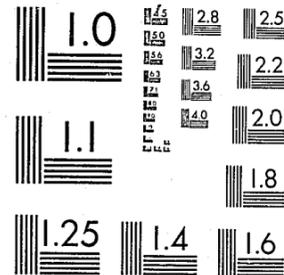


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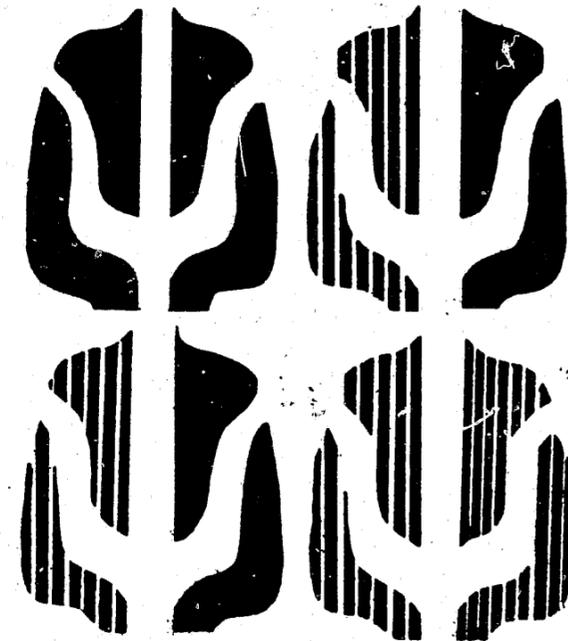
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LONGITUDINAL DESIGNS FOR SELECTED
JUVENILE JUSTICE PROGRAMS



Center for Correctional Psychology
Department of Psychology
The University of Alabama
October, 1974

Report Number 25

X
Longitudinal Designs for Selected
Juvenile Justice Programs

Center for Correctional Psychology
Report Number 25

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This document was prepared under a grant from the Alabama Law Enforcement Planning Agency (ALEPA Grant No. 72-DS-2) to the Department of Psychology, The University of Alabama. Points of view and opinions stated are those of the authors and do not necessarily represent the opinions or policies of the Alabama Law Enforcement Planning Agency.

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Acknowledgments

For any evaluation effort of this kind, success depends on the cooperation of a large number of persons. The authors wish to acknowledge the assistance of ALEPA personnel, especially Mr. Robert G. Davis, Dr. William E. Osterhoff, Mr. Thomas L. White, Jr., and Ms. Sharon S. Gerogianni. The authors wish to thank the personnel of each of the agencies for which designs were proposed, these include Mr. Charles F. Collison, Mrs. Judith Goodwin, and Ms. Stephanie Alexander of the Alabama State Training School for Girls Aftercare Program; Mr. Gerald Love of the Southeast Alabama Youth Service Center; and the Honorable C. B. Caine, Intermediate Court of Lawrence County. They spent many hours carefully explaining their programs, answering questions, and providing data on their agencies and the communities they serve. In addition, the authors wish to thank Ms. Phyllis Brister for her help in planning the design proposed for the Alabama State Training School for Girls Aftercare Program.

INTRODUCTION

The designs included in this document are intended to be on-going designs for evaluation of three programs: the counseling program for the Southeast Alabama Youth Service Center, the after-care and pre-release programs for the Alabama State Training School for Girls, and the Lawrence County Juvenile Court Foster Home. It is intended that the data collection processes detailed in this document be maintained routinely, and that analysis and summary of findings be performed on an annual basis, starting from the time data collection begins.

Originally, these designs were intended to be followed-up with data analysis and report preparation to be performed by the present authors. However, the possibility that the designs will be continued for several years or indefinitely require that sufficient explanation be included for an independent consultant to perform the necessary analyses and interpretation of results.

Two of the included designs make use of a multiple regression technique, which provides a very different type of information from the more traditional experimental designs. Rather than providing a comparison on a controlled variable, multiple regression provides information about relationships between variables and their relative importance in predicting outcomes. Traditional designs were not practical for evaluation of the programs involved, and a sufficient number of clients made possible a multivariate design. On the other hand, more complex designs necessitate a greater sophistication in consultation services and also require computer access for analysis. It is hoped that the drawbacks will be compensated for in terms of quantity and quality of information obtained. The third design is necessarily simpler due to the small population dealt with in the program. Consultation needs for this design will be less involved, both in terms of time and the required level of sophistication.

Alabama State Training School for Girls

Aftercare Program

Longitudinal Evaluation Design

Sylvia F. Kollasch

The Alabama State Training School for Girls is located near Chalkville, Alabama, and has facilities to house ninety-eight girls. The School is the only state institution for delinquent girls, and serves all counties in the state. Length of stay varies from a minimum of six months to an average of approximately nine months with an indefinite maximum stay. The criterion for release is the accumulation of points (1450) for appropriate behavior in all phases of school activity. During 1972, 121 girls were committed to the institution. During their stay at the school, girls can participate in Individualized Programmed Instruction, training programs in cosmetology, child care, etc., guided group interaction sessions, and informal activities. In the past, girls were returned to their counties of origin or foster homes with a minimum of assistance in readjusting to their situation, except in the few counties which had aftercare resources. The present aftercare plan provides for four aftercare workers in selected urban areas, who provide aftercare services to all girls from those areas. The areas being served are Madison, Jackson, Marshall, Jefferson, Montgomery, Autauga, Pike, Coffee, and Mobile Counties. The role of the aftercare worker is defined as one of advocacy for the youth, including troubleshooting, counseling, and family advisement. An aftercare worker is assigned to each girl from the target areas soon after a commitment order is issued. The worker then establishes contact with the girl prior to commitment and maintains periodic contact throughout the commitment period and following her release from the training school.

Method

With regard to evaluation of this program, there are several problems which make a traditional type of evaluation design unfeasible. For example, since the aftercare workers are placed in the urban areas of the state, the rural-urban dimension and all related factors become confounding variables for any type of comparison population. Any attempt to assess change in the population (pre-post analysis) is confounded by the fact that there are two consecutive treatments in the form of the training school experience and the aftercare experience. It would be impossible in the absence of a comparison population to ferret out the differential effects of these two treatments. One type of design which is still feasible in spite of the problems mentioned is a multiple regression design.

The design which has been proposed and implemented to evaluate the aftercare program is a multiple regression design with ten predictor variables and three criterion variables. A separate regression will be performed for each of the criterion variables using the same pool of predictor variables. The predictor variables are as follows:

1. Classification on Quay Differential Behavioral Classification System. Each of the four possible classifications will be treated as a single variable, and each subject (S) will receive a score for each classification. Scores will be based on two instruments: The Correctional Adjustment Checklist, and the Checklist for the Analysis of Life History Records of Adult Offenders (Form 1-F). Copies of these instruments are in Appendix B.

2. Presence or absence of aftercare resources.

3. Age at first commitment. This variable was included to assess the relative predictive role of early deep involvement in correctional systems in predicting further involvement or recidivism.

4. Age at release. This variable was included to assess maturational effects on successful adjustment. The working assumption is that older youths have more resources available for a successful adaptation than do younger girls with regard to job prospects, etc.

5. Number of previous known offenses (adjudicated).

6. Severity of offense which led to institutionalization. Severity in this case is based on the probability that a petition will be filed for any given type of offense. For example, 100% of cases of armed robbery might involve petitions, where only 10% of truancy cases receive petitions (these figures are fictitious). For purposes of this program, the most appropriate severity indices are those based on state court statistics (See Appendix A).

7. Measure of institutional adaptation. In the present research, this variable will be assessed by the rate of earning points. The variable is included to assess the degree to which institutional adaptation is predictive of adaptation to society.

8. Change vs. no change in living situation. This variable will be deleted if there are not sufficient numbers of girls who are released to a different situation than the one from which they came.

9. Family supportiveness. This information will be provided by personnel in the county to which the girl is released.

10. Type of placement (e.g. job, school, etc). This also will be provided by county personnel.

Criterion measures will all be provided by personnel in the counties to which the girls are released. The measures are as follows:

1. Recidivism to court (three months, one year, two years).

The recidivism measures will be cumulative, and will combine severity of offense and number of offenses in the style of McEachern, (1968).

2. Personal adjustment, reflecting behavior and satisfaction of the individual, as assessed on the three month follow-up.

3. Situational adjustment, reflecting adaptation to family, job, and other external circumstances. This information is to be obtained at the time of the three month follow-up. Data collection and recording forms are in Appendix B.

Discussion of Design

The proposed design has some advantages and disadvantages for evaluation purposes relative to a more traditional experimental-control group comparison design. It does not provide direct information by which it can be concluded that the program does or does not work. It does provide information regarding the effects of the aftercare program relative to other predictors of post-institutional prognosis. Each regression analysis provides a ranking of predictor variables with regard to the amount of variance explained by each. It also provides a cumulative prediction, indicating how much the prediction of the criterion is enhanced as each successive predictor variable is added. If the aftercare variable (Predictor variable #2) ranks near the top of the list of predictor variables in terms of variance explained, then it can be concluded that the aftercare program has important effects in helping the girls to adapt after institutionalization. The converse also applies.

