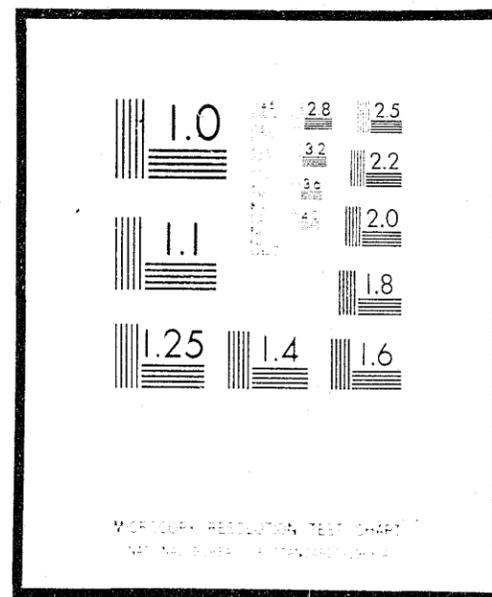


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The Volunteer Probation Counselor Program

Lincoln, Nebraska



30392

Salary Project

NATIONAL INSTITUTE OF LAW ENFORCEMENT AND CRIMINAL JUSTICE
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For further information concerning the policies and procedures of the Lincoln Volunteer Probation Counselor Program contact:

Court Psychologist
Municipal Court
Probation Office
920 "O" Street
Lincoln, Nebraska 68508
(402) 473-6391

AN EXEMPLARY PROJECT

**THE VOLUNTEER PROBATION COUNSELOR PROGRAM,
LINCOLN, NEBRASKA**

By
Richard Ku
with the assistance of
Richard Moore and Keith Griffiths

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Richard W. Velde, *Administrator*

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The Lincoln Volunteer Probation Counselor Program is one of 17 programs which have earned the National Institute's "exemplary" label. Projects are nominated through the LEAA regional offices and the state planning agencies and are examined by an independent evaluator to verify their:

- overall effectiveness in reducing crime or improving criminal justice;
- adaptability to other jurisdictions;
- objective evidence of achievement;
- demonstrated cost effectiveness.

Validation results are then submitted to the Exemplary Projects Advisory Board, made up of LEAA and state planning agency officials, which makes the final decision.

For each Exemplary Project, the National Institute publishes a range of information materials, including a brochure and a detailed manual. Single copies are available free of charge from the National Criminal Justice Reference Service, Washington, D.C. 20531.

FOREWORD

The Lincoln, Nebraska, Volunteer Probation Counselor Program is an excellent example of community involvement in the corrections process. Through careful screening, volunteers are selected and then trained to assist the local probation staff in counseling and supervising probationers.

Precise matching of volunteer and probationer is a hallmark of the Lincoln program. After extensive interviews with both volunteer and probationer, the two are matched on the basis of mutual interests and the probationer's specific personal needs.

The volunteer serves as friend, role model, supervisor, or counselor, depending upon the probationer's needs. The relationship is designed to help the probationer understand himself better and see the world more realistically and constructively. Ultimately, the goal is to reduce the likelihood that he will turn to more serious crimes.

Using this approach, the Lincoln program has worked with high-risk misdemeanor probationers—those with more serious behavioral problems. Its achievements have earned it the National Institute's "exemplary" label as one of 17 outstanding criminal justice projects selected to date.

The National Institute believes that other communities may be interested in learning about Lincoln's volunteer probation counseling methods.

This manual provides a detailed description of the operations of the Lincoln program. A brochure containing a general description of the project is also available through the National Criminal Justice Reference Service, Washington, D.C. 20531.

GERALD M. CAPLAN
Director
NILECJ

TABLE OF CONTENTS

CHAPTER 1: PROGRAM OVERVIEW	1
1.1 The Lincoln Approach	2
1.2 The Volunteer-Probationer Relationship	5
1.3 Summary of Results	7
CHAPTER 2: PROGRAM PROCEDURES	11
2.1 Assessment	11
2.2 Classification	13
2.3 Orientation, Assignment and Counseling	15
2.4 Monitoring Progress	18
CHAPTER 3: VOLUNTEER SELECTION AND SUPERVISION	23
3.1 Recruitment	23
3.2 Screening and Selection of Volunteers	25
3.3 Supervision	31
3.4 Evaluation of Volunteer Performance	35
CHAPTER 4: TRAINING	39
4.1 Overview	39
4.2 Session No. 1	40
4.3 Session No. 2	43
4.4 Session No. 3	44
CHAPTER 5: MATCHING VOLUNTEERS AND PROBATIONERS	47
5.1 Criteria for Matching Volunteers and Probationers	47
5.2 Matching Strategies	49
5.3 Problems and Pitfalls in Matching Volunteer and Probationer	52
5.4 Sample Case Studies	54
CHAPTER 6: OUTCOMES AND COSTS	69
6.1 Program Outcomes	69
6.2 Program Costs	75
CHAPTER 7: EVALUATION	77
7.1 Methodological Considerations	78
7.2 Evaluation of Overall Program Effectiveness	81
7.3 Evaluation of Program Processes	86
7.4 Assessment of the Personal Development of the Probationers	88
Bibliography	93
APPENDIX	95
Defendant Information Form	97
Sentence Completion Test	105
Volunteer Probation Counselor Application Form	109
Volunteer Probation Counselor's Monthly Progress Report	113

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CHAPTER 1: PROGRAM OVERVIEW

The use of volunteers to support the efforts of salaried correctional personnel has become an increasingly common practice, enthusiastically endorsed by probation agency administrators. Probation itself, well-established as a funded agency for the community supervision of convicted offenders, actually began as a voluntary service in the nineteenth century. In recent years, rising probation caseloads and costs, combined with a growing awareness of the necessity for citizen participation in correctional activities, have stimulated a renewed dependence on the employment of community volunteers in probation.

This manual contains a detailed description of Lincoln, Nebraska's Volunteer Probation Counselor Program, established in 1968 under the direction of the Lincoln-Lancaster County Municipal Court. The manual is intended to serve both as guide for communities wishing to establish a similar program, and as a reference for the improvement of existing programs.

Volunteers in court settings have become more prevalent in the past 15 years. Several worthwhile projects have been undertaken during this time and exhibit a variety of approaches dealing with different types of offenders. The use of volunteers has been well documented and several "manuals" exist for initiating, implementing, and operating programs of this type. (A short bibliography is appended as background to the material contained in the present volume.) This document attempts to supplement the literature on volunteer work in probation by abstracting the essential elements and philosophy of the Lincoln program--a program which has demonstrated measurable success in working with high-risk probationers. Here, the routine use of professional psychological services in the assessment of probationer needs, the selection of volunteers, and the matching of volunteers to probationers are seen as unique program features.

1.1 The Lincoln Approach

The Volunteer Probation Counselor Program is an integral part of general probation programming of the Lincoln-Lancaster Municipal Court. In general, probation is intended as a structured and intensive learning experience for the probationer, designed to inhibit or "unlearn" maladaptive behavior patterns which have developed as a result of the probationer's past history of rewards and punishment. Direct intervention is provided through probation programming, which includes supervision by probation staff, court-conducted educational classes, and one-to-one counseling relationships.

Following a guilty finding for a misdemeanor, sentencing may be deferred by the judge, pending the outcome of a pre-sentence investigation. The purpose of the pre-sentence investigation is to determine the offender's suitability for probation, to identify the offender's needs and problems, and to specify a risk-level, which reflects the offender's likelihood of committing additional crimes. Only those offenders designated "high-risk" are considered for assignment to a volunteer counselor, since the assignment of "low-risk" individuals would result in the inefficient use of volunteers (Section 2.2). The probationary period is one year for high-risk offenders. Counseling by probation staff, and participation in court-conducted educational classes, account for most of the activity during the first two months. It is at this point that assignments are made to volunteer counselors for the remainder of the probationary period.

The underlying philosophy of the Lincoln Volunteer Probation Counselor Program is that certain misdemeanor offenders can derive benefit from one-to-one counseling relationships with carefully selected and trained citizen volunteers. Many youthful misdemeanor offenders (ages 16-25) commit additional criminal offenses because they are poorly prepared for a responsible and productive adult life. By exhibiting a genuine interest in the youth's needs and problems, a volunteer counselor can redirect a youth's energies toward a more acceptable path to maturity.

Probationers remain under the supervision of the Probation Office of the Municipal Court after having been placed on probation. However, for those assigned to one-to-one relationships with volunteers, primary contact is in a community-based environment. The thrust of

the program is to utilize the humanitarian concerns of ordinary citizens to the benefit of young people who have diverged from the norm in attaining adulthood.

Counseling assignments are based on some common-sense notions. First is the observation that offenders are not all alike. The reasons for their being delinquent, their interpersonal needs, and the kinds of help they require to make a more adequate community adjustment differ from one offender to another. Second is the well-documented assumption that very few volunteers will relate well to all types of offenders. Volunteers possess different capabilities for helping offenders. Some they can help and others they cannot. The basic idea is to match certain kinds of delinquents with certain kinds of volunteers so that the needs of the probationer are met by the capabilities and interests of the volunteer. Both must be comfortable in the matched arrangement. Four categories of probationer needs have been used in Lincoln to guide assignment of probationers to volunteer counselors. Approximately 65 percent need a *suitable adult model*; 20 percent need *primary counseling*; 10 percent need a *friend/companion*; and 5 percent need considerable *direct supervision*. (Sections 2.1 and 5.2.)

The Lincoln program consists of four key components. *Probation staff* conduct comprehensive pre-sentence investigations on each offender from which a determination may be made as to suitability for probation and eventual assignment to a volunteer counselor. Staff are also responsible for the supervision of volunteers and are available to assist volunteers during times of crises in counseling relationships. In addition to these program-related duties, probation staff carry regular probation caseloads, and each staff member is responsible for an educational program: driver education, alcohol/drug abuse, and the volunteer counselor program.

The input of a *professional psychologist* is critical to the philosophy of the Lincoln program. This individual is responsible for the psychological assessments of probationers and volunteer applicants, the matching of probationers and volunteers, and the training of volunteers in counseling skills. Although these basic services could be obtained under contract with a consultant, there are several advantages of having a full-time position. Individual counseling and therapy, group and family counseling, and in-service training for probation staff can supplement regular probation programming and volunteer counseling. Moreover, greater familiarity

and understanding of the unique demands of working with offender populations which would be gained by a full-time psychologist (possibly even carrying a small caseload) would enhance a program's overall effectiveness.

The third key component of the Lincoln program is the *volunteer coordinator*. In Lincoln, the volunteer coordinator is a probation staff member who also carries a caseload. However, a full-time position is recommended during the early stages of a program. The duties of the volunteer coordinator are multi-faceted and highly complex. Examples of these duties are given below:

- Recruiting volunteer applicants;
- Reviewing volunteer applications and conducting interviews;
- Participating in matching decisions;
- Managing logistical problems in assigning volunteers to probationers;
- Reviewing monthly progress reports from volunteers;
- Establishing and maintaining channels of communication between volunteers and probation staff.

The *volunteers* themselves constitute the fourth key program component. They perform a variety of different functions within the Lincoln program. Volunteer specialists contribute to educational classes, help with employment and educational development, assist in public relations, and prepare a monthly newsletter which is distributed to other volunteers and staff. Some in-office clerical duties are also handled by volunteers. Volunteers have filled the role of featured speakers in educational classes or as group leaders in small group counseling. Most volunteers are utilized in one-to-one counseling relationships.

Two approaches are used to supervise volunteers. In the first, the volunteer coordinator assumes total responsibility for all activities of the volunteers, and probation staff relate directly to the volunteer coordinator in dealing with any problems which may occur with the volunteers. In the second approach, volunteers are assigned to work with individual staff members. Thus each probation staff member supervises a group of volunteers, with support from the volunteer coordinator. As a general rule, a maximum of 20 volunteer counselors is supervised by one staff member.

1.2 The Volunteer-Probationer Relationship

Interaction between the volunteer and the probationer is an essential condition for a change process. A major assumption of the Lincoln program is that the volunteer and the probationer must meet together on a regular basis before a relationship can be established and a potential for change exists. That is, a genuine impact is made by the volunteer which results in a general improvement to the probationer's life, as well as avoidance of further contact with the criminal justice system.

The average volunteer-probationer relationship lasts about 10 months. During that period, regular meetings are held about three times a month (not counting special meetings caused by emergency or personal crisis). Meetings tend to be on a weekly basis during the initial stages of the relationship and were less frequent as the probationary year progressed.

The volunteer-probationer relationship was found to be remarkably different from traditional counseling relationships. Volunteers do not spend all their time sitting around and talking with their probationers. Rather, they take an active interest in building a relationship based upon sharing of pleasurable experiences and serious problem-solving.

Employment and educational problems were the most frequently reported concerns of probationers. In about one of every five relationships, volunteers actually arranged employment for probationers. Also, volunteers assisted with financial problems by obtaining aid through outside agencies in about 20 percent of the cases. About one-half of the volunteers dealt with at least one significant educational problem. For example, volunteers arranged for special classes and tutoring, assisted in planning for future education, and intervened in behalf of the probationer with school officials.

In addition, volunteers engaged in a variety of recreational activities with probationers. Significant amounts of time were spent in spectator sports and other leisure activities.

Nine important characteristics of the way in which volunteers relate to probationers have been gleaned from the Lincoln experience:



- Meets regularly with probationer;
- Liked as a person by probationer;
- Contacts community agencies on behalf of probationer;
- Participates in planned activities with probationer;
- Sensitive to expressed needs of probationer;
- Available during emergencies;
- Accurate perception of personality and attitudes of probationer;
- Submits regular monthly progress reports;
- Cooperates with probation staff.

The task of identifying a single type of individual or single set of personality characteristics associated with success as a volunteer probation counselor is not likely to meet with much success. Because the youthful offenders differ considerably, it seems only reasonable to expect different types of volunteer probation counselors to be needed. Each of the four different types of relationships between offenders and volunteers has somewhat different role demands, and different types of people are required. (Section 5.2.)

Screening procedures in the Municipal Court's Volunteer Probation Counselor Program are very stringent (Section 3.2). If serious questions arise about the ability of the volunteer applicant, he or she is likely to be removed from the program. Consequently, it can be said that volunteer probation counselors represent a relatively select group of individuals. Most volunteer applicants complete a personality inventory before assignment to a probationer. An overall profile, constructed from mean scores on each of several scales, all of which were somewhat above average, indicated that the volunteers could be described as enterprising, fluent and persuasive, self-confident, dependable, tolerant and accepting of others, flexible in thought, and willing to accept new and different ideas.

1.3 Summary of Results

This section summarizes the results of the Lincoln program. A more complete discussion of program costs and outcomes is given in Chapter 6.

A 1972 study of the Program's effectiveness produced highly favorable results of comparisons between high-risk probationers who were assigned to volunteers and probationers who proceeded through regular probation programming. Statistically significant differences were found between the two groups in the number of new offenses committed during the probationary year, as well as in the seriousness of those offenses. Even more striking differences occur if the year prior to probation is compared to the probationary year for the two groups. Reductions were found in all offense categories for volunteer program participants, with an overall percentage reduction of 62 percent. In contrast, the group in regular probation had an overall reduction in offenses of 11 percent, which included increases in theft-related, anti-social, and minor traffic offenses. In general, volunteer counseling relationships are "successful" in about 3 of 4 cases.

Statistical Profile of Probationers

The average probationer caseload is about 200, half of whom are in the high-risk category. The average age of the probationer population is about 19 years, and about 90 percent are male (although there is an increasing trend in the number of female offenders). Data from the 1972 study suggest that offenses committed by high-risk probationers break down approximately as follows:

Theft-related	10%
Anti-social behavior	16%
Alcohol/Drug	22%
Major traffic	35%
Minor traffic	17%

Psychological testing indicates that the personality characteristics of the high-risk population are remarkably similar to inmate populations in California and delinquency-prone youth in other jurisdictions.

Statistical Profile of Volunteers

During the past eight years, 336 citizens from the Lincoln community have served as volunteer counselors for 472 high-risk offenders. Approximately 80 volunteers are currently associated with the program. Volunteers have ranged in age from 18 to 69 years, with the average being about 27 years. About 60 percent were men,

and about 60 percent of the volunteers were married. Thirty-nine percent had previous counseling experience, formal training, or work experience with other community service agencies, sometimes in a volunteer role. Twenty-one percent expressed an interest in a counseling career. The average educational level was a little over 14 years. Over 90 percent of the volunteers expressed a religious affiliation.

Volunteer probation counselors come from all walks of life and socio-economic levels in the community. Blue collar workers, professors, housewives, plumbers, attorneys, college students, and retirees have served as volunteer counselors. About 70 percent of the volunteers who are assigned to counsel a probationer agree to be reassigned. Because of the care taken in recruiting and screening applicants, the number of volunteers who must be dismissed is minimal. The major loss in volunteers is caused by persons moving from the community.

CHAPTER 2: PROGRAM PROCEDURES

This chapter describes the procedures involved in program participation. Included among these are assessment of individual needs, classification in terms of risk potential for the commission of further criminal offenses, pre-assignment and assignment activities, monitoring progress, and termination. In addition, philosophical and structural components which are related to the process of initiating meaningful change are discussed as appropriate.

2.1 Assessment

The assessment of a probationer's needs begins with the presentence investigation. It is a critical element of the volunteer probation counselor program. With respect to the program, the presentence investigation serves two major purposes: to determine the offender's suitability for a probationary relationship with a volunteer; and to identify, at a high level of detail, the offender's needs and problems, for later "matching" with a volunteer.

The major components of the presentence investigation are as follows:

- Interviews with the offender, family members, and persons in the community who are acquainted with the offender. A Defendant Information Form (Appendix A) is used to gather a considerable amount of data pertaining to the individual's personal history, employment and educational experience, finances, social involvement, and personality.
- Psychological and intelligence tests. A sentence completion test (Appendix A) and the California Psychological Inventory are used to supplement the evaluation of the



defendant by the Court Psychologist. These tests pertain to personality traits, intelligence capacity, use of alcohol or drugs, and societal adjustment and attitudes. In addition, the Shipley Institute of Living Scale (Vocabulary and Abstraction Tests) is administered to refine the assessment of intelligence capacity.

- Examination of prior criminal record, including juvenile arrests.

A presentence investigation report is then prepared for the judge's approval. This report summarizes the findings of the presentence investigation and provides recommendations as to the terms of probation.

2.2 Classification

The risk of additional criminal offenses determines whether the individual will be assigned to the volunteer probation counselor program. Low-risk offenders are unlikely to commit additional criminal offenses and are characterized by the following:

- No significant personal or emotional problems;
- No particular anti-social attitudes or anger at authority figures;
- Relatively stable family or living environment;
- Absence of significant situational stress or personal crises (except, perhaps, as these may relate to the current arrest);
- Personal resources and intelligence to function adequately in the community;
- Few prior criminal offenses;
- Some evidence of assuming an adult role in society (e.g., securing or having a job).

