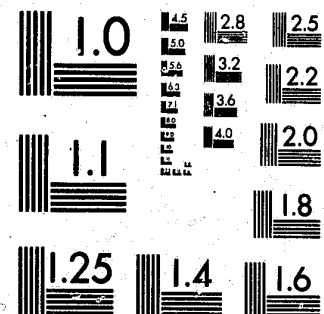


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Social Climate, Extent of Community Linkages,
and Quality of Community Linkages:
The Institutionalization-Normalization Continuum

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I. Introduction

In recent years the field of juvenile corrections has been riding the crest of "community based corrections." While vociferous debate continues over the question of deinstitutionalization, that is, actually closing traditional training schools and replacing them with a community based network of programs, most states have at least "show case" community based programs. In an earlier paper,¹ we pointed to the confusion about what actually makes one program community based and another not. We suggested that small group homes could be just as isolated and as institution-like as the large training school. To discriminate among programs, we developed a conceptualization focusing attention on the nature of linkages between programs and the community:

... [specifically] the extent and quality of relationships between program staff, clients, and the community in which the program is located. If clients come from outside the program community, itself, relationships need to be considered with both the community in which the program is located and the community from which the client is from or to which he/she will return.²

By focusing on community linkages, we argued, one could place the programs of a system on a continuum of community basedness. And by doing so one could discriminate more sharply among programs than one could by the traditional categorization of programs, e.g. residential vs. non-residential. The result would be a broader basis on which to make policy decisions and to allocate fiscal resources.

In this paper we further elaborate this continuum notion into three dimensions: social climate within the program setting, extent of linkages with the community, and quality of community linkages. Together the continua representing these three dimensions are combined creating an overall continuum of institutionalization-normalization. We present an empirical documentation for each of the continua and compare the capability of the continua for discriminating among programs to that of a conventional categorization of programs. Finally we illustrate briefly the utility of the continua for exploring program placement and the immediate impact of programs on the youth served.

Data presented here is part of the continuing research effort by the Harvard Center for Criminal Justice on the de-institutionalization effort occurring in the Massachusetts Department of Youth Services. In 1972, after several largely unsuccessful efforts to reform the training schools, the DYS moved to close its institutions and established a community based system relying extensively on the purchase of services from the private sector. The Center has been studying this process since 1970.

II. Theoretical Underpinnings of the Institutionalization-Normalization Continuum

The major theoretical development in this paper beyond that of earlier reports is the expansion of the continuum notion

to include the nature of the social climate within the program settings. Combining data on community linkage and social climate provides an opportunity to develop a more complete picture of what is happening in the program setting and permits the observer to compare programs in terms of the degree to which they are institution-like or, by contrast, similar to a normalized setting. By normalized we mean resembling a supportive family setting where youth have open access to the community with appropriate controls being exercised by parents.

Within each of these three dimensions, several subdimensions can be delineated. For illustrative purposes, the dimensions and subdimensions are presented in Figure 1 depicting the ideal type "total institution" and the ideal type "normalized setting." Although we are illustrating these dimensions by looking at ideal polar types, in fact, it is important to note that real programs are more likely to be found on the continuum ranging between these two types.

The social climate of correctional settings is the nature and quality of relationships among youth and between youth and staff (for some purposes one could also add among staff). The first subdimension we will consider, communication, is the flow of information within the program. Do clients feel that they are adequately informed about what is happening to them in the context of the correctional setting? How is communication between youth and others in and outside the facility monitored and controlled? Earlier research on institutions has shown that considerable strain may arise within correctional settings because

Figure 1

	<u>Total Institution</u>	<u>Normalized Setting</u>
I. Social Climate		
A. Communication	Communications within facility closely monitored. Institutional personnel determine what will be communicated to whom.	Persons are free to communicate to whomever they wish about whatever they wish.
B. Decisionmaking	Very little shared decisions. Where shared decisions exist they will frequently be the result of negotiations with the inmate sub-subculture. The inmate subculture will have its own pecking order and limited participation in decisionmaking. Thus some inmates will feel isolated from both the formal and informal control systems.	Clients will be encouraged to play an active role in decisionmaking. Clients will be able to reject aspects of the program without negative consequences.
C. Nature of control	Strong arm tactics by inmates and staff. Threat of physical abuse. Stripping away of routine awards. Using parole date as a means of control.	More reliance on rewarding positive behavior. Identification with staff and program. No hammer; if client decides to leave program he will not be hassled.
D. Client perception of fairness	Likely to perceive system as abusive, and unjust. System caters to a few. Where perceived as fair, perception rests on consistency and predictability, not on justice.	Different clients handled equally, or if particularistically, then with clearly explained reasons flowing from universalistic, just principles.

Figure 1 (cont.)

	<u>Total Institution</u>	<u>Normalized Setting</u>
II. Extent of Community Linkage		
A. Frequency	Infrequent contacts with people from the outside. Contacts occur within institution.	Frequency depends on the client, but is encouraged.
B. Duration	Brief, transitory	Duration depends on the client, but is encouraged.
III. Nature of Community Linkage		
A. Communication	Communications with people on the outside are monitored.	Communications are not physically monitored. Staff may talk to client about his communications.
B. Decisionmaking	Decisions about who one will talk to subject to approval by institution administrators.	Clients are encouraged to make decisions about the kinds of linkages they want.
C. Nature of control	Actual contact inside is observed. People from outside searched.	Little direct punishment if client fails to fully develop linkages. Contacts not directly observed. Ultimate control: if client fails to work his situation out and gets into further trouble, he will be back in the justice system.
D. Fairness	Community does not give client a "fair break."	Community gives client a fair chance of "making it."

Figure 1 (cont.)

Total Institution

E. Access to community
resources

Largely determined by institution
administrators; they must approve
the use of any resources -- in-
mate in some cases legitimately
refuse resources.

Normalized Setting

Only limit on access to com-
munity are the abilities
of clients and staff or
other significant others
to encourage the community
to respond on his behalf --
a limitation which should
not be minimized.

clients do not know what is happening and are unable to predict what will happen.³ Also the monitoring of communications has been shown as an integral part of institutionalization which strips away one's sense of privacy. To the extent that one's behavior and communications are known to others in these settings, one approximates what Lofland describes as an integrated round.⁴ A segregated round is a situation in which individuals have opportunity for private communications and a sense of privacy.

The second subdimension, decisionmaking, is the extent to which clients exercise some control over what happens to them. While it is unlikely that clients will be dealt with as equals with the staff in correctional settings, some settings foster more client decisionmaking than others. Prior research has pointed out the importance for clients of having some sense of control over their own destinies. The total institution is frequently characterized as holding to a minimum the involvement of inmates in decisionmaking. Frequently in these kinds of settings inmates resort to setting up an inmate subculture to govern the affairs of inmates. Within these subcultures some inmates have more freedom to exercise their decisions than do others.

The subdimension, nature of control, is the manner in which clients are rewarded or punished for their behavior. Participants in any social system experience various kinds of rewards and sanctions. In a correctional setting, the nature of control and the need for control are frequently intense. Control mechanisms

can be very explicit, i.e., the use or threat of physical force, or more subtle, i.e., the setting of parole dates.

The subdimension, fairness, consists of the client's perception of the correctional setting. Does the client believe that he is being treated fairly within the setting? Does he believe that the setting deals with some clients more fairly than others? The fairness issue has taken on more importance in recent years as more policy makers have recognized the marginal impact of specific treatment strategies. The resolution seems to be that, whether or not treatment works, the system should at least function fairly for all who are processed through it.

The second major dimension, extent of community linkage, is the amount of contact between clients and people in the larger community. This contact may involve persons from the outside entering the facility to interact with the client or it may involve clients leaving the setting to engage persons outside the confines of the correctional setting. The subdimensions are frequency and duration. These subdimensions are fairly well self-defined. Some settings will permit more frequent contact with the community than others. Some settings will permit contacts for longer duration than others. If the relationships with outside persons are to be significant, then one would expect the contacts to be more frequent and of longer duration than for example brief recreational or cultural visits which are frequently devised to relieve pressures within the correctional settings as much as for their substantive content to

facilitate reintegration.

While the second major dimension focuses our attention on the frequency and duration of community linkage, the third dimension consists of the quality of community linkage. For the most part, the subdimensions parallel those describing the social climate of program. Here we again look at the communication process, but now, between the youth and people in the outside community. Likewise client participation in decisionmaking in the outside community, the manner by which the outside community attempts to control client behavior, and the client's perception of fairness on the part of the outside community will help in differentiating the overall nature of the correctional setting.

In addition to the above mentioned subdimension, clients' access to community resources will also be considered. Here we have in mind two concerns. First, what kinds of resources are brought to bear on the client's circumstance? And second, what is being done by program staff to generate new resources or at least access to resources heretofore restricted from the client? It is at this point that the level of advocacy on the part of program staff comes under close scrutiny.

It is our contention that even small amounts of data on these dimensions and subdimensions will permit researchers and policy makers to differentiate among correctional settings along a continuum ranging from the total institution to a normalized day care setting. Given the different types of youngsters served by the typical correctional system, it seems reasonable to expect that the programs of a given correctional system will

not represent only one end of the continuum. In a system emphasizing deinstitutionalization, such as in Massachusetts, we would expect fewer programs of the institutional variety and more programs clustered toward the normalized setting. Whether this can be accomplished and with what long run consequences for youth will be one of the principal concerns of this analysis.

III. Empirical Documentation of the Continuum

Empirical documentation of the continuum was carried out by combining information from four data sources. For the past three years the Center has been following a group of 570 youth as they moved through the various programs of the Department of Youth Services. During that period the youth, collectively, have had experiences in 132 programs including non-residential programs, foster care, forestry camps, group homes, boarding schools, secure care, and adult jails and houses of correction. Youth were routinely asked about their program experiences three months after they began the program, if they had not left prior to that point, and upon leaving the program if they had been in the program for at least one month. Seven hundred and twenty-one such interviews were completed. Questions asked of these youth provided an indication of the nature of the social climate and the quality of community linkages. The questions follow:

Social Climate:

Communication

Do staff here try to make you understand why things happen and why they feel the way they do about it?

- 1) no
- 2) sometimes
- 3) yes

Decisionmaking

Do staff here usually let you share in decisions which they make about you?

- 1) no
- 2) yes, they ask me what I think before they decide
- 3) yes, they let me help make choices

Control

If you screw up, will staff here punish you?

- 1) yes, they will hit me
- 2) yes, they will separate me from the group
- 3) yes, they will take away privileges
- 4) no
- 5) yes, they will embarrass me in front of others
- 6) yes, they will make me feel guilty

If you do well, will staff reward you?

- 1) no
- 2) yes, they will include me in things
- 3) yes, they will give me additional privileges
- 4) yes, they will make me look good in front of others
- 5) yes, they will make me feel good about what I am doing

Quality of Community Linkages:

Access to Resources

Do staff here help you stay out of trouble?

- 1) no
- 2) yes, they encourage me by telling me that I can make it
- 3) yes, they help me get jobs, into youth groups, into new school programs and things like that

Because of the expected wide dispersal of the longitudinal sample across the many available programs, the original research design also included a cross-sectional survey. We wanted a more concentrated picture of what was happening to youth in each of the programs which served the bulk of the longitudinal sample.

Twenty-four programs were selected. In these programs all the youth or, in large programs, a sample of youth were asked a more extensive battery of questions which provide another assessment of the nature of the social climate, extent, and quality of community linkages. Two hundred and fifty youth were interviewed in this survey. Almost all of the questions are statements with which the respondents are asked to express their agreement or disagreement. The questions follow:

Social Climate:

Communication

The staff members try to keep you informed about what's happening with the general program here at _____.

If a kid does well here, the staff will tell him so personally.

Kids in the general program usually tell someone when they think he's done something wrong.

If a kid does well here, the other kids will tell him so personally.

Decisionmaking

The staff makes changes without consulting the kids.

If the kids really want to, they can share in decisions about how the general program is run.

Control

The staff is more concerned with keeping kids under control than with helping them with their problems.

If a kid messes up, the staff will punish him/her.

If a kid screws up, other kids here will punish him.

The staff will reward a kid for good behavior.

Other kids here will reward a kid for good behavior.

Fairness

Most of the rules here are fair.

The staff deals fairly and squarely with everyone.

All of the kids here try to take advantage of you.

There are a few kids here who run everything.

Kids around here usually get on your back for no reason.

Most kids here will beat you up to get what they want.

Extent of Community Linkages:

The kids in this general program spend a lot of time outside in the larger community.

Ratio of kids participating in programs outside the setting [based on a question asking what program strategies the youth participate in].

