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Author(s): Raymond A. Knight

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Computerization and Validation of an Inventory to Assess Adult and Juvenile Sex

Offenders: Final Report, Grant No. 94-IJ-CX-0049

Raymond A. Knight

Brandeis University

Abstract

The Multidimensional Assessment of Sex and Aggression (the MASA) was initially created to supplement the often poorly represented information in the archival records of sex offenders and to provide sufficient data to classify adult sex offenders. It has now been revised four times, expanding the breadth of its assessment, simplifying its language to make it appropriate for juveniles, and computerizing its administration. We argue that the versions of the MASA reviewed in this report provide a solid data-gathering vehicle for research purposes, when the instrument is administered with confidentiality guaranteed. This report summarizes the reliability and validity analyses on this inventory, focusing on data that were gathered as part of a National Institute of Justice grant (94-IJ-CX-0049). To date reliability and validity data have been gathered on a wide variety of samples including college students, community non-criminals, non-sex offending criminals, and adult and juvenile sex offenders. Continued reliability and cross-sample stability of factor structures and the intercorrelations across its scales suggest that the inventory shows promise as a useful assessment instrument for sex offenders. These data suggest that the MASA could be developed into a useful clinical assessment tool, especially for identifying treatment needs and for offender classification. The requirements for developing the MASA into such a tool are discussed. Such a development would be the first step to addressing a significant lacuna in the assessment of sexual aggression.

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The high prevalence of sexual aggression (Koss, Woodruff, & Koss, 1991; Wyatt, 1992) and the seriousness of the consequences of such aggression to its victims (Burgess & Holmstrom, 1974; Hanson, 1990) are well documented. The widespread concern of society about sexual aggression is reflected in the numerous legislative initiatives that have been directed at reducing its incidence. Recent legislation has created sexual predator laws, required community notification about high risk offenders, and mandated the treatment of offenders (Grubin & Prentky, 1993; Prentky, 1996). Adequate implementation of such directives requires a solid foundation in the assessment and prediction of sexual aggression. The goals of enhancing our ability to identify potential sex offenders and to assess the risk of re-offending of known offenders, of making adequate dispositional decisions about convicted offenders, of identifying and treating the specific deficits of sex offenders, of evaluating the efficacy of intervention techniques, and of predicting recidivism all depend on the adequacy of our theoretical models and our ability to assess the critical domains of sexual aggression reliably and validly.

If we are going to progress toward achieving these goals, we need to identify or develop a standardized, assessment instrument for sex offenders that can guide adjudication, serve the function of pre- and post-treatment evaluation, and provide the data for valid risk assessments and predictions of recidivism. It is critical that that this assessment inventory or battery not only be reliable and valid and have adequate standardized norms, but also that it be comprehensive and easily administered and processed, so that it will be widely used. The generation of a model of sexual aggression that will be useful for guiding decisions requires the analysis of multiple

domains, measured on sufficiently large samples. The extensive use of an efficient, reliable, valid, standardized multivariate assessment tool would contribute substantially to the establishment of data bases required to generate such a model.

The option of adapting existing, well standardized inventories to serve this evaluation need has not proven viable. Although the major self-report inventories that are currently available (e.g., MMPI-2, MCMI, MSI) are appropriate for and helpful with the assessments for which they were created, they are suboptimal for the assessment of sex offenders, because they do not assess the most critical sexual aggression domains (see Knight, Rosenberg, & Schneider, 1985; Prentky & Knight, 1991). Each of these major assessment instruments has its own distinct advantages, but is also burdened with significant disadvantages that compromise its utility for this purpose.

The MMPI, which is the most frequently studied psychometric instrument for sex offenders and other criminal populations (see Gearing, 1979; Knight et al., 1985), provides a rich source of empirically validated data for comparative purposes and contains the most extensively researched scales for faking good and bad. Unfortunately, large numbers of sex offenders produce profiles that match non-offender groups (Marshall & Hall, 1995), and within clearly defined subgroups of sex offenders MMPI profiles have been characterized more by their heterogeneity than by their similarities (Erickson, Luxenberg, Walbek, & Seely, 1987; Hall, Maiuro, Vitaliano, & Proctor, 1986; Marshall & Hall, 1995). Moreover, cluster analytic studies of sex offenders have yielded inconsistent results across studies (Anderson, Kuncze, & Rich, 1979; Kalichman, Szymanowski, McKee, Taylor, & Craig, 1989; Schlank, 1995; Shealy, Kalichman, Henderson, Szymanowski, & McKee, 1991), and when types have emerged, they have often pooled subjects with quite different offense histories (Marshall & Hall, 1995).

The MCMI has fared somewhat better than the MMPI with sex offenders. It is sensitive to the antisocial and narcissistic features that are so prevalent in correctional settings (McNeil & Meyer, 1990), and it has scales that show the same stability for sex offenders as other deviant populations (Langevin et al., 1988). It has yielded some meaningful cluster groupings of sexual offenders (Bard & Knight, 1986), and the factor structure of the responses of an inmate sample approximated those found in clinical populations (Langevin et al., 1988). Moreover, some differences among both adult and juvenile sex offender groups on the MCMI parallel the differences found in previous diagnostic literature (Carpenter, Peed, & Eastman, 1995; Chantry & Craig, 1994). Regretfully, only a handful of studies using the MCMI with sexual offenders have been carried out, and it shares with the MMPI and the MSI the general difficulties that we discuss below.

The MSI has the distinct advantage of providing information about sexual behavior and pathology not tapped by traditional psychological tests. The scales of the MSI have shown fair internal consistencies in independent assessments of the instrument (Kalichman, Henderson, Shealy, & Dwyer, 1992), and its test-retest reliabilities range from .64 to .92 over a 21-day period (Nichols & Molinder, 1984). Importantly, some of its scales have been related to improvement in sex offender treatment programs (Minor, Marques, Day, & Nelson, 1990; Simkins, Ward, Bowman, & Rinck, 1989). Unfortunately, despite its widespread use, relatively little empirical work has been done to assess its validity. Moreover, although there is some evidence of correlations with greater pathology on MMPI scales, these correlations have not been found to be consistent across samples (Kalichman et al., 1992). The transparency of its items and potential response bias contamination are also potential drawbacks. The Rape, Sexual Obsessions, and Cognitive Distortions and Immaturity scales all have

negative relations with the Marlowe-Crowne (Kalichman et al., 1992). In a sample of child molesters many of the MSI scales correlated substantially with the MMPI F and K scales (Rape, Exhibitionism, Sexual Obsessions, Premature Ejaculation, Cognitive Distortions and Immaturity, and Justifications). In a cluster analytic studies of sex offenders (Kalichman et al., 1989; Schlank, 1995) only the Paraphilias Scale has shown cross-study discriminatory power. In addition, none of the MSI sexual dysfunction subscales were related to sex drive or sexual fantasy on the Derogatis Sexual Functioning Inventory (Kalichman et al. 1992), even though these have been found to be important components of sexual aggression (Knight, 1995).

The most telling problems with these three inventories, however, are three shared difficulties that make them all questionable instruments for evaluating sex offenders. First, no data exist on the usefulness of any of their scales for making dispositional decisions at any level for sex offenders, and no data on the most appropriate scale cutoffs or on the hit rates for various dispositional decisions are evident. Second, none of the inventories sufficiently sample all the domains that have been found critical in assessing sexual aggression (see Knight et al., 1985; Prentky & Knight, 1991). Third, most studies on these inventories have assessed offenders who admit their guilt. Substantial evidence indicates deniers differ significantly from admitters, report little psychopathology, and present themselves in a favorable light (Langevin, 1988; Lanyon & Lutz, 1984). An adequate assessment tool for sex offenders must provide better solutions to the duplicity problem.

These problems explain the disenchantment with such instruments that has arisen among practitioners and researchers (e.g., Marshall & Hall, 1995). In our own research program, it also became clear to us that if we were going to integrate adequately the role of sexual behavior, cognitions, and fantasy and offense planning

into the taxonomic systems we were developing for sex offenders, we needed to develop a self-report inventory that met these assessment needs. Consequently, we created the Multidimensional Assessment of Sex and Aggression, the MASA, a self-report inventory that assesses all domains necessary for classification in our taxonomic systems (see Knight, Prentky, & Cerce, 1994; Knight & Cerce, 1999).

It is the purpose of this report to present some of the data on the development and validation of this instrument, focusing primarily on the analyses that were completed as part of our most recent NIJ grant. We will argue that the research presented in this report provide solid evidence that the MASA is a reliable and valid data-gathering vehicle for research purposes, when the instrument is administered with confidentiality guaranteed. We will also discuss the requirements for developing the MASA into a useful clinical assessment tool, especially for identifying treatment needs and for offender classification. Such a development would be the first step to addressing a significant lacuna in the assessment of sexual aggression.

To understand and properly evaluate the results of these most recent analyses, it is also necessary to summarize some analyses of prior samples. The consistency of findings across disparate samples is one of the strongest indicators of validity that we have. In this report, after presenting the history of the development of the MASA and describing the samples on which analyses were done, we will present: (a) the prior analyses necessary for comparison to the present results, (b) data on the internal consistencies and test-retest reliabilities of factor analytic scales of both adults and juveniles tested in the current NIJ grant; (c) a comparison of the consistencies of the pattern of the correlations among factor scales between recently tested juvenile sex offenders and adult samples; (d) an analysis of the developmental antecedents of sexual aggression for the juvenile sample; and (e) a comparison of the juvenile and adult

samples on the factors in the ten factor domains.

Method

History and Design of the MASA

We have previously described in detail our methodology for constructing the original MASA (Knight et al., 1994). In brief, it involved the specification of multiple domains that our research had shown important in the assessment of sexual aggression, the creation of an extensive item pool covering all these domains, the rating by experienced clinicians of the appropriateness of items for each domain, the selection of the most suitable items for each domain, the rewriting of the chosen items to maximize their relevance to the domains, the assessment of domain coverage, the creation of supplemental items for areas that were not adequately represented, and finally the preliminary testing of the original version of the MASA on 127 Massachusetts Treatment Center (MTC) sex offenders and the re-administration of the MASA to 35 of these offenders to assess reliability.

This first version of the MASA, which focused more exclusively on adult rapists, assessed social competence, juvenile and adult antisocial behavior, anger and anger management, expressive aggression, sadism, sexual deviance and paraphilias, sexual preoccupation and compulsivity, offense planning, hostility toward women, and pornography use. These are the domains most critical for classification in our rapist typology, MTC Rapist Typology, Version 3 (MTC:R3). Since testing the original version, we have revised the MASA four times and retested it on generalization samples.

In the first revision of the MASA, which was completed seven years ago, we incorporated the assessment of additional domains that our research program had identified as important for evaluating sex offenders. For instance, items were added that assess those developmental antecedents that we have found (a) to discriminate

sexually coercive non-criminals from non-sexually coercive males (Knight, 1993), (b) to predict criminal recidivism (Knight, 1999), (c) to discriminate early-onset from late-onset sex offenders (Knight & Prentky, 1993), and (d) to be correlated with the amount of injury done to victims during sexual assaults (Prentky, Knight, Sims-Knight, Straus, Rokous, & Cerce, 1989). Moreover, in this first revision an attempt to evaluate components of Hare's Psychopathy Checklist (Hare, 1980; Hare, Harpur, Hakstian, Forth, Hart, & Newman, 1990) was introduced, as well as improved lie and fake good scales.

The second revision of the MASA (see Appendix 1) was completed prior to beginning of the NIJ grant (94-IJ-CX-0049). In this revision we simplified the language and made it suitable for juveniles by incorporating alternative age-appropriate questions both on social competence and on sexual attitudes, behavior, cognitions, and fantasies. In revising the core of the inventory we once again item analyzed scales to assure the highest internal consistency. Our analyses from both the first and second revisions of the MASA indicated that the scales that we had introduced to assess response bias required more work. Response biases, or responding to a range of questionnaire items on some basis other than the specific item content, plague all of psychometric assessment (Paulhus, 1991), but especially the assessment of sex offenders, who present problems not regularly associated with other patient or criminal populations (Marshall & Hall, 1995). Some of these problems stem from the fact that these offenders must talk openly about sexual behavior, a topic that engenders much anxiety and discomfort in our society. More importantly, the offender is asked to admit to behaviors that are not only socially unacceptable, but are, in fact, illegal. To date we have applied the control technique of demand reduction, by guaranteeing subjects anonymity. From the success of our reliability, internal consistency, factor analytic, and cross-group consistency

analyses reported below, this has proved to be a successful strategy. A major focus of the present NIJ grant was the computerization and validation of Version 3 of the MASA.

Participants

Participants in the Original MTC Sample

The participants in the validation study of Version 1 of the MASA were 127 incarcerated sex offenders, who had been civilly committed at the time of data collection (1990-1991) to the MTC in Bridgewater. This sample included approximately 60% of the committed residents of the MTC during the period of data collection and constituted a good representation of the entire population. It comprised repetitive offenders against adult women and children. For the purposes of this report, the term rapist ($n = 59$) refers to an adult male whose sexual offenses were committed exclusively against adult women (i.e., 16 years of age or older). A child molester was defined as someone who had at least one sexual offense against a victim under the age of 16 ($n = 68$).

Participants in the Generalization Samples Validating Versions 2 and 3

Two waves of generalization samples have been tested on the MASA. In the first wave, using a paper-and pencil version of the first revision of the MASA, we tested various groups of subjects from prison facilities in Pennsylvania, Vermont, and Ontario, Canada, and we tested non-criminal controls in the USA and Canada. These groups included 127 college students, 60 unemployed, non-criminal community controls from Ontario and 33 non-criminal prison employees from multiple sites, 162 non-sexual offending criminals, 95 incarcerated rapists, and 45 sex offenders with extra-familial child victims. In the second wave, using both computer and paper-and-pencil versions of revision 2 of the MASA, we tested 578 criminals and non-criminals in New Jersey, Minnesota, Virginia, and Massachusetts. In this article we will report the results of 406

of these subjects, 131 juvenile sex offenders from Virginia and Minnesota, and 275 adult sex offenders from New Jersey and Minnesota prisons. All juvenile offenders had been charged with and were being treated for at least one sexual crime involving sexual contact with a victim. All adult sex offenders had been convicted of at least one sexual crime involving sexual contact with a victim, and were currently incarcerated for such a crime.

Procedure

Subject selection for all testing involved a simple two-step process. Potential volunteers were identified and approached by on-site personnel. In some institutions this involved advertising and in others possible participants were contacted through program personnel. During the second wave of testing, parental or legal guardian permission had to be obtained for juveniles before the testing team came on site. When the testing team arrived in the institution to administer the test, interested participants were convened in groups of 7 to 12 subjects. They were informed in more detail about the nature of the study, about the kind of material they would be asked to answer, about the protection of confidentiality they were guaranteed and about the Writ of Confidentiality we had been awarded from NIMH, and about the fee they would be paid for their participation (\$18.00). A strong plea was made for honesty, and the potential future benefits of adequate assessment for offenders like themselves was stressed. After informed consent statements had been explained by a visiting research team member and signed both by the offender and the research team representative, either the paper-and-pencil or the computer versions of the MASA were distributed and a standard set of instructions was given. If offenders had difficulty reading the inventory, arrangements were made for one of our team to read the inventory to him. If upon hearing greater details of the nature of the questions in the MASA, an offender decided not to participate, he was dismissed. In early testing with Version 2 of the MASA we attempted to

skip the initial contact by on-site personnel, and we perused prison records to target a particular subset of offenders who met particular criteria. This procedure resulted in considerable anger among inmates that “outsiders” had access to their records without their permission. Consequently, both in that prior project and in the current research, we changed our solicitation approach to that described above. After this change only a couple of offenders who initially volunteered decided not to participate. This procedure did not, however, allow us to identify the characteristics of those who did not volunteer.

Results

Overview

The intent of the present report is to present the results of the analyses done on the juvenile and adult subjects tested during NIJ grant # 94-IJ-CX-0049. As was mentioned in the Introduction, to do this adequately, we must first summarize some of the results of prior research so that the results of the present grant can be interpreted in the context of these previous analyses. Toward that end we will first summarize the already reported reliability and validity analyses of the first version of the MASA calculated on the original MTC sample, give a sampling of our factor analyses of that version, and summarize the relations among the factor domains. Second, using three samples from the first generalization study of the MASA (Version 2), we will demonstrate the consistency of the individual factor scales across these new samples and using a slightly different breakdown of the samples in the first generalization study, we will summarize the congruence of the pattern of correlations among factor domains across both the original sample and these new samples. Third, using samples of both juvenile and adult sex offenders from our second generalization study of the MASA (the present grant research on Version 3), we will provide evidence for the utility of the MASA for juveniles sex offenders by showing their comparable internal

consistencies and test-retest reliabilities on the factor scales to those of adult sex offenders. Fourth, we will map the pattern of the relations among the factor domains for the juveniles onto the patterns of relations we had reported for the adults. Fifth, on prior samples we have tested simple models of the developmental antecedents of sexual coercion; a comparable model will be tested on the juvenile offenders. Sixth, we will compare the juvenile and the adult samples tested in the present grant, to determine whether prior differences identified using a different methodology (Knight & Prentky, 1993) could be replicated.

Analyses of the Original Sample

Reliability and Validity Analyses

For the original sample we calculated the internal consistencies and test-retest reliabilities for a set of rational scales that had been designed to measure the critical domains for classification in MTC:R3. The high coefficient alphas for all these scales (94% greater than .70) and high test-retest reliabilities (only two scales--Vandalism in Adulthood and Impulsivity in the Offense yielding reliabilities < .70) indicated that reasonable reliability had been achieved (Knight et al., 1994).

For these rational scales we also reported concurrent validity coefficients, derived by correlating each scale with a parallel, independent assessment of the same domain, which was created by rating the information provided in the participants' archival records. These analyses indicated that only the domains of sexualization, sexual aggression, and sexual offense planning failed to show adequate concurrent validity coefficients. A comparison between offenders' answers to the MASA scales for these domains and the information garnered from their archival files indicated that far more sexual preoccupation, deviance, compulsiveness, inadequacy, and sadistic fantasies and

behaviors were reported on the MASA than were evident in the archival files, suggesting that the MASA provided greater validity and coverage of the relevant information than the criminal and clinical files.

Factor Analyses of the MASA: The Example of Offense Planning

Although the general rational scales had reasonably high internal consistencies, suggesting that the items in each scale assessed the same general construct, we wanted to explore the factor structure within each domain. Consequently, for each of ten separate domains, which are listed in the left hand column of Table 2, we calculated principal components analyses (Hartman, 1967), extracted all factors with eigenvalues greater than 1, and rotated these factors to VARIMAX criteria. We examined these preliminary factors to determine the number of core factors that were cohesive and theoretically meaningful. We then recalculated the principle components analyses, limiting the extraction to the number of core factors. We will present the analysis of the Offense Planning domain to illustrate the outcome of this procedure for one domain.

In the original offense planning principal components analysis ten factors were extracted. An examination of this solution revealed that the last four factors were either single item or weak, splinter factors. Consequently, a six factor solution was specified, and this solution, which accounted for 65% of the variance is presented in Table 1. In the clinical and criminal literature offense planning is often discussed as a univocal construct (Rosenberg & Knight, 1988). The factor analysis of the offense planning items challenges this notion and suggests that offense planning is a multidimensional construct, comprising the six relatively independent factors of this analysis.

A brief consideration of these factors reveals that each represents a theoretically meaningful and separable component of offense planning and pre-offense fantasy. The first factor closely approximates a construct that has often been described in the clinical

literature. It involves fantasies that Cohen, Garofalo, Boucher, and Seghorn (1971) attributed to their compensatory rapist type and Groth, Burgess, and Holmstrom (1977) saw as characteristic of their similarly defined power-reassurance rapist. Hazelwood (1987) has referred to these as pseudo-unselfish fantasies, and Marshall (1989) discussed them in the context of seeking intimacy, which is the descriptor we have chosen. In these fantasies the rapist ignores the agonistic nature of the sexual assault and fantasies that his sexual overtures will elicit a positive response in the victim. The second factor, *Aggressive/Violent Fantasies*, taps the offender's fantasies about physically harming, frightening, and even killing the victim. The third factor, *Planning the Offense: Victim Type and Crime Location*, captures the offender's forethought in seeking a particular victim and fantasies about a particular location for an assault. The fourth, *Sexual Fantasies*, includes the offender's fantasies about what sexual acts he would perform, or would have the victim do to or for him. The fifth, *Eluding Apprehension*, taps his plans to elude apprehension after the crime. The sixth and final factor, *Planning the Offense: Weapons and Paraphernalia*, focuses on the weapons and paraphernalia (his "rape kit") that he planned to take with him for his crimes.

The relatively low intercorrelation among these offense planning characteristics suggests that they are ripe for cluster analyses that might be informative either from a criminal investigative analysis perspective (Knight, Warren, Reboussin, & Soley, 1998) or from a psychotherapeutic vantage (Pithers, 1990). If distinct clusters of planning could be identified and replicated, these could also have important implications for crime scene analyses and for structuring relapse prevention interventions. The greater differentiation of offense planning into distinct components of planning also provides potential resolutions to the problems we encountered with the clearly inaccurate global representation of this construct in MTC:R3 (Knight, 1999).

Correlations among the Factor Domains in the Original Sample

We generated factor scales (see Appendix 2) for the factors in the ten domains by standardizing each item and averaging over all items that loaded $>.40$ on each factor. To analyze the relations between the various components in the MASA, we correlated the factor scores of each domain with the factor scores of the other domains for the 59 rapists who had taken the original version of the MASA. Table 2 presents a summary of the intercorrelations among the factor domains. The number of factors in each domain is presented in parentheses below the factor domain name in the left column of the table. Above the diagonal is the average correlation among the factors for the two domains. Below the diagonal is the percent of the correlations between the factors in the two domains that reached $.01$ significance. Thus, the average correlation gives some notion of the overall general level of relation between the two domains, and the percent gives an indication of the pervasiveness of the relationship across the factors in the two domains.

There are several important relationships in this table that should be noted.

- (1) Social competence was completely independent of all the other domains. None of the correlations of its two factor scales, Relationships and Independence, reached $.01$ significance with any other factor scale.
- (2) As expected, juvenile and adult antisocial behavior were highly related.
- (3) Antisocial behavior was moderately related to expressive aggression, but relatively independent of other factors.
- (4) As expected, pervasive anger, expressive aggression, and sadism were all interrelated. Both sadism and pervasive anger were strongly related to expressive aggression, and expressive aggression was strongly related to pervasive anger, but sadism and pervasive anger were only weakly related.

- (5) Sexual drive was strongly related to pervasive anger, expressive aggression, sadism, and offense planning.
- (6) Pornography use was strongly related to both sexual drive and expressive aggression.
- (7) The paraphilias were moderately related to expressive aggression, sexual drive, and offense planning.

First Generalization Study Analyses

Consistencies of the Factor Scales across Samples

The first revision of the MASA was given to a variety of samples including sex offenders in general prison settings ($n = 140$), non-sex offending criminals ($n = 162$), and non-criminals ($n = 220$). We repeated the principal components analyses described above on each of these groups and were able to replicate most of the factor structures of the original sample. Table 3 presents the average Cronbach alphas for these same factor scales on the three new replication samples. For instance, for the sample in the first column, who are the sex offenders in the first replication sample, and consequently the sample that most closely approximated the 127 offenders in the original MTC sample, the .87 represents the average of the alphas for this group for the Independence ($\alpha = .81$) and Relationships ($\alpha = .92$) factor scales in the social competence domain. An examination of the α 's in this table reveals that the scales developed on the original sample also cohere in the replication samples. The rare exceptions were predominantly in the normal sample (e.g., expressive aggression, sadism, paraphilias, and offense planning), where the particular behaviors were infrequent. Indeed, very few non-criminals answered any of the items in the offense planning section.

Consistencies of the Relations between Factor Domains across Adult Samples

Figure 1 presents a summary of the consistencies in the correlations among the factor domains for five groups of adult subjects selected from in the original MTC sample and from the samples in the first generalization study: the original MTC rapists ($n = 59$), college students ($n = 127$), community normals ($n = 93$), non-sexually offending criminals ($n = 162$), and rapists in prison ($n = 95$). In these consistency analyses we focused only on rapists and not child molesters, because the MASA was originally developed for rapists, and only incorporated more extensive assessment of child molesters in Versions 3, 4, and 5. The numbers in the figure refer to the number of different groups (up to 5) who reached our criterion for a significant relation between each pair of factor domains. Thus, both blanks (zero groups reached criterion) and 5's indicate perfect agreement across the five groups. Because the offense planning questions were only given consistently to the two sex offender groups, a dot was used to indicate perfect cross-group agreement of the two groups. Note in the legend of this figure that different levels of shading from dark (5 group agreement) to no shading (0, 1, or 2 group agreement) also correspond to the different levels of group agreement. Perfect two group consistency on offense planning is indicated by light diagonal lines. These same shading designations will be used in Figure 2 to provide a comparative backdrop of adult group agreement for the pattern of correlations of the juveniles.

The diagonal divides the matrix into the same two different assessments of relation that we employed in Table 2. Above the diagonal the criterion is based on the average correlation between factor scales in the two domains, and below the diagonal the criterion refers to the percent of correlations across the two domains that reached significance ($p < .01$). To meet the average correlation criterion above the diagonal, the average correlation among the factor scales across a factor domain pair must have reached at least .01 significance (e.g., as indicated in Figure 1 for the juvenile antisocial

domain [6 factor scales] and the adult antisocial domain [4 factor scales], the average of the 24 correlations between all factor scales was significantly different from 0 at $p < .01$ for all five groups, and is consequently marked with dark shading and “5”). The numbers in the figure below the diagonal refer to the number of groups for whom the percent of correlations (e.g., out of 24 in the above example) that reached .01 significance across the factor scales in the two domains was greater than 40%. The average correlation gives some indication of the overall level of relation between the two domains, and the percent of significant correlations reflects the pervasiveness of the relation across the factor scales in the two domains. It is noteworthy that the pattern of relations among antisocial behavior, sexual drive, violence, and offense planning that were found in the original sample of rapists was replicated across all groups tested here, including the non-criminals.

Second Generalization Study Analyses (NIJ #94-IJ-CX-0049): The Utility of the MASA for Juveniles

The second revision of the MASA (Version 3) focused on two goals--creating a computerized form of the MASA and making the language and content appropriate for juveniles. Version 3 of the MASA was administered to 131 juvenile sex offenders from five different inpatient facilities in Minnesota and Virginia and to 275 adult sex offenders from two prisons and one treatment center in Minnesota and from one treatment center in New Jersey. Of the 131 juveniles, 121 were administered the computer form, 81 took the paper-and-pencil form, and 71 took both forms. Of the 275 adult sex offenders, 50 adults took both forms of the MASA. In analyzing the internal consistencies for the juveniles, five juveniles were dropped because their protocols indicated random responding in part of the inventory.

Attitude of Juveniles Toward Computer versus Paper-and-Pencil Administration of the MASA

Those juveniles who took both the computerized and paper-and-pencil versions were asked which form of test administration they preferred. Only 26% preferred the paper-and-pencil version. For 36% of this 26%, the reason for their preference was that in the computer version, they were not able to go back to a question, where they had made a mistake. This group said that if this problem were solved, they would prefer the computer administration. Consequently, if this problem were solved, only 17% would have preferred the paper-and-pencil administration. This limitation of our computer program has now been corrected. The reasons why the vast majority of juveniles preferred the computer version included: it helped them to focus their attention, it was "easier to understand," "easier to answer," and "took less time." Those of us who did the testing observed that when juveniles were taking the computer version, they concentrated more and had fewer behavioral problems. Thus, from both the juveniles' self-report and from our observation, it appears that for juveniles the computer administration offered considerable advantages.

In this administration of the MASA we received considerable feedback, especially from the juveniles about wording, vocabulary, and computer looping problems that need to be addressed in a revision. In our subsequent revision of the MASA we have instituted all of these changes.

Reliability of the MASA for Juvenile Sex Offenders

In addressing the question of whether Version 3 of the MASA was an appropriate assessment tool for juveniles, we examined the internal consistencies and test-retest reliabilities of the factor scales on juvenile sex offenders we tested in our second generalization study. Table 4 presents the average internal consistencies and

test-retest reliabilities for the ten factor domains for both the juvenile and adult samples in the second generalization study. The internal consistencies averages are based on 38 of the 41 original factor scales. Two of the factors comprised a single variable, precluding calculation of internal consistencies. In addition, we dropped the fifth paraphilia factor, zoophilia/necrophilia, because it did not cohere in the prior analyses of the first generalization study. The test-retest reliabilities are based on all 41 factor scales.

As can be seen in Table 4, the internal consistencies on these factors were consistently high. For the juvenile sex offenders approximately 90% of the factor scale α 's were greater than .70, and 67% were greater than .80. For the adults 92% exceeded .70, and 84% were greater than .80. Although the internal consistencies of the juveniles were slightly lower than those of the adults, they were still high and clearly support the use of these factor scales for juveniles. Both the juveniles and the adults showed poor consistency on the items in the Sexual Behavior factor in the sexual drive domain, $r = .21$ and $.20$, respectively, and both showed suboptimal consistency on the Voyeurism factor in the paraphilia domain, $r = .59$ and $.59$, respectively. Although Sexual Behavior (i.e., the frequency of sexual activity) factor did not cohere, both the Sexual Preoccupation and Sexual Compulsion factors, the other factor scales in the sexual drive domain, did evidence high internal consistency for both juveniles and adults. The average of the low Sexual Behavior factors with the high Preoccupation and Compulsion factors yielded the averages presented in Table 4 for the adults ($r = .66$) and juveniles ($r = .62$) for the sexual drive domain. In addition to these common problems in consistency, the juveniles showed inferior consistency on factor scales that were clearly less appropriate for this young sample: Independence in the social competence domain and Drugs and Vandalism in the adult antisocial domain. In the computer form, which used the

subject's age as a criterion for which questions were asked, a large proportion of the juvenile sample were not asked the adult antisocial items because they were too young (i.e., less than 17 years old). Moreover, those who had reached their seventeenth birthday and were asked the adult antisocial items, often had their responses to these items affected by their incarceration during their brief adult life.

The average correlations for each domain between the factor scales for the written and computer administrations of the MASA are also presented in Table 4. The correlations are sufficiently high that they can be considered reasonable assessments of test-retest reliability. For the juveniles 93% of the reliabilities were greater than .60 and approximately 80% exceeded .70. For the adults 98% were greater than .60, and approximately 90% exceeded .70. The test-retest reliabilities of the juveniles, although slightly lower than those of the adults, were nonetheless high and support the use of these same factors for juveniles. It is noteworthy that the factors with low test-retest reliabilities for the juveniles were exclusively in those domains that could be considered less appropriate for a juvenile sample—social competence and adult antisocial. Both juveniles and adults showed high test-retest correlations on both the Voyeurism and Sexual Behavior factors, despite the low internal consistencies found for these factor scales.

Comparison of the Relation among Factor Domains for Juveniles And Adults

Figure 2 depicts the comparison of the pattern of correlations across factor domains that the juveniles produced with the patterns of the previous adult samples. To illustrate the relation of the juveniles to the previous adult samples, we deleted the numbers in the body of Figure 1, which represented the number of adult groups that were in agreement for a particular cell, and we retained only the shading to indicate this agreement. We then mapped the agreement between factor domains for the juveniles

onto the relations produced by the adult groups in the first generalization study, using the # and ** symbols. Because the adult antisocial factor scales were inappropriate for and not answered by a large number of juveniles, we deleted that factor domain, but maintained the same domain numbering as in Figure 1. Graduated shading indicates 5 group, 4 group, or 3 group criterion achievement, as we described earlier for Figure 1. The offense planning domain is shaded somewhat differently, because of the smaller number of groups (two) previously given this section (light diagonal lines indicating two group agreement for the specific factor domain pair).

Figure 2 presents a mapping of the pattern of correlations of the juveniles onto the shaded patterns of the previous groups. Above the diagonal two asterisks (**) indicate that the juveniles (n=131) reached the criterion of agreement for the average correlation, and below the diagonal the pound sign (#) indicates that juveniles reached the criterion for the percent of correlations that reached $p < .01$ significance. The figure clearly indicates that there was considerable agreement between the juveniles and the previous adult samples in their patterns of correlations between domains. Of the 72 cross-domain cells in the 9 X 9 matrix, 38 had had perfect agreement (either 0 or 5 groups; see Figure 1) among the five previous adult groups. In only two of these cells were the juveniles completely discrepant with the other groups in their pattern of responding. In all other relations at least two or three adults groups showed a relation between the domains (e.g., the pervasive anger and juvenile antisocial behavior correlations showed 2 adult group agreement for the average correlation and 3 adult group agreement for the percent of correlations greater than 40%). It is interesting that the only two completely discrepant cells involved the relation between juvenile antisocial behavior and social competence, where there was a relation for the juveniles, but not for any of the adult groups. A finding in our retrospective study sheds some

light on this disagreement (Knight & Prentky, 1993). Juvenile antisocial behavior and social competence were found to be the major distinguishing characteristics between offenders charged with sexual offenses as juveniles and those who had no sexually coercive behavior until adulthood. This suggests that these two characteristics might be related to being apprehended for sexual coercion as a juvenile, and thus might produce the correlation in apprehended juvenile samples that we see here. In general, the pattern of correlations strongly supports the comparability of juvenile sex offenders' patterns of responding to other groups' patterns across these factor domains.

Table 5 presents two other ways to summarize these results. The first, the left numbers without parentheses in each box, used the values of the average correlation between two domains for each group as data points and correlated each group with every other group on these average correlations. The second, the right numbers in parentheses in each box, used the percentage of correlations that were significant between two domains for each group as data points and again calculated correlations between pairs of groups on these percentages. For both ways of evaluating cross-group compatibility of domain relations, the juvenile showed both high correlations with all adult groups that paralleled the relations among the adult groups. This consistency with adult groups suggests again that the juveniles' pattern of responding on the MASA was comparable to that of the other groups and indicates that the MASA can serve as an appropriate assessment tool for juveniles.

Developmental Antecedents for Juvenile Offenders

In addition to the ten domains discussed above, the MASA now begins with an extensive developmental history. Knight (1997) has demonstrated among all adult samples that he tested there was a consistent pattern of developmental antecedents leading to the presence or absence and/or frequency of sexually coercive behavior. The

developmental data in the MASA thus provide another way to test the patterns of validity of the MASA. With the MASA data from the present research we can evaluate whether the patterns that predicted sexual coercion among adults do as well among juveniles.

Research has shown that sexual coercion is caused by a multiplicity of variables (Malamuth, 1986) and is committed by a heterogeneous group of offenders (Knight & Prentky, 1990). Although a large number of sexual assaults are committed by juvenile offenders (Fehrenbach, Smith, Monastersky, & Deisher, 1986), relatively few empirical studies have focused on this population. Much of the empirical research on this population that does exist primarily describes offender and offense characteristics (Davis & Leitenberg, 1987) and ignores the possible covariation of early sexual coercion with other variables (Prentky & Knight, 1993). Consequently, an analysis of the developmental antecedents of sexual coercion among juveniles not only contributes to the validation of the MASA, it also provides important information about the causes of coercion in these offenders.

Using the developmental variables in the MASA, we attempted to identify variables relevant to the etiology of sexual coercion in these offenders. The study involved three primary steps: (a) identification of antecedents of sexual coercion in the research literature, including a causal model as a basis for our own application; (b) construction of variable scales, using the factor analyses of the MASA and rational scale derivation of scales that were theoretically congruent with those used in the established model; and (c) computation of path analyses of the variables hypothesized to predict sexual coercion.

We based our variable scales, and the hypothesized developmental paths between them, on those used by Malamuth, Sockloskie, Koss, and Tanaka (1991) in

their study of antecedents of sexual coercion in male college students. To this model we added scales measuring childhood and adolescent alcohol abuse because of alcohol's role in adult sexual assaults (Langevin, 1983; Rada, 1976). A misogynistic fantasies factor from the Expressive Aggression factor analysis previously discussed, consisting of variables measuring aggressive fantasies against females and cognitive biases, was also added because of its discriminatory power (Prentky & Knight, 1991) and its relevance to sexual compulsivity and hypermasculinity among adult sexual offenders (Knight, 1995). As indicated, a secondary purpose of this study was to learn if our model of the variables implicated in the development of sexually coercive behavior replicated those found in the Malamuth et al. model.

Malamuth et al. posited that the development of coercive behavior can often be linked to early home experiences and parent-child interactions. Violence between parents and parent-child interactions characterized by physical and sexual abuse may influence developmental processes (e.g. inhibit behavioral control and adaptive social skills) leading to violence against women (Malamuth et al., 1991). Children enmeshed in violent family structures often interact with delinquent peers and engage in antisocial behaviors (Patterson, DeBaryshe, & Ramsey, 1989). These delinquency experiences may in turn promote the further development of negative cognitions and subsequent aggression towards women (Malamuth et al., 1991).

As seen in Figure 3, Malamuth et al. were interested in how delinquent experiences perpetuate coerciveness against women through the confluence of two paths. The first path arises when delinquency promotes attitudes that increase the likelihood of coercive behavior (Patterson et al., 1989). These attitudes combine to constitute a construct called negative masculinity, or the extent to which individual's hold "macho" attitudes (e.g. risk taking, power seeking, overly competitive behavior,

etc.). The second path occurs when delinquent tendencies are expressed in an overtly sexual manner. Malamuth et al. hypothesized that boys who emphasize sexuality and conquest as a means to peer status and self-esteem may use coercion to induce sexual contact with females.

In previous theoretical replications of the Malamuth et al. developmental model, Knight (1995) discovered similar paths between antecedents of sexually coercive behavior across four different adult samples: incarcerated rapists, incarcerated general criminals, socioeconomically matched community controls, and college students. In all four samples Knight noted similarities in the way in which sexual compulsivity, hypermasculinity, and aggressive misogynistic fantasies interacted to predict sexual coercion. For rapists, community controls, and college students, sexual compulsivity and hypermasculinity directly and indirectly affected sexual coercion. For general criminals, the links between sexual coercion, sexual compulsivity and misogynistic fantasies were similar, but unlike the other three samples, hypermasculinity did not prove as salient a predictor of sexual coercion.

Knight (1993, 1995) found that multiple variables, such as sexual abuse, physical abuse, juvenile delinquency, and alcohol abuse significantly anteceded the two paths defined by sexual compulsivity and hypermasculinity. Alcohol abuse in childhood indirectly affected sexual coercion by directly predicting juvenile delinquent behavior in all but the rapist sample. Physical abuse also indirectly affected sexual coercion through direct effects on juvenile delinquency and hypermasculinity and/or misogynistic fantasy behavior in all but the non-sexual offending criminal population. Adolescent alcohol abuse was a strong predictor of sexual coercion in both the rapist and the college student samples. Sexual abuse was highly predictive of sexual compulsivity, and physical abuse of hypermasculinity, in both of these samples. Adolescent alcohol abuse

did not significantly affect sexual coercion in the community control and non-sexual offending criminal samples. Though each sample exhibited some unique interactions between these developmental variables, the evident commonalities across disparate samples supported the possibility of a unified theory of sexual coercion (Knight, 1995).

