - d	28 - a	27 - a	38 - a	31 - d
30 - d	39 - d	29 - d	31 - a	39 - d	34 - a
32 - a	40 - d	31 - a	33 - a	40 - a	35 - a
33 - a	42 - a	34 - d	34 - d	41 - a	36 - a
37 - d	43 - a	35 - d	35 - d	44 - a	39 - d
40 - d	44 - d	36 - d	38 - a	46 - d	41 - a
42 - d	45 - d	39 - a	39 - a	49 - a	43 - a
43 - a	46 - a	42 - a	41 - d	51 - d	46 - a
45 - d	52 - d	45 - d	42 - d	55 - a	48 - d
48 - d	54 - d	46 - d	44 - a	56 - d	50 - d
49 - d	55 - d	47 - d	47 - d	57 - d	52 - d
52 - d	58 - a	48 - a	48 - a	59 - a	54 - d
55 - d	<u>60 - d</u>	49 - a	49 - a	<u>60 - a</u>	58 - a
<u>60 - a</u>	26 items	51 - a	53 - d	26 items	<u>60 - d</u>
27 items		53 - d	54 - a		28 items
		55 - d	56 - d		
		57 - a	<u>60 - a</u>		
		<u>60 - a</u>	31 items		
		32 items			

Staff Preference Survey
Raw to T Score Conversion Table

Subtype Preference Group											
Scale 1		Scale 2		Scale 3		Scale 4		Scale 5		Scale 6	
Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T
25	78										
24	76					24	81			24	78
23	73	23	78	23	80	23	78	23	81	23	76
22	70	22	75	22	76	22	75	22	77	22	74
21	68	21	72	21	73	21	73	21	72	21	72
20	66	20	69	20	70	20	70	20	68	20	68
19	63	19	66	19	67	19	67	19	64	19	64
18	60	18	63	18	64	18	63	18	60	18	60
17	58	17	60	17	61	17	60	17	57	17	56
16	55	16	57	16	59	16	57	16	53	16	52
15	53	15	54	15	57	15	54	15	50	15	48
14	51	14	51	14	54	14	51	14	47	14	44
13	48	13	48	13	51	13	49	13	44	13	40
12	46	12	45	12	48	12	46	12	41	12	37
11	43	11	42	11	45	11	43	11	37	11	34
10	41	10	39	10	42	10	40	10	34	10	31
9	39	9	36	9	40	9	36	9	32	9	29
8	37	8	33	8	37	8	33	8	30	8	27
7	35	7	30	7	33	7	30	7	28	7	25
6	33	6	27	6	30	6	26	6	26	6	23
5	31	5	24	5	27	5	22	5	24	5	21
4	28	4	22	4	23	4		4		4	

Norm sample includes 95 California correctional staff and 88 public high school staff.

Guide to Interpretation of Staff Preference Profile Sheet

The Staff Preference Profile Sheet shows scores achieved on each scale according to a normative population. The profile reflects your score in relation to those achieved by 95 correctional personnel and 88 high school teachers.

The scores along the left side of the profile are "T" scores (standard scores). These can be translated into percentiles. The approximate percentile equivalents for T scores are shown along the right side of the profile.

You should interpret each scale in relation to the others, regardless of the absolute score, although some degree of intensity is indicated by the level of the profile. For example, persons whose top score is 55 on the #2 scale, and that is the highest point, would slightly prefer to work with this kind of youth over others. If the score were 70 and no other score was anywhere near, one could feel more confident in assuming that the person would much prefer to work with this kind of youth and the kind of structure implied.

Care should be taken not to over-interpret, for the scores provide only rough guidelines. In addition, extreme caution should be taken not to infer the "I-level" of the staff member from the profile, for there is no relationship whatsoever between the preference score and the person's I-level.

Interpreting the Staff Preference Survey Results

Once the Staff Preference Survey has been administered and scored it may be desirable to provide feedback to staff about the results (this should, of course, not be done in a research study where such feedback might have detrimental effect on the research design). The first step in this process is to refer to the description of the subtypes. These descriptions are a first approximation to understanding the client characteristics that appear most compatible with the staff's interests, personality, and preferred working style. In many instances the staff profile will show more than one single outstanding peak--thus some creative combining of statements will be necessary.

The second step is to refer to the summary statements below. These are a distillation of the items scored under each heading of the profile. As such they undoubtedly oversimplify; they may also somewhat misrepresent the staff's responses since not all staff with the same score will have responded in the same way to exactly the same items. The approximations can serve as a starting point for discussion and further thought about style and preference.

General Interpretation of Preference Styles

Scale 1

Those who receive a relatively high score on this scale agree that they have greater patience and tolerance than most others. They are able to repeat instructions without showing anger. They feel that staff should help protect impulsive youths from the consequences of their own mistakes; are as willing to work with those who are somewhat immature and dependent as they are with

those who are more mature and self-sufficient; feel they can be tolerant of noisy groups of youths; and see themselves as not easily upset. They say they do not feel overly frustrated working with persons who have poor social skills and are demanding of attention, as are many of the Undersocialized youths.

Scale 2

Staff who score relatively high on this scale indicate a preference for working with somewhat inhibited, "average", conforming youths who don't argue a lot, tend to be quiet and composed, and who may be somewhat insecure and dependent on staff, characteristics that are, for example, quite typical for the conformist subtype. They indicate they would not be unusually frustrated working with those who are generally not highly articulate and verbal, and may seem to have less insight about themselves than do other youths. These staff are easily able and willing to offer positive reinforcement and encouragement, even for the achievement of limited goals. They say they are not inclined to impose tight limits, yet do not expect youths to work independently without structure and support.

Scale 3

Staff who show relatively high scores on this scale indicate a capability and willingness to work with youths who are oriented primarily to their peer group, tend to keep most personal problems to themselves, and are somewhat psychologically distant from and reserved with adults, a pattern that is common with youths of the group-oriented subtype. These youths are similar to conformity-oriented youths in some respects, but are generally more outgoing, assertive, self-sufficient, and independent. The teachers/counselors high on this scale state that their basic stance is toward the rather strict

and impartial enforcement of rules, with an expectation that the rules will be followed. They prefer an accepting but firm, rather highly structured, staff-centered environment with less permissiveness and autonomy allowed or encouraged initially than would be fostered by some other staff.

Scale 4

Scale 4 is quite similar to Scale 3 in that the classroom/living unit environment preferred by the staff is more structured, and task-oriented than autonomous, permissive, supportive or affiliative. The essential difference between Scale 3 and Scale 4 is in the type of youths seen as compatible. Staff who score higher on Scale 4 see themselves as having somewhat better rapport with youths who are inclined to be more spontaneous, unpredictable, and emotional. These teachers/counselors are not especially upset by youths such as many of those of the pragmatic subtype who may sometimes use others for their own advantage, and who at times may appear self-centered; these staff appear to enjoy youths who are imaginative and lively even though these youths may not be consistently prone to conform to rules or to peer expectations.

Scale 5

In relation to other staff, those who score high on Scale 5 tend to agree that they get greater satisfaction when working with youths who are striving for autonomy, and who can verbalize about and show some understanding of themselves. These staff believe they can be open and honest in their relations with the youths and can be somewhat permissive in their routine. They feel they can share responsibility for decision-making with the youths. These staff indicate that they are not particularly upset by the type of youths who may appear independent and rebellious, and who may at times have

a talent for irritating adults, a talent shared by many youths of the autonomy-oriented subtype. Their basic stance is toward encouraging autonomy in a client-centered, rather loosely structured classroom or living unit.

Scale 6

There is some overlap between Scales 5 and 6, particularly in the extent of structure preferred. Staff who score high on this scale tend a bit more to emphasize the importance of establishing close relations with individual youths. As is true of those high on Scale 5, these staff feel they can function well in a somewhat permissive environment that encourages youths to participate in establishing rules. However, those high on Scale 6 express a slight preference for youths who are inclined to be somewhat introverted, insecure, dependent, and sensitive (like those of the introspective subtype) rather than those who are more assertive, extroverted, and self-sufficient.

CHAPTER VIII

Treatment Approaches With the Jesness Inventory (I-level) Subtypes

In this chapter we present some treatment approaches that may be used when working with the various subtypes as identified by the Jesness Inventory Classification System. Sources of information on the treatment of subtypes are limited. The information presented in this chapter comes from four sources: the Preston Typology Study, a report by Warren and one by Palmer, both of the Community Treatment Project (CTP), and a series of reports from the Differential Education Project. These are listed at the end of the chapter. Also included are items on treatment approaches endorsed by experienced CTP staff in response to a questionnaire given toward the end of the project.

These treatment approaches are offered as suggestions only. They have not been fully validated as successful, and we do not know the degree to which these techniques "change" youths or prevent further delinquent behavior. The Community Treatment Project claimed some success in working with subtypes on parole, but it is unclear whether this moderate success was due to differential I-level treatment or to the reduced caseload parole experience. In the Preston Typology study there was improvement in institutional behavior (as measured by reduced incident reports) but again we do not know if this was a result of differential treatment or to homogeneous (by subtype) living unit assignments. The Preston study did not find differential success on parole over the short-term but did find the experimental program more effective in terms of a long-range followup.

However, these treatment approaches are relative to the I-level theory and, in both the Preston and CTP experience, have been found successful in increasing positive staff-ward relationships. It is agreed that without such relationships, positive treatment effects are unlikely to occur.

Therefore, the following treatment suggestions carry no guarantees of success. They are offered instead as logical approaches to dealing with youths of various personality types in the hopes that they will promote more positive staff-ward relationships and decrease the difficulty faced by staff in understanding the needs of youths placed in their care.

The treatment suggestions emanate primarily from programs in which the youths were grouped by subtype and/or in which staff and wards were matched. Homogeneous grouping of wards and staff-ward matching are infrequent practices in most situations. Therefore, some of the suggested approaches may be difficult to implement or utilize. For instance, some of the approaches suggest establishing a particular atmosphere in a counseling group to enhance its therapeutic value for a particular subtype. What might be an appropriate atmosphere for Cfms, for instance, might be anathema to Nas. Since most treaters will be working with heterogeneous groups of youths, it will be necessary for the treater to use these approaches selectively. Some may prove useful (and effective) when working in one-to-one relationships. Staff will have to decide when it might be appropriate to use some of the approaches suggested for groups.

TREATMENT APPROACHES WITH THE UNDERSOCIALIZED (AA AND AP)

Expected Behavior

The youth classified as an Ap or Aa will in most cases depend on staff for support, protection, and structure. His demands for attention may seem insatiable and efforts to gain attention are sometimes odd, even bordering on the bizarre. The I-2 needs repeated reassurance. When praised, he may initially distrust its sincerity, or may so strongly desire the praise that he will pester staff until it is repeated.

Strong group relationships are unlikely for this youth, and he is often on the periphery of groups or may be excluded or completely rejected by the group. This same lack of group orientation is evident in athletics, where the I-2 does not function well as a team player. When the I-2, passive, does form a relationship, it is in the role of one who needs protection.

This youth may be quite vocal in expressing negative racial attitudes. But these attitudes often lack conviction since he may speak out quite heatedly about racial problems, then mix freely with other races immediately afterwards.

While rarely possessing a cognitive understanding of the motivations of others, the I-2 is often quite aware of and sensitive to the mood state of adults, particularly with respect to feelings of rejection or anger. This youth requires consistent and predictable guidelines and routines. Changes in established routine or the introduction of new staff members may evoke apprehension or some form of hyperactive behavior.

Both the Aa and Ap are easily frustrated and upset. However, during times of crisis or stress, the distinction between these two subtypes

manifests itself: the Ap tends to withdraw while the Aa is more likely to respond in a hostile, disturbed manner, often accompanied by verbal abuse, swearing, and threatening of staff. These moments of emotional upheaval need to be dealt with matter-of-factly and quickly, without the youth interpreting limits on his behavior as hostility or rejection.

Suggested Staff Behavior

Staff need to assume a stance that is benign but authoritarian. Staff must be able to apply limits in a supportive rather than a punitive manner. Patience is an essential quality, since it will be necessary to repeat instructions and explanations. Staff are also called upon to answer what may seem to be peculiar questions posed by the youth.

Staff must be able to accept very small gains in treating the I-2. Honesty and support should be part of the approach, but staff should also be decisive and willing to take quick action, especially in those instances where the youth loses control and threatens others. Any tentative attempts at self-control or self-responsibility should be rewarded.

Treatment Strategies

Because of the I-2's tendency to perceive the world as threatening, the reduction of fear is a primary aim of treatment. To accomplish this, structure provided the I-2 should be supportive and clear. Establishing simple routines and exercising protective staff intervention are primary techniques in creating a nonthreatening atmosphere. The I-2 should be protected from being scapegoated, isolated, or rejected.

Once an I-2 perceives his environment as nonthreatening, he may relax and interact more freely with staff and peers. At this time staff should offer praise and recognition at every opportunity, no matter how seemingly

insignificant the positive behavior. The I-2 often responds more to personal recognition than to material rewards.

Another important goal is the reduction of obvious bizarre behavior. Sometimes bizarre behavior seems to be an attempt to gain attention, while at other times it may be an effort to offend others and keep them at a distance. One method to use here is to ignore or reject the harmless bizarre acts, but punish the youth for that misbehavior which could lead to problems with others. If punishment is used, it must immediately follow the misbehavior. Insistence on conformity should be gradual, with no great penalties for early nonconformity.