Quality of Community Linkages:

Communication

If a kid in this general program does well out in the community, people out there will tell him so personally.

Decisionmaking

If a kid really wants to help plan his future out in the larger community he can.

Control

People in the larger community are more concerned with keeping kids from this general program under control than with helping them with their problems.

If a kid in this general program does well out in the community, people out there will punish him/her.

People in the outside community generally hassle kids in this program.

Access to Community Resources

Staff here help the kids get jobs outside, get into youth groups, into new school programs and things like that.

People in the outside community don't help kids in this general program get jobs outside, get into youth groups, into new school programs, and things like that.

In addition to these two sources of information provided by youth, two other types of data are provided by staff. In eighteen of the twenty-four cross-sectional programs we were able to interview 88 staff members who provided their perspective on the three dimensions of the continuum. Throughout the course of following youth in the longitudinal sample we were also able to interview informally 144 staff members and observe program functioning in seventy-two program settings. The questions used in the eighteen programs were similar to those used in the cross-sectional sample of youth, and are shown below. Informal interviews and observations were coded on two dimensions. These are also shown below.

Social Climate:

Communication

If a kid does well here, the staff will tell him so personally.

Kids in the general program usually tell someone when they think he's done something wrong.

If a kid does well here, the other kids will tell him so personally.

Decisionmaking

The staff makes changes without consulting the kids.

If the kids really want to, they can share in decisions about how the general program is run.

Control

The staff is more concerned with keeping kids under control than with helping them with their problems.

If a kid messes up, the staff will punish him/her.

If a kid screws up, other kids here will punish him.

The staff will reward a kid for good behavior.

Other kids here will reward a kid for good behavior.

Fairness

Most of the rules here are fair.

All of the kids here try to take advantage of you.

Most kids here will beat each other up to get what they want.

Extent of Community Linkages:

The kids in this general program spend a lot of time outside in the larger community.

Quality of Community Linkages:

Communication

If a kid in this general program does well out in the community, people out there will

Decisionmaking

If a kid really wants to help plan his future out in the larger community he can.

Control

People in the larger community are more concerned with keeping kids from this general program under control than with helping them with their problems.

If a kid in this general program does well out in the community, people out there will punish him/her.

People in the outside community generally hassle kids in this program.

Access to Community Resources

Staff here help the kids get jobs outside, get into youth groups, into new school programs and things like that.

People in the outside community don't help kids in this general program get jobs outside, get into youth groups, into new school programs, and things like that.

Informal Staff Interviews and Observations

Extent of Community Linkages:

- 1) none or little
- 2) some
- 3) frequent
- 4) a lot with control
- 5) fluid

Quality of Community Linkages:

- 1) no experience
- 2) tutoring/ community participation in setting
- 3) recreational/cultural trips
- 4) encourage kids about jobs/schools and some participation in jobs and school
- 5) advocacy

For those programs in which a few of the longitudinal sample were placed but where we had no specific information on the extent dimension, we were able to derive estimates based on either what we knew about the programs from our informal sources or by using the mode which other programs in the same program class (jail, secure, boarding school, group home, forestry camp, foster care, or nonresidential) had received. These programs typically had only one or two youth in the sample, were beyond the New England region (three programs), had closed before we were actually able to observe them, or were jails. In any case we believe that we have been able to provide reasonably sound estimates for the extent dimension and we have indicators for the other two dimensions for them from questions asked of the youth in the longitudinal sample.

The actual merging of information gathered from these four data sources was accomplished in the following manner. Means and standard deviations for the youth data were calculated for those 24 programs which were in both the cross-sectional survey and the longitudinal sample. These were used to compute standardized scores (z scores) for each of the two youth data sets separately. Average weighted z scores were calculated for each

program by merging the z scores from the two sets of data while weighting by the number of responses per program per data set. These weighted z scores and the z scores for the remainder of the programs based on the longitudinal sample (normed on the 24 base program) represent the summary measures of youth responses for the programs.

Next, the two staff data sources were normed on the average weighted z scores from the youth on the 24 base programs. Using the same means and standard deviations, standard scores were computed for the remaining programs having staff data. The two sets of staff data were then merged by averaging, weighting by the number of staff providing information for each program.

After obtaining average weighted z scores for youth data and also for staff data, it was necessary to merge those two sets of data in order to arrive at a single score for each dimension for each program. Again, the standard scores were weighted and averaged on the basis of the number of persons responding per program, with, however, the weights for the staff data being set on the average at 40% of the weight of the youth data. This weighting reflects our particular interest in how the consumer views or evaluates the program, but at the same time our concern to have staff input to provide a tempered, balanced picture.

Table 1 displays the distribution of programs within the seven-category program classification variable by the standard deviations of the z scores on the three dimension continua and

TABLE 1

Distribution of Programs
across Program Class and the Continua

Standard Deviations	SOCIAL CLIMATE						
	Non Res.	Foster Care	Forestry	Group Home	Boarding School	DYS Secure	Jail
(+3.00)-(+3.99)	2			1			
(+2.00)-(+2.99)	2	1	1	5	3		
(+1.00)-(+1.99)	3	1		6	3		
(0.0)-(+.99)	6	2		14	3	3	
(-.01)-(-1.00)	7	1	3	14	1	3	1
(-1.01)-(-2.00)		2		8	2	2	
(-2.01)-(-3.00)		1		2			1
(-3.01)-(-4.00)	5			3	1	2	
(-4.01)-(-5.00)			1	1		2	
(-5.01)-(-6.00)			1	1	2	1	3
(-6.01)-(-7.00)							2
(-7.01)-(-8.00)						1	1

TABLE 1 (cont.)

Standard Deviations	EXTENT						
	Non Res.	Foster Care	Forestry	Group Home	Boarding School	DYS Secure	Jail
(+3.00)-(+3.99)							
(+2.00)-(+2.99)							
(+1.00)-(+1.99)	18	7		3	2		
(0.0)-(+.99)	7	1		23	3	1	
(-.01)-(-1.00)			4	13	7	4	
(-1.01)-(-2.00)			2	16	3	9	8
(-2.01)-(-3.00)							
(-3.01)-(-4.00)							
(-4.01)-(-5.00)							
(-5.01)-(-6.00)							
(-6.01)-(-7.00)							
(-7.01)-(-8.00)							

Standard Deviations	QUALITY						
	Non Res.	Foster Care	Forestry	Group Home	Boarding School	DYS Secure	Jail
(+3.00)-(+3.99)							
(+2.00)-(+2.99)							
(+1.00)-(+1.99)	6	2		3	3		1
(0.0)-(+.99)	11	3		19	3	1	
(-.01)-(-1.00)	6	3	6	25	7	7	1
(-1.01)-(-2.00)				7	1	4	
(-2.01)-(-3.00)	2			1	2	2	6
(-3.01)-(-4.00)							
(-4.01)-(-5.00)							
(-5.01)-(-6.00)							
(-6.01)-(-7.00)							
(-7.01)-(-8.00)							

TABLE 1 (cont.)

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Standard Deviations	OVERALL						
	Non Res.	Foster Care	Forestry	Group Home	Boarding School	DYS Secure	Jail
(+3.00) (+3.99)							
(+2.00) (+2.99)							
(+1.00) (+1.99)	6	1		1	2		
(0.0)-(+.99)	13	5	1	23	5	1	
(-.01) (-1.00)	4	2	3	23	5	4	2
(-1.01) (-2.00)	1		1	7	1	4	
(-2.01) (-3.00)	1		1		1	4	
(-3.01) (-4.00)				1	1	1	6
(-4.01) (-5.00)							
(-5.01) (-6.00)							
(-6.01) (-7.00)							
(-7.01) (-8.00)							

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the overall continuum. Results indicate considerable congruence between the distribution which one would achieve by simply using the seven category program classification scheme for sorting programs with the distribution obtained by the more elaborate use of the continua. However, it is also clear from the table that the continua yield further differentiation among correctional settings. It is evident that there are substantial differences within the category of non-residential programs, within the category of group homes and within other program categories. For example, looking at the overall continuum one finds that the majority of the non-residential programs are within two standard deviations above zero. However, a number of these programs are within three standard deviations below zero. The group homes are fairly evenly split on either side of zero. Even in the case of DYS secure settings where nearly all the programs fall below zero they are rather evenly distributed across the first three standard deviations below zero. These differences within program class suggest rather substantial differences which are not part of the analysis if one simply relies on the basic seven category program classification scheme.

The nature of these differences becomes clearer as we consider the distributions of the dimension continua within program classes. While all the non-residential programs are above zero on the extent of community linkage dimension, a substantial number fall below zero on the social climate and quality of community linkage dimensions. The dispersion of these programs on the social climate dimension reflects, in part, the fact that

the subcultures of these programs overlap a great deal with the youth subculture in the community. If the youth subculture has negative components they are likely to be reflected in the programs because the programs are attempting to deal with youth where they are. Furthermore, because the youth come and go on widely differing schedules, staff may have to be more directive than in a residential program where staff can try to intervene less explicitly through the group process. The result is that the group process may suggest more involvement on the part of youth. It may be easier in general to create a "we" feeling in a relatively more isolated setting where all the residents must deal with each other and have more time to deal with each other. There is more competition for one's time and interests in a non-residential setting. These factors will probably have a blunting effect on the social climate. Nearly a third of the non-residential programs are below the mean on the quality dimension. This may be explained in part by the different program approaches, by the level of acceptance of the youth and the program by different communities, and by the differing levels of resources available in the various communities.

Foster care also receives high scores for the extent dimension. While there is bound to be some variability across individual foster care placements in terms of frequency and duration of community contact, in general it is regarded as providing a relatively open setting permitting fairly fluid interaction for the youth in the community. On the quality dimension, programs group closely around zero. Factors affecting

the quality dimension for foster care youth will largely be the same factors affecting any youth living in a community -- the availability of community resources and the attitudes toward youth in general. Many of these youth are not identified as DYS youth in the foster home community -- thus reducing the stigma of that association. Dispersion of the social climate covers a range of six standard deviations indicating the differences in the quality of life within the various foster home settings. One would expect to find as many different patterns of "foster families" as one would find in "natural families."

Correctional settings comprising the program class category forestry, camps, and ranches fall below zero on the extent dimension and the quality dimension. Almost by definition many of these programs are relatively isolated from the community; some are quite remote. Thus it is not surprising that youth and staff perceive their linkages with the community to be somewhat poor. Still these programs receive a higher rating on quality than many others in group homes, boarding school, DYS secure facilities, and jail categories. This factor may be a function of the isolation; being isolated and engaged in rather intensive programming the residents may not be subjected to as much hassling by the community as residents in some other programs. It may also be the case that youth in forestry programs are not stigmatized by persons in the community to the same extent because "going to camp" is something with which many people can identify. The social climate dimension yields

cores which are more widely diverse, although five of the six programs fall below the mean. One would expect that at least in those programs where survival in a strange setting is part of the program, that less emphasis would be placed on group decision making. The ruggedness of the program may also shape the perceptions of the respondents.

Turning to our next program class, one thing is clear -- all group homes are not alike. This may seem an obvious finding. Yet much of the discussion in the field fails to draw such distinctions. On the extent dimension the programs are fairly evenly divided on either side of zero. However, sixteen of the fifty-five group homes are as isolated as the jails and more isolated than five of the DYS secure facilities. The treatment modality is clearly related to the extent of community linkages in the group homes. Those programs which are attempting to set up a fairly normalized family setting with residents participating in public schools, having jobs in the community, and making routine use of the recreational facilities in the community will score high. On the other hand a group home relying on the concept model (particularly in its more extreme or pure form) may have little or no contact with the community. The emphasis here is instead on building a strong positive social climate in which residents are able to deal with their feelings. Thus, a positive social climate does not necessarily indicate that there will also be extensive linkages with the community.

Twenty-two of the group homes are above zero on quality of community linkages. In many of these cases, there is sig-

nificant support for the program and the youth from community residents. Public schools will accept the youth sometimes providing special services for those youth needing remedial assistance. Employers provide work opportunities in which youth can earn some money. Y's and other community recreational facilities are open to the residents, and the police and neighbors do not regard the setting as posing any major threat. Staff are usually actively engaged in involving the community in the program and in several instances work with other members of the community to generate additional resources for all youth in the community. Certainly for the youth in programs falling below zero the relationship with the community is more guarded and in some instances openly antagonistic. For some of these programs it took a fight to establish the group home in the first place and a workable truce is still to be worked out. Staff in these programs frequently complain that they are not given a chance -- that any youth crime problem in the community is attributed to the residents of the group home. Others complain that police hassle the residents and will pick them up on any minor violation in order to remove them from the community. In some of these programs staff are rather secretive about what goes on in the house and what kinds of youth actually reside there. It is reasonable to assume that in some of these programs the staff and youth are as antagonistic toward the community as the community residents are toward the program and its residents. In fact this antagonism is frequently used to strengthen the cohesion within the program setting. The conflict helps to foster a "we against them" feeling, having,

perhaps, a positive effect on the social climate within the setting, but presenting numerous problems for facilitating reintegration of the residents.

