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EVALUATIVE RESEARCH OF A COMMUNITY-
BASED PROBATION PROGRAM

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EVALUATIVE RESEARCH OF A COMMUNITY-BASED PROBATION PROGRAM

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and
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The research project was conducted by the Department of Psychology at the University of Nebraska at Lincoln

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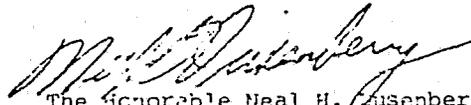
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The decision to use volunteer citizens in counseling relationships with youthful misdemeanor offenders was made because the Court recognized that many probationers required more intensive probation programming. During the initial stages of the program professional psychological services were obtained from the Department of Psychology at the University of Nebraska. The Volunteer Probation Counselor program has grown at a slow but steady pace with careful attention to the quality of services rendered by the program.

The research project funded by LEAA made a significant contribution to the development and implementation of successful Volunteer Probation Counselor program. Evaluation of this program enables constructive feedback which is necessary in order to ensure a successful program. The Court recognizes an obligation to share knowledge of its successful probation programming with other Courts. Publication of this report by LEAA is a valuable way to disseminate the information.

Signed,



The Honorable Neal H. Cusenberry
Presiding Judge
Lincoln-Lancaster Municipal Court
Lincoln, Nebraska

ACKNOWLEDGMENTS

The successful completion of the research project represents a collaborative effort between the Lincoln-Lancaster Municipal Court and Department of Psychology at the University of Nebraska at Lincoln.

The Honorable Thomas J. McManus was Presiding Judge during most of the research. Judge McManus was readily available to provide wise and mature assistance as well as continuing support to the research. The Honorable Donald R. Grant and the Honorable Neal H. Dusenberry provided strong support for the project.

INTRODUCTION

A comprehensive evaluation of a community-based probation program, the Lincoln-Lancaster Municipal Court's Volunteer Probation Counselor program, provided basic information for the report. The report contains three chapters:

Chapter I: Overview of the Volunteer Probation Counselor Program: a brief description of the essential features of the program including selection of probationers and volunteers.

Chapter II: Evaluation of the Effectiveness of the Program: The effectiveness of the program was assessed by three classes of evaluative criteria: behavior, personality, and psychosocial. Performances of High-risk youthful misdemeanor offenders who were assigned randomly to either routine probation programming or Volunteer Probation Counselors were compared. A sample of Low-risk youthful misdemeanor offenders who were assigned to routine probation programming were also studied.

Chapter III: The Successful Volunteer Probation Counselor: Relationships between successful volunteers and probationers were studied. Information about the nature of the relationship is reported. A model of the successful Volunteer Probation Counselor (MODEL-VOL) was developed and its scientific value was assessed by comparing predictions generated by the MODEL-VOL with measures of successful relationships. Some personality features of successful Volunteer Probation Counselors are also reported.

CHAPTER I
OVERVIEW OF THE VOLUNTEER PROBATION COUNSELOR PROGRAM

Probation programming at the Lincoln-Lancaster Municipal Court provides intensive educational and counseling experiences for youthful misdemeanor offenders. Probationers are required to complete the following routine terms of probation: (1) written essays on topics assigned by the probation staff; (2) monthly reports; (3) educational classes in driving safety and/or alcohol prevention; (4) meetings with the probation staff as directed. Additional terms are imposed as required in order to maximize the impact of the probation programming on the individual offender.

A comprehensive Presentence investigation report is prepared for each individual offender. Multiple sources of information are integrated into the report in order to provide accurate and comprehensive information to guide selection of specific terms of probation for each individual offender. Sources of information are: (1) Interview: each offender is interviewed by a Probation Counselor; (2) Psychological testing: intellectual functioning, personality functioning, and attitudes are assessed by the Court Psychologist; (3) Community contacts: persons acquainted with the offender, such as employers or school officials, are contacted by the Probation Counselor; (4) Prior criminal offenses: Court records and police department files are examined carefully. Recommendations of specific terms of probation for each offender are made at weekly staff meetings. The Judge reviews the recommendation and makes the final decision about the specific terms of probation.

Selection procedures differentiate between Low-risk and High-risk offenders. A Low-risk offender is a person for whom the likelihood of additional criminal offenses is minimal. Some characteristics of a typical Low-risk offender include: (1) absence of personal crisis or excessive situational stress; (2) responsibility; (3) personality resources are at least adequate for effective functioning within society; (4) no significant personal

and/or emotional problems; (5)relatively stable family or living situation; (6)few prior criminal offenses. A High-risk offender is a person for whom the likelihood of additional criminal offenses is great. Some characteristics of typical High-risk offenders include: (1)significant personal and/or emotional problems; (2)antisocial attitudes; (3)relatively unstable family or living situation; (4)situational pressure or stress; (5)relatively limited personal resources; (6)numerous prior criminal offenses.