A benefit of this type of design is that it provides information about the population at the school and the relative importance of factors other than the immediate program on outcome. In general, this design provides more information than a traditional design, but provides less direct and conclusive information about the program being evaluated. The pool of predictor variables was selected to include both personality and situational subgroups within the total population.

The data will be collected on all girls at the training school for whom such information can be made available. This data collection process was designed to minimize problems, but it is still probable that some personnel in various counties will be either unwilling or unable to provide the information requested.

Some precautions are necessary here with regard to analysis of a multivariate design in this setting. Multiple correlations have a tendency to be spuriously high and this upward bias is aggravated by small population size. The ratio of variables to subjects is critical, such that a ratio of 1:100 provides little bias, but a ratio of 1:10 provides important bias (Nunnally, 1967). Therefore, a study with three predictor variables and 400 subjects will likely produce a smaller but more accurate multiple correlation than a study with 10 predictor variables and 100 subjects. The present study must confront this issue due to the relatively small population involved at any given time, and the difficulty in reducing the variable pool yet maintaining the meaning of the investigation. There are several possible ways of dealing with this difficulty. The most appropriate approach is to refrain from conducting the complete analysis until data has been collected on a larger number of subjects, ideally a minimum of 250 persons. Inasmuch as interim statistics might be desirable, the correlation between each predictor variable and the criterion can be computed, which will provide some information on the relative importance of the variables. Another interim analysis is to compute the multiple correlation, disregarding the magnitude of the correlation, but obtaining the order of predictor variables in their contribution to the overall prediction. It would also be useful on an interim basis to compute intercorrelations between predictor variables, in order to assess the degree of overlap between variables.

There are several approaches which clearly should not be used, as they seriously violate the assumptions of the statistic. Among these are pre-selection of variables from the pool based on initial correlations of variables with the criterion. Such a technique should only be used for cross-validation with a different population. Another inappropriate use of the multivariate technique is to take possible combinations of variables for separate analysis until some optimum combination is reached. This approach violates assumptions of probability necessary to meaningful use of statistics.

Southeast Alabama Youth Service Center

Longitudinal Evaluation Design

David S. Glenwick

The Southeast Alabama Youth Service Center (SAYSC), headquartered in Dothan, serves a seven-county region, centering around Houston County. It is a counseling agency with the goal of fostering delinquency prevention and increased community involvement on the part of its teen-age clientele. Many of the adolescents are self-referred, with the remainder coming from other sources such as the courts and police. Approximately 40% are presently on probation, participating voluntarily in counseling. The most frequent age groups seen by SAYSC are fourteen and fifteen year olds. Since its inception early in 1973, about 170 cases have been seen, 118 of them in Houston County.

The staff consists of the director, three counselors (one female), and a secretary. The director and the female counselor serve the Houston County population. The remaining two counselors are responsible for covering the two outlying areas. The hiring of a Black counselor is contemplated for the near future.

Counseling is primarily non-directive (i.e. client-centered) in nature, with the counselor approaching the child's problem as the child defines it. The aim is to provide the client with coping skills to better handle difficult situations and to reduce negative peer influence. Although SAYSC does not regard itself as a drug counseling agency, much of its work does involve discussion of drug-related problems. Clients are usually seen twice a week, the average length of stay in counseling being about three months. Parents of clients are sometimes included in the course of counseling, but it is the teen-ager's decision as to whether parents are to be contacted at all. Carefully delineated provisions for the maintenance of confidentiality are observed.

SAYSC occasionally makes referrals to outside medical and psychological facilities; however, such referrals constitute only 15-20% of the caseload.

Method

Four designs are proposed to evaluate SAYSC, each one focusing on the agency from a different perspective.

Summary of Law Violations:

Law violations by juveniles in the seven counties will be compared over time to determine if there has been a change in their number since the inception of SAYSC. A simple comparison of court statistics for the areas involved will show whether an overall increase or decrease has occurred. This will provide a rough estimate of trends in the region, as a prelude to the more refined designs discussed below.

A caution is necessary here regarding interpretation of volume changes in juvenile crime rates for purposes of evaluating a program. Either a positive or negative outcome cannot be interpreted as being caused directly by a single program, as a significant proportion of area juveniles have probably had little or no contact with the program involved. Consequently, any statements regarding area rates of delinquency must necessarily be tentative at best.

Analysis of Counseling:

A multiple regression will be employed to study the important variables involved in the determination of counseling outcome. This type of multivariate analysis enables one to order the variables in terms of the degree to which each predicts the outcome variables. The regression will be performed on data from all clientele and will include ten independent (predictor) variables and two dependent (criterion) variables.

The nine predictor variables were selected with the hypothesis that each might have some bearing on the success or failure of a youth's adjustment. They are as follows:

1. Age of client (at commencement of counseling). This will be measured in yearly intervals.
2. Race. There will be two categories, Black and White.
3. Sex. There will be two categories, male and female.
4. Socioeconomic status of parents.

The index of Occupational Status (Blau and Duncan, 1967), based on two socioeconomic variables, education and income, is a list of status scores of numerous occupations and is measured along an interval scale (Appendix C). The SAYSC counselor, upon noting the occupation of the youth's parent, will obtain a status score for it from the index. (Since Blau and Duncan classify the occupations in four-point intervals, the midpoint of each interval will be used in scoring occupations in this evaluation.)

5. Family situation at time of intake. There will be two categories: (1) child living with his/her two natural parents and (2) any other family situation.
6. Law violations. The measure of delinquency used will be one which takes into account both the frequency and the severity of offenses, combining the two into an overall index revealing the rate at which offenses are committed by a given adolescent (McEachern, 1968). Appendix A provides instructions for computing offense rates and severity indices. The index arrived at for each individual will include the intake offense for those clients presently on probation and will cover the twelve months preceding the start of counseling.

7. Source of referral. The adolescent will be classified as either "self-referred" or "other".
8. Length of counseling. This variable will be interval in nature and measured by number of counseling sessions.
9. Family involvement in counseling sessions. This will be categorized on a "yes" or "no" basis, depending upon whether or not a parent participated at any time during the course of counseling.

The above nine variables will permit us to observe the effects of the following general factors:

1. The client's demographic characteristics.
2. His/her school and community record.
3. His/her family situation,
4. Counseling-connected factors. Data concerning age, race, sex, family status, socioeconomic status, and source of referral can all be obtained by the counselor during the initial intake interview. The juvenile court can be contacted for the client's record of law violations. Length of counseling and family involvement in counseling can be reported by the counselor at the time of termination.

The predictive ability of these nine variables will be studied with respect to two criteria variables. The first criterion variable is change in law violations. The method for calculating change scores is given in Appendix A.

The second criterion variable is change in the client's score on the Maladaptive Behavior Record (MBR) for Juveniles. The MBR for Juveniles is a behavioral assessment instrument whose 18 items "yield a numerical score indicating the degree of maladaptive behavior" in the areas of employment and school, addiction, interpersonal relationships, economics, psychological adjustment, legal and other behavioral problems (Jenkins, Barton, DeVine, de Valera, Muller, Witherspoon, and McKee, 1974). The instrument will be administered by the counselor at intake, at termination, and at each follow-up period. A change in score can be calculated by subtracting (a) the individual's total score at any time from (b) his score at intake.

It is anticipated that the multiple correlation outlined here will be performed once each year. The first complete analysis should be at the end of the second year of data collection to insure a sufficiently large number of observations for a multiple regression. Copies of the Evaluation Data Recording Form, the MBR for Juveniles, and the Index of Occupational Status are included in Appendix C.

Comparison of counseled and noncounseled groups:

The regression design described above will provide information concerning the characteristics of SAYSC's clients and the counseling process. However, such a design is limited to persons receiving counseling and tells nothing about how this group compares to a group not in counseling. Since all SAYSC clients, whether self- or other-referred, are voluntarily involved in counseling, it is impossible to create a strict control group by random assignment. The best that can be done is to have a comparison group, consisting of youths similar to the SAYSC's clientele but not receiving services from SAYSC.

A comparison group of that nature exists in the form of juveniles in Houston County who are on probation but who are not involved in counseling at SAYSC. This group will be compared with a subsample of SAYSC's clients on probation in Houston County. The comparison group will be created in the following manner: Each time a youngster who is being placed on probation in Houston County volunteers to being counseling with SAYSC, the next two youths placed on probation will be assigned to the comparison group (assuming that they choose not to volunteer for SAYSC counseling). The subjects in the two groups (counseled and noncounseled) will thus be approximately matched for time.

T-tests will be carried out to determine the existence of any differences between the two groups on: 1) change in law violation index and 2) change in score on MBR for Juveniles. Both of these dependent measures are described above. It is hoped that the probation officers, upon being informed of the value of the MBR in predicting recidivism, will consent to routinely administering it to the subjects in both groups (and perhaps even to all youths on probation). The MBR will be administered at three times: 1) the start of probation, 2) the termination of SAYSC counseling (which will determine that the MBR then be given to the triad consisting of the SAYSC client and the two matched comparison subjects), and 3) twelve-month follow-up, plus any further annual follow-up periods for which data is desired. T-tests will be performed for the final two of these times (i.e. termination and twelve-month follow-up).