Based upon Knight's findings and the Malamuth et al. model, we hypothesized that sexual and physical abuse would predict juvenile delinquency and have direct effects on sexually coercive behavior. Second, we hypothesized that, consistent with the Malamuth et al. model, juvenile delinquency would indirectly affect sexual coercion through the two paths defined by sexual compulsivity and hypermasculinity. Third, we hypothesized that sexual compulsivity and hypermasculinity would have indirect effects on sexual coercion through their direct effects on misogynistic fantasy behavior. Finally, we hypothesized that alcohol abuse in childhood would directly affect involvement in juvenile delinquent behavior, whereas alcohol abuse in adolescence would directly affect sexual coercion.

Construction of scales. Scales were either rationally derived or were based upon the results of principal components analyses. Scales derived from Knight's (1995; Knight & Cerce, in press) factor analysis used in this study were misogynistic fantasies, sexual compulsivity, peer aggression, and school disruption. Rationally derived scales were physical and sexual abuse, hypermasculinity, and alcohol abuse.

In constructing these scales we initially standardized all selected variables. For the factor analysis, only variables that loaded above a cutoff of .50 were selected. Variables that loaded above this level on more than one factor were excluded. We obtained an estimate of the internal consistency of each scale using Cronbach's alpha. The alphas for the scales measuring predisposing experiences and behaviors were .80 (sexual abuse), .60 (physical abuse), .82 (childhood alcohol abuse), .88 (school

disruption), .84 (peer aggression), and .92 (adolescent alcohol abuse). The alphas for the scales measuring moderating dispositions were .72 (sexual compulsivity), .58 (hypermasculinity), and .83 (misogynistic fantasies). Scale scores were obtained by taking the mean of the standardized variables constituting each factor/rational scale. Each subject thus had a single standardized score for each of the nine scales.

The sexual and physical abuse scales paralleled the childhood abuse and family violence antecedents associated with later coercion in the Malamuth et al. model. The variables constituting these scales detailed the type and frequency of abuse as well as the perpetrator(s). The peer aggression and disruption in junior high school scales were congruent with the Malamuth et al. conception of delinquency. Peer aggression consisted of variables pertaining to the frequency of fighting with same or near age peers, and to the bullying of younger individuals. School disruption referred to less overt aggression and detailed behavior problems such as skipping school, upsetting class, insubordination, and suspension. The adolescent alcohol abuse component furthered our conception of delinquent behavior and delineated frequency of alcohol consumption and number of times intoxicated. Thus, our juvenile delinquency construct consisted of adolescent peer aggression, school disruption, and alcohol abuse.

Malamuth et al.'s sexual promiscuity construct was related to, though not completely congruous with, Knight's (1995) sexual compulsivity factor. This factor comprises items pertaining to not being able to resist the urge to perform sexual acts. Knight (1995) found that this component correlated highly with sexual preoccupation and the strength of sexual drive. It was chosen because it was the best discriminator between coercive and non-coercive non-criminals. The hypermasculinity scale used in this study closely approximates the Malamuth et al. construct of negative masculinity. The variables constituting this scale focus on attitudes supporting male dominance both

sexually and intellectually, and behaviors such as driving recklessly and relying on violence as a means of dealing with conflict.

Finally, the sexual coercion outcome variable was based upon the sexually coercive behaviors leading to anal or vaginal penetration that offenders disclosed while taking the MASA. Coercive behaviors included using verbal threats, physical force, and/or providing their victim(s) with alcohol/drugs in order to elicit compliance. Offenders were asked about the frequency with which they engaged in these behaviors. Responses ranged from "0," never, to "4," very often (over 50 times). Each subject received a standardized coerciveness score by taking the mean of the standardized variables constituting this outcome scale.

Simultaneous multiple regression analyses. The path model was constructed so that scales measuring predisposing experiences and behaviors in childhood (e.g. physical abuse) were hypothesized to predict scales measuring predispositions in adolescence (e.g. peer aggression). Predisposing experiences were hypothesized to predict moderating dispositions (e.g. hypermasculinity), which in turn predicted sexual coercion. Each time frame was defined by the age of the subjects when the specific events occurred. Events in childhood occurred up to 13, whereas events and behaviors in adolescence occurred between 13 and 18. Initially, each of the three scales measuring predisposing behaviors in adolescence was entered as a dependent variable with the three childhood scales entered as predictors. Next, the scales measuring the moderating dispositions of sexual compulsivity and hypermasculinity were entered as dependent variables with the six predisposing scales entered as predictors. These eight scales were then entered as predictors of misogynistic fantasies. Finally, sexual coercion was the dependent variable and the entire set of nine scales was entered as predictors.

Preliminary analysis. Individual variable distributions, if not normally distributed, were positively skewed. Regression plots of each continuous variable with sexual coercion did not exhibit curvilinearity nor extreme heterogeneity of arrays. The casewise plot of standardized residuals did not show any systematic pattern, and the histogram of the standardized residuals did not reveal any marked skew. There was a preponderance of error values bunched in the middle of the distribution, and the overall curve approached normality, suggesting that the underlying statistical assumptions of linearity and homogeneity of variance along the regression line (homoscedasticity) were met.

The studentized residuals, assessing the standardized deviation of individual cases from their predicted Y values, indicated that only eight cases were greater than two t-values. Only one of these eight cases was also high on leverage (varied unusually from values of other x variables), having a value of .24, which exceeded the calculated conventional maximum by .02. Because this case did not rank high on influence, as indicated by a less than 1 Cook D value (Howell, 1997), it was not eliminated from the analysis.

Path analysis. Sexually coercive behavior patterns in juvenile offenders were differentially predicted by multiple developmental antecedents. The zero-order correlations indicated that there were some significant relations between variable scales, both within and across developmental epochs. As seen in Table 6, every independent variable incorporated into the path analysis had a significant ($p < .05$) zero-order relationship with sexual coercion. Yet, many fewer of these variables contributed unique variance as predictors of sexual coercion in the regression analyses (Figure 4) and total effect calculations (Table 7). The correlation matrix thus provided a reference

for delineating the spurious effects of each variable scale and subsequently assessing the amount of multicollinearity existing within the model.

Figure 4 highlights the salient standardized regression coefficients (betas) in this path analysis. Paths were selected for inclusion in the model if a significant relationship existed between an individual variable and the criterion. Most notably, physical abuse directly affected adolescent alcohol abuse ($\beta = .19$), which in turn directly affected hypermasculinity ($\beta = .36$) and sexual coercion ($\beta = .26$). Childhood alcohol abuse directly affected peer aggression ($\beta = .39$) which in turn directly predicted both sexual compulsivity ($\beta = .27$) and hypermasculinity ($\beta = .27$). Both sexual compulsivity and hypermasculinity indirectly predicted sexual coercion through their direct effects on misogynistic fantasies ($\beta = .57$ and $.18$, respectively). Misogynistic fantasies, in turn, had a significant direct effect on sexual coercion ($\beta = .37$).

With the exception of the second regression, in which the childhood scales were hypothesized to predict school disruption, each regression explained a significant amount of variance in the respective outcome variable. R^2 ranged from .11 to .51 for the six of seven regressions, which were at least significant at $p < .05$. The final regression showed the strength of the model as a whole. The R^2 of .31 indicated that approximately 31% of the variance in sexually coercive behavior was explained through the paths defined by the nine predictor scales. An R^2 of .31 corresponds to $f^2 = .45$ which is a large effect size by Cohen's (1992) conventions. This large effect size points to the adequacy of the sample size and subsequently to the power of the model. Based on Cohen and Cohen's (1983) standards for calculating power and reflecting the large effect size, adequate sample size, and parsimonious predictor set, this model had power

in the .90 range. We therefore expected to have approximately a 90% probability of rejecting the null hypothesis and finding a significant result if one did exist.

As seen in Table 7, the final step in the analysis was to calculate the direct, indirect, and spurious effects of each variable having a significant bearing on the final outcome variable, sexual coercion. It appears that about 75% of the zero-order correlations with sexual coercion for both physical abuse and peer aggression were commonly caused. A large proportion of the zero-order correlations for sexual compulsivity and hypermasculinity were also spurious, reflecting the redundancy of some of their variance. The variables with the smallest proportion of their zero-order correlations being spurious were alcohol abuse, both in childhood and adolescence, and misogynistic fantasies. These calculations thus reaffirm the multicollinearity present in the model as well as the particular predictive strength of fantasy behavior and alcohol abuse.

Comparisons between Juvenile and Adult Sex Offenders on the Factor Scales

Knight and Prentky (1993) had found that among sexual offenders, those who had begun their sexually coercive behavior in adolescence could be distinguished from offenders who began their offending as adults by the frequency of childhood sexual abuse, their general level of social competence, and the frequency of their antisocial behavior, especially juvenile antisocial behavior. Having comparable data on these domains in the MASA for both juveniles and adult sexual offenders allowed us to determine whether these same retrospective differences could be found in current samples of juveniles and adults. Table 8 presents a summary of the comparison between the all of the juvenile sex offenders tested ($n = 131$) and all of the adults ($n = 275$) on the ten factor domains and selected additional scales. Consistent with the data on comparing adult offenders who started their sexually coercive behavior as juveniles

to those who first sexually aggressed as adults, (Knight & Prentky, 1993), juveniles were significantly lower than adults in both factors of social competence (Independence and Relationships, Figure 5). Although not higher in delinquency, juveniles were significantly higher in Disruption in Jr. High School, Bullying, and Problems in Grammar School (see Figure 6). Not surprisingly, adults were higher in Driving problems. Because of more opportunities to offend as adults, the adult sex offenders were consistently higher in all four adult antisocial factors (see Figure 7). In the Pervasive Anger domain, whereas juveniles were significantly higher in their report of Fantasy of Hurting and Cruelty to Animals, adults were higher in Anger Lasting (see Figure 8). In contrast, adults were significantly higher in both Expressive Aggression toward Women and Sadism (see Figures 9 and 10), consistent with prior theorizing that these hostile attitudes and sexually aggressive fantasies and behaviors develop with age. Although juveniles were higher in Transvestitism and Zoophilia/Necrophilia (see Figure 11), adults were significantly higher in Sexual Preoccupation and Sexual Compulsivity (see Figure 12). Adults were significantly higher in their use of conventional sex materials (Playboy) for masturbatory behavior, but juveniles were higher on the Porn in the Family factor (see Figure 13). Finally, consistent with prior findings (Knight & Prentky, 1993), juveniles experienced significantly more sexual abuse as children, but adults as teens (see Figure 14). Although juveniles were slightly higher than adults in their endorsement of social desirability items (i.e., the Marlowe-Crowne scale), this difference did not reach significance.

Discussion

The extensiveness and seriousness of sexual aggression demands a concerted societal response. Effective prevention and intervention programs and accurate dispositional decisions, however, presuppose substantial knowledge of the causes,

determinants, and sustainers of sexually coercive behavior. The attainment of such knowledge is difficult, because sexual coercion is committed for a variety of reasons by a heterogeneous group of offenders (Knight et al., 1985; Knight & Prentky, 1990), and because the causes, determinants, and sustainers of such behavior may vary for different types of offenders. An understanding of the multiple determinants of sexual aggression will be possible only if we can identify and adequately measure the critical differences among offenders. There is, therefore, a crucial need for a standardized assessment tools that can provide reliable and valid evaluation for sex offenders at adjudication, that assess pre- and post-treatment change, and that measure follow-up adaptation. If we can centralize such standardized information so that these data could be analyzed on large samples, suitably complex multidimensional models could be generated and tested. Consistent, reliable, valid measures on large numbers of offenders are needed to generate and test viable multidimensional models.

Although the MASA is now a comprehensive inventory for sex offenders, it began as a circumscribed questionnaire for rapists, aimed initially at supplementing archival ratings in the areas of sexual and aggressive fantasy for our taxonomic research program. Because our initial taxonomic and assessment work had been done exclusively using the admittedly biased and seemingly unique sample of offenders at the MTC, who had been committed as sexually dangerous, there were clear methodological demands to demonstrate the generalizability of the constructs that we had developed. When we began to study additional samples, we quickly discovered that the wealth and depth of data we had become accustomed to in the archival files at the MTC was rarely matched at other institutions. Consequently, the scope of our assessment needs broadened and the MASA was expanded, first to include new assessment domains, then to encompass new samples including non-criminal, juveniles,

and child molesters. The current version (Version 5), which exists only in a computerized format, takes full advantage of contingency based questioning and has added modules for a detailed developmental history, greater assessment of adolescent social competence, and more extensive evaluation of domains unique to child molesters (e.g., fixation, amount of contact with children, questions identifying the range of victim ages and sex, and specific modus operandi of child molesters). It now has the potential to fill the role of a standardized, comprehensive self-report instrument for sex offenders.

As is evident in the data presented in this report, the MASA shows great promise for fulfilling the role of a comprehensive assessment tool for both juvenile and adult offenders, and indeed for both criminal and non-criminal samples. In the original sample the rational scales, which had been created to measure specific theoretical domains found important in the classification of rapists, demonstrated high internal consistency and reasonable cross-temporal stability. Moreover, these scales either correlated highly with companion scales that had been rated using archival records, or evidenced considerably more frequent admission of sexual deviance, violence, and sadism than was recorded in the archival files. This suggested that the scales were likely to have been tapping true variance and to have captured information not recorded in the archival sources.

Stability of Factor Structures across Samples and the Reliability of Factor Scores in the Current Samples Tested

The factor analyses calculated on the original MTC sample have not only been informative about potentially important cohesive constructs in the select MTC sample, but they also provided structures that we found to cohere across multiple, radically different samples. The factor analysis of the offense planning items, presented here as a

representative example of the results of these analyses, illustrates the potential insights these factor analyses have yielded for assessment, taxonomic structuring, criminal investigative analyses, and therapeutic intervention.

The factor structures generated on the MTC sample were with some exceptions substantially recoverable across generalization samples we have tested. In the both adult and juvenile samples tested as part of the present grant the factor scales derived from these analyses had both high internal consistencies and test-retest reliabilities. Moreover, the pattern of correlations among the factor domains had been found to be consistent across five previously tested adult samples that included sex offenders and non-sexual offenders, criminals and non-criminals. In the present study the correlation pattern among the factors of juveniles was mapped onto these previous samples and was found to be congruent.

The consistency of the pattern of correlations between domains across both adult and juvenile samples has provided substantial support for the possibility of creating a unified theory of sexual aggression that encompasses diverse populations. Across all samples antisocial behavior emerged as essentially independent of sex drive, expressive aggression, and offense planning. In contrast, sexual drive was invariably related to expressive aggression, and sadism, and it appeared to be a major driving force of offense planning. On the basis of the consistency of this pattern and also the similarly congruent patterns in data on developmental antecedents of the components of sexual aggression in previous samples and in these current samples, discussed in the next section below, Knight (1997) has proposed a tripartite developmental model of sexual aggression, which will be discussed briefly at the end of the developmental section, which follows.

Developmental Antecedents of Sexual Coercion among Juveniles

The results of the path analysis of the developmental antecedents of sexual coercion among juvenile sex offenders indicated that our variable scales were capable of explaining a substantial proportion of the variance of juvenile sexual offenders' sexually coercive behavior. The strong relationship expected between the factors measuring juvenile delinquency and subsequent sexually coercive behavior (via sexual compulsivity and hypermasculinity) was confirmed. Additionally, and as hypothesized, sexual compulsivity had an indirect effect on sexually coercive behavior through its direct effect on misogynistic fantasy behavior. The strong standardized regression coefficient ($\beta = .58$) achieved from regressing misogynistic fantasies on sexual compulsivity suggests that these variables are intertwined in their facilitation of sexually coercive behavior. As predicted, hypermasculinity also had an indirect effect on sexual coercion via misogynistic fantasies. It appears that individuals expressing the behavior patterns and cognitive biases intrinsic to these two paths are especially likely to develop aggressive fantasies, which in turn serve to trigger sexually coercive actions.

Although the relationship between alcohol abuse and adult sexual aggression is well documented (Langevin, 1983; Langevin, Paitich, & Russon, 1985), its relevance to sexually coercive behavior in juveniles is less clear. Awad and Saunders (1991) found that adolescent sexual offenders were significantly less likely to have a history of alcohol abuse than other delinquents, with alcohol implicated in none of the offenses they studied. Yet in this study alcohol abuse is the second strongest predictor of sexual coercion. As seen in Table 7, the total effect of alcohol abuse in adolescence (.28) is second only to the direct effect of misogynistic fantasies (.37) in predicting sexual coercion.

Recognizing early life alcohol abuse as an etiological variable has important implications for prevention and treatment. Early intervention and education about alcohol abuse might significantly reduce the incidence of sexually coercive behavior in high risk young male populations. Treatment of some juvenile sexual aggressors might also be refined if alcohol is recognized as integral to their coercive behavior patterns.

Physical and sexual abuse in childhood did not have as significant an effect on coercive behavior and general juvenile delinquency as was hypothesized. Physical abuse did have an indirect effect on sexual coercion, as indicated in Table 7, but approximately 75% of its zero-order correlation was spurious. That is, in this model sexual abuse was neither directly nor indirectly significant as an exogenous predictor, even though the zero-order correlation with coercion was significant. This suggests either that variables not assessed in the model mediated the effect of sexual abuse on subsequent sexual coercion, or that the covariation of sexual and physical abuse was sufficient to ameliorate the impact of sexual abuse as independent predictor. Physical abuse interfaced with the endogenous variables in the model better than sexual abuse, and would consequently always be chosen as the direct effect, leaving only residual variance for sexual abuse to explain. The covariation of sexual and physical abuse might also indicate an atmosphere of general violence and deviance that should be further explored. The fact that physical abuse is a direct predictor of school disruption and alcohol abuse in adolescence reaffirms the importance of uncovering the implications of this childhood trauma.

As will be discussed in the next section the comparison of this juvenile sample with the sample of adult sexual offenders ($n = 275$), also tested on the MASA as part of this grant, indicates that the juveniles reported both more frequent and more severe childhood sexual abuse than adult offenders and evidenced more delinquency. This

suggests, consistent with previous data (Knight & Prentky, 1993), that early sexual abuse may be a risk factor for early sexual acting out in general, but may only be weakly related to the frequency of sexual coercion among juvenile offenders, as indicated in the present model. These data plus prior linkage of sexual abuse to sexual compulsivity and through this variable to sexual coercion in both non-criminal and adult sex offender samples (Knight, 1995) indicate that sexual abuse plays an important role in sexual offending that requires further investigation.

Although the overall regression analyses explained a fair amount of the variance in sexually coercive outcomes, it is clear that there are inadequacies in the content of our scales that must be addressed. Because early childhood abuse experiences were not strongly predictive, it is important to look both for better measures of these domains and also to examine other realms of research for suggestions about the etiology of coercion. Research on temperament and the continuity of personality suggest that variables assessing a context-temperament match or mismatch bolster predictive validity over traumatic life events taken alone.

Based upon the findings of Malamuth, et al. (1991) and others, we theorized that association with delinquent peers may promote sexually coercive behavior, yet the etiology of delinquency is traced back to the experience of abuse in childhood, and a deviant family structure. In contrast, a sizable body of evidence supports a temperamental basis for aggressive behavior and delinquent peer association (e.g. Caspi et al., 1995; White et al., 1994). The issue of temperament is also important when considering the measurement of child abuse. There is evidence (e.g. Dunn, 1980; Keogh & Pullis, 1980) that children with certain temperaments may be at risk for experiencing negative parent-child interactions. An undercontrolled child may induce a parent to more violent means of behavioral control. It is clear that to flesh out the underpinnings

of sexual coercion, we must consider the interaction between environmental factors and possible biological substrates.

Undoubtedly, abusive experiences and family deviance play an important role in an individual's development of a coercive personality. Our interpretive power may be bolstered by taking the perspective that negative early life experiences aggravate an individual's behavioral style and disrupt an adaptive environment-temperament fit. As Henry, Caspi, Moffitt, and Silva (1996) recognize, early emerging behavioral difficulties interacting with disorganized family environments can have a profound impact on social development. In this respect, alcohol may be a more salient "releaser" for those individuals who are already predisposed to impulsivity and sexual coercion by an undercontrolled temperament. To explore the complex interactions of early environment and temperament in the etiology of sexually coercive behavior, in the more recent revisions of the MASA (Versions 4 and 5) we have increased both the temporal specificity and the quality and breadth of coverage of abuse and family interaction domains; and we have added relevant temperament scales.

The complexities of the domains measured in our model is matched by the methodological problems encountered in attempting to research these antecedents. The design of the present study, though heuristically informative, has inherent limitations that must be factored into the interpretation of the results. Studies based on retrospective self-reports of childhood experiences are open to a number of possible biases (Widom, 1988). For instance, it is possible that individuals are remembering and possibly reinterpreting/distorting past memories in the context of present experiences. Memory lapses, unconscious denial, or repression of childhood traumas may prevent recollection of episodes of abuse. It is, however, also probable that these juvenile

offenders' more recent experience of childhood events makes possible memory lapses and distortions less likely.

Second, the data for this study were not gathered longitudinally. Yet, for the purposes of drawing causal inferences between exogenous antecedents and endogenous variables, and among the endogenous variables, a temporal/causal structure had to be imposed. Without a prospective design it is impossible to unequivocally assert that certain predisposing events actually precede distal, moderating dispositions. Additionally, because of the age restriction within this sample there is the possibility of overlap between the events offenders remember in childhood and those they remember in adolescence.

In essence, the direction of causation that we have inferred to exist between some variables is not ironclad. For example, it is not possible to determine from offenders' responses on the MASA whether sexual drive predicts fantasy behavior and whether fantasy behavior causes, is concomitant with, or even the result of, sexually coercive behavior. Nonetheless, the structure of the model was consistent with the literature in proposing that fantasy behavior precedes deviant sexual action (Byrne, 1977; Laws & Marshall, 1990; Marshall & Barbaree, 1990; Storms, 1981). Further, the relative success of Marshall, Abel, and Quinsey (1983) at increasing non-deviant arousal by modifying arousal to deviant sexual fantasies further supports the hypothesis that deviant fantasy behavior spurs deviant sexual action, and impedes normal sexual adaptation (Prentky & Knight, 1991).

A third methodological concern involves the independence of the scales used as antecedents. As suggested by the zero-order correlations and spurious effects, some multicollinearity exists within this path analysis. For example, there is a significant zero-order correlation ($r = .35$) between the sexual and physical abuse variables--two scales

which exist in the same temporal predictor set. Such correlations between scales within time frames suggest that the independence of these variables was not maintained. Without independence of variables it is difficult to ascertain the relation between a given predictor and the criterion variable. As further evidence of collinearity, it is interesting to note that both sexual ($r = .18$) and physical abuse ($r = .25$) were significantly predictive of peer aggression when taken individually, but when childhood alcohol abuse was included in the model, the influence of these two variables was no longer unique.

As Cohen and Cohen (1983) recognize, the predictive power of multivariate causal models depends in part on the correlation of each of the variables in the model with the criterion, on the intercorrelation among the predictors in the model, and on the selection of domains of predictors that account for as much criterion variance as possible. Rather than focusing blindly on a large number of weak dimensions and generating a huge matrix of intercorrelations, we have focused on a small number of powerful, empirically supported indicators (Meehl, 1979) in an attempt to uncover the complex causal network underlying sexual coercion. In doing so we have increased the probability of identifying possible categorical groups, or taxa within the juvenile sexual offender population. The variation in sexual coercion exhibited in this sample indicates that violence may play a similar taxonomic role in juvenile, as well as in adult, offenses (Knight & Prentky, 1990; Prentky & Knight, 1991).

Recognizing the apparent limitations in both scale content and methodology, the present study does uncover commonalities between the paths leading to sexually coercive behavior in our sample of juvenile offenders and Malamuth et al.'s (1991) sample of college males. Further, it corroborates some of Knight's (1995) findings regarding the relationship between particular antecedents and sexual coerciveness

across rapist, community control, college student, and non-sexual offending criminal populations. Indeed, as we indicated earlier, the consistency of these developmental findings, especially when interpreted in light of both the similarities of factor structure and the patterns of correlations among factors across groups, led to the positing a unified theory of sexual aggression. This tripartite developmental model of sexual aggression combines: (a) sex drive/promiscuity, which is frequently predicted by early sexual abuse and sometimes indirectly predicted by physical abuse; (b) predatory personality/ emotional detachment, which is preceded by physical abuse and appears to play an equivalent role across criminal and non-criminal samples, and (c) impulsivity or antisocial behavior, which covaries strongly with alcohol and drug abuse, and is the major discriminator between criminal and non-criminal samples. The model integrates these data with the work of Malamuth (in press) and with recent developments in the study of the components of psychopathy (Patrick & Zempolich, in press) and personality disorder (Berenbaum, 1995) in an attempt to interweave biological/genetic, developmental/experiential, and societal/attitudinal etiological factors.

This model provides a relevant and enlightening foundation for our research. Additionally, this study outlines a multiplicity of variables in need of explication for the possible improvement of treatment, intervention, and classification techniques. The strength of our findings point to the relevance of applying this exploratory model to other juvenile and adult samples for confirmation. Such an application, if successful, would offer a clearer understanding of the possible etiology of sexual coercion in both juvenile and adult sexual offenders.

Level Comparisons between Juvenile and Adult Samples on the Factor Scales

Although juvenile and adult sex offenders had similar factor structures and showed significant congruence in the correlations among factor domains, they still

varied in the mean levels of their responses to various factors. Using archival data, supplemented by a developmental questionnaire, Knight and Prentky (1993) had found in a retrospective study of a group of incarcerated sexual offenders that those offenders who had begun their sexually coercive behavior as adolescents were lower in social competence, higher in juvenile antisocial behavior, and were more likely to have experienced sexual abuse as a child than sexual offenders who began their sexual aggression as adults. Consistent with these data, juveniles were found in the present data to be lower in social competence, higher in juvenile antisocial behavior, and more likely to have experienced childhood sexual abuse. The corroboration of these findings using radically different samples and completely different assessment techniques both indicates the strength of these differences and offers additional support for the validity of the MASA. These results also strengthen the hypothesis that these three variables constitute risk factors for early sexual coercive behavior.

Another set of differences emerged from these analyses, which, although they require replication because they were not predicted, still provide a base for some interesting speculation about the development of more aggressive forms of sexual coercion. Although the juveniles were higher than the adults in pervasive anger, an extreme, but non-sexual form of aggression, they were significantly lower in both expressive aggression toward women and sadism. These results are consistent with speculations that more aggressive forms of sexual aggression develop over time, and their manifest behavior is preceded by a protracted period of preoccupation with violent fantasies (Prentky, & Burgess, 1991).

Future Directions of Research with the MASA

Although the MASA has already proven a rich source of numerous insights into various components of sexual aggression, it will never be able to serve the role of a

viable assessment tool for sexual aggression without solving the critical problem of duplicity. As we indicated in the introduction, the issues of denial and lying are especially problematic for sex offenders. To date we have addressed this response bias problem by applying the control technique of demand reduction by promising and guaranteeing anonymity to all participants in our studies. From the success of our reliability, internal consistency, factor analytic, cross-group consistency, and developmental modeling analyses, this has proven to be a successful strategy.

If the MASA is, however, to have practical utility, it must incorporate assessments of various response biases, so that their presence can be evaluated and taken into account in situations in which anonymity cannot be guaranteed. In the version of the MASA tested here we used an abbreviated Marlowe-Crowne scale (Saunders, 1991) and a newly created Sexual Behavior Lie scale, which asked about common sexual behaviors (e.g., masturbation, viewing sexual materials) that non-defensive respondents should admit, but defensive respondents might deny, proved suboptimal. In our subsequent (to the present grant research) and most recent revision to the MASA, we have decided to make a concerted effort to address this problem, implementing three independent response bias assessment strategies and testing their validity under varying conditions that should increase or decrease duplicity (giving feedback to clinical staff about test results versus guaranteeing the anonymity of responses, using instructional sets to fake good or fake bad versus a set to reply honestly, testing inmates at various stages in their treatment history, and comparing offenders whose responses closely match key information from their criminal files to those for whom there is a significant discrepancy). These strategies include: (a) traditional content perspective, but using the more sophisticated scales developed by Paulhus (1991) and analogues of the MMPI VRIN and TRIN scales to measure

consistency of responding (Butcher, Dahlstrom, Graham, Tellegen, & Kaemmer, 1989), (b) Holden's (1995) technique of detecting duplicity by measuring response latencies to questions, and (c) using item response theory (IRT) to generate appropriateness measures aimed at identifying dishonest respondents (Zickar & Drasgow, 1996).

Although the MASA was originally conceived and constructed as an assessment instrument for rapists, the logistics of testing in institutions has resulted in a large number of child molesters taking the inventory. The determination of an offender's status as a rapist, child molester, mixed-age offender has most frequently been made after testing by ratings from the offender's criminal history. The original factor analyses of the ten domains and the replication factor analyses in the sex offender sample both included child molesters. Consequently, the factor scales thus far generated are equally appropriate for both child molesters and rapists. Many of the child molesters tested were dismayed by their perception that critical components of their offense and sexual histories were not adequately assessed by the questions in the test. They made many excellent suggestions for changes and additions. Using both their recommendations and also incorporating domains that we had found important in our child molester typology research (Knight, 1992), we have in Versions 4 and 5 created complete new subroutines assessing fixation on children, sexual preference, identification of the range of victim ages and the sex of victims, amount of contact with children, and offense modus operandi specific to child molesters. We are currently validating these new additions on sex offender samples in Maine, Massachusetts, and Minnesota.

The current version the MASA (Version 5), which exists only in a computerized format, takes full advantage of contingency based questioning and has added modules for a detailed developmental history, greater assessment of adolescent social competence, as well as the more extensive evaluation of domains unique to child

molesters, just described. It now has the potential to fill the role of a standardized, comprehensive self-report instrument for sex offenders. If, as now seems possible, the duplicity problem can be adequately addressed, the next step in its development will be the creation of computer algorithms to provide user friendly feedback to aid in clinical and dispositional decision making.

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Table 1

Factor Analyses of the MASA: The Example of Offense Planning: 6-Factor Solution

| Factors | Eigenvalue | % of Variance | # Items |
|--|------------|---------------|---------|
| Intimacy-Seeking Fantasies | 15.69 | 36.5 | 10 |
| Aggressive/Violent Fantasies | 4.10 | 9.5 | 9 |
| Planning Offense: Victim Type & Crime Location | 2.82 | 6.5 | 7 |
| Sexual Fantasies | 2.06 | 4.8 | 4 |
| Eluding Apprehension | 1.89 | 4.4 | 4 |
| Planning Offense: Weapons & Paraphernalia | 1.43 | 3.3 | 3 |
| TOTAL: | | 65.0 | |

Table 2

Correlations Among Ten Factor Domains in the MASA

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--------------------------------|----|------|-------|------|-------|-------|------|-------|-------|-------|
| | SC | JA | AA | PA | EA | Sad | Para | SD | OP | PU |
| 1 Social Competence (n=2) | | -.12 | .05 | -.03 | .05 | -.15 | -.08 | -.05 | -.04 | -.04 |
| 2 Juvenile Antisocial (n=6) | 0% | | .45** | .26* | .26* | .09 | .06 | .16 | .08 | .19 |
| 3 Adult Antisocial (n=4) | 0% | 92% | | .29* | .37** | .14 | .10 | .23 | .16 | .25 |
| 4 Pervasive Anger (n=6) | 0% | 33% | 38% | | .33* | .19 | .12 | .31* | .19 | .32* |
| 5 Expressive Agg. (n=2) | 0% | 42% | 75% | 67% | | .49** | .20 | .53** | .39** | .39** |
| 6 Sadism (n=3) | 0% | 11% | 17% | 28% | 67% | | .21 | .38** | .35** | .31* |
| 7 Paraphilias (n=5) | 0% | 3% | 5% | 10% | 40% | 20% | | .36** | .30* | .21 |
| 8 Sexual Drive (n=3) | 0% | 17% | 0% | 44% | 100% | 67% | 47% | | .61** | .41** |
| 9 Offense Planning (n=6) | 0% | 0% | 8% | 11% | 58% | 56% | 33% | 93% | | .31* |
| 10 Pornography Use (n=4) | 0% | 21% | 31% | 42% | 63% | 33% | 20% | 75% | 38% | |

* $p < .05$ ** $p < .01$

Table 3

Assessment of the Average Internal Consistencies of the Factors in Each of the Ten Factor Domain Across Criminal and Non-criminal Generalization Groups

| | | Cross-Val. Sex Off. (n = 140) | Non-Sex Criminals (n = 162) | Normal Controls (n = 220) |
|----|---------------------|----------------------------------|--------------------------------|------------------------------|
| 1 | Social Competence | .87 | .84 | .94 |
| 2 | Juvenile Antisocial | .87 | .88 | .81 |
| 3 | Adult Antisocial | .85 | .85 | .79 |
| 4 | Pervasive Anger | .88 | .85 | .82 |
| 5 | Expressive Agg. | .82 | .80 | .60 |
| 6 | Sadism | .75 | .83 | .21 |
| 7 | Paraphilias | .60 | .75 | .50 |
| 8 | Sexual Drive | .76 | .73 | .74 |
| 9 | Offense Planning | .87 | .90 | .60 |
| 10 | Pornography Use | .86 | .83 | .85 |

Table 4

Assessment of the Average Test-Retest Reliabilities and Internal Consistencies of the Factors in Each of the Ten Factor Domain Across Adult and Juvenile Sex Offender Groups

| | | Adults | | Juveniles | |
|----|---------------------|-------------------------|--------------------------------------|-------------------------|--------------------------------------|
| | | Test-retest (n = 50) | Internal Consistency (n = 275) | Test-retest (n = 71) | Internal Consistency (n = 126) |
| 1 | Social Competence | .97 | .85 | .71 | .69 |
| 2 | Juvenile Antisocial | .83 | .87 | .82 | .86 |
| 3 | Adult Antisocial | .89 | .86 | .51 | .75 |
| 4 | Pervasive Anger | .75 | .86 | .72 | .87 |
| 5 | Expressive Agg. | .90 | .89 | .75 | .81 |
| 6 | Sadism | .81 | .79 | .83 | .78 |
| 7 | Paraphilias | .91 | .79 | .82 | .78 |
| 8 | Sexual Drive | .84 | .66 | .83 | .62 |
| 9 | Offense Planning | .85 | .86 | .72 | .85 |
| 10 | Pornography Use | .86 | .88 | .77 | .81 |

Table 5

Cross-Factor-Domain Correlations among Percent of Significant Correlations and Average Correlations (in Parenthesis) for the Six Groups on the MASA Factor Domains

| | Community Controls | Non-Sex Criminals | Original MTC Rapists | Cross-Valid. Prison Rapists | Juveniles |
|--------------------------|--------------------|-------------------|----------------------|-----------------------------|-----------|
| College Students | .57 (.54) | .71 (.68) | .66 (.58) | .68 (.64) | .73 (.72) |
| Community Controls | | .84 (.75) | .90 (.81) | .87 (.74) | .60 (.73) |
| Non-Sex Criminals | | | .85 (.79) | .93 (.81) | .76 (.76) |
| Original MTC Rapists | | | | .88 (.79) | .71 (.77) |
| Cross-Validation Rapists | | | | | .77 (.80) |

Table 6

Correlations for the Variable Scales Used in the Juvenile Sex Offender Path Analysis

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | SA | PAb | AA13 | PAg | SD | AA18 | SCom | Hm | MF | SCoer |
| 1 Sexual Abuse | | | | | | | | | | |
| 2 Physical Abuse | .35** | | | | | | | | | |
| 3 Alcohol Abuse <13 | .14 | .21* | | | | | | | | |
| 4 Peer Aggression | .18* | .25** | .42** | | | | | | | |
| 5 School Disruption | .02 | .15 | .14 | .46** | | | | | | |
| 6 Alcohol Abuse 13-18 | .11 | .27** | .50** | .47** | .47** | | | | | |
| 7 Sexual Compulsivity | .18* | .10 | .05 | .29** | .18* | .07 | | | | |
| 8 Hypermasculinity | -.01 | .08 | .25** | .44** | .39** | .47** | .21* | | | |
| 9 Misogynist Fantasies | .10 | .11 | .15 | .40** | .19* | .21* | .64** | .37** | | |
| 10 Sexual Coercion | .24** | .22* | .21* | .29** | .18* | .33** | .35** | .20* | .45** | |

* $p < .05$ ** $p < .01$

Table 7

Summary of Direct, Indirect, and Spurious Effects on Sexual Coercion

| Scales | | Zero- Order | Spurious | Direct | Indirect | Total |
|----------------------|-----------------------------------|----------------|----------|--------|----------|-------|
| Physical Abuse | Via AlcAbuse | | | | .05 | |
| | Via AlcAbuse, HypMasc, Mfantasies | .22 | .17 | --- | .05 | .05 |
| Alcohol Abuse < 13 | Via PeerAg, SexCom, Mfantasies | | | | .02 | |
| | Via PeerAg, HypMasc, Mfantasies | | | | .01 | |
| | Via AlcAbuse | | | | .12 | |
| | Via AlcAbuse, HypMasc, Mfantasies | .21 | .05 | --- | .16 | .16 |
| Peer Aggression | Via SexCom, Mfantasies | | | | .06 | |
| | Via HypMasc, Mfantasies | .29 | .21 | --- | .08 | .08 |
| Alcohol Abuse 13-18 | Via HypMasc, Mfantasies | .33 | .05 | .26 | .02 | .28 |
| Sexual Compulsivity | Via Mfantasies | .35 | .14 | --- | .21 | .21 |
| Hypermasculinity | Via Mfantasies | .20 | .13 | --- | .07 | .07 |
| Misogynist Fantasies | | .45 | .08 | .37 | --- | .37 |

Table 8

Summary of Comparisons of Juvenile and Adult Sex Offenders on Factor Scores in the Ten Domains and on Selected Scales

| Domain | Factor/Scale | F | p | direction |
|-----------------------|---------------------|--------|-------|-----------|
| Social Competence | Independence | 568.31 | <.001 | A > J |
| | Relationships | 165.80 | <.001 | A > J |
| Juvenile Antisocial | Delinquency | 1.90 | NS | |
| | Disrupt. Jr. Hi. | 14.99 | <.001 | J > A |
| | Bully | 33.24 | <.001 | J > A |
| | Driving Prob. | 3.98 | <.05 | A > J |
| | Prob. Gr. Sch. | 59.95 | <.001 | J > A |
| | Drug Prob. | 0.02 | NS | |
| Adult Antisocial | Alcohol/Aggression | 50.57 | <.001 | A > J |
| | Armed Robbery | 14.83 | <.001 | A > J |
| | Drug Vandalism | 23.40 | <.001 | A > J |
| | General Aggression | 8.44 | <.001 | A > J |
| Pervasive Anger | Constant Anger | 0.01 | NS | |
| | Physical Fights | 2.53 | NS | |
| | Fantasy of Hurting | 7.13 | <.01 | J > A |
| | Cruelty to Animals | 8.11 | <.01 | J > A |
| | Anger Lasts | 5.46 | <.025 | A > J |
| | Verbal Aggression | 0.52 | | |
| Expressive Aggression | Aggressive Behavior | 20.20 | <.001 | A > J |
| | Aggressive Fantasy | 10.48 | <.005 | A > J |
| Sadism | Bondage | 3.09 | <.10 | A > J |
| | Synergism | 4.92 | <.05 | A > J |
| | Severe Fantasies | 0.25 | NS | |
| Paraphilias | Atypical | 1.19 | NS | |
| | Exhibitionism | 1.13 | NS | |
| | Transvestitism | 5.30 | <.025 | J > A |
| | Voyeurism | 3.34 | <.10 | A > J |
| | Zoo/Necrophilia | 4.20 | <.05 | J > A |
| Sex Drive/Fantasy | Preoccupation | 4.76 | <.05 | A > J |
| | Sexual Drive | 0.67 | NS | |
| | Compulsivity | 15.57 | <.001 | A > J |

Table 8 (cont.)

| Domain | Factor/Scale | F | p | direction |
|---------------------|------------------------|-------|-------|-----------|
| Porn Use | Conventional Porn | 76.28 | <.001 | A > J |
| | Aggressive Porn | 1.63 | NS | |
| | Child/Man Porn | 0.24 | NS | |
| | Porn in Family | 18.72 | <.001 | J > A |
| Offense Planning | Intimacy | 0.54 | NS | |
| | Sadism | 1.22 | NS | |
| | Vic. type and loc. | 0.00 | NS | |
| | Sexual Acts | 1.35 | NS | |
| | After Assault | 0.59 | NS | |
| | Paraphernalia | 0.19 | NS | |
| Abuse Variables | Physical Abuse (freq.) | 2.68 | NS | |
| | Freq. hitting | 1.92 | NS | |
| | Severity Phy. Abuse | 0.21 | NS | |
| | Sex Abuse Child | 6.09 | <.025 | J > A |
| | Sex Abuse Teen | 5.45 | <.025 | A > J |
| | Sex Level Child | 7.80 | <.01 | J > A |
| | Sex Level Teen | 0.19 | NS | |
| | Sex Coer. Child | 0.02 | NS | |
| | Sex Coer. Teen | 4.09 | <.05 | A > J |
| Social Desirability | Marlowe-Crowne | 3.06 | <.10 | J > A |

Figure Captions

Figure 1. Assessment of the Consistency Across the Five Adult Groups on the Correlations Among the Ten Factor Domains in the MASA.