The primary emphasis of probation programming for Low-risk offenders is Supervision and Educational classes. The routine terms of probation are imposed. Few contacts are made by the probation staff except if a Low-risk offender fails to complete educational classes or commits an additional offense. Probation programming for High-risk offenders includes Supervision, Educational classes, and Counseling. After the High-risk offender is placed on probation, the youth is assigned to a Probation Counselor. Short-term counseling clarifies terms of probation, expectations of the Court, and prepares the probationer for assignment to a Volunteer Probation Counselor. If serious personal and/or emotional problems are identified, the probationer may be referred to the Court Psychologist or to another agency for professional treatment. Most High-risk probationers are assigned to work with Volunteer Probation Counselors.

Matching of Probationers with Volunteer

The primary consideration in the matching process is to assign a Volunteer Probation Counselor who is best able to work effectively with the probationer to deal with the probationer's identified needs and problems. Four types of relationships are specified. The typology provides useful guidelines for matching even though categories of relationships are not mutually exclusive.

At one time or another some characteristics of each type may be found in the other relationships. The categories do emphasize the most salient features of each type of relationship. Table 1 shows the four types of volunteer-probationer relationships and variables which are utilized in the matching process.

INSERT TABLE 1 ABOUT HERE

Types of Relationships

Model for identification

A majority of relationships fall into this category. The probationer needs assistance with clarifying his personal identity and plans for the future, especially his role in the community. Important variables used in the matching process are age, occupation, socioeconomic status, and interests of the volunteer. For example, in the case of a 19-year old high school dropout from a lower socioeconomic background with an interest in mechanical things, such as automobiles, a good volunteer counselor would probably be a successful automobile mechanic from a similar socioeconomic background. A volunteer in his middle twenties to early thirties would be very sensitive to the unique problems of the probationer. The volunteer has expertise for mastering similar problems. He can guide the probationer to appropriate specialized training and may even be able to help the probationer obtain a part-time job.

Friendship-companion

Some probationers are unable to relate effectively to older volunteers. Often the youthful offender is rebelling against the family or community. The probationer requires a dependable friend whom he or she can trust. A

conscientious and responsible volunteer who is two to three years older than the probationer and has similar interests is likely to be a good choice. Participation in hobbies and recreational activities are an important part of the relationship. The volunteer must be available in case of emergencies and willing to contact the professional staff for assistance with problems.

Supervisory

A few probationers have very limited personal assets. A basic goal is to maintain them outside an institution. Assistance with managing finances, obtaining and maintaining employment, and finding suitable recreational outlets is necessary. The volunteer must be patient, dedicated, and resourceful. The volunteer must recognize that the probationer is not going to change very much and that the primary goal of the relationship is to maintain the probationer functioning in the community. Older citizens are very effective in this type of relationship.

Primary Counseling

The probationer has personal and/or emotional problems which can be aided by talking about them. Basic goals include relief of anxiety, modification of attitudes, and problem-solving. Counseling skill; interpersonal sensitivity, and even professional training in counseling are desirable. Most volunteers who are assigned to this type of relationship are professional counselors.

CHAPTER II
EVALUATION OF EFFECTIVENESS

Evaluation of the effectiveness of the Volunteer Probation Counselor program (VPC) by systematic and rigorous research was conducted. The effectiveness of the VPC is the degree of success attained in achieving stated programmatic goals. The primary goal of the VPC is to reduce the likelihood of the occurrence of criminal offenses among High-risk youthful misdemeanor offenders.

The task of selecting evaluative criteria which are related to the broad range of causal factors associated with criminal offenses was especially difficult. The basic strategy was to select evaluative criteria which were representative of variables which are conceptually and/or empirically linked to criminal behavior. The use of multiple evaluative criteria enabled the assessment of the impact of the VPC upon a broad range of relevant variables. Three classes of evaluative criteria were represented: behavior, personality, and psychosocial (social competence). Within each class of evaluative criteria, several measures were made. The evaluative criteria are shown in Table 2.

INSERT TABLE 2 ABOUT HERE

The experimental design is shown in Table 3. Three experimental conditions are specified: (1)HR-VPC: High-risk offenders who received services from the VPC during the probationary period; (2)HR-RP: High-risk offenders who did not receive services from the VPC during the probationary period but who were obliged to comply with routine terms of probation; (3)LR-RP: Low-risk offenders who did not receive services from the VPC during the probationary period but who were obliged to comply with routine terms of probation.

INSERT TABLE 3 ABOUT HERE

Procedure

Subjects were 104 male probationers who were placed on probation by the Municipal Court for a period of one year. High-risk offenders were assigned randomly to either the Volunteer Probation Counselor program (HR-VPC) or routine probation (HR-RP). A random sample of twenty Low-risk offenders was also assigned to routine probation programming (LR-RP group). Forty probationers were assigned to the HR-VPC group and forty-four probationers were assigned to the HR-RP group. Six probationers who were originally assigned to Volunteer Probation Counselors were seen by members of the professional staff when the Volunteer was unable to complete the relationship. The subjects completed the personality inventory and social competence measures during the two-week period prior to the end of the probationary year.

RESULTS

The performances of the research subjects on the three classes of evaluative criteria are considered separately. Table 4 shows pre-probation information about the three groups. The HR-VPC and HR-RP groups are comparable in age, number of offenses committed prior to probation, and group means on all five California Psychological Inventory (CPI) scales. No pre-probation Social Competence data were collected.