Probation terms for low-risk offenders generally include: a probation period between six months and one year; standard conditions relating to avoidance of unlawful behavior; and, writing of essays relating to the offense.

High-risk offenders are identified on the basis of several of the following characteristics:

- Significant mental or emotional problems;
- Anti-social attitudes;
- Relatively unstable family or living environment;
- Situational pressure or stress;
- Relatively limited personal assets;
- Numerous prior criminal offenses.

Probation terms for high-risk offenders include one-year probation; written essays on topics related to the offense; court-conducted educational classes/ regular meetings with volunteer probation counselor; and monthly reports about educational and employment activities. Other special terms of probation included are based on the needs of individual offenders.

On the basis of the presentence investigation, interviews with the offender, and the interpretation of the psychological tests, the high-risk offenders who are considered amenable to assignment to a volunteer are further classified according to their needs:

- *Suitable Adult Model* The probationer lacks a suitable adult model with whom he can identify. The youth needs assistance in planning for the future and clarifying his role in the community. By far the greatest number of probationers fall into this category--about 65 percent.
- *Friend-Companion* Some probationers are unable to relate well to older volunteers. Often the youthful offender is rebelling against the family and/or community. A crucial need is for a dependable friend who he or she can trust. Approximately 10 percent of the probationers fall into this category.
- *Supervision* A small proportion (about 5%) of probationers are persons with very limited personal assets. A basic goal is to maintain their functioning in the community outside of an institution. They need assistance with very basic skills in living, such as managing finances, obtaining and keeping employment, and finding suitable recreational outlets.

- *Primary Counseling* The probationer has personal and/or emotional problems which can be aided by talking about them. He is verbal with some insight into himself and the causes of his problems. Furthermore, the youth experiences relief through talking and may be able to make some changes in himself by talking through the problems. Roughly 20 percent of probationers have this need.

2.3 Orientation, Assignment and Counseling

The emphasis on responsibility-taking begins with the Order of Probation, which is a written contract signed by both the judge and the offender. The judge advises the defendant of the specific, individualized probation program, and the offender makes the voluntary choice of accepting the terms of probation, or rejecting probation and receiving punishment. If the offender accepts the terms of probation, both the judge and he sign the Order of Probation.

This approach places the burden of decision-making on the offender. The opportunity to make decisions has much appeal to an offender whose rebellious and nonconforming behavior is motivated by a striving for independence. The offender also perceives respect for his identity and independence as well as the self-satisfaction of being in a position to exercise some control over what happens to him. It is noted that less mature offenders tend to perceive probation as an easy alternative to punishment, rarely bothering to pay much attention to the specific terms of probation.

Staff counselor and probationer begin meeting within a week after the probation hearing. Three to five weekly meetings are usually necessary to clarify terms of probation, communicate expectations, and deal with any existing crisis situations. A written essay is assigned and discussed with the probationer. The probationer is enrolled in one of the educational classes as soon as possible. The staff counselor gains additional impressions about the kind of volunteer probation counselor who should be assigned to the probationer.

The staff counselor provides a model for mature problem-solving and makes it clear that the probationer will have to abide by the probation program. However, if the probationer does not succeed, the

opportunity to sit down and talk about the situation and suggest possible solutions and alternatives is available. Most high-risk offenders are confident of success, usually because they do not see any problems with their behavior, and agree readily to abide by the probation terms. The individual is given the chance to prove that successful probation can be achieved, rather than being threatened by an authority figure. By accepting and respecting the offender, an important foundation is made for dealing with future problems.

The counseling relationship is the most significant element of the program because more immediate attention to individual needs is possible, and the amount of direct contact with the individual offender is greater. The change process through counseling is predicated upon two assumptions: (a) that continuing contact facilitates the development of trust and greater acceptance of useful advice from the counselor; and (b) that the most significant change will occur during periods of crisis where motivation to change is maximized.

The crisis intervention model of behavior change assumes that motivation for change in behavior is present only intermittently and for a short period of time, usually four to six weeks. When external or internal pressures produce emotional discomfort, a probationer is motivated to reduce the emotional stress. The volunteer counselors are trained in crisis intervention techniques in order to recognize the feeling of the probationer and deal with them; to identify precipitating factors and behavior used to cope with these feelings; to seek alternative ways to react to or solve problems; to persuade the probationer to initiate new and more effective means of coping; and to reinforce newly-learned and more acceptable behavior.

It has been observed that the time taken for arrest, conviction, and probation may be a significant inducement for the change process, particularly if the case is processed rapidly (in less than four to six weeks). In order to take advantage of the motivation for change induced by this crisis situation, the individual should be assigned to probation programming as soon as possible. If a delay occurs, the individual is likely to be exposed to the same family and peer pressures which have contributed to the maladaptive behavior, making change more difficult to achieve.

Two basic learning tasks are impressed upon probationers during counseling. One deals with assuming responsibility for one's self and behavior, a necessary condition for a satisfactory participation in society. Many offenders avoid responsibility-taking by blaming bad luck, fate, authority, or other persons for the personal problems. Some youthful offenders shirk responsibility in order to behave immaturely and engage in pleasure-seeking behavior. Many times the offender will engage in risk-taking or adventurous behavior with little regard for the consequences, including possible harm to other people. The offender must learn to accept responsibility for his acts, especially the effect on other persons. If the individual does not accept responsibility, he cannot control his own behavior and cannot be expected to initiate meaningful change in himself. Before the individual can derive self-satisfaction for meaningful change in his behavior, he must feel responsible for what he has done. Responsibility-taking is a necessary condition for setting goals, taking the initiative, following through, and accepting consequences for behavior, both rewards and punishments.

A realistic understanding of one's self and life situation is another essential condition for successful participation in the community. Low self-esteem, often caused by poor child-rearing practices or continued failure in experiences with societal expectations (at school or on the job) prevent the individual from looking at himself realistically and objectively. The person remains severely handicapped because he cannot accurately perceive his own abilities and cannot assess his impact upon other persons in interpersonal relationships. Some youthful offenders exaggerate their own self worth and often engage in grandiose schemes which show little common sense, poor judgement, or no planning ahead. Other offenders develop an attitude of resignation, based upon both fear of failure and fear of success. The insecure offender feels threatened by goal-setting since he has typically failed in the past. He has either experienced punishment for failure, or has not been rewarded for success.

Self-doubt, expectation of rejection from others, and fear of punishment are typical attitudes which produce feelings of distrust and resentment toward other people and society. The individual may resort to manipulation and exploitation of others as a way to protect himself from perceived threatening surroundings. A basic lack of trust in others is prominent. If the individual can develop a sense of trust in others, a valuable mode for modifying faulty perceptions and expectations will be present. Some degree of realistic

self-worth must exist before the individual can risk experimenting with alternative and more effective behavior. When a person is able to perceive himself (especially his feelings, needs, and expectations) more realistically, he is able to perceive where he stands with respect to society. Only then can he begin to learn how to satisfy himself in socially approved ways.

2.4 Monitoring Progress

Three regularly scheduled meetings between the staff counselor and the volunteer probation counselor and probationer occur. After about four weeks, a meeting is held to determine how well the two are getting along and what activities have been going on. About halfway through probation, another meeting is held to discuss overall progress. About a month before the end of probation, the final review meeting is held. The volunteer is encouraged to submit a written report of progress to be sent to the judge. The probationer is encouraged to think about his year on probation and to try to notice some changes in himself and/or his life situation. Both staff counselor and volunteer probation counselor praise the probationer for progress.

Every probationer is required to abide by the terms of probation. When a probationer fails to do this, definite consequences (often perceived as punitive sanctions) inevitably follow. Probation may be revoked, extended, or modified by adding additional requirements. In rare cases, contempt of court proceedings may be initiated. Before punitive measures are invoked, careful evaluation is made of progress, and the potential impact of any punitive sanction upon the probationer is evaluated. It is essential that the staff and volunteer counselor be sensitive to the individual offender and maintain realistic expectations regarding rate of progress. Early in the probation period there is usually more flexibility and a willingness to allow the offender to go at his own rate. The approach used to motivate offenders will vary from person to person. Some require nothing more than a pat on the back, while others require considerable firmness. As long as some potential for change through probation exists, probation will be continued, although other terms may be added. When no realistic potential for success exists, revocation is recommended.

Before any action is taken, the volunteer probation counselor and staff counselor meet with the probationer to discuss problems openly and honestly in an atmosphere which encourages mature problem-solving and responsibility-taking. Any decisions are discussed with the probationer, who is invited to make suggestions for change. If the probationer agrees to complete additional tasks to demonstrate motivation to cooperate and complete probation successfully, punitive sanctions may be postponed.

The basic lesson that the probationer is to learn is that he will be required to complete his probation. The Court is always willing to give another chance to the offender who is willing to make a conscientious effort. Many probationers develop respect for the probation program because they are treated fairly and justly, even though they do not like to be punished. Most probationers value the support, encouragement, and concern in being given another chance.

A key to successful probation can be found in dealing with crisis situations effectively. At least one crisis situation is likely to occur during probation and five or six are not unusual. Training and experience with crisis intervention techniques are valuable tools for both staff and volunteer counselors.

High-risk offenders will inevitably have problems conforming to probation expectations. The structure of the program generates problems because the high-risk offender typically dislikes authority and requirements such as attendance at educational classes. Probation expectations are discussed and clarified with the offender, and an effort is made to examine feelings--usually anger and resentment. The possibly serious consequences of the probationer's lack of cooperation are discussed. Alternative ways of reacting to the situation are also suggested. The probationer is given the choice of what to do, which usually results in agreement to cooperate. Several lessons can be learned from crisis situations:

- *An offender cannot manipulate the probation program.*
- *An offender must abide by the terms of probation.*
- *The staff will be receptive to the probationer's side of the story.*
- *The staff will generally give the probationer a second chance, but commitments must be followed through.*

- The probationer is rewarded for cooperation, both by praise from the counseling person and by the avoidance of punishment.
- Offenders are usually able to gain something beneficial from the educational classes.

An additional criminal offense is another typical crisis situation but is somewhat more complex. Attention must be given to causal factors leading to the new offense, and to the probationer's reaction to the likelihood of probation revocation.

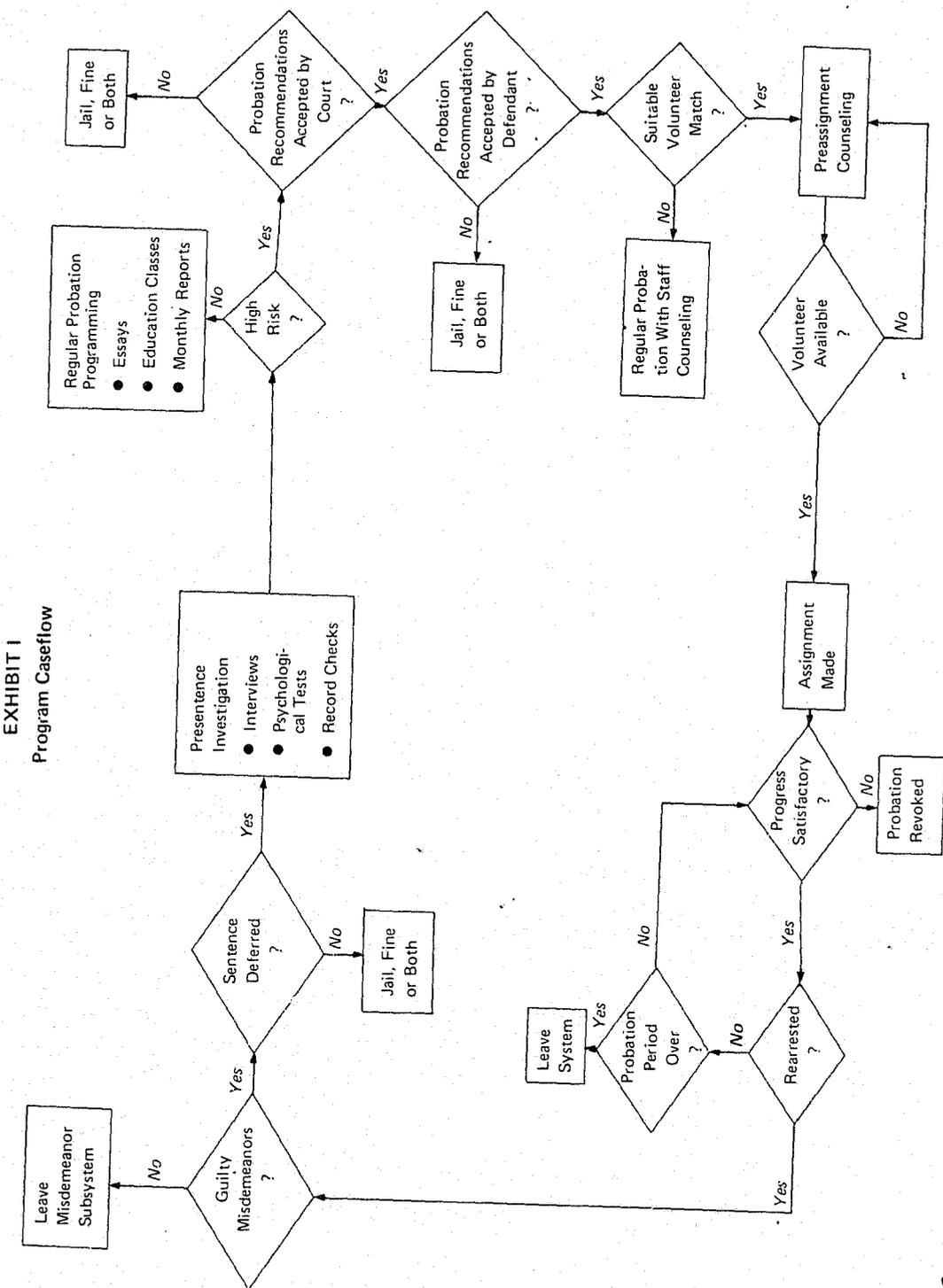
A volunteer probation counselor works directly with problems associated with a new offense, often beginning with a visit to the probationer in jail. Through continuing contact during the crisis period, the volunteer probation counselor is in a position to point out some problems the individual has had which have emerged during the course of the counseling relationship, but have been ignored by the probationer.

A joint meeting between the staff counselor, probationer, and volunteer probation counselor is held to decide whether probation should be revoked. If the probationer has been cooperative or expresses a willingness to cooperate, the probationer may be assigned additional tasks to complete, and probation is continued.

At the end of the probationary year, the offender and volunteer probation counselor appear in court before the judge. The judge expresses special gratitude to the volunteer probation counselor for efforts during the year, and special praise is given to the probationer as warranted by progress during probation. The staff counselor meets with both the volunteer and probationer after court to complete the congratulatory ceremony.

The flowchart in Exhibit I summarizes the program procedures described above. Decision points are indicated by diamonds, and actions taken are represented by rectangles.

EXHIBIT I
Program Caseflow





CHAPTER 3: VOLUNTEER SELECTION AND SUPERVISION

One of the key features of the Lincoln Volunteer Probation Counselor Program is the care taken in selecting volunteers. The selection process begins at the recruiting stage and continues through the screening procedures, followed by evaluation of volunteer performance to determine whether reassignment is desirable. There is a great temptation for programs to use the "shotgun" approach in soliciting volunteer workers, probably a result of the feeling that any kind of assistance is better than none. The Lincoln approach contradicts this theory, and the outcomes of the Lincoln program attest to the benefits which stem from careful selection of volunteer participants.

3.1 Recruitment

Some communities have a history of "volunteer spirit" to fill many different kinds of needs. In these communities, finding enough bodies for a volunteer probation counselor program should not be difficult, and the emphasis should be on selective recruiting.

Volunteer "bureaus" are likely to be found in areas having a high degree of volunteer spirit. Such bureaus serve as "brokers" in providing volunteers for hospitals, the mentally retarded, the physically handicapped, and otherwise underprivileged persons. These bureaus generally screen all of their applicants as to general qualifications and are therefore an excellent source. Contacts with volunteer bureaus can be made directly.

Churches and religious organizations are a second source of volunteers. Here, the initial contact can be made with ministers,

rabbis, and other congregation leaders to determine whether there is sufficient interest and time. The program can be described at church meetings and the name of a program person to contact can be made available at this time. With the cautionary note to avoid selecting individuals who are solely motivated by their religious affiliations, religious organizations can generally provide an excellent source of volunteers.

A third source of volunteers is graduate students in communities in which universities are located nearby. Graduate students in social and educational psychology and other types of social work can gain useful experience working with probationers in a volunteer relationship, and this can bring counseling skills to the program which would not be present in "lay" counselors. Talking to graduate classes, posting notices on bulletin boards, and obtaining the interest and support of the graduate faculty are three means of tapping this source of volunteers. In some cases, course credit can be offered to certain graduate students for program participation.

Although age and maturity are constraints, the use of undergraduate students in a volunteer probation counselor program is a possibility. However, with some exceptions, the Lincoln program reports that undergraduate students lack the ability to maintain a sufficiently high level of motivation and interest to be successful volunteer counselors. This is not surprising in view of the fact that, in contrast to graduate students, undergraduates generally do not focus on one area of study and are involved in many different types of extra-curricular activities.

Community service groups offer yet another source of volunteers. Leaders of such groups are often community leaders, and their support for the program can provide a large network of communication to disseminate information about the program. If it can be arranged, program personnel should try to be present at meetings of these organizations to describe the program in some detail in an informal talk. This format enables interested parties to respond immediately, perhaps even receiving an application form. Questions about the program can also be answered at such meetings.

Retired persons also make excellent volunteers, particularly where the assets of patience and "wisdom of age" are desired. Working

with youthful offenders enables older volunteers to keep up with the problems of youth and to feel that they can still contribute to the well-being of the community. Some jurisdictions may have organizations and associations of retired persons which can be tapped for volunteers. Where these do not exist, the best approach to attract these individuals to the program is through word-of-mouth.

Professional organizations, representing occupations such as teachers, accountants, businessmen, and social workers can be approached to recruit volunteers. These persons may be particularly suited for "volunteer specialist" roles such as job and educational development, where a full counseling relationship is not required. Additionally, their time may be sought to perform clerical and other office tasks which would not involve a major commitment to counseling. Blue-collar workers often make excellent volunteers. Service station personnel, construction workers, and bus drivers are examples of possible sources which may be tapped directly, or with the assistance of labor unions.

Many volunteer candidates are likely to be referred by program staff and court personnel. In particular, judges are excellent recruiters, and they lend much respect to a program, especially during its formative stages.