Figure 2. Assessment of the Consistency of Juveniles with Previous Adult Groups in Cross-Factor Domain Correlations on the MASA.

Figure 3. Confluence Model Depicting Antecedents of Sexually Coercive Behavior in a Sample of College Males. Note. Adapted from Malamuth et al., 1991.

Figure 4. Path Analysis of Antecedents of Sexually Coercive Behavior in Juvenile Sexual Offenders (N = 121). Note. All coefficients are standardized regression coefficients (betas) unless otherwise indicated. * $p < .05$; ** $p < .01$; *** $p < .001$.

Figure 5. Comparison of Juvenile and Adult Sex Offenders on Social Competence Factor Scores.

Figure 6. Comparison of Juvenile and Adult Sex Offenders on Juvenile Antisocial Behavior Factor Scores.

Figure 7. Comparison of Juvenile and Adult Sex Offenders on Adult Antisocial Behavior Factor Scores.

Figure 8. Comparison of Juvenile and Adult Sex Offenders on Pervasive Anger Factor Scores.

Figure 9. Comparison of Juvenile and Adult Sex Offenders on Expressive Aggression Factor Scores.

Figure 10. Comparison of Juvenile and Adult Sex Offenders on Sadism Factor Scores.

Figure 11. Comparison of Juvenile and Adult Sex Offenders on Paraphilia Factor Scores.

Figure 12. Comparison of Juvenile and Adult Sex Offenders on Sexual Drive Factor Scores.

Figure 13. Comparison of Juvenile and Adult Sex Offenders on Pornography Use Factor Scores.

Figure 14. Comparison of Juvenile and Adult Sex Offenders on Sexual Abuse Scale Scores.

Appendix 1

Multidimensional Assessment of Sex and Aggression: Version 3

SITE: _____

DATE: _____

MASA INVENTORY

BOOKLET

1

INVENTORY ID: _____

EXAMINER: _____

WORK AND SOCIAL HISTORY

**Check the box next to the answer that best applies to you.
Please answer all questions.**

Work History

1. Have you ever had a full-time job?

- No, I have never had a full-time job.
- Yes, I have had a full-time job that lasted from 1 to 6 months.
- Yes, I have had a full-time job that lasted from 6 months to 1 year.
- Yes, I have had a full-time job that lasted from 1 to 2 years.
- Yes, I have had a full-time job that lasted for more than 2 years.

2. Check the item below that best describes your job history. Do not count military service.

- Never worked--I have never had a full-time job.
- I have had a job or jobs, but no job lasted more than 3 months.
- I have had 3 or more jobs during the last 5 years that I was on the street.
- I have held a job for more than 6 months, and I have not changed jobs frequently.
- I have had the same job for a long time (more than a year).
- I have been employed in the same kind of work, and I have been promoted to higher levels.

3. Did you make enough money in a part-time or full-time job to pay for all of your living expenses?

- I never held a part-time or full-time job.
- No, my job did not pay me enough to live on.
- Yes, in my job I made just enough money to pay my bills.
- Yes, in my job I made enough money to pay my bills and had some left over.

4. Have you ever been in the military service? If so, check the branch.

- No, I was never in the military. (***) *If you check this, go directly to question # 7 on the next page.*
- Air Force.
- Army.
- Marines.
- Navy.
- Coast Guard.
- Reserves or Guard.

5. How long were you in the military service?

- I was never in the military.
- Less than a year.
- 1 to 2 years.
- 2 to 5 years.
- more than 5 years.

6. What kind of discharge from the service did you have?

- I was never in the military.
- Medical/psychiatric discharge.
- Dishonorable discharge.
- Other than or less than honorable discharge.
- General discharge.
- Honorable discharge.

7. Have you ever lived on your own away from your parents, relatives, or other people who took care of you? Do not count the time you may have spent in the military services or in an institution (such as a prison, hospital, . . .)?

- No, I have never lived on my own.
- Yes, I lived on my own for between 1 and 6 months.
- Yes, I lived on my own for between 6 months and a year.
- Yes, I lived on my own for between 1 and 2 years.
- Yes, I lived on my own for over 2 years.

8. Since I have been on my own, I have:

- I have never lived on my own.
- Never lived in the same place for more than 6 months.
- Lived in the same place for only about 6 months to 1 year.
- Lived in the same place for over a year, but still moved around some.
- Lived in one place most of my life.

9. Have you ever made enough money to live on, even if you committed crimes to get the money?

- No, I have never made enough money to live on without the help of parents, guardians, or welfare.
- Yes, I have made enough to support myself for up to 6 months at a time.
- Yes, I have made enough to support myself for 6 months to 1 year at a time.
- Yes, I have made enough to support myself for 1 to 2 years at a time.
- Yes, I have made enough to support myself for over 2 years.

Marital History

10. Which of the following describes your marital status? If you are now in prison (or otherwise locked up), answer for the time before you went to prison.

- Single, never married. (***) If you check "single," go directly to question # 13 on the next page.)
- Divorced once.
- Divorced two or more times.
- Separated.
- Widowed.
- Married.

11. If you *have* ever been married, how long did you live with your wife? (Answer for your longest marriage, if you were married more than once.)

- Single, never married.
- Married, but never really lived together for any period.
- Lived together for less than 6 months.
- Lived together for between 6 months and 1 year.
- Lived together for more than 1 year.
- Lived together for more than 2 years.

12. If you *have* ever been married, check each of the following that was true about your relationship with your wife (for this question you can check more than one box):

- Does not apply because I was never married.
- I was married, but fought all the time.
- I was married, but we were not very close to each other.
- My wife and I talked a lot about thoughts, feelings, plans, and our goals.
- My wife and I had planned to spend our lives together.
- Although at times we had arguments, my wife and I felt very close to each other.

Long-Term, Non-Marital Relationships

If you have ever been married, go directly to question #17 on the next page.

13. If you have never been married, have you ever been involved in a sexual relationship with a man or woman?

- Does not apply because I was married.
- No, I was never involved in a long-term sexual relationship.
- Yes, I was involved in a relationship that lasted for less than 6 months.
- Yes, I was involved in a relationship that lasted between 6 months and 1 year.
- Yes, I was involved in a relationship that lasted between 1 and 2 years.
- Yes, I was involved in a relationship that lasted for 2 years or longer.

14. If you have never been married, but have been involved in a long-term sexual relationship with a man or woman, how would you describe this relationship?

- Does not apply because I was married.
- I was never involved in such a relationship.
- The relationship was not very important, just a casual relationship.
- The relationship was only sexual, nothing more.
- The relationship was important to both of us--we cared about each other.

15. If you have never been married, but have been involved in a long-term sexual relationship with a man or woman, check the box that best applies:

- Does not apply because I was married.
- I was never involved in such a relationship.
- I was involved in such a relationship, but we never lived together.
- I lived with my lover for 1 to 6 months.
- I lived with my lover for 6 months to a year.
- I lived with my lover for 1 to 2 years.
- I lived with my lover for 2 years or more.

16. If you have *never* been married, but you were in a long-term relationship, check each of the following that was true about that relationship (for this question you can check more than one box):

- Does not apply because I was married.
- I was never in a long-term sexual relationship.
- I had a long-term relationship, but we fought all the time.
- I had a long-term relationship, but we were not very close to each other.
- My partner and I talked a lot about thoughts, feelings, plans, and our goals.
- My partner and I had plans to spend our lives together.
- My partner and I agreed at one time not to see anyone else besides each other.
- Although at times we had arguments, we felt very close to each other.

Children

17. Did you have a child (including step child, adopted child, or foster child)?

- No, I never had any children.
- I had one child.
- I had more than one child.

18. If you had at least one child or were in a relationship where there were children, which of the following describes your role in their care?

- I have never had a child or been in a relationship where the woman had children.
- I was responsible for a child, but did not provide any financial support for the child.
- I provided money to support a child, but had little else to do with the child.
- I provided money to support a child and helped a little with caring for the child.
- I provided money to support a child and took care of the child a lot.

History of Friendships and Relationships

19. ***Before*** my 17th birthday I had:

- No friends during this time.
- A few casual friends only, but no close friends. (*Casual friends are only acquaintances.*)
- Many casual friends, but no close friends.
- Only one close friend.
- Some close and casual friends.
- Many close and casual friends.

20. For the friends that you had ***before*** your 17th birthday, which of the following was true? You can check more than one box.

- I had no friends during this time.
- My friends were just kids I hung around with.
- They were kids that I did group activities with like sports, partying, etc.
- They were kids that I shared common interests with (like hobbies).
- I could talk about my feelings, thoughts, and problems with my friend(s).
- My friend(s) cared about me and I cared about them. I could depend on them when I needed them.

21. How many of your friends ***before*** your 17th birthday were girls or women?

- During this time I had no friends who were girls.
- I had only one casual friend who was a girl.
- I had several casual friends who were girls, but no close friends who were girls.
- I had one close friend who was a girl, but we did not go steady.
- I had one close friend who was a girl, and we went steady for a while.
- I had lots of casual and close friends who were girls, and at least one steady girlfriend.

22. Since my 17th birthday I have had:

- I am not yet 17, or just turned 17.
- No friends during this time.
- A few casual friends only, but no close friends.
- Many casual friends, but no close friends.
- Only one close friend.
- Some close and casual friends.
- Many close and casual friends.

23. For the friends that you had *after* your 17th birthday, which of the following was true? You can check more than one box.

- I am not yet 17, or just turned 17.
- I had no friends during this time.
- My friends were just people I hung around with.
- They were people that I did group activities with like sports, partying, going to the movies, etc.
- They were people with whom I shared common interests (like hobbies).
- I could share my feelings and thoughts with my friend(s).
- My friend(s) cared about me and I cared about them. I could depend on them when I needed them.

24. How many of your friends *after* your 17th birthday were girls or women?

- During this time I had no friends who were girls or women.
- I had only one casual friend who was a girl or a woman.
- I had several casual friends who were girls or women, but no close friends who were girls or women.
- I had one close friend who was a girl or a woman, but we did not go steady.
- I had one close friend who was a girl or a woman, and we went steady for a while.
- I had lots of casual and close friends who were girls or women, and at least one steady girlfriend.

25. When you want to socialize, play sports, or just hang out with friends, who do you most like to spend time with?

- Guys around my own age.
- Girls or women around my own age.
- Boys (age 12 or younger).
- Girls (age 12 or younger).

26. Which of the following statements best describes the type of people that you meet in your work?

- On my job I spend time only with adults and almost never with children or teenagers.
- On my job I spend time equally with both adults and children or teenagers.
- In my job I am with children or teenagers more than adults (such as being a toy salesman, amusement park attendant, etc.).
- In my work I am mostly responsible for taking care of children or teenagers (teacher, youth counselor, etc.)

27. Which of the following statements best describes the kind of people that you spend your free time with? (Check as many as are true for you.)

- I spend my spare time mostly with adults and almost never with children or teenagers.
- I spend some of my spare time with teenagers.
- I spend some of my spare time with children.
- I spend most of my spare time with teenagers.
- I spend most of my spare time with children.

28. Which of the following people do you think you have your closest relationships with (the persons that you care the most about and care about you)? (Check as many as are true for you.)

- Male friends around my own age.
- Female friends around my own age.
- Male friends who are older than I am.
- Female friends who are older than I am.
- Male friends who are younger than I am.
- Female friends who are younger than I am.
- Males friends who are very much younger than I am (children).
- Females friends who are very much younger than I am (children).

SITE: _____

DATE: _____

MASA INVENTORY

BOOKLET

2

INVENTORY ID: _____

EXAMINER: _____

SCHOOL BEHAVIOR

The following items ask about any problems that you may have had while you were in elementary school (kindergarten through grade 6) or middle school or high school (grades 7 through 12).

Check the box that indicates how often these behaviors occurred. If a behavior did not occur, check "Never." Please answer every item for elementary school and for middle or high school. If you dropped out of school before 7th grade or have not attended 7th grade yet, then skip the items for grades 7 to 12.

| <i>Number of Times:</i> | Never (0) | Once (1) | Some- times (2 to 10) | Fairly often (11 to 50) | Very often (over 50) |
|--|--------------------------|--------------------------|-------------------------------------|---------------------------------------|------------------------------------|
| I had behavior or discipline problems: | | | | | |
| 1. in grades kindergarten to 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. in grades 7 to 12 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I skipped school, when I was not sick: | | | | | |
| 3. in grades kindergarten to 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. in grades 7 to 12 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My parents were asked to come into school because of my behavior: | | | | | |
| 5. in grades kindergarten to 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. in grades 7 to 12 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other kids in school bullied me or picked on me: | | | | | |
| 7. in grades kindergarten to 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. in grades 7 to 12 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I bullied other kids in school: | | | | | |
| 9. in grades kindergarten to 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. in grades 7 to 12 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| <i>Number of Times:</i> | Never (0) | Once (1) | Some- times (2 to 10) | Fairly often (11 to 50) | Very often (over 50) |
|---|--------------------------|--------------------------|-------------------------------------|---------------------------------------|------------------------------------|
| I was suspended from school: | | | | | |
| 11. in grades kindergarten to 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. in grades 7 to 12 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I picked fights or hit other kids in school: | | | | | |
| 13. in grades kindergarten to 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. in grades 7 to 12 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I was disruptive in the classroom: | | | | | |
| 15. in grades kindergarten to 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. in grades 7 to 12 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have sworn at teachers or said nasty things to them: | | | | | |
| 17. in grades kindergarten to 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. in grades 7 to 12 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I hit a teacher: | | | | | |
| 19. in grades kindergarten to 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. in grades 7 to 12 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I had to stay after school for misbehaving: | | | | | |
| 21. in grades kindergarten to 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. in grades 7 to 12 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I was expelled from school: | | | | | |
| 23. in grades kindergarten to 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. in grades 7 to 12 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SCHOOL HISTORY

25. Circle the last grade you completed in school. Do *not* count classes in prison or reform school.

| Elementary | | | | | | | | | | High | | College | | | Grad School | | | | | |
|------------|---|---|---|---|---|---|---|---|---|------|----|---------|----|----|-------------|----|----|----|----|----|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

26. Write in the larger box to the right how old you were, when you left school. If you are still in school, check the smaller box.

Still in School

27. Did you get any additional education after you left school?

Yes

No

Still in School

28. Circle the grade you completed with additional schooling.

| Elementary | | | | | | | | | | High | | College | | | Grad School | | | | | |
|------------|---|---|---|---|---|---|---|---|---|------|----|---------|----|----|-------------|----|----|----|----|----|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

If you earned a GED, circle this

GED

29. Were you ever kept back a grade in school?

Yes

No

30. Circle the first grade that you repeated, if you were kept back.

| Elementary | | | | | | | | | | High | | College | | | Grad School | | | | | |
|------------|---|---|---|---|---|---|---|---|---|------|----|---------|----|----|-------------|----|----|----|----|----|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

31. How many grades did you repeat?

32. How many years of special classes did you have?

JUVENILE HISTORY

Behaviors before your 17th birthday

Check the box that indicates how often you got in **trouble with the police** for the behaviors listed below. You did not have to be charged or arrested for the behavior. The police could have only been contacted or could have only talked to you about what happened.

| <u>Number of Times:</u> | <u>Never</u> (0) | <u>Once</u> (1) | <u>Some- times</u> (2 to 10) | <u>Fairly often</u> (11 to 50) | <u>Very often</u> (over 50) |
|---|--------------------------|--------------------------|-------------------------------------|---------------------------------------|------------------------------------|
| Before I was age 17, I was in trouble with the police for: | | | | | |
| 1. driving without a license or registration or driving with license suspended | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. speeding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. going through a stop sign or red light | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. passing in a no passing zone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. unlawfully attaching plates (putting a license plate on a car that does not belong to the car) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. use of automobile without authority (driving someone's car without their permission) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. drunk driving or driving under the influence (driving while drunk or high on drugs) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. driving to endanger (driving that is dangerous to yourself or others) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. hit and run (leaving the scene of an accident) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. other traffic or motor vehicle violation not listed above | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. delinquency (repeatedly breaking laws or rules) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. stubborn child | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. habitual truant (truancy) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | <u>Never</u> (0) | <u>Once</u> (1) | <u>Some- times</u> (2 to 10) | <u>Fairly often</u> (11 to 50) | <u>Very often</u> (over 50) |
|--|--------------------------|--------------------------|-------------------------------------|---------------------------------------|------------------------------------|
| Before I was age 17, I was in trouble with the police for: | | | | | |
| 14. runaway | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. cruelty to animals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. disorderly conduct or disturbing the peace (annoying others verbally or physically) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. malicious mischief (playing harmful pranks or tricks) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. trespassing (going on to property when you should not be there) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. vagrancy or loitering (wandering the streets without a home or place to stay) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. vandalism or destruction of property (purposely damaging or destroying someone's property) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. rude or harassing phone calls | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. dirty or obscene phone calls | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. indecent exposure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. voyeurism (peeping tom) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. open and gross lewdness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. lewd and lascivious behavior | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. contributing to the delinquency of a minor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. drunk or drunk-and-disorderly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. possession of alcohol | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. possession of illegal drugs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Number of Times:

| <u>Never</u> (0) | <u>Once</u> (1) | <u>Some- times</u> (2 to 10) | <u>Fairly often</u> (11 to 50) | <u>Very often</u> (over 50) |
|---------------------|--------------------|-------------------------------------|---------------------------------------|------------------------------------|
|---------------------|--------------------|-------------------------------------|---------------------------------------|------------------------------------|

Before I was age 17, I was in trouble with the police for:

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 31. illegal use of drugs | <input type="checkbox"/> |
| 32. selling drugs | <input type="checkbox"/> |
| 33. fraud, forgery, passing bad checks | <input type="checkbox"/> |
| 34. receiving stolen property | <input type="checkbox"/> |
| 35. stealing cars | <input type="checkbox"/> |
| 36. theft or larceny (stealing property or money) | <input type="checkbox"/> |
| 37. breaking and entering (B & E) or attempted breaking and entering (not a sexual offense) | <input type="checkbox"/> |
| 38. unarmed robbery | <input type="checkbox"/> |
| 39. armed robbery | <input type="checkbox"/> |
| 40. carrying a concealed weapon other than a firearm | <input type="checkbox"/> |
| 41. illegal possession of a firearm or carrying a concealed firearm | <input type="checkbox"/> |
| 42. illegal possession of explosives or discharging explosives in public | <input type="checkbox"/> |
| 43. fire-setting or arson | <input type="checkbox"/> |
| 44. assault or assault and battery (A & B) (not a sexual offense) | <input type="checkbox"/> |
| 45. assault and battery with a dangerous weapon (A & B w/DW) (not a sexual offense) | <input type="checkbox"/> |
| 46. domestic abuse | <input type="checkbox"/> |
| 47. a sexual offense involving contact with a female under 16 years old | <input type="checkbox"/> |

Number of Times:

| | | | | |
|---------------------|--------------------|-------------------------------------|---------------------------------------|------------------------------------|
| <u>Never</u> (0) | <u>Once</u> (1) | <u>Some- times</u> (2 to 10) | <u>Fairly often</u> (11 to 50) | <u>Very often</u> (over 50) |
|---------------------|--------------------|-------------------------------------|---------------------------------------|------------------------------------|

Before I was age 17, I was in trouble with the police for:

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 48. a sexual offense involving contact with a male under 16 years old | <input type="checkbox"/> |
| 49. a sexual offense involving contact with a female over 16 years old | <input type="checkbox"/> |
| 50. a sexual offense involving contact with a male over 16 years old | <input type="checkbox"/> |
| 51. attempted kidnapping or kidnapping (forcible confinement [not sexual]) | <input type="checkbox"/> |
| 52. attempted murder (not a sexual offense) | <input type="checkbox"/> |
| 53. manslaughter or murder (not a sexual offense) | <input type="checkbox"/> |

For each statement check the box that best describes how often you **did** each behavior when you were a child or teenager. The police did **not** have to be involved. Answer these items for the time up to your 17th birthday.

Number of Times:

| | | | | |
|---------------------|--------------------|-------------------------------------|---------------------------------------|------------------------------------|
| <u>Never</u> (0) | <u>Once</u> (1) | <u>Some- times</u> (2 to 10) | <u>Fairly often</u> (11 to 50) | <u>Very often</u> (over 50) |
|---------------------|--------------------|-------------------------------------|---------------------------------------|------------------------------------|

Before I was age 17, I did the following behaviors:

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 54. I ran away from my parent's home. | <input type="checkbox"/> |
| 55. I ran away from a foster home. | <input type="checkbox"/> |
| 56. I ran away from an institution (orphanage, reform school, etc.). | <input type="checkbox"/> |
| 57. I set fires. | <input type="checkbox"/> |
| 58. I purposely damaged or destroyed personal or public property. | <input type="checkbox"/> |
| 59. I started fights or picked on others. | <input type="checkbox"/> |
| 60. I was involved in physical fights. | <input type="checkbox"/> |

| | | <u>Never</u> | <u>Once</u> | <u>Some-</u> <u>times</u> | <u>Fairly</u> <u>often</u> | <u>Very</u> <u>often</u> |
|---|--|--------------------------|--------------------------|------------------------------|-------------------------------|-----------------------------|
| <u>Number of Times:</u> | | (0) | (1) | (2 to 10) | (11 to 50) | (over 50) |
| Before I was age 17, I <i>did</i> the following behaviors: | | | | | | |
| 61. | I physically assaulted males (not including sex offenses). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 62. | I physically assaulted females (not sexual). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 63. | I carried a knife to use as a weapon. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 64. | I owned and/or carried a gun. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 65. | I carried a weapon other than a knife or gun. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 66. | I carried and used a weapon when committing a crime. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 67. | I was stopped for drunk driving. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 68. | I started fights when I was drinking. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 69. | I was mean or verbally abusive to people after drinking alcohol. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 70. | I assaulted people, when I was drinking. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 71. | I committed a crime after drinking alcohol. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 72. | I assaulted people, while I was high on drugs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 73. | I committed a crime, while I was high on drugs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ADULT HISTORY

Behaviors after your 17th birthday

Check the box that indicates how often you got in **trouble with the police** for the behaviors listed below. You did not have to be charged or arrested for the behavior. The police could only have been contacted or have talked to you about what happened.

| <i>Number of Times:</i> | Never (0) | Once (1) | Some- times (2 to 10) | Fairly often (11 to 50) | Very often (over 50) |
|---|--------------------------|--------------------------|-------------------------------------|---------------------------------------|------------------------------------|
| After I was age 17, I was in trouble with the police for: | | | | | |
| 1. driving without a license or registration or driving with license suspended | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. speeding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. going through a stop sign or red light | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. passing in a no passing zone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. unlawfully attaching plates (putting a license plate on a car that does not belong to the car) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. use of automobile without authority (driving someone's car without their permission) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. drunk driving or driving under the influence (driving while drunk or high on drugs) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. driving to endanger (driving that is dangerous to yourself or others) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. hit and run (leaving the scene of an accident) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. other traffic or motor vehicle violation not listed above | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. escape | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. cruelty to animals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. disorderly conduct or disturbing the peace (annoying others verbally or physically) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| <u>Number of Times:</u> | <u>Never</u> (0) | <u>Once</u> (1) | <u>Some- times</u> (2 to 10) | <u>Fairly often</u> (11 to 50) | <u>Very often</u> (over 50) |
|-------------------------|---------------------|--------------------|-------------------------------------|---------------------------------------|------------------------------------|
|-------------------------|---------------------|--------------------|-------------------------------------|---------------------------------------|------------------------------------|

After I was age 17, I was in trouble with the police for:

- | | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 14. | malicious mischief (playing harmful pranks or tricks) | <input type="checkbox"/> |
| 15. | trespassing (going on to property when you should not be there) | <input type="checkbox"/> |
| 16. | vagrancy or loitering (wandering the streets without a home or place to stay) | <input type="checkbox"/> |
| 17. | vandalism or destruction of property (purposely damaging or destroying someone's property) | <input type="checkbox"/> |
| 18. | rude or harassing phone calls | <input type="checkbox"/> |
| 19. | dirty or obscene phone calls | <input type="checkbox"/> |
| 20. | indecent exposure | <input type="checkbox"/> |
| 21. | voyeurism (peeping tom) | <input type="checkbox"/> |
| 22. | open and gross lewdness | <input type="checkbox"/> |
| 23. | lewd and lascivious behavior | <input type="checkbox"/> |
| 24. | contributing to the delinquency of a minor | <input type="checkbox"/> |
| 25. | drunk or drunk-and-disorderly | <input type="checkbox"/> |
| 26. | possession of alcohol | <input type="checkbox"/> |
| 27. | possession of illegal drugs | <input type="checkbox"/> |
| 28. | illegal use of drugs | <input type="checkbox"/> |
| 29. | selling drugs | <input type="checkbox"/> |
| 30. | fraud, forgery, passing bad checks | <input type="checkbox"/> |

| | <u>Never</u> (0) | <u>Once</u> (1) | <u>Some- times</u> (2 to 10) | <u>Fairly often</u> (11 to 50) | <u>Very often</u> (over 50) |
|---|--------------------------|--------------------------|-------------------------------------|---------------------------------------|------------------------------------|
| After I was age 17, I was in trouble with the police for: | | | | | |
| 31. receiving stolen property | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. stealing cars | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. theft or larceny (stealing property or money) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. breaking and entering (B & E) or attempted breaking and entering (not a sexual offense) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. unarmed robbery | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. armed robbery | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. carrying a concealed weapon other than a firearm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. illegal possession of a firearm or carrying a concealed firearm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. illegal possession of explosives or discharging explosives in public | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. fire-setting or arson | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. assault or assault and battery (A & B) (not a sexual offense) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. assault and battery with a dangerous weapon (A & B w/DW) (not a sexual offense) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. domestic abuse | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. a sexual offense involving contact with a female under 16 years old | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. a sexual offense involving contact with a male under 16 years old | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. a sexual offense involving contact with a female over 16 years old | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. a sexual offense involving contact with a male over 16 years old | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| <u>Number of Times:</u> | <u>Never</u> (0) | <u>Once</u> (1) | <u>Some- times</u> (2 to 10) | <u>Fairly often</u> (11 to 50) | <u>Very often</u> (over 50) |
|-------------------------|---------------------|--------------------|-------------------------------------|---------------------------------------|------------------------------------|
|-------------------------|---------------------|--------------------|-------------------------------------|---------------------------------------|------------------------------------|

After I was age 17, I was in trouble with the police for:

- | | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 48. | attempted kidnapping or kidnapping (forcible confinement (not a sexual offense)) | <input type="checkbox"/> |
| 49. | attempted murder (not a sexual offense) | <input type="checkbox"/> |
| 50. | manslaughter or murder (not a sexual offense) | <input type="checkbox"/> |

For each statement check the box that best describes how often you **did** each behavior after your 17th birthday. The police did **not** have to be involved.

| <u>Number of Times:</u> | <u>Never</u> (0) | <u>Once</u> (1) | <u>Some- times</u> (2 to 10) | <u>Fairly often</u> (11 to 50) | <u>Very often</u> (over 50) |
|-------------------------|---------------------|--------------------|-------------------------------------|---------------------------------------|------------------------------------|
|-------------------------|---------------------|--------------------|-------------------------------------|---------------------------------------|------------------------------------|

After I was age 17, I *did* the following behaviors:

- | | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 51. | I set fires. | <input type="checkbox"/> |
| 52. | I purposely damaged or destroyed private or public property. | <input type="checkbox"/> |
| 53. | I started fights or picked on others. | <input type="checkbox"/> |
| 54. | I was involved in physical fights. | <input type="checkbox"/> |
| 55. | I physically assaulted males (not a sexual offense). | <input type="checkbox"/> |
| 56. | I physically assaulted females (not a sexual offense). | <input type="checkbox"/> |
| 57. | I carried a knife to use as a weapon. | <input type="checkbox"/> |
| 58. | I owned and/or carried a gun. | <input type="checkbox"/> |
| 59. | I carried a weapon other than a knife or gun. | <input type="checkbox"/> |
| 60. | I carried and used a weapon when committing a crime. | <input type="checkbox"/> |
| 61. | I was stopped for drunk driving. | <input type="checkbox"/> |

| <u>Number of Times:</u> | <u>Never</u> (0) | <u>Once</u> (1) | <u>Some- times</u> (2 to 10) | <u>Fairly often</u> (11 to 50) | <u>Very often</u> (over 50) |
|-------------------------|---------------------|--------------------|-------------------------------------|---------------------------------------|------------------------------------|
|-------------------------|---------------------|--------------------|-------------------------------------|---------------------------------------|------------------------------------|

After I was age 17, I *did* the following behaviors:

- | | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 62. | I started fights when I was drinking. | <input type="checkbox"/> |
| 63. | I was mean or verbally abusive to people after drinking alcohol. | <input type="checkbox"/> |
| 64. | I assaulted people, when I was drinking. | <input type="checkbox"/> |
| 65. | I committed a crime after drinking alcohol. | <input type="checkbox"/> |
| 66. | I assaulted people, while I was high on drugs. | <input type="checkbox"/> |
| 67. | I committed a crime, while I was high on drugs. | <input type="checkbox"/> |

SITE: _____

DATE: _____

MASA INVENTORY

BOOKLET

3

INVENTORY ID: _____

EXAMINER: _____

Part A

EARLY LIFE EXPERIENCES

The first part of this booklet asks questions about things that happened to you as a child or adolescent. Notice that what each answer means is different from the last booklet. Here each choice indicates a different number of times within a specific time period, like once a month (*Sometimes*) or once a week (*Fairly often*). You may not be able to answer some questions because they do not apply to you. For example, you may never have had a stepmother or brother. If the item does not apply to you, check the circle at the far right. Be sure to mark a choice for *each* numbered item.

| | | | | | | |
|-------------------------|--------------|---------------|------------------------|-------------------------|-----------------------|--------------------------|
| | Never | Rarely | Some- times | Fairly often | Very often | Doesn't Apply |
| Number of Times: | (0) | | (once a month) | (once a week) | (almost daily) | |

The people who ***physically*** punished me when I was a child or teenager (until your 17th birthday), were: (Do not leave any items blank.)

| | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------|
| 1. Mother | <input type="checkbox"/> | <input type="radio"/> |
| 2. Stepmother | <input type="checkbox"/> | <input type="radio"/> |
| 3. Father | <input type="checkbox"/> | <input type="radio"/> |
| 4. Stepfather | <input type="checkbox"/> | <input type="radio"/> |
| 5. Sister | <input type="checkbox"/> | <input type="radio"/> |
| 6. Stepsister | <input type="checkbox"/> | <input type="radio"/> |
| 7. Brother | <input type="checkbox"/> | <input type="radio"/> |
| 8. Stepbrother | <input type="checkbox"/> | <input type="radio"/> |
| 9. Grandmother | <input type="checkbox"/> | <input type="radio"/> |
| 10. Grandfather | <input type="checkbox"/> | <input type="radio"/> |
| 11. Other relative | <input type="checkbox"/> | <input type="radio"/> |
| 12. Foster parent | <input type="checkbox"/> | <input type="radio"/> |
| 13. A caregiver in an institution (prison staff, nun, etc.) | <input type="checkbox"/> | <input type="radio"/> |

| | | | | | | |
|-------------------------|----------------------------|---------------|---|---|--|--------------------------|
| Number of Times: | Never <i>(0)</i> | Rarely | Some- times <i>(once a month)</i> | Fairly often <i>(once a week)</i> | Very often <i>(almost daily)</i> | Doesn't Apply |
|-------------------------|----------------------------|---------------|---|---|--|--------------------------|

When I was a child or teenager (until your 17th birthday), I was physically punished in the following manner:

- | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------|
| 14. I was hit or spanked. | <input type="checkbox"/> | <input type="radio"/> |
| 15. I was hit with something other than a hand. | <input type="checkbox"/> | <input type="radio"/> |
| 16. I was punched or kicked. | <input type="checkbox"/> | <input type="radio"/> |
| 17. I was burned. | <input type="checkbox"/> | <input type="radio"/> |
| 18. I had broken bones. | <input type="checkbox"/> | <input type="radio"/> |
| 19. I got medical attention because of injuries from punishment or abuse. | <input type="checkbox"/> | <input type="radio"/> |
| 20. Other _____ (please describe) | <input type="checkbox"/> | <input type="radio"/> |

When I was a child (through age 12), the following people had sex with me:

- | | | | | | | |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------|
| 21. Mother | <input type="checkbox"/> | <input type="radio"/> |
| 22. Stepmother | <input type="checkbox"/> | <input type="radio"/> |
| 23. Father | <input type="checkbox"/> | <input type="radio"/> |
| 24. Stepfather | <input type="checkbox"/> | <input type="radio"/> |
| 25. Sister | <input type="checkbox"/> | <input type="radio"/> |
| 26. Stepsister | <input type="checkbox"/> | <input type="radio"/> |
| 27. Brother | <input type="checkbox"/> | <input type="radio"/> |
| 28. Stepbrother | <input type="checkbox"/> | <input type="radio"/> |
| 29. Grandmother | <input type="checkbox"/> | <input type="radio"/> |
| 30. Grandfather | <input type="checkbox"/> | <input type="radio"/> |

| <u>Number of Times:</u> | <u>Never</u> <i>(0)</i> | <u>Rarely</u> | <u>Some- times</u> <i>(once a month)</i> | <u>Fairly often</u> <i>(once a week)</i> | <u>Very often</u> <i>(almost daily)</i> | <u>Doesn't Apply</u> |
|-------------------------|----------------------------|---------------|---|---|--|--------------------------|
|-------------------------|----------------------------|---------------|---|---|--|--------------------------|

When I was a child (through age 12), the following people had sex with me:

- | | | | | | | |
|---|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|-----------------------|
| 31. Other relative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 32. Friend of parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 33. Baby-sitter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 34. Neighbor (not a friend of parents) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 35. Some professional person (such as, priest, teacher, doctor, Scout leader) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 36. Stranger | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 37. Girl friend | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 38. Boy friend | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 39. Friend of mine (not close) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |

When I was a teenager (age 13 to 17th birthday), the following people had sex with me:

- | | | | | | | |
|-----------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|-----------------------|
| 40. Mother | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 41. Stepmother | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 42. Father | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 43. Stepfather | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 44. Sister | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 45. Stepsister | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 46. Brother | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 47. Stepbrother | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |

| | Never <i>(0)</i> | Rarely | Some- times <i>(once a month)</i> | Fairly often <i>(once a week)</i> | Very often <i>(almost daily)</i> | Doesn't Apply |
|---|----------------------------|--------------------------|---|---|--|--------------------------|
| Number of Times: | | | | | | |
| When I was a teenager (age 13 to 17th birthday), the following people had sex with me: | | | | | | |
| 48. Grandmother | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 49. Grandfather | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 50. Other relative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 51. Friend of parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 52. Baby-sitter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 53. Neighbor (not a friend of parents) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 54. Some professional person (such as, priest, teacher, doctor, Scout leader) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 55. Stranger | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 56. Girl friend | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 57. Boy friend | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 58. Friend of mine (not close) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| When I had sex as a child (through age 12): | | | | | | |
| 59. I was willing to have sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 60. I was bribed to have sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 61. I was forced to have sex with verbal threats. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 62. I was physically forced to have sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |

Number of Times:

| Never (0) | Rarely | Some- times <small>(once a month)</small> | Fairly often <small>(once a week)</small> | Very often <small>(almost daily)</small> | Doesn't Apply |
|--------------|--------|---|---|--|------------------|
|--------------|--------|---|---|--|------------------|

When I had sex as a teenager (age 13 to 17th birthday):

- | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|-----------------------|
| 63. I was willing to have sex. | <input type="checkbox"/> | <input type="radio"/> |
| 64. I was bribed to have sex. | <input type="checkbox"/> | <input type="radio"/> |
| 65. I was forced to have sex with verbal threats. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="radio"/> |
| 66. I was physically forced to have sex. | <input type="checkbox"/> | <input type="radio"/> |

The sex I was forced to do or was done to me as a child (through age 12) involved:

- | | | | | | | |
|--|--------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|-----------------------|
| 67. touching and fondling. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 68. taking pictures or movies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 69. oral sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="radio"/> |
| 70. attempted anal or vaginal intercourse. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 71. completed anal or vaginal intercourse. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 72. other _____. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="radio"/> |

The sex I was forced to do or was done to me as a teenager (age 13 to 17th birthday) involved:

- | | | | | | | |
|--|-------------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|-----------------------|
| 73. touching and fondling. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 74. taking pictures or movies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 75. oral sex. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 76. attempted anal or vaginal intercourse. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="radio"/> |
| 77. completed anal or vaginal intercourse. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 78. other _____. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |

| <u>Number of Times</u> | <u>Never</u> (0) | <u>Rarely</u> | <u>Some- times</u> (once a month) | <u>Fairly often</u> (once a week) | <u>Very often</u> (almost daily) | <u>Doesn't Apply</u> |
|--|--------------------------|--------------------------|--|--|---|--------------------------|
| When I was a child (through age 12), the following occurred in my home: | | | | | | |
| 79. My father hit, punched, or slapped my mother. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 80. My mother hit, punched, or slapped my father. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 81. My father called my mother names. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 82. My mother called my father names. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 83. My father said he didn't love me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 84. My mother said she didn't love me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 85. One or more of the adults in the house told me I was no good or would never amount to anything. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 86. One or more of the adults in the house insulted me or swore at me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 87. One or more of the adults in the house threatened to throw me out of the house. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 88. One or more of the adults in the house threatened to kill me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 89. One or more of the adults in the house ridiculed or made fun of me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 90. The adults in my home did not care what I did or what happened to me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 91. One or more of the adults actually threw me out of the house and did not allow me to live there for some time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |

| | Never <i>(0)</i> | Rarely | Some- times <i>(once a month)</i> | Fairly often <i>(once a week)</i> | Very often <i>(almost daily)</i> | Doesn't Apply |
|---|----------------------------|--------------------------|---|---|--|--------------------------|
| When I was a teenager (age 13 to 17th birthday), the following occurred in my home: | | | | | | |
| 92. My father hit, punched, or slapped my mother . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 93. My mother hit, punched, or slapped my father. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 94. My father called my mother names. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 95. My mother called my father names. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 96. My father said he didn't love me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 97. My mother said she didn't love me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 98. One or more of the adults in the house told me I was no good or would never amount to anything. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 99. One or more of the adults in the house insulted me or swore at me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 100. One or more of the adults in the house threatened to throw me out of the house. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 101. One or more of the adults in the house threatened to kill me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 102. One or more of the adults in the house ridiculed or made fun of me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 103. The adults in my home did not care what I did or what happened to me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 104. One or more of the adults actually threw me out of the house and did not allow me to live there for some time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |

105. The first time that someone who was at least five years older than me had sex with me, I was _____ years old. (if this never occurred, write in 0)
106. The total amount of time that I spent in **institutions** (such as orphanages, reform schools, other state facilities):
- as a young child (*up to age 6*), was _____ months.
- as an older child (*age 7 to 12*), was _____ months.
- as a teenager (*age 13 to 17th birthday*), was _____ months.
107. The total number of different home living situations (such as living with parents, with foster families, with grandparents, relatives, or friends of parents, living alone, etc.) that I was in:
- as a young child (*up to age 6*), was _____.
- as an older child (*age 7 to 12*), was _____.
- as a teenager (*age 13 to 17th birthday*), was _____.
108. The total amount of time that I lived with my **real mother** (biological) was _____ years.
109. The total amount of time that I lived with my **real father** (biological) was _____ years.
110. Check all the items that describe the worst injury to your head that you had as a child or teenager (until 17th birthday).
- Does not apply. *I never injured my head.*
- I had one, but do not remember it.
- It gave me a very bad headache.
- I needed some stitches.
- I had a concussion.
- It made me unconscious for a while.
- It was so serious that I stayed in the hospital for a while.