Group homes are widely dispersed across the social climate dimension with about half the programs falling on either side of zero. In some of these programs staff are trying to develop their educational and work skills, take on increased responsibility for their own behavior, and come to a better understanding of themselves and others. Caring should not be equated, however, with permissiveness. Residents who are disruptive are punished, usually by removal of privileges. Other programs place more emphasis on dealing with one's feelings and working through these feelings by verbal confrontation. The verbal confrontation approach does not necessarily yield poor ratings on social climate; in fact, in several instances it produces fairly favorable ratings. However, where the approach is not properly controlled by staff, where it deteriorates into one group of youth clashing with another group of youth (verbally or otherwise) the social climate ratings are typically negative.

A small minority of the group homes appear quite institution-like in terms of social climate with tight control on communications (at least one program will not permit any communication with anyone on the outside for the first month), high regimentation, and the threat of physical force if house rules are violated.

Boarding schools have posed an interesting alternative for DYS. During the past few years, boarding schools which had

traditionally catered to the youth of the wealthy middle class have been experiencing a drop in enrollments and thus an interest has emerged in serving different kinds of youth, including DYS youth. Some of the classic "success stories" have come from these programs. A few youth have graduated and gone on to college. However, many of the boarding schools have experienced great difficulty dealing with the more abrasive DYS youngster, in part, because staff had no prior experience or training in handling these youth.

On the extent dimension, 2/3 of the boarding schools fall below the mean. Many of these facilities are quite large and fairly self-contained requiring little other than tolerance from the community. They tend also to be somewhat isolated in the country or on the outskirts of small towns. On the quality dimension only slightly more than 1/3 are above zero. Boarding schools experience many of the same difficulties as group homes, and because they are relatively more isolated than at least some of the group homes it is probably more difficult to generate the kind of trust necessary to build supportive relationships.

The majority of the boarding schools received positive ratings on social climate. Some of those which did not were quite regimented. A number of the boarding schools no longer serve DYS youth, in part, because it was believed that DYS youth posed too many problems for the schools.

Thirteen of the fourteen DYS secure facilities fall below zero on the extent dimension. However, there is some dispersion.

This dispersion in part reflects the different kinds of secure measures employed. Some of these facilities can be best described as relatively humane jails -- very isolated from the local community. A couple are intensive concept houses. In one residents have no contact with the community; the other permits some interaction but runs a "tight house" when there have been incidents either in the community or the house. Other facilities have fairly routine contact with the community under rather stringent controls. In two such programs, a few youth have been permitted to work in the local community. The frequency of contact even in these programs will vary depending on the pressures within the facility and from the community at the time. Ratings on the quality dimension correspond with those on extent.

In terms of social climate, six of the secure settings fall within one standard deviation on either side of zero, suggesting that the secure units can be developed without resorting to extreme institutional social climates generally found in the jail settings. These programs typically rely on group process models and minimize as much as possible the level of regimentation within the setting. Although threat of physical force is somewhat more prevalent than in most group homes it is not the norm even for handling acting out youth. Other secure settings receiving lower scores on the social climate rely less on the group process models and more on the threat of physical force between staff and youth and among youth. The secure facility with the lower score, as low

as the jail with the lowest social climate rating, was outside the New England area and received much national notoriety. The three or four youngsters sent there were brought back to Massachusetts by the DYS.

In the course of following the longitudinal sample of DYS youth, we found a few youth who spent some time in jails for adult offenders. On both the extent and quality dimensions, the jails received low ratings. In terms of social climate, the ratings by youth were again low, but at least two settings stand out as not as bad as the others.

IV. Relationships of the Continua to Antecedents and Consequences

To this point, we have focused on programs and how the dimensions discriminate among the various classes of programs. In this section we will direct our attention to how the intervention strategies reflected in the continua are implemented for different kinds of youth. Table 2 provides an overview of how youth are distributed across the dimensions and program types at initial placement in the system. Thirty-eight percent of the sample are in programs which fall above zero on the extent dimension. Twenty percent are in programs located more than one standard unit below zero at the low end of the continuum. These results suggest that while on the whole the new system is more community based than the old training school system (in a 1971-72 sample of youth from training schools only 6% had routine involvement with the com-

TABLE 2

Frequency Distribution of Completed Youth
from the Longitudinal Sample
on Program Class and Dimension Continua

SOCIAL CLIMATE									
Standard Deviations	Non Res.	Foster Care	Forestry	Group Home	Boarding School	DYS Secure	Jail	N	% Total N
(+3.00) (+3.99)	2			1				3	.5
(+2.00) (+2.99)	1	1		5	4			11	2
(+1.00) (+1.99)	3	3		10				16	4
(0.0) - (+.99)	7	13		42	3	4		69	16
(-.01) (-1.00)	29	4	102	50	2	30		217	49
(-1.01) (-2.00)		26		14	5	11		56	13
(-2.01) (-3.00)		3		4			1	8	2
(-3.01) (-4.00)	3			8		13		26	6
(-4.01) (-5.00)				2	2	21		24	5
(-5.01) (-6.00)			1				4	8	2
(-6.01) (-7.00)			1		2	1	2	2	.5
N	45	50	104	136	18	80	7	440*	
% Total N	10	11	24	31	4	18	2		

* Total N of completed youth is 499. Fifty-nine youth were either placed directly on parole or did not stay in a single program for at least a month -- these youth are classified as having "no program" and are not included in this table.

TABLE 2 (cont.)

EXTENT

[illegible]

QUALITY

[illegible]

TABLE 2 (cont.)

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Standard Deviations	OVERALL								% Total N
	Non Res.	Foster Care	Forestry	Group Home	Boarding School	DYS Secure	Jail	N	
(+3.00) (+3.99)									
(+2.00) (+2.00)									
(+1.00) (+1.99)	7	1			2			10	2
(0.0) (-1.99)	26	40		48	4	2		120	27
(-1.00) (-1.00)	11	9	102	67	8	42	1	240	54
(-1.00) (-2.00)			1	21	3	12		37	8
(-2.00) (-3.00)	1		1			24		26	6
(-3.00) (-4.00)					1		6	7	2
(-4.00) (-5.00)									
(-5.00) (-6.00)									
(-6.00) (-7.00)									

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munity) the current system still limits considerably the contact between youth and the community. In terms of social climate, 22.5% of the sample are in programs above zero. Another 40% however are in programs which fall one standard unit below zero. About 11% of the sample are in programs which fall in the lower end of the continuum. The bulk of the latter group of youth are in the secure care facilities. Less than a third of the sample are in programs scoring above zero for the quality dimension, and the same is true for the overall continuum.

The data analysis we will move to next has been done with stepwise multiple regression techniques. These techniques enable us to predict an individual's score on one variable, called the dependent variable, from his scores on other variables, called independent variables. The regression analysis produces for each dependent variable a number called the regression constant, which is the average value of the dependent variable when all the independent variables equal zero, and a series of numbers called regression coefficients, each of which represents the increase or decrease in the dependent variable when one of the independent variables increases by one unit, without the other independent variables changing at the same time.* The regression coefficients are the most important re-

*The regression coefficients are expressed in the raw score units of the independent and dependent variables as well as in standard score units (Beta weights) in order to enhance the comparability with analyses in other populations and in order to make it easy to compare the practical effects of raw unit changes in different independent variables in our own population.

sults, for they represent the effect of each independent variable, controlling, or holding constant, all the rest.

In our presentation we will represent these results in a table. Each column of the table will represent the results for a dependent variable. The dependent variable will be indicated at the head of the column. The rows will represent the independent variables, and the numbers in the cells will be the regression coefficients. At the foot of each column we will indicate in addition the regression constant and also the multiple correlation coefficient. The multiple correlation coefficient is a number varying between zero and plus one that indicates the degree to which the independent variables in combination predict accurately the dependent variable. A value of zero means the independent variables are of no help in predicting the dependent variable. A high value means they predict the dependent variable well.

When a variable consists of several unordered categories, like the seven administrative regions of the Massachusetts youth correctional system, we represent each category as a separate variable, scored "one" if a person is in that category, "zero" otherwise. Thus a person who was in Region I would have a score of "one" on the Region I dichotomous variable, and a score of "zero" on the other region variables.

Suppose we had the following hypothetical results:

	<u>School Placement</u>
Region I	.4
Region II	.5
Region VII	-.3
Years of schooling	.2
Regression constant	.1
Multiple correlation	.78

Notice that Regions I, II, and VII are included and the other regions are omitted. The omission means that the regression coefficients of the omitted regions are not significantly different from zero. The regression constant gives the predicted value of the dependent variable school placement, when a youth has no schooling and is not in Regions I, II, or VII (has scores of zero on all these variables) or in other words has no schooling and is in one of Regions III, IV, V, or VI. The regression coefficient for years of schooling indicates how much the predicted value for school placement increases for each year of schooling the youth has. The negative regression coefficient for Region VII indicates how much the predicted value for school placement decreases if the youth is in Region VII, compared to what it would be if the youth were in Region III, IV, V, or VI. Similarly the positive regression coefficients for Regions I and II indicate how much the predicted value for school placement would increase if the youth were in Region I or II, compared to Regions III, IV, V, or VI. The higher the predicted value for school placement the more likely the youth will be put into a school placement. The multiple correlation of .78 indicates that the independent variables, region and years of schooling, predict school placement rather well.

We will indicate the degree of statistical significance of the regression coefficients and the multiple correlation coefficients by asterisks. One asterisk indicates the .05 level, two the .01 level, and three the .001 level. Thus,

the more asterisks, the more significantly different from zero the coefficient.

In order to more specifically describe the kinds of youth who are most likely to be placed in programs described by the four continua, a massive zero-order correlation matrix was calculated containing numerous descriptive variables and the dimension continua. For a complete listing of the variables see Appendix II. Working from the correlation matrix approximately 270 variables were selected to be placed in multiple step-wise regression equations with each of the continua as a dependent variable. (See Appendix I for the zero-order correlation matrix of those variables entering the equation.) About 100 of these variables were selected for the equations because they had yielded statistically significant relationships with the dependent variables in the zero-order correlations. The remaining variables were selected for their substantive importance, although they had not yielded statistically significant zero-order correlations. As we will see, some of these latter variables did survive the controlling process of the step-wise regression. Because the number of independent variables exceeded the number which could be handled by the computer in a single equation, the computations required two stages. Variables which yielded highly significant zero-order correlations and variables which seemed most theoretically important were entered in an initial regression. Those variables surviving that regression were then added to the remaining variables in yet another regression equation generating the results

reported here. It is clear that this two stage process poses possibilities for increased error. However, given the number of variables being analyzed this process seems the most efficient and worthwhile to follow.

The results of these regressions are presented here to illustrate the range of factors related to the continua. No attempt is made to provide an exhaustive analysis of these relationships. Some relationships, while intriguing, will require further analysis which will be incorporated in future work of the project. In particular it will be noticed that at some points it appears that our results suggest that those youth who have been most disadvantaged are put in the most helpful placements, perhaps to compensate for the earlier deprivation, while at other points the data suggest that the youth with the most advantages in their recent past continue that advantage by getting the most helpful placements. Clearly both tendencies are deep-rooted themes of our culture, and further analysis will be needed to disentangle them in our data on the Massachusetts youth correctional reforms.

Table 3 presents the resulting regressions for each of the continua. Youth without program experience are excluded from the analysis. The background variables have been grouped into clusters. We will discuss each cluster and its relationships to the continua.