Another goal would be to increase responsibility. This youth has been typically unable to function without frequent reminders. Staff should gradually require the youth to plan his own activities, at first for just a few hours, and then for successively longer periods.

It is necessary to instill in the I-2 a greater awareness of the causes of other people's behavior, including a sense of some personal responsibility for that behavior. This task can be approached by frequently pointing out how the I-2's behavior has affected others and how that of others has affected the I-2. The youth's infantile reactions to denial, for instance, may be illustrated in terms of the behavior of small children. Traditional forms of insight psychotherapy are not appropriate. Some simple forms of role playing or psychodrama may be successful techniques here.

Immediate and constant interaction between staff and youth may be a better vehicle for treatment than formal counseling. However, group counseling can be effective if efforts are made to insure that the youth feels a part of the group. The I-2 may want to use formal counseling sessions to criticize or complain about the behavior of others. Where possible, the I-2 should be

made aware of his responsibility for precipitating such reactions in others. Staff should not allow the youth to indulge in self-pity sessions and projections of blame. Staff counseling should include, among other elements, soothing remarks, encouragement, explanations, and perhaps even some joking and scolding.

With the Aa, a specific goal is to help the youth act in a less aggressive manner and to teach him other ways of handling his feelings of frustration and anger. The Ap should be taught to use appropriate aggressive defensive techniques and that he need not be the passive receiver of life's impact.

In the Classroom

Little has developed in the way of specific academic strategies for the I-2. Remedial education is usually required and the youth must somehow be motivated to achieve the basic reading skills seen as minimally necessary to function in the regular world. Tasks should be brief and very simple. The teacher must accept small increments of improvement and use them to give praise and recognition in the hopes of spurring the youth to greater effort.

Staff Stance and Preferred Techniques for Working With I-2s

Those who have worked with I-2s strongly endorsed the following methods and concepts:

1. I am interested in guiding the growth of the ward, and in educating and socializing him. This is my main role.
2. This type of ward will respond better to me alone than when he is in a group. Therefore, much individual contact is called for.
3. The group meetings I conduct are more activity-oriented than discussion-oriented for this type of ward.

4. I make myself very available at virtually all times.
5. I am consistent and predictable.
6. I am open, direct, and honest in relating to the ward.
7. I try to demonstrate--by listening to and acting in the interests of the ward--that I am concerned about him.
8. During early stages of treatment, I refrain from setting up a multitude of rules, because this ward can learn and follow only a few at a time.
9. The demands I initially place on the ward are limited; and, they increase over a long time very gradually.
10. I encourage the development of (and seek out, for the ward) supportive relationships in addition to myself.
11. I try to help the employers, teachers or other persons to give supportive help for the ward's development.
12. I reward the ward for making contact with me--as, e.g., by giving him things and by recognition.
13. I come to the ward's aid in troubles when possible--e.g., at school, or with parents and police.
14. I avoid doing things that are checking-up type behavior. I avoid looking like a cop.
15. I attempt to show--physically--affection and kindness whenever appropriate.
16. I use much interpretation to parents or parent figures to help and support them in dealing with immature behavior.

TREATMENT APPROACHES WITH THE CONFORMIST (CFM)

Expected Behavior

In most treatment situations the Cfm does not appear alienated from adults and, to varying degrees, will seek out or even demand staff attention. Such relationships as are developed with adults or peers will be superficial and lacking in depth. On the other hand, the Cfm is usually quite trustworthy and can be counted upon to be honest and reliable.

The Cfm seems to mix on the edge of groups rather than becoming intimately involved. And yet, the Cfm is easily influenced by peer group pressures. If he perceives that delinquency is the most acceptable kind of attitude within the group, he may tend to exaggerate his own delinquency. This assumed delinquent demeanor may be discarded when in one-to-one contact with staff.

He is prone to think in terms of stereotypes and categorizes people according to such superficial qualities as choice of clothing or music preferences. Normally the Cfm does not possess strong racial antagonism (other than racial stereotyping), but would be susceptible to peer group pressure that promoted racial animosity.

The Cfm usually suffers from limited verbal and abstract ability. He is forgetful and often needs to learn and relearn before being able to retain abstract subject matter. With more concrete tasks, such as learning basic vocational skills, he understands more quickly and remembers quite well.

This youth has limited ability to establish goals on his own and to structure his own time.

Suggested Staff Behavior

Rather than seeking a friend in staff, the Cfm is looking for a kindly parent or older sibling he can trust and who will accept him for his worth.

Staff should be outgoing, tolerant, understanding, and calm. Staff should not feel or exhibit a strong need for control. A good approach to establishing a meaningful rapport is to show both interest in the youth and confidence in his ability to achieve. Staff should be willing to expect very small increments of change from negative towards positive behavior.

Criticism should be used sparingly and rewards for positive behavior be given frequently. Since this youth has probably encountered too much failure in life, staff should be willing to provide a pat on the back for even the smallest effort. In addition, staff should reward participation and intention rather than level of performance or the end product.

Treatment Strategies

A primary goal is to increase the Cfm's awareness of his impact on others and their impact on him. He needs to learn how to positively assert himself with his peers. He should learn to better understand others so he can better predict and relate to others.

The youth should be isolated (to the extent possible) from more delinquently oriented peers. The prevailing atmosphere should be secure and protected, one in which the Cfm could experience success. Structure should be kept simple and he should clearly understand what is expected of him (in terms of behavior) and that lack of compliance will require that he pay the consequences. If punishment is necessary, staff should communicate concern rather than threat.

Since the Cfm feels little concern about his past behavior and will not ordinarily look critically at himself, staff will need to confront him with the fact that he has indeed committed an offense which has led to his being in his present situation.

Individual counseling may not be the best technique. Engaging the Cfm in a serious personal discussion may be unproductive unless it immediately follows a stress situation. Individual counseling becomes more useful once the youth has advanced to the point where he is aware of and willing to discuss and work on his problems.

Small group meetings can be used to encourage the Cfm to look beyond the superficial and learn more about his own motivation and the motivations of others. In the small group setting, the staff member should be in the parent role, with group members as siblings. Emphasis should be on current interpersonal dealings and techniques for staying out of trouble rather than on past history and the reasons or dynamics for his behavior.

In large group or "community" meetings the Cfm may tend to express his "gripes" toward staff and the program. It may be that this may have some therapeutic value since the Cfm would ordinarily be too reserved to express his true feelings in any but the protective situation represented by community meetings.

In general, the Cfm does not manifest gross behavioral or attitudinal problems and therefore does not present the kind of obvious symptoms which program staff may ordinarily be concerned about. Staff may experience some frustration in specifying objectives and strategies of treatment. There are two schools of thought on the nature of the treatment approach. The first entails a positive ego building approach. The second includes confronting the Cfm with his delinquency and to stimulating him in a way to produce anxiety and motivation to change. It would appear that the latter would be more successful if preceded by a period of ego building.

In the Classroom

The teacher should generate a caring and nonthreatening atmosphere. Criticism should be used minimally and demands should be replaced with suggestions for performance. Play down or ignore the negative aspects of behavior and reward positive efforts.

The Cfm needs support, understanding, and approval. To avoid frustrating circumstances for the Cfm, the teacher must try to be available to help him with his problems. The teacher should endeavor not to portray the stereotypic authority figure, but rather to present him/herself as an individual person.

Other than academic improvement, the Cfm needs improvement in his attitudes towards school. He should come to value himself as a person and gain a sense of belonging to the school community. He needs to gain the confidence to express his ideas and ask questions openly, but also must be taught to listen to opposing points of view without withdrawing. His dependence upon adults should slowly be lessened as he gains self-confidence.

Basically, motivation is stimulated through rewards for positive effort. Points, grade cards, and honor rolls are handy devices for providing rewards, as would free time allowed in a "special activities area." If good rapport is established with the Cfm, he may do his work "for the teacher." Ultimately, he must be made to see the importance of doing the work "for himself."

Staff Stance and Preferred Techniques for Working With I-3 CFMs

Those who have worked with Cfms strongly endorsed the following methods and concepts:

1. I am interested in guiding the growth of the ward, and in educating and socializing him. This is my main role.

2. I encourage the ward to be more assertive and to defend himself.
3. Casual, nonformal type contacts with the ward are the best context of interaction.
4. Group meetings should be more activity-oriented than discussion-oriented.
5. I try to demonstrate--by listening to and acting in the interests of the ward--that I am concerned about him.
6. I try to be nonthreatening during early months of the relationship.
7. I encourage the development of (and seek out, for the ward) supportive relationships in addition to myself.
8. I try to help the employers, teachers or other persons to give supportive help for the ward's development.
9. I try to reduce the feeling of pressures which preoccupy this type of ward.
10. I come to the ward's aid in trouble when possible.
11. I set clear and controlling limits for this type of ward.
12. It is very important for me to be open, and not just playing a role.
13. I make every effort to portray myself as someone who is adequate, dependable, and caring in relation to the ward.
14. I help the ward with specific needs and problems, thereby demonstrating my helpfulness or concern.
15. I use current life experiences to help the ward learn the reactions of others to what he does.
16. I try to help protect the ward from peer behavior which would be hurtful.
17. I try to be alert to reward acceptable behavior.
18. I attempt to show affection and kindness whenever appropriate.
19. I get other persons to give some positive feedback to the ward to bolster his self-esteem.
20. I make an effort to point out "good self" qualities in the ward.

21. I attempt to confirm (reinforce) the ward as a capable and worthwhile person by showing positive regard for his abilities.
22. I help the ward by supporting his "front of adequacy" and by saying "you can do it", when I feel the ward can do it.
23. I offer more of a friend than a therapist relationship.
24. I build a relationship by very frequent contacts--during which I talk and make noise in a positive tone to develop a good feeling in the ward regarding my presence.
25. I often share my personal values and things about myself with the ward.
26. I check up on the ward's behavior to see for sure what he's doing.
27. I support positive aspects of job experience, such as earnings and what he learned or did even if the ward loses his job.

TREATMENT APPROACHES WITH THE GROUP-ORIENTED (CFC)

Expected Behavior

The Cfc youth is oriented towards conformity to power and authority and believes that the behavior of his peer group should adhere to the line of least resistance in order to make things comfortable while under control of authority. Conformity, however, is only surface level, and hostile or negative attitudes are never completely repressed. The Cfc may communicate with staff more than might be expected, but interactions tend to remain on a superficial level unless pressure is applied to stimulate more meaningful, problem-oriented, or personal discussion.

This type of youth is very defensive when talking about his family, usually describing the family situation as "all right". This youth prefers to discuss aspects of his present situation, in particular how soon he will be released from the control of authority.

Suggested Staff Behavior

Since the Cfc conforms to a delinquent subculture, where acts against authority are the accepted norm, the Cfc is not especially trustworthy, and staff should be cautious in extending limits or relaxing structure. This youth tends to test authority figures to see just how far he can go. Therefore, personal security is an essential characteristic and staff should be prepared to carry through when they say they intend to do something.

The staff person needs to be able to maintain a position of authority without creating a barrier between himself and the youth. Honesty and lack of a false front are essential and one should be wary of falling into the trap of accepting delinquent peer values in order to ingratiate himself with

the youth. Staff should show acceptance and liking for the Cfc while demonstrating strong disapproval of, and be willing to punish for, misbehavior. In the event that the Cfc perceives that the staff member is truly concerned, he may approach him wanting to relate as child to parent. Here, staff must be emotionally available, willing to play the role of the nurturing parent.

Treatment Strategies

The Cfc should be forced to deal with a challenge to his basic assumption that he has no need to change. He needs to be made aware that he has a problem, and his present circumstances are one result of his problem. Lectures on the pitfalls of delinquency will have little effect on the Cfc. The task is to stimulate anxiety and cause the youth to think in terms of making a change in himself. The youth's conformity to delinquent peers should be examined and the consequences of such conformity should be explained. If the Cfc has much of a prior record, it is likely that he has spent considerable time under the control of authority, that is, on probation or in an institution. This fact can be used to stimulate the Cfc to change. He should be made to see that his anti-authority attitude and allegiance to peers is a primary cause of his problems. As they "mature," many Cfc's tire of being in trouble and especially of being locked up. Staff should promote this feeling and make the Cfc aware of what is necessary to avoid further trouble.

An effort must be made to cause the Cfc to see the desirability of accepting, or at least complying with, society's nondelinquent values. Because the peer group is of such importance to this youth, staff should use the power of the group to stimulate this change in attitude. The youth needs to see

himself as an active participant or helping agent who shares the responsibility for the positive behavior of each individual in the group.

Strong pressure should be applied whenever the youth exhibits delinquent behavior or attitudes. Try to dispel the Cfc's belief that just by serving time in an institution or on parole, he has paid for his crime and cancelled out his responsibility. One way of helping the Cfc to develop concern or anxiety over his status is to not reward conformity per se, but to insist on greater self-understanding and progress toward solving his own problems.

The Cfc may initiate "games of Cops and Robbers." In his self-perceived role as a delinquent, the youth may deem it necessary that he commit some negative behavior to gain status with peers or for the sheer thrill of the risk involved. In this event, it is important that the youth be confronted with his behavior and that he be impartially and fairly punished. Leniency or equivocation here may simply reinforce the youth's negative behavior.

Attempts to develop a relationship with the Cfc may fail and the youth may just go through the motions of being in a treatment situation. Here, staff may need to create artificial problems or conflicts which serve as a means of getting the youth personally involved. In some instances, to get a youth's attention it may be necessary for staff to use power, i.e., strongly negative or punitive intervention.