The following items ask about alcohol or drug use during three periods in your lifetime. For each item check how often the behavior occurred.

| <u>Number of Times</u> | <u>Never</u> (0) | <u>Rarely</u> | <u>Some- times</u> (once a month) | <u>Fairly often</u> (once a week) | <u>Very often</u> (almost daily) |
|---|--------------------------|--------------------------|--|--|---|
| As a <u>child</u> (through age 12), I: | | | | | |
| 111. drank alcohol. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 112. got drunk. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| As a <u>teenager</u> (age 13 to 17th birthday), I: | | | | | |
| 113. drank alcohol. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 114. got drunk. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| As an <u>adult</u> (age 17 and over), I: | | | | | |
| 115. drank alcohol. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 116. got drunk. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

117. As a result of drinking (check as many as apply):

- Does not apply, I never drank alcohol.
- I did not drink enough for alcohol to cause me problems.
- I often missed school or work.
- I was kicked out of school or fired from a job.
- One or more relationships with a woman broke up.
- I was picked up by the police for drunk driving, speeding, or reckless driving.
- I was picked up by the police for destroying property.
- I was picked up by the police for fighting or being rowdy.
- I became physically violent.
- I have passed out or had blackouts.

| <u>Number of Times</u> | <u>Never</u> (0) | <u>Rarely</u> | <u>Some- times</u> (once a month) | <u>Fairly often</u> (once a week) | <u>Very often</u> (almost daily) |
|--|--------------------------|--------------------------|--|--|---|
| As a <u>child</u> (through age 12), I used: | | | | | |
| 118. gasoline/kerosene, glue | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 119. marijuana/THC | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 120. uppers/downers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 121. LSD/acid | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 122. cocaine/crack | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 123. heroin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| As a <u>teenager</u> (age 13 to 17th birthday), I used: | | | | | |
| 124. gasoline/kerosene, glue | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 125. marijuana/THC | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 126. uppers/downers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 127. LSD/acid | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 128. cocaine/crack | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 129. heroin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| As an <u>adult</u> (age 17 and over), I used: | | | | | |
| 130. gasoline/kerosene, glue | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 131. marijuana/THC | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 132. uppers/downers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 133. LSD/acid | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 134. cocaine/crack | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 135. heroin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Part B

LIFETIME USE OF SEXUAL MATERIALS

For each of the following items, check how often each occurred. Notice that the questions ask about the *number of times*.

| <u>Number of Times:</u> | <u>Never</u> (0) | <u>Rarely</u> (1) | <u>Some- times</u> (2 to 10) | <u>Fairly often</u> (11 to 50) | <u>Very often</u> (over 50) |
|---|-------------------------------------|-------------------------------------|-------------------------------------|---------------------------------------|------------------------------------|
| <u>CHILDHOOD</u> (through age 12) | | | | | |
| 1. My parents, brothers, sisters, or other relatives showed me sex materials or made them available (bought them for me, etc.) when I was a child (through age 12). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. As a child I looked at or read sexual materials (pictures of nudes, people making love, etc.). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The kind of sex materials I looked at as a <u>child</u> (through age 12) included: | | | | | |
| 3. Nude women | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Nude men | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Sex acts between adults | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6. Nude children | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Sex acts involving children | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Magazines showing sex acts where people were not really physically harmed, but the scenes included such acts as tying, handcuffing, spanking, or similar acts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Magazines showing sex acts where people actually appeared to be physically harmed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 10. X-rated sex movies or videos | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 11. Movies or videos showing people being physically hurt before or during sex | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| <u>Number of Times:</u> | <u>Never</u> (0) | <u>Rarely</u> (1) | <u>Some- times</u> (2 to 10) | <u>Fairly often</u> (11 to 50) | <u>Very often</u> (over 50) |
|-------------------------|---------------------|----------------------|-------------------------------------|---------------------------------------|------------------------------------|
|-------------------------|---------------------|----------------------|-------------------------------------|---------------------------------------|------------------------------------|

ADOLESCENCE
(age 13 to 17th birthday)

12. As a **teenager (age 13 to 17)**, I looked at or read sexual materials (pictures of nudes, people making love, etc.).

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

The kind of sex materials I looked at as a **teenager (age 13 to 17th birthday)** included:

13. Nude women

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

14. Nude men

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

15. Sex acts between adults

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

16. Nude children

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

17. Sex acts involving children

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

18. Magazines showing sex acts where people were not really physically harmed, but the scenes included such acts as tying, handcuffing, spanking, or similar acts

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

19. Magazines showing sex acts where people actually appeared to be physically harmed

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

20. As a teenager, I masturbated when I looked at or read sex materials.

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

21. As a teenager, I watched X-rated sex movies or videos.

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

22. As a teenager, I watched movies or videos showing people being physically hurt before or during sex.

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

| <u>ADULTHOOD</u> (age 17 or older) | <u>Never</u> (0) | <u>Rarely</u> (1) | <u>Some- times</u> (2 to 10) | <u>Fairly often</u> (11 to 50) | <u>Very often</u> (over 50) |
|---------------------------------------|---------------------|----------------------|-------------------------------------|---------------------------------------|------------------------------------|
|---------------------------------------|---------------------|----------------------|-------------------------------------|---------------------------------------|------------------------------------|

| | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 23. As an adult (age 17 and older) , I looked at or read sexual materials (pictures of nudes, people making love, etc.). | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

The kind of sex materials I have looked at as an adult (age 17 or older) include:

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 24. Nude women | <input type="checkbox"/> |
| 25. Nude men | <input type="checkbox"/> |
| 26. Sex acts between adults | <input type="checkbox"/> |
| 27. Nude children | <input type="checkbox"/> |
| 28. Sex acts involving children | <input type="checkbox"/> |
| 29. Magazines showing sex acts where people were not really physically harmed, but the scenes included such acts as tying, handcuffing, spanking, or similar acts | <input type="checkbox"/> |
| 30. Magazines showing sex acts where people actually appeared to be physically harmed | <input type="checkbox"/> |
| 31. As an adult, I have masturbated when I have looked at or read sex materials. | <input type="checkbox"/> |
| 32. I have used sex materials to relieve or attempt to control my urges to commit a sexual offense. | <input type="checkbox"/> |
| 33. Sex materials have turned me on (aroused me) so much that I felt like committing a sexual offense. | <input type="checkbox"/> |
| 34. As an adult, I have gone to a strip show or a live sex show. | <input type="checkbox"/> |
| 35. As an adult, I have watched X-rated sex movies or videos. | <input type="checkbox"/> |
| 36. As an adult, I have watched movies or videos showing people being physically hurt before or during sex. | <input type="checkbox"/> |

SITE: _____

DATE: _____

MASA INVENTORY

BOOKLET

4

INVENTORY ID: _____

EXAMINER: _____

In Booklet 4 you will be asked questions about various attitudes and opinions you have. Please answer the items as you would have *before* beginning therapy or going to prison. We are interested in understanding what you thought and did at the time you were having the trouble that led to your present situation.

ATTITUDE INVENTORY: Part A

Check how often the following statements occurred during your lifetime. Please answer every question.

| <i>Number of Times:</i> | Never (0) | Once (1) | Some- times (2 to 10) | Fairly often (11 to 50) | Very often (over 50) |
|---|--------------------------|--------------------------|-------------------------------------|---------------------------------------|------------------------------------|
| 1. I believe that there are two sides to every question and I try to look at them both. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I fantasize about other people getting hurt. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I have fought or physically assaulted others (non-sexual). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I have lost control of myself, even though I did not want to. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. When I get angry, I get aggressive and say angry things to people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6. I have lied to someone to get them to do what I want them to. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I have felt like killing myself. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I have gotten in trouble for things that were not my fault. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I feel guilty when I show my anger, even though the person deserved it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I have tender, concerned feelings for people less fortunate than me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I feel sorry after telling people off, even if they deserve it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I get into verbal fights/arguments with other people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13. I get grouchy about little things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. I get annoyed at people who ask me stupid questions. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. I have acted on an impulse or without thinking. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. I use my charm to get people to notice me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. I do things that make me feel really bad about myself. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| <i>Number of Times:</i> | | Never (0) | Once (1) | Some- times (2 to 10) | Fairly often (11 to 50) | Very often (over 50) |
|-------------------------|--|--------------------------|--------------------------|-------------------------------------|---------------------------------------|------------------------------------|
| 18. | I try to look at everybody's side of an argument before I make a decision. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | I lose my temper easily. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | I have thoughts that make me feel ashamed of myself. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. | I have been angry enough to kill somebody. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | I have hurt animals on purpose. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. | When I get angry, it lasts for a long time (several hours). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. | I felt very bad about myself after I cheated or did something wrong. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. | I have seen some things so sad that I felt like crying. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. | I have felt angry enough to swear. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. | I think about physically assaulting other people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. | I enjoy seeing other people getting hurt. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. | Other people have complained about my temper or think I get angry often. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. | I enjoy seeing other people getting killed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. | I have conned someone to get what I wanted. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. | I have lost control of myself and hurt other people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. | I have committed a crime on the spur of the moment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. | When I get mad, I say nasty things to people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| <i>Number of Times:</i> | | Never (0) | Once (1) | Some- times (2 to 10) | Fairly often (11 to 50) | Very often (over 50) |
|-------------------------|---|--------------------------|--------------------------|-------------------------------------|---------------------------------------|------------------------------------|
| 35. | I have hurt someone's feelings by saying something without thinking. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. | When people yell at me, I yell back. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. | I enjoy getting into physical fights. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. | There have been people who pushed me so far that we came to blows. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. | I have had frightening feelings that I could not understand. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. | My anger gets me into trouble. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. | I have been so angry, I felt like smashing things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. | I have thrown things or destroyed things or in general had a temper tantrum. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. | I have become wild and uncontrollable after a few drinks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. | I have known people who were considered experts, but they didn't know any more than I do. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. | I have had "blackouts." | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. | I get angry or feel angry. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. | I have felt like a powder keg ready to explode. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. | When I see someone being treated unfairly, I feel sorry for them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 49. | I threaten or scare people by the way I talk to them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 50. | I think about other people getting killed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 51. | I think about hurting or causing pain to other people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 52. | I have sudden changes in my moods. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. | I am angry or irritated a lot more than people are aware of. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ATTITUDE INVENTORY: Part B

For each of the following statements, check the box that best indicates how *true* the statement is for you, or if you agree with the statement. Please answer all of the questions.

| | <u>Definitely</u> False | <u>Possibly</u> False | <u>Not</u> Sure | <u>Possibly</u> True | <u>Definitely</u> True |
|---|----------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| 1. I think it is weird that some people cry during a sad movie or while reading a sad book. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. You can only win an argument with a woman by doing more than talking. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I can hold my own with anybody when it comes to drinking. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I like fast cars and fast women. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I am always willing to admit when I make a mistake. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. There have been times when I took advantage of someone. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. When I do wrong, I feel really bad. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. A man must be boss in a relationship with a woman. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I can easily charm someone into doing almost anything for me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I can take a beating as well as any man. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I do not mind eating a treat, even when I see someone looking at me wanting some. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I deserve much more than I have gotten. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. At times I feel like picking a fist fight with someone. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Many women seem to enjoy putting men down. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. I am quick to admit making a mistake. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. I have tortured animals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. I would beat on a guy who insulted my girl or wife. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Definitely False | Possibly False | Not Sure | Possibly True | Definitely True |
|---|-----------------------------|---------------------------|--------------------------|--------------------------|----------------------------|
| 18. People who have no friends probably don't want any. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Seeing someone who is crying makes me feel like crying. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. I have wished that something bad would happen to someone I didn't like. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. I sometimes try to get even, rather than forgive and forget. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. I enjoy seeing animals get killed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. It makes me sad to see someone who can't find anyone to hang around with. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. My friends think of me as being tough. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. People often say I am hot headed and lose my temper easily. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. I will do whatever it takes to get what I need from other people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. I like to drive fast, right on the edge of danger. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. I sometimes resent it, if I don't get my own way. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. I say what is on my mind, no matter what others may think. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. I try to understand my friends better by "putting myself in their shoes" for a while. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. I am successful in almost anything I do. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. There are times when a man should hit his wife or girl friend just to keep her in line. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. I am always polite, even to people who are rude. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. I have sometimes taken unfair advantage of people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. I find it difficult to see things from the "other guy's" point of view. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. I would let someone else be punished for things I did wrong. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | <u>Definitely</u> <u>False</u> | <u>Possibly</u> <u>False</u> | <u>Not</u> <u>Sure</u> | <u>Possibly</u> <u>True</u> | <u>Definitely</u> <u>True</u> |
|---|-----------------------------------|---------------------------------|---------------------------|--------------------------------|----------------------------------|
| 37. People who cry because they are happy are foolish. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. People who let themselves be conned deserve what they get. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. I deserve more respect than people give me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. Most women are cold people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. If they had the chance, most women would run around on their husbands or boy friends. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. No matter who I'm talking to, I'm always a good listener. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. Any man who is a man needs to have sex regularly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. I enjoy seeing animals in pain or hurt. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. I have killed an animal on purpose at least once in my life (not including hunting) . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SITE: _____

DATE: _____

MASA INVENTORY

BOOKLET

5

INVENTORY ID: _____

EXAMINER: _____

*

In Booklet 5 you will be asked questions about various thoughts you have had and things you have done. As in Booklet 4 please answer the items as you would have *before* beginning therapy or coming to prison. We are interested in understanding what you thought and did at the time you were having the trouble that led to your present situation.

SEXUAL BEHAVIOR**Part A**

Check the box that indicates how often you have done or thought the following things.

| <i>Number of Times:</i> | Never (0) | Once (1) | Some- times (2 to 10) | Fairly often (11 to 50) | Very often (over 50) |
|---|--------------------------|--------------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| 1. Before going to sleep, I think about sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I have thought about sexually touching a female stranger in a crowd. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. My daydreams about sex are so clear they seem like they are happening. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I have thought about threatening or frightening a woman or girl. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5. I have thought about strangling a woman or girl during sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I have become sexually excited by wearing female clothing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. While working at a job, my mind will wander to thoughts about sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 8. In a crowd, I become sexually excited by rubbing up against or touching strangers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I have had trouble finding someone to have sex with. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I have been sexually excited by embarrassing or humiliating someone. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I get sexual pleasure out of hurting a person. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. It is hard to talk to women or girls. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13. I have to fight sexual urges. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. When I have sex, I feel scared. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 15. During my lifetime I have masturbated. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | <u>Never</u> (0) | <u>Once</u> (1) | <u>Some- times</u> (2 to 10) | <u>Fairly often</u> (11 to 50) | <u>Very often</u> (over 50) |
|--|--------------------------|--------------------------|-------------------------------------|---------------------------------------|------------------------------------|
| 16. I think about having a woman or girl struggle during sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. I have thought about cutting or stabbing a woman or girl. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. I have thought about embarrassing or humiliating a woman or girl during sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. I have gotten sexually excited while thinking about women's or girls' shoes or feet. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. I have had to resist the urge to expose my penis. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. I have had sexual activity with a child (12 or younger). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. I have gotten sexually turned on by smelling or feeling female underwear or shoes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Females make me angry. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. I get sexually turned on easily. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Thinking about tying someone up and having sex turns me on. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. I have been sexually aggressive because I was mistreated by a female. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. I have trouble keeping an erection (staying hard) during sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Sexual feelings overpower me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. When I think about sex, I imagine saying dirty or obscene things to a woman or girl. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. I have gotten sexually turned on when I have hurt a child. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. I have been unable to come (have an orgasm) after entering a woman or girl. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. I have come while exposing my penis. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | <u>Never</u> (0) | <u>Once</u> (1) | <u>Some- times</u> (2 to 10) | <u>Fairly often</u> (11 to 50) | <u>Very often</u> (over 50) |
|--|--------------------------|--------------------------|-------------------------------------|---------------------------------------|------------------------------------|
| 33. I have worn women's clothing or tried them on. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. I have thought about killing someone during sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. I have come while beating someone. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. I have broken things or yelled at a woman or girl to show her that she shouldn't get me angry. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. I have tied someone up while we were having sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. I have thought about biting parts of a female's body other than her breasts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. I have calmed a woman or girl down with a good slap when she was screaming or crying. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. I have had sexual thoughts about having my partner tied to a bed spread-eagle. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. I have sex dreams when I sleep. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. I have gotten sexually excited, when thinking about women's underwear. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. I have thought about beating a woman or girl. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. I worry about coming too fast during sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. I have thought about biting a female's breasts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. I have gotten sexually excited when I thought about putting a child in fear. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. I feel nervous around women or girls. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. I have put my penis in a child's rear end. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 49. I have had problems getting a hard-on during sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 50. I have hurt someone on purpose during sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Booklet 5j

| | <i>Number of Times:</i> | Never (0) | Once (1) | Some- times (2 to 10) | Fairly often (11 to 50) | Very often (over 50) |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|---------------------------------------|------------------------------------|
| 51. | I have hurt a woman or girl while having sex with her. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 52. | There have been times when I thought about sex all of the time. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. | I have come while threatening or frightening someone. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 54. | I have become sexually excited by threatening or frightening someone. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 55. | I have thought about exposing my penis. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 56. | I have really hurt a child during sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 57. | I have thought about secretly watching people having sex. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 58. | When I have thought about sex, I have felt guilty. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 59. | I have tried to do sexual acts with a dead person. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 60. | I can't stop thinking about sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 61. | I am afraid that a woman or girl will laugh at me during sex or think me a poor lover. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 62. | I have secretly watched people having sex (not counting movies and sex shows). | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 63. | I have had a problem controlling my sexual feelings. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 64. | I have had a very strong urge to peep. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 65. | I have had thoughts about choking a woman or girl. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 66. | I feel embarrassed if I talk about sex. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 67. | When I have sexual thoughts, I think about peeing or shitting during sex. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 68. | I have gotten sexually excited by parts of the body like feet or hair that are not sexual. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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|-----|---|--------------------------|--------------------------|-------------------------------------|---------------------------------------|------------------------------------|
| 69. | I have been involved in sexual activity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 70. | I have roughed up a woman or girl so that she would know that I meant business. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 71. | I have physically injured a child during sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 72. | When I have sexual thoughts, I think of cutting a woman or girl with a knife. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 73. | It has excited me more to hurt a person physically than to have sex with that person. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 74. | I have masturbated while watching someone secretly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 75. | I have exposed my penis to a woman or girl who did not know me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 76. | While having sex, I have tied up or handcuffed someone. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 77. | I have sexual thoughts about putting my penis in a woman or girl's rear end. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 78. | I have not been able to stop myself from a sexual act, even when I wanted to stop. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 79. | When I have sexual thoughts, I think about dressing as a woman. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 80. | When I have sex with a woman or girl, I feel nervous. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 81. | I worry about not being able to have an erection (get a hard-on) when I have sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 82. | I have thought about burning someone during sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 83. | I have thought about having sex with a child. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 84. | I have sexual thoughts about putting my penis in a child's rear end. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 85. | I have had a very powerful urge to do a particular sexual act. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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|--|--------------------------|--------------------------|-------------------------------------|---------------------------------------|------------------------------------|
| 86. I have come before entering a sexual partner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 87. I have felt an overpowering urge to do a sexual act that I had thought about. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 88. I have thought about how good it would feel to hurt someone during sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 89. I have felt angry, when I was having sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 90. I have thought about someone being forced to have sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 91. When I have sexual thoughts, I get sexually excited. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 92. A woman or girl has told me that she was not satisfied after having sex with me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 93. Sex is on my mind. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 94. I have enjoyed hurting a child during sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 95. I feel more comfortable when having sex, if I do the same things the same way. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 96. While having sex I have enjoyed scaring my companion so that she begged me to stop. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 97. A woman or girl has made me so angry that I have beaten her up. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 98. When I have sexual thoughts, I think about threatening or frightening a woman or girl. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 99. When I have sexual thoughts, I think about secretly watching a woman or girl undress. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 100. While having sex, I have used handcuffs, whips, or leathers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 101. While having sex I have found I have been turned on by playing with death. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 102. I have sexual thoughts about a woman or girl in pain while I am having sex with her. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 103. I have made obscene or "dirty" phone calls. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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|------|--|--------------------------|--------------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| 104. | I have been paid to have sex with someone. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 105. | I have been sexually excited by seeing someone unconscious or unable to move. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 106. | I have gotten sexually excited when I have seen a child in pain. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 107. | I have thought about watching someone undress, when they did not know it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 108. | I have had sex with an animal. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 109. | My sexual thoughts include whipping someone. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 110. | I have become sexually excited over thoughts of having sex with a child. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 111. | I have been sexually excited by beating someone. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 112. | Whenever I am bored, I daydream about sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 113. | I have sexual thoughts about exposing myself. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 114. | It turns me on to think about overpowering someone sexually. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 115. | I have beaten a woman or girl while I was having sex with her. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 116. | I have burned someone on purpose during sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 117. | During the week I think about sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 118. | During sex I want to hurt the other person just a little. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 119. | I have telephoned a woman or girl <i>who did not know me</i> to talk dirty or to talk about sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 120. | I have become so mad at someone for not letting me have sex that I have physically hurt them. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 121. | I have really hurt a woman or girl physically during sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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|-------------------------|---------------------|--------------------|-------------------------------------|---------------------------------------|------------------------------------|
|-------------------------|---------------------|--------------------|-------------------------------------|---------------------------------------|------------------------------------|

I have ***threatened*** to use physical force on a woman or girl (saying I would hit, grab, hold, or hurt her) to make her go along with:

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 122. sex play (touching, feeling, kissing, or petting) | <input type="checkbox"/> |
| 123. attempted or completed sexual intercourse | <input type="checkbox"/> |
| 124. other sexual acts, such as oral or anal sex | <input type="checkbox"/> |

I have ***used*** some physical force, such as pinning a woman or girl against a wall, grabbing her, hitting her, holding her down, or hurting her to make her go along with:

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 125. sex play (touching, feeling, kissing, or petting) | <input type="checkbox"/> |
| 126. attempted or completed sexual intercourse | <input type="checkbox"/> |
| 127. other sexual acts, such as oral or anal sex | <input type="checkbox"/> |

I have done the following sexual acts with a woman or girl who was so drunk or high on drugs that she was ***not able*** to say no:

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 128. sex play (touching, feeling, kissing, or petting) | <input type="checkbox"/> |
| 129. attempted or completed sexual intercourse | <input type="checkbox"/> |
| 130. other sexual acts, such as oral or anal sex | <input type="checkbox"/> |

I have given a woman or girl alcohol or drugs on purpose so that she could not say no to my doing the following sexual acts with her that she did ***not*** want to do:

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 131. sex play (touching, feeling, kissing, or petting) | <input type="checkbox"/> |
| 132. attempted or completed sexual intercourse | <input type="checkbox"/> |
| 133. other sexual acts, such as oral or anal sex | <input type="checkbox"/> |

134. How *old* were *you* when you first forced someone to do something sexual with you?

- I never forced anyone.
- I was _____ years old.

135. How old was the person you forced?

- I never forced anyone.
- The person was _____ years old.

SEXUAL BEHAVIOR

Part B

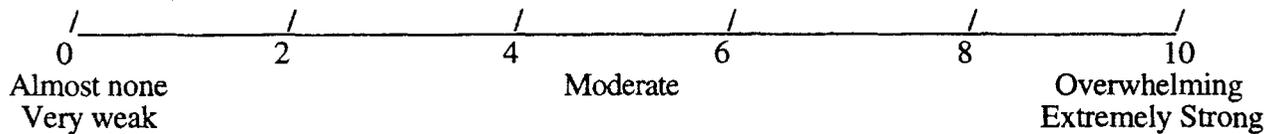
For each of the following statements, check the box that best indicates how *true* the statement is for you, or if you agree with the statement.

| | <u>Definitely</u> <u>False</u> | <u>Possibly</u> <u>False</u> | <u>Not</u> <u>Sure</u> | <u>Possibly</u> <u>True</u> | <u>Definitely</u> <u>True</u> |
|---|-----------------------------------|---------------------------------|---------------------------|--------------------------------|----------------------------------|
| 1. I get sexually turned on by little girls. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Women or girls who get raped probably deserved it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I believe that sex with children can make the child feel closer to adults. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Sex with children can help the child learn about sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. At times I have almost been driven insane by thoughts about sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. There have been times when sex was on my mind so much that I had to make love or masturbate once a day or more. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. If a woman or girl gets drunk at a party, it is really her own fault if someone takes advantage of her sexually. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The more scared a person becomes, the more sexually turned on I get. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I worry that I will not be able to satisfy a woman or girl sexually, because my penis is too small. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I believe I have a lot of sex appeal. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I think I am really masculine. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. When it comes to sex, I am just as good as my friends. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. When a woman or girl does not do what I want, I get very angry. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. I think I have a good build for a man. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. I think about sex more often than most others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Since prostitutes sell their bodies for sexual purposes anyway, it is not as bad if someone forces them into sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | <u>Definitely</u> <u>False</u> | <u>Possibly</u> <u>False</u> | <u>Not</u> <u>Sure</u> | <u>Possibly</u> <u>True</u> | <u>Definitely</u> <u>True</u> |
|-----|---|-----------------------------------|---------------------------------|---------------------------|--------------------------------|----------------------------------|
| 17. | Many children who are sexually assaulted do not have any major problems because of the assaults | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | I worry that there is something wrong with my penis. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | I sometimes think about sex so much that it gets on my nerves. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | Society makes a much bigger deal out of sexual activity with children than it really is. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. | A lot of women or girls who get raped had "bad reputations" in the first place. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | I am always thinking about sex, no matter where I go or what I do. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. | I haven't had many dates. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. | I am not able to control my sexual behavior. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. | If a woman or a girl does not strongly resist sexual advances, she is probably willing to have sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. | Sex with children is sometimes a lot like adult sexual relationships. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. | Females seem to want to go out with me again after they have dated me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. | When a woman or girl rejects me, I get very angry. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. | I have sometimes thought that I wanted to be a woman or girl. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. | Sometimes, touching a child sexually is a way to show love and affection. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. | I am good at sports. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. | Women often falsely accuse men of rape. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. | I have beaten a woman or girl so badly that she had to see a doctor. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. | Being spanked turns me on sexually. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | <u>Definitely</u> <u>False</u> | <u>Possibly</u> <u>False</u> | <u>Not</u> <u>Sure</u> | <u>Possibly</u> <u>True</u> | <u>Definitely</u> <u>True</u> |
|-----|--|-----------------------------------|---------------------------------|---------------------------|--------------------------------|--|
| 35. | I think that women and girls find me sexually attractive. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. | I find that weeks go by in which I have no sexual thoughts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. | I am so afraid I might fail sexually with a woman or girl, that it hurts my sex life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. | I need to masturbate or have sex every day so that I feel less tense. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. | I get sexually turned on by little boys. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. | I do think that I am good at satisfying women or girls sexually. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. | I have always been able to defend myself in fights. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. | I find it hard to get turned on, if my partner is not enjoying the sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. | I think that females think I am physically attractive. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. | When a woman or girl takes advantage of me, I feel like beating her up. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. | Making a woman or girl do what I want turns me on sexually. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. | Since I was 16, the <u>number</u> of children (12 or younger) with whom I have had sexual activity was _____ children. | | | | | |
| 47. | How old were you the first time you had intercourse? _____ years. | | | | | |
| 48. | How many <i>different</i> people have you had sex with in your life? _____ | | | | | |
| 49. | Mark on the line below how much of your day you spend thinking about sex. The line stands for all the time you are awake during the day. | | | | | |
| | | | | | | |
| 50. | If I had my choice, I would prefer to have sex (check the box that is most true for you): | | | | | |
| | <input type="checkbox"/> - Never. | | | | | <input type="checkbox"/> - 3 to 5 times a week. |
| | <input type="checkbox"/> - Once a month. | | | | | <input type="checkbox"/> - Every day. |
| | <input type="checkbox"/> - Once a week. | | | | | <input type="checkbox"/> - Twice a day |
| | <input type="checkbox"/> - Twice a week. | | | | | <input type="checkbox"/> - More than twice a day |

51. Use the line below to rate the strength of your sexual drive.



52. During the time that you were **most** sexually active, how many times in a week did you have an orgasm?
Approximately _____ times in a week.

53. In the last **six** months how often did you have a sexual experience (alone or with another) that led to an orgasm?

- | | |
|---|--|
| <input type="checkbox"/> - Never | <input type="checkbox"/> - 3 to 5 times a week |
| <input type="checkbox"/> - Once a month | <input type="checkbox"/> - Every day |
| <input type="checkbox"/> - Once a week | <input type="checkbox"/> - Twice a day |
| <input type="checkbox"/> - Twice a week | <input type="checkbox"/> - More than twice a day |

54. When you have sexual thoughts, which of the following people do you think about?
(Check all that are true for you.)

- | | |
|--|--|
| <input type="checkbox"/> - young boys (up to age 5) | <input type="checkbox"/> - older teenage boys (age 15 - 17) |
| <input type="checkbox"/> - young girls (up to age 5) | <input type="checkbox"/> - older teenage girls (age 15 - 17) |
| <input type="checkbox"/> - older boys (age 6 - 11) | <input type="checkbox"/> - adult men |
| <input type="checkbox"/> - older girls (age 6 - 11) | <input type="checkbox"/> - adult women |
| <input type="checkbox"/> - young teenage boys (age 12 - 14) | <input type="checkbox"/> - older men (over age 60) |
| <input type="checkbox"/> - young teenage girls (age 12 - 14) | <input type="checkbox"/> - older women (over age 60) |

55. With which of the following people have you had any sexual contact?
(Check all that are true for you.)

- | | |
|--|--|
| <input type="checkbox"/> - young boys (up to age 5) | <input type="checkbox"/> - older teenage boys (age 15 - 17) |
| <input type="checkbox"/> - young girls (up to age 5) | <input type="checkbox"/> - older teenage girls (age 15 - 17) |
| <input type="checkbox"/> - older boys (age 6 - 11) | <input type="checkbox"/> - adult men |
| <input type="checkbox"/> - older girls (age 6 - 11) | <input type="checkbox"/> - adult women |
| <input type="checkbox"/> - young teenage boys (age 12 - 14) | <input type="checkbox"/> - older men (over age 60) |
| <input type="checkbox"/> - young teenage girls (age 12 - 14) | <input type="checkbox"/> - older women (over age 60) |

SEXUAL BEHAVIOR

Part C

If you have ever thought about making someone have sex with you (or have made someone have sex), please answer the items in this section. If you have never had *any* thoughts about making someone have sex, answer "**Never**" for each item below.

| <i>Number of Times:</i> | <u>Never</u> (0) | <u>Once</u> (1) | <u>Some- times</u> (2 to 10) | <u>Fairly often</u> (11 to 50) | <u>Very often</u> (over 50) |
|--|--------------------------|--------------------------|-------------------------------------|---------------------------------------|------------------------------------|
| 1. I have thought about or planned making someone have sex with me, even though I may not have done it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. When I made someone have sex with me, I planned what I would do first. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I have planned forcing sex long in advance before I did it (two weeks or more). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I have forced someone to have sex after very little planning (thinking about it only on the day that I did it). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I have forced someone to have sex on the spur of the moment, without any planning at all. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. My thoughts about forcing sex have changed over time (that is, the details about how it would happen or what would happen changed). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. My thoughts about forcing sex were different from what actually happened when I did it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

When I planned to make someone have sex, I thought about:

| | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 8. Who the person should be--the type of person, such as a certain race, social class, or physical appearance--old, handicapped, pregnant, etc. | <input type="checkbox"/> |
| 9. Where or how I would find the person (hitchhiking, at a party, near a college, in the park, at a shopping mall, etc.). | <input type="checkbox"/> |
| 10. Where I would take the person or where I would commit the assault (such as my car, an apartment, the woods or a park, vacant building, someone's house, etc.) | <input type="checkbox"/> |
| 11. The things I would take with me (like rope, handcuffs, mask, tape, dildo, vaseline, etc.) | <input type="checkbox"/> |
| 12. The kinds of weapons I would take with me. | <input type="checkbox"/> |

| | <u>Never</u> (0) | <u>Once</u> (1) | <u>Some- times</u> (2 to 10) | <u>Fairly often</u> (11 to 50) | <u>Very often</u> (over 50) |
|--|--------------------------|--------------------------|-------------------------------------|---------------------------------------|------------------------------------|
| My thoughts about what I would do to the person included: | | | | | |
| 13. Surprising the person. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Talking to the person (going over specific things I was going to say). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Kissing the person. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Fondling the person. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Having sex with the person. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Going down on the person (oral sex). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Having anal sex with the person. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Scaring or frightening the person. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Physically injuring or hurting the person. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Whipping or spanking the person. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Using rope or tape to tie up or restrain the person. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Choking the person. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Burning the person. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Killing the person. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| <u>Number of Times:</u> | <u>Never</u> (0) | <u>Once</u> (1) | <u>Some- times</u> (2 to 10) | <u>Fairly often</u> (11 to 50) | <u>Very often</u> (over 50) |
|--|--------------------------|--------------------------|-------------------------------------|---------------------------------------|------------------------------------|
| My thoughts about what I would have the person do to me included: | | | | | |
| 27. Having the person kiss me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Having the person fondle me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Having the person blow me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Having the person dance for me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Having the person strip for me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Having the person whip me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

My thoughts about how the person would act toward me included:

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 33. How the person would respond to me while I was having sex. | <input type="checkbox"/> |
| 34. What the person would say to me. | <input type="checkbox"/> |
| 35. If the person would like me. | <input type="checkbox"/> |
| 36. If the person would enjoy the sexual experience. | <input type="checkbox"/> |
| 37. If the person would have an orgasm. | <input type="checkbox"/> |
| 38. If the person would consider seeing me again. | <input type="checkbox"/> |

| | <u>Never</u> (0) | <u>Once</u> (1) | <u>Some- times</u> (2 to 10) | <u>Fairly often</u> (11 to 50) | <u>Very often</u> (over 50) |
|---|--------------------------|--------------------------|-------------------------------------|---------------------------------------|------------------------------------|
| I found that the person's response sometimes was different from how I thought the person would respond. I thought the person would be: | | | | | |
| 39. more agreeable or willing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. more passive. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. more seductive. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. more frightened. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. more angry. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. more aggressive (fight more). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

My thoughts about what I would do after I forced someone sexually included:

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 45. What to do with the person after the assault. | <input type="checkbox"/> |
| 46. How the person would be discovered or whether the person would go to the police. | <input type="checkbox"/> |
| 47. What I would do after the assault. | <input type="checkbox"/> |
| 48. The possibility of getting caught. | <input type="checkbox"/> |
| 49. The involvement of the police and how I would keep from getting caught. | <input type="checkbox"/> |

SITE: _____

DATE: _____

MASA INVENTORY

BOOKLET

6

EXAMINER: _____

INVENTORY ID: _____

IMAGERY QUESTIONNAIRE

In each of the following five sections, a scene is suggested. We would like you to picture the scene in your mind as clearly as you can. Then rate how clearly you can imagine the picture in your mind. Close your eyes when you imagine the picture. To rate how clear the picture in your mind, check the box that is most true for you.