The absence of age and sex in the tables reflects the fact that those two factors are not particularly crucial for discriminating among placement decisions. This is particularly

TABLE 3

MULTIPLE REGRESSION OF DIMENSIONS ON FACTORS AFFECTING PLACEMENT

Variable	Social Climate		Extent		Quality		Overall	
	Coefficient	Standardized Coefficient	Coefficient	Standardized Coefficient	Coefficient	Standardized Coefficient	Coefficient	Standardized Coefficient
<u>Background:</u>								
Race other than black or white	-1.34	-.13***	-.67	-.13***				
Mother Mediterranean			-.46	-.16***				
Father Asian					1.56	.14***		
Father's religion Catholic			-.54	-.30***				
<u>Family characteristics:</u>								
# children in family	.39	.68***	.08	.28***			.16	.52***
# younger sisters live with	-.34	-.53***	-.08	-.25***	-.04	-.16***	-.15	-.44***
# older sisters live with			.37	.37***				
Mother white collar	.47	.11***						
Father unskilled			.61	.22***				
Mother work - no					-.48	-.37***		
Mother work - yes					-.14	-.11*		
Father - car theft			-1.24	-.13**	1.54	.21***		
Mother - property offense			-1.18	-.13***	-2.35	-.36***		
Other children in DYS					.33	.26***		
<u>Geographic & Neighborhood characteristics:</u>								
Region IV					-.24	-.13***		
Region VI			.40	.20***			.55	.26***
Neighborhood urban renewal					.17	.21***		
People do not feel have power			.45	.22***				
Times moved in life			.05	.29***				
Times moved state to state					.05	.19***		
<u>Delinquency History</u>								
Don't use drugs	-.55	-.16***						
Person offense - current charge					-.47	-.22***		
Used drugs alone - past			.84	.30***	.67	.33***	.44	.15***
Juvenile offense - alone - past					-1.00	-.30***		

TABLE 3 (cont.).

Variable	Social Climate		Extent		Quality		Overall	
	Coeffi- cient	Standardized Coefficient	Coeffi- cient	Standardized Coefficient	Coeffi- cient	Standardized Coefficient	Coeffi- cient	Standardized Coefficient
<u>School Experience:</u>								
No contact with school			-.29	-.15***				
Like subjects other than humanities, sciences, vocational			-.75	-.21***			-1.22	-.33***
<u>Aspirations & Expectations:</u>								
Friends want to be part of society	-.69	-.17***						
Want a steady job					-.05	-.07*		
Hope to hang with same kids							-.42	-.23***
<u>DYS Experience:</u>								
Run from DYS			.44	.25***				
Times returned from parole			-.28	-.46***	-.14	-.32***		
Staff feel - evaluation scale	.02	.08*						
Kid feel staff - activity scale	-.10	-.26***						
Good experience in DYS	1.94	.60***	1.84	1.07***			1.56	.88***
Good experience outside DYS			1.77	.99***				
DYS feel - evaluation scale					.02	.28***		
<u>Relationships with com- munity:</u>								
Supervisor/teacher il- legal	-2.03	-.11**						
Significant person other than teacher, relative, or acquaintance do not violate law					.19	.14***		
Parents do not explain decisions							.49	.20***
Parents ask input of youth before parents make decisions	-.26	-.07*						

TABLE 3 (cont.)

Variables	Social Climate		Extent		Quality		Overall	
	Coeffi- cient	Standardized Coefficient	Coeffi- cient	Standardized Coefficient	Coeffi- cient	Standardized Coefficient	Coeffi- cient	Standardized Coefficient
<u>Relationships with com-</u> <u>munity (cont.):</u>								
Parents punish - take away privilege					-.38	.30***		
Parents punish - embarrass youth					.95	.19***		
Parents reward - make youth look good					.82	.23***		
Teacher reward - make youth feel good			-.45	-.21***				
Boss punish - separate youth	1.04	.21***						
Boss punish - take away privileges					-.76	-.31***		
Neighbors feel kid - activity scale	.07	.16***						
Friends are of all ages	.53	.16***			.42	.32***	.43	.23***
Kids never reward youth for what other youth do			-.17	-.09*				
Feel kids - activity scale	-.10	.22***						
Police do not involve youth in decision	-.64	-.17***					-.44	-.21***
Police punish - take away privileges	1.15	.15**			.77	.26***		
Police punish - separate youth	-.71	-.21***						
Police reward - give privileges			-.88	-.22***				
Police reward - making youth feel good			.78	.25***			.99	.30***
Police sometimes reward a youth for what other youth do			-.40	-.10**				

TABLE 3 (cont.)

Variables	Social Climate		Extent		Quality		Overall	
	Coeffi- cient	Standardized Coefficient	Coeffi- cient	Standardized Coefficient	Coeffi- cient	Standardized Coefficient	Coeffi- cient	Standardized Coefficient
<u>Detention Experience:</u>								
not detained	2.69	.83***			-1.53	-1.22***	1.22	.68***
# days in detention	-.02	-.30***	-.02	-.43***	-.03	-1.17***	-.01	-.36***
Youth not involved in decisions	1.47	.37***			-.47	-.31***	1.27	.58***
Reward - make youth feel good	1.36	.22***						
Reward - no	1.02	.25***						
Youth viewed as bad kid	-.98	-.13***						
Kids & staff split in two groups	1.12	.28***						
Youth did not fit in					-.56	-.35***		
Kids did not push others around					-.70	-.47***		
No split between staff/kids					-.58	-.40***		
Liked academics	2.28	.26***					1.72	.36***
Liked other kids					-.76	-.33***		
Disliked other kids					-.52	-.33***		
<u>Court Experience:</u>								
Liaison officer reward - included youth in things			1.56	.25***	1.28	.28***		
Liaison officer punish - hit youth			1.03	.16***				
Probation asked youth input before making decision	-.46	-.12***	-.32	-.16***	-.39***	-.27***		
Probation punish - separate youth			-.24	-.11**	-.37	-.24***		
Probation reward - make youth look good					.72	.19***		
Probation sometimes reward youth for what other youth do			-.23	-.08*	-.55	-.27***		

TABLE 3 (cont.)

Variables	Social Climate		Extent		Quality		Overall	
	Coeffi- cient	Standardized Coefficient	Coeffi- cient	Standardized Coefficient	Coeffi- cient	Standardized Coefficient	Coeffi- cient	Standardized Coefficient
<u>Court Experience (cont.):</u>								
Judge said try to keep youth off streets	-.26	-.07*						
Judge said try to help youth understand							-.51	-.27***
Judge did help youth understand			-.40	-.22***				
Judge did not involve youth in decision					-.35	-.26***		
Judge try to help by pro- viding skills	.82	.19***						
Judge punish - make youth feel guilty	1.10	.14***					1.00	.22***
Regression Constant	-5.68		-1.79		2.28		-2.40	
Multiple Correlation	.77		.75		.81		.70	

noteworthy since in the former training school system the institutions were differentiated by the age and sex of youth being served in each. The "race other" category consists primarily of Spanish speaking youth. The number of these youth seems low given the population in the state. Representatives of the Spanish speaking community share our suspicion that these youth generally go unserved unless they pose serious problems. When they do enter DYS they tend to be found in the programs with the lowest scores on social climate and extent of community linkages. Conversations with DYS personnel make it clear that language difficulties and cultural differences have posed problems for working with these youth. The zero-order correlations also suggest that blacks are more likely to be placed in either the most open non-residential settings or in the secure facilities rather than in group homes, forestry, or boarding school settings. Whites are more likely to be placed in settings with positive social climates although in programs which tend to receive lower scores on extent of community linkages.

Several family characteristics are related to placement in programs. Youth coming from large families are likely to be placed in programs with positive social climates and in programs which yield positive scores on the extent and overall continua. Youngsters living with older sisters are apt to be in programs having considerable contact with the community, while youth living with younger sisters tend to be placed in more isolated settings. It seems plausible that in the former

case counselors are assuming that the older sisters will provide stability for the younger youth if supportive services are provided in the home. The counselor may be fearful in the latter case that the youth's delinquency lifestyle may be a negative influence on younger sisters. Youngsters from higher status families, i.e. mother engaged in white collar employment are in the programs with positive social climates, while youth from lower status families, i.e. father in unskilled employment, are in programs with high scores on the extent dimension. These results combined with the zero-order correlations indicating that youth from intact families (both mother and father at home) are in programs receiving lower scores on the dimensions than youth in families with a single parent, and some of the specific relationship items describing interaction patterns between parents and youth suggest the possibility that for youth in the latter circumstances placement in the DYS may be seen as an extension of the welfare system -- services provided to shore up the family unit. There is some corroborating evidence from judges which would tend to support this hypothesis. Some judges have indicated that if a youth is eligible for either welfare support or DYS support the youth may be placed in DYS because of the time lag for placement in welfare or because that agency has no money at the moment. This type of decision making has also occurred around foster care placements. Thus the high extent scores may be reflecting removal from the home to a foster home. This is an issue which we will try to sort out more fully as we continue to analyze

the data for future reports.

None of the geographic/neighborhood characteristics are related to the social climate dimension. Youth from Region VI, the city of Boston, are likely to be placed in programs scoring high on extent of community linkage and in programs with positive scores on the overall continuum. As we will see in the presentation of selected outcome measures, high extent by itself does not necessarily lead to positive outcomes. Region VI has had difficulty setting up group homes, particularly for black youth, and it has not been able to build an extensive foster care network. Thus this result points to the fact that many Region VI youth are in non-residential programs. In Region IV, the North Shore, youth are more likely to be in programs which yield low scores on quality of community linkage. Youth from neighborhoods affected by urban renewal tend to be placed in programs with high scores on the quality dimension. Youth who say their neighbors feel they have little power to control things that are important to them tend to be in programs with high scores on extent.

A delinquency history profile was developed for each youngster by asking the nature of the current charge for which he or she entered DYS this time and questions about the kinds of delinquent activity in which he or she participated in the past, either alone or with groups. The findings strongly suggest that the nature of delinquent activity is not very related to placement. Youth charged with crimes against the person were in programs with low ratings on quality of community link-

ages, but these youth were not handled differently in terms of social climate or extent dimensions. Youth who claimed that they did not use drugs were in programs with poor social climates, while youth who had a history of using drugs alone were in programs with high scores on extent and quality of community linkages and on the overall continuum.

The respondents' school history is notable in the sense it is generally not related to the dimensions. Youth who indicated that they have had no contact with teachers during the preceding six months were likely to be in programs with little contact with the community. The same holds for youth who indicated that they liked some subject in school other than humanities, science, or vocational. It seems likely then that youth who are still engaged in school activities or who have an interest in the traditional school subjects are more likely to be supported in programs which emphasize community linkages, thereby making it easier for them to continue their education.

Few aspiration and expectation variables appear in the regression results. Youth who feel that most of the "kids that they hang with" want to be part of society rather than get away from it, or back at it, or just get along with it are more likely to be in programs with negative social climates. Rather surprisingly, respondents who indicated a desire to have a steady job were found in programs with poor quality of community linkages. It will be interesting in future analysis to try to determine what is specifically happening in the com-

munity for these youth who have what most people would describe as "acceptable" goals.

An important core of the data gathered described youths' perception of their relationships with significant others. Respondents were first asked to describe the kind of people they admire or look up to. They were then asked more focused questions about specific significant others such as teachers, parents, bosses, police, and friends. Questions were similar to those described earlier seeking information concerning the nature of communication, decisionmaking, helpfulness, punishment and rewards. In addition, respondents had an opportunity to describe through a set of semantic differential scales their feelings toward significant others and how they thought others viewed them.

Relationships with significant others in the community seem to be more frequently related to the social climate, quality of community linkage dimensions and the overall continuum than to the extent dimension. Youngsters who identified law abiding individuals as significant others were in programs with high ratings on the quality of linkages. In other words they were placed in programs where the continued support from these significant others could be facilitated. Youth indicating that parents talked to them about their ideas before the parents made decisions were in programs with poorer social climates and children whose parents punished them by taking away privileges are in programs with low quality of linkages. Youth whose parents do not involve them in actual decisionmaking are in the more positive programs, in terms of

the overall continuum. Again these relationships will require further exploration.

It would appear that relationships with the police, as one might expect, play a pivotal role in determining where one is placed. Youth who believe that police punish them by separating them from others are in the programs with low scores on social climate. However, those youth who believe that police punish them by simply taking away some privileges are in programs with more positive scores on that dimension and quality. Furthermore, youth who say that police do not involve them in the decision-making process are in programs low on social climate and the overall continuum. It is likely the judgments by police leading to these various actions are transmitted during court proceedings and may be taken into consideration during actual placement of the youth in DYS. In any case there seems to be consistency between the youths' evaluation of the police and the DYS placement.

DYS experience variables produce some interesting relationships. If one has run from a DYS facility during an earlier commitment to DYS, that person is likely to be in a program with considerable community linkage. This may quite conceivably be a response to the youngster's tendencies to run; if the youth is placed in a fairly restricted setting it only becomes a challenge to escape. If he is in a fairly open setting he has the sense of freedom. Yet he is in a place where staff can help him deal with the difficulties he is having in coping with his situation. Although previous runners are in the more open set-

ting, the more frequently one has been returned from parole (at least one indicator of recidivism) the more likely he will be in a closed setting and will be in a program which scores low on the quality dimension. Thus running from a facility may not as such lead to a more secure setting the next time in DYS. However, the more times one is returned from parole the more likely the next placement will be increasingly secure. It is also evident that how youth perceive DYS and program staff evaluating them is also associated with the kinds of programs they enter. The more positive they see DYS and program staff assessing them the more likely they are to be placed in positive social climates and in programs yielding higher scores on the overall continuum.