Large community meetings are considered as successful forums for discussing problems, as are small group meetings. Small groups should operate more as family groups than as strictly therapy or counseling groups. Problems discussed in the small group may be referred back to the larger group for resolution or discussion unless they are individual or very personal problems.

The Cfc's tendency to stereotype others may be reduced by using peer group feedback, role playing, and by rewarding direct interaction with staff. Encourage the youth to try new activities and reward effort and accomplishments. Build self-esteem whenever possible.

In the Classroom

This student is accustomed to failure; therefore, it is important that he be shown that he can learn in order for him to continue to try. The Cfc has little initiative or motivation to do school work. The slightest indication of this kind of behavior must be reinforced.

The Cfc student has not accepted schooling as an important part of his valuesystem. He will characteristically resist getting involved in the school program. He will seemingly accept performance requirements, but if he is not supervised, he will do only what he wants to do. The teacher should insist on minimum requirements, allow the student to voice his objections, but not give in or allow him to feel he can avoid his obligation. A crisis arises for this student when his shortcomings are pointed out and he is told that surface conformity is not acceptable. Another crisis occurs when he loses face in front of his peers.

The teacher should convey the fact that he/she is the authority in the classroom. Limits and controls on conduct in the classroom must be maintained. Rules should be clearly set and consequences established for violations. The teacher should be tolerant of some misbehavior, such as swearing, but should not show weakness. There should be an effort to avoid situations where the Cfc might lose face; emphasis should be placed on praise for effort or accomplishment, with little attention paid to academic failure.

Staff Stance and Preferred Techniques
For Working With Cfcs

Those who have worked with Cfcs strongly endorse the following methods and concepts:

1. I have to deal in terms of external problems due to the ward's denial of internal problems.
2. I expect overt resistance if I press for more contacts per week or month with this type of ward.
3. I encourage, support and reward performance toward treatment goals.
4. I come to the ward's aid in troubles when possible (such as at school, or with parents and police).
5. I help the ward with specific needs and problems, thereby demonstrating my helpfulness or concern.
6. I use current life experiences to help the ward learn the reactions of others to what he does.
7. I set clear and controlling limits for this type of ward.
8. I take actions quickly and decisively when the ward misbehaves.
9. I create distress in the ward by demonstrating the failure of his system of behaving.
10. I check up on the ward's behavior to see for sure what he's doing.
11. I never give up the assurance that I will control the ward by locking him up if necessary.

TREATMENT APPROACHES WITH THE PRAGMATIST (MP)

Expected Behavior

The Mp will actively look for structure and want to know exactly what is expected of him, and what staff plans to do, in an attempt to control the situation and at the same time meet with staff approval. While the Mp appears to have few reservations about talking with staff, a meaningful relationship is not to be expected. Peer relationships, also, will generally be superficial or short-lived.

The Mp tends to be self-centered and will help others only if he can see some personal benefit. He is often irresponsible and needs constant reminders to attend to assigned tasks. On the other hand, given considerable structure and direction, he can be a good worker--for short periods of time.

While the Mp rarely gets into physical fights, verbal fighting may be quite frequent. Arguments and threats are common. Quick to lose his temper with others, including staff, the Mp just as often calms down and returns to his normal state.

The Mp is boisterous, involved in a lot of activity and talking. His conversations include grandiose descriptions of himself, his accomplishments, and his involvement in delinquent activities. And, of course, the Mp expends much effort "conning" or trying to manipulate others, an activity the Mp seems truly to enjoy.

Suggested Staff Behavior

Staff should be confident of an ability to deal with manipulation, and have a good understanding of the characteristics of this subtype. It may be helpful to be a little cynical about people's motivations. The Mp is

particularly capable of soliciting pity for himself and may even turn on the tears to get sympathy. If the staff member is "too full of feelings of tender loving care, he will be taken in."

The staff-youth relationship is not necessarily regarded as an important vehicle for motivating the Mp to change. As a matter of fact, staff in the Preston program believed that most boys who made positive changes were at some point very dissatisfied with staff.

Staff should refrain from establishing a predictable structure in order to avoid creating a power structure that is so clear that the Mp can learn to use it to play one staff member against another. Staff must be able to dispense punishment with aplomb.

Treatment Strategies

The key treatment strategy should be to extinguish the negative manipulating tactics that this type of youth uses for his own ends by refusing to reward manipulative behavior, thereby generating sufficient anxiety to motivate the Mp to reevaluate his behavior. If staff do not actively intervene, the Mp will achieve a comfortable level of adjustment where no desire to change will be present.

The Mp seeks to learn the nature of the power structure in his attempt to subvert or avoid its domination. Therefore, it is deemed necessary to maintain structure in a vague or uncertain manner to raise the Mp's anxiety level to the point where he will doubt his ability to cope on a superficial level and may ask staff for help or at least recognize the necessity for some personal change.

The very fact of manipulation can be used in treatment. The Mp is often quick to point out manipulative behavior in others while he is not

aware of his own efforts to manipulate. Confrontation with the Mp, and discussion of his behavior, can form the basis for some counseling. Once the Mp has shown evidence of attempts to replace his manipulative behavior with more positive methods of interaction, staff should become less confrontive and more supportive.

Staff should also attempt to teach the Mp the difference between positive and negative manipulation. That is to say, not all manipulative behavior is negative, and these skills may be used in a positive manner and in a way which will not hurt other people or the youth himself.

Much of the treatment strategy outlined above has been aimed at dealing with behavior. It should be noted that during the Youth Center Research Project a surprising result was that the Mp showed more positive changes in a psychotherapeutically-oriented program (Transactional Analysis) than in a behaviorally-oriented (contingency contracting) program.

Other treatment goals include reducing the youth's fear of close relationships with others and his inability to directly express dependency needs. One theory states that the Mp tries to keep people from expressing warm feelings towards him because to recognize these feelings would result in his having to look at the relative lack of attention and concern he has received from his own family.

The Mp needs to understand that being controlled by others does not equate with "being destroyed." The Mp boy needs to learn that adult males are not emasculated, pathetic, or phony and that adult females are not treacherous and contemptuous towards males. The Mp girl must learn that adult females are not phony or helpless and that adult males are not invariably brutal or rejecting.

If parents can be included in counseling, staff should assist them in demonstrating concern for the Mp (rather than hostility or rejection) by imposing clear external structure and by handling the Mp's misbehavior directly and immediately in a firm, realistic, and warm manner. The youth should be made to see that parents are involved in his problems, but are not to be totally blamed for all that is wrong.

In the Classroom

The Mp may appear more hyperactive and troublesome in the classroom than other subtypes. But he may also be more energetic and creative. This youth may not even be aware of his loud behavior and the teacher must work to keep this behavior under control.

In the classroom, also, the Mp seeks structure in order to gauge the minimum performance he can get by with. The teacher should not set goals for the Mp too early, but instead should wait until the youth's capabilities are known, so as to avoid setting goals that are too low. Praise for good work needs to be freely and sincerely given. The student should learn that good work is the key to the teacher's approval.

The rules should not be too rigid or traditional. The teacher should endeavor to provide the personal attention sought by the Mp. Students should be allowed to help each other, even talk about things which are not strictly academic. The general idea is to keep the Mp actively involved in the classroom, although it should be made clear that the teacher is in control at all times.

Staff Stance and Preferred Techniques
for Working With I-3 Mps

Those who have worked with Mps strongly endorsed the following methods and concepts:

1. I must help the ward change his view of the world as a power struggle.
2. I have to deal in terms of external problems due to the ward's denial of internal problems.
3. The intensity and consistency of treatment stimuli presented--by me, to the ward--needs to be great.
4. I expect overt resistance if I press for more contacts per week or month with this type of ward.
5. I am careful not to base my expectations on "fronting" verbalizations of the ward during early contacts. I try to get at his realistic and non-superficial interests.
6. I encourage, support and reward performance toward treatment goals.
7. I come to the ward's aid in troubles when possible (such as at school, or with parents and police).
8. I use current life experiences to help the ward learn the reactions of others to what he does.
9. I make the ward responsible for failure to follow through on his agreements to perform, by taking privileges or freedom from him.
10. I set clear and controlling limits for this type of ward.
11. I take actions quickly and decisively when the ward misbehaves.
12. I create distress in the ward by demonstrating the failure of his system of behaving.
13. I check up on the ward's behavior to see for sure what he's doing.
14. I never give up the assurance that I will control the ward by locking him up if necessary.
15. I show the ward I know what's going on in his daily life by relating and reviewing reports from others around him.

TREATMENT APPROACHES WITH THE AUTONOMY-ORIENTED (NA)

Expected Behavior

The Na youth is distrustful of adults and may goad or agitate staff or otherwise test limits. Initially, he will describe himself as having no problems. However, if the Na learns that he can trust and respect staff, it is possible that he may enter into a meaningful relationship. When this point is reached, he is more likely to open up and reveal something of himself and his problems.

The Na is disdainful of larger groups and therefore performs poorly in community counseling meetings. He prefers to develop friendships with a small number of selected peers. Rules tend to be perceived as an annoyance or a challenge. The Na has trouble maintaining his temper and often loses self-control, at which time he may become abusive towards staff. He is, however, capable of quickly regaining composure and may even go so far as to apologize for his behavior.

Suggested Staff Behavior

To work effectively with the Na, it is necessary to gain his respect. Staff must be willing to admit to errors and personal inadequacies. Being honest and avoiding a front of authoritarian adequacy is a critical element in establishing rapport with the Na. Staff should avoid being hypercritical or fault-finding and be willing to be available to any attempt at interaction by the youth.

Since the search for autonomy represents a principle drive of the Na personality, the staff member should not be control-oriented and should be willing to allow the youth the freedom to make choices and decisions.

Treatment Strategies

Long range goals include: to identify, reduce, or resolve internal conflicts; eliminate the Na's felt need for defense mechanisms which keep others at a distance; help to clarify the perception of self; and to change image away from the "bad me" to one of personal worth and acceptability.

To achieve these goals, staff must strive to develop a mutually trusting and reciprocal relationship with the youth. Focusing counseling on behavior (especially delinquency) may be a useless effort; staff should attempt to get at the underlying feelings and problems. This approach may produce an emotional response from the Na; if so, staff should offer support in such a way as to avoid threatening the youth's self-image of independence.

The Na also needs to learn to control his temper and improve his attitude towards authority. The importance of responsibility can be emphasized by giving the boy responsibility, such as by giving him a voice in developing rules or contracts.

Staff have found individual counseling to work better than group counseling since, because of the Na's self-image of adequacy, he has a great deal of trouble discussing problems in front of his peers. Other methods used have included family group therapy with emphasis on the development of insight into conflicts, personal capabilities, and family problems. Initial structure, activity groups, school tutoring, and environmental manipulation (e.g., causing stress situations) may be used as appropriate. With some Nas, staff have found traditional psychotherapy (e.g., Transactional Analysis) to be effective, while others have touted the benefits of a behavioral approach, such as with contingency contracting.

In the Classroom

Even in the classroom the Na operates on the assumption that he is independent and autonomous and beyond the point of needing help from others. Initially, he will be disdainful and may choose a seat furthest from the teacher's desk.

The Na generally has fewer educational problems than other subtypes. However, he suffers from personal and social problems, and if he can gain a better perspective on himself and the world, he can then make more academic progress. His front of super-adequacy may make him think he has all the answers. He must be given alternative ways to save face when he is confronted with his own errors.

The Na, while hostile towards authority and rules, recognizes the need for structure in the classroom, as long as it is reasonable and based on realities. The teacher should not force attention on the Na, but should be available when the youth seeks it. He does not respond well when told to do something, but the desired behavior can be brought about with a well worded request. In addition, it is certain that when attempts are made to present just one course of action, or just one method of doing something, the student will feel the teacher is becoming authoritarian or demanding.

The Na generally works well on his own and, if given a broad outline of what is expected of him, may take it on as a challenge. Praise and criticism must be handled carefully. The Na wants to succeed but he recognizes and resents artificial praise. Further, any criticism or correction must be clearly focused on his work or behavior and not on his integrity as a person.

Those who have worked with Nas strongly endorsed the following methods and concepts:

1. I try to help the ward learn who and what he is--i.e., to resolve adequacy and identity problems.
2. I try to make the ward aware of what is happening in his home and community life.
3. I support or back the ward in getting his age-appropriate rights recognized at home.
4. I try to help the ward be self-sufficient and not feel babied.
5. This type of ward will respond better to me alone than when he is in a group. Therefore, much individual contact is called for.
6. I am open, direct, and honest in relating to the ward.
7. I try to demonstrate that I am concerned by listening to and acting in the interests of the ward.
8. I try to relate to the ward in terms of giving respect as an equal, and also respecting his values.
9. I try to use the ward's internal values to get him to control his behavior.
10. I involve the ward in decisions about himself.
11. I am careful not to base my expectations on "fronting" verbalizations of the ward during early contacts. I try to get at his realistic and non-superficial interests.
12. I make an effort to not dominate but to encourage free expression in interviews.
13. I try to reduce the feeling of pressures which preoccupy this type of ward.
14. I come to the ward's aid in troubles when possible--e.g., at school, or with parents and police.
15. I use crises as times which lead to introspection and further self-awareness regarding conflicts.
16. I help the ward by supporting his "front of adequacy" and by saying "you can do it," when I feel the ward can do it.