Scene I: For the first four items think of one person whom you frequently see (but who is not with you now) and consider carefully the picture of that person that comes to you. How clearly can you imagine:

| | No Image At All <i>(I imagined nothing)</i> | Vague and Dim | Moderately Clear | Clear | Perfectly Clear <i>(As if I were looking at it)</i> |
|--|--|--------------------------|--------------------------|--------------------------|---|
| 1. The exact outline of the face, head, shoulders, and body. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Typical poses (or positions) of the head and body. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The precise way in which the person walks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The different colors worn in the clothes that the person wears. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Scene II: Now imagine a rising sun. Consider carefully the picture that comes to you, when you think about this rising sun. How clearly can you imagine:

| | No Image At All <i>(I imagined nothing)</i> | Vague and Dim | Moderately Clear | Clear | Perfectly Clear <i>(As if I were looking at it)</i> |
|---|--|--------------------------|--------------------------|--------------------------|---|
| 5. The sun is rising above the horizon in a hazy sky. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The sky clears and surrounds the sun with blueness. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Clouds. A storm blows up, with flashes of lightning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. A rainbow appears. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Scene III: Think of a store that you remember going to fairly often. Consider carefully the picture that comes to you, when you think about this store. How clearly can you imagine:

| | No Image At All <i>(I imagined nothing)</i> | Vague and Dim | Moderately Clear | Clear | Perfectly Clear <i>(As if I were looking at it)</i> |
|--|--|--------------------------|--------------------------|--------------------------|---|
| 9. The overall appearance of the shop from the opposite side of the road. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. A window display including colors, shapes, and details of individual items for sale. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. You are near the entrance. The color, shape, and details of the door. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. You enter the shop and go to the counter. The salesperson serves you. Money changes hands. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Scene IV: Think of a country scene with trees, mountains, and a lake. Consider carefully the picture that comes to you, when you think about this scene. How clearly can you imagine:

| | No Image At All <i>(I imagined nothing)</i> | Vague and Dim | Moderately Clear | Clear | Perfectly Clear <i>(As if I were looking at it)</i> |
|---|--|--------------------------|-------------------------------------|--------------------------|---|
| 13. The overall landscape. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. The color and shape of the trees. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. The color and shape of the lake. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. A strong wind blows through the trees and on the lake, causing waves. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Scene V: Now please consider a sexual experience that stands out most clearly in your mind. Consider carefully the picture that comes to you, when you think about this sexual experience. How clearly do each of the following images appear to you?

| | No Image At All <i>(I imagined nothing)</i> | Vague and Dim | Moderately Clear | Clear | Perfectly Clear <i>(As if I were looking at it)</i> |
|--|--|--------------------------|--------------------------|--------------------------|---|
| 17. The location and surroundings where you first saw the person with whom you had sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. The details of what the person looked like (physical appearance, color of hair, and eyes, etc.). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. The clothing the person was wearing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. The expression on the person's during sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. What you said and did <i>before</i> there was any sexual contact. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. The location and surroundings where the sex took place. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. The specific sexual acts that occurred. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. What the person said and did <i>during</i> the sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Appendix 2

Description of the Factor Scales for the Multidimensional Assessment of Sex and Aggression

Factor and Scale Definitions

Below are the definitions and item compositions of the factor scales generated for ten domains and a small group of rational scales. The names of the items that are used to generate the scale scores (e.g., SWIN1 in the Social Competence Independence scale, below) correspond to the names in the "ABBREV in program" column in the tables that follow the definition pages. These tables give all the items for the first five (5) books of the MASA, the items names, and the scales on which each items falls. The scale definitions below indicate how the scales were calculated. The sole difference between the instructions below and the way in which we calculate the scale scores is that we first standardize the items on the 1000 people we have tested first, and then calculate the mean of all the items that make up the scale. You obviously do not have a sufficient data base to do this, so the simple mean is preferable.

All of the scales, save one, Social Competence Relationships, are simple means of a set of items, which are listed in SPSS formula form (e.g., for the social Competence Independence Factor Scale, INDFAC, the formula is $INDFAC = MEAN.3(SWIN1 SWIN2 SWIN3 SWIN4)$). For the Social Competence Relationships Scale five new variables have to be created before the mean is calculated (MARQUL, LTREL, OSWPB7, OSWPB8, and OSWPB9). Their calculation is given in SPSS format after the definition of Social Competence Relationships, and before the mean list is given.

Social Competence

1. Social Competence Independence (INDFAC) -- Financial Independence assesses whether the offenders earned money and supported himself, prior to commitment.
 $INDFAC = MEAN.3(SWIN1 SWIN2 SWIN3 SWIN4)$

2. Social Competence Relationships (RELFAC) -- Relationships assesses the depth of interpersonal relationships (heterosexual or homosexual) that the offender had attained prior to incarceration.

```
DO REPEAT RELSC=MARQUL,LTREL/  
COMPUTE RELSC=-2  
END REPEAT
```

```
VAR LABELS MARQUL 'MTC INV MARRIAGE QUALITY, SW ITEM 10'
```

```
LTREL 'MTC INV LONG-TERM RELAT QUALITY, SW ITEM 11'
```

```
VALUE LABELS MARQUL 0 'NOT MARRIED' 1 'NOT CLOSE'
```

```
2 'CLOSE BUT CONFLICTUAL' 3 'CLOSE'
```

```
LTREL 0 'NO RELATIONSHIP' 1 'REL NOT CLOSE'
```

```
2 'CLOSE BUT CONFLICTUAL' 3 'CLOSE' 4 'MARRIED'
```

```
IF (SP10A EQ 0)MARQUL=0
```

```
IF (SP10A EQ 2 OR SP10A EQ 3 OR SP10B EQ 2 OR SP10B EQ 3)MARQUL=3
```

```
IF (SP10A EQ 4 OR SP10B EQ 4)MARQUL=2
```

```
IF (SP10A EQ 1 OR SP10B EQ 1)MARQUL=1
```

```
IF (SP11A EQ 3 OR SP11A EQ 4 OR SP11A EQ 5 OR SP11B EQ 3 OR SP11B EQ 4 OR  
SP11B EQ 5 OR SP11C EQ 3 OR SP11C EQ 4 OR SP11C EQ 5)LTREL=3
```

```
IF (SP11A EQ 6 OR SP11B EQ 6 OR SP11C EQ 6)LTREL=2
```

```
IF (SP11A EQ 2 OR SP11B EQ 2 OR SP11C EQ 2)LTREL=1
```

```
IF (SP11A EQ 1 OR SP11B EQ 1 OR SP11C EQ 1)LTREL=0
```

```
IF (SP11A EQ 0 OR SP11B EQ 0 OR SP11C EQ 0)LTREL=4
```

```
MISSING VALUES MARQUL LTREL (-1,-2)
```

```
COMPUTE OSWPB7 = SWPB7
```

```
COMPUTE OSWPB8 = SWPB8
```

```
COMPUTE OSWPB9 = SWPB9
```

```
RECODE OSWPB7 (0=6)
```

RECODE OSWPB8 (0=6)
RECODE OSWPB9 (0=7)
MISSING VALUES OSWPB7 TO OSWPB9 (LOWEST THRU -1)
COMPUTE RELFAC = MEAN.5(SWPB5,SWPB6,OSWPB7 TO OSWPB9,MARQUL,
LTREL)

Social Competence

1. Social Competence Independence (INDFAC) -- Financial Independence assesses whether the offenders earned money and supported himself, prior to commitment.
INDFAC = MEAN.3(SWIN1 SWIN2 SWIN3 SWIN4)

2. Social Competence Relationships (RELFAC) -- Relationships assesses the depth of interpersonal relationships (heterosexual or homosexual) that the offender had attained prior to incarceration.

```
DO REPEAT RELSC=MARQUL,LTREL/  
COMPUTE RELSC=-2  
END REPEAT
```

```
VAR LABELS MARQUL 'MTC INV MARRIAGE QUALITY, SW ITEM 10'
```

```
LTREL 'MTC INV LONG-TERM RELAT QUALITY, SW ITEM 11'
```

```
VALUE LABELS MARQUL 0 'NOT MARRIED' 1 'NOT CLOSE'
```

```
2 'CLOSE BUT CONFLICTUAL' 3 'CLOSE'
```

```
LTREL 0 'NO RELATIONSHIP' 1 'REL NOT CLOSE'
```

```
2 'CLOSE BUT CONFLICTUAL' 3 'CLOSE' 4 'MARRIED'
```

```
IF (SP10A EQ 0)MARQUL=0
```

```
IF (SP10A EQ 2 OR SP10A EQ 3 OR SP10B EQ 2 OR SP10B EQ 3)MARQUL=3
```

```
IF (SP10A EQ 4 OR SP10B EQ 4)MARQUL=2
```

```
IF (SP10A EQ 1 OR SP10B EQ 1)MARQUL=1
```

```
IF (SP11A EQ 3 OR SP11A EQ 4 OR SP11A EQ 5 OR SP11B EQ 3 OR SP11B EQ 4 OR  
SP11B EQ 5 OR SP11C EQ 3 OR SP11C EQ 4 OR SP11C EQ 5)LTREL=3
```

```
IF (SP11A EQ 6 OR SP11B EQ 6 OR SP11C EQ 6)LTREL=2
```

```
IF (SP11A EQ 2 OR SP11B EQ 2 OR SP11C EQ 2)LTREL=1
```

```
IF (SP11A EQ 1 OR SP11B EQ 1 OR SP11C EQ 1)LTREL=0
```

```
IF (SP11A EQ 0 OR SP11B EQ 0 OR SP11C EQ 0)LTREL=4
```

```
MISSING VALUES MARQUL LTREL (-1,-2)
```

```
COMPUTE OSWPB7 = SWPB7
```

```
COMPUTE OSWPB8 = SWPB8
```

```
COMPUTE OSWPB9 = SWPB9
```

```
RECODE OSWPB7 (0=6)
```

```
RECODE OSWPB8 (0=6)
```

```
RECODE OSWPB9 (0=7)
```

```
MISSING VALUES OSWPB7 TO OSWPB9 (LOWEST THRU -1)
```

```
COMPUTE RELFAC = MEAN.5(SWPB5,SWPB6,OSWPB7 TO OSWPB9,MARQUL,  
LTREL)
```

Juvenile Unsocialized Aggression

1. JU1FAC -- General Delinquency -- This factor scale assesses instances of juvenile delinquency, including disturbing the peace, vandalism, trespassing, vagrancy, drunk-and-disorderly, larceny, stealing cars, etc.
COMPUTE JU1FAC = MEAN.8(SAJ28,SAJ29,SAJ33,SAJ34,SAJ35,SAJ36,
SAJ37,SAJ41,SAJ42,SAJ44,SAJ46,SAJ49,SAJ66,SAJ67)
2. JU2FAC -- Behavioral Problems in Junior High School -- This factor scale assesses instances of acting out in junior high school, including truancy, suspension, and misbehaving in school.
COMPUTE JU2FAC = MEAN.5(SAJ5,SAJ7,SAJ9,SAJ15,SAJ19,SAJ21,SAJ25)
3. JU3FAC -- Fighting and Assaultive Behavior -- This factor scale assesses instances of fighting, bullying, and also being picked on as a juvenile.
COMPUTE JU3FAC = MEAN.5(SAJ12,SAJ16,SAJ22,SAJ13,SAJ60,SAJ61,
SAJ62,SAJ63)
4. JU4FAC -- Motor Vehicle Offenses-- This factor scale assesses instances of motor vehicle violations (e.g. speeding, driving to endanger, etc.) as a juvenile.
COMPUTE JU4FAC = MEAN.5(SAJ37,SAJ50,SAJ51,SAJ52,SAJ53,SAJ56,
SAJ57,SAJ58,SAJ59)
5. JU5FAC -- Behavioral Problems in Grammar School -- This factor scale assesses instances of acting out in grammar school, including truancy, suspension, and misbehaving in school.
COMPUTE JU5FAC = MEAN.5(SAJ4,SAJ6,SAJ8,SAJ14,SAJ18,SAJ20,
SAJ24,SAJ26)
6. JU6FAC -- Alcohol and Drug Use -- This factor scale assesses instances of alcohol and drug use and abuse as a juvenile.
COMPUTE JU6FAC = MEAN.4(SAJ32,SAJ39,SAJ40,SAJ43,SAJ45,SAJ55)

Adult Unsocialized Aggression

1. AU1FAC -- Alcohol and Antisocial Behavior -- This factor scale assesses multiple instances of alcohol use and abuse and acting out as an adult.
COMPUTE AU1FAC = MEAN.4(SAA70,SAA92,SAA93,SAA94,SAA99)
2. AU2FAC -- Armed Robbery and Possession of a Weapon Behavior -- This factor scale assesses being involved in criminal activity and owning and carrying a weapon as an adult.
COMPUTE AU2FAC = MEAN.4(SAA76,SAA79,SAA80,SAA68,SAA89,SAA91,
SAA95,SAA98)
3. AU3FAC -- Drug Use and Vandalism Behavior -- This factor scale assesses instances of illegal drug use and abuse and destruction of property as an adult.
COMPUTE AU3FAC = MEAN.4(SAA74,SAA75,SAA77,SAA69,SAA73,SAA78,SAA97,
AAN58)
4. AU4FAC -- Fighting and Assaultive Behavior -- This factor scale assesses instances of fighting and assaultive behavior as an adult.
COMPUTE AU4FAC = MEAN.2(SAA83,SAA84,SAA85,SAA86)

Pervasive Anger

1. PAN1FAC -- Constantly Angry Behavior -- This factor scale assesses instances of anger and failure to control one's temper as an adult.
COMPUTE PAN1FAC = MEAN.7(APA33,APA45,APA22,APA42,APA13,APA17,APA2,APA23,APA32,APA16,APA1,APB29)
2. PAN2FAC -- Physically Assaultive Behavior -- This factor scale assesses instances of assaultive behavior against both males and females as an adult.
COMPUTE PAN2FAC = MEAN.3(APA11,APA20,APA24,APA28,APB22,SAJ63,SAJ86)
3. PAN3FAC -- Violent Fantasies
COMPUTE PAN3FAC = MEAN.3(APA9,APA35,APA44,APA41,APA50)
4. PAN4FAC -- Cruelty to Animals
COMPUTE PAN4FAC = MEAN.3(APA46,APB19,APB10,APB15,APB32)
5. PAN5FAC -- Overcontrol -- This factor scale assesses anger that lasts for long periods of time after the eliciting event has occurred.
COMPUTE PAN5FAC = APA15
6. PAN6FAC -- Verbal Aggression -- This factor scale assesses being involved in multiple verbal altercations as an adult.
COMPUTE PAN6FAC = APA12
7. PANTOFAC -- This is the average of the six pervasive anger factors above.
COMPUTE PANTOFAC =
MEAN.4(PAN1FAC,PAN2FAC,PAN3FAC,PAN4FAC,PAN5FAC, PAN6FAC)

Expressive Aggression

1. EXAG1FAC -- Physical Violence Directed at Women -- This factor comprises items in which the offender admits to having beaten, roughed up, or physically hurt women.
COMPUTE EXAG1FAC = MEAN.4(EAG30,EAG43,EAG61,EAG88,EA100,EAG2,EAG95)
2. EXAG2FAC -- Violent Fantasies Involving Women -- This factor includes items that involve aggressive fantasies toward women, including thoughts of humiliating, frightening, and beating women.
COMPUTE EXAG2FAC = MEAN.6(EAG9,EAG10,EAG11,EAG18,EAG44,EAG87,EAG90,EAG13,EAG25)

Sadism

1. SAD1FAC -- Bondage/Restraint -- This factor includes items that involve a mixture of tying, bondage, controlling, and hurting fantasies and behaviors.
COMPUTE SAD1FAC = MEAN.5(SAD7,SAD14,SAD16,SAD17,SAD27,SAD51,SAD58,SAD64,SAD74,SAD84)
2. SAD2FAC -- Synergism -- This factor captures what has been often referred to in the clinical literature as the combination of sexual arousal and aggression. In a number of items on this factor the respondent admits that sexual arousal and satisfaction are increased by hurting, threatening, and frightening the victim.
COMPUTE SAD2FAC = MEAN.6(SAD33,SAD38,SAD40,SAD41,SAD66,SAD72,SAD75,SAD77,SAD85,SA101)
3. SAD3FAC -- Sadistic Fantasy -- This factor captures extreme sadistic fantasies, such as burning, strangling, cutting and whipping during sex.
COMPUTE SAD3FAC = MEAN.3(SAD31,SAD35,SAD46,SAD78)

Paraphilias

These factors are self explanatory. They each assess fantasies and behavior in the paraphilic category the name indicates.

1. PAR1FAC -- Frotteurism and Obscene Phone Calls
COMPUTE PAR1FAC = MEAN.4(SDV49,SDV65,SDV81,SDV86,SDV92)
2. PAR2FAC -- Exhibitionism
COMPUTE PAR2FAC = MEAN.3(SDV4,SDV25,SDV26,SDV37,SPO13)
3. PAR3FAC -- Transvestism
COMPUTE PAR3FAC = MEAN.2(SDV28,SDV62,SDV94)
4. PAR4FAC -- Voyeurism
COMPUTE PAR4FAC = MEAN.2(SDV20,SDV22,SDV7)
5. PAR5FAC -- Zoophilia and Necrophilia
COMPUTE PAR5FAC = MEAN.1(SDV42,SDV68)

Sexual Preoccupation, Drive, and Compulsivity

1. PREOCFAC --Sexual Fantasy --This factor assesses preoccupation with sexual thoughts and fantasies.
COMPUTE PREOCFAC = MEAN.6(SPOC1,SPO8,SPO20,SPO23,SPO24,SPO29,SPO60,SPO70,SPO93,SP103,SPO1)
2. SEXDRFAC --Sexual Drive -- This factor assesses the frequency and strength of the respondent's sexual drive, or the frequency of sexual behavior.
COMPUTE SEXDRFAC = MEAN.3(SPO5,SPO26,SPO27,SPO28)
3. COMFAC -- Compulsivity -- This factor includes items in which the respondent characterizes himself as having to combat persistent, intrusive sexual urges that compel him to act out in a particular manner.
COMPUTE COMFAC = MEAN.3(COM79,COM82,COM83,COM24,SPOC1)

Pornography Use

1. PRN1FAC -- Adult Women: Conventional Sex -- This factor focuses on more conventional use of pornography. The offender is exposed to pornography as a teen and masturbates to it as an adult. The use of pornography both to relieve the urge to offend and to encourage offending contributes to this factor.
COMPUTE PRN1FAC = MEAN.4(PN10,PN18,PN19,PN20,PN22,PN27,PN28,PN31)
2. PRN2FAC -- Adult Women: Sadism and Physical Injury -- This factor includes exposure to pornography that involves bondage and physical abuse. These items contributes at all developmental stages, starting in childhood.
COMPUTE PRN2FAC = MEAN.4(PN8,PN9,PN16,PN17,PN25,PN26,PN30)
3. PRN3FAC -- Adult Men and Children -- In this factor child and homosexual pornography make up this factor. This exposure starts in childhood and remains constant into adulthood.
COMPUTE PRN3FAC = MEAN.5(PN4,PN6,PN7,PN12,PN14,PN15,PN21,PN23,PN24)
4. PRN4FAC -- Adult Women: Conventional Sex Within Family -- This factor is the only factor that includes exposure to pornography in the family. It is exclusively heterosexual, and continues on into adolescence, but does not contribute to adult sexuality.
COMPUTE PRN4FAC = MEAN.3(PN1,PN2,PN3,PN5,PN11)

Offense Planning

1. OP1FAC -- Intimacy-Seeking Fantasies -- This factor scale includes fantasies in which the offender ignores the agonistic nature of the sexual assault and fantasies that his sexual overtures will elicit a positive response in the victim. Here he fantasies about what he will say to the victim and what she will say and feel in the assault.
COMPUTE OP1FAC = MEAN.5(OP27,OP28,OP29,OP30,OP31,OP32,OP33,OP34,OP35)
2. OP2FAC -- Aggressive/Violent Fantasies -- This factor taps the offender's fantasies about physically harming, frightening, and even killing the victim.
COMPUTE OP2FAC = MEAN.5(OP18,OP19,OP20,OP22,OP36,OP37,OP38,OP39)
3. OP3FAC -- Planning the Offense: Victim Type and Crime Location -- This factor captures the offender forethought in seeking a particular victim in a particular location.
COMPUTE OP3FAC = MEAN.4(OP1,OP2,OP3,OP8,OP9,OP10)
4. OP4FAC -- Sexual Fantasies -- This factor includes the offenders fantasies about what sexual acts he will perform, or have the victim do to or for him.
COMPUTE OP4FAC = MEAN.4(OP7,OP13,OP15,OP16,OP23,OP24,OP25)
5. OP5FAC -- Eluding Apprehension -- This factor taps his plans to elude apprehension after the crime.
COMPUTE OP5FAC = MEAN.3(OP40,OP41,OP42,OP43)
6. OP6FAC -- Planning the Offense: Weapons and Paraphernalia. -- This factor focuses on the weapons and paraphernalia (the "rape kit") that the offender takes on his crimes.
COMPUTE OP6FAC = MEAN.1(OP11,OP21)

Extra Scales

HARE -- Total Hare Scale, made to be analogous to the Psychopathy Check List.

COMPUTE HARE = MEAN.12(APA7,NAD6,NAD8,NAD9,NAD10,NAD11,NAD14,NAD16,NAD17,NAD20,NAD24,NAD25,NAD31,NAD33,NAD35,NAD48,NAB7,NAB9,NAB12,NAB29,NAB31,NAB45)

HOSWM -- Hostility Toward Women - These items assess attitudes that are demeaning or hostile toward women.

COMPUTE HOSWM = MEAN.4(NAB1,NAB2,NAB8,NAB14,NAB18,NAB32)

HYPERMAS -- Hypermasculinity -- These items assess behaviors and attitudes that relate to the negative aspects of masculinity.

COMPUTE HYPERMAS = MEAN.4(NAB3,NAB4,NAB10,NAB17,NAB19,NAB27)

MARLOW -- Marlowe-Crowne Social Desirability Scale, Short Form -- These items assess whether the respondent is answering in a defensive, or socially desirable manner. For this scale five items have to be keyed in the negative direction.

COMPUTE RNAB6= 4 - NAB6

COMPUTE RNAB20= 4 - NAB20

COMPUTE RNAB21= 4 - NAB21

COMPUTE RNAB28= 4 - NAB28

COMPUTE RNAB34= 4 - NAB34

COMPUTE MARLOW = MEAN.1(NAB5,RNAB6,NAB11,NAB15,RNAB20,RNAB21,RNAB28,NAB33,RNAB34)

Scale Items in Book 1

| Item Number | Item | ABBREV | Scale |
|-------------|--|------------|--------------------------------|
| | | in program | |
| 1 | Have you ever had a full-time job? | SWIN3 | SOCIAL COMP-- INDEPENDENCE |
| 2 | Check the item below that best describes your job history. Do not count military service. | SWNJ5 | |
| 3 | Did you earn enough money in a part-time or full-time job to pay for all of your living expenses? | SWIN4 | SOCIAL COMP-- INDEPENDENCE |
| 7 | Have you ever lived on your own away from your parents, relatives, or other people who took care of you? Do not count the time you may have spent in the military services or in an institution (such as prison, hospital...)? | SWIN1 | SOCIAL COMP-- INDEPENDENCE |
| 8 | Since I have been on my own, I have: | SWNI6 | |
| 9 | Have you ever made enough money to live on, even if you committed crimes to get the money? | SWIN2 | SOCIAL COMP-- INDEPENDENCE |
| 10 | Which of the following describes your marital status? If you are now in prison (or otherwise locked up), answer for the time before you went to prison. | SWPB5 | SOCIAL COMP-- RELATIONSHIPS |
| 11 | If you <i>have</i> ever been married, how long did you live with your wife? (Answer for your longest marriage, if you were married more than once.) | SWPB6 | SOCIAL COMP-- RELATIONSHIPS |
| 12 | If you <i>have</i> ever been married, check each of the following that was true about your relationship with your wife (for this question you can check more than one box): | SP10A | SOCIAL COMP-- RELATIONSHIPS |
| 12b | If you <i>have</i> ever been married, check each of the following that was true about your relationship with your wife (for this question you can check more than one box): | SP10B | SOCIAL COMP-- RELATIONSHIPS |
| 13 | If you have <i>never</i> been married, have you ever been involved in a long-term sexual relationship with a man or woman? | SWPB7 | SOCIAL COMP-- RELATIONSHIPS |
| 14 | If you have <i>never</i> been married, but have been involved in a long-term sexual relationship with a man or woman, how would you describe this relationship? | SWPB8 | SOCIAL COMP-- RELATIONSHIPS |
| 15 | If you have <i>never</i> been married, but have been involved in a long-term sexual relationship with a man or woman, check the box that best applies: | SWPB9 | SOCIAL COMP-- RELATIONSHIPS |
| 16 | If you have <i>never</i> been married, but you were in a long-term relationship, check each of the following that was true about that relationship (for this question you can check more than one box): | SP11A | SOCIAL COMP-- RELATIONSHIPS |
| 16b | | SP11B | SOCIAL COMP-- RELATIONSHIPS |
| 16c | | SP11C | SOCIAL COMP-- RELATIONSHIPS |

Scale Items in Book 2a

| Item Number | Item | ABBREV in program | Scale |
|-------------|---|-------------------|--------------------------------------|
| 1 | I had behavior or discipline problems: in grades kindergarten to 6 | SAJ4 | BEHAVIOR PROBLEMS IN GRAMMAR SCH. |
| 2 | in grades 7 to 12 | SAJ5 | BEHAVIOR PROBLEMS IN JUNIOR HS |
| 3 | I skipped school, when I was not sick: in grades kindergarten to 6 | SAJ6 | BEHAVIOR PROBLEMS IN GRAMMAR SCH. |
| 4 | in grades 7 to 12 | SAJ7 | BEHAVIOR PROBLEMS IN JUNIOR HS |
| 5 | My parents were asked to come into school because of my behavior: in grades kindergarten to 6 | SAJ8 | BEHAVIOR PROBLEMS IN GRAMMAR SCH. |
| 6 | in grades 7 to 12 | SAJ9 | BEHAVIOR PROBLEMS IN JUNIOR HS |
| 7 | Other kids in school bullied me or picked on me: in grades kindergarten to 6 | SAJ10 | |
| 8 | in grades 7 to 12 | SAJ11 | FIGHTING & ASSAULTIVE BEHAVIOR |
| 9 | I bullied other kids in school: in grades kindergarten to 6 | SAJ12 | FIGHTING & ASSAULTIVE BEHAVIOR |
| 10 | in grades 7 to 12 | SAJ13 | |
| 11 | I was suspended from: in grades kindergarten to 6 | SAJ14 | BEHAVIOR PROBLEMS IN GRAMMAR SCH. |
| 12 | in grades 7 to 12 | SAJ15 | BEHAVIOR PROBLEMS IN JUNIOR HS |
| 13 | I picked fights (hit) other kids in school: in grades kindergarten to 6 | SAJ16 | FIGHTING & ASSAULTIVE BEHAVIOR |
| 14 | in grades 7 to 12 | SAJ17 | BEHAVIOR PROBLEMS IN JUNIOR HS |
| 15 | I was disruptive in the: in grades kindergarten to 6 | SAJ18 | BEHAVIOR PROBLEMS IN GRAMMAR SCH. |
| 16 | in grades 7 to 12 | SAJ19 | BEHAVIOR PROBLEMS IN JUNIOR HS |
| 17 | I have sworn at teachers or said nasty things to them: in grades kindergarten to 6 | SAJ20 | BEHAVIOR PROBLEMS IN GRAMMAR SCH. |
| 18 | in grades 7 to 12 | SAJ21 | BEHAVIOR PROBLEMS IN JUNIOR HS |
| 19 | I hit a teacher: in grades kindergarten to 6 | SAJ22 | BEHAVIOR PROBLEMS IN GRAMMAR SCH. |
| 20 | in grades 7 to 12 | SAJ23 | |

| | | | |
|----|--|-------|--------------------------------------|
| 21 | I had to stay after school for misbehaving: in grades kindergarten to 6 | SAJ24 | FIGHTING & ASSAULTIVE BEHAVIOR |
| 22 | in grades 7 to 12 | SAJ25 | BEHAVIOR PROBLEMS IN JUNIOR HS |
| 23 | I was expelled from school: in grades kindergarten to 6 | SAJ26 | BEHAVIOR PROBLEMS IN GRAMMAR SCH. |

Scale Items in Book 2b

| Item Number | Scale Item | ABBREV in program | Scale |
|-------------|--|----------------------|-----------------------------------|
| | Before I was age 17, I was in trouble with the police for: | | |
| 1 | driving without a license or registration or driving with license suspended. | SAJ53 | JUVENILE-UNSOCIAL-VEHICLE OFFENSE |
| 2 | speeding | SAJ50 | JUVENILE-UNSOCIAL-VEHICLE OFFENSE |
| 3 | going through a stop sign or red light | SAJ52 | JUVENILE-UNSOCIAL-VEHICLE OFFENSE |
| 4 | passing in a no passing zone | SAJ57 | JUVENILE-UNSOCIAL-VEHICLE OFFENSE |
| 5 | unlawfully attaching plates (putting a license plate on a car that does not belong to the car) | SAJ58 | JUVENILE-UNSOCIAL-VEHICLE OFFENSE |
| 6 | use of automobile without authority (driving someone's car without permission) | SAJ56 | JUVENILE-UNSOCIAL-VEHICLE OFFENSE |
| 7 | drunk driving or driving under the influence (driving while drunk or high on drugs) | SAJ93 | JUVENILE-UNSOCIAL-DRUG/ALCOHOL |
| 8 | driving to endanger (driving that is dangerous to yourself or others) | SAJ51 | JUVENILE-UNSOCIAL-VEHICLE OFFENSE |
| 9 | hit and run (leaving the scene of an accident) | SAJ68 | |
| 10 | other traffic or motor vehicle violation not listed above | SAJ59 | JUVENILE-UNSOCIAL-VEHICLE OFFENSE |
| 11 | delinquency (repeatedly breaking laws or rules) | SAJ41 | JUVENILE-UNSOCIAL-DELINQUENCY |
| 12 | stubborn child | SAJ69 | |
| 13 | habitual truant (truancy) | SAJ70 | |
| 14 | runaway | SAJ71 | |
| 15 | cruelty to animals | SAJ72 | |
| 16 | disorderly conduct or disturbing the peace (annoying others verbally or physically) | SAJ35 | JUVENILE-UNSOCIAL-DELINQUENCY |
| 17 | malicious mischief (playing harmful pranks or tricks) | SAJ42 | JUVENILE-UNSOCIAL-DELINQUENCY |
| 18 | trespassing (going on to property when you should not be there) | SAJ46 | JUVENILE-UNSOCIAL-DELINQUENCY |
| 19 | vagrancy or loitering (wandering the streets without a home or place to stay) | SAJ36 | JUVENILE-UNSOCIAL-DELINQUENCY |
| 20 | vandalism or destruction of property (purposely damaging or destroying someone's property) | SAJ94 | |
| 21 | rude or harassing phone calls | SAJ73 | |
| 22 | dirty or obscene phone calls | SAJ74 | |

| | | | |
|----|---|-------|---------------------------------------|
| 23 | indecent exposure | SAJ75 | |
| 24 | voyeurism (peeping tom) | SAJ76 | |
| 25 | open and gross lewdness | SAJ77 | |
| 26 | lewd and lascivious behavior | SAJ78 | |
| 27 | contributing to the delinquency of a minor | SAJ79 | |
| 28 | drunk or drunk-and-disorderly | SAJ34 | JUVENILE-UNSOCIAL- DELINQUENCY |
| 29 | possession of alcohol | SAJ39 | JUVENILE-UNSOCIAL- DRUG/ALCOHOL |
| 30 | possession of drugs | SAJ40 | JUVENILE-UNSOCIAL- DRUG/ALCOHOL |
| 31 | illegal use of drugs | SAJ43 | JUVENILE-UNSOCIAL- DRUG/ALCOHOL |
| 32 | selling drugs | SAJ45 | JUVENILE-UNSOCIAL- DRUG/ALCOHOL |
| 33 | fraud, forgery, passing bad checks | SAJ80 | |
| 34 | receiving stolen property | SAJ32 | JUVENILE-UNSOCIAL- DRUG/ALCOHOL |
| 35 | stealing cars | SAJ37 | JUVENILE-UNSOCIAL- VEHICLE OFFENSE |
| 36 | theft or larceny (stealing property) | SAJ29 | JUVENILE-UNSOCIAL- DELINQUENCY |
| 37 | breaking and entering (B & E) or attempted breaked and entering (not a sexual offense) | SAJ28 | JUVENILE-UNSOCIAL- DELINQUENCY |
| 38 | unarmed robbery | SAJ31 | |
| 39 | armed robbery | SAJ30 | |
| 40 | carrying a concealed weapon other than a firearm | SAJ81 | |
| 41 | illegal possession of a firearm or carrying a concealed firearm | SAJ44 | JUVENILE-UNSOCIAL- DELINQUENCY |
| 42 | illegal possession of explosives or discharging explosives in public | SAJ82 | |
| 43 | fire-setting or arson | SAJ83 | |
| 44 | assault or assault and battery (A&B) (not a sexual offense) | SAJ47 | |
| 45 | assault and battery with a dangerous weapon (A&B w/DW) (not a sexual offense) | SAJ48 | |
| 46 | domestic abuse | SAJ84 | |
| 47 | a sexual offense involving contact with a female under 16 years old | SAJ85 | |
| 48 | a sexual offense involving contact with a male under 16 years old | SAJ86 | |
| 49 | a sexual offense involving contact with a female over 16 years old | SAJ87 | |
| 50 | a sexual offense involving contact with a male over 16 year old | SAJ88 | |

| | | | |
|----|--|-------|--------------------------------|
| 51 | attempted kidnapping or kidnapping (forcible confinement [not sexual]) | SAJ89 | |
| 52 | attempted murder (not a sexual offense) | SAJ90 | |
| 53 | manslaughter or murder (not a sex offenses) | AJN32 | |
| 54 | Before I was 17, I <i>did</i> the following behaviors: | SAJ65 | |
| | I ran away from my parent's home. | | |
| 55 | I ran away from a foster home. | SAJ66 | JUVENILE-UNSOCIAL-DELINQUENCY |
| 56 | I ran away from an institution (orphanage, reform school, etc.). | SAJ67 | JUVENILE-UNSOCIAL-DELINQUENCY |
| 57 | I set fires. | AJN39 | |
| 58 | I purposely damaged or destroyed personal or public property. | SAJ60 | JUVENILE-UNSOCIAL-BULLYING |
| 59 | I started fights or picked on others. | SAJ62 | JUVENILE-UNSOCIAL-BULLYING |
| 60 | I was involved in physical fights. | SAJ61 | JUVENILE-UNSOCIAL-BULLYING |
| 61 | I have physically assaulted males (not including sex offenses). | SAJ63 | JUVENILE-UNSOCIAL-BULLYING |
| 62 | I physically assaulted females (not sexual). | SAJ64 | |
| 63 | I carried a knife to use as a weapon. | AJN45 | |
| 64 | I owned and/or carried a gun. | AJN46 | |
| 65 | I carried a weapon other than a knife or gun. | AJN47 | |
| 66 | I carried and used a weapon when committing a crime. | AJN48 | |
| 67 | I was stopped for drunk driving. | AJN49 | |
| 68 | I started fights when I was drinking. | AJN50 | |
| 69 | I was mean or verbally abusive to people after drinking alcohol. | AJN51 | |
| 70 | I assaulted people, when I was drinking. | AJN52 | |
| 71 | I committed a crime after drinking alcohol. | AJN53 | |
| 72 | I assaulted people, while I was high on drugs. | SAJ91 | |
| 73 | I committed a crime, while I was high on drugs. | SAJ92 | |
| - | driving under the influence (driving while drunk or high on drugs) | SAJ55 | JUVENILE-UNSOCIAL-DRUG/ALCOHOL |
| - | destroying property | SAJ33 | JUVENILE-UNSOCIAL-DELINQUENCY |
| - | a nonsexual offense not listed above | SAJ49 | JUVENILE-UNSOCIAL-DELINQUENCY |
| - | List the offense(s) from item 34 above (if any)? | AJN35 | |