As a supplement to each of the sources discussed, individual word-of-mouth is an indispensable means of recruiting volunteers. Communication about a program between friends and acquaintances will virtually assure a continual source of volunteer applicants.

3.2 Screening and Selection of Volunteers

A successful volunteer program requires an adequate supply of volunteer workers. In general, it may be said that it is not difficult in most communities to attract a pool of applicants. In this section the aim will be to describe the procedures for screening, selecting and assessing the qualifications of volunteers, as a basis for matching volunteers with probationers.

3.2.1 Screening

One of the key elements in a successful volunteer program is the care taken in screening volunteer applicants. An intensive, multiple screening process is recommended. In Lincoln, screening consists of four stages: the application form, an interview with the Volunteer Coordinator, psychological testing, and performance during training.

One might ask if volunteers will be discouraged by intensive screening. The Lincoln experience indicates that most mature volunteers react favorably to careful and rigorous selection procedures. Mature persons appreciate an organized and efficient program that is willing to spend extra time and take great care in the selection process. The greater the amount of effort required of the individual in order to get into the program, the more likely he or she is to remain committed to the program. There is honor and prestige associated with being selected to serve as a volunteer probation counselor. Rigorous screening procedures are very useful in screening out less reliable individuals.

*The Application Form**

The application form seeks information of the following types:

- Age, occupation, biographical information;
- Community affiliations and social organizations;
- Prior experience working with young people;
- Prior experience in a counseling role or as a volunteer with another agency;
- Three personal references;
- Future plans, especially with regard to how long the applicant plans to remain in the community;
- Family situation, marital status;

* A copy of the Volunteer Probation Counselor Form appears in Appendix A.

- Attitude toward probation, the law, and deviant behavior;
- Reason or motivation for volunteering;
- Sensitivity to personality characteristics and needs of this age group;
- Commitment to serving for a period of one year working for at least one hour a week on behalf of offenders assigned by the court.

The Interview

The next step is an interview with the Volunteer Coordinator. The applicant sends in the completed application form and asks for an interview. The staff person reviews the application and prepares for the interview by noting any topics which need clarification. At this face-to-face meeting the Volunteer Coordinator has the opportunity to form an impression about the personality characteristics of the volunteer. The Coordinator assesses such qualities as the following:

- Warmth, openness, and acceptance vs. coolness, aloofness, and closed-mindedness,
 - Self-confidence, maturity vs. uncertainty, insecurity,
 - The individual's ability to handle anxiety,
- and should seek answers to questions such as:
- Does the individual appear to be overly talkative and hyperactive or very passive and shy?
 - Is the applicant overly contrite, pleasing, and obedient?
 - What does the person do if the Volunteer Coordinator disagrees with the applicant? Does the person become hostile, critical, threatened?
 - Is the individual flexible in thought, alert mentally, spontaneous, and able to think on his feet?
 - Does he appear to have good practical judgement?
 - What kinds of attitudes and opinions does he express toward punishment?
 - How does the person react to deviant or unacceptable behavior?

- Will the applicant be able to continue to communicate acceptance and feel comfortable working with the youthful offender even when the offender does not cooperate and often rejects advice?

By the end of the interview, the staff person has a reasonably good idea about whether to exclude the person immediately from the program or to pass him to the next stage. If it seems unlikely the person will be suitable volunteer probation counselor, the Volunteer Coordinator will discuss other possible roles within the program.

Persons who are accepted at this stage as applicants for the program are advised when the next training series for volunteer probation counselors will be held. They are given a fictional case history in the form of a presentence investigation and a series of study questions. The individuals are asked to look over the information and formulate answers to questions in preparation for the training series.

Psychological Evaluation

A paper and pencil personality inventory which requires between 45 and 60 minutes to complete is routinely administered to volunteer applicants. This is the same test administered to defendants in the presentence investigation. Brief inspection of the resulting test profile by a qualified psychologist will detect gross distortions of personality and provide other relevant information about personality functioning. The psychological test requires little staff time and provides valuable information not only for the selection process but also for the process of matching volunteer with probationer.

The role of psychological testing in the selection procedure should not be underestimated. It is a much needed supplement to the interviewing process as a means of making sound decisions about personality characteristics and the possibilities for being successful in a counseling role. Because the volunteer program must select and recruit a variety of different kinds of persons with many different kinds of backgrounds, it is almost inevitable that some problems and limitations will result if only staff interviewing is used for selection. A much sounder approach is to utilize multiple

sources of information in order to provide a better overall perspective and more objective information on personality characteristics associated with responsibility-taking, self control, tolerance, flexibility, self-acceptance, and social poise.

Performance During Training

The fourth and last stage in the screening process is the applicant's performance during training.* After the individual has successfully passed through the interview and psychological testing phase, his or her performance in the training series is carefully assessed. The general demeanor of the person in group situations is noted by professional staff. Modes of interacting with other volunteers and staff persons are also observed. Staff are better able to get a feeling for the way the real person comes across through their contacts with the person in the training series. Some areas of interest include whether the individual exercises a leadership role in small groups. Does the person tolerate disagreements from others? Will the person become defensive if a suggestion of his is rejected? Or, will the person appear to be hurt? Will the person continue to push a point of view even to the extent that other people are becoming noticeably offended? Does the behavior indicate that his thinking is on the rigid and not very flexible side? Will the individual accept new and different ideas? Does the individual seem to grasp essential features of the instructional material? How well does the person respond to the demands in the role playing situation?

3.2.2 Selection

The screening process provides the necessary information to make sound judgements on the selection of probation counselors. In summary, those selected are capable people who meet certain minimal standards. They are dependable, responsible, conscientious, and honest. They maintain a productive and stable role in the community. They possess good common sense and practical judgement. As individuals, they are secure in their own identify. They are like-

* A detailed description of the training series in Lincoln is provided in Chapter 4.

able, able to get along with probation staff, and possess a minimal level of interpersonal skills. Following are some of the most common reasons for excluding individuals from the role of volunteer:

- Dishonesty in completing application form;
- Prior criminal offense record, unless the individual is rehabilitated through the probation program;
- Presence of mental and/or emotional problems;
- Poor personal stability, including: marginal members of the community who suddenly develop an interest in counseling others even though their own long-term adjustment to the community has been poor; persons experiencing a temporary personal crisis or significant change in life situation, such as going through a divorce;
- Inability to make a commitment for one full year, with the exception of some college students who may be able to work during the academic school year;
- Joiners: individuals who belong to many different community organizations but rarely bother to contribute much to any given one;
- Inappropriate motivation which stems from: personal whim, a desire to reduce boredom, a willingness to be recruited as a personal favor to a friend rather than to any commitment to the program, an axe to grind, or a desire to punish wrongdoers;
- Persons associated with the criminal justice system, including police officers, attorneys, etc. are rarely able to function very successfully as counselors. The offender typically perceives these individuals as authority figures and has an extremely difficult time forming a relationship based on trust. However, these individuals may give great assistance with educational classes or in other roles. Also, prominent members of the community are often asked to become volunteer probation counselors. They will often accept the invitation and be genuinely motivated to do a good job as a counselor. Unfortunately, these individuals may be involved with many different kinds of activities so that they simply do not have enough time to be effective as volunteer counselors. Although they probably make a conscientious effort, conflicts in scheduling results in missed appointments or inability to deal with personal crisis when needed.

3.2.3 Assessment of Volunteer Qualifications

As a result of the four-stage screening process a significant amount of data are obtained about the volunteer which are essential in making a suitable match with an offender. Certain obvious demographic data concerning age, occupational status, ethnic status and interests are available. Interests, hobbies and recreational likes and dislikes are known. Personal characteristics such as patience, dedication, and resourcefulness can be assessed, as can interpersonal sensitivity, counseling skill and professional training in counseling. Finally, a great deal is known about personality features and capabilities for relating to different types of probationers.

3.3 Supervision

Joint meetings between the Volunteer Coordinator and probation staff are necessary in order to clarify realistic expectations for the relationships. After the volunteer counselor has been assigned, the staff member generally does not interfere or meet with the offender. If emergencies or crises occur, the staff member should talk first with the volunteer and try to have the volunteer deal with the situation. If this is not possible, then the staff person will intervene.

Three progress meetings between staff and volunteers are scheduled during the probationary year. These meetings occur after four weeks, about six months, and about one month or less before the end of the probationary period. The staff member receives monthly progress reports* and occasionally talks with the volunteer probation counselor. Most of the intensive contact occurs early in the probationary period, until the relationship has been stabilized.

Part of the role of the Volunteer Coordinator is to determine whether the volunteers are getting constructive supervision by the staff. If problems arise with the staff persons, the Volunteer Coordinator meets with the individual involved to help clarify and

* See Appendix A.



resolve any problems. The sensitivity and interpersonal skills of the Volunteer Coordinator are called into play to deal with the situational problems tactfully.

Matching meetings are held, in which all staff members participate. All staff members' contributions and suggestions are elicited and are given careful consideration in matching volunteers to probationers. This reinforces and rewards the staff for participating in the programming and provides further opportunity for the resolution of conflicts and problems with particular volunteers.

Two basic approaches to staff caseload assignment exist. In one, all probation staff have some paper caseloads, most of whom work directly with volunteers. Using this approach, the staff member who is responsible for a case works with the volunteer probation counselor assigned to that case as necessary. This involvement of all the probation staff with volunteers leaves the Volunteer Coordinator free to shift between working with groups of volunteer counselors, attending to other programmatic activities, and dealing with any conflicts or problems between staff and volunteer counselors. The other alternative is for the Volunteer Coordinator to have primary responsibility for working directly with all volunteers and probationers, leaving less time for involvement with other probation activities. The choice depends primarily on whether staff persons are able to work effectively with volunteers in a supervisory capacity. If not, then the Volunteer Coordinator should probably assume the supervisory role over all volunteers.

If volunteer counselors work with individual staff, several factors should be considered. Neophyte staff members are likely to be uncertain of their role and somewhat insecure. It is well worth the time and effort to make certain that veteran volunteer counselors are assigned to work with the new staff person. The experienced and capable volunteer probation counselor is very willing to assist new staff and help orient the individual to the role. As a result, the staff person will learn to appreciate the volunteer and to understand the volunteer's strengths.

If all staff are experienced, it is desirable to have a certain balance with respect to the persons assigned to each staff member. Thus, experienced counselors should probably be divided equally among staff. Some staff resent having to spend much extra time

with newly trained volunteer counselors and begin to resent other staff who have a caseload made up of volunteers who will require very little attention. The best combination finds each staff member assigned a few excellent counselors, several veteran or experienced counselors, some borderline counselors, and a few newly trained volunteers.

Several guidelines have been developed by the Lincoln program regarding staff who may find difficulty working with volunteers. If the characteristics described below can be identified by staff before a program is implemented, measures can be taken to minimize problems once the program begins.

- Some staff may see punishment as a way of dealing with deviant behavior. Persons who perceive their role as authoritarian fit into this group. Often the individual is very talented and has many years of experience working with offender populations, but the kinds of experiences they have had may lead them to expect the worse from most offenders. Furthermore, the staff person comes by his perceptions and biases honestly, i.e., they've seen so many criminals that they have a certain point of view which cannot be overcome. This individual feels that strict terms of probation and punishment through revocation are most likely to be effective in meaningful change. This philosophy is contradictory to that of a successful volunteer probation counselor program.

- Unless a staff person has some rudimentary knowledge of basic concepts in counseling, the needed sensitivity towards the volunteer or supervision for the counseling relationship is not likely to be present.

- The staff person needs to be open minded and able to see some value in different approaches to handling probationers. The rigid person often refuses to accept new ideas and valuable contributions from the volunteer who brings a different perspective to the working situation.

- The staff person who is insecure in his or her own personal identity or whose role is poorly defined, is likely to have a very difficult time determining where the staff role ends and that of the volunteer begins. Consequently, there is a struggle

between them in deciding who should perform which functions. The insecure staff person is simply preoccupied with so many duties as to be unable to devote needed time to work effectively with volunteers.

- Unless the staff person has some sensitivity to the kinds of personal needs and behavior patterns of younger persons, judgment of progress in volunteer counseling relationships will be difficult.

The Volunteer Coordinator needs to be familiar with the perception by other staff members of the volunteer counselors and the modes of relating to the volunteers used by different staff people, since the way the staff person perceives the volunteer is a major factor influencing the volunteer's performance. Insecure staff members often perceive the volunteer as a threat: if the lay volunteer can do as well or better than the staff member, the staff member may see himself or herself as expendable. Another temptation of the staff is to perceive the volunteers as a luxury, not to be taken seriously. This attitude must be overcome for the program to be successful. It is most desirable to have staff perceive volunteers as assets, friends, colleagues, and accord them equal status and respect for the uniqueness of their role and contribution to the program.

3.4 Evaluation of Volunteer Performance

One of the important components of managing a volunteer probation counselor program is the evaluation of each volunteer's performance. For new volunteers, this is done to determine whether the assignment to a probationer was suitable and to identify serious problems which may require termination of the relationship or dismissal of the volunteer. Experienced volunteers should be evaluated to ensure their continued motivation and to determine whether they have become too lax or casual in their relationships. Evaluation of volunteer performance in the aggregate can enable program management to refine its screening, selection, and training procedures.

Although the screening, selection, training, and matching procedures recommended in this manual will minimize the chance that misdirected or misinformed volunteers will be selected for the program and

assigned to a relationship with a probationer, this may nevertheless occur occasionally; otherwise evaluation of volunteer performance would be unnecessary, and only a minor supervisory effort would be needed. It should be emphasized, however, that every effort should be made to maintain a match, as long as the needs of the probationer are being met. Each relationship can expect difficult periods and crises, and in one sense, the absence of these may suggest that the relationship is not progressing, and change is not occurring. Thus care must be taken not to terminate a relationship on the basis of temporary setbacks.

Several checkpoints exist to evaluate volunteers' performance. One very important criterion is the regular submission of monthly progress reports on the probationer, particularly for the newer volunteers. This can indicate a high level of interest and conscientiousness on the part of the volunteer, both factors being important to the relationship. The occasional failure of an experienced volunteer to submit a monthly written report is no particular cause for alarm, however.

Another important element in the evaluation of volunteers' performance is the manner in which problem and crisis situations are handled. The inexperienced volunteer should generally seek the assistance of a staff member in handling serious problems, such as rearrest, reports of further criminal activity, or severe domestic or family problems. The experienced volunteer is better equipped to handle these kinds of situations alone, although the real criterion for judging any volunteer's performance is based on the volunteer's recognition of situations which require professional intervention.

A third evaluative criterion is the extent to which a volunteer interacts with other volunteers in sharing ideas and problems. The periodic volunteer seminars are designed for this purpose and should be attended by both experienced and novice volunteers. Interaction and cooperation with probation staff is also important to the performance of volunteers. For example, advice on the availability and use of other community resources on behalf of the probationer should be sought in most cases; probation staff represent an excellent source of information about other agencies which may fulfill certain probationer needs.

In addition to the possibility of an incorrect assessment of a volunteer's suitability to the program, events may occur in the volunteer's private life which may adversely affect the relationship with a probationer. Domestic problems, the loss of a job, or job pressures may cause the volunteer to give a lower priority to the probationer relationship, resulting in missed meetings and anxiety in those meetings which do take place.

Conversely, the probationer's suitability to the program may have been incorrectly assessed. An incorrigible youth will not respond to any relationship. However, the program philosophy and procedures are designed under the assumption that youth who can benefit from a relationship with a volunteer counselor will be identified. Thus, although cases may occur in which failure in the relationship result despite the best efforts of the volunteer, these are likely to be rare.

If an unfavorable evaluation of a volunteer's performance occurs, three basic options exist:

- *The volunteer is terminated from the program;*
- *The volunteer remains in the pool, but is reassigned to non-counseling duties;*
- *The volunteer remains in the pool and is reassigned at some later date.*

The first option is exercised in severe situations which occur with relative infrequency. The second option is almost tantamount to the first, but it provides a gentler way of removing someone from the program. In some instances, the volunteer may graciously accept a less prestigious assignment such as a non-counseling job. The third option--reassignment at a later date--would generally be exercised if there were a temporary interruption in the volunteer's ability to serve as a counselor, but the basic desirable qualities remain. Dismissal in this case would result in the loss of a potentially valuable asset to the program.

It is important to point out that the needs of the probationer are paramount in any decision regarding reassignment or dismissal of a volunteer. If the probationer is highly motivated and desirous of a relationship, every effort should be made to improve the

relationship prior to taking action. If another volunteer is available and can be suitably matched with the probationer, this may be the best course of action. Whether another volunteer is assigned of course depends on the length of time remaining on the probationary period. Discussions with the Volunteer Coordinator or staff are undertaken by the probationer to resolve this issue.

CHAPTER 4: TRAINING

In addition to the careful selection of volunteers, minimal training and orientation are essential to establish some common understanding of the program's purposes and procedures. The type of training provided in the Lincoln program focuses on what to expect from a relationship with a probationer and on an examination of reactions to certain situations. Thus, rather than dealing with specific skills, the training component is used to communicate more general approaches in working with high-risk probationers in a tactful and effective way.

4.1 Overview

The initial training and orientation series is eight to ten hours of instruction which is usually given over a three day period in the evening. The training series provides information about the role demands and expectations for the volunteer probation counselor; information about probation and probation procedures; personal interaction with staff members; information about the Court; information about the youthful offenders in general; counseling advice; and training in crisis intervention techniques. Additionally, volunteers are encouraged to become closely identified with the overall aims of probation programming and the Court, and to develop a closer feeling of group rapport with other volunteer counselors.

Training sessions are conducted shortly after fifteen to twenty volunteer candidates have passed through other screening procedures. A slide projector and screen are used to depict the types of situations that volunteer counselors can expect to encounter. A tape recorder is available to enable trainees to hear their own

reactions during the role playing component. Official identification cards are issued, and name tags are used to help the trainees become acquainted with one another.

Other training materials which are used in the Lincoln program include files relating to a fictional case history and notebooks containing information about the court, probation, program procedures, and counseling techniques.

There is no substitute for direct contact with a youthful offender. Consequently, ongoing training experiences are available to volunteer probation counselors in small group meetings, held bi-weekly or monthly in the home of one of the volunteers. A staff member is often present to assist in discussions of problems in counseling relationships. Experienced volunteer counselors add their expertise in helping to deal with problems in the ongoing relationship. The informal atmosphere also enhances morale of the volunteer counselors. Other training is provided through monthly seminars on special interest topics and case conferences with staff members. Since many volunteer probation counselors intend to pursue careers in professional counseling, participation in the program represents a practical learning situation, supplementing their formal education.

The three sessions which comprise the training series are described in the remainder of this chapter.