17. It is very important for me to be open, and not just playing a role.
18. I help the ward with specific needs and problems, thereby demonstrating my helpfulness or concern.
19. I try to build an identity in the ward's eyes as being something apart from the "establishment."
20. I offer more of a friend than a therapist relationship.
21. I ask questions which lead the ward to evaluate his feelings and goals.
22. I point out how the ward is not meeting his own expectations, and I use this to get at underlying reasons in discussions.
23. I use the ward's acting-out behavior to point out how he is self-defeating.
24. I try to indicate that I understand the feelings and emotional investments of the ward.
25. I often share my personal values and things about myself with the ward.
26. I talk about myself and my feelings about the ward, so as to allow him to know me.

TREATMENT APPROACHES WITH THE INTROSPECTIVE (NX)

Expected Behavior

The Nx youth is usually quite willing to relate to staff. At times, the Nx may even appear demanding of attention, acceptance, and understanding. While the youth often relates in a dependent manner, he is sensitive about being treated as a child rather than as a mature person. At times, the Nx may be overly dependent. He is curious and may constantly question staff about the reasons and logic behind rules and procedures.

The Nx usually demonstrates good reasoning ability and an awareness of other's motivations, except when excited or anxious. During moments of anxiety, the youth may appear to lose this ability to reason.

Fights and other forms of aggression are rare; the Nx is congenial and develops close relationships on a selective basis. However, he dreads making a fool of himself and displays conspicuous feelings of inadequacy and lack of self-confidence. The youth approaches counseling sessions in all seriousness and often attempts to help others work on their problems.

Suggested Staff Behavior

Staff should be tolerant, patient, and willing to discuss problems of a quite personal nature, such as difficulty in the mother-son relationship. Staff should delegate responsibility to the youth and not demand strict conformity which, although easy to obtain, would minimize opportunities for helping the youth to change. Staff who work with the Nx type should be skilled in the use of both individual and small group counseling techniques.

Treatment Strategies

The milieu may be loosely structured to encourage meaningful interpersonal events, which in turn may stimulate therapeutic interaction and discussion. Most Nx youths actually prefer a structured, orderly environment, however, and a loosely structured environment should be encouraged only where staff can use the anxiety generated to constructive ends.

Staff should help the youth find better, more mature ways of coping with anxiety other than the frequently seen withdrawing, escaping, falling apart, crying, etc. Increase the youth's self-respect and encourage him to stand up for himself, even to become a little aggressive (self-assertive) if necessary. Increase his confidence by providing positive experiences in interpersonal relationships as well as in other specific skills areas such as sports and school. The Nx needs a greater awareness of his actual strengths and limitations, needs, and impulses. He needs a more accurate perception of who he is and really wants to be, in contrast to perception of self in terms of definitions and roles he has gotten or accepted from others.

An important objective is to help the boy to resolve family problems. Sometimes the Nx expects too much from parents. In this case, the youth needs to be aware that parents have problems, too. The youth must learn to take care of his own needs because it may be that his parents are not strong enough for him to lean on. Strive to reduce the youth's feelings of parental rejection.

The Nx is often naive, confused, and embarrassed about sex. He may be concerned about sexual inadequacy, homosexual feelings, or sexual connotations in his feelings about his mother. Here, educational films, lectures, or discussions may be helpful.

Treatment can be facilitated by giving the Nx some responsibility. This tends to bridge the social distance between youth and staff. Individual counseling is regarded as the primary treatment technique. The Nx is characteristically motivated to change but feels helpless to do so. All that is needed is a means to enable these changes to occur. Focusing on delinquency is useless without indentifying underlying feelings and problems. During crises or conflict resolution, the Nx will require considerable emotional support.

In the Classroom

The Nx expects there to be rules in the classroom and, while usually a diligent student, may find it "necessary" to break these rules to demonstrate his "bad me." The youth is usually intelligent but has serious gaps in his education due to interrupted school attendance, a tendency to give up if learning is not immediate, and a high anxiety level.

To enhance educational achievement the teacher must reduce the youth's rigidity by exposing him to alternative ways of thinking and doing things. Stirve to enhance self-concept and establish goal-orientation. To create motivation, involve the Nx in planning and making decisions about his course of study.

The Nx has a tendency to bring his problems into the classroom. He may appear unable to work on his assignments or may expect the teacher to spend considerable time discussing the problem. Since this usually takes the form of ventilating, little problem solving is accomplished. As yet, no specific techniques have been developed to handle this situation. The teacher might display his/her sympathy but explain that the classroom is not the place to deal with personal problems--the classroom is where learning is expected to take place.

Staff Stance and Preferred Techniques
for Working With I-4 Nxs

Those who have worked with Nxs strongly endorsed the following methods and concepts:

1. My main goal of treatment is to clear up internal conflicts.
2. I try to help the ward learn who and what he is--i.e., to resolve adequacy and identity problems.
3. I help the ward see his behavior as being related to his guilt and conflicts.
4. I try to help the ward gain independent identity from his parents.
5. I try to help the ward be self-sufficient and not feel babied.
6. The ward's mother typically puts him in a double bind around dependency, which I have to help him see and resolve.
7. I try to use the ward's internal values to get him to control his behavior.
8. I involve the ward in decisions about himself.
9. I stress the help of a relationship rather than the help of "things" such as money, transportation or clothes.
10. I am open, direct, and honest in relating to the ward.
11. I emphasize the use of patience, understanding, and acceptance as means of building a treatment relationship.
12. I try to relate to the ward in terms of giving respect as an equal, and also respecting his values.
13. I try to demonstrate--by listening to and acting in the interests of the ward--that I am concerned about him.
14. I make an effort to not dominate but to encourage free expression in interviews.
15. It is very important for me to be open, and not just playing a role.
16. I try to reduce the feeling of pressures which preoccupy this type of ward.

17. I have to make the ward feel it's safe to stick his neck out--help him overcome his fear of trying.
18. I keep communication clear by clarifying feelings about what is happening between myself and the ward.
19. I use crises as times which lead to introspection and further self-awareness regarding conflicts.
20. I give the ward alternatives and make him decide things for himself.
21. I make an effort to point out "good self" qualities in the ward.
22. I try to indicate that I understand the feelings and emotional investments of the ward.
23. I ask questions which lead the ward to evaluate his feelings and goals.
24. I point out how the ward is not meeting his own expectations, and I use this to get at underlying reasons in discussions.
25. I evaluate the relationship which the ward and I have with the ward--and then talk with him in a direct way about how we are relating.
26. I talk about myself and my feelings about the ward so as to allow him to know me.

TREATMENT APPROACHES WITH THE INHIBITED (SE)

The I-4 Se comprises but a small percentage of a delinquent population. During the Preston Typology Study, the Ses were assigned to the I-4 Nx treatment unit as the program of best choice.

Goals for the Se are to identify and help the youth solve specific social or personal problems which led to his delinquency; help alleviate the stress of any ongoing environmental crisis; and help to develop skills which will help him/her make maximum use of potential.

Staff should be warm, supportive, trusting, accepting of feelings but should make firm demands of no further delinquent behavior. Staff should encourage self-responsibility and make realistic demands for performance and achievement.

TREATMENT APPROACHES WITH THE ADAPTIVE (CI)

The I-4 Ci comprises but a small percentage of a population. During the Preston Study, the Cis were assigned to the I-4 Na treatment unit as the program of best choice.

Experience gained in the Community Treatment Project resulted in the following treatment approaches. A major goal is to eliminate delinquency by 1) changing the content of the Ci's value system or 2) changing the Ci's methods of dealing with the larger culture, i.e., how to meet status and material needs in ways acceptable to the larger culture.

The Ci has potential for doing well in school or on the job if he or she decides to engage in these activities. Encourage and support self-responsibility. Attempts to control should be based on trust; do not "check up" on the Ci since this lowers the Ci's estimation of the adult as a person who respects him.

Staff should be prepared to discuss his own values with the Ci on an equal basis and without being judgmental. Identify potential nondelinquent models for this youth. Family problems are not usually discussed and participation in group treatment does not appear necessary, although the Ci may be helpful in the group.

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*Three additional reports, each by different authors, exist in this series: one for the I-3 Cfc and Mp, one for I-4 Na, and one for I-4 Nx.

APPENDIX A

The I-Level Interview

Although the interview has been superceded by data from the Jesness Inventory as the basis for I-level classification, it can still serve several useful purposes. Firstly, the interview has proven to be a valuable training device in helping persons better understand the I-level subtypes--how persons of the various types tend to perceive and respond to their environment. Secondly, the interview is recommended as a convenient way for gathering information about clients that is useful in treatment. Finally, an interview can in some instances prevent errors in diagnosis. If there is reason to believe the youth being tested was not taking the task seriously, was in some unusual state of mind, or is seen by staff as behaving markedly different from what the Inventory classification would lead them to expect, an interview may prove invaluable. In these instances it is recommended that the Inventory classification be followed by a brief supplementary note documenting the discrepancy. The Inventory classification should not be totally disregarded, however, for it indicates that under some circumstances the individual does respond like members of the subtype shown. In other words the test data must be explained, not explained away. Also, for some research purposes it would be essential that all classifications be derived from a uniform methodology.

The interview format had its origins in the Preston Typology Study (1966). At the time of the study's inception, the established procedure for arriving at I-level subtype designations was that used by the Community Treatment Project staff (Warren, 1966). The procedure involved an unstructured interview (the taped recordings of which were sometimes rated by a second person), a sentence completion test (which was not given as much weight), and a staff meeting at which time the case was discussed. In order to apply I-level classification to the large number of subjects anticipated in the Preston Typology Study, it was desirable that a less time-consuming procedure for classification be developed. In addition to the time factor, the low reliabilities usually reported for interview ratings meant that, if possible,

more precise operational definitions of the interview indicators would be needed, along with greater reliance on psychometric measures.* After some experimentation, a classification procedure was established that combined data from the Inventory along with responses to a relatively brief interview, and a sentence completion test.

On the basis of 200 interviews held during the preliminary phase of the study, a 30 minute semi-structured interview procedure evolved which included most of the diagnostic content areas covered by the CTP interview. While the interviewers were encouraged to pursue leads that arose during the interview, they were always expected to elicit and record the subject's responses, in direct quotes if possible, to the major points of the interview guide, with the aim of reducing some of the unreliability associated with variation in presentation of the stimuli to the subjects, the kind of rapport established between interviewer and subjects, errors in the observation and recording of interview data, and errors in the conclusions reached by the interviewer.** These considerations are sometimes overlooked by both experienced and inexperienced clinicians.

The Preston Typology Interview Guide

What follows is a description of the kind of material that seems most crucial in arriving at the I-level subtype diagnosis from a brief interview.

1. Nature of Delinquency

- a. The interviewer should obtain a fairly detailed description of interpersonal events (not dates or places) surrounding the latest major offenses, especially what led up to the event. This would include events in the home which resulted in his being out of the home; a description of companions, such as whether they were older or younger; an understanding of who took the lead, i.e., whether the subject was the follower or leader in the delinquent activity.

*Guilford (1959) states that when interviews are independent, correlations between interviewer ratings are likely to be in the range of .4 to .5. Schmidt and Fonda (1956) found only 24% agreement between an initial diagnosis made by psychiatric residents of four characterological types and the final staffing classification.

**The purpose of the interview was explained to the subject in realistic terms; that is, as an aid in helping classify the client and assign him to an appropriate program and living unit.

- b. It is useful to determine the boy's understanding of what in general has caused him to be in difficulty with the law over the years; that is, his own explanation for the fact that he is now being treated as a delinquent. It is important here to note whether he considers himself as responsible for his involvement and if he sees himself as as a delinquent, or on the other hand, tends to view the delinquent behavior as unlike himself or unusual or something he can't understand, etc.

2. Friends

Some understanding of the boy's interactions and relations with his peers is often helpful in making a diagnosis. It is important to learn how he feels about the other boys; whether he is usually with others or by himself; whether he goes with long-term, firm friends; whether he was a gang member; or whether he tends to pick up with anyone who will allow him to be in their company. Statements about the kind of boys he prefers as friends and the kind he does not like provide additional clues to the boy's standards and his ability to make discriminations among people. (It is often easy to start the interview by asking the boy how he is getting along in his present environment, whether he has made friends, etc.)

3. Description of Parents

To obtain the boy's description of his parents or parent substitutes, use a fairly standard approach. After inquiring about how he gets along with his parents, simply ask the boy to describe his mother, father, etc. Often this is a difficult task for the subject, and the boy's manner of handling the question provides important clues. The question will often lead into the boy's descriptions of family dynamics, which are also informative.

4. Attitude Toward Life

Ask the boy how he feels about his past life. His ability to assume a critical stance, the complexity of his description, along with the specific content which he considers to have been good or bad, contribute evidence for classification. The subject of school is one subject which may be expected to come up. Get some idea of his reaction to school in the past, particularly about the kinds of problems he had in school, how he reacted to peers and teachers, etc.

5. Self-Description

The boy's self-description is one of the most important kinds of information. Often boys have difficulty in grasping the meaning so that the question may need to be repeated with different leads being provided. Some are: (a) What kind of person are you? (b) How would you describe yourself? (c) What is your personality like? (d) What do you like best about yourself? (e) What things don't you like about the

way you are? If he can't describe himself, which often is the case, ask him how others (mother, father, friend) would describe him.

6. Change from Past (Time Perspective)

Try to determine if he sees himself as having changed in any way over the past few years, if he sees himself as having improved, gotten worse, or stayed the same. Find out how well he can discuss personal material from his past; does he see change as having taken place only recently, etc.

7. Change in the Future

Does the boy see any reason to change himself in any way in the future; and if so, in what way?