Scale Items in Book 2c

| Item | Scale Item | ABBREV in program | Scale |
|------|--|----------------------|--------------------------------|
| | After I was age 17, I was in trouble with the police for: | | |
| 1 | driving without a license or registration or driving with license suspended | AAN24 | |
| 2 | speeding | AAN25 | |
| 3 | going through a stop sign or red light | AAN26 | |
| 4 | passing in a no passing zone | AAN27 | |
| 5 | unlawfully attaching plates (putting a license plate on a car that does not belong to the car) | AAN28 | |
| 6 | use of automobile without authority (driving someone's car without their permission) | AAN29 | |
| 7 | drunk driving or driving under the influence (driving while drunk or high on drugs) | AAN30 | |
| 8 | driving to endanger (driving that is dangerous to yourself or others) | AAN31 | |
| 9 | hit and run (leaving the scene of an accident) | AAN32 | |
| 10 | other traffic or motor vehicle violation not listed above | AAN33 | |
| 11 | escape | AAN34 | |
| 12 | cruelty to animals | AAN35 | |
| 13 | disorderly conduct or disturbing the peace (annoying other verbally or physically) | SAA71 | |
| 14 | malicious mischief (playing harmful pranks or tricks) | AAN36 | |
| 15 | trespassing (going on to property when you should not be there) | SAA78 | ADULT-UNSOCIAL-DRUGS/VANDALISM |
| 16 | vagrancy or loitering (wandering the streets without a home or place to stay) | SAA72 | |
| 17 | vandalism or destruction of property (purposely damaging or destroying someone's property) | AAN58 | ADULT-UNSOCIAL-DRUGS/VANDALISM |
| 17 | | (SAA73, SAA69) | ADULT-UNSOCIAL-DRUGS/VANDALISM |
| 18 | rude or harassing phone calls | AAN37 | |
| 19 | dirty or obscene phone calls | AAN38 | |
| 20 | indecent exposure | AAN39 | |
| 21 | voyeurism (peeping tom) | AAN40 | |
| 22 | open and gross lewdness | AAN41 | |
| 23 | lewd and lascivious behavior | AAN42 | |
| 24 | contributing to the delinquency of a minor | AAN43 | |
| 25 | drunk or drunk-and-disorderly | SAA70 | ADULT-UNSOCIAL-ALC-AGGRESSION |
| 26 | possession of alcohol | AAN44 | |
| 27 | possession of illegal drugs | SAA75 | ADULT-UNSOCIAL-DRUGS/VANDALISM |
| 28 | illegal use of drugs | SAA74 | ADULT-UNSOCIAL-DRUGS/VANDALISM |
| 29 | selling drugs | SAA77 | ADULT-UNSOCIAL-DRUGS/VANDALISM |
| 30 | fraud, forgery, passing bad checks | AAN45 | |

| | | | |
|----|---|-------|------------------------------|
| 31 | receiving stolen property | AAN10 | |
| 32 | stealing cars | AAN11 | |
| 33 | theft or larceny (stealing property or money) | AAN12 | |
| 34 | breaking and entering (B&E) or attempted breaking and entering (not a sexual offense) | AAN13 | |
| 35 | unarmed robbery | AAN14 | |
| 36 | armed robbery | SAA68 | ADULT-UNSOCIAL-ARMED ROBBERY |
| 37 | carrying a concealed weapon other than a firearm | AAN46 | |
| 38 | illegal possession of a firearm or carrying a concealed firearm | SAA76 | ADULT-UNSOCIAL-ARMED ROBBERY |
| 39 | illegal possession of explosives or discharging explosives in public | AAN47 | |
| 40 | fire-setting or arson | AAN48 | |
| 41 | assault or assault and battery (A&B) (not a sexual offense) | SAA79 | ADULT-UNSOCIAL-ARMED ROBBERY |
| 42 | assault and battery with a dangerous weapon (A&B w/DW) (not a sexual offense) | SAA80 | ADULT-UNSOCIAL-ARMED ROBBERY |
| 43 | domestic abuse | AAN49 | |
| 44 | a sexual offense involving contact with a female under 16 years old | AAN50 | |
| 45 | a sexual offense involving contact with a male under 16 years old | AAN51 | |
| 46 | a sexual offense involving contact with a female over 16 years old | AAN52 | |
| 47 | a sexual offense involving contact with a male over 16 years old | AAN53 | |
| 48 | attempted kidnapping or kidnapping (forcible confinement) (not a sexual offense) | AAN54 | |
| 49 | attempted murder (not a sexual offense) | AAN55 | |
| 50 | manslaughter or murder (not including sex offenses) | SAA81 | |
| 51 | After I was age 17, I <i>did</i> the following behaviors: I set fires. | AAN23 | |
| 52 | I purposely damaged or destroyed private or public property. | SAA83 | ADULT-UNSOCIAL-FIGHT-ASSAULT |
| 53 | I started fights or picked on others. | SAA85 | ADULT-UNSOCIAL-FIGHT-ASSAULT |
| 54 | I was involved in physical fights. | SAA84 | ADULT-UNSOCIAL-FIGHT-ASSAULT |
| 55 | I physically assaulted males (not a sexual offense). | SAA86 | ADULT-UNSOCIAL-FIGHT-ASSAULT |
| 56 | I physically assaulted females (not a sexual offense). | SAA87 | |
| 57 | I carried a knife to use as a weapon. | SAA91 | ADULT-UNSOCIAL-ARMED ROBBERY |
| 58 | I owned and/or carried a gun. | SAA89 | ADULT-UNSOCIAL-ARMED ROBBERY |
| 59 | I carried a weapon other than a knife or gun. | SAA95 | ADULT-UNSOCIAL-ARMED ROBBERY |
| 60 | I carried and used a weapon when committing a crime. | SAA98 | ADULT-UNSOCIAL-ARMED ROBBERY |

| | | | |
|----|--|-------|------------------------------------|
| 61 | I was stopped for drunk driving. | SAA97 | ADULT-UNSOCIAL- DRUGS/VANDALISM |
| 62 | I started fights when I was drinking. | SAA99 | ADULT-UNSOCIAL- ALC-AGGRESSION |
| 63 | I was mean or verbally abusive to people after drinking alcohol. | SAA94 | ADULT-UNSOCIAL- ALC-AGGRESSION |
| 64 | I assaulted people, when I was drinking. | SAA93 | ADULT-UNSOCIAL- ALC-AGGRESSION |
| 65 | I committed a crime after drinking alcohol. | SAA92 | ADULT-UNSOCIAL- ALC-AGGRESSION |
| 66 | I assaulted people, while I was high on drugs. | AAN56 | |
| 67 | I committed a crime, while I was high on drugs. | AAN57 | |
| - | | AAN20 | |
| - | | SAA82 | |
| - | | AAN22 | |

Scale Items in Book 3a

| Item Number | Item | Abbrev | Factor |
|-------------|--|--------|--------|
| | The people who <u>physically</u> punished me when I was a child or teenager (until your 17th birthday), were: | | |
| 1 | Mother | ABU1 | |
| 2 | Stepmother | ABU2 | |
| 3 | Father | ABU3 | |
| 4 | Stepfather | ABU4 | |
| 5 | Sister | ABU5 | |
| 6 | Stepsister | ABU6 | |
| 7 | Brother | ABU7 | |
| 8 | Stepbrother | ABU8 | |
| 9 | Grandmother | ABU9 | |
| 10 | Grandfather | ABU10 | |
| 11 | Other Relative | ABU11 | |
| 12 | Foster parent | ABN1 | |
| 13 | A caregiver in an institution (prison staff, nun, etc.) | ABN2 | |
| 14 | When I was a child or teenager (until your 17th birthday) I was <u>physically</u> punished in the following manner: I was hit or spanked. | ABU12 | |
| 15 | I was hit with something other than a hand. | ABU13 | |
| 16 | I was punched or kicked. | ABU14 | |
| 17 | I was burned. | ABU15 | |
| 18 | I had broken bones. | ABU16 | |
| 19 | I got medical attention because of injuries from punishment or abuse. | ABU17 | |
| 20 | Other _____ | ABU18 | |
| 20A | (please describe) | AB18A | |
| 21 | When I was a child (through age 12), the following people had sex with me: Mother | ABU19 | |
| 22 | Stepmother | ABU20 | |
| 23 | Father | ABU21 | |
| 24 | Stepfather | ABU22 | |
| 25 | Sister | ABU23 | |
| 26 | Stepsister | ABU24 | |
| 27 | Brother | ABU25 | |
| 28 | Stepbrother | ABU26 | |
| 29 | Grandmother | ABU27 | |
| 30 | Grandfather | ABU28 | |
| 31 | Other Relative | ABU29 | |

| | | |
|----|---|-------|
| 32 | Friend of Parents | ABU30 |
| 33 | Babysitter | ABU31 |
| 34 | Neighbor (not a friend of parents) | ABU32 |
| 35 | Some professional person (such as, priest, teacher, doctor, Scout leader) | ABU33 |
| 36 | Stranger | ABU34 |
| 37 | Girl friend | ABN3 |
| 38 | Boy friend | ABN4 |
| 39 | Friend of mine (not close) | ABN5 |
| 40 | When I was a teenager (age 13 to 17th birthday), the following people had sex with me: Mother | ABU36 |
| 41 | Stepmother | ABU37 |
| 42 | Father | ABU38 |
| 43 | Stepfather | ABU39 |
| 44 | Sister | ABU40 |
| 45 | Stepsister | ABU41 |
| 46 | Brother | ABU42 |
| 47 | Stepbrother | ABU43 |
| 48 | Grandmother | ABU44 |
| 49 | Grandfather | ABU45 |
| 50 | Other Relative | ABU46 |
| 51 | Friend of Parents | ABU47 |
| 52 | Babysitter | ABU48 |
| 53 | Neighbor (not a friend of parents) | ABU49 |
| 54 | Some professional person (such as, priest, teacher, doctor, Scout leader) | ABU50 |
| 55 | Stranger | ABU51 |
| 56 | Girl friend | ABN6 |
| 57 | Boy friend | ABN7 |
| 58 | Friend of mine (not close) | ABN8 |
| 59 | When I had sex as a child (through age 12): I was willing to have sex. | ABU53 |
| 60 | I was bribed to have sex. | ABU54 |
| 61 | I was forced to have sex with verbal threats. | ABU55 |
| 62 | I was physically forced to have sex. | ABU56 |
| 63 | When I had sex as a teenager (age 13 to 17th birthday): I was willing to have sex. | ABU57 |
| 64 | I was bribed to have sex. | ABU58 |
| 65 | I was forced to have sex with verbal threats. | ABU59 |
| 66 | I was physically forced to have sex. | ABU60 |
| 67 | The sex I was <u>forced to do or was done to me</u> as a child (through age 12) involved: touching and fondling. | ABU61 |

| | | |
|-----|--|-------|
| 68 | taking pictures or movies. | ABU62 |
| 69 | oral sex. | ABU63 |
| 70 | attempted anal or vaginal intercourse. | ABU64 |
| 71 | completed anal or vaginal intercourse. | ABU65 |
| 72 | other _____. | ABU66 |
| 72A | | AB66A |
| 73 | The sex I was <u>forced to do or was done to me</u> as a teenager (age 13 to 17th birthday) involved: touching and fondling. | ABU67 |
| 74 | taking pictures or movies. | ABU68 |
| 75 | oral sex. | ABU69 |
| 76 | attempted anal or vaginal intercourse. | ABU70 |
| 77 | completed anal or vaginal intercourse. | ABU71 |
| 78 | other _____. | ABU72 |
| 78A | | AB72A |
| 79 | When I was a child (through age 12), the following occurred in my home: My father hit, punched, or slapped my mother. | ABN9 |
| 80 | My mother hit, punched, or slapped my father. | ABN10 |
| 81 | My father called my mother names. | ABN11 |
| 82 | My mother called my father names. | ABN12 |
| 83 | My father said he didn't love me. | ABN13 |
| 84 | My mother said she didn't love me. | ABN14 |
| 85 | One or more of the adults in the house told me I was no good or would never amount to anything. | ABN15 |
| 86 | One or more of the adults in the house insulted me or swore at me. | ABN16 |
| 87 | One or more of the adults in the house threatened to throw me out of the house. | ABN17 |
| 88 | One or more of the adults in the house threatened to kill me. | ABN18 |
| 89 | One or more of the adults in the house ridiculed or made fun of me. | ABN19 |
| 90 | The adults in my home did not care what I did or what happened to me. | ABN20 |
| 91 | One or more of the adults actually threw me out of the house and did not allow me to live there for some time. | ABN21 |
| 92 | When I was a teenager (age 13 to 17th birthday), the following occurred in my home: My father hit, punched, or slapped my mother. | ABN22 |

| | | |
|------|--|-------|
| 93 | My mother hit, punched, or slapped my father. | ABN23 |
| 94 | My father called my mother names. | ABN24 |
| 95 | My mother called my father names. | ABN25 |
| 96 | My father said he didn't love me. | ABN26 |
| 97 | My mother said she didn't love me. | ABN27 |
| 98 | One or more of the adults in the house told me I was no good or would never amount to anything. | ABN28 |
| 99 | One or more of the adults in the house insulted me or swore at me. | ABN29 |
| 100 | One or more of the adults in the house threatened to throw me out of the house. | ABN30 |
| 101 | One or more of the adults in the house threatened to kill me. | ABN31 |
| 102 | One or more of the adults in the house ridiculed or made fun of me. | ABN32 |
| 103 | The adults in my home did not care what I did or what happened to me. | ABN33 |
| 104 | One or more of the adults actually threw me out of the house and did not allow me to live there for some time. | ABN34 |
| 105 | The first time that someone who was at least five years older than me had sex with me, I was _____ years old (if this never occurred, write in 0). | ABU73 |
| 106A | The total amount of time that I spent in institutions (such as orphanages, reform schools, other state facilities): as a <u>young child</u> (<i>up to age 6</i>), was _____ months. | ABU81 |
| 106B | as a <u>older child</u> (<i>age 7 to 12</i>), was _____ months. | ABU82 |
| 106C | as a <u>teenager</u> (<i>age 13 to 017th birthday</i>), was _____ months. | ABU83 |
| 107A | The total <u>number of different home living situations</u> (such as living with parents, with foster families, with grandparents, relatives, or friends of parents, living alone, etc.) that I was in: as a <u>young child</u> (<i>up to age 6</i>), was _____. | ABU75 |
| 107B | as a <u>older child</u> (<i>age 7 to 12</i>), was _____. | ABU76 |
| 107C | as a <u>teenager</u> (<i>age 13 to 017th birthday</i>), was _____. | ABU77 |
| 108 | The total amount of time that I live with my <u>real mother</u> (biological) was _____ years. | ABU78 |
| 109 | The total amount of time that I live with my <u>real father</u> (biological) was _____ years. | ABU79 |

| | | |
|------|--|-------|
| 110a | Check all the items that describe the worst injury to your head that you had as a child or teenager (until 17th birthday). | ABU80 |
| 110b | | ABU84 |
| 110c | | ABU85 |
| 111 | As a <u>child</u> (through age 12), I: drank alcohol. | ALC81 |
| 112 | got drunk. | ALC82 |
| 113 | As a <u>teenager</u> (age 13 to 17th birthday), I: drank alcohol. | ALC83 |
| 114 | got drunk. | ALC84 |
| 115 | As an <u>adult</u> (age 17 and over), I: drank alcohol. | ALC85 |
| 116 | got drunk. | ALC86 |
| 117A | As a result of drinking (check as many as apply): | AL87A |
| 117B | | AL87B |
| 117C | | AL87C |
| 117D | | AL87D |
| 118 | As a <u>child</u> (through age 12), I used: gasoline/kerosene, glue | DRG88 |
| 119 | marijuana/THC | DRG89 |
| 120 | uppers/downers | DRG90 |
| 121 | LSD/acid | DRG91 |
| 122 | cocaine/crack | DRG92 |
| 123 | heroin | DRG93 |
| 124 | As a <u>teenager</u> (age 13 to 17th birthday), I used: gasoline/kerosene, glue | DRG94 |
| 125 | marijuana/THC | DRG95 |
| 126 | uppers/downers | DRG96 |
| 127 | LSD/acid | DRG97 |
| 128 | cocaine/crack | DRG98 |
| 129 | heroin | DRG99 |
| 130 | As an <u>adult</u> (age 17 and over), I used: gasoline/kerosene, glue | DR100 |
| 131 | marijuana/THC | DR101 |
| 132 | uppers/downers | DR102 |
| 133 | LSD/acid | DR103 |
| 134 | cocaine/crack | DR104 |
| 135 | heroin | DR105 |

Scale Items in Book 3b

| Item number | Item | Abbrev | Factor Scale |
|-------------|---|--------|----------------------------------|
| 1 | My parents, brothers, sisters, or other relatives showed me sex materials or made them available (bought them for me, etc.) when I was a <u>child</u> (through age 12). | PN1 | IV. Adult Women: Sex in Family |
| 2 | As a child I looked at or read sexual materials (pictures of nudes, people making love, etc.). | PN2 | IV. Adult Women: Sex in Family |
| 3 | The kind of sex materials I looked at as a <u>child</u> (through age 12) included: | PN3 | IV. Adult Women: Sex in Family |
| 4 | Nude women | PN4 | III. Adult Men & Children |
| 5 | Sex acts between adults | PN5 | IV. Adult Women: Sex in Family |
| 6 | Nude children | PN6 | III. Adult Men & Children |
| 7 | Sex acts involving children | PN7 | III. Adult Men & Children |
| 8 | Magazines showing sex acts where people were not really physically harmed, but the scenes included such acts as tying, handcuffing, spanking, or similar acts | PN8 | II. Adult Women: Sadism & Injury |
| 9 | Magazines showing sex acts where people actually appeared to be physically harmed | PN9 | II. Adult Women: Sadism & Injury |
| 10 | X-rated sex movies or videos | PN9A | |
| 11 | Movies or videos showing people being physically hurt before or during sex | PN9B | |
| 12 | As a <u>teenager</u> (age 13 to 17), I looked at or read sexual materials (pictures of nudes, people making love, etc.). | PN10 | I. Adult Women: Conventional Sex |
| 13 | The kind of sex materials I looked at as a <u>teenager</u> (age 13 to 17th birthday) included: | PN11 | IV. Adult Women: Sex in Family |
| 14 | Nude women | PN12 | III. Adult Men & Children |
| 15 | Sex acts between adults | PN13 | IV. Adult Women: Sex in Family |
| 16 | Nude children | PN14 | III. Adult Men & Children |
| 17 | Sex acts involving children | PN15 | III. Adult Men & Children |
| 18 | Magazines showing sex acts where people were not really physically harmed, but the scenes included such acts as tying, handcuffing, spanking, or similar acts | PN16 | II. Adult Women: Sadism & Injury |
| 19 | Magazines showing sex acts where people actually appeared to be physically harmed | PN17 | II. Adult Women: Sadism & Injury |
| 20 | As a teenager, I masturbated when I looked at or read sex materials. | PN18 | I. Adult Women: Conventional Sex |
| 21 | As a teenager, I watched X-rated sex movies or videos. | PN18A | |

| | | | |
|----|---|-------|-------------------------------------|
| 22 | As a teenager, I watched movies or videos showing people being physically hurt before or during sex. | PN18B | |
| 23 | As an <u>adult</u> (age 17 and older), I looked at or read sexual materials (pictures of nudes, people making love, etc.). | PN19 | I. Adult Women: Conventional Sex |
| 24 | The kind of sex materials I have looked at as an <u>adult</u> (age 17 or older) include: Nude women | PN20 | I. Adult Women: Conventional Sex |
| 25 | Nude men | PN21 | III. Adult Men & Children |
| 26 | Sex acts between adults | PN22 | I. Adult Women: Conventional Sex |
| 27 | Nude children | PN23 | III. Adult Men & Children |
| 28 | Sex acts involving children | PN24 | III. Adult Men & Children |
| 29 | Magazines showing sex acts where people were not really physically harmed, but the scenes included such acts as tying, handcuffing, spanking, or similar acts | PN25 | II. Adult Women: Sadism & Injury |
| 30 | Magazines showing sex acts where people actually appeared to be physically harmed | PN26 | II. Adult Women: Sadism & Injury |
| 31 | As an adult, I have masturbated when I have looked at or read sex materials. | PN27 | I. Adult Women: Conventional Sex |
| 32 | I have used sex materials to relieve or attempt to control my urges to commit a sexual offense. | PN28 | I. Adult Women: Conventional Sex |
| 33 | Sex materials have turned me on (aroused me) so much that I felt like committing a sexual offense. | PN29 | |
| 34 | As an adult, I have gone to a strip show or a live sex show. | PN30 | II. Adult Women: Sadism & Injury |
| 35 | As an adult, I have watched X-rated sex movies or videos. | PN31 | I. Adult Women: Conventional Sex |
| 36 | As an adult, I have watched movies or videos showing people being physically hurt before or during sex. | PN31A | |

Scale Items in Book 4a

| Item Number | Scale Item | ABBREV in program | Scale Factor |
|-------------|--|----------------------|------------------------------------|
| 1 | I believe that there are two sides to every question and I try to look at them both. | NAD53 | |
| 2 | I fantasize about other people getting hurt. | APA50 | PERVASIVE ANGER- FANTASY HURT |
| 3 | I have fought or physically assaulted others (non-sexual). | APA20 | PERVASIVE ANGER- PHYSICAL FIGHT |
| 4 | I have lost control of myself, even though I did not want to. | NAD4 | |
| 5 | When I get mad, I say nasty things to people. | APA45 | PERVASIVE ANGER- CONSTANT ANGER |
| 6 | I have lied to someone to get them to do what I want them to. | NAD6 | HARE |
| 7 | I have felt like killing myself. | NAD7 | |
| 8 | I have gotten in trouble for things that were not my fault. | NAD8 | HARE |
| 9 | I feel guilty when I show my anger, even though the person deserved it. | NAD9 | HARE |
| 10 | I have tender, concerned feelings for people less fortunate than me. | NAD10 | HARE |
| 11 | I feel sorry after telling people off, even if they deserve it. | NAD11 | HARE |
| 12 | I get into verbal fights/arguments with other people. | APA22 | PERVASIVE ANGER- CONSTANT ANGER |
| 13 | I get grouchy about little things. | NAD13 | |
| 14 | I get annoyed with people who ask me stupid questions. | NAD14 | HARE |
| 15 | I have acted on impulse or without thinking. | NAD15 | |
| 16 | I use my charm to get people to notice me. | NAD16 | HARE |
| 17 | I do things that make me feel really bad about myself. | NAD17 | HARE |
| 18 | I try to look at everybody's side of an argument before I make a decision. | NAD54 | |
| 19 | I lose my temper easily. | APA42 | PERVASIVE ANGER- CONSTANT ANGER |
| 20 | I have thoughts that make me feel ashamed of myself. | NAD20 | HARE |
| 21 | I have been angry enough to kill somebody. | NPA21 | |
| 22 | I have hurt animals on purpose. | APA46 | PERVASIVE ANGER- ANIMAL CRUELTY |
| 23 | When I get angry, it lasts for a long time (several hours). | APA15 | PERVASIVE ANGER- OVERCONTROL |
| 24 | I have felt very bad about myself after I cheated or did something wrong. | NAD24 | HARE |
| 25 | I have seen some things so sad that I felt like crying. | NAD25 | HARE |
| 26 | I have felt angry enough to swear. | APA13 | PERVASIVE ANGER- CONSTANT ANGER |

| | | | |
|----|---|-------|------------------------------------|
| 27 | I think about physically assaulting other people. | APA17 | PERVASIVE ANGER- CONSTANT ANGER |
| 28 | I enjoy seeing other people getting hurt. | APA44 | PERVASIVE ANGER FANTASY HURT |
| 29 | Other people have complained about my temper or think I get angry often. | APA2 | PERVASIVE ANGER- CONSTANT ANGER |
| 30 | I enjoy seeing other people getting killed. | APA35 | PERVASIVE ANGER FANTASY HURT |
| 31 | I have conned someone to get what I wanted. | NAD31 | HARE |
| 32 | I have lost control of myself and hurt other people. | NAD32 | |
| 33 | I have committed a crime on the spur of the moment. | NAD33 | HARE |
| 34 | When I get angry, I say angry things to people. | APA39 | |
| 35 | I have hurt someone's feelings by saying something without thinking. | NAD35 | HARE |
| 36 | When people yell at me, I yell back. | APA12 | PERVASIVE ANGER- VERBAL AGGRESS |
| 37 | I enjoy getting into physical fights. | APA24 | PERVASIVE ANGER- PHYSICAL FIGHT |
| 38 | There have been people who pushed me so far that we came to blows. | APA28 | PERVASIVE ANGER- PHYSICAL FIGHT |
| 39 | I have had frightening feelings that I could not understand. | NAD39 | |
| 40 | My anger gets me into trouble. | NAD40 | |
| 41 | I have been so angry, I felt like smashing things. | APA23 | PERVASIVE ANGER- CONSTANT ANGER |
| 42 | I have thrown things or destroyed things or in general had a temper tantrum. | APA32 | PERVASIVE ANGER- CONSTANT ANGER |
| 43 | I have become wild and uncontrollable after a few drinks. | NAD43 | |
| 44 | I have met people who were supposed to be experts, but they didn't know any more than I do. | APA7 | HARE |
| 45 | I have had "blackouts." | NAD52 | |
| 46 | I get angry or feel angry. | APA16 | PERVASIVE ANGER- CONSTANT ANGER |
| 47 | I have felt like a powder keg ready to explode. | APA1 | PERVASIVE ANGER- CONSTANT ANGER |
| 48 | When I see someone being treated unfairly, I feel sorry for them. | NAD48 | HARE |
| 49 | I threaten or scare people by the way I talk to them. | APA11 | PERVASIVE ANGER- PHYSICAL FIGHT |
| 50 | I think about other people getting killed. | APA41 | PERVASIVE ANGER FANTASY HURT |
| 51 | I fantasize or think about hurting or causing pain to other people. | APA9 | PERVASIVE ANGER FANTASY HURT |
| 52 | I have sudden changes in my moods. | NAD18 | |
| 53 | I am angry or irritated a lot more than people are aware of. | APA33 | PERVASIVE ANGER- CONSTANT ANGER |

Scale Items in Book 4b

| Item Number | Scale Item | ABBREV in program | Factor Scale |
|-------------|--|----------------------|-------------------------------------|
| 1 | I think it is weird that some people cry during a sad movie or while reading a sad book. | NAB37 | |
| 2 | You can only win an argument with a woman by doing more than talking. | NAB2 | HOSTILITY TOWARDS WOMEN |
| 3 | I can hold my own with anybody when it comes to drinking. | NAB3 | HYPERMASCULINE |
| 4 | I like fast cars and fast women. | NAB38 | |
| 5 | I am always willing to admit when I make a mistake. | NAB5 | MARLOW-CROWNE |
| 6 | There have been times when I took advantage of someone. | NAB6 | MARLOW-CROWNE |
| 7 | When I do wrong, I feel really bad. | NAB7 | HARE |
| 8 | A man must be boss in a relationship with a woman. | NAB8 | HOSTILITY TOWARDS WOMEN |
| 9 | I can easily charm someone into doing almost anything for me. | NAB9 | HARE |
| 10 | I can take a beating as well as any man. | NAB10 | HYPERMASCULINE |
| 11 | I do not mind eating a treat, even when I see someone looking at me wanting some. | NAB39 | |
| 12 | I deserve much more than I have gotten. | NAB49 | |
| 13 | At times I feel like picking a fist fight with someone. | APB22 | PERVASIVE ANGER- PHYSICAL FIGHTS |
| 14 | Many women seem to enjoy putting men down. | NAB14 | HOSTILITY TOWARDS WOMEN |
| 15 | I am quick to admit making a mistake. | NAB15 | MARLOW-CROWNE |
| 16 | I have tortured animals. | APB19 | PERVASIVE ANGER- PHYSICAL FIGHTS |
| 17 | I would beat on a guy who insulted my girl or wife. | NAB17 | HYPERMASCULINE |
| 18 | People who have no friends probably don't want any. | NAB40 | |
| 19 | Seeing someone who is crying makes me feel like crying. | NAB41 | |
| 20 | I have wished that something bad would happen to someone I didn't like. | NAB20 | MARLOW-CROWNE |
| 21 | I sometimes try to get even, rather than forgive and forget. | NAB21 | MARLOW-CROWNE |
| 22 | I enjoy seeing animals get killed. | APB32 | PERVASIVE ANGER- ANIMAL CRUELTY |
| 23 | It makes me sad to see someone who can't find anyone to hang out with. | NAB42 | |
| 24 | My friends think of me as being tough. | NAB43 | |
| 25 | People often say I am hot headed and lose my temper easily. | APB29 | PERVASIVE ANGER- CONSTANT ANGER |
| 26 | I will do whatever it takes to get what I need from other people. | NAB50 | |
| 27 | I like to drive fast, right on the edge of danger. | NAB27 | HYPERMASCULINE |

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|----|--|-------|------------------------------------|
| 28 | I sometimes resent it, if I don't get my own way. | NAB28 | MARLOW-CROWNE |
| 29 | I say what's on my mind, no matter what others may think. | NAB29 | HARE |
| 30 | I try to understand my friends better by "putting myself in their shoes" for a while. | NAB44 | |
| 31 | I have the ability to be successful in almost anything I do. | NAB31 | HARE |
| 32 | There are some times when a husband or boy friend should hit his wife or girl friend just to keep her in line. | NAB32 | HOSTILITY TOWARDS WOMEN |
| 33 | I am always polite, even to people who are rude. | NAB33 | MARLOW-CROWNE |
| 34 | I have sometimes taken unfair advantage of people. | NAB34 | MARLOW-CROWNE |
| 35 | I find it difficult to see thing from the "other guy's" point of view. | NAB45 | HARE |
| 36 | I would let someone else be punished for things I did wrong. | NAB51 | |
| 37 | People who cry because they are happy are foolish. | NAB46 | |
| 38 | People who let themselves be conned deserve what they get. | NAB47 | |
| 39 | I deserve more respect than people give me. | NAB48 | |
| 40 | Most women are cold people. | NAB18 | HOSTILITY TOWARDS WOMEN |
| 41 | If they had the chance, most women would run around on their husbands or boy friends. | NAB1 | HOSTILITY TOWARDS WOMEN |
| 42 | No matter who I'm talking to, I'm always a good listener. | NAB11 | MARLOW-CROWNE |
| 43 | Any man who is a man needs to have sex regularly. | NAB19 | HYPERMASCULINE |
| 44 | I enjoy seeing animals in pain or hurt. | APB15 | PERVASIVE ANGER- ANIMAL CRUELTY |
| 45 | I have killed an animal on purpose at least once in my life (not including hunting). | APB10 | PERVASIVE ANGER- ANIMAL CRUELTY |

Scale Items in Book 5a

| Item Number | Scale Item | ABBREV in program | Scale Factor |
|-------------|---|----------------------|---|
| 1 | Before going to sleep, I think about sex. | SPO8 | SEXUAL PREOCCUPATION-FANTASY |
| 2 | I have thought about sexually touching a female stranger in a crowd. | SDV86 | PARAPHILIA-ATYPICAL (FROT & PHONE) |
| 3 | My daydreams about sex are so clear they seem like they are happening. | SPO23 | SEXUAL PREOCCUPATION-FANTASY |
| 4 | I have thought about threatening or frightening a woman. | EAG18 | EXPRESSIVE AGGRESSION-FANTASY |
| 5 | I have thought about strangling a woman during sex. | SAD35 | SADISM-FANTASY |
| 6 | I have become sexually excited by wearing articles of women's clothing. | SDV28 | PARAPHILIA-TRANSVESTISM |
| 7 | While working at a job, my mind will wander to thoughts about sex. | SPO24 | SEXUAL PREOCCUPATION-FANTASY |
| 8 | In a crowd, I become sexually excited by rubbing up against or touching strangers. | SDV65 | PARAPHILIA-ATYPICAL (FROT & PHONE) |
| 9 | I have had trouble finding someone to have sex with. | SN104 | |
| 10 | I have been sexually excited by embarrassing or humiliating someone. | SA105 | |
| 11 | I get sexual pleasure out of hurting a person. | SA101 | SADISM-SYNERGISM |
| 12 | It is hard to talk to women. | SIN2 | |
| 13 | I have to fight sexual urges. | SPOC1 | SEXUAL PREOCCUPATION-FANTASY/COMPULSION |
| 14 | When I have sex, I feel scared. | SIN15 | |
| 15 | During my lifetime I have masturbated. | LIE15 | |
| 16 | I think about having a woman struggle during sex. | SAD51 | SADISM-BONDAGE |
| 17 | I have thought about cutting or stabbing a woman. | EAG67 | |
| 18 | I have thought about embarrassing or humiliating a woman during sex. | EAG9 | EXPRESSIVE AGGRESSION-FANTASY |
| 19 | I have gotten sexually excited while thinking about women's shoes or feet. | FET19 | |
| 20 | I have had to resist the urge to expose penis. | SPO13 | PARAPHILIA-EXHIBITIONISM |
| 21 | I have had sexual activity with a child (12 or younger), when I was 16 or older. | CHM21 | |
| 22 | I have become sexually turned on by smelling or feeling a woman's underwear or shoes. | SDV89 | |
| 23 | Females make me angry. | EAG90 | EXPRESSIVE AGGRESSION-FANTASY |
| 24 | I get turned on easily. | SPO98 | |

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| 25 | Thinking about tying someone up and having sex turns me on. | SAD7 | SADISM-BONDAGE |
| 26 | I have been sexually aggressive because I was mistreated by a woman (or women). | EAG59 | EXPRESSIVE AGGRESSION-FANTASY |
| 27 | I have trouble keeping an erection (staying hard) during sex. | SIN47 | |
| 28 | Sexual feelings overpower me. | SPO93 | SEXUAL PREOCCUPATION-FANTASY |
| 29 | When I think about sex, I imagine saying dirty or obscene things to a woman. | SDV80 | |
| 30 | I have gotten sexually turned on when I have hurt a child. | CMS95 | |
| 31 | I have been unable to come (have an orgasm) after entering a woman. | SIN55 | |
| 32 | I have come while exposing my penis. | SDV37 | PARAPHILIA - EXHIBITIONISM |
| 33 | I have worn women's clothes or tried them on. | SDV62 | PARAPHILIA-TRANSVESTISM |
| 34 | I have thought about killing someone during sex. | SAD63 | |
| 35 | I have come while beating someone. | SAD72 | SADISM-SYNERGISM |
| 36 | I have broken something or yelled and screamed to show a woman that she shouldn't get me angry. | EAG48 | |
| 37 | I have tied someone up while we were having sex. | SAD27 | SADISM-BONDAGE |
| 38 | I have had thoughts about biting parts of a woman's body other than her breasts. | EAG11 | EXPRESSIVE AGGRESSION-FANTASY |
| 39 | I have calmed a woman down with a good slap when she was screaming or crying. | EAG88 | EXPRESSIVE AGGRESSION-BEHAVIOR |
| 40 | I have had sexual thoughts or fantasies about having my partner tied to a bed spread-eagle. | SAD16 | SADISM-BONDAGE |
| 41 | I have sex dreams when I sleep. | SPO70 | SEXUAL PREOCCUPATION-FANTASY |
| 42 | I have gotten sexually excited when I thinking about women's underwear. | FET42 | |
| 43 | I have thought about beating a woman. | EAG87 | EXPRESSIVE AGGRESSION-FANTASY |
| 44 | I worry about coming too fast during sex. | SN108 | |
| 45 | I have had thoughts about biting a woman's breasts. | EAG44 | EXPRESSIVE AGGRESSION-FANTASY |
| 46 | I have gotten sexually excited when I thought about putting a child in fear. | CMS46 | |
| 47 | I feel nervous around women. | SIN34 | |

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| 48 | I have put my penis in a child's rear end. | CMS96 | |
| 49 | I have had problems getting a hard-on during sex. | SIN19 | |
| 50 | I have hurt someone on purpose during sex. | SAD75 | SADISM-BONDAGE/SYNERGISM |
| 51 | I have hurt a woman while having sex with her. | EAG43 | EXPRESSIVE AGGRESSION-BEHAVIOR |
| 52 | There have been times when I thought about sex all the time. | SPO32 | SEXUAL PREOCCUPATION-FANTASY |
| 53 | I have come while threatening or frightening someone. | SAD33 | SADISM-SYNERGISM |
| 54 | I have become sexually excited by threatening or frightening someone. | SAD77 | SADISM-SYNERGISM |
| 55 | I have thought about exposing my penis. | SDV26 | PARAPHILIA-EXHIBITIONISM |
| 56 | I have really hurt a child during sex. | CMS97 | |
| 57 | I have thought about secretly watching people having sex. | SDV20 | PARAPHILIA-VOYEURISM |
| 58 | When I have thought about sex, I have felt guilty. | SIN3 | |
| 59 | I have tried to do sexual acts with a dead person. | SDV68 | PARAPHILIA-ZOO/NECROPHILIA |
| 60 | I can't stop thinking about sex. | SPO29 | SEXUAL PREOCCUPATION-FANTASY |
| 61 | I am afraid that a woman will laugh at me during sex or think me a poor lover. | SIN6 | |
| 62 | I have secretly watched people having sex (not counting movies and sex shows). | SDV22 | PARAPHILIA-VOYEURISM |
| 63 | I have had a problem controlling my sexual feelings. | SPO60 | SEXUAL PREOCCUPATION-FANTASY |
| 64 | I have had a very strong urge to peep. | COM71 | |
| 65 | I have had thoughts about choking a woman. | EAG12 | |
| 66 | I feel embarrassed if I talk about sex. | SIN91 | |
| 67 | When I have sexual thoughts, I think about peeing or shitting during sex. | SAD78 | SADISM-FANTASY |
| 68 | I have gotten sexually excited by parts of the body like feet or hair that are not sexual. | SDV53 | |
| 69 | I have been involved in sexual activity. | LIE69 | |
| 70 | I have roughed up a woman so that she would know that I meant business. | EAG95 | EXPRESSIVE AGGRESSION-BEHAVIOR |
| 71 | I have physically injured a child during sex. | CMS98 | |
| 72 | When I have sexual thoughts, I think about cutting a woman with a knife. | SAD46 | SADISM-FANTASY |
| 73 | It has excited me more to hurt a person physically than to have sex with that person. | SAD84 | SADISM-BONDAGE |

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| 74 | I have masturbated while watching someone secretly. | SDV49 | PARAPHILIA-ATYPICAL (FROT & PHONE) |
| 75 | I have exposed my penis to a woman who did not know me. | SDV25 | PARAPHILIA-EXHIBITIONISM |
| 76 | While having sex, I have tied up or handcuffed someone. | SAD58 | SADISM-BONDAGE |
| 77 | I have sexual thoughts about putting my penis in a woman's rear end. | SAD5 | |
| 78 | I have not been able to stop myself from a sexual act, even when I wanted to stop. | COM79 | SEXUAL COMPULSION |
| 79 | When I have sexual thoughts, I think about dressing as a woman. | SDV94 | PARAPHILIA-TRANSVESTISM |
| 80 | When I have sex with a woman, I feel nervous. | SIN96 | |
| 81 | I worry about not being able to have an erection (get a hard-on) when I have sex. | SIN69 | |
| 82 | I have thoughts about burning someone during sex. | SAD76 | |
| 83 | I have thought about having sex with a child. | CHM83 | |
| 84 | I have sexual thoughts about putting my penis in a child's rear end. | CMS99 | |
| 85 | I have had a very powerful urge to do a particular sexual act. | COM73 | |
| 86 | I have come before entering a sexual partner. | SIN99 | |
| 87 | I have felt an overpowering urge to do a sexual behavior that I had thought about. | COM82 | SEXUAL COMPULSION |
| 88 | I have daydreamed about how good it would feel to hurt someone during sex. | SAD17 | SADISM-BONDAGE/SYNERGISM |
| 89 | I have felt angry, when I was having sex. | EAG10 | EXPRESSIVE AGGRESSION-FANTASY |
| 90 | I have thought about someone being forced to have sex. | LIE90 | |
| 91 | When I have sexual thoughts, I get sexually excited. | LIE91 | |
| 92 | A woman has told me that she was not satisfied after having sex with me. | SIN45 | |
| 93 | As an teenager, sex was on my mind. | LIE93 | |
| 94 | I have enjoyed hurting a child during sex. | CMS94 | |
| 95 | I feel more comfortable when having sex, if I do the same things the same way. | CM102 | |
| 96 | While having sex I have enjoyed scaring my companion so that she begged me to stop. | SAD38 | SADISM-SYNERGISM |