Detention experience or the lack of it continues to be a reliable predictor of where youth will be placed in the DYS system. The longer one is held in detention the more likely one will be placed in a program with a negative social climate, restricted contact with the community, low quality of community linkages and low scores on the overall continuum. Youth who were not detained before being committed or referred to DYS were in the programs with positive social climate ratings and positive ratings on the overall continuum. In our zero order correlations, not being detained was positively related to the quality dimension. Here, with numerous other detention variables controlled, its relation to quality is negative. This is because most of what we normally think of the detention status as representing is measured more directly by the other variables,

and is "controlled out" of the detention status variable in this equation.

Youth who believed that detention staff felt that they were "bad kids" were placed in programs with low social climate scores. In general, youth detained, regardless of the relationships within the detention setting, were placed in programs with positive social climates but low quality of community linkages. This would suggest that these youth were in some of the group homes, boarding schools, and DYS secure facilities which were fairly isolated from the community but were able to develop a relatively positive social climate. In future analysis, we will attempt to combine the dimensions and the program class variable in order to provide a more precise base for explanation. We will also reexamine our data to determine factors related to the detention decision, since it seems to play such a pivotal role in what eventually happens to youth once they enter the DYS.

Three types of persons interact with youth during their court experience. They are the probation officer, the judge and a court liaison person who is employed by DYS to provide assistance to the youth and the court particularly concerning an appropriate placement for the youth if he or she is ultimately committed or referred to DYS. Youth believing that court liaison officers reward them by including them in things are likely to be placed in programs with high scores on extent and quality of community linkages. One might assume that these are cases where the youth feel that they are involved in what is happening

to them. However, the question regarding participation in the decisionmaking process did not emerge in these regression equations. When the respondents talk about the probation officer they are probably evaluating not only the experience that they had with a probation officer during the decision to commit this time but also past experiences if they have been on probation. Those youth who saw probation officers asking them about their ideas before decisions were made and probation officers punishing them by separating them from others are in programs with low scores on the extent and quality dimensions, and those who saw probation as asking them about their ideas were also low on social climate. The latter may be a clear reflection of what the youth believe the probation officer wanted to see happen to them -- separation by commitment to DYS.

The respondents seem to have a fairly good understanding of what the judge was doing during the court proceedings. Those who felt that the judge wanted to keep them off the streets find themselves in rather harsh social climates; those who felt that the judge wanted to provide them with skills are in more supportive social climates. And those who indicated that the judge wanted to give them an opportunity to understand themselves and their relationships with others were in programs with low extent scores. It would be those programs (for example, concept-oriented programs) which would place greater emphasis on self understanding. Youth who feel that the judge did not involve them in the decision are more likely to be in programs with poor quality community linkages. These may be cases where

the judge had the protection of the community in mind as a priority over what the youngster might consider helpful.

To provide a sense of effects on youth we will present data on selected outcomes which are reflected in the final interview given after a youth has been exposed to the community for six months after leaving a DYS program or at a point during that period if a youth is recommitted to the Department. Items selected for this section focus on relationships between the youth and significant others while the youngster is or was in the community. These data are presented in Table 4 in the form of zero-order correlations. Further analysis will explore the interaction between these relationships and other background characteristics and experiences.

Youth in the more highly rated programs believe that staff from those programs see them as basically "good kids." The nature of the program is also seen as influencing the parole officer's perception of the youth. Those youth who were in programs with high scores on the quality dimension see parole officers as perceiving them as "good kids." One would expect that this perception would help the youth stay out of further trouble in the community.

As we turn to the results of the respondents' evaluation of significant others on the semantic differential evaluation dimension, we discover that greater extent of linkages with the community is not necessarily related to more positive evaluations of others. However, when the youth are leaving programs

TABLE 4

Outcome Related to Final Placement

Variable	Social Climate	Quality	Extent	Overall
<u>People who think youth is a "good kid":</u>				
Teacher	+.048	+.053	+.031	+.057
Boss	+.071	+.073	+.034	+.076
Parent	-.019	-.013	+.037	+.002
Police	+.084	+.030	+.005	+.060
Staff	+.124	+.129**	+.080	+.140**
Parole	+.072	+.097*	+.055	+.088
Best community program	+.034	+.009	+.039	+.039
Worst community program	-.028	-.037	-.065	-.049
Kid	+.029	+.057	+.059	+.056
<u>Reasons for staying out of further trouble:</u>				
DYS	.022	.040	.043	.045
Determination	.050	.055	-.015	.040
Other people	-.135**	-.079	.070	-.089
Fear	.135**	.035	-.043	.081
Combination of above	.044	.054	.011	.047
None	-.087	-.089	-.079	-.104*
<u>Want to hang with same kids:</u>				
No	.011	.117*	.167***	.097
Yes	-.021	-.118*	-.102*	-.072
<u>Youth feels (evaluation scale):</u>				
Teacher	-.039	.030	.029	-.010
Mother	.009	-.033	-.113*	-.035
Police	.119*	.132***	.048	.115*
Father	.078	.011	-.089	.023
Me	.097	.075	-.002	.086
Friends	.076	.097	-.030	.067
Kids	.035	.085	-.036	.030
DYS	.148**	.125*	.053	.142**
Staff	.225***	.229***	.145**	.250**
<u>People feel about youth (evaluation scale):</u>				
Teacher	.072	.098	.097	.103
Mother	.076	.077	-.039	.055
Neighbors	.141**	.134*	.099	.155**
Friends	.097	.110*	.027	.103*
Police	.152	.146**	.039	.141**
Father	.102	.090	.028	.097
Kids	.117*	.148**	.038	.128*
DYS	.204***	.201***	.064	.200***
Staff	.250***	.290***	.205**	.290***

with high "quality" scores we then find more positive assessments of the significant others. It is interesting to note that youth with restricted access to the community are more positively oriented toward their mothers and fathers than those who were in relatively more community based programs. As one might expect, youth in programs with higher scores on the dimensions are more favorably disposed to DYS and program staff than youth who were in programs with lower scores. While the associations are not statistically significant youth in programs with more positive social climates and quality linkages with the community think more highly of themselves; however, this does not hold for the extent dimension.

The dimensions are also related to how youth perceive others evaluating them. Of particular importance here is that youth in programs scoring high on the dimensions believe that neighbors evaluate them more favorably than youth from programs with low scores on the dimensions. Again we see that youth from programs with positive social climates and quality linkages believe that police, friends, DYS and program staff view them more favorably than youth from programs which received low scores.

The respondents were asked if they wanted to hang on the streetcorner or some other meeting place with the same kids as before they went to DYS. Youth from programs with high scores on the dimensions reported that they did not want to hang out with those kids now.

Finally, youth were asked what it would take to keep them

out of trouble. Youth in programs with low social climate scores indicated that help from people outside of DYS would be the principal factor. Youngsters who were in programs with high social climate scores said that high social climate scores are not inconsistent with some of the more restrictive settings. Thus although these youth were in settings which were described in relatively positive terms it seems clear that these youth would rather be elsewhere.

Conclusion

Observers of the juvenile corrections system frequently make policy decisions concerning intervention strategies with very little descriptive information beyond the conventional categories, such as secure care, boarding school, group home, forestry, foster care, and non-residential care. Sometimes they decide on the basis of no more than just the distinction between institutional and non-institutional. We have argued in this report that more informative conceptualizations can be generated and operationalized in a practical way for decisionmaking. We have shown that an overall continuum of institutionalization-normalization, contributed to by three dimensions, social climate, extent of community linkages, and quality of community linkages, reflects the differences among the conventional categories that have made decisionmakers interested in using those categories. The continuum also reveals a great deal of additional variation within those categories

and overlap between them in characteristics that are crucial to what decisionmakers are trying to accomplish. We have shown that it is possible to measure and characterize individual programs specifically in terms of these dimensions. The fact that the placement of youth in programs located on these dimensions is well accounted for by our independent variables shows that the dimensions do in fact reflect important concerns in placement decisions. The fact that the dimensions are correlated with many outcome variables indicates that the dimensions are not only relevant to current concerns in placement decisions, but also seem to make a difference in the outcome for the youth. In other words, they reflect things that actually are of concern to placement decisionmakers, and that should continue to be of concern, and might well be more explicitly considered.

FOOTNOTES

1. Robert B. Coates, A Working Paper on Community Based Corrections: Concept, Historical Development, Impact and Potential Dangers, paper presented at the Massachusetts Standards and Goals Conference, November 1974.
2. Ibid., p. 3.
3. Gresham Sykes, The Society of Captives, Princeton: Princeton University Press, 1958; Donald Clemmer, The Prison Community, New York: Rinehart & Co., Inc., 1958.
4. John Lofland, Deviance and Identity, Englewood Cliffs, N.J.: Prentice Hall, Inc., 1969, p. 162.

APPENDIX I

Correlations Entering Regression

	Social Climate	Quality	Extent	Overall
<u>Background:</u>				
Age	.064	-.054	-.142**	-.020
Sex	.124***	.108*	.110*	.137**
Race				
Black	.006	.024	.162***	.064
Other	-.145**	-.111*	-.086	-.168***
Ethnicity				
Father Asian	-.064	.164**	-.093	-.030
Mother Mediterranean	.020	-.041	-.114*	-.032
Father Eastern European	.006	.029	.034	.021
Mother Black	-.000	-.005	.169**	.057
Father Mediterranean	-.009	-.043	-.128*	-.057
Father French Canadian	.027	.077	.117*	.073
Father Spanish-speaking	-.087	-.117*	-.089	-.105
Father Black	-.012	.010	.174**	.058
Religion				
Protestant	-.104*	-.047	.016	-.065
Catholic	.048	.007	-.077	-.003
<u>Family:</u>				
Mother & Father	-.064	-.049	-.120*	-.093
Mother	.033	.033	.061	.050
Father	.081	.057	.061	.081
Older sister live with	.094	.071	.125*	.119
Younger sister live with	-.196***	-.214***	-.075	-.191***
Father				
White collar	.148***	.015	-.007	.093
Skilled	-.121*	-.086	-.132*	-.128*
Semi-skilled	-.022	-.026	.011	-.025
Unskilled	.003	.091	.144*	.068
Unemployed	.019	.073	.062	.048
Mother				
White collar	.133**	.004	-.055	.065
Skilled	-.019	-.029	.019	-.003
Semi-skilled	-.034	-.034	.042	-.039
Unskilled	.007	.040	.028	.008
Housewife	-.065	-.060	-.110*	-.086
Unemployed	-.028	.057	.145**	.045
# children in family	.017	-.040	.088	.039

	Social Climate	Quality	Extent	Overall
<u>Family (cont.):</u>				
Mother schooling	.013	-.117*	-.132*	-.062
Father schooling	.046	.022	.009	.034
Mother had job	-.061	-.001	-.046	-.060
Mother had no job	.048	-.081	-.059	-.001
Father religion Protestant	-.063	.032	.061	-.003
Father religion Catholic	.050	-.031	-.098	-.020
Mother religion other	-.018	.007	.065	.020
Trouble with law				
Father car offense	.098	.140**	.089	.129*
Father person offense	-.002	.143**	.079	.052
Mother property offense	-.069	-.100*	-.075	-.089
Father something but can't recall what	-.121	.005	-.062	-.029
Other kids car offense	.022	-.007	.051	.031
Other kids property and person offense	-.004	.070	.072	.037
Father misbehavior	.018	-.093	-.020	-.019
Birth order	.016	-.043	-.019	-.003
<u>Geographic & Neighborhood:</u>				
Region				
2	.015	.105*	.175***	.089
3	-.043	-.025	-.079	-.057
4	-.056	-.110*	-.153**	-.109*
5	.040	-.042	-.101*	-.019
6	.072	.047	.164***	.101*
7	-.010	-.055	-.135**	-.059
Years lived in town	.037	-.035	-.168***	-.037
Times moved in life	-.021	.038	.097*	.021
Times moved state to state	.025	.117*	.103	.079
Neighborhood taken care of	.011	-.045	-.106*	-.039
Urban Renewal	.088	.087	.085	.100*
Moved because of urban renewal	.013	.080	.114*	.069
People can control what happens to them	-.016	-.049	-.118*	-.062
People can not control what happens to them	-.001	.056	.136**	.056
City size	-.002	.019	.076	.024
<u>Delinquency History:</u>				
Current offense				
Drugs	.038	-.061	-.085	-.019
Cars	-.157**	-.112*	-.088	-.157***
Property	-.037	-.062	-.043	-.050
Person & property	.004	.026	.054	.030
Person	-.016	.018	.037	.006
Juvenile	.098*	.113*	.077	.114*
Misbehavior	.046	.060	.006	.048