8. Awareness of Personal Problems

The boy's self-description and the questions relating to his need to change usually lead into the question of his awareness of having personal problems at the present time. Often the boy does not understand the meaning of this question, and this in itself is important in making a diagnosis.

9. Plans for the Future

This is fairly easy to get at and often comes out spontaneously. It is important to note how realistic the planning is and the extent to which the boy has thought about and made specific plans about his future. Some idea of his values or standards can be gained from this discussion.

10. Subject's Behavior in the Interview

Does the subject tend to lead the interview or does he wait for questions and direction from the interviewer? Is the subject lengthy or brief in his reply to questions? Does the subject appear anxious, depressed, bored, hostile, etc.?

The most expert use of the interview time can only follow from an intimate acquaintance with the characteristics of the various I-level subtypes. When the time available is short, the interviewer must feel free to interrupt long discussions or descriptions which are essentially repeating the same information over and over. Much of the information given spontaneously by verbose subjects is quite irrelevant to classification needs.

SUMMARY OF INTERVIEW RESPONSES

The I₂ Aa: Unsocialized, Aggressive

General Impressions

In the interview, I₂ Aas usually react in one of two ways: (a) they will appear sullen and uncommunicative, perhaps responding to many questions with "I don't know"; or (b) they are active and verbal, expressing either undirected hostility or braggadocio, frequently including statements indicative of bizarre thinking. They frequently refer to their temper, their inclination towards fighting, or towards "getting" people who have disturbed them. Violence is a frequent theme of the Aas' interview discussion. For the most part, they are unable to respond with an adequate answer to most questions and their affect seems inappropriate. The interviewer may, in fact, feel quite uncomfortable with some subjects, sensing that the boy is emotionally volatile and poorly controlled.

Characteristic Interview Content

1. "Reason for Delinquency" This question is usually handled by describing the nature of their offense, with some boys mentioning their temper as a contributing factor.
2. "Friends" They either say they have "many friends" or they "don't need friends." Their descriptions are concrete, usually limited to overt behavior.
3. "Parents" The parents are usually described in negative terms. The Aa sees parents as either givers or withholders and cannot describe their personalities.
4. "Attitude Toward Life" The concept of "life" is one that the majority of Aas do not seem able to deal with. They have no mode of answering other than to describe life in degrees of goodness or badness.
5. "Self-Description" Aas often say they do not know what they are like as persons. Their ability to give self-descriptions is extremely limited, with anger usually being the only emotion of which they are aware.
6. "Change from Past" The Aas show little ability to recognize any past personality changes other than in specific overt behavior.
7. "Change in Future" The Aas have considered making no changes in the future. With few exceptions, they are satisfied with themselves as they are.
8. "Problems" Most Aas say they have no problems other than those caused by other people who "do things" to them.
9. "Plans for the Future" They are unclear as to future plans, with many tending to be unrealistic or bizarre.

SUMMARY OF INTERVIEW RESPONSES

The I₂ Ap: Unsocialized, Passive

General Impressions

The I₂ Ap responses greatly resemble those of Aas, except that they less often include expressions of hostility and more frequently contain a passive and cooperative stance. The Aps are likely to say they "do not know" in response to any question put to them. One characteristic of the I₂s that must be taken into account is their ability to repeat phrases or ideas that they have picked up from others. Some of them are very adept at recalling dates, places, or events in their lives even though they display no real understanding in evaluating the effect these things may have had on them. Concrete thinking and a lack of realism characterizes many Ap responses. The interviewer will often feel the need to help the subject answer by slowing down and rephrasing questions in a less complicated manner. Some subjects seem a little disoriented and may respond with "Who, me?" to a simple direct question.

Characteristic Interview Content

1. "Reason for Delinquency" The Aps are quick to blame others for their delinquency. They complain about having been mistreated or say that they were just looking for something to do.
2. "Friends" They claim large numbers of friends but have difficulty describing them and in many cases cannot remember their friends' names.
3. "Parents" Parents are usually seen in a positive light and are more often described as givers than withholders. The limited descriptions offered frequently include references to parental occupations and specific treatment received from parents.
4. "Attitude Toward Life" The Aps often reveal their limited conceptual ability in their answer to this question. They may say that life has been good or miserable but in either case cannot explain why.
5. "Self-Description" The Aps are able to give only brief and limited descriptions of themselves, such as "nice" boys who are trying to stay out of trouble. They are ordinarily not self-critical.
6. "Change from Past" The only changes recognized are those associated with specific overt behavior. Frequently they refer to getting into less trouble.
7. "Changes in Future" Half the Aps anticipate no changes and the others speak only in terms of job, marriage, or getting in less trouble.
8. "Problems" Few Aps are aware of having personal problems. Those who recognize any problems in getting along place the blame on external sources.
9. "Plans for Future" Discussion of the future centers on occupational choice. Aps tend to be quite unrealistic in their planning, especially in showing a preference for careers far beyond their capabilities.

SUMMARY OF INTERVIEW RESPONSES

The I₃ Cfm: Conformist

General Impressions

One word comes up again and again in a discussion of I₃ Cfms: that word is "average." Cfms seem to try very hard to convince everyone that they are "average," and in many respects, Cfms do seem to be "average" when compared with a cross-section of delinquents. Interviews with Cfms are usually bland and lacking in depth of thought. The boys nearly always respond within the confines of socially desirable content. Often the interviewer will recognize that the boys are already in the midst of establishing a dependency relationship with him even though they may have just met. Throughout the interview, Cfms display signs of their insecurity but do not discuss these feelings and rarely seem aware of their existence. The interviewer may feel a little weary after attempting to elicit meaningful responses from these boys, for they often convey the impression (usually false) that they have more information to offer than they do.

Characteristic Interview Content

1. "Reason for Delinquency" The Cfms normally give one of the following reasons for their delinquency: they followed along with their friends, or they were intoxicated and not responsible for their actions.
2. "Friends" In reporting that they have friends, Cfms seem to stress their popularity with their peers. They describe their friends as though they were describing themselves; that is, "nice, average boys," although they do admit that some of them are delinquents.
3. "Parents" The Cfms' descriptions of parents are usually positive. The boys seem quite aware of the emotional reactions of their parents. Most of the discussion centers on the child-parent relationship, but only from the boys' viewpoint and with little real understanding of their parents' personalities.
4. "Attitude Toward Life" The Cfms usually limit their responses to the statement that their lives were all right until they began to get into trouble. They are not analytical and seem to have little feeling about their lives, good or bad.
5. "Self-Description" "Easy to get along with" and "average" cover the majority of Cfm responses. Feelings of inadequacy are often apparent despite their placid front. They frequently can discuss themselves only in relation to some specific referent group.
6. "Change from Past" Any changes that Cfms may be aware of have to do with the element of trouble and how they are learning to behave so that they will not become involved in further trouble.
7. "Changes in Future" Changes in the future for Cfms are also perceived in relation to the theme of keeping out of trouble.
8. "Problems" The Cfms are rarely aware of existing problems and express the belief that any problems they may have had are in the past.
9. "Plans for Future" Planning for the future by Cfms consists of hoping to get a job, perhaps attending night school, and keeping out of trouble.

SUMMARY OF INTERVIEW RESPONSES

The I₃ Cfc: Group-Oriented

General Impressions

The I₃ Cfc's normally present a calm and cooperative exterior and seem willing to answer questions however minimally. The content of Cfc's discussions rarely depart from the socially desirable (although they make little attempt to hide their delinquent attitudes) and seldom touch upon personal matters. The interviewer may end the discussion feeling as though he had just talked man-to-man with a very responsive individual, but upon examining his notes will find that he has gathered little information about the boy. While this indicates the possibility of a Cfc subject, caution is advised against arriving at quick closure or premature conclusions in any interview. Participation in "small talk" and/or premature conclusions can both lead the interviewer to neglect pursuing areas necessary for an accurate appraisal.

Characteristic Interview Content

1. "Reason for Delinquency" The Cfc's have little awareness of the reason for their delinquency and only seem disposed to nonchalantly describe their offenses. They often refer to their peer group but do not necessarily place responsibility on peers for their own involvement.
2. "Friends" In addition to having many "acquaintances," the Cfc's also describe involvement with a smaller, more select group of peers often referred to as "partners." They do poorly in describing the personalities of their friends other than in simple terms like "guys who don't fight."
3. "Parents" Parents are described briefly and blandly by Cfc's. While parents are most often spoken of in positive terms, there is little said which suggests the existence of a close relationship.
4. "Attitude Toward Life" Life is described as all right or enjoyable, except for that time which they have spent in institutions or juvenile halls.
5. "Self-Description" The Cfc's' self-description resembles a Cfm's' in the tendency to mention the ease with which they get along with people. While Cfc's sound more self-assured, they show little understanding of their own personality.
6. "Change from Past" Changes from the past are limited to descriptions of behavioral changes and increased ability to get along as a man in the world.
7. "Changes in Future" A socially desirable response to the effect that they need to change is given by most Cfc's. However, the changes mentioned are often vague in nature or related to staying out of trouble.
8. "Problems" Some Cfc's say they have no personal problems and others admit to problems which may or may not be associated with delinquency. In any case, the problems presented are either trivial or nonpersonal.
9. "Plans for Future" Most Cfc's express little concern about their future, with few having any specific plans. The frequent reply is that they will settle down and get a job.

SUMMARY OF INTERVIEW RESPONSES

The I₃ Mp: Pragmatist

General Impressions

With few exceptions, I₃ Mps are verbal and responsive in the interview. Certain traits stand out in the interview behavior: (a) their tendency towards grandiosity, overstatement, and overelaboration; (b) their attempt to maintain a stance (such as innocence) in the face of overwhelming evidence to the contrary (such as the case file); (c) their tendency toward manipulation and control of the interview; that is, they try to lead the discussion; and (d) their tendency (which varies from the most blatant to very subtle) to approach the interviewer with a request for a special favor. Mps seem most aware that the interviewer is recording notes and may refer to them, wanting to know what is being written down or if the notes are destined for his case file.

Characteristic Interview Content

1. "Reason for Delinquency" The Mps offer many reasons for their delinquency, most of which turn out to be fabrications. In any event, the causes are described as external, with no blame ascribed to themselves except in the context of a bid to convince the interviewer of his sincerity or maturity.
2. "Friends" The Mps claim many friends. The friends are described as "sophisticated and cool" and sometimes in terms of their ability to handle people or situations.
3. "Parents" Of the I₃s, Mps show the greatest tendency to speak of their parents in a negative manner, blaming their parents for many of their own troubles. Positive remarks, if any, most often refer to the mother.
4. "Attitude Toward Life" The Mps have more to say about their lives than other I₃s. The majority claim that life has been hard due to the mistreatment they have received.
5. "Self-Description" The Mps most often refer to themselves in glowing terms. Although some Mps refer to themselves in more modest terms, the essence of the description remains positive.
6. "Change from Past" The Mps usually are unaware of having changed from the past other than having gone from bad to good.
7. "Changes in Future" They seem to feel little need for change in the future. In answering the question, some Mps inappropriately discuss future plans (often grandiose) not related to personal change.
8. "Problems" Most Mps either deny the existence of problems or fail to associate problems with their personal behavior. What problems they do see are external to themselves.
9. "Plans for Future" Future plans as stated by Mps tend to be optimistic and grandiose. College and professional fields are frequently preferred.

SUMMARY OF INTERVIEW RESPONSES

The I₄ Na: Autonomy-Oriented

General Impressions

While it is sometimes difficult to establish rapport with I₄ Nas in the interview, many boys of this subtype respond seriously and adequately to the questions. However, they often give the impression that they do not care to be interviewed by an authority figure, and their main consideration is to protect their image of autonomy. Some Nas display feelings of hostility during the interview and appear to be wary and guarded in discussing themselves or their parents. Others tend to be philosophically or intellectually inclined and as long as they do not feel threatened by the subject matter, they may discuss issues logically and at length. An interviewer often finds himself personally reacting to an Na's portrayal of his problems with parents and other kinds of authority and may come away from the interview feeling quite concerned or incensed with the boy's attitude.

Characteristic Interview Content

1. "Reason for Delinquency" The Nas make a serious attempt to answer this question, and while they tend to project blame, they are usually aware of a problem with authority.
2. "Friends" They claim only a small number of close friends, frequently selected because of similar personality characteristics.
3. "Parents" The Nas usually speak in positive terms about their mother and critically of their fathers. Nas will frequently discuss family problems.
4. "Attitude Toward Life" The Nas approach this issue in a philosophical manner, seeming to recognize both the good and bad qualities inherent in life. They show some awareness of responsibility for their past behavior.
5. "Self-Description" They usually describe themselves as individuals desirous and capable of self-direction. The descriptions often reveal internal standards and a positive attitude toward themselves.
6. "Changes from Past" All Nas are aware of having changed from the past, with the emphasis being placed on their increased maturity.
7. "Changes in Future" Most Nas strongly deny a need to change since they feel they have already made the necessary changes.
8. "Problems" Some Nas seem to be aware of interpersonal problems but externalize the blame. Others are aware of personal problems, such as difficulty accepting authority. About 20% deny any problems exist.
9. "Plans for Future" Most Nas describe specific and realistic plans, usually selecting particular occupations or goals they wish to achieve.