Comparison of counselors:

The final analysis to be proposed here will allow the agency to uncover any differential effectiveness among its counselors. Analysis of variance (ANOVA) procedures will be carried out, with the independent variable being the counselor and the two dependent variables being the client's change on: 1) law violations index and 2) score on MBR for Juveniles. This analysis will be done at the termination of counseling, at six-month follow-up, and at twelve-month follow-up. It will include all of SAYSC's clientele.

Lawrence County Juvenile Court Foster Home

Longitudinal Evaluation Design

Patricia M. Lucore

The Lawrence County Juvenile Court Foster Home is a project proposed to provide community-based care for teenagers, especially those who have been adjudicated delinquent or who have behavioral problems. The proposed home will be a small facility, probably with a capacity of six. It is planned to house both girls and boys ranging in age from eleven to eighteen. Lawrence County is a relatively low population area, approximately 27,281, and cannot provide a great variety of programs for its youth. Therefore, the planned home is to be a multiple function facility to serve both as a substitute for jail detention for children awaiting hearings and as a treatment facility for adjudicated delinquents who are poor probation risks because of their home conditions. The principle target population will be those children who have failed when placed on probation by the court. The home will also be expected to serve as a shelter care facility for children in times of family crisis if space is available.

The length of stay for adjudicated delinquents will be based upon review by the court. A specific review date will be set by the court at the time the child is placed in the home. Transfer or other placement will also be determined by the court.

The home will use a behavior management program in which an individual contingency contract is developed at intake. The program planning and guidance is expected to be under the management of a social worker who will plan the contingency contract with the child and with the houseparents. In addition, an important part of the program is expected to be the provision of a strong parental role model by houseparents who are prepared to maintain an atmosphere of calm, consistent response in the face of acting-out adolescent behavior.

The social worker or the probation officer will provide counseling to the children and consultation to the houseparents. The Mental Health Center is prepared to assist with staff training, consultation, individual and group therapy, diagnosis, and family counseling.

Overall supervision of the home will be the responsibility of a citizens advisory board. The director of the home will be responsible to the court.

Method

The evaluation of this program must deal with its use as a detention alternative and its use as a group home for adjudicated delinquents. These two uses involve populations, treatments, and objectives which overlap but are not identical. The goal structure articulated by those planning the project is seen in terms of the provision of behavior management, educational, and counseling programs. The specific outcomes expected are stated in terms of self-control, academic, and social skills. These treatment aspects apply

to both detention and longer term residents in the home, but obviously not equally. From the point of view of the juvenile court, and probably the community in general, three goals are salient:

1. The home should reduce the number of children who are detained in the county jail.

The number of delinquency hearings per year and the number of children who are held in jail while awaiting hearings are a matter of court record. Change in the proportion held in jail should be evident if the home is functioning as a detention alternative. Whether or not the difference is significant can be determined by using a statistical test for the significance of a proportion.

2. The home should reduce the need to send youths to the state training schools.

The number of young people sent to state training schools from Lawrence County is ordinarily very small. Thus, a statistically meaningful reduction of that number is very difficult to demonstrate. A more realistic approach is to specify exactly the combinations of offense types, family conditions, and previous records which are presently leading to training school commitment. A range of case types can then be identified which have led to commitment in the past and which could realistically have used a group home instead. The number of future training school commitments from this range of case types should then be reduced to near zero with the use of the group home. In this way the State Training Schools would become a last resort for extreme cases only.

3. The home should reduce the number of youths seen by the court who continue to have law enforcement difficulties; particularly those who fail on probation.

An appropriate measure of repeating law violating behavior should include measures of the frequency and the severity of such behavior. The more usual simple categorization of cases as success or failure is far too insensitive to demonstrate behavior changes. In the present design severity is based upon the probability that a petition will be filed for any given type of offense. These severity indices for each individual are accumulated over time and divided by the length of time involved to yield a rate of delinquent activity. Change after treatment is quantified by comparing pre- and post-treatment rates. The method for calculating each of these quantities is explained in detail in Appendix A.

Change scores calculated for the boys and girls who are placed in the home should be compared to a group of other boys and girls who have not. A randomly selected group is not feasible under the constraints imposed upon the home but a comparison group can be selected from the past records of the court using youth who would have been placed in the home had it been available the previous year.

This is done by selecting from all juvenile delinquency cases before the juvenile court in 1973 those who would have used the home, had it been available. Pre-hearing and post-hearing rates and change scores can then be calculated in exactly the same way as they are for children in the foster home. The two groups of change scores can be compared using a t-test for the significance of the difference between means.

A second kind of analysis which yields information about the significance of change compares the rates of delinquent behavior, before foster home placement and after foster home placement. The appropriate statistic to use in this case would be the t-test for related measures. Some caution is necessary in interpreting the results of such a "pre-, post-" type analysis. A significant change is not necessarily attributable to the effects of the foster home. It may be a result, for example, of increasing maturity.

Design Implementation

The data analyses proposed involve rather simple calculations to be done on a yearly basis. A consultant with training in the analysis of social science research should do the analysis, interpret the results, and write a brief evaluation report. The design depends heavily on consistent and careful data collection at the local level. The Cumulative Delinquency Referral Form is the only data keeping necessary to implement the proposed design (Appendix D).

The smooth and routine operation of a system of data collection requires that some one person be assigned such duties on a regular basis. It is suggested that a recording clerk be hired to work with the probation officer or with the director of the foster home, thus bringing all such records together under the supervision of the juvenile court. The records necessary for this evaluation need take no more than one or two hours per week but must be kept routinely.

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Appendix A

The Measure of Offense Seriousness

The suggested measure of offense seriousness is based upon the probability that a petition will be filed for that particular offense (McEachern, 1968). The categories of offenses used are those already in use throughout the state of Alabama and are taken from the Juvenile Court Statistical Card (Children's Bureau, HEW, 1968). Seriousness indices are generated by calculating the number of court referrals made for each offense category, and dividing by the number of petitions filed for each category. By using these indices it is possible to accumulate the seriousness of the offenses committed by an individual over a period of time, and thereby describe numerically the seriousness of that individual's delinquent history.

Some variation is to be expected from one jurisdiction to another in the proportion of offenses for which petitions are filed. Local records reflect differences in the perception of the seriousness of a particular act. For that reason, the area used in calculating such an index should be that area in which the program operates. The Chalkville Aftercare program serves several areas in widely separated parts of the state and seriousness indices for its use can best be calculated on the basis of petitions filed statewide. These indices have already been generated and are given in Table A. The Lawrence County Juvenile Court Foster Home will serve only Lawrence county and should use indices calculated on the number of petitions filed in that county. In order to insure a reasonable number of cases from which to calculate these probabilities, records of Juvenile Court petitions for five years should be used. Table B shows how such indices are calculated. The Southeast Alabama Youth Service Center is a regional program serving seven counties. Probabilities of petitions being filed for offenses should be calculated for that seven county region. Again, data from the juvenile court records of those counties for five years should be used and seriousness indices calculated for the entire region as shown in Table B.

An individual's rate of delinquent behavior can be calculated by accumulating the seriousness indices for the offenses he has committed over a period of time and dividing by the number of months over which they occurred. Pre-treatment rates include the offense for which the individual is currently being processed and all offenses recorded for him for one year previous to that time divided by twelve months.

$$r_1 = \frac{S_1 + S_2 + \dots + S_n}{12}$$

where r_1 = the pre-treatment rate
 S_1 through S_n = seriousness indices for the current offense and offenses committed during the year prior to the current offense.

Table A
 PERCENT OF CASES FOR WHICH PETITIONS WERE PROCESSED BY REASON FOR REFERRAL.

REASON FOR REFERRAL	1972 %(n)	1973 %(n)	1974 %(n)	Combined %(n)
Murder and non-negligent manslaughter	100 (11)	100 (7)	100 (8)	100 (26)
Manslaughter by negligence	100 (1)	100 (4)	-	100 (5)
Forcible rape	83 (29)	90 (21)	89 (9)	86 (59)
Robbery: Purse snatching	68 (25)	80 (15)	93 (14)	78 (54)
Robbery: Except purse snatching	86 (58)	84 (68)	96 (26)	87 (152)
Assault: aggravated	87 (158)	88 (138)	84 (82)	87 (378)
Assault: except aggravated	83 (279)	76 (303)	67 (114)	77 (696)
Burglary-Breaking or entering	86 (1020)	82 (1011)	82 (674)	84 (2705)
Auto theft: unauthorized use	72 (125)	84 (99)	85 (41)	78 (265)
Auto theft: except unauthorized use	83 (128)	82 (83)	64 (53)	79 (264)
Larceny: shoplifting	63 (1155)	61 (1135)	57 (619)	61 (2909)
Larceny: except shoplifting	82 (720)	78 (784)	82 (483)	80 (1987)
Weapons-possession, etc.	69 (54)	79 (65)	66 (35)	65 (154)
Sex offenses: except rape	63 (63)	79 (63)	84 (50)	75 (176)
Violation of drug laws: narcotic	88 (111)	89 (113)	89 (63)	89 (287)
Violation of drug laws: except narcotic	84 (125)	75 (264)	82 (200)	79 (589)
Drunkenness	73 (121)	68 (146)	61 (41)	69 (308)
Disorderly conduct	65 (350)	63 (430)	68 (175)	65 (955)
Vandalism	74 (357)	73 (313)	64 (143)	72 (813)
Other offenses	78 (470)	68 (501)	77 (230)	74 (1201)
Running away	65 (1138)	53 (1364)	58 (755)	58 (3257)
Truancy	78 (598)	70 (658)	77 (548)	74 (1804)
Violation of curfew	16 (44)	52 (31)	85 (13)	39 (88)
Ungovernable behavior	84 (749)	53 (916)	74 (461)	77 (2126)
Possessing or Drinking of liquor	77 (131)	54 (140)	58 (79)	64 (350)
Other status offenses	74 (35)	46 (35)	50 (10)	59 (80)

Table B
OFFENSE SERIOUSNESS.