	Social Climate	Quality	Extent	Overall
<u>Relationships (cont.):</u>				
Teacher rewards youth by making him feel good	.059	.063	-.028	.041
Teacher sees youth as neither good nor bad	.051	.108*	.068	.078
Teacher feels youth (evaluation scale)	.123*	.039	.064	.108*
No contact with boss	-.016	.086	.098*	.049
Boss doesn't include youth in decisions	.056	.022	-.037	.015
Boss lets help make decisions	.031	-.067	-.046	-.009
Boss does not help find jobs, etc.	-.006	-.099*	-.141**	-.074
Boss helps find job, etc.	.017	-.008	-.028	.005
Boss punishes youth by separating him	-.016	.073	-.015	-.013
Boss punishes by taking away privileges	.029	-.079	-.015	-.006
Boss punishes by embarrassing	-.090	-.115*	-.113*	-.118*
Boss does not punish	.043	-.044	.001	-.013
Boss rewards by making youth feel good	.108*	.026	-.001	.074
Boss rewards by including youth in things	-.013	-.008	.057	.009
Boss reward youth for what others do - hardly ever	.052	-.066	-.068	-.017
Boss sees youth as a good kid	.013	-.067	-.063	-.038
Neighbors feel (activity scale)	.109*	.052	.037	.080
Friends are of all ages	.080	.102*	.074	.093
Hang on a streetcorner	-.099	.001	-.069	-.037
Friends feel (evaluation scale)	.165**	.058	.028	.114*
Friends feel (activity scale)	.129*	.058	-.024	.078
Kids let youth help make decisions	.046	.005	-.049	.010
Kids do not help find jobs, etc.	-.070	.004	.053	-.019
Kids help by encouraging	.092	.001	-.043	.046
Kids punish by hitting	-.024	.041	.054	.011
Kids punish by embarrassing	-.022	.022	-.059	-.027
Kids reward by making youth feel good	.032	-.001	-.048	.003
Kids reward youth for what others do	-.061	-.054	-.136**	-.102*
Kids see youth as good kid	.050	-.009	-.074	.001
Kids see youth as bad kid	-.063	-.095*	-.053	-.073
Kids see youth as neither bad nor good	-.033	.038	.097*	.018
Feel kids (evaluation scale)	.202***	.057	.044	.149**
Feel kids (activity scale)	.167**	.056	-.006	.115*
DYS kids hang with have harder time staying out of trouble after DYS	-.089	-.002	-.020	-.070
Don't hang with DYS kids	.091	.044	.007	.071

	Social Climate	Quality	Extent	Overall
<u>Delinquency History (cont.):</u>				
Past offenses done alone				
Drugs	.109*	.094	.125**	.127**
Cars	-.104*	-.095*	-.140**	-.130**
Juvenile	.093	.054	.074	.096*
Property	-.084	-.058	-.017	-.070
Property & person	-.067	.013	.009	-.036
Person	-.006	.012	.043	.013
Misbehavior	.018	.003	.041	.023
Past offenses done with others				
Drugs	.122*	.045	-.063	.064
Cars	-.098*	-.150**	-.142**	-.139**
Property & person	-.095*	-.043	.061	-.045
Person	-.103*	-.054	.023	-.068
Misbehavior	.095*	.083	.059	.098
Juvenile	.058	.041	.081	.070
Property	-.033	-.086	-.074	-.061
Kids use smack	-.147**	-.085	-.051	-.121*
Youth does use drugs	-.028	.076	.103*	.030
Kids don't use drugs	-.038	-.005	.037	-.018
<u>Work Experience:</u>				
Job full time	-.056	.014	.003	-.026
Job skilled	-.024	.063	.046	-.001
<u>School:</u>				
Grade in	.145**	.056	-.005	.099*
School good or bad experience for other kids	.106*	-.010	-.092	.026
DYS makes school harder	-.105*	-.082	-.043	-.103*
School subject liked best				
Humanities subjects	-.013	.030	.102*	.020
Other subjects	.025	-.078	-.166***	-.054
Vocational subjects	.039	.011	-.069	.006
Go to school regularly	.011	.062	.065	.036
School good experience	.029	-.039	-.044	-.008
<u>Expectations & Aspirations:</u>				
Chances are will not get in trouble	.103*	.048	.022	.078
Chances are other kids will get in trouble	-.261***	-.113*	-.134*	-.238***
Chances small that will get ahead	.110*	.015	-.009	.069
Want steady job	-.032	-.102*	-.055	-.072
Job youth expects to get	.085	.042	.131*	.098
Job could get if tried hard	.044	.033	.135*	.074
Kids in community want to "get back" at society	.063	.004	-.027	.032
Kids want to be part of society	-.092	-.034		
Opportunities from DYS will keep you out of trouble	-.035	.013	.076	.012

	Social Climate	Quality	Extent	Overall
<u>Expectations & Aspirations</u> (cont.):				
Hope to hand on streetcorner with same kids after get out	.057	-.016	-.045	.022
Schooling youth could get	.104*	.059	-.031	.068
Income expect to get	.007	-.059	.056	.007
Income youth would like	.031	-.084	-.034	-.022
Informing on others o.k.	-.081	-.048	-.084	-.085
Beating up others o.k. sometimes	.060	.041	.015	.044
<u>Relationships:</u>				
Significant others				
Supervisor illegal	-.107*	.001	.090	-.036
Kid acquaintance illegal	.001	-.073	-.121*	-.053
Person look up to does illegal things	-.035	-.108*	-.115*	-.083
Person look up to does not do illegal things	.055	.113*	.111*	.092
No people that youth looks up to	.033	-.030	-.042	.004
Parents explain what is hap- pening	-.068	-.109*	-.073	-.094*
Parents do not explain what is happening	.102*	.095*	.108*	.124**
Parents ask input of youth before making decision	-.112*	-.064	-.085	-.107*
Parents do not help	.061	.030	.102*	.079
Parents punish by separating youth	-.097*	-.063	.043	.088
Parents punish by taking away privileges	-.024	-.036	-.062	-.005
Parents punish by embar- rassing	.072	.053	-.024	.053
Parents punish by making youth feel guilty	-.019	.046	-.050	.018
Parents punish youth for what others do - sometimes	.049	.092	-.011	.046
Parents reward by making youth look good	-.115*	-.117*	-.066	-.143**
Parents see youth as bad kid	-.002	-.027	.004	-.001
No contact with teacher	-.060	-.094*	-.054	-.080
Teacher ask youth input be- fore making decision	-.047	-.058	-.160***	-.094
Youth helps make decisions with teacher	.079	.093	.090	.103*
Teacher does not help with jobs, etc.	.052	.027	-.032	.026
Teacher encourages	-.069	.009	.035	-.026
Teacher punishes youth by hitting	-.047	-.064	.012	-.039
Teacher punishes youth by embarrassing	-.079	.001	.033	-.038

	Social Climate	Quality	Extent	Overall
<u>Relationships (cont.):</u>				
DYS kids hang with find it no more difficult to stay out of trouble	.030	-.044	.010	.013
Significant others				
Kid acquaintance legal	-.005	.003	-.061	-.019
No contact with police	.140**	.072	.083	.134**
Police explain what is hap- pening	.109*	.064	.010	.090
Police do not explain what is happening	-.167***	-.101*	.004	-.134**
Police do not involve youth in decisions	-.175***	-.121*	-.047	-.157**
Police let youth help make decisions	.058	.035	-.050	.010
Police do not help find jobs, etc.	-.175***	-.131**	-.026	-.154**
Police help by encouraging	.109*	.079	-.035	.081
Police do not punish youth	.094	.058	.055	.096*
Police punish by separating youth	-.117*	-.104*	-.097*	-.134**
Police punish by taking away privileges	.069	-.036	.042	.067
Police punish by making youth feel guilty	.029	.008	-.060	-.000
Police punish for what others do				
Regularly	.070	-.046	.024	-.056
Sometimes	.026	-.017	-.055	-.004
Police do not reward youth	-.099*	-.027	.012	-.069
Police reward by giving pri- vileges	.065	.014	-.009	.050
Police reward by making youth feel good	.061	.024	-.048	.026
Police reward for what others do sometimes	.050	-.009	-.058	.012
Police see youth as bad kid	-.097*	-.078	-.055	-.099*
Feel police (evaluation scale)	.135**	.018	.021	.099
Feel police (potency scale)	.034	.022	.103*	.058
Feel police (activity scale)	.123*	-.025	.032	.090
Police feel (evaluation scale)	.109*	.048	.050	.100
Feel me (evaluation scale)	.148**	.063	.068	.125*
<u>DYS:</u>				
Prior commitment or referral	.057	.020	-.001	.042
Run from DYS	-.080	-.025	.020	.057
Times run	-.196***	-.163***	-.080	-.183***
Times returned from parole	-.143*	-.073	-.087	-.125
Feel DYS (evaluation scale)	.148**	.120*	.043	.145**
DYS feel (evaluation scale)	.120*	.086	.053	.124*
Feel staff (evaluation scale)	.209***	.121*	.023	.181***
Feel staff (activity scale)	.159**	.069	.027	.140**
Program staff feel (evaluation scale)	.176***	.085	.018	.140**
Program staff feel (activity scale)	.128*	.079	.036	.106*

	Social Climate	Quality	Extent	Overall
<u>DYS (cont.):</u>				
Most important good thing that happened was in DYS	.071	.060	-.046	.042
Most important good thing that happened was outside DYS	-.004	-.028	.044	.007
<u>Detention:</u>				
Non-Detained	.181***	.198***	.096*	.193***
Shelter care detention	-.002	-.042	-.043	-.024
Custody detention	-.164***	-.204***	-.014**	-.202***
Days in detention	-.222***	-.205***	-.087	-.229***
Kids push other kids around				
No	-.022	-.042	-.030	-.031
Yes	-.151**	-.157**	-.044	-.152**
Few kids run everything				
No	-.114*	-.157**	-.079	-.128**
Yes	-.055	-.043	.007	-.052
Staff & kids split into two groups				
No	-.044	-.069	-.042	-.053
Yes	-.031	-.128**	-.027	-.129**
Did you fit in				
No	-.145**	-.154**	-.015	-.130**
Yes	-.031	-.044	-.052	-.052
Like staff-kid relations	-.128*	-.130*	-.042	-.122*
Like kid-kid relations	-.047	-.144**	-.053	-.084
Like academics	.052	.072	.035	.058
Like doing time	-.177***	-.177**	-.118*	-.191***
Dislike staff-kid relations	-.097	-.092	-.077	-.107*
Dislike kid-kid relations	-.117*	-.082	-.044	-.107*
Dislike structure	-.114*	-.157**	-.094	-.137**
Do staff explain what is happening				
Yes	-.120*	-.082	-.041	-.099*
No	-.038	-.146**	-.039	-.071
Staff do not involve youth in decisions	-.072	-.118*	-.089	-.100*
Staff ask youth input before making decisions	-.137**	-.100*	-.017	-.126*
Staff do not help find jobs, etc.	-.102*	-.144*	-.062	-.018*
Staff punish youth by hitting	-.030	-.129**	-.051	-.061
Staff help	-.072	-.129**	-.052	-.083
Staff reward by giving privileges	-.118*	-.102*	-.076	-.119*
Staff reward for what others do sometimes	-.121*	-.111*	-.034	-.110*
Staff see youth as bad kid	-.179***	-.138**	-.077	-.168***
Staff see youth as neither bad nor good	-.115**	-.044	-.032	-.086