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| 97 | A woman has made me so angry that I have beaten her up. | EA100 | EXPRESSIVE AGGRESSION-BEHAVIOR |
| 98 | When I have sexual thoughts, I think about threatening or frightening a woman. | SAD64 | SADISM-BONDAGE/SYNERGISM |
| 99 | When I have sexual thoughts, I think about secretly watching a woman undress. | SDV57 | |
| 100 | While having sex, I have used handcuffs, whips, or leathers. | SAD74 | SADISM-BONDAGE |
| 101 | While having sex I have found I have been turned on by playing with death. | SAD41 | SADISM-SYNERGISM |
| 102 | I have sexual thoughts about a woman in pain while I am having sex with her. | SAD14 | SADISM-BONDAGE |
| 103 | I have made obscene or "dirty" phone calls. | SDV81 | PARAPHILIA-ATYPICAL (FROT & PHONE) |
| 104 | I have been paid to have sex with someone. | PS109 | |
| 105 | I have been sexually excited by seeing someone unconscious or unable to move. | SAD40 | SADISM-SYNERGISM |
| 106 | I have gotten sexually excited when I have seen a child in pain. | CS106 | |
| 107 | I have thought about watching someone undress, when they did not know it. | LI107 | |
| 108 | I have had sex with an animal. | SDV42 | PARAPHILIA-ZOO/NECROPHILIA |
| 109 | My sexual thoughts include whipping someone. | SAD31 | SADISM-FANTASY |
| 110 | I have become sexually excited over thoughts of having sex with a child. | CHI10 | |
| 111 | I have been sexually excited by beating someone. | SAD66 | SADISM-SYNERGISM |
| 112 | Whenever I am bored, I daydream about sex. | SP103 | SEXUAL PREOCCUPATION-FANTASY |
| 113 | I have sexual thoughts about exposing myself. | SDV4 | PARAPHILIA-EXHIBITIONISM |
| 114 | It turns me on to think about overpowering someone sexually. | SA106 | |
| 115 | I have beaten a woman while I was having sex with her. | EAG30 | EXPRESSIVE AGGRESSION-BEHAVIOR |
| 116 | I have burned someone on purpose during sex. | SA107 | |
| 117 | During the week I think about sex. | SPO21 | |
| 118 | During sex I want to hurt the other person just a little. | EAG36 | SADISM-BONDAGE/SYNERGISM |
| 119 | I have telephoned a woman <i>who did not know me</i> to talk dirty or to talk about sex. | SDV92 | PARAPHILIA-ATYPICAL (FROT & PHONE) |

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| 120 | I have become so mad at a woman for not letting me have sex that I have physically hurt her. | EAG61 | EXPRESSIVE AGGRESSION-BEHAVIOR |
| 121 | I have really hurt a woman physically during sex. | SA108 | |
| 122 | I have <i>threatened</i> to use physical force on a woman or girl (saying I would hit, grab, hold, or hurt her) to make her go along with: sex play (touching, feeling, kissing, or petting) | CC116 | |
| 123 | attempted or completed sexual intercourse | CC117 | |
| 124 | other sexual acts, such as oral or anal sex | CC118 | |
| 125 | I have <i>used</i> some physical force, such as pinning a woman or girl against a wall, grabbing her, hitting her, holding her down, or hurting her to make her go along with: sex play (touching, feeling, kissing, or petting) | CC119 | |
| 126 | attempted or completed sexual intercourse | CC120 | |
| 127 | other sexual acts, such as oral or anal sex | CC121 | |
| 128 | I have done the following sexual acts with a woman or girl who was so drunk or high on drugs that she was <i>not able</i> to say no: sex play (touching, feeling, kissing, or petting) | CC122 | |
| 129 | attempted or completed sexual intercourse | CC123 | |
| 130 | other sexual acts, such as oral or anal sex | CC124 | |
| 131 | I have given a woman or girl alcohol or drugs on purpose so that she could not say no to my doing the following sexual acts with her that she did <i>not</i> want to do: sex play (touching, feeling, kissing, or petting) | CC125 | |
| 132 | attempted or completed sexual intercourse | CC126 | |
| 133 | other sexual acts, such as oral or anal sex | CC127 | |

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| 134A | How <i>old</i> were you when you first <u>forced</u> someone to do something sexual with you? I never forced anyone. | CC128 | |
| 134B | I was ____ years old. | C128B | |
| 135A | How old was the person you forced? I never forced anyone. | CC129 | |
| 135B | The person was ____ years old. | C129B | |

Scale Items in Book 5b

| Item Number | Scale Item | ABBREV in Scale | Scale Factor |
|-------------|---|-----------------|-------------------------------|
| 1 | I get sexually turned on by little girls. | CMB1 | |
| 2 | Women who get raped probably deserved it. | HWM2 | |
| 3 | I believe that sex with children can make the child feel closer to adults. | CMB3 | |
| 4 | Sex with children can help the child learn about sex. | CMB4 | |
| 5 | At times I have almost been driven insane by my thoughts about sex. | SPO17 | |
| 6 | There have been times when sex was on my mind so much that I had to make love or masturbate once a day or more. | SPO5 | SEXUAL PREOCCUPATION/DRIVE |
| 7 | If a woman gets drunk at a party, it is really her own fault if someone takes advantage of her sexually. | HWM7 | |
| 8 | The more scared a person becomes, the more sexually turned on I get. | SAD85 | SADISM-SYNERGISM |
| 9 | I worry that I will not be able to satisfy a woman sexually, because my penis is too small. | SNB15 | |
| 10 | I believe I have a lot of sex appeal. | MIN4 | |
| 11 | I think I am really masculine. | MIN11 | |
| 12 | When it comes to sex, I am just as good as my friends. | MIN99 | |
| 13 | When a woman does not do what I want, I get very angry. | EAG25 | EXPRESSIVE AGGRESSION-FANTASY |
| 14 | I think I have a good build for a man. | MIN16 | |
| 15 | I think about sex more often than most others. | SPO20 | SEXUAL PREOCCUPATION-FANTASY |
| 16 | Since prostitutes sell their bodies for sexual purposes anyway, it is not as bad if someone forces them into sex. | HWM16 | |
| 17 | Many children who are sexually assaulted do not have any major problems because of the assaults. | CMB17 | |
| 18 | I worry that there is something wrong with my penis. | SIN8 | |
| 19 | I sometimes think about sex so much that it gets on my nerves. | COM23 | |
| 20 | Society makes a much bigger deal out of sexual activity with children than it really is. | CMB5 | |
| 21 | A lot of women who get raped had "bad reputations" in the first place. | HWM21 | |
| 22 | I am always thinking about sex, no matter where I go or what I do. | SPO1 | SEXUAL PREOCCUPATION-FANTASY |
| 23 | I haven't had many dates. | SIN10 | |
| 24 | I am not able to control my sexual behavior. | COM83 | SEXUAL COMPULSION |

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| 25 | If a woman or a girl does not strongly resist sexual advances, she is probably willing to have sex. | HWM25 | |
| 26 | Sex with children is sometimes a lot like adult sexual relationships. | CMB26 | |
| 27 | Women seem to want to go out with me again after they have dated me. | MIN0 | |
| 28 | When a woman rejects me, I get very angry. | EAG21 | |
| 29 | I have sometimes thought that I wanted to be a woman. | SDB29 | |
| 30 | Sometimes, touching a child sexually is a way to show love and affection. | CMB30 | |
| 31 | I am good at sports. | MIN9R | |
| 32 | Women often falsely accuse men of rape. | HWM32 | |
| 33 | I have beaten a woman so badly that she had to see a doctor. | EAG2 | EXPRESSIVE AGGRESSION-BEHAVIOR |
| 34 | Being spanked turns me on sexually. | SDV7 | |
| 35 | I think that women find me sexually attractive. | SIN54 | |
| 36 | I find that weeks go by in which I have no sexually thoughts. | LIB32 | |
| 37 | I am so afraid I might fail sexually with a woman, that it hurts my sex life. | SIN14 | |
| 38 | I need to masturbate or have sex every day so that I feel less tense. | COM24 | SEXUAL COMPULSION |
| 39 | I get sexually turned on by little boys. | CMB7 | |
| 40 | I do think that I am good at satisfying women sexually. | MIN98 | |
| 41 | I have always been able to defend myself in fights. | MIN6 | |
| 42 | I find it hard to get turned on, if my partner is not enjoying the sex. | COPE4 | |
| 43 | I think that females think I am physically attractive. | MIN12 | |
| 44 | When a woman takes advantage of me, I feel like beating her up. | EAG13 | EXPRESSIVE AGGRESSION-FANTASY |
| 45 | Making a woman do what I want turns me on sexually. | CTR17 | |
| 46 | Since I was 16, the <i>number</i> of children (12 or younger) with whom I have had sexual activity was _____ children. | CMB35 | |
| 47 | How old were you the first time you had intercourse? _____ years. | SXN1 | |
| 48 | How many <i>different</i> people have you had sex with in your life? _____ | SPON1 | |
| 49 | Mark on the line below how much of your day you spend thinking about sex. The line stands for all the time you are awake during the day. | SPO26 | SEXUAL PREOCCUPATION-DRIVE |

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| 50 | If I had my choice, I would prefer to have sex (check the box that is most true for you): | SPO28 | SEXUAL PREOCCUPATION-DRIVE |
| 51 | Use the line below to rate the strength of your sexual drive. | SPO27 | SEXUAL PREOCCUPATION-DRIVE |
| 52 | During the time that you were <i>most</i> sexually active, how many times in a week did you have an orgasm? Approximately _____ times a week. | SDV40 | |
| 53 | In the last <i>six</i> months how often did you have a sexual experience (alone or with another) that led to an orgasm? | SDV41 | |
| 54a | When you have sexual thoughts, which of the following people do you think about? (Check all that are true for you.) | CHM84 | |
| 54b | | CHM85 | |
| 54c | | CHM86 | |
| 55a | With which of the following people have you had any sexual contact? (Check all that are true for you.) | CHM87 | |
| 55b | | CHM88 | |
| 55c | | CHM89 | |
| 55d | | CHM90 | |

Scale Items in Book 5c

| Item Number | Item | Abbrev in program | Factor Scale |
|-------------|--|-------------------|---|
| 1 | I have thought about or planned making someone have sex with me, even though I may not have done it. | OPN1 | PLANNING THE OFFENSE: VICTIM TYPE & LOCATION |
| 2 | When I made someone have sex with me, I planned what I would do first. | OP2 | PLANNING THE OFFENSE: VICTIM TYPE & LOCATION |
| 3 | I have planned forcing sex long in advance before I did it (two weeks or more). | OP3 | PLANNING THE OFFENSE: VICTIM TYPE & LOCATION |
| 4 | I have forced someone to have sex after very little planning (thinking about it only on the day that I did it). | OP4 | PLANNING THE OFFENSE: VICTIM TYPE & LOCATION |
| 5 | I have forced someone to have sex on the spur of the moment, without any planning at all. | OP5 | |
| 6 | My thoughts about forcing sex have changed over time (that is, the details about how it would happen or what would happen changed). | OP6 | |
| 7 | My thoughts about forcing sex were different from what actually happened when I did it. | OP7 | SEXUAL FANTASIES |
| 8 | When I <u>planned</u> to make someone have sex, I <u>thought</u> about: Who the person should be--the type of person, such as a certain race, social class, or physical appearance--old, handicapped, pregnant, etc. | OP8 | PLANNING THE OFFENSE: VICTIM TYPE & LOCATION |
| 9 | Where or how I would find the person (hitchhiking, at a party, near a college, in the park, at a shopping mall, etc.). | OP9 | PLANNING THE OFFENSE: VICTIM TYPE & LOCATION |
| 10 | Where I would take the person or where I would commit the assault (such as my car, an apartment, the woods or a park, vacant building, someone's house, etc.) | OP10 | PLANNING THE OFFENSE: VICTIM TYPE & LOCATION |
| 11 | The things I would take with me (like rope, handcuffs, mask, tape, dildo, Vaseline, etc.) | OP11 | PLANNING THE OFFENSE: WEAPONS & PARAPHRENALIA |
| 12 | The kinds of weapons I would take with me. | OP12 | |
| 13 | My thoughts about what I would do to the person included: Surprising the person. | OP13 | SEXUAL FANTASIES |
| 14 | Talking to the person (going over specific things I was going to say). | OP14 | |
| 15 | Kissing the person | OPN44 | |
| 16 | Fondling the person | OPN45 | |
| 17 | Having sex with the person. | OP15 | SEXUAL FANTASIES |

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| 18 | Going down on the person (oral sex). | OP16 | SEXUAL FANTASIES |
| 19 | Having anal sex with the person. | OP17 | |
| 20 | Scaring or frightening the person. | OP18 | AGGRESSIVE/ VIOLENT FANTASIES |
| 21 | Physically injuring or hurting the person. | OP19 | AGGRESSIVE/ VIOLENT FANTASIES |
| 22 | Whipping or spanking the person. | OP20 | AGGRESSIVE/ VIOLENT FANTASIES |
| 23 | Using rope or tape to tie up or restrain the person. | OP21 | PLANNING THE OFFENSE: WEAPONS & PARAPHRENALIA |
| 24 | Choking the person. | NOP22 | |
| 25 | Burning the person. | NOP23 | |
| 26 | Killing the person. | OP22 | AGGRESSIVE/ VIOLENT FANTASIES |
| 27 | My thoughts about what I would have the person <i>do to me</i> included: Having the person kiss me. | OPN46 | |
| 28 | Having the person fondle me. | OPN47 | |
| 29 | Having the person blow me. | OP23 | SEXUAL FANTASIES |
| 30 | Having the person dance for me. | OP24 | SEXUAL FANTASIES |
| 31 | Having the person strip for me. | OP25 | SEXUAL FANTASIES |
| 32 | Having the person whip me. | OP26 | |
| 33 | My thoughts about how the person would act toward me included: How the person would respond to me while I was having sex. | OP27 | INTIMACY-SEEKING FANTASIES |
| 34 | What the person would say to me. | OP28 | INTIMACY-SEEKING FANTASIES |
| 35 | If the person would like me. | OP29 | INTIMACY-SEEKING FANTASIES |
| 36 | If the person would enjoy the sexual experience. | OP30 | INTIMACY-SEEKING FANTASIES |
| 37 | If the person would have an orgasm. | OP31 | INTIMACY-SEEKING FANTASIES |
| 38 | If the person would consider seeing me again. | OP32 | INTIMACY-SEEKING FANTASIES |
| 39 | I found that the person's response sometimes was different from how I thought the person would respond. I thought the person would be: more agreeable or willing. | OP33 | INTIMACY-SEEKING FANTASIES |
| 40 | more passive. | OP34 | INTIMACY-SEEKING FANTASIES |
| 41 | more seductive. | OP35 | INTIMACY-SEEKING FANTASIES |
| 42 | more frightened. | OP36 | AGGRESSIVE/ VIOLENT FANTASIES |

| | | | |
|----|---|------|----------------------------------|
| 43 | more angry. | OP37 | AGGRESSIVE/ VIOLENT FANTASIES |
| 44 | more aggressive (fight more). | OP38 | AGGRESSIVE/ VIOLENT FANTASIES |
| 45 | My thoughts about what I would do <u>after</u> I forced someone sexually included: What to do with the person after the assault. | OP39 | AGGRESSIVE/ VIOLENT FANTASIES |
| 46 | How the person would be discovered or whether the person would go to the police. | OP40 | ELUDING APPREHENSION |
| 47 | What I would do after the assault. | OP41 | ELUDING APPREHENSION |
| 48 | The possibility of getting caught. | OP42 | ELUDING APPREHENSION |
| 49 | The involvement of the police and how I would keep from getting caught. | OP43 | ELUDING APPREHENSION |

APPENDIX

Juvenile-Related Grants From 1994

PROGRAM REVIEW -- JUVENILE-RELATED PORTFOLIO FROM 1994

| A: Family | B: Community | C: Law Enforcement | D: Justice System | E: Peer/Gangs | F: General Delinquency |
|------------------|---------------------|---------------------------|--------------------------|----------------------|-------------------------------|
| 94IJCXK013 | 94IJCX0015 | 94IJCX0056 | 94IJCX0020 | 94IJCX0058 | 94IJCX0036 |
| 97IJCX0017 | 94IJCX0033 | 94MUCXK003 | 94IJCX0049 | 96IJCX0030 | 95IJCX0005 |
| 97IJCX0036 | 94IJCX0062 | 95IJCX0024 | 94IJCXK005 | 97IJCX0010 | 95IJCX0114 |
| 98WTVX0007 | 94IJCXK012 | 95IJCX0038 | 95IJCX0042 | 98IJCX0027 | 96IJCX0013 |
| | 94IJCXK015 | 95IJCX0067 | 95IJCX0098 | 98IJCX0038 | 96IJCX0026 |
| | 94JCCX0001 | 95IJCX0069 | 95IJCX0106 | 98IJCX0072 | 96IJCX0027 |
| | 95MUMU0026 | 95IJCX0075 | 95IJCX0108 | 98IJCX0078 | 98CEVX0026 |
| | 96MUMU0008 | 97IJCX0053 | 96IJCX0002 | 98IJCX0083 | 98IJCX0020 |
| | 97IJCX0028 | 98IJCX0039 | 96IJCX0072 | | 98IJCX0026 |
| | 97IJCX0050 | 98IJCX0043 | 96SCLX0001 | | 98IJCX0044 |
| | 98IJCX0056 | 99IJCX0008 | 96SCLX0002 | | |
| | 98IJCX0077 | | 96SCVX0003 | | |
| | 99IJCXK003 | | 97IJCX0013 | | |
| | | | 97IJCX0024 | | |
| | | | 97RTVXK008 | | |
| | | | 97RTVXK015 | | |
| | | | 97RTVXK016 | | |
| | | | 97RTVXK019 | | |
| | | | 97RTVXK020 | | |
| | | | 98CEVX0003 | | |
| | | | 98CEVX0018 | | |
| | | | 98CEVX0024 | | |
| | | | 98CEVX0030 | | |
| | | | 98IJCX0021 | | |
| | | | 98IJCX0033 | | |
| | | | 98IJCX0069 | | |
| | | | 98JBVX0107 | | |
| | | | 98JBVX0108 | | |
| | | | 98JBVX0109 | | |
| | | | 98JBVX0110 | | |
| | | | 98JBVX0111 | | |
| | | | 98JBVX0112 | | |
| | | | 99IJCX0003 | | |
| | | | 99JRVX0001 | | |

| |
|---------------------------|
| G: Dissemination |
| 94IJCX0012 |
| 95IJCX0035 |
| 98IJCX0054 |
| I: Technology |
| 97LBVXK025 |
| 98LBVXK021 |
| H: Chicago Project |
| 93IJCXK005 |

A. Family

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: COOPERATIVE AGREEMENT

PROGRAM AREA: PREVENTION

PROJECT NUMBER: 1994-IJ-CX-K013

PROJECT TITLE: GIRLS SCOUTS BEHIND BARS PROGRAM: RESEARCH AND EVALUATION

GRANTEE: University of Baltimore

ADDRESS: 1420 North Charles Street
Baltimore, MD 21201

COUNTY: Baltimore

GRANT PERIOD: 09/01/1994 TO 12/31/1997

LATEST AWARD DATE: 09/30/1994

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1994 | \$61,590 | 00 | IJ |

TOTAL AWARD AMOUNT: \$61,590

GRANT CONTACT: BLOCK, KATHLEEN

GRANT MANAGER: Marilyn Moses

PROJECT SUMMARY FOR 94-IJ-CX-K013

The University of Baltimore proposes to conduct a study of the Maryland "Girl Scouts Behind Bars" program and its participants. While the proposal has evaluation components, it is primarily a research effort designed to increase our knowledge about children of incarcerated mothers. The major goals of the study are: assess the impact of enhanced visitation on mother and child; develop a participant mother/child/family profile; assess program satisfaction; collect data on the children's school and home life; conduct a process evaluation; and other research activities pursuant to the recommendations of an advisory committee.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1997-IJ-CX-0017

PROJECT TITLE: Childhood Victimization and Delinquency

GRANTEE: Washington Department of Social and Health Services

ADDRESS: PO Box 45203
Lacey, WA 98504

COUNTY: Thurston

GRANT PERIOD: 03/01/1997 TO 06/30/1999

LATEST AWARD DATE: 04/16/1997

| FY | AMOUNT | Supplement | Fund Code |
|-----------|---------------|-------------------|------------------|
| 1997 | \$285,719 | 00 | IJ |

TOTAL AWARD AMOUNT: \$285,719

GRANT CONTACT: English, Diana J.

GRANT MANAGER: Cynthia Mamalian

PROJECT SUMMARY FOR 97-IJ-CX-0017

Recent research has begun to document the relationship between child abuse and neglect and later criminal behavior in a way that researchers, practitioners, and policy makers recognize and are willing to accept. While no single factor by itself is likely to account for the development of criminal violence, childhood victimization has been found to increase risk for delinquency, adult criminality, and violence.

In the proposed research, substantiated cases of child abuse and/or neglect (n=1,200) from court records during the years 1980-1985 will be selected from files of King County (Seattle area), Washington. A comparison group of children matched on the basis of age, race/ethnicity, gender and approximate family social class will also be identified. Juvenile and adult arrest records will be collected from local and state law enforcement agencies through 1997 (approximately 15-17 years following maltreatment). Specific goals are (1) to document the prevalence of delinquency, adult criminality and violence using a cohort of abused and/or neglected children and controls, representing a different geographic area (Northwest), time period (1980's), and ethnic composition (to include Native American) from that of prior research; (2) to determine the extent to which different types of maltreatment (physical and sexual abuse and neglect) are associated with increased risk of subsequent delinquent, adult, and violent criminal behavior; (3) to examine the extent to which there are ethnic and gender differences in the relationship between childhood victimization and violent offending; and (4) to examine the extent to which placement experiences mediate delinquent and criminal consequences.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1997-IJ-CX-0036

PROJECT TITLE: Evaluate the Relationship Between Incarcerated Men and Their Families

GRANTEE: National Trust for the Development of African American Men

ADDRESS: 6811 Kenilworth Avenue
Riverdale, MD 20737

COUNTY: Prince George's

GRANT PERIOD: 08/01/1997 TO 02/28/1999

LATEST AWARD DATE: 08/27/1997

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1997 | \$49,998 | 00 | IJ |

TOTAL AWARD AMOUNT: \$49,998

GRANT CONTACT: Mendez, Garry A.

GRANT MANAGER: Voncile Gowdy

PROJECT SUMMARY FOR 97-IJ-CX-0036

This project will complete: (1) a literature review on parenting programs in prison settings and (2) conduct a survey of the entire population at Green Haven prison in an effort to determine the attitudes and practices associated with child rearing responsibilities for incarcerated men. Data obtained by the applicant will be used to design a significant parenting program. These expanded tasks are developed to respond to the needs of the National Trust's African-American Men to develop African-American leaders who understand that it is their responsibility to provide for themselves, their families and their communities regardless of their incarceration. These men have identified a special need to learn how to build relationships and communicate with their children. The applicant, in conjunction with the Kellogg Foundation, hopes to develop a feasible prison parenting program.

Project findings will be of value to correctional officials, incarcerated men and policy makers.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: VICTIMS

PROJECT NUMBER: 1998-WT-VX-0007

PROJECT TITLE: Developmental Theory and Battering Incidents

GRANTEE: University of Cincinnati

ADDRESS: PO Box 210627
Cincinnati, OH 45221

COUNTY: Hamilton

GRANT PERIOD: 09/01/1998 TO 08/31/1999

LATEST AWARD DATE: 09/29/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1998 | \$97,142 | 00 | WT |

TOTAL AWARD AMOUNT: \$97,142

GRANT CONTACT: Mazerolle, Paul

GRANT MANAGER: Angela Moore-Parmley

PROJECT SUMMARY FOR 98-WT-VX-0007

The proposed project will examine relationships of parolees and their spouses in Buffalo, New York, in light of Moffitt's (1993) developmental theory of offending behavior. The theory proposes that there are two typologies of offending behavior, life-course persistent and adolescent-limited offending. A major project goal is to examine the degree to which factors related to serious intimate partner violence vary across discrete offender groups, thereby extending Moffitt's behavioral formulation of life-course persistent offenders and adolescent-limited offenders. The project will pose three specific research questions: (1) How are Moffitt's developmental taxonomies related to intimate partner violence? (For example, are life-course persistent offenders, whose neuropsychological deficits at birth combined with a poor environment, more likely to engage in intimate partner violence?); (2) Is there a relationship between partner violence and early family characteristics, such as exposure to violence in the home?; and (3) Are developmental trajectories toward intimate partner violence different from trajectories toward other forms of violence? The data to be used for this project were collected in Buffalo, New York in 1987. The data set includes official demographic and self-report information from a sample of 285 parolees and their spouses/partners. The project will develop measures to gauge partner violence and to construct discrete offender groups based on details of the parolee's age at the onset of delinquent behavior.

**B. Community/
Social Service/
School/
Multi-Agency Initiatives**

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: CRIME PREVENTION

PROJECT NUMBER: 1994-IJ-CX-0015

PROJECT TITLE: UNDERSTANDING AND REPORTING TO THE EFFECTS OF CRIME ON AFTER

GRANTER: LINC

ADDRESS: PO Box 924
Alexandria, VA 22313

COUNTY: Alexandria

GRANT PERIOD: 06/01/1994 TO 04/30/1996

LATEST AWARD DATE: 06/22/1994

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1994 | \$49,978 | 00 | IJ |

TOTAL AWARD AMOUNT: \$49,978

GRANT CONTACT: CHAIKEN, MARCIA R.

GRANT MANAGER: Richard Titus

PROJECT SUMMARY FOR 94-IJ-CX-0015

This project will examine the problems caused by crime faced by community-based organizations that provide youth programs in non-school hours, and how they are dealing with it. The research will collect information from independent community-based youth development organizations as well as those affiliated with national organizations serving youth. Three case studies will be conducted in sites where rates of crime are especially high and the organizations combine crime prevention practices with their youth activities. The study's final report will help make officials of local government more aware of how crime affects youth services, and of promising solutions that can be taken by law enforcement in cooperation with these youth development organizations.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1994-IJ-CX-0033

PROJECT TITLE: High School Youth, Weapons, And Violence: A National Survey of Weapon-Related Behavior, Crime, and Victimization

GRANTEE: Tulane University

ADDRESS: 1010 Common Street
New Orleans, LA 70112

COUNTY: Orleans

GRANT PERIOD: 01/01/1995 TO 08/31/1997

LATEST AWARD DATE: 09/30/1994

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1994 | \$189,553 | 00 | IJ |

TOTAL AWARD AMOUNT: \$189,553

GRANT CONTACT: Wright, James

GRANT MANAGER: Lois Mock

PROJECT SUMMARY FOR 94-IJ-CX-0033

The project will conduct a national survey of weapon-related violence, victimization, and associated behavior of a random sample of 3,000 male high school students (juniors and seniors). The survey will gather detailed behavioral and attitudinal data on acquisition, ownership, and use of firearms and other weapons as well as data on victimization experiences and violent and criminal activities. Data will also be collected from a nationally representative sample of urban and non-urban high schools concerning the incidence of weapon-related activity in these schools and strategies for responding to it.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SCHOOL CRIME & ED PRGM

PROJECT NUMBER: 1994-IJ-CX-0062

PROJECT TITLE: Dynamics of Violent Incidents Among Inner-City Adolescent School Students in Atlanta, Georgia

GRANTEE: Clark Atlanta University

ADDRESS: 223 James Brawley Drive SW
Atlanta, GA 30314

COUNTY: Dekalb

GRANT PERIOD: 10/01/1994 TO 05/30/1996

LATEST AWARD DATE: 09/30/1994

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1994 | \$44,293 | 00 | IJ |

TOTAL AWARD AMOUNT: \$44,293

AWARD CONTACT: Lockwood, Daniel

GRANT MANAGER: Richard Titus

PROJECT SUMMARY FOR 94-IJ-CX-0062

This project will conduct interviews with 200 adolescents who have been involved in school violence to clarify the dynamics leading up to the violence. The information will be used to design a school curriculum that better addresses those dynamics. Products will include journal articles, a Research In Brief-length article, a technical report, and an automated dataset.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: COOPERATIVE AGREEMENT

PROGRAM AREA: PREVENTION

PROJECT NUMBER: 1994-IJ-CX-K012

PROJECT TITLE: Assault Crisis Teams: Preventing Youth Violence Through Monitoring, Mentoring, and Mediating

GRANTEE: St. Louis Metropolitan Police Department

ADDRESS: 1200 Clark Street
St. Louis, MO 63103

COUNTY: St. Louis

GRANT PERIOD: 10/01/1994 TO 09/30/1997

LATEST AWARD DATE: 09/30/1994

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1994 | \$499,345 | 00 | IJ |

TOTAL AWARD AMOUNT: \$499,345

POINT CONTACT: Rosenfeld, Richard

GRANT MANAGER: Lois Mock

PROJECT SUMMARY FOR 94-IJ-CX-K012

This project involves the creation of Assault Crisis Teams that will work in an emergency medical treatment center serving high-risk populations, a juvenile detention facility, an adult medium security institution, and in one or two neighborhoods with high levels of violence. The primary target population is African-American males 15-29 years of age within these locations in St. Louis. This group was chosen because their risk of violent death is at least ten times higher than other males in this age group. The teams will monitor levels and patterns of violence in these settings, establish mentoring programs for high risk youth in non-violent conflict resolution techniques, and mediate disputes with a potential for violent outcomes. The teams will consist of medical social service, educational, and criminal justice personnel, as well as community residents trained in conflict management. The primary goals of the project are to reduce morbidity and mortality of gun-related assaults, reduce frequency of carrying guns, and reduce frequency of assaults. The impact of the program will be evaluated through a case control quasi-experimental design and a comparison of neighborhoods having ACTs with those that do not. A process evaluation will also be conducted to determine the expansiveness of the program (persons reached), satisfaction with the service delivered, cooperation among the parties involved, and the feasibility of the program. Agencies involved in the project include the St. Louis Police Department, the Department of Health and Hospitals, the Family Court, the Gateway Regional Crime Commission (a community organization), and the University of Missouri-St. Louis.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: COOPERATIVE AGREEMENT

PROGRAM AREA: CRIME PREVENTION

PROJECT NUMBER: 1994-IJ-CX-K015

PROJECT TITLE: SAFE TRAVEL TO AND FROM SCHOOL: A PROBLEM ORIENTED POLICING

GRANTEE: Temple University

ADDRESS: 1115 West Berks Street, 10th Fl
Philadelphia, PA 19122

COUNTY: Philadelphia

GRANT PERIOD: 10/01/1994 TO 03/31/1996

LATEST AWARD DATE: 09/30/1994

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1994 | \$46,454 | 00 | IJ |
| 1994 | (\$574) | | IJ |

TOTAL AWARD AMOUNT: \$45,880

GRANT CONTACT: Greene, Jack

GRANT MANAGER: Rosemary Murphy

PROJECT SUMMARY FOR 94-IJ-CX-K015

The North Central Police Dept. and the Center for Public Policy of Temple University will work together to implement problem-oriented policing strategies to address the safety of school age children as they travel to and from school. Problem-oriented policing involves: (1) attacking the underlying problems that create the incidents traditionally reacted to by police; (2) employing the experience and creativity of line officers to study the problems and develop solutions; and (3) involving the community to help the police to address the needs and concerns of citizens. The project will employ problem-oriented policing in two middle schools, while two control schools will continue to receive traditional responses to school safety.

A secondary goal of the project will be to increase the capacity of the Philadelphia Police Dept. to use problem-oriented policing strategies throughout the 22 police districts in Philadelphia by establishing this effort as a model.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: PREVENTION

PROJECT NUMBER: 1994-JC-CX-0001

PROJECT TITLE: CHILDREN AS WITNESSES TO VIOLENCE EVALUATION PROPOSAL FOR

GRANTEE: Howard University

ADDRESS: 2400 Sixth Street NW
Washington, DC 20008

COUNTY: District of Columbia

GRANT PERIOD: 07/01/1994 TO 02/01/1996

LATEST AWARD DATE: 09/30/1994

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1994 | \$58,486 | 00 | JC |

TOTAL AWARD AMOUNT: \$58,486

GRANT CONTACT: Cole, O.Jackson

GRANT MANAGER: Rosemary Murphy

PROJECT SUMMARY FOR 94-JC-CX-0001

This project will support an initial evaluation of a culturally appropriate, multi-level, after-school intervention program with 240 African-American children that is intended to reduce the children's likelihood of experiencing negative psychological effects of community violence and engagement in violent behavior.

The project will focus on cultural strengths of these African-Americans by incorporating cultural history, exposure to cultural artifacts and foods, modeling positive regard for cultural differences, and exploring children's feelings about their cultural groups and correcting any misimpressions which may exist. Through increasing cultural awareness in a positive manner, the project will use culture as a cohesive force to set the stage for a positive value orientation.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: CRIME PREVENTION

PROJECT NUMBER: 1995-MU-MU-0026

PROJECT TITLE: Intervention for Elementary School Children Exposed to Community Violence

GRANTEE: Howard University

ADDRESS: 2400 Sixth Street NW
Washington, DC 20008

COUNTY: District of Columbia

GRANT PERIOD: 10/01/1995 TO 06/30/1997

LATEST AWARD DATE: 09/30/1995

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1995 | \$66,528 | 00 | IJ |
| 1995 | \$104,130 | 00 | JN |

TOTAL AWARD AMOUNT: \$170,658

GRANT CONTACT: Hill, Hope

GRANT MANAGER: Rosemary Murphy

PROJECT SUMMARY FOR 95-MU-MU-0026

This project will support an initial evaluation of a culturally appropriate, multi-level, after-school intervention with 240 African-American children that is intended to reduce the children's likelihood of experiencing negative psychological effects and engaging in violent behavior. This program is being implemented in Washington, DC. The intervention that is being evaluated is expected to reduce negative psychological symptoms resulting from exposure to community violence, reduce the effects of those already showing psychological symptoms, and enhance children's coping skills that will reduce the potential of the children's involvement in violence in the future.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: PREVENTION

PROJECT NUMBER: 1996-MU-MU-0008

PROJECT TITLE: A National Study of Delinquency Prevention in Schools

GRANTEE: Gottfredson Associates, Inc.

ADDRESS: 3239B Corporate Court
Ellicott City, MD 21042

COUNTY: Howard

GRANT PERIOD: 03/01/1996 TO 10/31/1998

ATEST AWARD DATE: 12/11/1997

| FY | AMOUNT | Supplement. | Fund Code |
|------|-----------|-------------|-----------|
| 1996 | \$125,000 | 00 | DD |
| 1996 | \$63,468 | 00 | IJ |
| 1998 | \$261,419 | 01 | IJ |

OTY AWARD AMOUNT: \$449,887

GRANT CONTACT: Gottfredson, Gary D.

GRANT MANAGER: Rosemary N. Murphy

PROJECT SUMMARY FOR 96-MU-MU-0008

This supplement is Phase II to the Original "National Study of Delinquency Prevention in Schools 96-MU-MU-0008". This supplement is to conduct teacher and student surveys in 600 secondary schools and to increase the number of program providers to 9 per school in all 900 schools. It will also provide middle, junior/high school baseline data for use in assessing to what extent to which the nature and amount of prevention program implementation related to reduction in school delinquency, drug use, violence and more proximal program outcomes. This project is a national study of the extensiveness and success in implementation of school-based prevention in schools. A national sample of 900 schools will be included in the project. The sample is stratified by location (urban, suburban, rural) and level (elementary, middle/junior, and high). Principals serve as initial informants in their schools, nominating program providers who can supply more information about programs operating in their schools, this study will evaluate the effectiveness of combinations of school-based prevention activity. Some schools are more successful than others in putting programs in place. Better understanding of the characteristics of the schools and programs that promote successful program effectiveness. Project products will include a final report, an executive summary, scholarly articles and quarterly progress reports. The results of the project will be of interest and use to principals, teachers and program providers.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1997-IJ-CX-0028

PROJECT TITLE: Influence of Neighborhood Disadvantage on Delinquency and Drug Use

GRANTEE: Research Foundation of the State University of New York - Albany

ADDRESS: 1400 Washington Avenue
Albany, NY 12222

COUNTY: Albany

GRANT PERIOD: 06/01/1997 TO 10/15/1998

LATEST AWARD DATE: 07/17/1997

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1997 | \$30,485 | 00 | IJ |

TOTAL AWARD AMOUNT: \$30,485

GRANT CONTACT: Baumer, Eric P.

GRANT MANAGER: Richard Titus

PROJECT SUMMARY FOR 97-IJ-CX-0028

Researchers have long acknowledged the complementary roles of individual, family and neighborhood-level factors in explaining delinquency. Nevertheless, although a large body of research has examined the influence of individual and family background characteristics on delinquent behavior, very little research has considered the role of neighborhood social contexts in shaping such behaviour. This is primarily because, until recently, datasets containing information both on individuals and on the neighborhoods in which they reside were unavailable. The proposed project combines 3 waves of data from the National Survey of Children (NSC) with a specially designed neighborhood-level (e.g., zip code, census tract, and block-group level) dataset to examine the effects of individual, family and neighborhood characteristics on delinquency and drug use among a nationally representative sample of adolescents and young adults. Hierarchical linear regression and event-history regression models will be estimated with the broad objective of examining how qualities of an adolescent's neighborhood influence the likelihood of delinquency, net of the effects of individual and family characteristics. The research will also explore possible indirect effects of neighborhood context on delinquency by assessing the impact of neighborhood conditions on many of the key causal paths (e.g., parental supervision, aspirations and expectations, delinquent values, delinquent peers) identified in major theories of delinquency. Finally, the research will explore the potentially differential impact of neighborhood characteristics across socioeconomic and racial groups, as well as the degree to which differences in the socioeconomic and demographic composition of the neighborhoods inhabited by different racial groups may explain the often pronounced differences in delinquent behavior between these groups.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1997-IJ-CX-0050

PROJECT TITLE: Adolescent Violence in Schools and Communities

GRANTEE: Vera Institute of Justice, Inc.

ADDRESS: 377 Broadway
New York, NY 10013

COUNTY: New York

GRANT PERIOD: 07/01/1997 TO 06/30/1999

LATEST AWARD DATE: 09/30/1997

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1997 | \$250,000 | 00 | IJ |

TOTAL AWARD AMOUNT: \$250,000

GRANT CONTACT: Sullivan, Mercer

GRANT MANAGER: Richard Titus

PROJECT SUMMARY FOR 97-IJ-CX-0050

This project addresses the context and meaning of violence in the lives of adolescents and the ways in which the danger of violence affects their development. Four areas are of particular concern: 1) what adolescents actually do in order to stay safe; 2) what kinds of social supports adolescents draw on in order to avoid violence and to cope psychologically with exposure to violence, 3) the relationship between the fear of being victimized and the propensity to victimize others; and 4) an understanding of the meaning of violence for adolescents.