4.2 Session No. 1

Introduction

Name tags are prepared in advance and given to candidates as they arrive. Staff members introduce themselves and other persons prior to the formal beginning of the series. Coffee, beverages, and other refreshments are made available. It is important to encourage a comfortable, non-threatening, and personable atmosphere for the training series.

The volunteer notebooks are distributed, and the staff describe their backgrounds and roles in the program. The volunteer candidates are then asked to introduce themselves, tell a little bit

about themselves, how they learned about the program, and why they are interested in becoming volunteer counselors. After the introductions, a brief overview of the training series is presented.

Educational Slide Series

About 30 slides describing different facets of the Volunteer Probation Counselor Program are shown with commentary by the staff. The slides depict the pre-sentence investigation, the offender's contacts in court, activities by volunteer probation counselors, and other aspects of the program.

Small Group Discussion of Case History

After the educational slide series, coffee and refreshments are offered and the class is divided into small groups of three to four persons seated at round tables. The fictional case history and study questions, which were given to the volunteers prior to the training series, are then discussed in the small group atmosphere. One person is identified as a group leader who reports the reactions and answers of the small group to the whole group later. Staff members circulate among the small groups to act as observers or mediators as needed. If one person is inhibiting someone in the group, monopolizing the discussion or if the group seems to be stymied as to how to proceed, then the staff member intervenes to facilitate communication and orderly progress. The staff also use the occasion to learn about the volunteer candidates. Since all volunteers were given the information well in advance of the training series, staff are able to observe who is well prepared.

Large Group Discussion

After 35 to 45 minutes in the small group discussions, the whole class reconvenes with one representative from each of the small groups in front of the room in a panel-like discussion. The spokesman for the group reports on answers to the different questions and the reactions of members of the group. All persons are invited to participate and clarify points. For example, disagreements among group members are aired, and each candidate is allowed to expand on points made earlier. Staff members relate to the discussion and identify the essential features of the case, typically involving the personalities of the probationer and volunteer counselor.



The small group/large group format encourages communication and interaction between the people in the class. Because they have been given a chance to prepare, many of them feel more comfortable and secure. The approach also encourages a task-oriented meeting where the volunteers are made aware of their accomplishments. It is very valuable for the volunteers to find out what other people felt and how other people perceive the same case history information. Often, there are remarkable differences in perceptions of the offender as well as how to go about initiating meaningful change. One important point made by staff is that there are few right or wrong answers; usually there are several equally good answers to particular questions. The approach also increases responsibility and self-reliance among volunteers. They are advised that the staff will usually trust their judgement and can feel comfortable doing so because of the intensive screening.

At the end of the large group discussion, written answers to the study questions which were prepared by the staff are distributed. The information is relatively detailed but well worth the time spent by the volunteers going over it.

4.3 Session No. 2

The Judge Speaks

By representing integrity, competence, dignity, and concern, a judge can make a meaningful contribution to the training series. The discussion includes the judge's perception of probation and the value of the Volunteer Probation Counseling Program; community support for the program; and an expression of appreciation and thanks to the concerned citizens from the community who are willing to help the Court. More often than not, the judge appears in casual attire and presents the human side of the role. Afterwards, the class is invited to ask questions which may pertain to the philosophy of the Court and the role of the judge in the program. The volunteers generally appreciate the chance to talk directly with the judge and are made to feel that their contribution is recognized by the Court.

Personality Characteristics, Counseling, and Crisis Intervention Techniques

The remainder of the second session is devoted to the offender population and the role of the volunteer counselor. Some specific information about personality characteristics of the offenders, especially those which are likely to influence the relationship with the volunteer, are discussed. One point which is made is that the fragileness of offenders' adjustment makes them particularly vulnerable to situational pressure or stress. The highlight is the importance of the volunteer's persistence in keeping regularly scheduled meetings. The role of the volunteer is discussed as being a friend, model, teacher, problem solver, and counselor.

Counseling techniques is another area which deserves attention, though time does not permit a careful or detailed account. Most of the advice is practical and based on common sense. Emphasis is placed on things which should be avoided in counseling relationships. Some time is spent dealing with the initial meeting, to prepare the volunteer for this occasion.

Crisis intervention techniques are then discussed with the aid of a handout. This is intended to make the volunteer understand how crisis can lead to meaningful change. Typical kinds of crisis situations are used to illustrate specific techniques.

Role Playing Cards

Role playing cards, consisting of brief descriptions of youthful offenders, crisis situations, probationer reactions, are passed out at the end of the second session for the volunteers to study. Meanwhile, staff plan for volunteers to assume certain roles in the third, and last session.

4.4 Session No. 3

The entire session is devoted to role playing. Several different approaches to the role playing have been used. In one approach, all volunteer candidates participate in role playing, which last from 10 to 15 minutes. During this time, it is usually possible for staff to determine whether the volunteer is sensitive to the nature of the crisis situation and will be able to deal effectively with the crisis situation. At the completion of each role playing scene, a discussion is begun by the entire group.

In another approach, two class members will be seated in front of the entire group to role play. After they are finished, the staff invite comments from other volunteers, candidates, and provide constructive feedback in the form of alternative ways of handling a crisis.

Although the participants are likely to be anxious, recording role playing dialogue on a small cassette or tape recorder is also a valuable training technique. This technique enables participants to identify their own mistakes and to suggest alternatives on their own. Another approach is to role play in small groups where several different participants role play the same crisis situation. The group reconvenes and each listens to the other tapes to learn the different ways in which people relate to or respond to the same situation.

Staff members can prepare tapes depicting a range of different ways of handling crises. Done in advance, this approach corresponds to direct instruction which may be more useful to some classes.

After the role playing is completed, persons are congratulated on their contributions, and specific details about the swearing-in ceremony for volunteer counselors are then discussed. The swearing-in ceremony is scheduled for no later than two weeks from the end of the training series, and generally takes place in the same week. Counselors are sworn in shortly before the beginning of a regular court session where probation cases are heard. The judge delivers the oath for the volunteers and again gives special words of praise. The judge then leaves the bench to distribute identification cards, thanking each new volunteer counselor personally and shaking hands.



CHAPTER 5: MATCHING VOLUNTEERS AND PROBATIONERS

This chapter discusses the issues in matching volunteers and probationers and details the procedures used in the Lincoln program. Sections 5.1 and 5.2 present criteria for matching and strategies for applying those criteria, respectively. Problems and pitfalls in matching are the topics of Section 5.3. Finally, four sample case studies are provided in Section 5.4, to illustrate the matching procedures and to describe the elements and outcomes of hypothetical relationships.

5.1 Criteria for Matching Volunteers and Probationers

The Lincoln program has identified ten criteria which are relevant to the matching process. However, the relative importance of each criterion varies with the type of relationship desired in the match. As discussed previously, four model relationships are used in Lincoln to guide the matching process (Section 2.2). Exhibit II summarizes the relative importance of each criterion for each type of relationship. In the exhibit, four levels of importance are indicated. Level 0 applies if a criterion is irrelevant, and Level 1 applies if it is useful. Level 3 implies that meeting a criterion is critical for achieving a "second-best" match, while both Level 2 and Level 3 are critical to a "best" match. In effect, best matches have the greatest chance for successful outcomes, and second-best matches represent minimal requirements.

For a relationship based on the *suitable adult model*, minimum requirements are background, sex, age, and occupation. If the volunteer is to represent a suitable adult model, the same ethnic background and sex must be present. Furthermore, the volunteer must be in the age range 25-35. Within this range, the volunteer is young enough to be sensitive to the kinds of problems, feelings, and

conflicts experienced by the probationer. It is possible that the volunteer has recently dealt with the same kinds of experiences and can provide sound advice. Finally, the occupation of the volunteer must match the aptitude and interests of the probationer. For example, blue collar workers and skilled laborers are likely to be more successful with probationers who enjoy working with their hands. Meeting this criterion in a best match might also result in the volunteer's making recommendations to the probationer about training for the type of occupation in question.

Exhibit II. Importance of Matching Criteria by Type of Relationship

	Type of Counseling Relationship			
	Suitable Adult Model	Friend/Companion	Supervisory	Primary Counsel
Ethnic background	3	3	1	1
Sex	3	3	0	0
Age	3	3	3	0
Education	2	2	0	0
Intelligence	1	1	0	0
Occupation	3	0	0	0
Community contacts	1	1	2	0
Interests	2	3	0	0
Socio-economic level	2	2	0	2
Counseling skills	1	1	0	3

Code: 3 = Essential for any match (best or second-best)
 2 = Essential for best-match
 1 = Useful
 0 = Not relevant

In addition to the minimal requirements for a second-best match in a suitable adult model relationship, educational level, interests, and socio-economic level are key criteria for a best match. The volunteer must be a high school graduate. College student volunteers do not work particularly well with high school dropouts, unless the probationer has a potential aptitude and interest in a college education. Probationers interested in learning a trade should be matched with volunteers who have been through that kind of training. The important point is that the volunteer be able to communicate with the probationer in practical and down-to-earth

terms. Thus, common interests and socio-economic backgrounds are also critical best-match requirements.

With regard to a *friend/companion* relationship, ethnic background, sex and age are critical matching criteria for the same reasons as described above under suitable adult model. However, the volunteer should be only two to three years older than the probationer, rather than in the age range 25-35. It is evident that similar interests represent a critical factor for a best match in this type of relationship.

For a best match, criteria in the areas of educational and socio-economic level are important. The volunteer with intense academic interests would probably not be much of a friend/companion to a probationer aspiring to be a carpenter, or vice versa. Moreover, common interests are more likely to exist between persons of similar socio-economic backgrounds.

For *supervisory* relationships, age is a key factor. Supervisory relationships are appropriate for probationers with limited personal resources. Thus a more mature volunteer is needed to assist the probationer in day-to-day living. In such a relationship, it is helpful for the volunteer to have a knowledge of community resources to which the probationer may be referred for additional support. Thus the volunteer's contacts in the community are critical to a best match.

Counseling skills are obviously critical to a relationship focusing on *primary counseling*. The volunteer must be interpersonally sensitive and empathetic. In most cases, volunteers who serve in this capacity have had professional training: either an advanced degree in counseling or social work, or graduate work in psychology. For a best match in this type of relationship, the volunteer and the probationer should have similar socio-economic backgrounds, to facilitate communication and understanding.

5.2 Matching Strategies

In matching volunteers and probationers, the probationer's needs are paramount and are given primary consideration. As mentioned

previously, the determination of these needs is guided by four types of relationships. Once a relationship model has been selected, a best match--as defined by meeting the criteria discussed in the previous section--is sought to maximize the likelihood of a successful relationship. The Lincoln experience suggests that successful relationships occur in approximately three of every four best matches.

In the practical everyday work situation, it is rarely possible to achieve a best-match for all probationers. When it is not possible to identify a best-match, the staff must first decide whether to delay assignment of the youthful offender until a best-match can be made. This decision depends on whether a staff counselor can meet with the probationer on a temporary basis until a suitable volunteer is found, and on the possibility that a best-match can be made at all. In those cases where assignment for counseling is extremely desirable but a best-match is not available, a second-best-match is considered. As indicated earlier, this requires that a set of minimal standards be met, to insure a reasonable expectation of success in the relationship.

Failure to achieve a second-best-match may actually harm the probationer. For example, if the volunteer counselor is unable to follow through due to a mismatch, the probationer may feel rejected and hurt, possibly serving to strengthen expectations of rejection by other people. In another sample, the overly permissive volunteer counselor, who does not lay down firm expectations when needed, might inadvertently reinforce undesirable behavior patterns, because of a strong need for acceptance from the probationer. Such volunteers can be easily manipulated by opportunistic probationers.

Second-best-matches are an obvious concern to staff since often more time is required from staff for supervisory duties. However, it is usually essential that second-best-matches be made. The ability of a program to make effective second-best-matches is likely to be a cornerstone of successful functioning.

In general, the basic strategy in using the psychological assessment information is to match the strengths of the volunteer to the areas of personal weakness of the offender. In implementing this strategy, however, it is important that the strengths of the volunteer do not overwhelm the weakness of the offender in a given area.

This strategy can be clarified with specific examples. It might be thought that the shy, introverted, and timid probationer should be matched with a personable, outgoing, and aggressive volunteer. However, in reality, it is very likely that the probationer will be turned off and threatened by such a volunteer. A more sensible and effective match is to find a volunteer who is less inhibited socially, a little more outgoing, and a little more persistent and aggressive than the probationer. The offender will feel much less threatened and will be able to relate and begin to grow in desirable ways through the interaction with the volunteer. The volunteer in this case must be a person who is a realistic model in the sense that the probationer can begin to relate and grow in directions encouraged by the relationship.

As another example, one might think that the very sensitive, perceptive and enthusiastic volunteer counselor would serve as an ideal model for the dull-witted, insensitive, rigid, and stereotyped youthful offender. However, the probationer is likely to be bewildered, befuddled, and insensitive to some of the valuable personality strengths of the counselor. Furthermore, the volunteer is likely to be bored and utterly frustrated when he finds that his perceptiveness and sensitivity seem to be lost, ignored, or undetected by the offender. The two individuals simply are so different with respect to personality that they have little in common and are not likely to communicate.

In a third example, the very irresponsible and undependable probationer will not relate well to the overly punctual, tidy, and organized individual. However, if psychological data suggest that the personality of the offender tends toward organization, feeling comfortable with structure, and needing some sort of external structure in order to feel secure, then the two individuals may have something in common. The match might then be considered more seriously. The cause of the irresponsibility of the offender should be assessed carefully. Often, a temporary period of rebelliousness toward family constraints or some problems with role identity may be involved. If this is the case, then the well organized volunteer may indeed be a suitable person and the two of them may hit it off well later on in the relationship. At the same time, if the offender tends to be a typical adolescent who bounces around, is emotionally up and down, and has some problems with identity, then this type of volunteer would probably not be a suitable match.

5.3 Problems and Pitfalls in Matching Volunteer and Probationer

As suggested above, the basic principle of sound matching is to identify the important needs of the offender and then to make a match with the volunteer probation counselor who is most likely to make a significant contribution to meeting the needs of the individual offender. This principle means that volunteer assignments are made with great care. The program has to resist any attempts to erode this principle.

For example, there may be administrative pressure to create a volunteer probation counselor program by rounding up many citizens and tossing them together in relationships which are called counseling. Some administrators assess the merits of the program by the number of so-called counseling relationships which are achieved. When administrative pressure forces the volunteer coordinator to play a numbers game by assigning as many people as possible, it is extremely unlikely that the identified needs of offenders will be met very well. The primary concern in any successful program is quality in the program through careful selection of excellent volunteer counselors and careful attention to the needs of the probationer in the matching process.

A second source of pressure stems from responding to the needs of the volunteer, rather than to those of the offender. While the needs of the volunteers must be responded to, at no time should the needs of the volunteer override those of the offender. Some volunteers insist on being assigned to certain kinds of youthful offenders, even though the matching rules indicate that this would be detrimental to the youthful offender. The staff must determine whether the relationships will be beneficial to the probationer and resist attempts to ignore the principles of matching.

Still another problem is to maintain an adequate supply of volunteers to meet the range of offender needs. Several procedures can be suggested here which will help in this matter. First, the volunteer probation counselor, having worked successfully with an offender through his probation period, should be reassigned to a new offender. In the Lincoln program about 70% of volunteer counselors are reassigned, some of whom have been volunteers for five years and have worked with a half dozen youthful offenders. The advantage is that the experienced volunteer probation counselor will continue

to develop in skill and in performance. The staff will also develop a clearer picture of the strengths and weaknesses of the volunteer so that it is easier to assign the individual to work with an offender. Experienced volunteers are also able to understand delays in the assignment process and are not likely to become dissatisfied and leave.

Selective recruiting is another useful strategy. That is, during the presentence investigation an active effort is made to identify the kind of volunteer probation counselor who would work effectively with the youthful offender. Staff try to recruit someone who they feel fulfills needed criteria. It should be noted that the period of time available for selective recruiting and training is about two months, since the presentence investigation usually requires two to three weeks and the offender, when placed on probation, meets with the regular staff for three to five weeks prior to being assigned to a volunteer counselor.

At any given time about 30% of the volunteer probation counselors are unassigned and are awaiting reassignment. If the supply of volunteers is to be maintained, the newly trained volunteer probation counselor should be assigned as quickly as feasible. The neophyte volunteer counselor is usually very motivated and wants to put his training to immediate use. When delays occur, the counselor is likely to forget some of the training, lose interest in the program, and leave. To hold newly trained counselors it is very valuable to involve them in alternative program roles while they are waiting initial assignment as volunteer probation counselors.

Despite conscientious and dedicated efforts by volunteer staff, it is unlikely that "best matches" will be made in all cases. At the typical matching meeting, the case files and information about offenders and volunteer counselors are scrutinized carefully along with other relevant input from the staff about the individuals involved. Usually a few best matches are recognized and identified immediately when staff members feel intuitively that these relationships are almost ideal. After the immediately obvious matches are made, the next stage involves finding those which meet the defined criteria as best matches. After these matches are made, some probationers and volunteer counselors remain.

This stage of the matching results in second best matches because it is not possible to find volunteer counselors who satisfy the criteria for the so-called best match. The obvious implication is that it is quite possible that the expectation of success in a relationship is much less. However, in a practical sense it is essential to go ahead with second best match decisions in order to keep the program functioning successfully. Indeed, the ability of the program to make effective second best matches is likely to be a cornerstone of successful functioning.

This by no means exhausts the problems one may encounter in matching probationers with volunteers. In conclusion, the advice is to do the best one can to identify the important needs of the offender and to assign a volunteer probation counselor *only* if the considered judgement is that a significant impact can be made.

5.4 Sample Case Studies

This section presents four sample case studies, one to illustrate each of the four types of relationships. Each case summary provides information about the offense, background of probationer and volunteer, the relationship, and progress reported.

Case History Number One

Person and Offense: K.W. is an 18 year old male who was arrested for driving while intoxicated.

Family: Family members were well known to local police, courts, and various social welfare agencies. During the six months prior to the probation hearing, the father had 21 police contacts involving assaults, bad checks, domestic complaints, disturbing the peace, and sexual misbehavior. During the same period the mother had 14 police contacts. An older brother had 12 police contacts involving alcohol, aggressive antisocial behavior, and domestic problems.

Education: The youth appeared to be handling some responsibilities in high school where he ranked 357 out of 554 students. His performance was rated as average to slightly above average with special interests in drafting, mechanics, and mathematics.

Employment: The youth worked part time and received a very encouraging employment report. He was described as reliable, hard working and punctual.

The employer was on probation for the offense of drunk driving when he had undergone a remarkable change in attitude toward the Court and probation. He was very favorably oriented toward probation and offered to do whatever he could to help the youth. He appeared to be filling the role of a father figure in that he spent much extra time with the youth and was very supportive.