INSERT TABLE 4 ABOUT HERE

(A) Behavior:

(1) Criminal offenses committed during the probationary period

Table 5 shows the number of criminal offenses committed during probation. Because the number of subjects varied from group to group, the numerical

values were adjusted to a base of 40 in order to facilitate comparisons between groups. The adjusted frequencies are shown in the second column.

HR-VPC subjects committed 45.45% fewer offenses than HR-RP subjects. Low-risk probationers committed significantly fewer criminal offenses than either of the High-risk groups. The LR-RP group committed 82.46% fewer offenses than the HR-VPC group and 90.44% fewer offenses than the HR-RP group.

INSERT TABLE 5 ABOUT HERE

(2) Recidivism rates (See Table 6)

The HR-VPC group had significantly lower recidivism rates than the HR-RP group. However, the LR-RP group is significantly lower than either of the High-risk groups. Noteworthy is the performance of the HR-VPC group compared to the LR-RP 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.

INSERT TABLE 6 ABOUT HERE

(3) Seriousness of offenses committed during the probationary period

(See Table 7)

Criminal offenses were classified into five categories based upon the seriousness of the offense. Table 7 shows the criminal offenses (based upon the adjusted criminal offense scores) broken down into five categories. Appendix A show the offenses placed into each category. Probationers assigned

to the Volunteer Probation Counselor program committed significantly fewer theft-related and antisocial offenses than did the group of High-risk offenders assigned to routine probation programming. Low-risk offenders committed few additional and/or serious offenses.

INSERT TABLE 7 ABOUT HERE

- (4) Pattern of criminal offenses: Criminal offenses committed during the period one year prior to probation compared to the probationary year: (See Table 8)

Recidivism rates indicate the degree to which additional criminal offenses are prevented during probation. The criterion of no additional criminal offenses is very stringent because High-risk offenders have developed recurring patterns of criminal behavior. Consequently, it is very likely that additional criminal offenses will occur. A more realistic criterion reflects modification in the pattern of criminal offenses. The following criterion was established. Probationers were classified into three categories: (1) probationers who committed more criminal offenses during the probationary year than during the year prior to probation; (2) probationers who committed the same number of offenses while on probation as during the previous year; (3) probationers who committed less than 50 percent as many criminal offenses while on probation as during the year before. Table 9 shows the percentages of probationers in each category.

INSERT TABLES 8 AND 9 ABOUT HERE

- (B) Personality: California Psychological Inventory scales

Group means of the HR-VPC and HR-RP groups were compared on each of the

five CPI scales and t-tests were calculated for each pair. Differences between HR-VPC and HR-RP group means were statistically significant on three CPI scales: Responsibility, Socialization, and Achievement via Conformance. Table 10 shows group means, standard deviations, t-values, and levels of confidence. The general conclusion is that at the end of the probationary period, High-risk offenders assigned to the VPC were more conforming than High-risk offenders assigned to routine probation programming. Low-risk offenders were significantly more conforming than either of the High-risk groups.

INSERT TABLE 10 ABOUT HERE

(C) Psychosocial: Social competence

Social competence scores on each of the twelve items were summed to yield an overall social competence score for each probationer. The Mann-Whitney U test was used to test for differences between the distribution of scores of the HR-VPC and HR-RP groups. The differences were statistically significant ($U = 606.5$, $z = 2.449$, $p = .01$). A general conclusion is that HR-VPC subjects were better able to cope effectively with societal expectations and less likely to engage in deviant behavior than were HR-RP subjects. The LR-RP group scores were significantly higher than either of the High-risk groups.

(D) Supplemental Report - Clinical evaluation of CPI profiles

A significant issue is the degree of change of High-risk offenders in the direction of becoming Low-risk offenders. The experimental design does not allow for any statement of degree of change. A longitudinal study could compare the relative frequency of criminal offenses among research subjects following probation. The supplemental study was conducted to assess change

among High-risk offenders on personality variables measured by the California Psychological Inventory.

CPI profiles completed by all research subjects at the end of the probationary period were presented in random order and without identifying information to a clinical psychologist. The clinical psychologist was asked to place the CPI profiles into categories of risk of additional criminal offenses according to rules used by the Probation Department to classify offenders. Six categories of risk resulted: (1)Very High-risk; (2)High-risk; (3)Moderate to High-risk; (4)Moderate-risk; (5)Moderate to Low-risk; (6)Low-risk. A χ^2 analysis of the HR-VPC and HR-RP distributions indicated statistically significant differences ($\chi^2 = 14.607$, $df = 5$, $p = .025-.01$).

The data indicate that High-risk offenders assigned to the VPC were judged to be less likely to commit additional criminal offenses than were High-risk offenders assigned to routine probation programming.

Fifty percent of the HR-VPC subjects were judged to be Moderate-risk or less following probation programming. Only 17.5 percent of the HR-VPC were judged still to be High-risk offenders following probation programming. In contrast, 45.5 percent of the HR-RP subjects were judged to be High-risk offenders or worse following routine probation programming. About one of five (18.2%) were worse than before probation programming.