SUMMARY OF INTERVIEW RESPONSES

The I₄ Nx: Introspective

General Impressions

A prominent feature of interviews with I₄ Nxs is the personal nature of the discussion. Nxs are easily led into a discussion of themselves, their parents, and the problems they have in getting along in the world. While Nxs often appear nervous or depressed, they are ordinarily quite cooperative, rarely showing signs of distrust or hostility. Many Nxs are willing and able to discuss issues at length, especially those pertaining to themselves. Others, who are more withdrawn, may have difficulty in opening up to the interviewer. With Nxs who display visual signs of anxiety or depression, more patience may be needed; but for the majority, their willingness and ability to shift frames of reference and respond to all questions are a clue to classification.

Characteristic Interview Content

1. "Reason for Delinquency" The Nxs frequently admit that they got into trouble through some attempt to avoid confronting their problems.
2. "Friends" The Nxs speak of having a lot of friends but convey the impression that they do not have as many good friends as they would like. They seem to evaluate and describe their friends in relation to whether or not they have been in trouble.
3. "Parents" They often describe their mothers in negative terms but usually see their fathers in better light. Nxs go into detail discussing the particulars of their relationship with their parents and seem to be willing to accept some responsibility for existing problems.
4. "Attitude Toward Life" Most Nxs express dissatisfaction over their lives. Their unhappiness seems to stem from personal failure and difficulties in the home.
5. "Self-Description" Of all subtypes, Nxs are most capable of using personality and character variables in describing themselves. They frequently discuss personal faults and express anxiety regarding interpersonal relationships.
6. "Change from Past" They seem to be aware of changes but are not as clear as Nas in specifying what these changes consisted of. They often refer to their desires to improve themselves and their lives.
7. "Change in Future" They outline specific goals, such as changing specific behaviors and attitudes.
8. "Problems" The Nxs freely admit to problems, displaying concern over their personal inadequacies or their difficulties in the home.
9. "Plans for Future" While Nxs seem to have given much thought to this question and have developed specific plans, they often express doubts about the future.

SUMMARY OF INTERVIEW RESPONSES

The I₄ Se: Inhibited

General Impressions

The I₄ Ses appear to be comfortable in the interview situation. They rarely exhibit any strong emotion. Any anxiety they may display appears situational and a result of their present incarceration. Many of their responses and ideas strike the interviewer as quite naive. The boys are cooperative and seem to do their best to give satisfactory answers. However, it does not seem that boys of this subtype are prone to introspection, and they are rarely able to give indepth answers to questions pertaining to personal issues. While it may seem as though these boys are attempting to give socially desirable responses, the interviewer is ultimately convinced that the responses are sincere.

Characteristic Interview Content

1. "Reason for Delinquency" The Ses explain that they got involved in trouble while they were in a negative or confused state of mind due to a problem of recent origin.
2. "Friends" The Ses claim many friends whom they describe as "nice guys who don't get in trouble."
3. "Parents" They describe their parents by listing some of their characteristics, tending to be positive in their evaluations of both parents.
4. "Attitude Toward Life" Response is minimal to this question. The Ses usually regard their lives as having been average, with any troubles beginning only recently.
5. "Self-Description" Apparently Ses have done little thinking about their personalities. They give brief descriptions of themselves as average, well-adjusted boys.
6. "Change from Past" The Ses do not seem to recognize any personality changes. They occasionally describe an improved ability to accept responsibility.
7. "Change in Future" Changes seen as needed in the future usually refer to ways of staying out of trouble, such as finding new friends.
8. "Problems" Most Ses are not aware of personal problems. They may mention some concern about their recent involvement in trouble, but either say they have solved the problem or are not really sure of the nature of their difficulties.
9. "Plans for Future" The Ses look forward to the future and are usually actively involved in carrying out their plans through specific school or vocational training.

SUMMARY OF INTERVIEW RESPONSES

The I₄ Ci: Adaptive

General Impressions

The I₄ Cis tend to be quite conforming to acceptable social standards in the interview. While they are seemingly cooperative and friendly, the interviewer may often feel that the boys are subtly manipulating the interview to keep the discussion on impersonal topics. Cis appear satisfied with the way they have handled their lives and are quite confident, expressing few doubts or anxieties. While Cis usually respond with sincere and well-meaning statements, it is sometimes possible to detect a tone of resentment or disdain for authority.

Characteristic Interview Content

1. "Reason for Delinquency" The Cis usually make a candid admission that they have only themselves to blame for their involvement in delinquency. However, they do attempt to minimize the extent of their involvement.
2. "Friends" They discuss their friends without mentioning the existence of friendly relationships. They seem to regard friends as objects of convenience.
3. "Parents" While Cis tend to be evasive, they usually refer to parents with positive statements. There does not seem to be a close and affectionate relationship.
4. "Attitude Toward Life" The Cis are dissatisfied with life at present, probably because of incarceration. They tend to accept responsibility for their situation.
5. "Self-Description" They give brief and ambiguous replies to this question but leave no doubt that they possess a positive self-image.
6. "Change from Past" Changes described are most often those which have taken place in the environment or situation rather than in the individual.
7. "Change in Future" The Cis generally see no need to change, appearing quite satisfied with themselves as they are at present.
8. "Problems" They recognize no problems other than some specific behavior which may bother them, such as drinking.
9. "Plans for Future" The Cis seem very interested in returning to their homes where some want to become involved in community activities and others plan to follow their chosen occupations.

APPENDIX C
JESNESS INVENTORY-TABLE FOR CONVERTING RAW SCORES TO STANDARD SCORES

8 YEAR OLD

<u>Aa</u>		<u>Ap</u>		<u>Cfm</u>		<u>Cfc</u>		<u>Mp</u>		<u>Na</u>		<u>Nx</u>		<u>Se</u>		<u>Ci</u>	
Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T
60	78	53	80	35	80	38	80	26	81	33	81	52	83	55	80	34	82
59	76	52	78	34	78	37	78	25	79	32	79	51	81	54	78	33	81
58	74	51	76	33	76	36	76	24	77	31	77	50	79	53	77	32	80
57	72	50	74	32	74	35	73	23	75	30	75	49	77	52	76	31	79
56	70	49	72	31	71	34	71	22	72	29	73	48	75	51	75	30	77
55	68	48	70	30	69	33	69	21	69	28	71	47	73	50	73	29	76
54	67	47	68	29	67	32	67	20	67	27	68	46	71	49	72	28	74
53	65	46	66	28	65	31	65	19	65	26	65	45	69	48	71	27	72
52	64	45	64	27	63	30	63	18	63	25	63	44	68	47	70	26	70
51	63	44	63	26	61	29	61	17	61	24	61	43	67	46	69	25	69
50	61	43	61	25	59	28	59	16	58	23	57	42	65	45	68	24	68
49	60	42	60	24	57	27	57	15	56	22	55	41	63	44	67	23	66
48	59	41	58	23	56	26	56	14	54	21	53	40	61	43	66	22	65
47	58	40	57	22	55	25	55	13	52	20	50	39	60	42	65	21	63
46	57	39	56	21	53	24	53	12	51	19	48	38	58	41	64	20	61
45	56	38	55	20	51	23	51	11	49	18	46	37	57	40	63	19	59
44	56	37	54	19	50	22	50	10	46	17	44	36	56	39	62	18	57
43	55	36	53	18	48	21	49	9	43	16	42	35	55	38	61	17	55
42	54	35	52	17	46	20	48	8	41	15	39	34	54	37	60	16	53
41	53	34	51	16	44	19	47	7	38	14	37	33	53	36	59	15	52
40	52	33	50	15	42	18	45	6	36	13	35	32	52	35	58	14	50
39	51	32	49	14	40	17	44	5	34	12	34	31	51	34	57	13	48
38	51	31	47	13	38	16	42	4	32	11	31	30	50	33	56	12	45
37	50	30	46	12	36	15	40	3	28	10	29	29	48	32	55	11	42
36	49	29	45	11	34	14	38	2	24	9	27	28	46	31	54	10	40
35	49	28	44	10	32	13	35	1	22	8	25	27	44	30	53	9	37
34	48	27	43	9	30	12	33	0	20	7	23	26	42	29	52	8	34
33	47	26	42	8	28	11	32			6	21	25	41	28	51	7	32
32	46	25	41	7	26	10	31					24	40	27	51	6	30
31	45	24	40	6	24	9	29					23	39	26	50	5	28
30	44	23	38	5	22	8	27					22	38	25	49	4	26
29	43	22	37	4	20	7	25					21	37	24	48	3	24
28	42	21	35			6	23					20	35	23	47		
27	41	20	34			5	22					19	34	22	47		
26	40	19	33									18	33	21	46		
25	39	18	32									17	32	20	45		
24	38	17	30									16	31	19	44		
23	37	16	29									15	30	18	43		
22	36	15	28									14	28	17	41		
21	35	14	26									13	27	16	40		
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19	33	12	23									11	25	14	37		
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17	30	10	20											12	35		
16	28													11	33		
15	27													10	32		
14	26													9	31		
13	25													8	30		
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11	23													6	28		
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9	21													4	26		
8	20													3	25		

<u>Aa</u>		<u>Ap</u>		<u>Cfm</u>		<u>Cfc</u>		<u>Mp</u>		<u>Na</u>		<u>Nx</u>		<u>Se</u>		<u>Ci</u>	
Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T
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59	76	52	78	34	78	37	78	25	79	32	79	51	81	54	78	33	81
58	74	51	76	33	76	36	76	24	77	31	77	50	79	53	77	32	80
57	72	50	74	32	74	35	73	23	75	30	75	49	77	52	76	31	79
56	70	49	72	31	71	34	71	22	72	29	73	48	75	51	75	30	77
55	68	48	70	30	69	33	69	21	69	28	71	47	73	50	73	29	76
54	67	47	68	29	67	32	67	20	67	27	68	46	71	49	72	28	74
53	65	46	66	28	65	31	65	19	65	26	65	45	69	48	71	27	72
52	64	45	64	27	63	30	63	18	63	25	63	44	68	47	70	26	70
51	63	44	63	26	61	29	61	17	61	24	61	43	67	46	69	25	69
50	61	43	61	25	59	28	59	16	58	23	57	42	65	45	68	24	68
49	60	42	60	24	57	27	57	15	56	22	55	41	63	44	67	23	66
48	59	41	58	23	56	26	56	14	54	21	53	40	61	43	66	22	65
47	58	40	57	22	55	25	55	13	52	20	50	39	60	42	65	21	63
46	57	39	56	21	53	24	53	12	51	19	48	38	58	41	64	20	61
45	56	38	55	20	51	23	51	11	49	18	46	37	57	40	63	19	59
44	56	37	54	19	50	22	50	10	46	17	44	36	56	39	62	18	57
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42	54	35	52	17	46	20	48	8	41	15	39	34	54	37	60	16	53
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40	52	33	50	15	42	18	45	6	36	13	35	32	52	35	58	14	50
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38	51	31	47	13	38	16	42	4	32	11	31	30	50	33	56	12	45
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36	49	29	45	11	34	14	38	2	24	9	27	28	46	31	54	10	40
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31	45	24	40	6	24	9	29					23	39	26	50	5	28
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29	43	22	37	4	20	7	25					21	37	24	48	3	24
28	42	21	35			6	23					20	35	23	47		
27	41	20	34			5	22					19	34	22	47		
26	40	19	33									18	33	21	46		
25	39	18	32									17	32	20	45		
24	38	17	30									16	31	19	44		
23	37	16	29									15	30	18	43		
22	36	15	28									14	28	17	41		
21	35	14	26									13	27	16	40		
20	34	13	25									12	26	15	39		
19	33	12	23									11	25	14	37		
18	32	11	22									10	23	13	36		
17	30	10	20											12	35		
16	28													11	33		
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14	26													9	31		
13	25													8	30		
12	24													7	29		
11	23													6	28		
10	22													5	27		
9	21													4	26		
8	20													3	25		

<u>Aa</u>		<u>Ap</u>		<u>Cfm</u>		<u>Cfc</u>		<u>Mp</u>		<u>Na</u>		<u>Nx</u>		<u>Se</u>		<u>Ci</u>	
Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T
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58	76	49	77	34	76	36	76	25	78	32	78	51	80	58	79	32	79
57	75	48	75	33	74	35	73	24	76	31	76	50	78	57	78	31	76
56	74	47	73	32	72	34	71	23	74	30	74	49	76	56	77	30	74
55	73	46	71	31	70	33	69	22	71	29	72	48	74	55	76	29	72
54	71	45	69	30	68	32	67	21	68	28	70	47	72	54	75	28	70
53	69	44	66	29	66	31	65	20	66	27	67	46	70	53	73	27	68
52	68	43	64	28	64	30	63	19	64	26	64	45	68	52	71	26	67
51	67	42	62	27	62	29	61	18	62	25	62	44	67	51	70	25	65
50	66	41	60	26	60	28	59	17	60	24	60	43	65	50	69	24	64
49	65	40	59	25	58	27	57	16	57	23	56	42	63	49	68	23	62
48	64	39	58	24	56	26	56	15	55	22	54	41	61	48	67	22	60
47	63	38	57	23	54	25	55	14	53	21	52	40	59	47	66	21	59
46	62	37	55	22	52	24	53	13	51	20	49	39	58	46	65	20	58
45	61	36	54	21	51	23	51	12	50	19	47	38	56	45	64	19	56
44	59	35	53	20	50	22	50	11	48	18	45	37	55	44	63	18	54
43	58	34	52	19	49	21	49	10	45	17	43	36	54	43	62	17	52
42	57	33	51	18	47	20	48	9	42	16	41	35	53	42	61	16	51
41	56	32	50	17	45	19	47	8	40	15	39	34	52	41	61	15	50
40	55	31	49	16	43	18	45	7	38	14	37	33	51	40	60	14	49
39	54	30	48	15	41	17	44	6	36	13	35	32	50	39	59	13	47
38	53	29	47	14	39	16	42	5	34	12	34	31	49	38	58	12	45
37	53	28	46	13	37	15	40	4	32	11	31	30	48	37	57	11	42
36	52	27	45	12	35	14	38	3	28	10	29	29	46	36	56	10	40
35	52	26	44	11	33	13	35	2	24	9	27	28	45	35	55	9	37
34	51	25	43	10	31	12	33	1	22	8	25	27	44	34	55	8	35
33	50	24	42	9	29	11	32	0	20	7	23	26	43	33	54	7	33
32	49	23	40	8	27	10	31			6	21	25	42	32	53	6	31
31	48	22	39	7	25	9	29					24	41	31	52	5	29
30	47	21	37	6	23	8	27					23	39	30	51	4	27
29	46	20	36	5	21	7	25					22	38	29	50	3	25
28	45	19	35	4	20	6	23					21	37	28	49		
27	44	18	34			5	22					20	36	27	49		
26	44	17	33									19	35	26	48		
25	43	16	32									18	34	25	47		
24	41	15	31									17	33	24	46		
23	39	14	30									16	32	23	45		
22	37	13	28									15	30	22	44		
21	35	12	26									14	29	21	43		
20	33	11	25									13	27	20	42		
19	32	10	24									12	26	19	41		
18	31	9	22									11	25	18	40		
17	30	8	21									10	23	17	39		
16	29											9	21	16	38		
15	28													15	37		
14	27													14	35		
13	26													13	34		
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8	21													8	28		
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														5	25		