Self and Interpersonal Relationships: The youth had some pride in himself and was trying to rebel against the family, which was a very encouraging sign. The young man had little awareness of what a stable family situation might be. Excessive use of alcohol was a likely problem area. Drinking was a favorite pastime of his relatives. Self control and frustration tolerance appeared to be significant problems. He had learned two ways to handle his frustration: drinking alcohol and fighting.

At the time his girlfriend was pregnant but he did express genuine affection for her and wanted to begin raising a family.

The overall impression was that of a high-risk offender who was going through a crisis in his life situation. Effective intervention was likely to help the youth turn his life around. If he had been ignored, it was likely that his maladaptive behavioral patterns would lead to increasingly serious trouble with the law, like other family members.

Probation Terms:

1. Driving privileges were suspended for 30 days and restricted for six additional months thereafter.
2. The youth was required to abstain from alcohol use.
3. He was required to attend educational classes, including Young People's Alcohol Classes, Drinking Drivers School, and Driver Improvement School.
4. Three 500-word essays were assigned, due as directed by the volunteer counselor.
5. He was required to pay a fine of \$100.

Relationship Needed: Model for Identification, with some counseling ability.

Volunteer Probation Counselor: A 28 year old journeyman plumber was selected. The volunteer counselor was very perceptive,

ambitious, hard working, dependable, conscientious, practical in outlook, homespun, and down to earth as a person. He had completed one-year of college.

Relationship: A variety of activities occurred between the two during the year including morning meetings over coffee, having breakfast together, restaurant meetings, attending movies, picnics, playing pool, visiting each other in apartments and homes, spending time together with each other's family, working together on cars and motorcycles, special assistance with budgeting, and helping to formulate career goals. A major emphasis was helping the youth find a meaningful future for himself, especially related to a career.

During the probationary year, the young man worked regularly but changed jobs often. He worked for a car cleaning outfit, a moving van company, as a roofer, at a factory, at a fiberglass company, and as a painter.

He was able to become enrolled in a program partially funded by the federal government which prepared him to be a bricklayer. After going through the training program, he decided that he was not very interested in that career.

During the probationary year the young man accomplished many goals including: (1) completion of high school; (2) getting married and having a child; (3) organizing his life and life goals; (4) demonstration of considerable maturity and increased responsibility.

He did incur one additional minor traffic offense which occurred during the time when his wife was in the hospital having the baby.

The young man had no additional contact with the criminal justice system.

Case History Number Two

Person and Offense: M.M. was a 17 year old male who was charged with drunkenness while engaging in a typical behavior pattern: drinking, fighting, and goofing around. The youth's problems with authority figures were long-standing; i.e., he had been referred for psychiatric treatment while in the fourth grade. The previous year he committed seven criminal offenses which involved destructive acting out or thefts.

Family: M.M. was the oldest of seven children. The father was an alcoholic who maintained full time employment. The mother was a kind, understanding person, overburdened with a large family and the father's drinking problem. The youth moved out of the family home because of recurring fights with his father. M.M. lived with his grandparents when arrested.

Education: The youth did not complete 10th grade because of low grades and lack of interest. He had average intellectual ability.

Employment: The youth worked about 30 hours each week for his grandfather on a garbage route. He earned enough spending money to get by and did not worry about losing his job if he missed work.

Self and Interpersonal Relationships: Because of the potential for serious antisocial behavior, M.M. was referred for additional psychological evaluation. At the time of the psychological assessment, M.M. had been on a 30-day drinking binge. The youth was pale, emaciated, distraught, and had teeth marks on his left hand. He could not recall much of what had happened to him during previous weeks, though he did acknowledge some blackouts from the excessive alcohol use. The youth was moderately depressed, felt hurt, rejected, lonely, and very insecure. He did appear to realize that drinking did not solve problems but only increased them.

The short-term goals were to stabilize the life situation of this individual by encouraging support from the family. He moved back into the family home where family members made an honest effort to be supportive and sympathetic. Frequent contact with the professional staff also occurred. The basic approach was to be

sensitive, warm, accepting, and concerned.

The psychological evaluation indicated that the personality structure was immature and ill suited for coping with adult responsibilities. Dependency needs were prominent, though often denied. This youth would often express his needs for independence and for handling situations on his own. He often resented people trying to tell him what to do, especially authority figures. However, unconsciously the young man greatly feared independence. Consequently, it was likely that gestures toward independence would be short lived. The joys of irresponsibility and pleasure-seeking had great appeal to him. His self concept resembled an irresponsible, playful little boy who enjoyed having fun but who could not control what happened to him. He felt almost totally at the mercy of his surroundings. Self esteem was very low. Feelings of deprivation, inferiority, loneliness, and resentment were present. Although the youth often talked big, he was very insecure and genuinely doubted his own ability to be successful. He was aloof from others so that he was not attracted to or influenced by his friends, who were antisocial persons. He appeared to share with them an interest in drinking and expressing anger at authorities.

Resentment appeared to stem from his subconscious feeling of inferiority and the realization that he was often a failure. Much of his acting-out behavior had the quality of self-punishment. This kind of a youth could very easily give up on himself and insure ultimate failure by breaking the law and getting himself put in prison.

Fear of his own impulses was great. Heterosexual relationships were very threatening to him and likely to produce feelings of inadequacy and inferiority. Aggressiveness, self-assertive behavior, and competing with others were likely to be inconsistently exhibited.

Dependent relationships appeared to be the only kind which would make him feel more secure. The youth appeared to get along well with older people, such as grandparents. He also had very positive feelings toward his mother whom he perceived as an understanding, affectionate, and caring person. Some mixed feelings about the father were present. The prediction was that he would be able to readjust to the family situation, though problems with

authority and getting along with his own father were likely to recur.

The youth appeared to be very vulnerable to situational pressure. When situational stress occurred, his coping skills were likely to include drinking, running away, or fighting.

The youth appeared to have virtually no insight into himself as a person. He was remarkably insensitive to his own feelings. He was also remarkably insensitive to needs and wishes of other persons.

Summary of Indepth Psychological Evaluation:

1. The potential for more serious criminal offenses was very great.
2. Self defeating behavior was a serious problem which could take the form of acting out which would lead to prison. Punishment through incarceration would confirm his continuing feelings of inferiority and inadequacy.
3. The youth appeared to be unable to benefit from professional treatment. He had virtually no insight into himself or the kinds of verbal skills needed to participate successfully in professional counseling. Furthermore, he was very threatened by any suggestion that he might be mentally disturbed.
4. The youth required external structure to make a stable adjustment. The exaggerated dependency needs indicated that he would feel secure with structure but if he began to perceive the structure as authoritarian, he would resent the situation and begin to act out against the authority.
5. This was a very fragile individual whose overall adjustment was tenuous.
6. The change process was likely to be time consuming with setbacks expected.

Relationships Needed: Primary counseling; professional staff.

Volunteer Probation Counselor: A 53 year old airport executive was selected. The volunteer was a personable, likeable, self assured individual who appeared to have good common sense. The man was a grandfatherly type of person who would not threaten M.M. in a relationship. Both M.M. and the volunteer counselor held conventional values. There was therefore little danger of a generation gap between them.

Counseling: The youth responded well to the security of the family situation and the attention he received from the professional staff and the volunteer probation counselor. He re-enrolled in high school and continued to work part time. He resolved to turn his life around and, for a while, was able to devote his energy to achieving his goal. However, despite the diminishing of emotional pressure from the arrest, the familiar patterns of irresponsibility, acting out, and drinking behavior emerged.

Counseling was focused to deal with attitudes toward authority figures, especially the police. M.M. was implicated in a theft again but no legal charges were filed. The theft was retaliation against former friends, also high-risk offenders, who had stolen from him. He was tempted to get back with his old crowd of anti-social friends but did not. His attendance at school became irregular. Indeed, the only way to guarantee that he would attend school was for his mother to drive him. Despite occasional setbacks, he began to feel some rewards from his new life style. He received praise at school for some of his accomplishments. Parents and staff praised him for breaking off with his antisocial acquaintances who were often in jail. Gradually, the appeal of the new style became greater for him. As he became more successful, however, a new period of conflict and emotional stress occurred.

The basic problem was the long-term feeling of low self esteem and fear of success. Because the youth perceived himself to be a failure, he greatly feared success and began to engage in self-defeating behavior. A crisis occurred when the youth was selected to be a spokesman for his school. He was to speak before educators about the special education program he was in. He panicked, became very insecure, became very anxious, and began drinking. He was being pushed too far too fast. He handled the problem by running away. He left the state; his trip included more drinking, some fighting, and several scapes which could have led to criminal

charges being filed. Eventually he ran out of money and returned home. A period of depression, emotional insecurity, feelings of guilt, and the need for support from others followed. Gradually, he was able to put himself back together. Although progress continued to be steady, occasional periods of running away followed by feelings of guilt and embarrassment occurred.

Although the youth eventually began to feel comfortable with his external situation, he feared the loss of security he had achieved on probation. He asked that his probation period be extended for another year. In order to be certain this would occur, he committed an additional minor traffic offense shortly before the end of probation. A tense court room scene occurred where he kept pleading guilty to the offense despite cries from his own attorney that he was not guilty and they could beat the ticket. The youth had strong needs to be found guilty which he believed would guarantee additional probation for him.

Progress: During the entire two year period he received only one minor traffic ticket which he deliberately caused himself. Otherwise, he was not charged with any additional offenses. Furthermore, during the second year, he usually avoided any kind of anti-social behavior.

The youth was able to complete his high school education. He maintained steady employment on a part time basis. He was able to obtain a full time job with a reputable firm and had good prospects for a career. He was very satisfied with the position. He paid off all debts and established an excellent credit rating for himself. Because of his excellent credit rating he was able to obtain a loan to purchase a new automobile which he used to reward himself for his past two years of accomplishments. The youth took great pride in himself and his accomplishments. He was better able to perceive himself as a successful person.

Post-Probation: Shortly after the probation period, he got married and tried to establish a home for himself. Unfortunately, the marriage did not go well and problems began to occur. The youth had invested much of himself with the fantasy of a good marital life and a comfortable family situation. He was very frustrated and unable to cope with his new life and domestic strife. He also felt too embarrassed to ask for more help through

probation but instead began to experience some minor problems on the job and with social relationships. He incurred two additional alcohol-related offenses which finally forced him to his senses. He sought additional help on an informal basis. Another crisis in his life situation existed, but he could now deal directly with feelings about himself and self esteem, which he had been unable to do before.

Because he had been able to gain some successes for himself, he was better able to look at himself objectively and see some personal weaknesses. He met with a professional staff member for informal counseling, during which time the opportunity for development of greater understanding and insight occurred. He could only tolerate so much counseling, and the change was slow.

Following the short-term professional counseling, he entered yet another period of relative stability. For two years he led a generally healthy and productive life where he was very successful with his career. He has not had additional problems with the law. The question remains as to how long the young man will be able to lead a stable and productive life. He will probably always be vulnerable to some situational stress.

Case History Number Three

Person and Offense: W.W. was a 24 year old male who was charged with two counts of petty larceny. The youth was very upset by the arrests and convictions. He did appear to know the difference between right and wrong but continued to steal despite the first arrest. The current offenses reflected two significant problems: (1) he was exploited by a roommate who manipulated him into stealing; (2) the young man initiated the second theft on his own and appeared to have stolen often in the past.

Family: The youth was rejected by his parents when he was about six years old and spent 12 years of his life in the state home for the mentally retarded. Family members refused to allow him to rejoin the family even after he became 18 and had to leave the institution.

Education: Although the young man was mentally retarded, he was able to read and write. He had some minimal abilities with arithmetic.

Employment: The young man had been able to maintain employment as a semi-skilled laborer. However, previous to his arrest, a pattern of instability developed. Most recently, the youth decided to quit his relatively well-paying job to become a vacuum cleaner salesman. The change in jobs was unfortunate because of a lack of interpersonal skills which a successful salesman should have. He is a dependable worker but does need assistance and direction. He was well liked by his supervisor but had become very sloppy in work habits during the last half year.

Self and Interpersonal Relationships: The youth was very sensitive about his mental limitations. He felt insecure about himself yet refused to admit that other people could exploit him. He maintained some social life, participating in planned social activities for other mentally retarded persons in the community. However, he had been involved with at least one ex-convict who appeared to have had a detrimental influence upon him. A local clergyman expressed a strong interest in the young man and offered to try to involve him in church-related activities.

Excessive alcohol use may have been another significant problem. The young man was very vague and defensive when discussing his drinking habits.

Relationship Needed: Supervisory. The youth had very limited personal resources. The goal was to maintain the individual functioning in the community.

Volunteer Probation Counselor: A 27 year old male social work graduate student was assigned to the case. The volunteer counselor was a firm, dedicated, conscientious, persistent, reliable, and concerned person with a great interest in religion. He was married and willing to make his family and home available to the probationer. Although the volunteer counselor had expressed an interest in pursuing counseling as a career, he was perceived by the staff as being somewhat limited in his interpersonal skills. However, because he was a dedicated and responsible person, he

seemed well-equipped to work with the probationer.

Counseling Relationship: The relationship included dinners with the family, writing budgets and learning how to manage money better, picnics, and assisting the young man in enrolling in night classes when he wanted to attempt to get a GED. Other terms of probation required attendance at alcohol-drug classes as well as writing several essays on topics assigned by the volunteer probationer counselor.

Progress: By the end of the probation period, the youth appeared to have resolved some ambivalent feelings about his father and feelings of rejection by the family, had developed a more favorable self image, had learned some skills to manage his finances and was able to pay off a number of large debts, and had begun taking additional educational classes. The youth was able to return to his semi-skilled job where he had spent four years working successfully. Problems encountered with other employees and job demands were clarified and resolved. Following completion of the probationary period, a local mental retardation agency was contacted to arrange for a volunteer from their agency to continue to work with him.

During the course of the year, the young man appeared to appreciate the attention and concern shown by both the volunteer counselor and other staff members. All staff members made an effort to talk with the youth whenever he came to the offices.

In describing what he had learned from probation the youth indicated "not to waste money" and "I am more honest than I was before too." He committed no additional offenses of any kind.

Case History Number Four

Person and Offense: W.R. is a 16 year old high school student who was arrested for drunk after he got sick on the way home from a party, fell out of the car, and was abandoned by his cohorts. The youth admits to drinking regularly since he was eleven. He consumes at least two six-packs each week at the present time.

W.R.'s first contact with the police came about five years ago when he burned down a neighbor's garage. Most recently, the police have warned W.R. and some of his friends about shooting rifles in the neighborhood.

Family: The mother has three other children and recently remarried to a truck driver. The natural father was described as a cool, rigid, and authoritarian person who often beat W.R. physically when the youth was growing up. The mother's past criminal offense record includes one morals charge. She portrays the youth as being a very nice boy who gets along well at school and works part-time. She denied that her son drinks alcohol. The stepfather is new to the family and has been reluctant to assert himself in the role of parent for the children.

Education: W.R. rarely bothers to attend school and when present rarely achieves satisfactory marks. He is average in intelligence.

Employment: W.R. worked part-time for about a week as a janitor but was fired for poor attendance and sloppy work.

Self and Interpersonal Relationships: The youth is a sullen, smug, and arrogant antisocial individual who dislikes most people. Intense anger at authority figures probably was caused by mistreatment from the stern, punitive father. The youth has been without much supervision or discipline for the past eight years. His main preoccupation is self-indulgent and pleasure-seeking, especially alcohol, girls, and motorcycles. He has no goals or plans for the future. The young man has enough social skills to attract teenage girls and some friends who will ride around with him on motorcycles. He is also able to manipulate his parents. He is usually very agreeable and compliant toward them, acquiescing to their demands until they stop complaining. He rarely bothers to follow through with his promises. He appears to share some interests with his new stepfather, such as fishing, hunting, and mechanics. However, he refuses to try to establish a relationship with the stepfather.

Relationship Needed: Friend/companion with some counseling ability.

Volunteer Probation Counselor: A 19 year old college student, who is majoring in psychology, was selected. A younger person was essential because of the intense anti-authority figure attitudes of the probationer. The choice of a college student was unusual because of the low level of education and intellectual potential of the offender. However, the volunteer probation counselor was a unique youth who only recently had begun to establish his identity as a mature and responsible citizen. The volunteer had gained respect and admiration from many high school aged youths because of his quiet, calm demeanor and physical prowess. He enjoyed the reputation of being fair-minded, tough physically, and trustworthy. He also enjoyed motorcycles, karate, and having a good time.

Counseling: The offender seemed to like his volunteer probation counselor, which meant that he did not dislike him as much as he disliked most other people. During the initial stages of the relationship, the youth typically ignored appointment times and rarely bothered to follow advice. The volunteer counselor refused to be rebuffed but instead always located W.R. and went ahead and held a regular meeting with him. Much of the time was spent in social activities together, such as riding motorcycles, working on motorcycles, going on picnics, or attending rock concerts both in and out of state. The continuing and close contact allowed the volunteer to establish a degree of trust. He was also able to provide direct supervision, often serving to discourage misbehavior by the youth. Although the young man did not always like to have the volunteer around, he did trust him and did begin to accept some advice.

The probationer's irresponsible and self-indulgent lifestyle soon precipitated several crises. He was kicked out of school, which meant that he had more time to goof around and get into trouble. Before long his girlfriend thought she was pregnant which resulted in considerable emotional stress from her family. As the probationer was harrassed by criticism, complaints, and the awareness of the financial reality of this life situation, he began to listen more carefully to advice from his volunteer. He toyed with the idea of marrying the girl. The notion of settling down seemed to have some appeal to him. The fact that he was remarkably ill-suited for such responsibilities made little or no sense to him. Fortunately, the girlfriend was not pregnant so the situational pressure did diminish. However, the impact upon the youth was significant and he continued to explore plans

for the future. He decided that he would need an education to maintain a stable and productive job. The volunteer was instrumental in arranging for the young man to be readmitted to school. As soon as the situational stress diminished, however, the young man began to revert to his familiar patterns of behavior. He began to miss school. The school contacted the volunteer counselor, who promised faithfully that the youth would attend regularly. Each time the school contacted the volunteer about the absences, the volunteer would go out and track down the probationer and haul him into school. Gradually, W.R. began to go to school by himself without the prodding and assistance of the volunteer. As the young man became more stable and goal-directed, his new attitude of trust in others encouraged his family and stepfather to take greater interest in him. The stepfather was becoming more secure in his role as a parent and made a genuine effort to establish a relationship with the probationer. The volunteer counselor worked actively to overcome negative attitudes of the offender toward the stepfather.