Summary

The research provides strong evidence that the Volunteer Probation Counselor program is more effective crime-reducing and rehabilitative program than routine probation programming. High-risk offenders assigned to the Volunteer Probation Counselor program committed fewer and less serious offenses than did High-risk offenders assigned to routine probation programming.

Personality and social competence measures indicated that High-risk offenders assigned for counseling were more conforming, better able to cope effectively with societal expectations, and less likely to engage in deviant behavior than were High-risk probationers who were assigned to routine probation programming. There are several important implications of the present research:

- (1) Routine probation programming is effective with Low-risk youthful misdemeanor offenders. Low-risk offenders committed few additional and/or serious criminal offenses. There was a significant reduction in the frequency of criminal offenses during the probationary period compared to the preceding year. Furthermore, the performances of Low-risk offenders on the personality and social competence measures are very similar to the general population and consistently superior to the performances of High-risk offenders.
- (2) High-risk offenders respond differentially to routine probation programming:
 - (a) About one-third (29.54%) of the High-risk offenders did not commit any additional criminal offense while on probation;
 - (b) About two-thirds (70.45%) of the High-risk offenders assigned to routine probation programming continued to commit criminal offenses.
 - (c) High-risk offenders committed additional and more serious criminal offenses despite routine probation programming.
There was an increase of 56.25 percent of antisocial offenses during the probationary period compared to the year prior to probation. There was a 191 percent increase of theft-related offenses.
- (3) The Volunteer Probation Counselor program may prevent the occurrence

of more serious criminal offenses. The fact that High-risk offenders assigned to the program for counseling committed significantly fewer antisocial and theft-related offenses may indicate that the program has preventive value. It is possible that the recurring patterns of criminal behavior which lead to additional and more serious criminal offenses have been modified through the counseling intervention.

The research has definite implications for the utilization of Volunteer Probation Counselors in probation programming but considerable caution must be exercised in relating the current research to other probation programs. An important consideration is the comparability of the present sample of youthful misdemeanor offenders to other groups of misdemeanor offenders. The average educational level of the High-risk sample was 11.39 years. The average intelligence test score of the High-risk population was 108.4. The High-risk sample averaged approximately 8 prior arrests and convictions prior to placement on probation. The means of scores on the California Psychological Inventory scales for the High-risk subjects were not remarkably different than scores obtained from other studies of youthful offenders and prisoners.

The sociocultural setting of the present study must be taken into consideration. The community is essentially a middle and upperclass city with an abundance of University-affiliated people and governmental employees, but no significant labor class. Social problems are less visible in the community and not a great concern to many citizens. There are relatively few minority group members and there was no conspicuous drug problem. The crime rate is relatively low. There are few delinquent gangs. Two general implications are (1) there are fewer temptations for delinquency-prone youths to encounter; (2) there are ample community resources to assist youth misdemeanor offenders.

CHAPTER III
THE SUCCESSFUL VOLUNTEER PROBATION COUNSELOR

INTRODUCTION

The primary amelioratory resource of the Volunteer Probation Counselor program is the relationship between the volunteer and the youthful misdemeanor offender on probation. Systematic study of the relationship poses difficult problems for at least two reasons. (1) Direct measurement of the on-going interaction is not feasible because the volunteers and probationers meet in the community under a variety of different conditions. In addition, the intrusion of an outside observer and/or measuring instruments may have a detrimental effect upon the relationship. (2) Both volunteer and probationer are unique individuals who bring unique and different past experiences, personality characteristics, and interpersonal skills into the relationship. Consequently, a wide variety of complex variables, including inter-individual differences and environmental effects, are potentially important factors which are operative in the relationship.

The present research is a descriptive and exploratory study which focuses on variables associated with performances of Volunteer Probation Counselors rather than probationers. The study is divided into four parts: (1) Exploration of the nature of the relationship to identify significant variables; (2) elaboration of a theoretical model of the successful Volunteer Probation Counselor (MODEL-VOL); (3) empirical verification of some predictions generated by the MODEL-VOL; (4) identification of personality variables associated with successful Volunteer Probation Counselors.

METHODOLOGY

Subjects were 57 male Volunteer Probation Counselors who were assigned to male youthful misdemeanor offenders for a period of one year. Of the sample

of 57 subjects, 47 subjects were identified as successful Volunteer Probation Counselors. Most measures were made on the sample of 42 successful Volunteers, but occasionally the size of the sample was reduced because part of the data for individual volunteers was missing.

Four sources of data were utilized:

- (1) Interview
 - (a) Volunteer Probation Counselors were interviewed following completion of the relationship;
 - (b) Probationers were interviewed during the two-week period prior to the end of the probationary period;
 - (c) Probation staff were interviewed about individual volunteers and/or probationers as needed.
- (2) Court Records
 - (a) A total of 257 Monthly Progress Reports submitted by the Volunteer Probation Counselors were examined and evaluated for content;
 - (b) Probation records and other files were examined.
- (3) Probation Staff Ratings
 - (a) Pre-assignment ratings of Volunteer Probation Counselors (prediction of likelihood of success);
 - (b) Post-assignment performance ratings (degree of achieved success in relationship).
- (4) Personality Tests
 - (a) All volunteers completed the California Personality Inventory.