Aa		Ap		Cfm		Cfc		Mp		Na		Nx		Se		Ci	
Raw	T																
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56	77	48	78	37	76	36	76	25	76	33	78	52	81	60	76	32	76
55	76	47	76	36	74	35	73	24	74	32	76	51	79	59	74	31	74
54	75	46	74	35	72	34	71	23	72	31	74	50	77	58	73	30	72
53	74	45	72	34	70	33	69	22	69	30	72	49	75	57	72	29	70
52	73	44	70	33	68	32	67	21	66	29	70	48	73	56	71	28	69
51	72	43	68	32	67	31	65	20	64	28	68	47	71	55	70	27	66
50	71	42	67	31	65	30	63	19	62	27	65	46	69	54	69	26	65
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48	68	40	64	29	61	28	59	17	57	25	60	44	66	52	67	24	62
47	66	39	62	28	60	27	58	16	55	24	58	43	64	51	66	23	60
46	65	38	61	27	58	26	57	15	53	23	54	42	62	50	65	22	59
45	64	37	60	26	57	25	56	14	51	22	52	41	60	49	65	21	57
44	63	36	59	25	55	24	54	13	50	21	50	40	58	48	64	20	55
43	62	35	58	24	53	23	52	12	48	20	47	39	57	47	63	19	53
42	61	34	56	23	51	22	51	11	45	19	45	38	55	46	62	18	52
41	60	33	54	22	50	21	50	10	43	18	43	37	54	45	61	17	51
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38	58	30	52	19	45	18	46	7	37	15	37	34	51	42	58	14	45
37	57	29	51	18	44	17	45	6	35	14	35	33	50	41	57	13	43
36	56	28	50	17	42	16	43	5	33	13	33	32	49	40	57	12	41
35	55	27	49	16	41	15	41	4	31	12	32	31	48	39	56	11	39
34	55	26	48	15	38	14	39	3	27	11	30	30	47	38	55	10	37
33	54	25	46	14	37	13	36	2	23	10	28	29	45	37	54	9	35
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29	50	21	42	10	31	9	30			6	20	25	41	33	51	5	28
28	49	20	41	9	30	8	28					24	40	32	50	4	26
27	48	19	40	8	28	7	26					23	38	31	49	3	24
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24	45	16	37	5	24	4	21					20	35	28	46		
23	45	15	36	4	22							19	34	27	45		
22	44	14	35	3	20							18	33	26	44		
21	43	13	33									17	32	25	43		
20	42	12	31									16	31	24	42		
19	41	11	29									15	29	23	41		
18	40	10	27									14	28	22	41		
17	39	9	25									13	26	21	40		
16	38	8	24									12	25	20	40		
15	37	7	23									11	24	19	39		
14	36	6	22									10	22	18	38		
13	35	5	21									9	20	17	36		
12	34													16	35		
11	33													15	34		
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8	27													12	30		
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4	23													8	26		
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2	21													6	24		
														5	22		

<u>Aa</u>		<u>Ap</u>		<u>Cfm</u>		<u>Cfc</u>		<u>Mp</u>		<u>Na</u>		<u>Nx</u>		<u>Se</u>		<u>Ci</u>	
Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T
57	80	49	82	41	80	40	81	29	81	37	81	54	85	64	80	35	80
56	79	48	80	40	78	39	79	28	79	36	79	53	83	63	78	34	78
55	78	47	78	39	76	38	77	27	77	35	77	52	81	62	76	33	76
54	77	46	76	38	74	37	75	26	75	34	75	51	79	61	75	32	74
53	76	45	74	37	72	36	73	25	72	33	73	50	77	60	74	31	72
52	74	44	72	36	71	35	72	24	70	32	71	49	75	59	72	30	70
51	73	43	70	35	69	34	70	23	68	31	70	48	73	58	70	29	68
50	72	42	69	34	68	33	68	22	66	30	68	47	71	57	69	28	66
49	71	41	67	33	66	32	66	21	63	29	66	46	69	56	67	27	65
48	70	40	66	32	64	31	65	20	61	28	64	45	67	55	66	26	63
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46	68	38	63	30	60	29	62	18	57	26	60	43	64	53	64	24	60
45	67	37	62	29	59	28	60	17	55	25	57	42	62	52	63	23	59
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42	64	34	58	26	55	25	57	14	48	22	51	39	57	49	61	20	54
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36	59	28	52	20	46	19	49	8	35	16	39	33	50	43	56	14	43
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25	49	17	41	9	29	8	29					22	37	32	47	3	24
24	48	16	40	8	28	7	27					21	36	31	47		
23	48	15	39	7	26	6	26					20	35	30	46		
22	47	14	38	6	25	5	24					19	34	29	45		
21	46	13	37	5	24	4	22					18	33	28	44		
20	45	12	36	4	22							17	32	27	43		
19	44	11	35	3	20							16	31	26	42		
18	43	10	33									15	29	25	41		
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16	41	8	29									13	26	23	39		
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14	39	6	25									11	24	21	38		
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7	30													14	31		
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Aa		Ap		Cfm		Cfc		Mo		Na		Nx		Se		Ci	
Raw	T																
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53	77	52	83	42	80	39	80	28	78	38	80	57	82	66	82	33	78
52	75	51	82	41	79	38	78	27	75	37	78	56	81	65	80	32	73
51	74	50	81	40	78	37	77	26	73	36	76	55	80	64	78	31	70
50	73	49	80	39	75	36	75	25	71	35	74	54	79	63	76	30	68
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45	68	44	74	34	67	31	66	20	59	30	65	49	72	58	68	25	58
44	67	43	72	33	65	30	64	19	57	29	62	48	70	57	67	24	57
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38	62	37	62	27	55	24	56	13	46	23	50	42	60	51	60	18	49
37	62	36	61	26	54	23	54	12	44	22	49	41	58	50	59	17	48
36	61	35	60	25	52	22	53	11	42	21	47	40	57	49	59	16	46
35	60	34	59	24	51	21	52	10	40	20	45	39	56	48	58	15	44
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33	58	32	57	22	49	19	50	8	34	18	41	37	53	46	56	13	30
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30	55	29	54	19	44	16	45	5	28	15	36	34	50	43	54	10	34
29	54	28	53	18	43	15	44	4	26	14	34	33	49	42	54	9	32
28	53	27	52	17	42	14	42	3	24	13	32	32	48	41	53	8	31
27	52	26	51	16	41	13	40			12	31	31	47	40	53	7	28
26	51	25	50	15	39	12	38			11	29	30	46	39	52	6	26
25	51	24	49	14	38	11	36			10	27	29	44	38	51	5	24
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23	49	22	47	12	34	9	33			8	24	27	42	36	50		
22	48	21	47	11	32	8	32			7	23	26	41	35	49		
21	47	20	46	10	31	7	30			6	21	25	40	34	49		
20	46	19	45	9	29	6	28					24	39	33	48		
19	46	18	44	8	28	5	26					23	38	32	47		
18	45	17	44	7	26	4	24					22	37	31	47		
17	44	16	43	6	25	3	22					21	36	30	46		
16	43	15	42	5	24	2	20					20	35	29	45		
15	42	14	41	4	23	1	20					19	34	28	44		
14	41	13	40	3	22	0	20					18	33	27	43		
13	41	12	39	2	21							17	32	26	42		
12	40	11	37	1	20							16	31	25	41		
11	39	10	36	0	20							15	30	24	40		
10	38	9	34									14	28	23	39		
9	36	8	32									13	27	22	38		
8	34	7	30									12	26	21	37		
7	32	6	27									11	25	20	36		
6	30	5	26											19	35		
5	28	4	25											18	34		
4	26	3	24											17	33		
3	24	2	23											16	33		
2	23	1	22											15	32		
1	22	0	21											14	30		
0	21													13	29		
														12	28		
														11	27		
														10	26		
														9	25		
														8	23		
														7	21		

Aa		Ap		Cfm		Cfc		Mp		Na		Nx		Se		Ci	
Raw	T																
54	79	51	82	43	82	39	82	30	81	39	82	55	80	67	78	36	78
53	78	50	81	42	80	38	80	29	79	38	80	54	78	66	76	35	76
52	77	49	80	41	78	37	78	28	77	37	78	53	76	65	74	34	74
51	76	48	79	40	76	36	76	27	75	36	76	52	74	64	73	33	72
50	75	47	78	39	74	35	74	26	73	35	74	51	72	63	72	32	70
49	74	46	77	38	73	34	72	25	71	34	73	50	70	62	70	31	68
48	73	45	76	37	71	33	70	24	69	33	71	49	69	61	69	30	66
47	72	44	75	36	69	32	69	23	67	32	69	48	67	60	68	29	64
46	71	43	73	35	67	31	67	22	65	31	67	47	65	59	67	28	62
45	70	42	71	34	65	30	66	21	62	30	65	46	63	58	66	27	60
44	69	41	70	33	63	29	64	20	59	29	62	45	62	57	65	26	59
43	69	40	68	32	62	28	62	19	57	28	60	44	61	56	64	25	57
42	68	39	67	31	60	27	60	18	55	27	58	43	60	55	63	24	56
41	67	38	66	30	59	26	59	17	52	26	56	42	59	54	62	23	54
40	66	37	65	29	58	25	58	16	50	25	54	41	57	53	61	22	53
39	66	36	64	28	57	24	57	15	49	24	52	40	55	52	60	21	51
38	65	35	63	27	55	23	56	14	47	23	50	39	54	51	59	20	50
37	64	34	62	26	54	22	55	13	45	22	49	38	53	50	58	19	49
36	63	33	61	25	52	21	53	12	43	21	47	37	53	49	58	18	47
35	62	32	60	24	51	20	52	11	41	20	45	36	52	48	57	17	46
34	61	31	59	23	50	19	51	10	39	19	43	35	51	47	56	16	44
33	60	30	58	22	49	18	50	9	37	18	41	34	50	46	55	15	43
32	59	29	57	21	47	17	49	8	34	17	39	33	49	45	54	14	41
31	58	28	56	20	45	16	48	7	32	16	38	32	47	44	53	13	39
30	57	27	55	19	43	15	46	6	30	15	36	31	46	43	53	12	37
29	56	26	54	18	42	14	45	5	28	14	34	30	45	42	52	11	36
28	55	25	53	17	40	13	43	4	26	13	32	29	44	41	51	10	34
27	55	24	52	16	39	12	42	3	24	12	31	28	43	40	51	9	32
26	54	23	51	15	37	11	40			11	29	27	42	39	50	8	30
25	53	22	50	14	36	10	38			10	27	26	41	38	49	7	28
24	52	21	49	13	34	9	35			9	25	25	40	37	49	6	26
23	51	20	48	12	32	8	33			8	24	24	39	36	48	5	25
22	50	19	47	11	30	7	31			7	23	23	38	35	47	4	24
21	49	18	46	10	29	6	28			6	21	22	36	34	46	3	23
20	48	17	45	9	27	5	26					21	35	33	45	2	22
19	47	16	44	8	26	4	24					20	34	32	45		
18	46	15	43	7	25	3	22					19	33	31	44		
17	45	14	41	6	24	2	20					18	32	30	43		
16	44	13	40	5	23							17	31	29	43		
15	43	12	39	4	22							16	30	28	42		
14	42	11	38									15	29	27	41		
13	41	10	37									14	28	26	40		
12	40	9	35									13	28	25	39		
11	39	8	34									12	27	24	38		
10	38	7	32									11	26	23	37		
9	37	6	31									10	25	22	36		
8	36	5	29									9	24	21	35		
7	35	4	27									8	23	20	34		
6	34	3	26									7	22	19	34		
5	33	2	25											18	33		
4	32	1	24											17	33		
3	30	0	23											16	32		
2	28													15	31		
1	25													14	30		
0	24													13	28		
														12	27		
														11	26		
														10	25		