Progress: During the probationary year, the offender was able, to establish some trust in another person. He seemed to have more confidence in other people and some modest concern about the consequences of his behavior. He did realize that he needed to plan for the future. He remained enrolled in school where he made steady but unspectacular progress. He also was able to obtain a part-time job that he did not like but kept working on. He relied less on alcohol and other chemicals to gratify himself. The stepfather began to take more of an interest in him and the two began to share some experiences together, especially hunting and fishing. Shortly after the end of probation, the family moved from the community so that an additional progress report is not available.

CHAPTER 6: OUTCOMES AND COSTS

The outcomes presented in this chapter are derived from an LEAA study conducted in 1970-72 by the Department of Psychology at the University of Nebraska-Lincoln. This study was based on a carefully designed experiment in which comparisons were made between various groups of probationers who had completed their probationary terms during the study period. Considering the relatively small direct costs associated with the program, outcomes were highly favorable towards probationers who were matched with volunteers.

6.1 Program Outcomes

The study referenced above compared outcomes between three groups of probationers: high-risk individuals assigned to volunteer probation counselors; high-risk individuals participating in regular probation programming; and low-risk individuals in regular probation programming.* The high-risk people were randomly assigned to the two groups resulting in study populations of 40 volunteer program participants, 44 controls (high-risk persons in regular probation) and 20 low-risk individuals in regular probation. Pre-probation data for the three groups are shown in Exhibit III, following this page.

* Definitions of these categories and typical terms of probation for each category can be found in Section 2.3.

EXHIBIT III: Pre-Probation Data

	HIGH-RISK		LOW-RISK
	Volunteer Program (n=40)	Regular Probation (n=44)	(N=20)
Average age in years	18.49	18.41	18.51
Criminal offenses prior to probation	328	350	109
Mean criminal offenses prior to probation	8.20	7.95	5.45
Scores on California Psychological Inventory Scales			
Responsibility			
Mean	22.70	21.52	31.70
Standard deviation	4.75	5.06	3.63
Socialization			
Mean	30.25	29.43	38.05
Standard deviation	5.29	5.63	2.98
Self-control			
Mean	21.72	19.91	27.60
Standard deviation	7.13	6.90	6.21
Achievement via conformance			
Mean	19.82	19.14	26.60
Standard deviation	4.56	4.66	3.73
Intellectual efficiency			
Mean	31.63	31.61	38.65
Standard deviation	6.08	5.70	4.30

Two criteria are examined for differences between the groups, based on the study: behavior (criminal offenses) and personality. Results with respect to each are discussed in the following paragraphs.

• *Behavior*

The table below shows the number of criminal offenses committed during probation by each of three groups. Because the number of subjects varied from group to group, the numerical values were adjusted to a base of forty in order to facilitate comparison between groups. The adjusted frequencies are shown in the second row. High-risk participants committed 45.71% fewer offenses than

high-risk controls. Low-risk subjects committed 82.4% fewer offenses than participants and 90.44% fewer than the controls.

EXHIBIT IV: Frequency of Criminal Offenses During Probation

	HIGH-RISK		LOW-RISK
	Volunteer Program (n=40)	Regular Probation (n=44)	(n=20)
Number of Criminal Offenses	57	115	5
Number Adjusted to Base =40	57	105	10

The rate of recidivism refers to the percentage of subjects in the group who committed additional offenses during the probationary year. The volunteer program group had a significantly lower recidivism rate than did the control group. As expected, the low-risk group is significantly lower than either of the high-risk groups. Noteworthy is the performance of the volunteer group compared with the low-risk group in terms of non-traffic criminal offenses. High-risk offenders assigned to the Volunteer Probation Counselor program committed additional non-traffic offenses at approximately the same rate as the low-risk offenders who were assigned to routine probation programming. Exhibit V below indicates recidivism rates.

EXHIBIT V: Recidivism Rates

	HIGH-RISK		LOW-RISK
	Volunteer Program (n=40)	Regular Probation (n=44)	(n=20)
Additional offenses	55%	70%	25%
Additional non-traffic offenses	15%	64%	25%
More than one additional offense	10%	53%	0%

Criminal offenses were classified into five categories based upon the seriousness of the offense. Exhibit VI displays the five categories of criminal offenses. Probationers assigned to the Volunteer Probation Counselor program committed significantly fewer theft-related and anti-social offenses than did the group of high-risk

offenders assigned to routine probation programming. Low-risk offenders committed fewer additional serious offenses than did either of the high-risk groups. Numbers in the table are adjusted to the base 40 and are rounded to integers.

EXHIBIT VI: Offenses Committed During the Probationary Year by Type

	HIGH-RISK		LOW-RISK
	Volunteer Program (n=40)	Regular Probation (n=44)	(n=20)
Theft-related	1	19	2
Anti-social	7	23	0
Alcohol-Drug	9	12	2
Major Traffic	16	27	6
Minor Traffic	24	24	0

Criminal offenses committed during the year one year prior to probation were compared to offenses committed during the probationary year, as an additional means of examining criminal behavior. Remarkable differences in the performances of the high-risk groups are shown clearly in this comparison. Not only did the control subjects continue to commit additional offenses, but they also committed more serious offenses than during the year prior to probation. These results are summarized in Exhibit VII on the following page.

The volunteer program group showed significant reductions in all categories of offenses, except for minor traffic offenses. The fact that these individuals showed significant reductions in theft-related and anti-social categories, especially compared to the performances of the control group, provides strong evidence that the Volunteer Probation Counselor program prevents the occurrence of more serious criminal offenses.

The low-risk group committed few additional offenses, and the results suggest that most low-risk offenders respond positively to routine probation programming. The results also tend to confirm the validity of screening procedures which identified the probationers as low-risk offenders.

EXHIBIT VII: Criminal Offenses Committed During the Period One Year Prior to Probation and During the Probationary Year

	HIGH-RISK						LOW-RISK		
	Volunteer Program (n=40)			Regular Probation (n=44)			(n=20)		
	Year Before	During	% Re-duction	Year Before	During	% Re-duction	Year Before	During	% Re-duction
Theft-related	14	1	93%	11	21	(91%)*	0	1	(-)
Anti-social	29	7	76%	16	25	(56%)	4	0	100%
Alcohol-Drug	31	9	71%	31	13	58%	6	1	83%
Major Traffic	51	16	68%	48	30	38%	30	3	90%
Minor Traffic	25	24	4%	23	26	(13%)	8	0	100%
TOTALS	150	57	62.0%	129	115	10.9%	48	5	89.8%

* () indicates an increase.

Finally, probationers were further grouped into three categories: those who committed more criminal offenses during the probationary year than during the year prior to probation; those who committed the same number of offenses while on probation as during the previous year; and those who committed less than 50% as many criminal offenses while on probation as during the year before. Exhibit VIII shows the percentages of probationers in each category.

EXHIBIT VIII: Comparison of Criminal Offenses Committed During the Year Prior to Probation with Probationary Year

	HIGH-RISK		LOW-RISK
	Volunteer Program (n=40)	Regular Probation (n=44)	(n=20)
Increase	12.5%	31.8%	0%
Same	7.5%	13.6%	10%
Less than 50% as many	65.0%	38.6%	85%

● Personality

Post-program group means of the two high-risk groups were compared on each of five scales of the California Psychological Inventory, and "t"-tests were performed for each pair. Differences between the two group means were statistically significant on three scales: responsibility, socialization, and achievement via conformance. Recall that no statistically significant differences were found between the two high-risk groups at the beginning of probation (see Exhibit III). Exhibit IX below shows group means, standard deviations, and levels of significance.

EXHIBIT IX: Post-Probation Personality, Statistics, Group Means, Standard Deviations & Significance Levels

	HIGH-RISK		LOW-RISK	Level of Significance
	Volunteer Program (n=40)	Regular Probation (n=44)	(n=20)	
<u>SCALE</u>				
<i>Responsibility</i>				
Mean	23.17	20.95	31.25	.05
Standard deviation	4.77	6.02	3.75	
<i>Socialization</i>				
Mean	30.42	27.82	37.90	.025
Standard deviation	4.80	5.50	2.97	
<i>Self-control</i>				
Mean	23.77	21.11	29.40	.10
Standard deviation	7.42	7.79	7.55	
<i>Achievement via Conformance</i>				
Mean	22.30	19.86	27.70	.025
Standard deviation	4.79	5.10	4.47	
<i>Intellectual efficiency</i>				
Mean	33.05	32.98	40.25	.50
Standard deviation	5.91	5.36	5.00	

6.2 Program Costs

Although the notion of a volunteer program suggests that there are no costs involved, this is not really the case. In the Lincoln program, volunteers receive no remuneration for their work, not even out-of-pocket expenses, but recruiting, screening, training and supervising them does involve a cost to the host agency. This section will consider costs associated with the implementation and operation of a volunteer probation counseling program, given existing probation services. No attempt will be made to estimate the cost of implementing a probation service where none exists, however.

The volunteer coordinator is the principal full-time salaried position. At least during the initial stages of the program, the volunteer coordinator can be expected to be involved exclusively with volunteer activities, unable to assume duties of a regular probation officer. The second identifiable cost is for professional psychological services. Psychological services provided by a certified psychologist on a consulting basis will probably be adequate, although a full-time psychologist would be preferable. Actual dollar cost for salary, fringe benefits, and overhead will vary from one jurisdiction to another.

Explicit costs of a volunteer probation counselor program are those for publicity and recruitment--brochures, newsletters, media announcements, and those for printing of forms and training materials.

Most of the costs of a volunteer program are *implicit*. Extra hours of staff time are opportunity costs associated with staff time lost from performing other probation functions (such as the educational programs in Lincoln). Of course, these implicit costs are not without benefit, and it is felt that the latter outweigh the former.

Of the implicit costs, staff time spent working with volunteers is probably the most prominent. In Lincoln, the following statistics were estimated for a one-year period. During the year 77 volunteers were interviewed and completed psychological testing. Six orientation training series for volunteers were held. Among the 77 new

recruits, 62 participated in the training series. Among the total of 62 new volunteer probation counselors who were trained, a total of 48 (77%) were actually assigned to work with probationers. The table below shows the amount of staff time spent working directly with volunteer probation counselors.

**Professional Staff Time Spent Working
with Volunteer Probation Counselors**

<u>Activity</u>	<u>Amount of Time</u>
Recruitment (Interview & testing)	46.5 Hours
Training Series (6 sessions, 3 nights per session)	181.0 Hours
Matching Probationers with Volunteers	18.5 Hours
Initial Meeting Arrangements	24.0 Hours
Solving Problems in Relationships	<u>80.0 Hours</u>
TOTAL	350.0 Hours

The 350 hours represents approximately six percent of total staff time. Although not very large, this proportion clearly indicates that the program is not cost-free.

CHAPTER 7: EVALUATION

There are two major aspects to the evaluation of a volunteer probation counselor program. One of these involves the ongoing monitoring of program processes and activities. Examples are caseload size, number and percent of high-risk probationers assigned to volunteer counselors, number of volunteers recruited, staff time devoted to the volunteer counselor component, and percentage breakdown of probationer need-types. The other aspect of evaluation addresses the impact of the program on probationer behavior and self-perception, and the overall effectiveness of the volunteer probation counselor program.

The evaluation of processes and activities should be conducted periodically over relatively short intervals (perhaps monthly) to provide timely information to program administration to adjust operations as necessary. On the other hand, the evaluation of program effectiveness and impact may be done less frequently in order to use data from a sufficiently large pool of probationers to permit the formulation of valid results and conclusions. For example, an interval of one year may be more appropriate for this aspect of evaluation.

Program administration should consider the direct involvement of staff in the evaluative process, in order to minimize any fear or threat which the term "evaluation" may pose, and to elicit their cooperation in data collection. One approach to gaining staff cooperation is to incorporate evaluative activities as part of their job descriptions.

The remainder of this chapter discusses issues in evaluation methodology (Section 7.1), the evaluation of program effectiveness (Section 7.2), the evaluation of program processes (Section 7.3), and the assessment of probationer's personal development (Section 7.4.)

7.1 Methodological Considerations

Most of the methodological problems associated with evaluation pertain to a determination of the extent to which program outcome objectives are attained. Attainment of internal objectives can generally be determined by straightforward counting and data analysis, and through interviews with staff, volunteers, and probationers.

A probation program is a social service delivery program. A certain "treatment" is provided to program participants and one hopes to determine the effects of that treatment. In a law enforcement and criminal justice context, the anticipated effects of probation pertain to the extent the program affects unlawful behavior among probationers. Ideally, actual results would be compared to expected results in the absence of the volunteer probation counselor program. Since it is obvious that the same group of offenders cannot simultaneously be given and denied volunteer counselors, methodological issues revolve around techniques to estimate what might have resulted if there had been no volunteer counselors.

Use of Control Groups

The soundest, but most difficult technique to make the desired comparisons involves the identification of two groups of probationers, statistically identical in all relevant respects. Members of one group are matched with volunteers, and the other, not. The phrase "statistically identical" means that there is no statistically significant difference between the two groups with respect to variables such as age, race, previous involvement with the law, family background, level of education, drug abuse involvement, and personality traits. The extent of unlawful behavior (or other criterion) is then measured for the two groups and a determination is made regarding the differences between them. The key element to this approach is the notion that any differences in results (such as additional offenses) are attributable to being in the volunteer counselor program, since the two groups are presumably alike with respect to all other relevant characteristics.

The problems with implementing this technique are obvious. First, decisions must be made regarding which criteria should be used to

measure results (e.g., unlawful behavior), and how those criteria are to be measured. Further, levels of statistical significance must be set in order to define the term "statistically identical." The two groups must be selected and tested for statistical identity. Experience has shown that there is generally a greater number of prospective participants than slots. Thus, random selection from among those who qualify for project participation is the most effective means of obtaining the two desired groups. "Random" means that each eligible probationer has an equal chance of being selected for the volunteer counselor program, independent of the selection of any other participant. Eligibility criteria may be used to define the statistical population from which the two groups are drawn.

Over time, there can be no assurance of equally dividing prospective participants into experimental and control groups. Thus, comparisons of the relevant variables would have to be made periodically to ensure that the two groups maintained the specified level of statistical similarity. Unless fairly rigid procedures are established for assignment to the experimental group (those assigned to volunteer counselors), there can be little assurance about the ultimate validity of results derived from a comparison between experimental and control groups.

Pre/Post Analysis

This approach to analyzing the impact (external objectives) of a program like the volunteer probation counselor program compares the behavior or performance of probationers as a group before project participation and after (or during) program involvement. Positive changes are then attributed to the program's influence. Although this technique is simpler than the controlled experiment discussed above (since data on a given group are all that is required), many assumptions are required in the interpretation of results. For example, this method assumes that no variable other than the treatment provided by the program has a significant influence on the (aggregate) behavior of participants. This assumption would be very difficult to justify, especially if the average probation period is long (for example, over a year). The change in age (maturation) may be a major contributor to positive results observed, in the sense that those results might have been present even without the program.

In general, pre/post analysis presents a description of the changing behavior of probationers over time--very little can be substantiated regarding causes and effects of project participation.

It should be noted that in both the experimental/control group and pre/post methodologies discussed above, aggregate measures are used rather than case studies of individuals. These methods generally require an adequate sample size for validity. As a general rule of thumb, a sample size of over 50 project participants and/or control groups is a minimum requirement to support statistical results regarding outcomes. This condition can be met by most probation programs.

Analysis of Attitudes and Perceptions

An analysis of the attitudes and perceptions of probation staff, volunteer counselors, and probationers can add insight to the interpretation and analysis of quantitative data. Thus, in support of the methodologies described above, programs might consider the periodic administration of questionnaires to staff, volunteers, and probationers, to solicit their perceptions of the program and their attitudes toward it.

Attitudes toward the use of volunteer counselors, volunteers' level of commitment and effectiveness, and the manner in which volunteers relate to staff are examples of the types of questions that may be asked of the probation staff. Various attributes can be measured on scales ranging from "very favorable" to "very unfavorable" in perhaps five increments. Similarly, volunteers' perceptions of assistance from staff, value of the training series and monthly seminars, and suitability of probationers assigned to them, can provide a useful supplement to the measures described in Section 7.3 below. Finally, periodic interviews with probationers can be conducted to obtain their perceptions of volunteer counselors' effectiveness and general availability, and whether they feel that probation programming has generally contributed to their personal development.

7.2 Evaluation of Overall Program Effectiveness

From the standpoint of the criminal justice system, the overall goal of any probation program is to rehabilitate the probationer to the extent that he or she will have no further contact with the system as a defendant. Thus, the major criterion of program effectiveness is the behavior of the probationer, at least during the probationary period and for some length of time thereafter. Behavior has two components--the seriousness and the frequency of any further offenses.

Seriousness of Offense

Since probationers are usually misdemeanants, we would not expect further criminal incidents to be very serious in nature, although they well could be. It is probably sufficient, then, to categorize any further offenses into something like the following list:

- *Theft and theft-related (e.g., breaking and entering)*
- *Anti-social (fights, disturbing the peace, failure to disperse)*
- *Alcohol or drugs**
- *Major traffic violations (speeding, reckless driving, driving under the influence)*
- *Minor traffic violations*

(* Clearly, some drug-related crimes could be serious enough to rank first; most, however, are not.)

Since "seriousness" is a partially subjective judgement, the contents of such a list as this can and should vary from jurisdiction to jurisdiction, depending upon what the law enforcement and court officials, and the general citizenry, feel are the offenses which most threaten the safety and well-being of the community. But the general principle is universally valid: a reduction in the seriousness of further offenses may be just as, if not more, important than a reduction in the number of further offenses. Once offenses have been ranked according to seriousness, they can be assigned weights which reflect the relative seriousness of the offense. For example, in the list above, a theft might be considered to be five times as serious as a parking ticket; it might be more,

it might be less. While some careful thought should be given to the weightings, it is more important that, once established, they be retained throughout the evaluation.

Frequency of Offense

Simply counting the number of offenses within a given period is a straightforward means of measuring a program's effectiveness, if it is done with some thought. First, a standard length of time must be used. It is not fair to compare the record of one probationer for six months with another for eighteen months. Since probation terms may vary, a monthly average should be used; monthly averages can be transformed into a standardized "average" year simply by multiplying by twelve. Another common measure but one which is a little more sophisticated is the "mean time to failure." This measure takes into account the fact that probation periods will end but the criminal justice system remains concerned that the former probationer continue to stay out of trouble. If the probation department can keep track of former probationers and their future contact with the courts, the length of time between the date the probationer first was placed on probation (not the date of release from probation) and the date of the first subsequent offense (either alleged or proven, depending upon preference) constitutes the "time to failure." The average for a particular group of probationers constitutes the "mean time to failure."