Period: From _____ to _____			
Offense Category	Number of Referrals	Number of Petitions	Seriousness Index
A. General offenses:			
Murder			
Manslaughter			
Forcible rape			
Robbery: purse snatching			
Robbery: other			
Assault: aggravated			
Assault: other			
Burglary			
Auto: unauthorized use			
Auto: other theft			
Shoplifting			
Larceny: except shoplifting			
Weapons			
Sex offenses: except rape			
Drug: narcotic			
Drug: except narcotic			
Drunkenness			
Disorderly			
Vandalism			
Other			
B. Juvenile offenses:			
Runaway			
Truancy			
Curfew			
Ungovernable			
Liquor			
Other juv.			
C. Traffic offenses:			
Driving w. intox.			
Hit & run			
Reckless driving			
Driving w/o license			
all other traffic			

Post-treatment rates are calculated from the time of release from the treatment for one year. In the case of the Chalkville Aftercare program this should be the year following release from the training school (the year during which the girl is in the aftercare program). The post-treatment year for the Lawrence County Foster Home will be the year following release from the home and for the Southeast Alabama Youth Center, the year following the termination of counseling.

$$r_2 = \frac{s_1^1 + s_2^1 + \dots + s_n^1}{12}$$

where r_2 = the post-treatment rate

s_1^1 through s_n^1 = seriousness indices for offenses committed during the year following treatment.

The pre-treatment and post-treatment rates are used as variables in the multiple regression analyses used for the Chalkville Aftercare and Southeast Alabama Youth Center programs. One further calculation is made to generate the change scores used for the Lawrence County Foster Home analysis. The change score is a measure of individual recidivism which takes into account not only the seriousness and frequency of a child's delinquent behavior but also the change in the rate of such behavior. The change is calculated simply by subtracting the post-treatment rate from the pre-treatment rate. Positive scores indicate improvement; negative scores, deterioration.

$$CS = r_1 - r_2$$

where CS = the individual measure of behavior change

r_1 = pre-treatment rate

r_2 = post-treatment rate

In interpreting these data it should be observed that change scores are subject to a ceiling effect; that is to say, children with more serious records may "improve" more simply because they have more room for such improvement.

Appendix B

Chalkville State Training School for Girls

Three month follow-up

Name: _____

County: _____

To what living situation did the youth in question return after leaving the training school?

- _____ same as before
- _____ same, but with significant changes (family counseling, change in family unit, etc.)
- _____ different living situation (living with other relatives or foster parents, etc.)

Is she (check one)

- _____ employed specify position _____
- _____ in school _____ check if same school as prior to commitment
- _____ unemployed/not in school
- specify major activities, if any: _____
- school grade or trade: _____

How supportive would you estimate the family (guardians) as being? (those in her present living situation)

- _____ Very supportive & helpful
- _____ Supportive
- _____ Neutral
- _____ Unsupportive
- _____ Very unsupportive & harmful

How would you rate her adjustment now on the following dimensions compared to her adjustment prior to entering the training school?

1. Personal adjustment (behavior appropriateness, contentment, etc.)

- _____ very much improved
- _____ improved
- _____ about the same
- _____ worse
- _____ very much worse

2. Situational adjustment (relationship with family or guardians, job or school adjustment, etc.)

- _____ very much improved
- _____ improved
- _____ about the same
- _____ worse
- _____ very much worse

(cont'd.)

Has the youth been arrested, detained or referred to juvenile courts since her release from the training school?

___ yes ___ no

If yes, please indicate number and type of offense

Offense Handling (official/unofficial) of disposition

Blank lines for recording offense and disposition information.

If you are unable to complete this questionnaire, please specify reason:

___ youth cannot be located
___ youth has moved (address if available:)
___ other, specify

Blank lines for specifying reasons for incomplete questionnaire.

Chalkville State Training School for Girls

Evaluation Data Recording Form

Grid with 5 numbered boxes (1-5).

Youth's name: _____

ID Code: _____

Predictors

V1 V2 V3 V4 Quay Classification Subscores (F) BC1 BC2 BC3 BC4

V5 Aftercare (0 or 1) 1 Institutional 0 Other/none

V6 Institutional Adaptation (rate of earning points) (average pts. per week during final three months) points per week

V7 Age (at first commitment) years

V8 Age (at release) years

V9 Number of previous offenses (including all adjudicated offenses)

V10 Offense which led to institutionalization: Severity index of offense (by probability of petition) (See Appendix A)

V11 Family situation (post-release) living situation (1-3): 1 (same) 2 (same with modifications) 3 (different)

V12 Supportiveness (1-5) 5 very supportive 4 supportive 3 neutral 2 unsupportive 1 very unsupportive and harmful

V13 Placement (3 mo.) (0 or 1) 1 job or school placement 0 other

Criteria

C1 Recidivism (only adjudicated offenses) 3 month (number and type of offenses)

(cont'd.)

C1 1 year _____ (number and type of offenses)

C1 2 year _____ (number and type of offenses)

C2 Adjustment (3 month follow-up)
Personal adjustment _____ (1-5)

5 very much improved
4 improved
3 about the same
2 worse
1 very much worse

C3 Situational adjustment _____ (1-5)

5 very much improved
4 improved
3 about the same
2 worse
1 very much worse

Most of the points of the Evaluation Data Recording form are self-explanatory. There are a total of thirteen predictor variables as labelled on the data collection form V1 to V13. All variables are interval variables with the exception of the following dichotomous variables: V5 aftercare and V13 placement. The V11 (family situation) and V12 (supportiveness) variables are actually ordinal, but can be treated as interval data inasmuch as the alternative responses share the same dimensionality, e.g. in V11 the dimension is the degree of change in the environment to which the youth returns. Appendix A explains how a score can be generated for the criterion recidivism variable and for V10 (severity of commitment offense). The following is a brief explanation of each variable:

V1-V4 (Quay Classification Subscores). These scores are generated from the two instruments: Checklist for the Analysis of Life History Records of Adult Offenders, and The Correctional Adjustment Checklist (included in this appendix). Generation of subscores should be delayed until new norms are made available from Dr. Quay. If these new norms are not available at the time of analysis, scores can be generated as described later in this appendix. These variables are included to provide information on the general personality groupings of the girls.

V5 (aftercare) If a girl has had aftercare services through the Chalkville aftercare program, "1" is assigned. All other records are assigned "0". This variable is intended to provide information on the effectiveness of the after-care program.

V6 (Institutional Adaptation). This variable is intended to assess the relationship between institutional adaptation and successful adaptation after release. Since the token economy is the best single reflection of institutional adaptation available for all girls, this variable is defined as the average weekly point accumulation for the last three months of residence at the school. A low score on this variable would indicate poor adaptation.

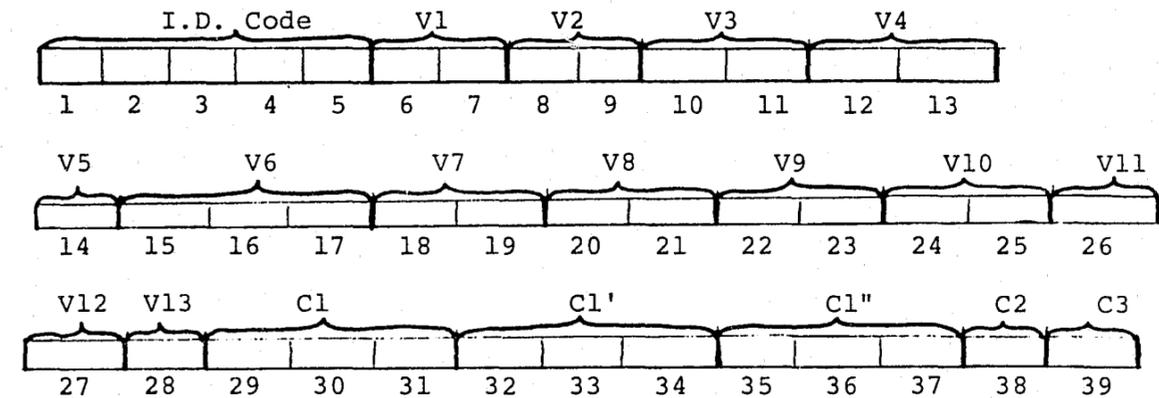
V7 (Age at first commitment). This variable is included in response to the assertion that early deep involvement in the correctional system is predictive of future involvement. Theoretically, the younger a girl is on first commitment, the greater her likelihood of recidivism to the courts.