Substudy #1:
The nature of the relationship

Table 12 shows data about the frequency of meetings and amount of time reported in regular meetings by volunteers and probationers. Discrepancies in information reported by volunteers and probationers about individual relationships were handled by calculating an average value.

INSERT TABLE 12 ABOUT HERE

The average volunteer-probationer relationship lasted about ten months. During that period regular meetings were held about three times each month. (The data do not include special meetings caused by emergency or personal crisis. There was considerable variation in the amount of time spent in such meetings as a function of individual differences among probationers experiencing and reporting crises.) Meetings tended 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 is in some ways remarkably different than traditional counseling relationships. Volunteers did not spend all their time sitting around and talking with their probationers. Rather, they took an active interest in building a relationship based upon sharing of pleasurable experiences and serious problem-solving. Table 13 shows activities reported by volunteers.

INSERT TABLE 13 ABOUT HERE

Employment and educational problems were the most frequently reported problem areas. About one out of every five volunteers (21.42%) actually arranged for employment for his probationer. In about 20 percent of the cases, the volunteer assisted with financial problems by obtaining aid through outside agencies. 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.

Substudy #2:

Model of the successful Volunteer Probation Counselor (MODEL-VOL)

Information provided by the previous study was combined with impressions gained from practical experience and theoretical knowledge about counseling re-

relationships. Ten characteristics of the volunteer-probationer relationships were identified as necessary conditions of a successful relationship. The ten essential characteristics are shown in Table 14.

INSERT TABLE 14 ABOUT HERE

Translation of the theoretical terms of the MODEL-VOL into quantitative measures is necessary in order to determine the scientific value of the MODEL-VOL. A quantitative measure of performances of Volunteer Probation Counselors was derived by scoring one (1) for each characteristic which the volunteer achieved during the relationship with the probationer. The measuring scale ranged from a minimum value of zero (0) to a maximum value of ten (10). An additional refinement in scoring was made in order to discriminate more accurately in terms of degree of successfulness. Five categories of Volunteer Probation Counselors were established: Inadequate, Adequate, Good, Excellent, and Outstanding. Table 15 summarizes the scoring procedures associated with each category of volunteer counselor.

INSERT TABLE 15 ABOUT HERE

The MODEL-VOL generated quantitative predictions about the degree of successfulness of each Volunteer Probation Counselor. In order to demonstrate the MODEL-VOL has scientific value, predictions from the MODEL-VOL must be linked empirically to variables associated with a successful relationship. Two classes of measures of successful relationships were selected as suitable criteria for verification of the merits of the MODEL-VOL: (1)Criminal offenses, including (a)recidivism rates and (b)measure of success in reducing the occurrence of criminal offenses; (2)Professional staff ratings, including (a)pre-assignment

ratings of likelihood of success and (b) post-relationship ratings of degree of achieved success.

RESULTS

(1) Criminal Offenses

(a) Recidivism

A simple measure of success in the relationship is the rate of recidivism of probationers assigned to successful Volunteer Probation Counselors. Table 16 shows recidivism rates of probationers who were assigned to Volunteer Probation Counselors who scored Adequate or higher according to the MODEL-VOL.

INSERT TABLE 16 ABOUT HERE

(b) Success in reducing occurrence of criminal offenses

The major deficiency in the recidivism criterion is the lack of control over individual differences among probationers. That is, the likelihood of additional criminal offenses may vary from probationer to probationer. Indeed, it was the policy of the probation staff to assign the better Volunteer Probation Counselors to more difficult cases. Because some additional criminal offenses are expected from High-risk offenders, a criterion which evaluated success in reducing (rather than eliminating) additional criminal offenses was developed in the following way.

Observed Criminal Offense scores (O-CO) were obtained by assigning numerical values to all criminal offenses committed during the year prior to probation and during probation according to the rules shown in Table 17.

INSERT TABLE 17 ABOUT HERE

An Expected Criminal Offense score (E-CO) was calculated for each probationer

who was assigned for counseling. The Expected Criminal Offense score was assumed to represent the value of the Observed Criminal Offense score which the probationer would have received if he had been assigned to routine probation programming rather than for counseling. The Expected Criminal Offense score was calculated by applying regression equations derived from the group of High-risk offenders assigned to routine Probation programming to the group of High-risk offenders assigned to counseling.

The difference between the Expected Criminal Offense score and the Observed Criminal Offense score is a measure of the degree of success achieved by the Volunteer Probation Counselor in reducing criminal offenses. The larger the magnitude of the difference between the Expected Criminal Offense score and Observed Criminal Offense score, the more successful was the Volunteer. Three categories of success measures were calculated. Scores were transformed to ratios in order to eliminate scaling problems caused by the introduction of values of zero into some of the computations. The net result is a mathematically meaningful set of scores which can be used in calculations. Table 18 shows formulas of ratio transformations used in the computations.