	Social Climate	Quality	Extent	Overall
<u>Court:</u>				
Judge says he is trying to develop youth's skills	.108*	.015	.006	.076
Judge says he is trying to keep youth off streets	-.115*	-.044	-.056	-.093
Judge says he is trying to punish youth	.004	-.060	.059	-.008
Judge did punish youth	-.062	-.113*	-.023	-.080
Judge did develop youth's skills	.086	.102*	.045	.092
Judge did keep youth off streets	-.086	-.034	-.008	-.059
Judge tells youth what is happening				
Yes	.033	.057	-.055	.021
No	-.032	-.056	.051	-.024
Judge does not involve youth in decisions	.048	-.053	.007	.011
Judge asks youth input before making decisions	-.052	-.000	.016	-.019
Judge lets youth help make decisions	.046	.121*	-.000	.058
Judge punishes by restricting youth	-.119*	-.084	-.096	-.121*
Judge punishes by making youth feel guilty	.116*	.097	.074	.120*
Judge punishes youth for what others do sometimes	-.109*	-.036	-.051	-.078
Judge rewards youth by making him feel good	.088	.109*	.038	.090
Judge is fair	-.105*	-.034	-.023	-.073
Judge sees youth as bad kid	-.135**	-.040	.011	-.093
Judge sees youth as good kid	.062	.007	.000	.046
Judge sees youth as neither good nor bad	.069	.033	-.027	.040
Part-full time court	.001	-.019	.055	.007
Rate of bindovers	-.012	-.027	.057	-.002
Probation officer explains what is happening	.007	-.006	-.099*	-.027
Yes	.007	-.006	-.099*	-.027
No	-.039	.011	.100*	.004
Probation officer asks youth input before deciding	-.073	-.108*	-.129**	-.108*
Probation officer helps by encouraging	.000	.087	-.015	.027
Probation officer punishes by embarrassing	-.052	.042	.003	-.021
Probation officer punishes by separating youth	-.001	-.061	-.120*	-.052
Probation officer punishes youth for what others do sometimes	-.088	-.134**	-.130**	-.119*
Probation officer rewards by giving privileges	-.110*	-.128*	-.111*	-.133**

	Social Climate	Quality	Extent	Overall
<u>Court (cont.):</u>				
Probation officer rewards by making youth look good	.035	.052	-.049	.016
Probation officer rewards by making youth feel good	.106*	.056	.016	.080
Probation officer rewards youth regularly for what others do	-.106*	-.034	-.069	-.118*
Probation officer rewards youth sometimes for what others do	-.122*	-.102*	-.061	-.113*
No contact with court liaison officer	-.072	-.047	-.113*	-.086
Court liaison helps find jobs, etc.	.022	.045	.100*	.059
Court liaison punishes by taking away privileges	.044	.031	.104*	.068
Court liaison punishes by hitting	.017	.067	.119*	.033
Court liaison punishes by embarrassing	-.070	.050	-.123*	-.072
Court liaison sees youth as neither good nor bad	-.006	.041	.065	.027

APPENDIX II

Frequency Distributions

	%	\bar{X}	SD	Total N
<u>Background:</u>				
Age		15.82	.19	466
Race				
Black	21			499
White	76			499
Other	3			499
Ethnicity-mother				
Northern Europe	23			368
Ireland	21			368
East Europe	3			368
Mediterranean	10			368
Asian	-			368
French Canadian	8			368
Spanish speaking	7			368
Black	25			368
Other	2			368
Ethnicity-father				
Northern Europe	24			377
Ireland	18			377
East Europe	4			377
Mediterranean	12			377
Asian	-			377
French Canadian	8			377
Spanish speaking	7			377
Black	25			377
Other	2			377
Religion				
Protestant	25			496
Catholic	61			496
Other	13			496
Mother				
Protestant	29			464
Catholic	63			464
Other	8			464
Father				
Protestant	27			375
Catholic	63			375
Other	10			375
Sex - Female	18			499
<u>Family Characteristics:</u>				
Adult head household				
Mother & father	51			493
Mother	33			493
Father	4			493
Other	7			493
None	4			493

	%	\bar{X}	SD	Total N
<u>Family Characteristics</u> (cont.):				
Father				
White collar	22			359
Skilled	32			359
Semi-skilled	28			359
Unskilled	11			359
Unemployed	7			359
Mother				
White collar	18			455
Skilled	5			455
Semi-skilled	9			455
Unskilled	14			455
Housewife	23			455
Unemployed	31			455
Mother has job	49			492
Mother does not have job	37			492
Don't know if mother has job	13			492
Father in trouble with law				
Drugs	-			437
Car theft	1			437
Property offense	4			437
Property and person	1			437
Person	5			437
Public misbehavior	9			437
Something (can't recall what)	8			437
No trouble	72			437
Mother in trouble with law				
Drugs	-			488
Car theft	0			488
Property	1			488
Property and person	-			488
Person	1			488
Public misbehavior	2			488
Something (can't recall what)	2			488
No trouble	94			488
Other kids in family in trouble with law				
Drugs	4			490
Car theft	6			490
Property	17			490
Property & person	6			490
Person	5			490
Public misbehavior	4			490
Juvenile offense	7			490
Something	8			490
No trouble	42			490

	%	\bar{X}	SD	Total N
<u>Family Characteristics</u> (cont.):				
# children in family		6.55	5.46	310
# older brother		1.69	4.21	404
# younger brother		1.54	1.31	419
# older sister		1.33	1.64	400
# younger sister		1.48	1.28	399
# older brother live with		.84	1.61	321
# younger brother live with		1.34	1.36	350
# older sister live with		.66	.90	300
# younger sister live with		1.35	2.42	338
# other related boys live with		.07	.43	229
# other related girls live with		.10	.51	230
# other boys live with		.38	2.70	231
# other girls live with		.06	.39	228
Mother's schooling		12.6	2.12	351
Father's schooling		12.19	3.15	309
Father in jail		.31	.46	210
Mother in jail		.04	.20	190
Other kids in DYS		.40	.49	276
Family satisfied with income		2.56	.77	477
Birth order		2.94	.50	397
<u>Geographic/Neighborhood:</u>				
Region				
I	11			499
II	14			499
III	11			499
IV	12			499
V	13			499
VI	27			499
VII	13			499
Park near by	77			497
No park newar by	18			497
Rural thus no park	5			497
People in neigh. feel have power	48			493
People in neigh. do not feel have power	22			493
People in neigh. do not feel have power some-times	13			493
Don't know	17			493
City size		1.80	1.16	497
Years lived there		8.15	5.64	495
Times moved in life		4.90	4.46	473
Times moved town to town		2.60	3.75	433
Times moved state to state		.97	2.28	396
Times travel out of state		9.23	12.2	428

	%	\bar{X}	SD	Total N
<u>Geographic/Neighborhood (cont.):</u>				
Traveled to other states		.85	.36	495
Neighborhood taken care of		1.42	.84	493
Know someone robbed or assaulted		.66	.47	495
Neighborhood urban renewal		.38	.77	494
Moved because of urban renewal		.07	.27	496
Law breaker and law abider get along better		.70	.87	493
People in neigh. feel some laws should be obeyed & others not		1.37	.86	455
<u>Delinquency History:</u>				
Current offense				
Drugs	3			494
Car theft	20			494
Property	30			494
Property and person	10			494
Person	10			494
Juvenile	18			494
Public misbehavior	3			494
Other	6			494
Past offenses committed alone				
Drugs	11			491
Car theft	19			492
Property	33			491
Property & person	8			489
Person	2			489
Juvenile	3			489
Public misbehavior	3			489
Other	2			489
Past offenses committed with others				
Drugs	22			491
Car theft	33			491
Property	47			494
Property & person	13			489
Person	2			489
Juvenile	2			490
Public misbehavior	13			491
Other	1			489
Kids hang with use drugs frequently				
Pot	46			492
Smack	4			492
Other	18			492
Don't use drugs	24			492

	%	\bar{X}	SD	Total N
<u>Delinquency History (cont.):</u>				
Do you use drugs frequently				
Pot	38			495
Smack	2			495
Other	18			495
Don't use drugs	36			495
Kids hang use alcohol regularly		.72	.45	493
You use alcohol regularly		.59	.49	496
<u>Work Experience:</u>				
Months at longest job		5.19	5.84	356
Type of job:				
White collar	3			356
Skilled	4			356
Semi-skilled	10			356
Unskilled	79			356
Part-time job	47			356
Full-time job	49			356
<u>School Experience:</u>				
Go to school regularly		1.83	1.72	494
Highest grade is		8.53	1.41	470
Good experience/bad experience		2.96	1.07	489
Good experience/bad experience for kids hang with		2.87	.92	469
Like some subjects better than others	74			476
Don't like any subject better than others	15			476
Not in school	11			476
Subjects liked best				
Humanities	18			470
Science	19			470
Vocational	7			470
Other	6			470
Combination	25			470
Grades received in subjects liked				
A's & B's	49			465
C's	26			465
D's & F's	5			465
Grades received in subjects disliked				
A's & B's	5			464
C's	33			464
D's & F's	45			464

	%	\bar{X}	SD	Total N
<u>Aspirations & Expectations:</u>				
Chances not get in trouble		1.33	.65	444
Chances other kids here get in trouble		2.13	1.23	397
What keep out of trouble				
Opportunities provided				
by DYS	14			427
Determination	26			427
Help from people outside DYS	20			427
Fear	14			427
Combination	10			427
None	15			427
Schooling expect to get		4.15	1.47	431
Schooling choose to get		4.93	1.79	436
Schooling could get tried hard		5.48	1.58	435
Want a steady job		4.69	.86	436
Job expect to get		2.73	1.56	385
Job choose to get		3.81	1.70	414
Job could get try hard		3.12	1.65	394
Job expect when a lot older		3.75	1.69	366
Income expect to get per wk.		181.18	108.97	372
Income per wk. choose to get		333.39	151.51	417
Income per wk. could get try hard		215.73	125.35	386
Income per wk. expect when a lot older		265.27	136.87	358
Money more important than kind of work		2.69	.75	441
Grades more important than getting high		2.12	.64	432
Chances of getting ahead are small		2.63	.71	438
Job is a hassle		2.46	.73	441
Want to live with parents		2.88	.81	439
Some situations ok to inform on others		2.65	.76	442
Kid should not report a rule violation as it will get a kid in trouble		2.29	.73	431
In many situations it is ok to beat up someone to get what you want		3.00	.61	368

	%	\bar{X}	SD	Total N
<u>Relationships in Community:</u>				
Friends younger	2			495
Friends same age	33			495
Friends older	29			495
Friends all ages	36			495
DYS kids hang with				
Easier time stay out of trouble	15			493
Same as other kids	15			493
Harder than other kids	42			493
Don't hang with DYS kids	28			493
DYS kids hang with harder time				
With school and employers	44			481
Same as other kids	17			481
Easier than other kids	10			481
Don't hang with DYS kids	29			481
Kids hang with want to Be part of straight, legal society	22			485
Get away from society	21			485
Get back at	13			485
Get along with	43			485
Hang on streetcorner		4.00	1.43	498
Want to hang with same kids on return to comm.		.56	.50	436
Kids in comm. afraid of DYS		2.31	1.09	472
Kids in comm. admire DYS kids		.60	.80	473
Kids in comm. grow out of trouble		1.83	.92	486
# people look up to		2.75	2.56	468
Adult relative, legitimate role	30			469
Adult acquaintance, legitimate role	9			469
Supervisor, teacher, legitimate role	18			469
Adult relative, illegal	1			468
Adult acquaintance, illegal	1			468
Supervisor, teacher, illegal	1			468
Kid relative, legitimate	14			468
Kid acquaintance, legitimate	33			

	%	\bar{X}	SD	Total N
<u>Relationships in Community</u> (cont.):				
Kid relative, illegal	3			468
Kid acquaintance, illegal	13			468
Sig. others				
Regularly break law	22			440
Do not regularly break law	70			440
Don't know	2			440
No sig. others	7			440
Sig. others try to make youth understand what is happening				
School teachers				
Yes	35			493
No	28			493
Sometimes	11			493
No contact	26			493
Bosses				
Yes	20			451
No	14			451
Sometimes	2			451
No contact	63			451
Parent				
Yes	68			492
No	15			492
Sometimes	12			492
No contact	4			492
Police				
Yes	24			494
No	59			494
Sometimes	11			494
No contact	6			494
Kids				
Yes	43			493
No	34			493
Sometimes	23			493
No contact	-			493
Do they allow you to share in decisions made about you				
Teachers				
No	37			486
Ask	24			486
Help make	14			486
No contact	25			486
Bosses				
No	17			467
Ask	13			467
Help make	13			467
No contact	56			467