V8 (Age at release). The inclusion of this variable is based on the possibility that older girls have a better chance of finding work, being married, or in some way gaining independence and maturity that might keep them from further involvement in the court system.

- V9 (Number of previous offenses). The number of adjudicated offenses prior to and including the offense that led to commitment should be recorded here. This variable is included on the basis of the principle that the best predictor of the occurrence of a certain type of behavior is the prior occurrence of the same behavior.
- V10 (Severity of commitment offense). The severity index as described in Appendix A provides a numerical assessment of the severity of each type of offense. The recorded figure will be a number between .00 and 1.00 (decimals are not necessary for keypunch purposes, so the range would be 00 to 100) reflects the proportion of reported cases of any given offense in the state for which a petition was filed.
- V11 (Family situation after release). If there has been no change in the family situation to which the girl returns, then the same conditions which led her into trouble originally may contribute to repeated difficulties. The emphasis was placed on the family here because a large proportion of the girls at STSG have a history of repeated running away.
- V12 (Supportiveness). This is another post-release variable which attempts to define the situational strengths which might help a girl to adapt after release from STSG. It is possible that this variable will overlap with V11 or V13.
- V13 (Placement). This variable is included to address the question of whether some involvement in terms of a job or school is more conducive to adaptation after release than a situation in which the youth has no major commitment outside of her family. This variable may be weak due to the difficulties involved in defining degree of commitment with a dichotomous variable.

CODING FORM - STSG AFTERCARE/PRERELEASE

EVALUATION DATA



CHECKLIST FOR THE ANALYSIS OF LIFE HISTORY
RECORDS OF ADULT OFFENDERS
Form I-F (1971)

Herbert C. Quay, Ph.D.
Temple University

Col. No.

(1-8) Name and number of inmate

(9) Race

(10-11) Age to nearest birthday

(12-13) Name of Person completing this checklist

Place a check mark before each behavior trait
which describes the life history of the inmate.

Checklist for the Analysis of Life History Records

- (14) _____ 1. Has few, if any, friends
- (15) _____ 2. Openly verbalized values and opinions in line with crime as a career
- (16) _____ 3. Sexual deviance
- (17) _____ 4. Thrill-seeking
- (18) _____ 5. Preoccupied, "dreamy"
- (19) _____ 6. Rapid mood changes
- (20) _____ 7. Psychiatric diagnosis of some form of neurosis
- (21) _____ 8. Uncontrollable as a child
- (22) _____ 9. Has expressed guilt over offense
- (23) _____ 10. Expresses need for self-improvement
- (24) _____ 11. Discharge for military service other than honorable
- (25) _____ 12. Common-law relationships with men
- (26) _____ 13. Has seriously attempted suicide
- (27) _____ 14. Use of alcohol related to "binges" rather than every-day indulgence
- (28) _____ 15. Was juvenile gang member
- (29) _____ 16. Boxes or wrestles as recreation
- (30) _____ 17. Socially withdrawn
- (31) _____ 18. Weak, indecisive, easily led
- (32) _____ 19. Previous local, state or federal incarceration
- (33) _____ 20. Multiple marriages
- (34) _____ 21. Tough, defiant
- (35) _____ 22. Irregular work history (if not a student)
- (36) _____ 23. Offenses always or almost always involve others
- (37) _____ 24. Noted not to be responsive to counseling
- (38) _____ 25. Claims apprehension due to being sold out by someone else
- (39) _____ 26. Gives impression of ineptness, incompetence in managing everyday problems in living
- (40) _____ 27. Supported wife and children
- (41) _____ 28. Claims offense motivated by family problems
- (42) _____ 29. Unmarried
- (43) _____ 30. Impulsive
- (44) _____ 31. Close ties with criminal elements
- (45) _____ 32. Selling or smuggling narcotics
- (46) _____ 33. Conflict with husband, parents or both
- (47) _____ 34. Has assaulted law officers or other official personnel
- (48) _____ 35. Depressed, morose
- (49) _____ 36. Anxious, fearful
- (50) _____ 37. Physically aggressive (strong arm, assault, reckless homicide, attempt murder, mugging, etc.)
- (51) _____ 38. Verbalized philosophical justification for offense
- (52) _____ 39. Involved with organized racketeering
- (53) _____ 40. Apprehension likely due to "stupid" behavior on the part of offender
- (54) _____ 41. Excessive gambling
- (55) _____ 42. Single marriage
- (56) _____ 43. Expresses feelings of inadequacy, worthlessness
- (57) _____ 44. Rejected for military service on moral grounds
- (58) _____ 45. Psychiatric diagnosis of psychopathy or sociopathy

- (59) ___ 46. Claims greater academic or work achievement than can be verified
- (60) ___ 47. Difficulties in the public schools
- (61) ___ 48. Escape from custody
- (62) ___ 49. Suffered financial reverses, prior to commission of offense for which incarcerated
- (63) ___ 50. Pushes drugs but is not a user
- (64) ___ 51. History of excess use of alcohol
- (65) ___ 52. Passive, submissive
- (66) ___ 53. Deliberate use of aliases
- (67) ___ 54. Bravado, braggart
- (68) ___ 55. Involved in confidence schemes
- (69) ___ 56. Guiltless, blames others
- (70) ___ 57. Flight to avoid prosecution
- (71) ___ 58. Stable family life in childhood and youth
- (72) ___ 59. No significant relationships with men
- (73) ___ 60. Economically dependent on others
- (74) ___ 61. Lived a nomadic existence prior to offense
- (75) ___ 62. Sees self as in the rackets as a career
- (76) ___ 63. Threatens law enforcement officials
- (77) ___ 64. Expresses lack of concern for others
- (78) ___ 65. Frequent moves from state to state
- (79) ___ 66. Raised in urban slum area
- (80) ___ 67. History of drug abuse or addiction
- (81) ___ 68. Assumed responsibility as mother and homemaker
- (82) ___ 69. Has had illegitimate children
- (83) ___ 70. History of prostitution
- (84) ___ 71. Economically independent (self-supporting)
- (85) ___ 72. History of psychosis
- (86) ___ 73. History of use of hallucinogenic drugs
- (87) ___ 74. History of shoplifting
- (88) ___ 75. Pathological lying
- (89) ___ 76. Frequent runaway

The Correctional Adjustment Checklist

Form I-F

Herbert C. Quay, Ph.D.
Temple University

- | <u>Col. No.</u> | <u>Please Complete carefully:</u> |
|-----------------|--|
| (1-8) | 1. Name and Number of Inmate
_____ |
| (9-10) | 2. Age to nearest birthday _____ |
| (11) | 3. Sex _____ (Male-1; Female-2) |
| (12-14) | 4. Name of Person completing this checklist
_____ |
| (15-16) | 5. Relationship to inmate (e.g., counselor, corrective officer, work supervisor, teacher, etc.)
_____ |
- Please indicate which of the following behaviors this inmate exhibits. If the behavior describes the inmate, circle the one. If it does not, circle the zero. Please complete every item.

Correctional Adjustment Checklist

Col. No.

- (17) 0 1 1. Worried, anxious
- (18) 0 1 2. Tries, but cannot seem to follow directions
- (19) 0 1 3. Tense, unable to relax
- (20) 0 1 4. Verbalizes values related to organized crime
- (21) 0 1 5. Fakes physical illnesses to avoid work
- (22) 0 1 6. Continually asks for help from staff
- (23) 0 1 7. Seeks help from other inmates
- (24) 0 1 8. Gets along with the hoods
- (25) 0 1 9. Does not get up, get to work, or do other duties on time
- (26) 0 1 10. Refuses to do assigned work
- (27) 0 1 11. Uses leisure time to cause trouble
- (28) 0 1 12. Continually uses profane language; curses and swears
- (29) 0 1 13. Overly cautious and precise
- (30) 0 1 14. Sluggish and drowsy
- (31) 0 1 15. Cannot be trusted at all
- (32) 0 1 16. Latches on to a stronger inmate for protection
- (33) 0 1 17. Acts tough but backs down when confronted
- (34) 0 1 18. Needs constant supervision
- (35) 0 1 19. Victimizes weaker inmates
- (36) 0 1 20. Assaultive toward staff
- (37) 0 1 21. Possession of contraband - weapons
- (38) 0 1 22. Is an agitator about race
- (39) 0 1 23. Sexually aggressive
- (40) 0 1 24. Continually tries to con staff
- (41) 0 1 25. Impulsive, unpredictable
- (42) 0 1 26. Assaultive toward other inmates
- (43) 0 1 27. Sniffs glue, paint thinner, etc.
- (44) 0 1 28. One or more suicide attempts
- (45) 0 1 29. Awkward, clumsy, bumbling
- (46) 0 1 30. Doesn't trust staff
- (47) 0 1 31. Lies to protect herself
- (48) 0 1 32. Afraid of other inmates
- (49) 0 1 33. Purposely does not do as told
- (50) 0 1 34. Sabotage of equipment, locks, food, etc.
- (51) 0 1 35. Afraid of staff
- (52) 0 1 36. Speaks of crime as a way of life (sees self as "professional" criminal)
- (53) 0 1 37. Easily victimized by other inmates
- (54) 0 1 38. Possession of alcohol
- (55) 0 1 39. Has no friends
- (56) 0 1 40. Has many physical complaints
- (57) 0 1 41. Talks aggressively to other inmates
- (58) 0 1 42. Expresses guilt for what she has done
- (59) 0 1 43. Possession of drugs
- (60) 0 1 44. Accepts no blame for any of her troubles
- (61) 0 1 45. Continually complains; accuses staff of unfairness
- (62) 0 1 46. Has a reputation as a big time hood among other inmates
- (63) 0 1 47. Gambles