INSEKT TABLE 18 ABOUT HERE

Three criminal offense measures were used to calculate the success scores: frequency of criminal offenses (N), the weighted frequency (W), and weighted average scores (W/N). A total of nine success measures were obtained.

Pearson product-moment correlation coefficients were calculated between the nine success measures and the predictions generated by the MODEL-VOL. Table 19 shows the magnitudes of obtained correlations and associated statistical significance levels. Statistically significant correlations were found in all instances except for measure 3-W.

(2) Professional staff ratings

(a) The correlation between Pre-assignment ratings of likelihood of success and MODEL-VOL scores was statistically significant ($r = .738, p = .001$).

(b) The correlation between ratings of degree of achieved success and MODEL-VOL scores was statistically significant ($r = .719, p = .001$).

Summary

The results indicate that the MODEL-VOL has some scientific value. That is, quantitative predictions generated by the MODEL-VOL are associated with several measures of successful relationships between volunteers and probationers. The ten characteristics of the role of the successful Volunteer Probation Counselor are valuable. Implications for training for volunteer counselors and monitoring of on-going relationships between Volunteer Probation Counselors and probationers are clear. Probation staff time should be spent orienting the volunteer to report to the Probation Office, meet regularly with the probationer, and be willing to intervene actively on the behalf of the probationer with community agencies. Furthermore, the volunteer should be involved in regular planned activities with the probationer. Probation personnel may need to be more involved with formulating working plans for the course of the relationship. Volunteers who are sensitive to the needs of the probationer are able to react because of their own skill or because they are trained. Special training for volunteers in the handling of emergencies and crises may be useful.

Substudy #4:

Personality Characteristics of the successful Volunteer Probation Counselor

The task of identifying a single type of individual or set of personality characteristics associated with success as a Volunteer Probation Counselor is not likely to meet with much success. The selection criteria used by the program

specify different role requirements for the four different types of relationships. However, it is important to provide information about individuals who have been successful Volunteer Probation Counselors. Accordingly, scores of successful Volunteer Probation Counselors on the eighteen personality dimensions of the California Psychological Inventory were obtained. Table 20 shows the profile of the successful Volunteer Probation Counselor.

INSERT TABLE 20 ABOUT HERE

The profile was given to a clinical psychologist for interpretation. Some salient features of the psychological report are given below: "The overall profile was somewhat above average on most of the scales. The person can be described as enterprising, verbally fluent and persuasive, self-confident, dependable, tolerant and accepting of others, independent in thought, sensitive to the needs and wishes of others, flexible in thought and willing to accept new and different ideas."

TABLE 1

VARIABLES USED IN MATCHING PROBATIONERS TO VOLUNTEER PROBATION COUNSELORS

<u>Variables</u>	<u>Model for Identification</u>	<u>Type of Relationship</u>		
		<u>Supervisory</u>	<u>Friend-Companion</u>	<u>Principle Counselor</u>
Age	25-35 years	N*	2-3 years older	N
Sex	R**	N	P***	N
Occupation	P	N	P	N
Socioeconomic	P	N	P	N
Interests-hobbies	P	N	R	P
Counseling skill	P	N	N	R

*N = similarity not essential

**R = similarity required

***P = similarity preferred

TABLE 2
VARIABLES USED AS EVALUATIVE CRITERIA

<u>Classes of Evaluative Criteria</u>	<u>Measures</u>
Behavior: criminal offenses	(1) Frequency of offenses (2) Recidivism rates (3) Seriousness of offenses (4) Modification of patterns of offenses
Personality: Five dimensions of personality associated with conformity as measured by the California Psychological Inventory.	(1) Responsibility (2) Socialization (3) Self-control (4) Achievement via conformance (5) Intellectual efficiency
Psychosocial: Social competence--the capacity to cope effectively with societal expectations.	(1) Intellectual functioning (2) Educational level (3) Constructiveness of leisure time activities (4) Average length of employment (5) Heterosexual activity (6) Social participation (7) Participant orientation (8) Avoidant orientation (9) Sexual identification (10) Residence (11) Occupational level (12) Regularity of employment

TABLE 3
EXPERIMENTAL DESIGN

<u>Subjects</u>	<u>Probation Programming</u>	<u>Evaluative Criteria</u>
High-risk offenders (HR)	Volunteer Probation Counselor (VPC)	(1)Criminal offenses
	Routine probation only (RP)	(2)Personality functioning
Low-risk offenders (LR)	Routine probation only (RP)	(3)Social competence

TABLE 4
PRE-PROBATION DATA

	HR-VPC n = 40	HR-RP n = 44	LR-RP 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
<u>CPI Scales</u>			
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

TABLE 5
 FREQUENCY OF CRIMINAL OFFENSES DURING PROBATION

<u>Group</u>	<u>Number of Criminal Offenses</u>	<u>Number Adjusted to Base n=40</u>
High-risk offenders		
VPC	57	57
RP	115	104.55
Low-risk offenders		
RP	5	10