	%	\bar{X}	SD	Total N
<u>Relationships in Community</u> (cont.):				
Parents				
No	30			489
Ask	32			489
Help make	34			489
No contact	4			489
Police				
No	77			491
Ask	11			491
Help make	6			491
No contact	6			491
Kids				
No	22			490
Ask	30			490
Help make	47			490
No contact	1			490
Do they help you stay out of trouble				
Teachers				
No	39			488
Encourage	26			488
Find jobs, etc.	9			488
No contact	26			488
Bosses				
No	16			459
Encourage	16			459
Find jobs, etc.	11			459
No contact	58			459
Parents				
No	22			478
Encourage	60			478
Find jobs, etc.	15			478
No contact	4			478
Police				
No	65			487
Encourage	23			487
Find jobs, etc.	4			487
No contact	7			487
Kids				
No	41			483
Encourage	49			483
Find jobs, etc.	9			483
No contact	-			483
Will they punish you				
Teachers				
No	16			477
Separate	26			477
Take away privil.	22			477
Hit	2			477
Embarrass in front of others	6			477
Make me feel guilty	2			477
No contact	25			477

	%	\bar{X}	SD	Total N
<u>Relationships in Community</u> <u>(cont.):</u>				
Will they punish you				
Bosses				
No	20			464
Separate	14			464
Take away privil.	6			464
Hit	1			464
Embarrass in front of others	1			464
Make feel guilty	2			464
No contact	55			464
Parents				
No	24			485
Separate	11			485
Take away privil.	41			485
Hit	11			485
Embarrass in front of others	3			485
Make feel guilty	6			485
No contact	3			485
Police				
No	10			489
Separate	65			489
Take away privil.	5			489
Hit	13			489
Embarrass in front of others	1			489
Make feel guilty	1			489
No contact	5			489
Kids				
No	74			492
Separate	7			492
Take away privil.	3			492
Hit	7			492
Embarrass in front of others	5			492
Make feel guilty	4			492
No contact	-			492
Punish for what others do as well as for what you do				
Teachers				
Regularly	16			482
Sometimes	23			482
Hardly ever	20			482
Bosses				
Regularly	3			459
Sometimes	5			459
Hardly ever	17			459
Parents				
Regularly	12			488
Sometimes	17			488
Hardly ever	44			488

	%	\bar{X}	SD	Total N
<u>Relationships in Community</u> <u>(cont.):</u>				
Punish for what others do as well as for what you do				
Police				
Regularly	33			490
Sometimes	31			490
Hardly ever	23			490
Kids				
Regularly	3			491
Sometimes	8			491
Hardly ever	17			491
If you do well, will they reward you				
Teachers				
No	27			476
Include me in things	6			476
Additional privil.	14			476
Look good in front of others	8			476
Make me feel good	19			476
No contact	25			476
Bosses				
No	9			459
Include me in things	2			459
Additional privil.	23			459
Look good in front of others	4			459
Make me feel good	6			459
No contact	55			459
Parents				
No	21			486
Include me in things	6			486
Additional privil.	47			486
Look good in front of others	3			486
Make me feel good	19			486
No contact	3			486
Police				
No	73			475
Include me in things	3			475
Additional privil.	5			475
Look good in front of others	3			475
Make me feel good	8			475
No contact	8			475
Kids				
No	40			481
Include me in things	24			481
Additional privil.	22			481
Look good in front of others	7			481

	%	\bar{X}	SD	Total N
<u>Relationships in Community</u> (cont.):				
If you do well, will they reward you				
Kids				
Make me feel good	16			481
No contact	1			481
Reward you for what others do as well as for what you do				
Teachers				
Regularly	6			476
Sometimes	12			476
Hardly ever	30			476
Bosses				
Regularly	5			456
Sometimes	6			456
Hardly ever	25			456
Parents				
Regularly	9			488
Sometimes	16			488
Hardly ever	51			488
Police				
Regularly	2			475
Sometimes	5			475
Hardly ever	17			475
Kids				
Regularly	6			481
Sometimes	19			481
Hardly ever	34			481
How do they view you				
Teacher				
Good kid	20			485
Bad kid	17			485
Mix	30			485
Don't make judgments	7			485
No contact	26			485
Boss				
Good kid	28			460
Bad kid	3			460
Mix	10			460
Don't make judgments	5			460
No contact	55			460
Parent				
Good kid	32			484
Bad kid	24			484
Mix	37			484
Don't make judgments	3			484
No contact	4			484

	%	\bar{X}	SD	Total N
<u>Relationships in Community</u> (cont.):				
How do they view you				
Police				
Good kid	11			486
Bad kid	60			486
Mix	18			486
Don't make judgments	7			486
No contact	4			486
Kids				
Good kid	60			488
Bad kid	12			488
Mix	21			488
Don't make judgments	6			488
No contact	1			488
Police in community fair to kids		.80	.89	492
Semantic Differential				
Feel teacher				
Evaluation		22.34	7.74	415
Potency		7.78	2.36	423
Activity		12.00	3.84	424
Feel mother				
Evaluation		28.88	8.33	422
Potency		7.83	3.40	420
Activity		14.25	4.37	419
Feel police				
Evaluation		14.56	8.78	419
Potency		7.51	3.05	431
Activity		10.29	4.70	430
Feel father				
Evaluation		26.12	9.19	391
Potency		8.72	3.27	393
Activity		13.91	4.58	393
Feel me				
Evaluation		25.76	5.79	425
Potency		8.25	2.89	428
Activity		14.53	3.55	423
Feel friends				
Evaluation		25.57	6.83	423
Potency		8.51	2.48	429
Activity		14.47	3.57	425
Feel other kids here				
Evaluation		23.26	7.00	412
Potency		8.07	2.38	415
Activity		12.62	3.41	411

	%	\bar{X}	SD	Total N
<u>Relationships in Community (cont.):</u>				
Teacher feel me				
Evaluation		20.81	8.50	407
Potency		7.79	2.50	412
Activity		12.25	3.72	413
Mother feel me				
Evaluation		24.22	8.60	407
Potency		8.34	2.98	412
Activity		13.82	4.19	411
Neighbors feel me				
Evaluation		21.35	8.87	400
Potency		8.06	2.83	403
Activity		13.03	3.59	403
Friends feel me				
Evaluation		27.04	6.42	413
Potency		8.43	2.66	420
Activity		14.79	3.28	418
Police feel me				
Evaluation		15.30	8.79	414
Potency		7.34	2.92	414
Activity		11.60	4.16	413
Father feel me				
Evaluation		23.66	8.99	372
Potency		8.13	2.79	372
Activity		13.58	4.17	374
Kids feel me				
Evaluation		25.12	6.93	387
Potency		8.12	2.57	392
Activity		13.76	3.10	391
<u>DYS Experience:</u>				
Prior Commit - Referral		1.53	.50	499
Run from DYS		.39	.49	490
Times Run		2.23	4.8	491
Most important thing happened since last weekend				
Good in DYS	51			97
Bad in DYS	8			97
Good outside	40			97
Bad outside	0			97
Times returned from parole		.81	1.40	244
Feel DYS				
Evaluation		20.42	9.84	419
Potency		8.06	2.77	423
Activity		11.26	4.48	421
Feel program staff				
Evaluation		28.41	7.46	412
Potency		8.64	2.61	416
Activity		14.39	3.92	415

	%	\bar{X}	SD	Total N
<u>DYS Experience (cont.):</u>				
DYS feel me				
Evaluation		22.75	7.66	385
Potency		8.00	2.47	382
Activity		13.08	3.34	384
Program staff feel me				
Evaluation		26.65	6.62	396
Potency		8.16	2.51	396
Activity		14.08	3.18	394
<u>Detention Experience:</u>				
Non-detained	49			495
Shelter care	19			495
Treatment	12			495
Custody	21			495
Days in detention		13.3	21.40	455
Kids push others around				
No	77			
Yes	23			454
Few kids run everything				
No	76			
Yes	24			456
Split between staff & kids				
No	76			
Yes	24			453
Did you fit in				
No	72			
Yes	28			456
Like kid/staff relations	17			368
Like kid/kid relations	8			367
Like staff/staff relations	-			366
Like place to do time	25			366
Like attitude	2			366
Like academics	4			367
Like staff work	2			366
Like size	-			366
Dislike staff/kid relations	13			414
Dislike kid/kid relations	9			414
Dislike staff/staff relations	1			415
Dislike interference	-			414
Dislike activities	5			415
Dislike structure	22			414
Dislike facilities	18			415
Dislike size	-			414
Staff tell you what is happening				
Yes	22			457
No	15			457
Some	9			457

% \bar{X} SD Total N

Detention Experience (cont.):

Staff permit you to share in decisions		
No	21	457
Ask	16	457
Help make	10	457
Staff helpful		
No	25	454
Encourage	17	454
Help find jobs, etc.	5	454
Staff punish		
No	6	453
Separate	17	453
Take away privil.	19	453
Hit	5	453
Embarrass	-	453
Make feel guilty	-	453
Punish for what others do		
Regularly	11	454
Sometimes	18	454
Hardly ever	14	454
Staff reward		
No	20	457
Include in things	6	457
Additional privil.	13	457
Look good in front of others	2	457
Make feel good	7	457
Reward for what others do		
Regularly	4	456
Sometimes	7	456
Hardly ever	17	456
How do they view you		
Good kid	19	455
Bad kid	5	455
Mixed	15	455
Don't judge	7	455

Court Experience:

Judge said he tried to do		
Punish	13	398
Provide skills	16	398
Provide understanding	33	398
Adjust to community	15	398
Keep off streets	23	398
What do you think he did		
Punish	19	441
Provide skills	12	441
Provide understanding	32	441
Adjust to community	14	441
Keep off streets	22	441

% \bar{X} SD Total N

Court Experience (cont.):

Do they tell you what is happening		
Court liaison		
Yes	24	462
No	10	462
Sometimes	1	462
No contact	65	462
Probation officer		
Yes	49	468
No	27	468
Sometimes	7	468
No contact	18	468
Judge		
Yes	35	467
No	52	467
Sometimes	6	467
No contact	6	467
Did they let you share in decision		
Court liaison		
No	11	466
Ask	9	466
Help make	13	466
No contact	67	466
Probation officer		
No	34	468
Ask	28	468
Help make	18	468
No contact	19	468
Judge		
No	68	467
Ask	19	467
Help make	7	467
No contact	6	467
Do they help you stay out of trouble		
Court liaison		
No	13	465
Encourage	11	465
Find jobs, etc.	7	465
No contact	68	465
Probation officer		
No	35	395
Encourage	26	395
Find jobs, etc.	20	395
No contact	18	395
Judge		
No	60	458
Encourage	15	458
Find jobs, etc.	17	458
No contact	7	458

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1 OF 2

	%	\bar{X}	SD	Total N
<u>Court Experience (cont.):</u>				
Will they punish				
Court liaison				
No	18			454
Separate	2			454
Take away privil.	6			454
Hit	1			454
Embarrass	1			454
Feel guilty	1			454
No contact	70			454
Probation officer				
No	29			453
Separate	23			453
Take away privil.	21			453
Hit	1			453
Embarrass	1			453
Feel guilty	5			453
No contact	19			453
Judge				
No	22			429
Ignore me	6			429
Restrictions	58			429
Hit	1			429
Embarrass	2			429
Feel guilty	4			429
No contact	7			429
Punish for what others do				
Court liaison				
Regularly	2			449
Sometimes	2			449
Hardly ever	8			449
Probation officer				
Regularly	10			450
Sometimes	9			450
Hardly ever	35			450
Judge				
Regularly	16			424
Sometimes	17			424
Hardly ever	41			424
Would they reward you				
Court liaison				
No	12			458
Include me	2			458
Additional privil.	8			458
Look good in front				
of others	2			458
Feel good	6			458
No contact	69			456
Probation officer				
No	36			452
Include me	7			452
Additional privil.	21			452
Look good in front				
of others	4			452
Feel good	13			452
No contact	19			452

	%	\bar{X}	SD	Total N
<u>Court Experience (cont.):</u>				
Would they reward you				
Judge				
No	65			443
Include me	2			443
Additional privil.	16			443
Look good in front				
of others	2			443
Feel good	6			443
No contact	9			443
Reward for what others do				
Court liaison				
Regularly	1			452
Sometimes	4			452
Hardly ever	13			452
Probation officer				
Regularly	5			447
Sometimes	10			447
Hardly ever	31			447
Judge				
Regularly	3			450
Sometimes	6			450
Hardly ever	22			450
How do they view you				
Court liaison				
Good kid	15			457
Bad kid	3			457
Mixed	11			457
Don't make judg-				
ments	3			457
No contact	68			457
Probation officer				
Good kid	32			459
Bad kid	18			459
Mixed	27			459
Don't make judg-				
ments	6			459
No contact	17			459
Judge				
Good kid	18			451
Bad kid	40			451
Mixed	25			451
Don't make judg-				
ments	12			451
No contact	4			451
Full time court		.29	.46	457
Rate of bindover		.92	.79	457
Had a lawyer		.89	.31	462
Court appointed		1.78	.41	416
Judge fair		1.34	.47	441