- (64) 0 1 48. Withdrawn; shy; does not approach other inmates
- (65) 0 1 49. Daydreams; seems to be mentally off in space
- (66) 0 1 50. Will not stand up for herself
- (67) 0 1 51. Doesn't want to be a part of the system; rejects society
- (68) 0 1 52. Mutilates self
- (69) 0 1 53. Talks aggressively to staff
- (70) 0 1 54. Does not keep her area clean
- (71) 0 1 55. Attempts to bribe staff
- (72) 0 1 56. Cannot be given responsibility
- (73) 0 1 57. Invites sexual overtures
- (74) 0 1 58. Has a quick temper
- (75) 0 1 59. Obviously holds grudges; seeks to "get even"
- (76) 0 1 60. Steals from other inmates
- (77) 0 1 61. Is obviously alert; misses little that goes on
- (78) 0 1 62. Shows no concern about personal appearance
- (79) 0 1 63. Forgery of institutional forms
- (80) 0 1 64. Inattentive; seems preoccupied
- (81) 0 1 65. Puts forth as little effort as possible
- (82) 0 1 66. Attempts to play staff against one another
- (83) 0 1 67. Extorts from other inmates
- (84) 0 1 68. Passively resistant; has to be forced to participate
- (85) 0 1 69. Inept; can't seem to get anything right
- (86) 0 1 70. Destroys property
- (87) 0 1 71. Tries to form a clique
- (88) 0 1 72. Out of bounds; in unauthorized areas
- (89) 0 1 73. Has plotted escape, attempted escape or aided others in same
- (90) 0 1 74. Openly defies regulations and rules
- (91) 0 1 75. Often sad and depressed
- (92) 0 1 76. Stirs up trouble among inmates
- (93) 0 1 77. Aiding or abetting others in breaking the rules
- (94) 0 1 78. Considers herself unjustly confined
- (95) 0 1 79. Negative influence on other inmates
- (96) 0 1 80. Associates with a select few
- (97) 0 1 81. Refuses to help other inmates

Scoring Key for the Correctional Adjustment Checklist
(Woodshaven-Kruse Factorization)

Factor I

Items 11, 12, 17, 18, 19, 22, 25, 26, 33, 41, 53,
58, 59, 71, 72, 74, 76, 77

Factor II

Items 14, 48, 49, 64, 65, 68, 75

Factor III

Items 1, 3, 13, 61, 78

Factor IV

Items 42, 72, 73, 74, 77, 79

Factor V

Items 2, 6, 7, 16, 18, 29, 32, 37, 50

Factor VI

Items 15, 24, 30, 44, 51, 56, 66, 76, 80

Scoring Key for the Checklist for the Analysis of
Life History Characteristics
(Woodshaven-Kruse Factorization)

Factor I

Items 1, 21, 23, 24, 33, 54, 64, 75

Factor II

Items 4, 12, 30, 37, 38, 56

Factor IV

Items 5, 10, 28, 56, 69

Factor VI

Items 6, 8, 21, 24, 47, 56

Factor VII

Items 1, 17

Factor VIII

Items 10, 12, 36, 43, 52

Factor XI

Items 5, 34, 35, 43, 48, 67

Instructions for Classification--Woodhaven-Kruse

Step I: Obtain raw scores for all factor scales. When possible, average the raw score across multiple ratings.

Step II: Convert (average) raw scores to T scores using the tables provided.

Step III: To obtain composite score for the Unsocialized-Psychopathic category: a) Add the T scores for CACL Factors I and the CALH Factors II and VI; b) Divide this sum by 3.

Step IV: To obtain a composite score for the Passive-Aggressive-Manipulative category: a) Add the T scores for CACL Factors IV and VI and CALH Factor XI; b) Divide this sum by 3.

Step V: To obtain a composite score for the Neurotic-Disturbed category: a) Add the T scores for CACL Factor III and CALH Factors VII and VIII; b) Divide this sum by 3.

Step VI: To obtain a composite score for Inadequate-Immature category: a) Add CACL Factors II and V and CALH Factor IV; b) Divide this sum by 3.

The highest score obtained in part (b) of Steps III-VI determines the category.

CACL--Woodhaven-Kruse

CACL Factor I: $\bar{X} = 4.78$; SD = 4.19

<u>Raw</u>	<u>T</u>
0	38.60
1	41.00
2	43.40
3	45.80
4	48.20
5	49.50
6	52.90
7	55.20
8	57.70
9	60.00
10	62.40
11	64.80
12	67.20
13	69.60
14	72.00
15	74.30
16	76.70
17	79.16
18	81.50

CACL Factor II: $\bar{X} = 2.02$; SD = 1.38

<u>Raw</u>	<u>T</u>
0	35.37
1	42.61
2	50.00
3	57.10
4	64.34
5	71.59
6	78.80
7	86.08

CACL Factor III: $\bar{X} = 1.85$; SD = .78

<u>Raw</u>	<u>T</u>
0	26.29
1	39.20
2	51.90
3	64.74
4	77.56
5	90.38

CACL--Woodhaven-Kruse (cont'd)

CACL Factor IV: $\bar{X} = 1.42$; SD = 1.57

<u>Raw</u>	<u>T</u>
0	40.96
1	47.33
2	53.69
3	60.00
4	66.43
5	72.80
6	79.17

CACL Factor V: $\bar{X} = 2.26$; SD = 1.75

<u>Raw</u>	<u>T</u>
0	37.01
1	42.80
2	48.52
3	54.22
4	60.00
5	65.65
6	71.36
7	77.08
8	82.80
9	88.51

CACL Factor VI: $\bar{X} = 2.54$; SD = 1.81

<u>Raw</u>	<u>T</u>
0	35.97
1	41.50
2	47.02
3	52.54
4	58.06
5	63.59
6	69.11
7	74.64
8	80.16
9	85.69

CALH--Woodhaven-Kruse

CALH Factor I: $\bar{X} = 2.50$; SD = 2.16

<u>Raw</u>	<u>T</u>
0	38.43
1	43.06
2	47.69
3	52.31
4	56.94
5	61.57
6	66.20
7	70.83
8	75.46

CALH Factor II: $\bar{X} = 2.17$; SD = 1.80

<u>Raw</u>	<u>T</u>
0	37.95
1	43.50
2	49.91
3	54.61
4	60.00
5	65.72
6	71.27
7	76.83

CALH Factor IV: $\bar{X} = 1.53$; SD = 1.29

<u>Raw</u>	<u>T</u>
0	38.14
1	45.90
2	53.64
3	61.39
4	69.14
5	77.67

CALH Factor VI: $\bar{X} = 3.13$; SD = 1.60

<u>Raw</u>	<u>T</u>
0	30.44
1	36.69
2	42.94
3	49.92
4	55.43
5	61.68
6	67.93

CALH--Woodhaven-Kruse (cont'd)

CALH Factor VII: $\bar{X} = .50$; SD = .67

<u>Raw</u>	<u>T</u>
0	42.54
1	57.46
2	72.38

CALH Factor VIII: $\bar{X} = 1.47$; SD = 1.56

<u>Raw</u>	<u>T</u>
0	40.58
1	46.99
2	53.39
3	59.80
4	66.21
5	72.62

CALH Factor XI: $\bar{X} = 1.36$; SD = 1.38

<u>Raw</u>	<u>T</u>
0	40.15
1	47.40
2	54.63
3	61.88
4	69.13
5	76.37
6	83.62

CHARACTERISTICS OF FOUR FEMALE DELINQUENT SUBGROUPS AS CONSTRUCTED FROM
THE FACTOR ANALYSIS OF BEHAVIOR RATINGS AND LIFE HISTORY DATA FROM THE
WOODHAVEN-KRUSE SCHOOL, 1972-73

Group I (Unsocialized-Aggressive)

Current Behavior

- Uses leisure time to cause trouble
- Continually uses profane language; curses and swears
- Acts tough but backs down when confronted
- Needs constant supervision
- Victimizes weaker inmates
- Is an agitator about race
- Impulsive, unpredictable
- Assaultive toward other inmates
- Purposely does not do as told
- Talks aggressively to other inmates
- Talks aggressively to staff
- Has a quick temper
- Obviously holds grudges; seeks to get even
- Tries to form a clique
- Out of bounds; in unauthorized areas
- Openly defies regulations and rules
- Stirs up trouble among inmates
- Aiding or abetting others in breaking rules

Life History

- Has few, if any, friends
- Has assaulted law officers or other official personnel

Life History (cont'd)

Offenses always or almost always involve others
Noted not to be responsive to counseling
Conflict with husband, parents or both
Bravado, braggart
Expresses lack of concern for others
Pathological lying
Rapid mood changes
Common-law relationships with men
Impulsive
Physically aggressive
Verbalized philosophical justification for offense
Expresses feelings of inadequacy, worthlessness
Guiltless, blames others