Standards for Comparison

Once a measure has been chosen, the question of how to use this measure is posed. One answer is in a pre/post study. Another is in an experimental/control study. If at the beginning of the program, probationers can be assigned on a random basis, to either the volunteer counselor program or to regular probation programming, then seriousness of offenses later committed (or alleged), average monthly offense rates, or mean time to failure rates can be compared for the two groups. Seriousness and frequency can be combined to create a composite score (simply multiply the number of offenses in each seriousness category by the weight for that category). If the experimental group shows a greater frequency of offenses when compared with the control group, but the experimental group's offenses are less serious than the control group's, the composite score for the experimental group may nevertheless be smaller.

If a proper control group is not available--and the comparison may not be worth doing if one is not available--probationers' behavior before probation, during probation, and after probation can be compared. Using a pre/post comparison eliminates "mean time to failure" as an appropriate measure, since there is no basis for comparison, i.e., a mean time to failure of six months doesn't mean very much unless it is also known that probationers in the regular program have a mean time to failure of say, four months. It is appropriate to look at the average monthly offense rate and this rate can be compared during probation with the probationer's prior record, but two problems will arise. First, if the probationer's offense is a first offense, there is no prior record. Second, and a little more subtle, is the fact that simply by being on probation, by being under the eye of the court with future sanctions and rewards contingent on behavior, the probationer's behavior may be modified. Of course, this is one of the things which probation hopes to accomplish. The problem is that there is no way of telling whether the probationer is responding to the volunteer counselor or to just being on probation. Here is an instance where, if everything goes as planned, it is unfortunate for the evaluator, because the effectiveness of the volunteer counselor cannot be isolated.

These considerations indicate how important it is to have a proper control group for comparison. A pre/post comparison can be used but it will only indicate if the program works or does not work--not why it succeeds or fails.

If a proper control group cannot be identified (for administrative reasons, for example), it is possible and methodologically permissible to use a "matched" comparison group. This is formed by selecting regular probationers who look (in a statistical sense) as much like volunteer counselor probationers as possible. In addition to the obvious characteristics as type of offense, prior record, age, and sex, differences in personality which may have resulted in a decision to place one person in the volunteer counselor program and another in the regular program; that is, selection criteria should be accounted for. The most common of these is an assessment that a given individual is somehow "easier to handle" than another and therefore can be safely entrusted to a layperson who has volunteered to be a counselor. This assessment may indeed be valid. Offenders with equal footing as regards prior record and seriousness of offense, etc. may differ significantly in their tractability--one may respond well to individual attention, another remain incorrigible in the face of it. Clearly, this determination

is an important part of the screening of probationers and, ideally, one which would be performed by persons who screen for both the volunteer counselor and regular programs. But when a new program is starting up, this assessment and the assignment which results from it may be made by others in the court system, whose criteria are not made explicit and could form the basis for a fatal mismatch in the supposedly "matched" group.

Once a matched group has been selected, it is necessary that the two groups be compared for statistical significance on each of the dimensions which could affect the outcome of the stay on probation. The more obvious ones have already been listed; notice should also be taken of ethnicity, socio-economic status, family size, presence of parents in the home, and education level. Clearly, groups cannot be easily matched on ten dimensions; here is where some luck has to enter. If the proper statistical tests show that there are no significant differences along dimensions between the groups, there is no reason to assume that the groups are not equivalent but the conclusion that they are equivalent is not warranted. At first glance, this may seem contradictory: if there is no reason to assume that they are different, then it might appear that they must be equivalent. However, the two kinds of probationers could in fact be different, but this difference failed to be exhibited in the particular groups matched, because the matched group was chosen to look like the experimental group--not chosen to faithfully represent all regular probationers.

If the matched group looks like the experimental (volunteer counselor) group but does not look like the other regular probationers from whom it was chosen, then any conclusions drawn later as to the effectiveness of the volunteer counselor program compared with the regular probation program will be invalid. For this reason, a matched group comparison can have serious internal weaknesses when it comes to deciding just how well the volunteer counselor program has done, but a matched comparison is better than no comparison at all.

Once two groups have been obtained, matched or randomly drawn, the test of effectiveness consists of comparing the difference on each outcome measure between the two groups. Such differences can be tested for statistical significance, that is, the chance that such differences are due to random fluctuation and are not properly attributable to the program.

Interpreting Results

Suppose that, in the best of worlds, random samples of volunteer counselor probationers and regular probationers can be drawn and that it turns out that the mean time to failure of the volunteer counselor probationers is eight months, while the mean time to failure of the regular probationers is six months. Further suppose that this difference of eight versus six months is, given the size of the samples, so large as to have only one chance in one hundred of being an accidental result (the difference is statistically significant). What does it mean?

The volunteer probation program has added two months on to the average time before a probationer runs afoul of the law again--clearly a good result--but we need some means of interpreting this, of indicating just how good a result this is. To do so we must bring the costs of the program into the picture; costs plus outcomes are the two ways of looking at the program which allow us to interpret the results in depth. For example, if the volunteer counselor program cost \$1000 per year to operate, then those two extra months before the first arrest would have cost \$500 each.

In the particular instance of a volunteer probation counselor program, the program's quite small cost is a vital factor in assessing its effectiveness. Even if the results of the statistical tests show that there are no significant differences in outcomes between the volunteer counselor probationers and the regular probationers, you may be able to state that the same results as regular probation were obtained by the volunteer counselor program at much less cost. The point is that it is not necessary for the volunteer counselor program to do better (however "better" is defined and measured) than the regular probation program in order to be cost-effective.

If it should turn out, however, that the volunteer probationers perform significantly worse than the regular probationers, there is a problem. Suppose that in the example above, the outcomes were reversed--the volunteer counselor probationers' first subsequent offense came at six months and the regular probationers' not until eight months. There would be a poorer performance for the program, but with concurrent cost-savings, compared to the established program. There is no rule for interpreting this result. The interpretation involves a trade-off between reduced costs and reduced

effectiveness. The direction of this trade-off will depend upon how serious the first subsequent offense generally is--a speeding offense which occurs two months earlier than it might have under regular probation may be seen as a small price to pay for the savings in dollars and cents; a theft probably would not be viewed so equably.

Summary

In evaluating overall program effectiveness, one must measure the seriousness and frequency of further offenses of the volunteer counselor probationers and compare them with the same measures for an equivalent group (randomly chosen or matched) of regular probationers. Tests of differences for statistical significance must be made and costs involved in obtaining either the improved outcomes or the same outcomes must be calculated. If the outcomes for the volunteer counselor program are worse, the sensible thing to do is to change the program until it achieves at least the same level of outcome as regular probation, thereby eliminating the awkward problem of trading off poorer results vs. lower expenditures.

7.3 Evaluation of Program Processes

The four major staff processes which take place with regard to volunteers are screening, training, matching, and supervising. From the staff's point of view, the goal should be to have no defaults result from any one of the first three. That is, the objective is not to have to drop any volunteer after the screening process is completed, not to have to retrain any volunteer after training (except as may be planned), and not to have to rematch any volunteer and probationer after their initial match-up. For the process of supervising, the criterion is not to have to take over primary responsibility for any volunteer's probationer. (Clearly, exceptions may be made for volunteers who suddenly face crises in their own lives which prevent their continuing in the program.)

The no-default criteria are sufficient for assessing the program's operations. Remember that one major strength of a volunteer probation counselor program is to increase the probation department's manageable caseload while at the same time freeing the department's

professional staff for the most difficult cases requiring the greatest experience, skills and attention. The achievement of no-default program operation means that the professional staff has been freed to the nearly maximum extent for such difficult cases. In actual practice, an agreed upon small number of defaults may be tolerated, since to achieve zero defaults may require more professional staff time in perfecting program operations than the small number of defaults justify.

Of course, the overall program effectiveness measures discussed in the preceding section also assess the four program processes taken together. But the overall measures do not indicate how well each of the four functions individually.

Beyond the no-default criterion, it is difficult to prescribe other criteria for assessing the program operations. About all that can be indicated is the obvious. If a certain kind of inappropriate volunteer manages to get through screening consistently (for example, the volunteer who professes to be genuinely interested in the program, but really is looking for a means to alleviate boredom), the staff will have to respond with more intensive examination of that particular type. Similarly, if a certain kind of probationer crisis seems to be beyond the capability of most of the volunteers, training may be inadequate. And, if matching is made only on the basis of superficial coincidence of interests and hobbies, it, too, may need to be revised. Program operations should be monitored, therefore, to see if any defaults which do occur fit into patterns which would indicate a shortcoming in the screening, training, matching or supervising processes.

Matching

Special notice should be taken of the matching process as it bears on program evaluation. In Lincoln, the matching process is the key link in the chain: one which combines objective measures of the probationer's intellectual abilities and personality traits with clinical assessment of his or her personal development and possibilities for the immediate future. Many pieces of information are taken into account, and although the Court Psychologist has conducted extensive analyses to determine which pieces of information are most helpful in predicting a probationer's future behavior, these analyses may not reveal which parts of the program are the strongest causes of a probationer's future behavior.

In addition, the means used by psychologists will naturally vary from jurisdiction to jurisdiction, so that no hard and fast rules about the utilization of clinical testing procedures can be given here. What can and should be watched carefully, however, is the adequacy of the four-fold typology of probationer needs--the role model, peer, supervisor, and counselor typology. Defaults, it should be noted, can be either due to poor matching or to some flaw in the four-fold typology. This typology does make sense and it also seems to work, but it is not necessarily applicable to all jurisdictions. To fully assess the adequacy of their matching process, staff members will have to watch individual cases closely and will have to be prepared for the fact that, when a match reveals itself to be inappropriate, the probationer and/or the volunteer may be either unwilling or unable to indicate where the match-up missed.

7.4 Assessment of the Personal Development of the Probationers

The ultimate criterion of the effectiveness of any probation program is the future behavior of the probationer with respect to the law, but the mere avoidance of further trouble could be considered only a minimal success; some probation staff may see their mandate as extending beyond the mere extinction of law-breaking to assisting in the personal growth of the probationers. The Lincoln Volunteer Probation Counselor program has identified seven *personal development goals* which they hope that the volunteer/probationer relationship can foster:

- *Understanding Self:* Help him find himself; the search for identity is very important to this age group. Help him to think about his aims in life, his needs, the role he plays now, and what his role will be; help him to learn to plan--short range, long range, and to understand and follow through with his plans. Help him to recognize why he acts the way he does and how this affects his relationships with others. Help him to think about and prepare for the future.

- *Communication:* Help him to learn to express his feelings and beliefs, thoughts about himself and about others, and about other important matters in life, and to learn to listen and try to understand messages communicated to him from others. Many probationers have families in which there is little or no communication, or in which the lines of communication are so cluttered and unhealthy

CONTINUED

1 OF 2

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that they have never learned what it means to communicate verbally, non-verbally, or otherwise in a reasonably health fashion.

- *Building Self-Esteem:* Feelings of worth and self-respect are necessary for all healthy persons. Constant criticism and failure do little for helping a young person to develop positive feelings for himself. By recognizing his strengths, praising him when he deserves praise, and criticizing only when it is really constructive criticism, the volunteer may help a youthful offender to overcome his feelings of inadequacy and worthlessness. It may have taken a long time for poor self-image, so likewise it may take some time for him to learn to view himself in a more positive way.

- *Problem-Solving:* Helping the probationer to learn to solve his own problems, taking into account any suggestions offered to him, but not being dependent on anyone else to actually solve the problems, is one of the most important goals. Many young people are either very dependent on a parent or sibling to help them solve problems, or they make hasty decisions which are not thought through very carefully. Some try to avoid having to ever solve any problems or make any decisions.

- *Crisis Handling:* First work toward the reduction of the strong emotions by showing understanding and empathy. Next the problem or real crisis should be carefully identified. Possible alternative ways of dealing with the situation must be considered. And finally, focus should be on the best possible way of handling the situation (best in terms of his needs and what is realistic for him).

- *Societal Involvement:* The background of experiences and knowledge of social skills is very narrow among a large number of probationers. They may have one friend, a small group of friends, or no friends at all. They may never have been part of a boys' club, a church group, or any extra-curricular activity. They may not keep up at all on news or current events, or on anything outside of their own small world. Try to explore new possible interests, help him to be interested in what is going on around him, and possibly to get involved in some new activity through which he can meet new people.

● *Friendship and Respect:* Hopefully the probationer will learn to value having a sincere, dependable friend, who will stand by him in his times of need and guide him when this is appropriate, or to listen to him when he feels like talking. A relationship between two equals should be developed, if the volunteer counselor shows respect for the probationer, the probationer will learn to value and respect himself and will also be learning to respect and be sensitive to other people.

Here are some suggestions as to how growth along these seven dimensions might be measured:

● *Understanding Self:* Pre/post test. Part of the intake interview will probably ask, "How did you get into trouble" or, "Why did you do what you did?" An exit interview at the end of probation can ask the same questions and allow the staff member to make a subjective judgement of change in self-understanding.

● *Communication:* This is best measured by the volunteer's perception of the probationer. After allowing for an initial period of getting acquainted, the volunteer can be asked for periodic assessment of the probationer's desire and ability to communicate with the volunteer or with others that the volunteer can observe.

● *Building Self-Esteem:* A pre/post test which asks the probationer to list his or her good and bad points should indicate whether the probationer has shifted to a more positive view of self.

● *Problem-Solving:* The key ingredient here is the degree to which the probationer accepts responsibility for the solution while seeking information or advice which can help him or her reach a decision as to what actions to take. The volunteer's perception is about the only source of information on this.

● *Crisis-Handling:* The difference between problem-solving and crisis-handling is that in a crisis the emotions involved in the situation interfere with a sober assessment of the problem. The personal growth goal then becomes for the probationer to be able to recognize the role which emotions are playing and to be able to

take them into account without letting them take over the whole situation. This is very much a subjective judgement to be made by the volunteer, perhaps with any staff member who may become involved. One can, however, look for some objective evidence of increased ability to handle crises, such as overt and accurate verbalization of the emotions involved, seeking advice from others because emotions are high, and willingness to take time in choosing a course of action, willingness to not act immediately according to the emotional response.

● *Societal Involvement:* The volunteer could be asked to note the frequency that the probationer pursues activities with others; this could take place within the sample context of asking, "What did you do last week--anything interesting or fun?"

● *Friendship and Respect:* This might best be indicated by whether the volunteer-probationer relationship continues after the probationary period, although a break-off does not necessarily imply a failure to establish friendship or respect. Also, friendship means different things, depending on the nature of the counseling relationship. A peer relationship is different from a role-model relationship in this regard. One might expect the peer relationship to continue, but the role model volunteer might have accomplished the purpose in assisting the probationer to a level of maturity where he or she could then strike out on their own, and would do so.

It should be noted that the measurement of personal development is likely to be more relevant to the program staff than to budget officials. Watching probationers grow as the result of a volunteer probation counselor program is an important source of satisfaction to both professionals and volunteers, but it is not easily translated into "hard" data against which hard costs can be set. Reliance, therefore, should be placed first and foremost on overall program effectiveness and efficiency data in order to establish the program's value in the eyes of other components of the judicial system and the community. Then attention can be turned to the specifics of how to make the program function at its best in terms both of freeing the professional staff for the more difficult cases and of helping the probationer do more than just stay out of trouble.

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Appendix

Forms

Defendant Information Form
Sentence Completion Test
Volunteer Probation Counselor
Application Form
Volunteer Probation Counselor's
Monthly Progress Report

SOCIAL SECURITY NO. _____
 NAME _____ AGE _____ DATE OF BIRTH _____ DATE _____

ADDRESS _____ TELEPHONE NUMBER _____

Present Offense (s) _____

If anyone was arrested with you, list name (s) _____

What is the penalty for your current offense in terms of a fine or jail sentence? _____

If the penalty was imposed by the Judge, what would your reaction be? _____

List any previous offenses:

<u>Offense</u>	<u>Where</u>	<u>Approximate Date OF Offense</u>	<u>Penalty Imposed by Court</u>	<u>What Court Juv. County District</u>

If you have had more offenses, please list them on the back side of this page.

Have you been placed on probation before, or are you currently on probation? _____

If so, what Court? Juvenile _____ Municipal _____ County _____ District _____ Other _____

What is the reaction of your parents to your present offense? _____

Father's name _____ Age _____ Occupation _____

If deceased, put year and cause _____

Salary _____ Address _____

Mother's name _____ Age _____ Occupation _____

If deceased, put year and cause _____

Salary _____ Address _____

List offenses that members of your family have had:

<u>Offense</u>	<u>Approximate Date</u>	<u>Which Member of the Family</u>

What sort of person is your father? _____

What sort of person is your mother? _____

If you are not living with your family, with whom do you live? _____

Have you ever lived outside the family? _____

If you are not living with your family, why did you leave the family home? _____

How often do you see your family? _____

What activities do you and your family participate in regularly together? _____

Name TWO people who are most like yourself:

(1) _____ (2) _____

Name TWO people who are least like yourself:

(1) _____ (2) _____

Whom do you admire most? _____

Why? _____

Is there some person you would like to pattern your life after? Yes _____ No _____

Who? _____

About how many people are in your circle of close friends? _____

Name your closest friends:

NAME AGE OCCUPATION

1. _____

2. _____

3. _____

How often do you date? Never _____ Rarely _____ Occasionally _____ Often _____

Going Steady _____ Engaged _____

Do you plan to marry soon? Yes _____ No _____

EMPLOYMENT

Work Record
(Begin with most recent job)

Firm Name Supervisor/Boss's Name	Type of work	Date Began	Date Left	Reason for leaving	Salary	Hours per week

How long have you been employed at your present job? _____

Name your immediate supervisor _____

Business Address _____ Telephone Number _____

May we contact your employer to find out how he evaluates you? Yes _____ No _____

If no, why? _____

What do you like best about your present job? _____

How do you get along with your supervisor? _____

What type of work do you want to do for a living? _____

Have you chosen a career yet? _____ If so, what? _____

Why? _____

What do you like least about your present job? _____

What training must you complete to accomplish your goals? _____

SCHOOL

List diplomas, degrees and certificates received from school or training: (Please list date received also)

(1) _____ (3) _____

(2) _____ (4) _____

What was (or is) your major area of study? _____

My attendance in school has been: Poor (missed more than 10 days a semester) _____
 Could be better _____ Average _____ Good _____ Excellent _____

Have you been ill? _____

Please Circle your grade average: A B C D F 1 2 3 4 5 6 7

Have you been involved in the Work Study Program? Yes ___ No ___ If so, what kind of work have you done? _____

List clubs you belong(ed) to:

(1) _____ (3) _____

(2) _____ (4) _____

Have you ever held an elective office in school? _____

Please explain: _____

What social activities have you participated in at school? _____

Have you ever had any disciplinary problems in school? Yes ___ No ___ What? _____

Have you ever been expelled from school? Yes ___ No ___ Why? _____

If yes, what action was taken? _____

Have you ever been held back any grades? Yes ___ No ___ Please explain and list the grades: _____

Have you ever flunked any courses? Yes ___ No ___ Why? _____

Have you ever dropped out of school? Yes ___ No ___ When? _____

Why? _____

Have you had to change schools often? Yes ___ No ___

When you were in school, did you have a reading problem? Yes ___ No ___

If you have dropped out of high school, have you completed the G.E.D.? Yes ___ No ___

What plans do you have for additional training or schooling? _____

Name your school counselor: _____

FINANCIAL RESPONSIBILITY

Your Monthly Living Expenses

	Total Cost of Living Expenses	How Much Do You Pay		Money Owed
Rent			Loans:	
Room and Board			Car	
Food			Other	
Entertainment			Charge Accounts	
Clothes			Credit Cards	
Attorney's Fees			Parents	
Car Payment			Friends	
Car Insurance			Other	
Other Monthly Payments				
TOTAL			TOTAL	

Do you have your own checking or savings account? Yes ___ No ___

Do you do drugs? _____ Have you ever used drugs in the past? Yes ___ No ___
 If so, what kinds of drugs have you used? _____

Do you smoke grass? _____ Have you ever smoked grass? _____ If so, how often? _____

Do any of your friends use drugs? _____

MILITARY

What is your draft classification? _____ Selective Service # _____

Lottery Number _____ Have you signed us for the draft? _____

Have you ever been in the military service? Yes ___ No ___

If you are not yet in the service, what are your feelings about going? _____

If you have been in the service, what branch? _____

Approximate date entered: _____ Approximate date of discharge: _____

What rank did you achieve in the service? _____

What duties did you have? _____

If you were in the service, discuss briefly your reaction to military service: _____

Do you know any veterans in the city? Yes ___ No ___

Did you have any particular problems, disciplinary or other, while in the service?