<u>Aa</u>		<u>Ap</u>		<u>Cfm</u>		<u>Cfc</u>		<u>Mp</u>		<u>Na</u>		<u>Nx</u>		<u>Se</u>		<u>Ci</u>	
Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T
53	79	51	82	43	82	39	82	30	80	39	82	56	82	67	78	36	78
52	78	50	81	42	80	38	80	29	78	38	80	55	80	66	76	35	76
51	77	49	80	41	78	37	78	28	76	37	78	54	78	65	74	34	74
50	76	48	79	40	76	36	76	27	74	36	76	53	76	64	73	33	72
49	75	47	78	39	74	35	74	26	72	35	74	52	74	63	72	32	70
48	74	46	77	38	73	34	72	25	70	34	73	51	72	62	70	31	68
47	73	45	76	37	71	33	70	24	68	33	71	50	70	61	69	30	66
46	72	44	75	36	69	32	69	23	66	32	69	49	69	60	68	29	64
45	71	43	73	35	67	31	67	22	64	31	67	48	67	59	67	28	62
44	70	42	71	34	65	30	66	21	62	30	65	47	65	58	66	27	60
43	69	41	70	33	63	29	64	20	59	29	62	46	63	57	65	26	59
42	68	40	68	32	62	28	62	19	57	28	60	45	62	56	64	25	57
41	68	39	67	31	60	27	60	18	55	27	58	44	60	55	63	24	56
40	67	38	66	30	59	26	59	17	52	26	56	43	59	54	62	23	54
39	66	37	65	29	58	25	58	16	50	25	54	42	58	53	61	22	53
38	65	36	64	28	57	24	57	15	49	24	52	41	56	52	60	21	51
37	64	35	63	27	55	23	56	14	47	23	50	40	54	51	59	20	50
36	63	34	62	26	54	22	55	13	45	22	49	39	53	50	58	19	49
35	62	33	61	25	52	21	53	12	43	21	47	38	52	49	58	18	47
34	61	32	60	24	51	20	52	11	41	20	45	37	52	48	57	17	46
33	61	31	59	23	50	19	51	10	39	19	43	36	51	47	56	16	44
32	60	30	58	22	49	18	50	9	37	18	41	35	50	46	55	15	43
31	59	29	57	21	47	17	49	8	34	17	39	34	49	45	54	14	41
30	58	28	56	20	45	16	48	7	32	16	38	33	48	44	53	13	39
29	57	27	55	19	43	15	46	6	30	15	36	32	46	43	53	12	37
28	56	26	54	18	42	14	45	5	28	14	34	31	45	42	52	11	36
27	55	25	53	17	40	13	43	4	26	13	32	30	44	41	51	10	34
26	54	24	52	16	39	12	42	3	24	12	31	29	43	40	51	9	32
25	54	23	51	15	37	11	40			11	29	28	42	39	50	8	30
24	53	22	50	14	36	10	38			10	27	27	41	38	49	7	28
23	52	21	49	13	34	9	35			9	25	26	40	37	49	6	26
22	51	20	48	12	32	8	33			8	24	25	39	36	48	5	25
21	50	19	47	11	30	7	31			7	23	24	38	35	47	4	24
20	49	18	46	10	29	6	28			6	21	23	37	34	46	3	23
19	48	17	45	9	27	5	26					22	36	33	45	2	22
18	47	16	44	8	26	4	24					21	35	32	45		
17	46	15	43	7	25	3	22					20	34	31	44		
16	45	14	41	6	24	2	20					19	33	30	43		
15	45	13	40	5	23							18	32	29	43		
14	44	12	39	4	22							17	31	28	42		
13	43	11	38									16	30	27	41		
12	41	10	37									15	29	26	40		
11	40	9	35									14	28	25	39		
10	39	8	34									13	28	24	38		
9	38	7	32									12	27	23	37		
8	37	6	31									11	26	22	36		
7	36	5	29									10	25	21	35		
6	35	4	27									9	24	20	34		
5	34	3	26									8	23	19	34		
4	31	2	25									7	22	18	33		
3	29	1	24											17	33		
2	27	0	23											16	32		
1	26													15	31		
0	25													14	30		
														13	28		
														12	27		
														11	26		
														10	25		

Aa		Ap		Cfm		Cfc		Mp		Na		Nx		Se		Ci	
Raw	T																
51	79	46	82	43	82	39	82	30	80	38	80	57	84	67	76	37	80
50	78	45	80	42	80	38	80	29	78	37	78	56	82	66	74	36	78
49	77	44	78	41	78	37	78	28	76	36	76	55	80	65	72	35	75
48	76	43	75	40	76	36	76	27	73	35	74	54	78	64	71	34	73
47	75	42	73	39	74	35	74	26	71	34	72	53	76	63	70	33	71
46	74	41	71	38	72	34	72	25	69	33	70	52	74	62	69	32	69
45	73	40	70	37	70	33	70	24	66	32	68	51	72	61	68	31	67
44	72	39	69	36	68	32	69	23	64	31	66	50	70	60	67	30	65
43	71	38	67	35	66	31	67	22	62	30	65	49	69	59	66	29	63
42	70	37	66	34	64	30	66	21	59	29	63	48	67	58	65	28	61
41	69	36	65	33	63	29	65	20	57	28	61	47	65	57	64	27	60
40	68	35	64	32	61	28	63	19	55	27	59	46	63	56	63	26	58
39	67	34	63	31	59	27	62	18	53	26	57	45	62	55	62	25	56
38	66	33	62	30	58	26	61	17	51	25	55	44	60	54	61	24	55
37	66	32	61	29	57	25	59	16	49	24	53	43	59	53	60	23	53
36	65	31	60	28	56	24	58	15	47	23	51	42	58	52	59	22	52
35	63	30	59	27	54	23	57	14	45	22	49	41	57	51	58	21	50
34	62	29	58	26	53	22	56	13	43	21	47	40	56	50	57	20	49
33	61	28	57	25	51	21	54	12	41	20	45	39	55	49	56	19	47
32	61	27	56	24	50	20	53	11	39	19	43	38	53	48	55	18	46
31	60	26	55	23	49	19	52	10	37	18	41	37	52	47	54	17	44
30	59	25	54	22	47	18	51	9	35	17	39	36	51	46	54	16	42
29	58	24	53	21	45	17	49	8	32	16	37	35	50	45	53	15	40
28	57	23	52	20	44	16	48	7	29	15	35	34	48	44	52	14	38
27	56	22	51	19	43	15	47	6	26	14	33	33	47	43	52	13	36
26	55	21	50	18	41	14	45	5	24	13	31	32	46	42	51	12	35
25	54	20	49	17	40	13	43	4	22	12	29	31	45	41	51	11	33
24	53	19	48	16	38	12	42			11	27	30	44	40	50	10	32
23	52	18	47	15	37	11	40			10	26	29	43	39	49	9	30
22	51	17	45	14	35	10	38			9	24	28	42	38	48	8	28
21	51	16	44	13	34	9	36			8	22	27	41	37	47	7	26
20	50	15	43	12	32	8	34			7	20	26	40	36	46	6	25
19	49	14	42	11	30	7	31					25	39	35	45	5	24
18	48	13	41	10	28	6	29					24	38	34	44	4	23
17	47	12	40	9	26	5	27					23	36	33	43		
16	46	11	39	8	24	4	25					22	35	32	42		
15	45	10	38	7	22	3	23					21	34	31	41		
14	44	9	37			2	22					20	33	30	40		
13	43	8	35									19	32	29	39		
12	42	7	34									18	31	28	39		
11	40	6	32									17	29	27	38		
10	39	5	30									16	28	26	37		
9	38	4	28									15	27	25	37		
8	37	3	26									14	26	24	36		
7	36	2	24									13	25	23	35		
6	35	1	22									12	24	22	34		
5	33	0	20									11	23	21	33		
4	31											10	22	20	32		
3	29											9	21	19	31		
2	27											8	20	18	30		
1	26											7	19	17	28		
0	25													16	27		
														15	26		
														14	25		
														13	24		
														12	23		
														11	22		
														10	21		
														9	20		

Aa		Ap		Cfm		Cfc		Mp		Na		Nx		Se		Ci	
Raw	T																
48	80	45	80	43	80	36	82	30	79	36	80	56	80	67	76	37	80
47	79	44	79	42	78	35	80	29	76	35	78	55	78	66	74	36	78
46	77	43	77	41	76	34	78	28	73	34	76	54	76	65	72	35	75
45	76	42	75	40	74	33	75	27	71	33	74	53	74	64	71	34	72
44	75	41	73	39	72	32	73	26	69	32	72	52	72	63	70	33	70
43	74	40	72	38	71	31	72	25	67	31	70	51	70	62	68	32	67
42	73	39	71	37	69	30	70	24	65	30	68	50	69	61	66	31	65
41	72	38	70	36	67	29	69	23	63	29	65	49	68	60	65	30	63
40	71	37	68	35	66	28	67	22	60	28	63	48	66	59	64	29	61
39	70	36	67	34	64	27	66	21	58	27	60	47	64	58	63	28	59
38	69	35	66	33	63	26	64	20	56	26	58	46	62	57	61	27	58
37	68	34	65	32	61	25	63	19	54	25	55	45	61	56	60	26	56
36	67	33	64	31	59	24	61	18	53	24	53	44	59	55	59	25	55
35	66	32	63	30	57	23	60	17	51	23	51	43	57	54	58	24	53
34	65	31	62	29	56	22	59	16	49	22	49	42	56	53	57	23	52
33	64	30	61	28	54	21	57	15	47	21	47	41	55	52	56	22	50
32	63	29	60	27	52	20	56	14	45	20	45	40	54	51	55	21	48
31	63	28	59	26	51	19	55	13	43	19	43	39	53	50	54	20	47
30	62	27	58	25	49	18	54	12	41	18	42	38	52	49	54	19	46
29	61	26	57	24	48	17	53	11	39	17	41	37	51	48	53	18	44
28	60	25	56	23	47	16	51	10	37	16	39	36	50	47	52	17	42
27	59	24	55	22	46	15	50	9	35	15	37	35	49	46	52	16	40
26	58	23	54	21	45	14	49	8	32	14	34	34	48	45	51	15	39
25	58	22	53	20	44	13	48	7	29	13	31	33	47	44	49	14	38
24	57	21	52	19	42	12	46	6	26	12	29	32	46	43	49	13	36
23	56	20	51	18	40	11	44	5	24	11	27	31	45	42	48	12	34
22	55	19	50	17	39	10	42	4	22	10	26	30	43	41	47	11	33
21	54	18	49	16	38	9	40			9	25	29	42	40	47	10	32
20	53	17	49	15	37	8	37			8	24	28	41	39	46	9	31
19	52	16	48	14	35	7	34			7	23	27	40	38	45	8	30
18	51	15	48	13	33	6	31			6	22	26	38	37	45	7	29
17	50	14	47	12	30	5	27			5	21	25	37	36	44	6	27
16	50	13	46	11	28	4	25					24	35	35	43	5	26
15	49	12	44	10	27	3	23					23	34	34	43	4	25
14	48	11	43	9	25	2	20					22	33	33	42		
13	47	10	42	8	24							21	32	32	41		
12	46	9	40									20	31	31	41		
11	45	8	39									19	30	30	40		
10	44	7	37									18	29	29	40		
9	42	6	36									17	27	28	39		
8	39	5	34									16	26	27	39		
7	38	4	33									15	25	26	38		
6	37	3	30									14	24	25	37		
5	35	2	28									13	23	24	36		
4	33	1	26											23	35		
3	32	0	25											22	34		
2	31													21	33		
1	27													20	32		
0	26													19	31		
														18	31		
														17	30		
														16	29		
														15	28		
														14	27		
														13	26		
														12	25		
														11	24		
														10	23		

APPENDIX D

SCORING EXAMPLES

T-Scores									Rule That Applies
I ₂		I ₃			I ₄				
Aa	Ap	Cfm	Cfc	Mp	Na	Nx	Se	Ci	
60	75	50	51	39	22	50	37	33	CALL Ap - STEP I-C
63	65	56	57	47	27	43	39	40	CALL Ap - STEP I-D
25	24	68	36	62	37	50	71	67	CALL Se - STEP II-C
37	43	59	48	51	64	53	65	69	CALL Ci - STEP II-E(1)
55	58	57	60	64	36	33	46	41	CALL Mp - STEP III-B
55	56	59	48	43	37	50	49	49	CALL Cfm - STEP III-B
57	62	51	60	50	38	36	43	46	CALL Cfc - STEP III-B
42	58	55	47	51	67	65	50	49	CALL Nx/Na - STEP III-B
39	43	49	48	45	39	41	28	36	CALL No Dx - STEP IV-B
58	62	59	56	57	26	39	42	46	CALL Cfm/Mp - STEP IV-C
48	49	56	34	43	29	59	57	53	CALL Nx/Cfm - STEP IV-C
43	47	60	40	41	32	59	58	51	CALL Cfm/Nx - STEP IV-C
50	48	53	61	55	61	58	53	54	CALL Na/Cfc - STEP V-B
34	42	57	50	51	64	64	58	53	CALL Nx/Na - STEP V-D
50	54	53	59	59	57	49	43	50	CALL Mp/Cfc - STEP V-E
39	42	60	53	57	50	57	48	43	CALL Cfm/Mp - STEP VI-A
49	51	57	57	60	49	53	42	43	CALL I ₃ U - STEP VI-B
38	41	58	53	58	54	61	52	49	CALL Nx/Cfm/Mp - STEP VI-C
65	61	53	65	59	67	54	51	45	CALL No Dx - STEP VI-D