Group II (Anxious, Withdrawn, Dependent)

Current Behavior

Worried, anxious
Tense; unable to relax
Overly cautious and precise
Is obviously alert; misses little that goes on
Considers herself unjustly confined
Tries, but cannot seem to follow directions
Continually asks for help from staff
Seeks help from other inmates
Latches on to a stronger inmate for protection
Needs constant supervision

Current Behavior (cont'd)

Awkward, clumsy, bumbling
Afraid of other inmates
Easily victimized by other inmates
Will not stand up for herself

Life History

Has few, if any, friends
Socially withdrawn
Expresses need for self-improvement
Common-law relationships with men
Anxious, fearful
Expresses feelings of inadequacy, worthlessness
Passive, submissive

Group III (Inadequate-Immature)

Current Behavior

Sluggish and drowsy
Withdrawn, shy; does not approach other inmates
Daydreams, seems to be mentally off in space
Inattentive; seems preoccupied
Puts forth as little effort as possible
Passively resistant; has to be forced to participate
Often sad and depressed

Life History

Preoccupied, dreamy
Expresses need for self-improvement

Life History (cont'd)

Claims offense motivated by family problems
Unmarried
Guiltless, blames others
Has had illegitimate children
Pathological lying
Weak, indecisive, easily led
Gives impression of ineptness, incompetence in managing every-day problems in living
Expresses feelings of inadequacy, worthlessness
Passive, submissive
No significant relationships with men
History of shoplifting

Group IV (Passive-Aggressive; Manipulative)

Current Behavior

Expresses guilt for what she has done
Out of bounds; in unauthorized areas
Has plotted escape; attempted or aided others
Openly defies regulations and rules
Aiding or abetting others in breaking rules
Negative influence on other inmates
Cannot be trusted at all
Continually tries to "con" staff
Does not trust staff
Accepts no blame for any of her troubles
Doesn't want to be a part of the system; rejects society
Cannot be given responsibility

Current Behavior (cont'd)

Attempts to play staff against one another
Stirs up trouble among inmates
Associates with a select few

Life History

Preoccupied, dreamy
Has assaulted law officers or other official personnel
Depressed, morose
Expresses feelings of inadequacy, worthlessness
Escape from custody
History of drug abuse or addiction

Appendix C

SOUTHEAST ALABAMA YOUTH
SERVICE CENTER

EVALUATION DATA RECORDING FORM

Youth's name: _____ Youth's ID code:
Counselor's name: _____ Counselor's ID code:

Predictors

V1 Age (at commencement of counseling) _____ years

V2 Race: _____ White _____ Black

V3 Sex: _____ male _____ female

V4 Socioeconomic status of parents: Parent's occupation _____

Status score of parent's occupation _____

V5 Family Status at time of intake:

_____ child living with his two natural parents

_____ any other family situation

Law violations for twelve months preceding counseling:

Type of offense Severity index of offense Frequency of offense

- 1.
- 2.
- 3.

V6 Overall law violation rate (r_1) _____

V7 Source of referral: _____ self-referred _____ other

V8 Length of counseling: _____ sessions

V9 Family involvement in counseling: _____ yes _____ no

Maladaptive Behavior Record (MBR) for Juveniles score at intake: _____

Criteria

Law violations

a) Twelve month follow-up

Type of offense Severity index of offense Frequency of offense

- 1.
- 2.
- 3.

Overall law violation rate (r_2) _____

C1 Change score ($r_1 - r_2$) _____ (include sign)
b) Two year follow-up

Type of offense Severity index of offense Frequency of offense
1.
2.
3.

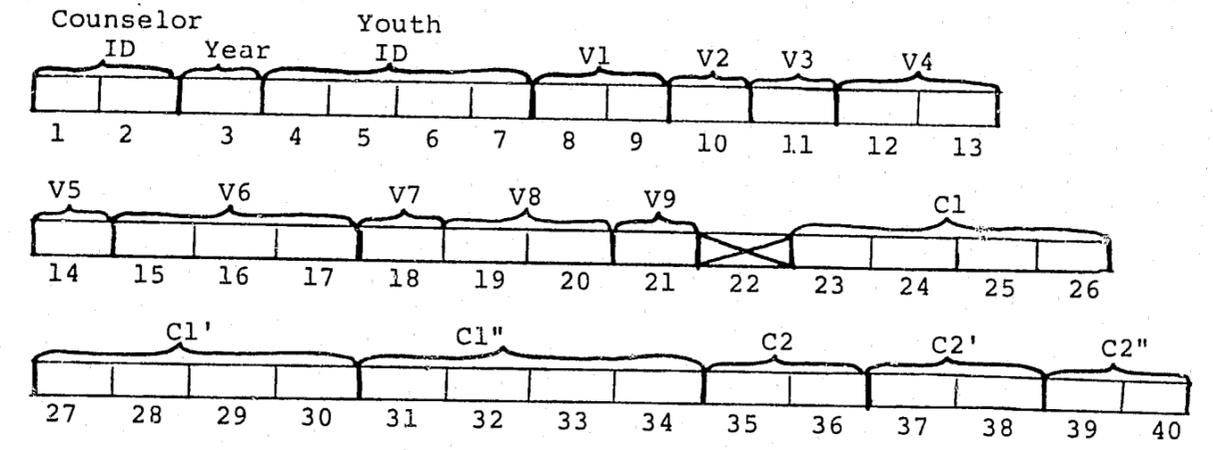
Overall law violation rate (r_2^1) _____

C1' Change score ($r_1 - r_2^1$) _____
c) Three year follow-up (if desired)

Type of offense Severity index of offense Frequency of offense
1.
2.
3.

Overall law violation rate (r_2'') _____

C1'' Change score ($r_1 - r_2''$) _____
a) termination score _____
change in score _____
C2 Twelve month follow-up score _____
C2' b) change in score _____
Two year follow-up score _____
C2'' c) change in score _____



Occupational Status Index

OCCUPATIONS ILLUSTRATING VARIOUS SCORES ON THE INDEX OF OCCUPATIONAL STATUS*

Score Interval	Title of Occupation (Frequency per 10,000 Males in 1960 Experienced Civilian Labor Force in Parentheses)
90 to 96	Architects (7); dentists (18); chemical engineers (9); lawyers and judges (45); physicians and surgeons (47)
85 to 89	Aeronautical engineers (11); industrial engineers (21); salaried managers, banking and finance (30); self-employed proprietors, banking and finance (5)
80 to 84	College presidents, professors and instructors (31); editors and reporters (14); electrical engineers (40); pharmacists (19); officials, federal public administration and postal service (13); salaried managers, business services (11)
75 to 79	Accountants and auditors (87); chemists (17); veterinarians (3); salaried managers, manufacturing (133); self-employed proprietors, insurance and real estate (9)
70 to 74	Designers (12); teachers (105); store buyers and department heads (40); credit men (8); salaried managers, wholesale trade (41); self-employed proprietors, motor vehicles and accessories retailing (12); stock and bond salesmen (6)
65 to 69	Artists and art teachers (15); draftsmen (45); salaried managers, motor vehicles and accessories retailing (18); self-employed proprietors, apparel and accessories retail stores (8); agents, n.e.c. (29); advertising agents and salesmen (7); salesmen, manufacturing (93); foremen, transportation equipment manufacturing (18)
60 to 64	Librarians (3); sports instructors and officials (12); postmasters (5); salaried managers, construction (31); self-employed proprietors, manufacturing (35); stenographers, typists, and secretaries (18); ticket, station, and express agents (12); real estate agents and brokers (33); salesmen, wholesale trade (106); foremen, machinery manufacturing (28); photoengravers and lithographers (5)
55 to 59	Funeral directors and embalmers (8); railroad conductors (10); self-employed proprietors, wholesale trade (28); electrotypers and stereotypers (2); foremen, communications, utilities, and sanitary services (12); locomotive engineers (13)
50 to 54	Clergymen (43); musicians and music teachers (19); officials and administrators, local public administration (15); salaried managers, food and dairy products stores (21); self-employed proprietors, construction (50); bookkeepers (33); mail carriers (43); foremen, metal industries (28); toolmakers, and die-makers and setters (41)
45 to 49	Surveyors (10); salaried managers, automobile repair services and garages (4); office machine operators (18); linemen and servicemen, telephone, telegraph and power (60); locomotive firemen (9); airplane mechanics and repairmen (26); stationary engineers (60)
40 to 44	Self-employed proprietors, transportation (8); self-employed proprietors, personal services (19); cashiers (23); clerical and kindred workers, n.e.c. (269); electricians (77); construction foremen (22); motion picture projectionists (4); photographic process workers (5); railroad switchmen (13); policemen and detectives, government (51)