TABLE 6
RECIDIVISM RATES

	<u>High-risk</u>		<u>Low-risk</u>
	<u>VPC</u>	<u>RP</u>	<u>RP</u>
Additional offenses	55%	70.46%	25%
Additional non-traffic offenses	15%	63.7%	25%
More than one additional offense	10%	52.5%	0%

TABLE 7
 CRIMINAL OFFENSES CLASSIFIED ACCORDING TO SERIOUSNESS

<u>Offense</u>	<u>Group</u>	
	<u>High-risk</u>	<u>Low-risk</u>
	<u>VPC</u>	<u>RP*</u>
Theft-related	1	19.09
Anisocial	7	22.73
Alcohol-Drug	9	11.82
Major traffic	16	27.27
Minor traffic	24	23.64

*Based upon adjusted criminal offense scores

TABLE 8

CRIMINAL OFFENSES COMMITTED DURING THE PERIOD ONE YEAR PRIOR
TO PROBATION AND DURING THE PROBATIONARY PERIOD

Offenses	High-risk Offenders						Low-risk Offenders		
	P ^a	VPC		RP			RP		
		D ^b	%-Reduct. ^c	P	D	%-Reduct.	P	D	%-Reduct
Theft-related	14	1	93%	11	21*	(91%)	0	1*	(-)
Antisocial	29	7	76%	16	25*	(56%)	4	0	-
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	-
TOTALS	150	57	62.0%	129	115	10.9%	48	5	89.6%

a_p = offenses committed during year prior to probation

b_p = offenses committed during probation

c_{%-Reduct.} = 1.00 minus ratio of offenses during to offenses prior

*Increase = ratio of offenses during to offenses prior is greater than 1.00

TABLE 9

COMPARISON OF CRIMINAL OFFENSES COMMITTED DURING THE YEAR PRIOR TO
PROBATION WITH PROBATIONARY YEAR

<u>Category</u>	<u>High-risk</u>		<u>Low-risk</u>
	<u>VPC</u>	<u>RP</u>	<u>RP</u>
Increase	12.5%*	31.8%	0%
Same	7.5%	13.6%	10%
Less than 50% as many	65.0%	38.63%	85%

*Expressed as percentage of subjects

TABLE 10

POST-PROBATION PROGRAMMING C.P.I. STATISTICS, GROUP MEANS,
STANDARD DEVIATIONS, t VALUES, AND SIGNIFICANCE LEVELS

<u>CPI Scale</u>	<u>HR-VPC</u>	<u>HR-RP</u>	<u>LR-RP</u>	<u>t^a</u>	<u>P</u>
Responsibility					
Mean	23.17	20.95	31.25	1.86	.05*
Standard deviation	4.77	6.02	3.75		
Socialization					
Mean	30.42	27.82	37.90	2.298	.025**
Standard deviation	4.80	5.50	2.97		
Self-control					
Mean	23.77	21.11	29.40	1.60	.10
Standard deviation	7.42	7.79	7.55		
Achievement via conformance					
Mean	22.20	19.86	27.70	2.16	.025**
Standard deviation	4.79	5.10	4.47		
Intellectual efficiency					
Mean	33.05	32.98	40.25	.057	.50
Standard deviation	5.91	5.36	5.00		

^aThe t was calculated for the HR-VPC and HR-RP groups only.

*The t value falls between .05 and .025 significance levels, one-tailed, df = 82.

**The t value falls between .025 and .01 significance levels, one-tailed, df = 82.

TABLE 11

NUMBER AND PERCENTAGE OF OFFENDERS CLASSIFIED INTO CATEGORIES OF DEGREE OF RISK OF ADDITIONAL CRIMINAL OFFENSES FROM POST-PROBATION C.P.I. PROFILES.

<u>Category</u>	<u>Group</u>					
	<u>HR-VPC</u>		<u>HR-RP</u>		<u>LR-PP</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very High-risk	0	0.0	8	18.2	0	0.0
High-risk	7	17.5	12	27.3	0	0.0
Moderate-High	13	32.5	9	20.45	0	0.0
Moderate-risk	4	10.0	3	6.82	2	10.0
Moderate-Low	9	22.5	7	15.9	2	10.0
Low-risk	7	17.5	5	11.36	16	80.0

Note: A total of 104 profiles were evaluated.

TABLE 12

MEETINGS AND TIMES SPENT IN RELATIONSHIPS
BETWEEN VOLUNTEERS AND PROBATIONERS

Meetings

Average frequency	29.67
Average length	60.38 minutes
Range	5 minutes to 84 hours
% time spent/maximum time expected	73.21%
% meetings held/maximum number expected	74.70%
Average duration of relationship	9.88 months