Yes ___ No ___ If yes, explain: _____

Did you receive any special recognition while in the military? Yes ___ No ___

Where were you stationed? _____

What was your top salary? _____

HOBBIES

List your hobbies and special interests: _____

What is your favorite activity? _____

Please check the activities you like to do:

- | | |
|--|--|
| <input type="checkbox"/> Indoor Games: | <input type="checkbox"/> Watching Television |
| <input type="checkbox"/> Card and board games | <input type="checkbox"/> Listening to Radio |
| <input type="checkbox"/> Checkers | <input type="checkbox"/> Going to Movies |
| <input type="checkbox"/> Chess | |
| <input type="checkbox"/> Other (please specify) | <input type="checkbox"/> Reading: |
| | <input type="checkbox"/> Magazines |
| <input type="checkbox"/> Entertainment: | <input type="checkbox"/> Historical Novels |
| <input type="checkbox"/> Parties | <input type="checkbox"/> Fiction |
| <input type="checkbox"/> Drinking beer with others | <input type="checkbox"/> Mysteries and Crime |
| <input type="checkbox"/> Dancing | <input type="checkbox"/> Comics |
| <input type="checkbox"/> Group Singing | <input type="checkbox"/> Newspapers |
| <input type="checkbox"/> Amateur Band or Group | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Other (please specify) | |
| <input type="checkbox"/> Going to Sporting Events: | <input type="checkbox"/> Household: |
| <input type="checkbox"/> Races | <input type="checkbox"/> Cooking (as a hobby) |
| <input type="checkbox"/> Football | <input type="checkbox"/> Sewing, Crocheting |
| <input type="checkbox"/> Baseball | <input type="checkbox"/> Teaching own children (piano, etc.) |
| <input type="checkbox"/> Boxing | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Other (please specify) | |
| <input type="checkbox"/> Participating in Sporting Events: | <input type="checkbox"/> Automobiles: |
| <input type="checkbox"/> Fishing, Hunting | <input type="checkbox"/> Drags |
| <input type="checkbox"/> Bowling | <input type="checkbox"/> Fixing |
| <input type="checkbox"/> Golf | <input type="checkbox"/> Tinkering |
| <input type="checkbox"/> Hiking | <input type="checkbox"/> Motorcycle |
| <input type="checkbox"/> Other (please specify) | <input type="checkbox"/> Other (please specify) |
| | |
| <input type="checkbox"/> Home Maintenance: | <input type="checkbox"/> Miscellaneous: |
| <input type="checkbox"/> Electrical | <input type="checkbox"/> Painting |
| <input type="checkbox"/> Gardening | <input type="checkbox"/> Ceramics |
| <input type="checkbox"/> Carpentry | <input type="checkbox"/> Photography |
| <input type="checkbox"/> Other (please specify) | <input type="checkbox"/> Collecting Stamps, Coins |
| | <input type="checkbox"/> Building |

List your three favorite activities and the amount of time spent each week:

1. _____
2. _____
3. _____

CLUBS AND ORGANIZATIONS

List clubs you are currently participating in:

NAME	PURPOSE/ACTIVITIES	AMOUNT OF TIME SPENT EACH MONTH
_____	_____	_____
_____	_____	_____

List organizations:

NAME	PURPOSE/ACTIVITIES	HOW OFTEN ATTENDED EACH MONTH AND ANY OFFICES HELD
_____	_____	_____
_____	_____	_____

What things do you worry about? _____

When you have had personal problems in the past, who have you asked for help? _____

Everybody feels upset, worried, and unhappy from time to time. During the past six months, what kinds of problems have caused you to worry and be unhappy? _____

What kinds of problems would you like to solve over the next few months? _____

Have you ever received professional counseling for personal or family problems? Yes ___ No ___

If so, why? _____

With whom? _____ How long? _____

Were you satisfied with the experience? _____ Were you helped by the experience? _____

Would you recommend counseling to other persons? Yes ___ No ___

Please check the community agencies which you or members of your family have had contact with:

- | | |
|--|--|
| <input type="checkbox"/> Family Services | <input type="checkbox"/> Lincoln Technical College |
| <input type="checkbox"/> Vocational Rehabilitation | <input type="checkbox"/> Police Department |
| <input type="checkbox"/> Lincoln Action Program | <input type="checkbox"/> Municipal Court |
| <input type="checkbox"/> Neighborhood Youth Corps (NYC) | <input type="checkbox"/> County Court |
| <input type="checkbox"/> Welfare Department | <input type="checkbox"/> Lincoln State Hospital/Regional Center |
| <input type="checkbox"/> Lincoln Lancaster Mental Health | <input type="checkbox"/> Youth Service Bureau |
| <input type="checkbox"/> Juvenile Court | <input type="checkbox"/> Lincoln Learning Center |
| <input type="checkbox"/> Child Guidance Center | <input type="checkbox"/> Job Corps |
| <input type="checkbox"/> Church | <input type="checkbox"/> Lincoln General Hospital |
| <input type="checkbox"/> Lincoln Mental Health Center | <input type="checkbox"/> Lincoln General Hospital Chemical Dependency Unit |
| <input type="checkbox"/> State Employment Office | <input type="checkbox"/> Manpower, Inc. |
| <input type="checkbox"/> Full Circle | <input type="checkbox"/> Psychological Consultation Center |
| <input type="checkbox"/> Y-Pals | <input type="checkbox"/> Geneva Girl's Training School |
| <input type="checkbox"/> Kearney Training School | <input type="checkbox"/> Reformatory |
| <input type="checkbox"/> Penal Complex | |
| <input type="checkbox"/> York Women's Reformatory | |

Please list other agencies: _____

Describe the kind of person you are (include both your good and your bad points): _____

Describe the role you fill in society: _____

Describe what it is about you that makes you important to other people: _____

Write a short paragraph about yourself as you would like to be a year from now. (Include the kind of job you expect to have, education, family, etc.): _____

Write a short paragraph describing yourself as you would like to be three years from now: _____

The remainder of the Defendant Information Form contains items from the MacAndrews Drug/Alcohol Screening Test, an instrument designed to measure propensity for involvement in alcohol and drug situations.

Name _____

Complete each sentence in whatever way you wish. If you have trouble thinking of a completion to any sentence, put a circle around the number, and return to the sentence when you have finished the rest. Be sure to complete all of them.

1. I feel great when _____
2. I like _____
3. When I have money, I like _____
4. When I'm in trouble, my parents _____
5. If I could stay out of trouble, I wish _____
6. The nicest thing about being a child is _____
7. What annoys me is _____
8. It makes me mad when I can't _____
9. When someone criticizes me, I _____
10. I am very _____
11. Reading _____
12. In school, I _____
13. At work, I _____
14. My greatest worry is _____
15. I am at my best when _____

16. People refrain from murder only because _____
17. Whenever I have done something right, I can tell by _____
18. The most effective type of discipline I ever received was _____
19. When my parents are happy with something I've done, they _____
20. I can't _____
21. Fathers should learn that _____
22. I will do almost anything to get _____
23. Parents would worry less if _____
24. I really want _____
25. If I had the chance, I would really like to _____
26. I failed _____
27. I suffer _____
28. Worse than being lonely is _____
29. To be a good liar one must _____
30. The only trouble _____
31. Cars _____
32. Bikes _____
33. The person I will take advice from is _____

34. To avoid a fight one must _____
35. When I am sad, I _____
36. When I am tense, I _____
37. It is easy to get into trouble when _____
38. It is often hard to sleep when _____
39. I will do almost anything to avoid _____
40. If people only knew how much _____
41. The happiest _____
42. I regret _____
43. Other people _____
44. My mind _____
45. LSD _____
46. Marijuana _____
47. I hate _____
48. I wish _____
49. Marriage _____
50. The hardest decisions _____
51. A large crowd _____

52. A drunken man _____

53. A drunken woman _____

54. What pains me is _____

55. I try very hard _____

MUNICIPAL COURT
 VOLUNTEER PROBATION COUNSELOR APPLICATION FORM

All information provided by you is confidential and will be used solely for the purpose of assisting the Probation Department in deciding the kind of probationer you are best qualified to counsel. The information is kept in a locked file. Occasionally a Volunteer Probation Counselor asks us to release information about him. We will release information about you only with written consent from you.

BIOGRAPHICAL INFORMATION

Name _____ Age _____ Sex _____
 Home Address _____
 Street _____ Zip _____ Telephone _____
 Business Address _____
 Street _____ Zip _____ Telephone _____
 Where can you be reached in case of an emergency _____

 Religious affiliation _____ Marital Status: S _____ M _____ Sep _____ Div _____ Remarry _____
 How long are you likely to remain in this community? _____

OCCUPATION

Present:	Job Title & Type of Work	Employer (Firm Name)	Address	How long employed
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

Past:

EDUCATION

- Highest grade completed in school _____ Where _____
 When _____ Grade Point Average _____
- Vocational or other specialized training _____
 Where _____ When _____
 Amount _____
- Certificates and/or Diplomas Received: Where _____ When _____

- Major in school _____ Minor in school _____
- Did you ever drop out of school? _____ If so, why? _____

ORGANIZATIONAL AFFILIATIONS AND ACTIVITIES

1. List community service organizations you are currently participating in:

Name	Purpose/activities	Amount of Time Spent Each Month
------	--------------------	---------------------------------

.....
.....

2. List of Social or Fraternal Organizations:

Name	Purpose/activities	How often attended each month and any offices held
------	--------------------	--

.....
.....

3. List of other organizations:

Name	Purpose/activities	Time spent each month
------	--------------------	-----------------------

.....
.....

HOBBIES AND SPECIAL INTERESTS

Please place a check mark next to your own hobbies or interests:

- | | |
|----------------------|------------------------------------|
| 1. Sports | 11. Drama |
| 2. Hunting | 12. Movies |
| 3. Fishing | 13. Politics |
| 4. Mechanics | 14. Sewing |
| 5. Woodworking | 15. Writing |
| 6. Music | 16. Kap Sessions |
| 7. Dancing | 17. Photography |
| 8. Television | 18. Audio Visual Aids |
| 9. Books | 19. Speeches |
| 10. Art | 20. Organizing group outings |

List any hobbies or interests which are not on the above list.

TUTORING: Would you be able to tutor?

Is there any particular subject you are very well qualified to tutor?

Have you ever had previous counseling experiences? (Include positions such as camp counselor, Sunday school teacher, boy scout leader, recreation supervisor, etc.)

Describe your previous counseling experiences: (e.g. who, how long, your role)

What did you like best about your experience?

What did you like least about your experience?

Have you ever contacted a mental health agency for help?

Do you have any handicap or personal limitation which you feel might limit your effectiveness?

Do you have any preference for a probationer (e.g. age, sex, cultural background)?

List characteristics of probationers which you would prefer not to work with.

FAMILY BACKGROUND

Spouse Age Occupation

Father Age Occupation

Mother Age Occupation

Children Age Occupation

..... Age Occupation

..... Age Occupation

Write a short statement about your interest in the program and your purpose/reasons for offering your services. (Use additional space on back if necessary.)

The majority of the probationers in our program are between the ages of 16 and 21. The special problems which they face and are struggling to solve are many and varied. A significant problem is establishing a personal identity in life for themselves. Based upon your personal experiences, mention the kinds of problems which you believe are most important to this age group and how to go about helping to solve some of the problems.

List three reliable persons (other than past employers or relatives) who are familiar with your qualifications and characteristics.

Name	Address	Relationship to you
_____	_____	_____
_____	_____	_____
_____	_____	_____

Have you ever been arrested or placed on probation? _____ If yes, please explain.

Having carefully considered the opportunities and responsibilities involved I hereby offer my services as a Volunteer Probation Counselor in the Lincoln Municipal Court. I agree to complete the prescribed training courses and to counsel the probationer assigned to me for at least one hour per week for a period of one year. I further agree to submit reports to the Court on the probationer's progress as directed.

Signature of Applicant

VOLUNTEER PROBATION COUNSELOR'S
MONTHLY PROGRESS REPORT

(Due on or before 5th of month)

Volunteer _____ Probationer _____ Month _____

MEETINGS:

Total number of meetings scheduled and kept: _____

Were any meetings missed? _____ If so, why and how did you handle it? _____

Use of Meetings

- (1) Discussion: (Please check)
- | | |
|------------------------------|-----------------------------|
| (a) _____ Get acquainted | (c) _____ Problem oriented |
| (b) _____ General discussion | (d) _____ Personal material |
| (e) Other _____ | |

(2) Special Activities (Please explain)

- (a) Recreational _____
- (b) Home Visit _____
- (c) Other _____

(3) Emergencies:

(Please explain)

- (a) _____ Probationer in jail
- (b) _____ Reports violation of conditions
- (c) _____ Involved in law breaking
- (d) _____ Family problems
- (e) _____ Personal problems

How was the emergency handled? _____

If Probation Department was consulted, were you satisfied with their handling of the problem? _____

AGENCY CONTACT

What community agencies, if any, did you contact for assistance? _____

Was satisfactory service obtained? _____

THE RELATIONSHIP

Cooperative	_____	_____	_____	_____	_____	_____	Uncooperative
Sincere	_____	_____	_____	_____	_____	_____	Manipulative
Hostile	_____	_____	_____	_____	_____	_____	Friendly
Honest	_____	_____	_____	_____	_____	_____	Dishonest
Unresponsive	_____	_____	_____	_____	_____	_____	Responsive
Trusts me	_____	_____	_____	_____	_____	_____	Does not trust me

PROBLEMS IN THE RELATIONSHIP

- (1) a. No problems
 b. A few minor problems
 c. Major problems:
1. Did not keep appointments
 2. Attendance is irregular
 3. Seems very aloof and distant
 4. Poor attitude toward society
 5. Does not accept advice
 6. Does not follow through on things we talk about and plan
 7. Does not seem to be forming a satisfactory relationship

(2) Are his future plans realistic? _____

(3) Future directions in the relationship:

(a) The primary problem we must work on: _____

b) Progress to date has been:
 Minimal Slight About as expected Good Excellent

(c) Progress since last monthly report:
 Minimal Slight About as expected Good Excellent

Check here if you would like the probation staff to contact you regarding your probationer.

ADDITIONAL COMMENTS: _____

EXEMPLARY PROJECT: The Volunteer Probation Counselor Program
 Lincoln, Nebraska

To help LEAA better evaluate the usefulness of Exemplary Project documentation, the reader is requested to answer and return the following questions.

1. What is your general reaction to this document?
 Excellent Average Useless
 Above Average Poor

2. To what extent do you see the document as being useful in terms of: (check one box on each line)

	Highly Useful	Of Some Use	Not Useful
Modifying existing projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administering ongoing projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing new or important information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing or implementing new projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. To what specific use, if any, have you put or do you plan to put this particular document?

- Modifying existing projects
 Training personnel
 Administering ongoing projects
 Developing or implementing new projects
 Other: _____

4. Do you feel that further training or technical assistance is needed and desired on this topic? If so, please specify needs.

5. In what ways, if any, could the document be improved: (please specify, e.g., structure/organization; content/coverage; objectivity; writing style; other)

6. If you would like to receive information on how to submit a program for consideration as an Exemplary Project, please check this box.

7. How did this document come to your attention? (check one or more)
- LEAA mailing of package LEAA Newsletter
 Contact with LEAA staff National Criminal Justice Reference Service
 Your organization's library
 Other (please specify) _____

8. Have you contacted or do you plan to contact the Exemplary Project site for further information?

(CUT ALONG THIS LINE)

9. Check ONE item below which best describes your affiliation with law enforcement or criminal justice. If the item checked is an asterisk (*), please also check the related level, i.e.,

- | | | | |
|---|--|---------------------------------|--------------------------------|
| <input type="checkbox"/> Federal | <input type="checkbox"/> State | <input type="checkbox"/> County | <input type="checkbox"/> Local |
| <input type="checkbox"/> Headquarters, LEAA | <input type="checkbox"/> Police * | | |
| <input type="checkbox"/> LEAA Regional Office | <input type="checkbox"/> Court * | | |
| <input type="checkbox"/> State Planning Agency | <input type="checkbox"/> Correctional Agency * | | |
| <input type="checkbox"/> Regional SPA Office | <input type="checkbox"/> Legislative Agency * | | |
| <input type="checkbox"/> College, University | <input type="checkbox"/> Other Government Agency * | | |
| <input type="checkbox"/> Commercial Industrial Firm | <input type="checkbox"/> Professional Associations * | | |
| <input type="checkbox"/> Citizen Group | <input type="checkbox"/> Crime Prevention Group * | | |

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10. Your Name _____
Your Position _____
Organization or Agency _____
Address _____

Telephone Number Area Code: _____ Number: _____

11. If you are not currently registered with NCJRS and would like to be placed on their mailing list, check here.

(CUT ALONG THIS LINE)

END