Score Interval	Title of Occupation (Frequency per 10,000 Males in 1960 Experienced Civilian Labor Force in Parentheses)
35 to 39	Salaried and self-employed managers and proprietors, eating and drinking places (43); salesmen and sales clerks, retail trade (274); bookbinders (3); radio and television repairmen (23); firemen, fire protection (30); policemen and detectives, private (3)
30 to 34	Building managers and superintendents (7); self-employed proprietors, gasoline service stations (32); boilermakers (6); machinists (111); millwrights (15); plumbers and pipe fitters (72); structural metal workers (14); tinsmiths, coppersmiths, and sheet metal workers (31); deliverymen and routemen (93); operatives, printing, publishing and allied industries (13); sheriffs and bailiffs (5)
25 to 29	Messengers and office boys (11); newsboys (41); brickmasons, stonemasons, and tile setters (45); mechanics and repairmen, n.e.c. (266); plasterers (12); operatives, drugs and medicine manufacturing (2); ushers, recreation and amusement (2); laborers, petroleum refining (3)
20 to 24	Telegraph messengers (1); shipping and receiving clerks (59); bakers (21); cabinetmakers (15); excavating, grading, and road machine operators (49); railroad and car shop mechanics and repairmen (9); tailors (7); upholsterers (12); bus drivers (36); filers, grinders, and polishers, metal (33); welders and flame-cutters (81)
15 to 19	Blacksmiths (5); carpenters (202); automobile mechanics and repairmen (153); painters (118) attendants, auto service and parking (81); laundry and dry cleaning operatives (25); truck and tractor drivers (362); stationary firemen (20); operatives, metal industries (103); operatives, wholesale and retail trade (35); barbers (38); bartenders (36); cooks, except private household (47)
10 to 14	Farmers (owners and tenants) (521); shoemakers and repairers, except factory (8); dyers (4); taxicab drivers and chauffeurs (36); attendants, hospital and other institution (24); elevator operators (11); fishermen and oystermen (9); gardeners, except farm, and groundskeepers (46); longshoremen and stevedores (13); laborers, machinery manufacturing (10)
5 to 9	Hucksters and peddlers (5); sawyers (20); weavers, textile (8); operatives, footwear, except rubber, manufacturing (16); janitors and sextons (118); farm laborers, wage workers (241); laborers, blast furnaces, steel works, and rolling mills (26); construction laborers (163)
0 to 4	Coal mine operatives and laborers (31); operatives, yarn, thread and fabric mills (30); porters (33); laborers, saw mills, planing mills, and millwork (21)

*n.e.c. means "not elsewhere classified"

SOURCES: Reiss, *op. cit.*, Table B-1; and U.S. Bureau of the Census, 1960 Census of Population, Final Report, PC(1)-1D, Table 201.

MALADAPTIVE BEHAVIOR RECORD (MBR) FOR JUVENILES

Rehabilitation Research Foundation
435 Bell Street
Montgomery, Alabama 36104

Total Score _____ Date _____

Name _____ Interviewer _____

EMPLOYMENT AND SCHOOL

____ 1. RESPONSE TO INCOME: Rate "1" if juvenile's employment income, allowance schedule, or money earned through chores fails to meet his financial demands and the juvenile is not responding to this problem appropriately by actively seeking other employment or a solution through employer or parent.

Specify _____

____ 2a. RESPONSE TO SCHOOL SITUATION: Rate "1" if juvenile's school conditions such as seating arrangements, transportation, school diet and school materials, etc., are associated with significant anxiety, discomfort, or inconvenience and the juvenile is not actively working toward a solution to this problem.

Specify _____

b. RESPONSE TO WORK CONDITIONS: Rate "1" if juvenile's working conditions, such as heating, cooling, schedule, breaks, and safety, are associated with significant anxiety, discomfort, or inconvenience and the client is not actively seeking a solution to this problem.

Specify _____

____ 3a. INTERACTION WITH CO-STUDENTS: Rate "1" if juvenile has significant or continuing problems in his interactions with co-students either by virtue of his behavior or by his failure to respond appropriately to problems generated by their behavior.

Specify _____

b. INTERACTION WITH CO-WORKERS: Rate "1" if juvenile has significant or continuing problems in his interactions with co-workers either by virtue of his behavior or by his failure to respond appropriately to problems generated by their behavior.

Specify _____

____ 4a. INTERACTION WITH SCHOOL TEACHERS: Rate "1" if juvenile has significant or continuing problems in his interactions with his teachers either because of his behavior or by his failure to respond appropriately to problems generated by his teachers' behavior.

Specify _____

b. INTERACTION WITH EMPLOYER: Rate "1" if juvenile has significant or continuing problems in his interaction with his employer either because of his behavior or by his failure to respond appropriately to problems generated by his employer's behavior.

Specify _____

____ 5a. SCHOOL ATTENDANCE: Rate "1" if juvenile is frequently tardy or absent without following procedures acceptable to the school.

Specify _____

b. WORK ATTENDANCE: Rate "1" if juvenile is frequently tardy or absent without following procedures acceptable to his employer.

Specify _____

ADDICTION:

____ 6. ALCOHOL USE: Rate "1" if juvenile uses alcohol to the extent that it interferes with his interpersonal relationships, school performance, or employment or results in financial difficulty for him or his family or represents a problem because of his status as a minor.

Specify _____

____ 7. DRUG USE: Rate "1" if juvenile uses drugs to the extent that it interferes with his interpersonal relationships, school, employment, or results in

financial difficulty for him or his family or represents a problem because of his status as a minor.

Specify _____

8. GAMBLING: Rate "1" if juvenile loses money excessively, i.e., to the extent that it interferes with his interpersonal relationships or results in financial difficulty for him or his family or represents a problem because of the juvenile's status as a minor.

Specify _____

INTERPERSONAL:

9. FIGHTING: Rate "1" if juvenile engages in (physical) fighting precipitated either by his inappropriate behavior or by his failure to respond appropriately to the behavior of others in such a manner as to avoid fighting or represents a problem because his status is a minor.

Specify _____

10. VERBAL ABUSIVENESS: Rate "1" if juvenile's verbal behavior toward others is abusive, or if he is the recipient of verbal abuse, or if there is reciprocal verbal abuse between the juvenile and others such as intense arguments or represents a problem due to the juvenile's status as a minor.

Specify _____

11. MALADAPTIVE ASSOCIATES: Rate "1" if juvenile spends time with persons who exhibit maladaptive behavior in such areas as crime, drugs, alcohol, sex, money management, and employment or represents a problem due to the juvenile's status as a minor.

Specify _____

ECONOMICS:

12. MONEY MANAGEMENT: Rate "1" if juvenile has difficulty in managing his money, i.e., unpaid debts to friends, advances in allowances or earned money, whether or not he is able to meet payments for time purchases or meet demands of the juvenile's peer group.

Specify _____

ADJUSTMENT:

13. RESPONSE TO PHYSICAL CONDITION: Rate "1" if juvenile has physical problems to which his responses are maladaptive, such as failing to secure and follow treatment or by failure to arrange his activities in accord with his physical condition.

Specify _____

14. PSYCHOLOGICAL ADJUSTMENT:

- (a) Rate "1" if juvenile's verbal accounts of his behavior indicate unrealistic or excessive responses of withdrawal, avoidance, dependency on others, self-criticism, over-compensatory behavior, denial of behavioral problems, etc.
- (b) Rate "1" if juvenile's verbal behavior indicates that fear, anxiety, or behavioral deficits interfere with meeting people or with instituting and maintaining supportive interpersonal relationships.
- (c) Rate "1" if juvenile's behavior during the interview indicates fear, anxiety, or inadequacy as characterized by lack of eye contact, difficulty in speaking, trembling, excessive perspiring, etc., or if the juvenile's behavior is excessively aggressive.

Specify _____

LEGAL AND OTHER:

15. RESPONSES TO LEGAL PROCESSES: Rate "1" if juvenile is involved in legal processes and is failing to cope with his problems, e.g., not showing up at hearings, not meeting his parole or probation supervisor or lawyer on schedule, failing to meet contractual agreements, etc.

Specify _____

16. OTHER BEHAVIORAL PROBLEMS: Rate "1" if juvenile has behavioral problems which are not covered in the preceding items. This item may include less frequently reported instances, such as sexual deviancy (e.g., homosexuality, inappropriate sexual behavior, etc.) and a wide range of other behaviors such as maladaptive dress, hygiene, or not returning borrowed objects, etc.

Specify _____

17. RESPONSE TO PARENTS: Rate "1" if juvenile has significant or continuing problems in his interaction with his parents or surrogates either by virtue of his behavior or by his failure to respond appropriately to the problems generated by his parent or surrogate's behavior.

Specify _____

18. RESPONSE TO ORGANIZATIONS: Rate "1" if juvenile shows no behavioral indication of active participation in socially accepted organized groups such as school clubs, scouts, church, hobby or avocational club, etc.

Specify _____

Appendix D

Cumulative Delinquency Referral Form
 Lawrence County Juvenile Court Foster Home

Name _____
 Last First Middle Code _____

Date of placement _____
 Month Day Year

Directions: Complete this data form for each individual served by the Foster Home and for each individual who is designated a part of a comparison group (from 1973 records). Identifying information may be removed, using the code only to identify when the form is complete.

Calculation of rate of delinquent behavior pre-placement year

Seriousness of current offense _____

Add seriousness of other offenses during year _____

Total _____

 → Total _____

rate of delinquency (total seriousness ÷ 12 months)

Calculation of rate of delinquent behavior post-treatment year

add seriousness of all offenses during year _____

Total _____

rate (total seriousness ÷ 12 months)

Change score (pre-placement rate minus post-treatment rate)

END