TABLE 13

ACTIVITIES DURING PROBATION REPORTED BY SUCCESSFUL
VOLUNTEER PROBATION COUNSELORS

<u>EMPLOYMENT AND FINANCIAL</u>		<u>EDUCATION</u>	
Arranged for job:	21%	Special meetings:	21%
Arranged financial assistance:	20%	Drop out problems:	20%
Unemployed:	20%	Future educational plans:	14%
Other job problems:	3%	Arranged classes:	12%
		Arranged re-entry:	10%
		Tutored:	5%
		Arranged college scholarship:	2%
<u>RECREATIONAL</u>			
<u>Sporting Events</u>		<u>Outdoor Activities</u>	
Drag Races:	12%	Golf:	15%
Basketball:	7%	Driving around:	10%
Softball:	3%	Fishing:	5%
Baseball:	2%	Motorcycle riding:	5%
Football:	2%	Hunting:	3%
<u>Special Activities</u>		<u>Indoor Activities</u>	
Dinners:	12%	Pool:	17%
Provided books to read:	5%	Movies:	10%
Shopping together:	5%	Skating:	10%
Work on automobiles:	5%	Bowling:	7%
Arranged housing:	2%	Dances:	3%
Arrange for summer camp:	2%	Cards:	2%
Help with yard work:	2%	Gym:	2%
Target practice:	2%	Listening to music:	2%
Arrange Karate lessons:	1%	Ping Pong:	2%

The table shows the percentage of volunteers who reported spending a significant amount of time in the reported activities.

TABLE 14

TEN CHARACTERISTICS OF A SUCCESSFUL VOLUNTEER PROBATION COUNSELOR

- (1) Meets regularly with probationer
 - (2) Liked as a person by probationer
 - (3) Submits regular monthly progress reports
 - (4) Cooperates with probation staff
 - (5) Contacts community agencies on behalf of probationer
 - (6) Participates in planned activities with probationer
 - (7) Formulates realistic plans for relationship
 - (8) Sensitive to expressed needs of probationer
 - (9) Available during emergencies
 - (10) Accurate perception of personality and attitudes of probationer
-

TABLE 15

CATEGORIES OF VOLUNTEER PROBATION COUNSELORS AND SCORING PROCEDURE FOR MOD-VOL

INADEQUATE:	A performance measure score of less than 6.
ADEQUATE:	A performance measure score of 6 including characteristics 1 through 6.
GOOD:	A performance measure score of 7 which includes characteristics 1 through 6.
EXCELLENT:	A performance measure score of 8 or 9 including characteristics 1 through 6. An additional point was scored when either characteristic 9 or 10 was accomplished.
OUTSTANDING:	A performance measure score of 10 including characteristics 1 through 10.

TABLE 16

RECIDIVISM RATES OF PROBATIONERS
 ASSIGNED TO SUCCESSFUL VOLUNTEER PROBATION COUNSELORS

<u>Category</u>	<u>Rate of Recidivism</u>
Additional criminal offenses	33.33%
Additional Criminal offenses other than traffic offenses	18.67%
More than one additional offense	20.00%

TABLE 17

CRIMINAL OFFENSE MEASURES AND SCORING PROCEDURES

Criminal Offense Measures

Scoring Procedures

Frequency (N):

Criminal offenses were given a value of 1.

Weighted frequency (W):

Criminal offenses were weighted in terms of seriousness by assigning values of 1 to 5; i.e., Minor traffic = 1; Major traffic = 2; Alcohol-drug = 3; Antisocial = 4; Theft-related = 5.

Weighted average (W/N):

Weighted frequency scores were divided by the frequency of criminal offenses.

Table 18

FORMULAS OF RATIO TRANSFORMATIONS OF CRIMINAL OFFENSE MEASURES

Success Measures

Formulas

#1
$$\frac{E-CO^a - O-CO^b}{E-CO + 1.0}$$

#2
$$\frac{CO-prior^c - CO-during^d}{CO-during + .1}$$

#3
$$\frac{E-CO - O-CO}{CO-prior}$$

NOTE: ^a E-CO = Expected Criminal Offense score

^b O-CO = Observed Criminal Offense score

^c CO-prior = criminal offenses committed during year prior to probation

^d CO-during = criminal offenses committed during probation

TABLE 19

CORRELATIONS BETWEEN MOD-VOL SCORES AND SUCCESS MEASURES

<u>Success Measure</u>	<u>MOD-VOL</u>	<u>P</u>
1-N	.49	<.01
1-W	.40	<.01
1-A	.36	<.05
2-N	.41	<.01
2-W	.35	<.05
2-A	.45	<.01
3-N	.33	<.05
3-W	.25	N.S.
3-A	.34	<.05

TABLE 20

CALIFORNIA PSYCHOLOGICAL INVENTORY SCORES OF
SUCCESSFUL VOLUNTEER PROBATION COUNSELORS

MOD-VOL = 7 or above

	<u>Mean</u>	<u>Standard Deviation</u>
Dominance	30.72	5.3
Capacity for Status	23.00	4.04
Sociability	26.94	3.59
Social Presence	37.44	4.10
Self-Acceptance	22.50	2.79
Sense of Well-Being	39.61	2.43
Responsibility	33.33	3.63
Socialization	37.72	4.70
Self-Control	30.89	4.74
Tolerance	25.89	3.63
Good Impression	19.83	6.10
Communality	25.44	1.50
Achievement via Conformance	29.28	3.44
Achievement via Independence	22.22	3.42
Intellectual Efficiency	41.67	3.66
Psychological Mindedness	12.94	2.36
Flexibility	11.00	3.22
Femininity	16.28	3.54



END