In a comparative ethnographic approach, adolescents will be studied in three junior high schools in different areas of New York City and their communities. Data collection will include participant observation; neighborhood walks; life history interviews; parent interviews; and standard psychological instruments.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1998-IJ-CX-0056

PROJECT TITLE: Building Safer Public Housing Communities through Locally Initiated Research Partnerships

GRANTEE: Metropolitan Development & Housing Authority

ADDRESS: PO Box 846
Nashville, TN 37202

COUNTY: Davidson

GRANT PERIOD: 08/01/1998 TO 07/31/2000

LATEST AWARD DATE: 09/04/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1998 | \$118,042 | 00 | IJ |

TOTAL AWARD AMOUNT: \$118,042

GRANT CONTACT: Nicely, Gerald F.

GRANT MANAGER: Rosemary N. Murphy

PROJECT SUMMARY FOR 98-IJ-CX-0056

The proposed project will evaluate the effectiveness of the Truancy Reduction Program (TRP), which was implemented to address the issues of juvenile crime and truancy in public housing. The program was developed by public housing residents, the Juvenile Court of Davidson County, and the Metropolitan Development and Housing Agency. The study will use a multivariate design, and the predicated variated will be increase in school attendance. The target population will be children from public housing communities who participate in the TRP. The analysis procedures will be driven by the hypotheses being tested: (1) Children who participate in the TRP will increase their attendance rates; (2) Children who participate in the TRP and other community services will increase their attendance rates; (3) Children who participate in the TRP and other community services, which are part of a Public Housing Drug Elimination Program (PHDEP) network, will increase their attendance rates at higher rates than children who participate in the TRP and other community services, which are not a part of a PHDEP network. Multiple regression techniques will be used to analyze data to test the three hypotheses. Independent variables will include both student-level and program-level data.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1998-IJ-CX-0077

PROJECT TITLE: Youth-Police Interaction and the Implication for Co-Production of Safety in Chicago

GRANTEE: Chicago Alliance for Neighborhood Safety

ADDRESS: 175 West Jackson #A2113
Chicago, IL 60604

COUNTY: Cook

GRANT PERIOD: 04/01/1999 TO 05/31/2000

LATEST AWARD DATE: 09/30/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1998 | \$160,787 | 00 | IJ |

TOTAL AWARD AMOUNT: \$160,787

AWARD CONTACT: Friedman, Warren

GRANT MANAGER: Rosemary N. Murphy

PROJECT SUMMARY FOR 98-IJ-CX-0077

The goal of the proposed project is to examine changes in youth attitudes towards and perceptions of the police, between 1993 and 1999. In 1993, the Chicago Alliance for Neighborhood Safety (CANS) conducted a survey of 968 public high school students from 18 high schools in 18 police districts in Chicago. The survey was conducted before the advent of community policing in Chicago--the Chicago Alternative Policing Strategy (CAPS). To examine if youth-police interactions have improved since the launching of CAPS, the proposed research involves a conducting a second, enhanced survey in the same 18 schools. In addition to questions from the original survey (pertaining to youths' recent contact with police), questions will be added to assess youth's understanding of CAPS and its goals, as well as their observations of recent changes in police visibility or police interactions with neighborhood residents. In addition, three 2-hour focus groups will be conducted with police, adults, and youth to discuss the findings of the second survey.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: COOPERATIVE AGREEMENT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1999-IJ-CX-K003

PROJECT TITLE: Juvenile Justice Program for Forsyth County

GRANTEE: Wake Forest University

ADDRESS: PO Box 7686
Winston-Salem, NC 27109

COUNTY: Forsyth

GRANT PERIOD: 07/01/1998 TO 09/14/2000

LATEST AWARD DATE: 02/23/1999

| FY | AMOUNT | Supplement | Fund Code |
|-----------|---------------|-------------------|------------------|
| 1999 | \$249,758 | 00 | IJ |

TOTAL AWARD AMOUNT: \$249,758

GRANT CONTACT: Cole, Julie B.

GRANT MANAGER: Andrea Tisi

Wake Forest University, the chosen research and planning partner of the Winston-Salem Strategic Approaches to Community Safety Initiative (SACSI) proposes to provide research to analyze the chosen subject of the Winston-Salem SACSI group: youth violence. Violent and being arrested in 1997. Civic leaders established a multi-agency working group, first in the form of Forsyth Futures and now in the violence, and linked drug usage, in the community.

This research proposal outlines the role of Wake Forest University in supporting and informing the multi-agency SACSI working group. Wake Forest and the Winston-Salem multi-agency SACSI group have begun examining the scope of their juvenile violence problem by conducting "reviews" of youth crime incidents, by analyzing police data, and by conducting focus groups with practitioners. In addition, they propose to interview offenders and their families in order to understand the context of youth crimes. Once the youth crime problem is better understood, Wake Forest will help to devise intervention strategies for Winston-Salem. This relationship is a dynamic process, in which Wake Forest plans to respond to the research needs of the inter-agency group as they arise.

C. Law Enforcement

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: CRIME PREVENTION

PROJECT NUMBER: 1994-IJ-CX-0056

PROJECT TITLE: Proposal for Continuation of Firearms and Violence: Juveniles, Illicit Markets and Fear

GRANTEE: Harvard College, Presidents and Fellows of

ADDRESS: 1350 Massachusetts Avenue
Cambridge, MA 02138

COUNTY: Middlesex

GRANT PERIOD: 11/01/1994 TO 12/31/1998

LATEST AWARD DATE: 09/30/1996

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1994 | \$311,499 | 00 | IJ |
| 1996 | \$190,282 | 01 | IJ |

TOTAL AWARD AMOUNT: \$501,781

GRANT CONTACT: Michaelson, Susan

GRANT MANAGER: Lois Mock

PROJECT SUMMARY FOR 94-IJ-CX-0056

The Program in Criminal Justice Policy and Management, Harvard University, proposes to test the applicability of preventing juvenile gun violence in Boston, Massachusetts, through problem solving policing focused on disrupting the illicit market in firearms and reducing juveniles' fear.

Over two years, the Program in Criminal Justice Policy and Management (PCJ) will assist the Boston Police Department (BPD) in analyzing its juvenile gun problem and designing an intervention. The goal of the intervention will be to reduce juvenile gun violence in Boston. Particular attention in the problem solving process will be given to the possibilities of disrupting the local black market in firearms and to reducing fear that they may drive juveniles to acquire and carry firearms.

PCJ will offer technical assistance in the problem solving effort; will monitor the implementation of the intervention; will write a process history of the intervention; and will evaluate the impact of the intervention.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: COOPERATIVE AGREEMENT

PROGRAM AREA: CRIME PREVENTION

PROJECT NUMBER: 1994-MU-CX-K003

PROJECT TITLE: Youth, Firearms and Violence in Atlanta: A Problem Solving Approach

GRANTER: Emory University - Office of Sponsored Programs

ADDRESS: 1784 North Decatur Road
Atlanta, GA 30322

COUNTY: Dekalb

GRANT PERIOD: 10/01/1994 TO 09/30/1998

LATEST AWARD DATE: 09/30/1997

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1994 | \$349,846 | 00 | IJ |
| 1994 | \$150,000 | 00 | JN |
| 1997 | \$198,015 | 01 | IJ |

TOTAL AWARD AMOUNT: \$697,861

GRANT CONTACT: Kellermann, Arthur

GRANT MANAGER: Lois Mock

PROJECT SUMMARY FOR 94-MU-CX-K003

This grant award supplements Grant No. 94-MU-CX-K003, co-funded with the Centers for Disease Control and OJJDP. The initial grant employed a problem-solving approach to reducing gun violence by youth in metropolitan Atlanta, working with the community and state and local governments (Project FACT) to analyze the magnitude, extent, and characteristics of the problem. This information was used to design a broad based approach to combat youth firearms violence, employing three complimentary strategies to break the link between youth and guns: 1) demand reduction through community education and enforcement of laws against gun-carrying by youth; 2) supply reduction through a) aggressive enforcement of laws that prohibit sale of firearms to youth and b) systematic tracing of guns used by juvenile offenders; and 3) rehabilitation to decrease recidivism by juveniles caught with weapons. This supplemental grant provides funds for an evaluation of the implementation and impact of these strategies on the reduction of youth gun violence. More specifically, the study will evaluate the efforts of a Youth Gun Task Force, set up by the Atlanta Police Department and the Atlanta Office of the Bureau of Alcohol, Tobacco and Firearms (ATF) to interdict juvenile gun acquisition, carrying, and use in a high risk area of Atlanta and to trace illegal gun trafficking to juveniles in Atlanta. Rates of crime and violence will be analyzed in the experimental area and a comparable control area in Atlanta. Time series county-level measures of homicide, violent crime, fear, and self reported behavior will also be collected and analyzed. Findings will be used to identify the most effective aspects of the program so that they can be reinforced, while ineffective aspects are improved.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: ENFORCEMENT

PROJECT NUMBER: 1995-IJ-CX-0024

PROJECT TITLE: Analysis of the Juvenile Curfew in New Orleans, LA

GRANTEE: University of New Orleans - Office of Research & Sponsored Programs

ADDRESS: ADM 208
New Orleans, LA 70148

COUNTY: Orleans

GRANT PERIOD: 05/01/1995 TO 10/31/1996

LATEST AWARD DATE: 05/23/1995

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1995 | \$135,594 | 00 | IJ |

TOTAL AWARD AMOUNT: \$135,594

GRANT CONTACT: Thayer, Ralph E.

GRANT MANAGER: Rosemary Murphy

PROJECT SUMMARY FOR 95-IJ-CX-0024

This study's primary focus is to determine the impact of the New Orleans curfew on both delinquency and violent crimes committed by juveniles against juveniles. By using mapping analysis techniques, it will be determined those areas of the city where juvenile crime fell after the implementation of the curfew, where it remained the same, and those in which it increased. Of particular interest will be whether the incidence of delinquency and violent crime shifted temporally or spatially. A second focus is to determine the social and behavioral impact of the curfew on teenagers and their families. A third focus of the study is to determine the impact on the criminal justice system, most especially the police department.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: CRIME PREVENTION

PROJECT NUMBER: 1995-IJ-CX-0038

PROJECT TITLE: The Effects of Juvenile Curfews on Violent Crime

GRANTEE: Sam Houston State University

ADDRESS: SHSU Box 2027
Huntsville, TX 77341

COUNTY: Walker

GRANT PERIOD: 09/01/1995 TO 12/31/1996

LATEST AWARD DATE: 09/27/1995

| FY | AMOUNT | Supplement | Fund Code |
|-----------|---------------|-------------------|------------------|
| 1995 | \$49,559 | 00 | IJ |

TOTAL AWARD AMOUNT: \$49,559

GRANT CONTACT: Adams, Kenneth

GRANT MANAGER: Rosemary Murphy

PROJECT SUMMARY FOR 95-IJ-CX-0038

This study responds directly to Goal VI (Small Grants Program) of NIJ's Program Plan. The project will investigate whether curfews reduce violent and non-violent crime and increase school attendance. The study will use a quasi-experimental design and interrupted time series analysis to investigate the impact of curfew implementation on juvenile arrest rates, crime rates, and school attendance in four cities-- Dallas, Ft. Worth, Houston, and San Antonio. (Curfews vary--night only in two sites; night and day in one site; originally night only and now night and day in one site). The analysis will examine global and crime-specific effects, with an emphasis on violent offenses. Similar analysis will be conducted on data from areas surrounding each of the sites to investigate geographic displacement effects. A legal analysis of curfew statutes and enforcement procedures will be conducted.

Anticipated products of this study will include a 2,500 word summary highlighting the findings and related policy implications for possible publication as an NIJ Research in Brief; a full technical report, comprising a literature review, description of methodology, report of findings, conclusions and recommendations; and a clear copy of the automated data set with full documentation in accord with the instructions in the NIJ Data Resources Manual.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: LAW ENFORCEMENT

PROJECT NUMBER: 1995-IJ-CX-0067

PROJECT TITLE: Consent to Search and Seize: An Evaluation of the St. Louis Firearm Suppression Project

GRANTEE: University of Missouri - St. Louis

ADDRESS: 8001 Natural Bridge Road
St. Louis, MO 63121

COUNTY: St. Louis

GRANT PERIOD: 10/01/1995 TO 06/30/1998

LATEST AWARD DATE: 09/30/1995

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1995 | \$326,554 | 00 | IJ |

TOTAL AWARD AMOUNT: \$326,554

GRANT CONTACT: Decker, Scott H.

GRANT MANAGER: Lois Mock

PROJECT SUMMARY FOR 95-IJ-CX-0067

This project will carry out an evaluation of the St. Louis Firearm Suppression Program (FSP), an innovative policing effort to reduce youth firearm possession and violence by obtaining parental consent to search the homes of juveniles suspected of possessing a gun. The process evaluation will attempt to identify effective and non-coercive ways of securing consent to search for illegal firearms. It will also document aspects of police culture linked to problem-oriented policing most responsible for successful outcomes. The outcome evaluation will examine the impact of FSP on youth firearm possession, on the perceived risk of persons whose firearms have been confiscated, and on aggregate-level indicators of firearms use in the communities where the program operated. Data collection will take place over a nine-month period and combine quantitative and qualitative methodologies.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: LAW ENFORCEMENT

PROJECT NUMBER: 1995-IJ-CX-0069

PROJECT TITLE: Evaluation of the Youth Firearm Violence Initiative

GRANTEE: Abt Associates, Inc.

ADDRESS: 55 Wheeler Street
Cambridge, MA 02138

COUNTY: Middlesex

GRANT PERIOD: 10/01/1995 TO 02/29/2000

LATEST AWARD DATE: 02/22/1999

| FY | AMOUNT | Supplement | Fund Code |
|------|------------|------------|-----------|
| 1995 | \$748,568 | 00 | IJ |
| 1996 | \$300,000 | 01 | IJ |
| 1999 | \$299,981 | 02 | IJ |
| 1995 | (\$33,762) | | IJ |

TOTAL AWARD AMOUNT: \$1,314,787

GRANT CONTACT: Beauregard, Marianne

GRANT MANAGER: Steven Edwards

PROJECT SUMMARY FOR 95-IJ-CX-0069

This extension is designed to expand upon the work done in the earlier phase by performing an in-depth analysis of a number of gun market issues, and to do it in a way that supplements and complements the earlier award NIJ made to Northeastern University.

The objectives of this extension will be to examine how police departments actually deal with the issue of gun flow to youth; how departments might utilize information currently available in new and perhaps more productive ways; and what kinds of additional information they need to handle this problem. This extension will focus on the following topics in five (to be determined) Youth Firearms Violence Initiative (YFVI) sites. First, to what extent have departments actually used the ATF data and how has that data been used. Second, what is the department's view of the ATF data, its utility, and the contribution it makes: a) to an understanding of the youthful firearms and b) to the way departments should conduct their business. Third, what additional information and analytic capability do police departments desire and need to shape their interventions. Fourth, what other kinds of gun market and gun flow information should departments have available to them in order to enhance their performance in this area.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: LAW ENFORCEMENT

PROJECT NUMBER: 1995-IJ-CX-0075

PROJECT TITLE: Spatial Aspects of Local Illicit Gun Markets

GRANTEE: Carnegie Mellon University

ADDRESS: Sch of Public Policy Management
Pittsburgh, PA 15213

COUNTY: Allegheny

GRANT PERIOD: 09/01/1995 TO 10/31/1998

LATEST AWARD DATE: 09/30/1995

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1995 | \$220,416 | 00 | IJ |

TOTAL AWARD AMOUNT: \$220,416

GRANT CONTACT: Cohen, Jacqueline

GRANT MANAGER: Nancy La Vigne

PROJECT SUMMARY FOR 95-IJ-CX-0075

This project is a partnership between a local research institution and the Pittsburgh Police. The proposed research will examine the nature of local gun markets, particularly the sources of guns to juveniles and assess the effectiveness of a variety of law enforcement and investigatory strategies directed against these markets. This research will seek new insights into promising criminal justice system strategies for disrupting illegal gun markets.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1997-IJ-CX-0053

PROJECT TITLE: A Study of Illegal Firearms Markets: Fiscal Year 1997

GRANTEE: Northeastern University

ADDRESS: 360 Huntington Avenue
Boston, MA 02115

COUNTY: Suffolk

GRANT PERIOD: 10/01/1997 TO 12/31/1999

LATEST AWARD DATE: 09/30/1997

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1997 | \$499,990 | 00 | IJ |

TOTAL AWARD AMOUNT: \$499,990

AWARD CONTACT: Pierce, Glenn L.

GRANT MANAGER: Lois Mock

PROJECT SUMMARY FOR 97-IJ-CX-0053

This study will utilize data collected in the Bureau of Alcohol, Tobacco, and Firearms' Youth Handgun Interdiction Initiative to: 1) gain an improved understanding of illegal firearms markets targeting juveniles for the purpose of controlling violent crime and enhancing public safety; (2) to gain understanding of the utility of firearms tracing for identifying and helping to control firearms market; and 3) to identify the necessary data requirements and information systems required to support effective firearms tracing. Some aggregate data analyses will be conducted on all seventeen sites in the initial ATF initiative and in-depth market analyses will be conducted in six sites: Baltimore, Memphis, Milwaukee, New York City, San Antonio and St. Louis. The major sources of data include: 1) National Tracing Center Trace Request Form; 2) National Tracing Center firearms trace data; 3) local police department and computerized data; 4) local law enforcement, criminal justice practitioner and FFL dealer interviews; 5) National Training Center personnel interviews; 6) end-to-end firearms trace data; and 7) supplementary data sources.

Project products will include interim write-ups of the various stages of analysis in each site, a final technical research report, and a Research in Brief. Machine-readable data will also be submitted for NIJ's archives. Finally, journal articles and papers may also be produced by project staff.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1998-IJ-CX-0039

PROJECT TITLE: Analysis of Title XI Effects: Supplement to Assault Weapons Ban Evaluation

GRANTEE: Urban Institute

ADDRESS: 2100 M Street NW
Washington, DC 20037

COUNTY: District of Columbia

GRANT PERIOD: 06/01/1998 TO 11/30/1999

LATEST AWARD DATE: 06/25/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1998 | \$301,826 | 00 | IJ |

TOTAL AWARD AMOUNT: \$301,826

GRANT CONTACT: Roth, Jeffrey A.

GRANT MANAGER: Lois Mock

PROJECT SUMMARY FOR 98-IJ-CX-0039

This award is a supplemental to Grant No. 95-IJ-CX-0111, a study of the impacts of the Assault Weapons Ban on violent crime and firearms markets. This supplement will accomplish three objectives: First, it will extend and refine the previous impact evaluation of Subtitle A over a longer period of time, examining (a) market effects of the ban as measured by price, production, and theft statistics; (b) utilization of the banned weapons, as measured by law enforcement agency trace requests to the Bureau of Alcohol, Tobacco, and Firearms (ATF) and guns confiscated by police in selected jurisdictions; and (c) the impact of the ban on gun violence, as measured by gun murder rates, victims per gun murder incident, and attacks with banned and non-banned weapons. Second, it will assess the impact of Subtitle B, examining the impact of the ban on gun availability to juveniles and gun murders of and by juveniles, as well as prosecutions of those who supply guns to juveniles. Third, it will evaluate the impact of Subtitle C, which increases regulations on Federally Licensed Firearms dealers (FFLS), by comparing gun trace and other data for those FFLS who did not renew their licenses with those who did under the stricter laws.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1998-IJ-CX-0043

PROJECT TITLE: Police Problem Solving Strategies for Dealing with Youth & Gang Related Firearms

GRANTEE: Rand Corporation

ADDRESS: 1700 Main Street
Santa Monica, CA 90407

COUNTY: Los Angeles

GRANT PERIOD: 06/01/1998 TO 05/31/2000

LATEST AWARD DATE: 07/07/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1998 | \$397,789 | 00 | IJ |

TOTAL AWARD AMOUNT: \$397,789

GRANT CONTACT: Greenwood, Peter

GRANT MANAGER: Lois Mock

PROJECT SUMMARY FOR 98-IJ-CX-0043

This grant covers RAND's work with several agencies, including the Los Angeles Police Department, the Los Angeles County Sheriff's Department, and the Long Beach Police Department, on a two-year study to develop and test strategies for reducing youth and gang-related gun violence. Modeled in part after Harvard's Boston Gun Project, RAND's work will include data collection and crime analysis in selected areas where gun violence is a major concern. Data sources will include (a) computerized records of crimes, arrests, and calls for service that can be linked to specific addresses; (b) characteristics of victims and offenders in youth homicides; (c) gun-tracing records for firearms used in crimes or seized from youth; and (d) geographic patterns of gang dominance and disputes among gangs. Analysis will seek to identify trends and their apparent causes over time through both statistical and geographic analysis. RAND will present the results of the crime analysis for discussion in a series of workshops with law enforcement officials, designed to improve mutual understanding of the problems and to develop and/or refine strategies for reducing youth gun violence. RAND will then conduct a process and impact evaluation of these implemented strategies and results will be compared across areas and jurisdictions.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: PREVENTION

PROJECT NUMBER: 1999-IJ-CX-0008

PROJECT TITLE: Evaluation of the Youth Curfew in Prince George's County, MD

GRANTEE: Urban Institute

ADDRESS: 2100 M Street NW
Washington, DC 20037

COUNTY: District of Columbia

GRANT PERIOD: 01/01/1999 TO 12/31/1999

LATEST AWARD DATE: 02/25/1999

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1999 | \$49,765 | 00 | IJ |

TOTAL AWARD AMOUNT: \$49,765

GRANT CONTACT: Gouvis, Caterina

GRANT MANAGER: Rosemary Murphy

Project Summary for 1999-IJ-CX-0008

The proposed project will evaluate Prince George's County's curfew by studying trends in victimization over time before and after the PGC Police Department began enforcement of the new law. The general hypothesis to be tested through the main analysis is violent victimization of youth under 17 years of age during curfew hours will be lower in the period after enforcement of the curfew began, compared to the period before the curfew. We will use victimization to persons over curfew age and victimization that happened before curfew hours as comparison groups. We will also examine curfew effects on spatial dynamics of victimization before and after the curfew in areas of high crime concentration.

D. Justice System

JUSTICE SYSTEM INTERVENTION GRANTS -- funded from 1994 onward

| <u>INVESTMENTS (\$K)</u> | <u>Subtopics</u> | <u>Evaluations?</u> | | <u>TOT</u> | <u>Closed?</u> | <u>Products*</u> | | <u>Funding Initiatives</u> | |
|---|---|---------------------|----------|------------|----------------|------------------|------------|----------------------------|-------------|
| | | <u>Y</u> | <u>N</u> | | | <u>Fin Rep</u> | <u>NIJ</u> | <u>JAIBG</u> | <u>RSAT</u> |
| Juvenile Waiver Related 6 for \$1,178 | Housing Juveniles as Adults | 1 | 2 | 3 | 0 | | | 1 (noneval) | |
| | Impact of waiver legislation | 3 | | 3 | 0 | | | 1 (eval) | |
| Courts 8 for \$1,199 | Community Justice Conferencing | 1 | 1 | 2 | 1 | 1 | | | |
| | Teen Courts | | 1 | 1 | 1 | 1 | 0 | | |
| | Family Drug Court | 1 | | 1 | 0 | | | | |
| | Sentencing in juvenile court Alternatives (Detroit Handgun, Fast Track) | 1 | | 1 | 0 | | | | 1 (eval) |
| | Prosecutor programs | 2 | | 2 | 1 | 1 | | | |
| | | 1 | | 1 | 1 | 1 | | | |
| Residential substance abuse treatment 6 for \$363 | | | | | | | | | |
| | | 5 | 1 | 6 | 1 | 0.5 | | 1 (noneval) | 5 (eval) |
| Corrections 8 for \$1,733 | Boot Camp | 2 | | 2 | 0 | | | | |
| | Drug Boot Camp | 1 | | 1 | 0 | | | | |
| | Classification Instruments | 2 | 2 | 4 | 1 | 0.5 | | 2 (eval) | |
| | ATI | 1 | | 1 | 1 | 1 | 0 | | |
| CPS and CJ coordination 1 for \$141 | | | | | | | | | |
| | | | 1 | 1 | 1 | 0 | 0 | | |
| TOTAL 29 for \$4,614 | | 21 | 8 | 29 | 8 | 6 | 0 | 6 | 5 |
| Prevention \$45 | | | | 1 | 1 | 0 | | | |
| Other Eval \$500 JAIBG national eval | | | | 1 | 0 | | | | |
| Other (noneval) \$169 | | | | 4 | 2 | 1.5 | 1 | | |
| | | | | 35 | 11 | 7.5 | 1 | | |

* 0.5 product = under review

Justice System – Final Reports and Products

Of 11 projects that have closed, we have identified 6 completed final reports, and one RIB:

- (1) Police Family Group conferencing [95-IJ-CX-0042];
- (2) a planning study of a DC Teen Court [96-IJ-CX-0002];
- (3) a survey of juvenile justice programs in prosecutor's offices [94-IJ-CX-0020];
- (4) an evaluation of alternative placements [95-IJ-CX-0108]
- (5) a survey of the prevention and treatment of HIV/AIDS, STDs, and TB in corrections, includes juveniles [94-IJ-CX-K005]. 1998 RIB;
- (6) Evaluation of the Fast Track alternative program in Bay City, MI [96-IJ-CX-0072].

Three other final reports are under review:

- (1) Profiling the needs of CA's female Youth Authority population [95-IJ-CX-0098]
- (2) development of a classification/risk instrument for treating rapists, and extending it to juvenile [94-IJ-CX-0049]
- (3) An RSAT process evaluation (Barrett Juvenile Correctional Center, VA) [97-RT-VX-K020]

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: PROSECUTION/FELONY CT PROC/SENTENCING

PROJECT NUMBER: 1994-IJ-CX-0020

PROJECT TITLE: STUDY OF JUVENILE JUSTICE PROGRAMS IN PROSECUTOR OFFICES

GRANTEE: Taylor, Ann

ADDRESS: 1106 East Hempstead Avenue
Fairfield, IA 52556

COUNTY: Jefferson

GRANT PERIOD: 09/01/1994 TO 03/31/1996

LATEST AWARD DATE: 09/23/1994

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1994 | \$104,816 | 00 | IJ |

TOTAL AWARD AMOUNT: \$104,816

GRANT CONTACT: TAYLOR, ANN

GRANT MANAGER: Janice Munsterman

PROJECT SUMMARY FOR 94-IJ-CX-0020

This project proposes a review of the relevant literature and a process evaluation of three prosecutor offices, in geographically and size-diverse jurisdictions, to determine what programs they direct for juveniles and juvenile offenders. This information will provide a mechanism by which programs can be replicated or modified and adopted in those jurisdictions seeking new and innovative approaches for juveniles. In addition, it expands the resources available for prosecutors in direct response to the needs articulated at recent focus group meetings.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1994-IJ-CX-0049

PROJECT TITLE: COMPUTERIZATION & VALIDATION OF AN INVENTORY TO ASSESS ADULT

GRANTEE: Brandeis University

ADDRESS: Sponsored Programs Accounting
Waltham, MA 02254

COUNTY: Middlesex

GRANT PERIOD: 12/01/1994 TO 02/28/1997

LATEST AWARD DATE: 09/30/1994

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1994 | \$218,484 | 00 | IJ |

TOTAL AWARD AMOUNT: \$218,484

GRANT CONTACT: Knight, Raymond

GRANT MANAGER: Voncile Gowdy

PROJECT SUMMARY FOR 94-IJ-CX-0049

This study extends the development of diagnostic instruments and offender typologies that had been created under prior studies by this research team. Their Multidimensional Assessment of Sex and Aggression (MASA) was developed by these investigators as a self-report instrument for classifying adult rapists for treatment and future risk. This grant will extend the development of MASA for both adults and juveniles. They will first conduct additional validation tests on the adult sex offender instrument, and then adapt and validate the instrument for juvenile sex offenders. The project will also computerize the administration, scoring, and profiling of both adult and juvenile instruments.

Anticipated results of this study will provide criminal justice professionals, researchers, and policy-makers with assessment tools that can evaluate the domains that are critical when making practical dispositional decisions about sexual offenders.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: COOPERATIVE AGREEMENT

PROGRAM AREA: CORRECTIONS

PROJECT NUMBER: 1994-IJ-CX-K005

PROJECT TITLE: HIV/AIDS & TUBERCULOSIS IN CORRECTIONAL FACILITIES

GRANTEE: Abt Associates, Inc.

ADDRESS: 55 Wheeler Street
Cambridge, MA 02138

COUNTY: Middlesex

GRANT PERIOD: 01/01/1994 TO 03/31/1995

LATEST AWARD DATE: 01/04/1995

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1994 | \$50,000 | 00 | IJ |
| 1995 | \$8,677 | 01 | IJ |

TOTAL AWARD AMOUNT: \$58,677

GRANT CONTACT: HAMMETT, TED

GRANT MANAGER: Cheryl Crawford

PROJECT SUMMARY FOR 94-IJ-CX-K005

The purpose of this project is to survey Federal, State and local correctional systems in the U.S. for the purpose of issuing an updated report on the impact of HIV/AIDS and tuberculosis in correctional facilities. Between 1985 and 1992, NIJ sponsored national surveys and reports on the epidemiology of, and policy responses to HIV/AIDS in correctional facilities. This project will provide an update to those efforts, and will include juvenile facilities. This project is sponsored by NIJ and the Centers for Disease Control and Prevention.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: ENFORCEMENT

PROJECT NUMBER: 1995-IJ-CX-0042

PROJECT TITLE: Bethlehem Pennsylvania Police Family Group Conferencing Project

GRANTEE: Community Service Foundation, Inc.

ADDRESS: PO Box 283
Pipersville, PA 18947

COUNTY: Bucks

GRANT PERIOD: 10/01/1995 TO 12/15/1997

LATEST AWARD DATE: 09/30/1995

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1995 | \$246,551 | 00 | IJ |

TOTAL AWARD AMOUNT: \$246,551

GRANT CONTACT: Wachtel, Theodore

GRANT MANAGER: Winifred Reed

PROJECT SUMMARY FOR 95-IJ-CX-0042

Family Group Conferencing is an innovative community policing technique that involves victims, offenders, and their respective families and friends in addressing moderately serious juvenile crimes. The proposed research would examine a number of aspects of conferencing: police organizational and management issues and the relationship of the police to the community.

The researchers intend to:

- Conduct pre- and post-implementation surveys of community and police attitudes.
- Randomly assign juvenile violent and property crimes to family group conferencing or to juvenile court, evaluating restitution compliance and re-apprehension
- Survey participants (victims, offenders and police officers) for their perceptions about and levels of satisfaction with family group conferencing.
- Analyze police criteria for selecting cases for conferencing
- Evaluate police officers in their development of conferencing skills and styles.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1995-IJ-CX-0098

PROJECT TITLE: Profiling the Needs of California's Female Youth Authority Population

GRANTEE: California State University - Fresno

ADDRESS: 4910 North Chestnut Avenue
Fresno, CA 93726

COUNTY: Fresno

GRANT PERIOD: 01/01/1996 TO 01/31/1997

LATEST AWARD DATE: 09/30/1995

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1995 | \$46,410 | 00 | IJ |

TOTAL AWARD AMOUNT: \$46,410

GRANT CONTACT: Owen, Barbara

GRANT MANAGER: Voncile Gowdy

PROJECT SUMMARY FOR 95-IJ-CX-0098

This applied research project will develop a protocol to assess the needs of the female youthful population nationwide. Specifically, this protocol will be developed through a pilot study of female wards held in the California Youth Authority (CYA). The study will focus on: (1) collecting and analyzing data that will provide a comprehensive profile of female youthful offenders needs in terms of demographic data, language and cultural issues, parental status, substance abuse histories, victimization, and juvenile offense histories; (2) assessing mental health needs and program needs; and (3) collecting data on program availability through a structured program identifying needs that are unmet through current programming. Project findings will be of value to criminal justice professionals, researchers, and policymakers improving the needs of female offenders.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1995-IJ-CX-0106

PROJECT TITLE: Handgun Intervention Program Evaluation

GRANTEE: Urban Institute

ADDRESS: 2100 M Street NW
Washington, DC 20037

COUNTY: District of Columbia

GRANT PERIOD: 09/01/1995 TO 10/31/1998

LATEST AWARD DATE: 08/15/1997

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1995 | \$241,710 | 00 | IJ |
| 1997 | \$25,502 | 01 | IJ |

TOTAL AWARD AMOUNT: \$267,212

GRANT CONTACT: Roth, Jeffrey A.

GRANT MANAGER: Lois Mock

PROJECT SUMMARY FOR 95-IJ-CX-0106

This study would evaluate the Handgun Intervention Program (HIP) in the 36th District Court in Detroit, Michigan. The program is a gun violence prevention program required for Detroit defendants charged with carrying a concealed weapon and is run by volunteers in cooperation with the Court. HIP educates and confronts defendants with the consequences of gun violence, the personal risks of gun carrying, the importance of nonviolence and personal responsibility in African American heritage, the realities of prison life, and alternatives to violence. The evaluation design would be a pretest-posttest control group design, with 200 treatment subjects and 200 concealed weapon, who have no prior record of violent gun use. Outcome measures will compare probation revocation and rearrest for gun carrying or violent gun offenses. Interviews with participants and program organizers would also be conducted to measure participants attitudes and responses to the program and compare these with organizer expectations. Interviews with control group members would measure attitudes and responses to their arrest. Project products will include copies of all data collection instruments, a final technical research report, and a Program Focus report, describing the Handgun Intervention Program and the evaluation findings, to be disseminated widely to practitioner and research audiences. The project will also produce a summary report describing the program and its impact, suitable for NIJ publication as a Research in Brief; quarterly progress reports; and machine readable data for archiving. Scholarly articles may also be produced.

This supplement will allow the grantee to extend the data collection and follow-up period to increase the numbers of gun offenders going through the HIP court program. This is necessary since the number of eligible program participants (first-time offenders with concealed carrying charges only) have been lower than expected. Without this extension of the project data collection period, the findings from the original grant would be compromised due to insufficient numbers. The supplement will also permit geo-coding of the offenders's residence and offense and thus will permit additional geographical analyses regarding high-risk neighborhoods and gun carrying.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: CORRECTIONS

PROJECT NUMBER: 1995-IJ-CX-0108

PROJECT TITLE: Evaluating the Impact of Alternative Placement: Long Term Follow-up of Adjudicated Delinquents

GRANTEE: University of Illinois - Chicago - Office of Research Services

ADDRESS: 1737 West Polk Street - 310140B
Chicago, IL 60612

COUNTY: Cook

GRANT PERIOD: 10/01/1995 TO 09/30/1997

LATEST AWARD DATE: 09/30/1995

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1995 | \$50,000 | 00 | IJ |

TOTAL AWARD AMOUNT: \$50,000

GRANT CONTACT: Fendrich, Michael

GRANT MANAGER: Laura Winterfield

PROJECT SUMMARY FOR 95-IJ-CX-0108

This study, "Evaluating the Impact of Alternative Placement: Long-term Follow-up of Adjudicated Delinquents," responds to issues raised in NIJ's 1995-1996 Research Solicitation for Goal V: Improve Law Enforcement and the Criminal Justice System. The study will explore the relative impacts of alternative placements on the criminal recidivism of adjudicated delinquents. The research will collect and analyze official records of arrest and convictions for a cohort of 298 youth who were admitted as first-time commitments to the Texas Youth Commission in 1983 and released to parole prior to September 1984, evaluating the long-term impact of alternative placement programs (versus state training schools) and the impact of delinquency risk, program adjustment, family problems, IQ, and demographic indicators. The study findings should be of interest to criminal justice policy makers, lawmakers, and officials.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: PREVENTION

PROJECT NUMBER: 1996-IJ-CX-0002

PROJECT TITLE: Time Dollar Teen Court Planning Grant

GRANTEE: Time Dollar, Inc.

ADDRESS: 5500 39th Street NW
Washington, DC 20015

COUNTY: District of Columbia

GRANT PERIOD: 10/01/1995 TO 05/31/1996

LATEST AWARD DATE: 12/07/1995

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1996 | \$50,000 | 00 | IJ |

TOTAL AWARD AMOUNT: \$50,000

GRANT CONTACT: Cahn, Edgar S.

GRANT MANAGER: Bernard Auchter

PROJECT SUMMARY FOR 96-IJ-CX-0002

This project will provide for the development of an innovative approach to delinquency prevention and intervention called Teen Court. The goal of a Teen Court is to intervene effectively in the onset and progression of juvenile crime by mobilizing peer pressure to affect behavior, and by rebuilding the supports that sustain and strengthen family, neighborhood, and community. Teen Courts:

- o Hold offenders responsible for their unlawful acts;
- o Make services available that decrease the conditions that contribute to juvenile crime;
- o Enable the community to become active in reducing recidivism;
- o Provide the defendants with the opportunity to earn "Time Dollars" as a post-sentence option, thereby enabling them to purchase and produce valuable goods and services for themselves and their families;
- o Create turning points and passage ways for at-risk youth;
- o Develop new leadership roles, peer norms, and status elevating options for law abiding youth;
- o Enable youth to establish the equivalent of a work record as volunteers that can aid them in securing employment and access to higher education.

This planning project will enable the start of a Time Dollar Teen Court Project in a District of Columbia diversion program and provide for the development of a research design.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1996-IJ-CX-0072

PROJECT TITLE: Fast Track Program Study: Tracking Non-Violent Juvenile Criminal Offenders

GRANTEE: Bay City Police Department

ADDRESS: 501 Third Street
Bay City, MI 48708

COUNTY: Bay

GRANT PERIOD: 01/01/1997 TO 09/07/1998

LATEST AWARD DATE: 09/30/1996

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1996 | \$32,760 | 00 | IJ |

TOTAL AWARD AMOUNT: \$32,760

GRANT CONTACT: Phelps, Penny

GRANT MANAGER: Eric Jeffries

PROJECT SUMMARY FOR 96-IJ-CX-0072

This proposal is in response to the National Institute of Justice's call for proposals for Policing Research and Evaluation. This project will be conducted by a team of two Bay City Police administrators in collaboration with professors from Saginaw Valley State University. It is anticipated that this interaction with these two formal organizations will produce a model of collaboration between researchers and practitioners which will yield a compatible team-decision making process for future regional collaborative efforts.

This project will study a youth offenders program, Fast Track, which ensures punishment for non-violent crimes assists the Bay County Juvenile Home and the Bay County Probate Court with overload casework in juvenile crime. The Bay City Police Department believes that the Fast Track program provides a viable option for decreasing juvenile crime and preventing potential repeat offenders from reentering the probate system. The project team will provide a detailed report evaluating the Fast Track Program.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1996-SC-LX-0001

PROJECT TITLE: Correctional Boot Camps for Juveniles: A Proposal for a Multi-Site Study

GRANTEE: University of Maryland - College Park

ADDRESS: Lee Building, Room 2100
College Park, MD 20742

COUNTY: Prince Georges

GRANT PERIOD: 04/01/1996 TO 08/31/1999

LATEST AWARD DATE: 04/24/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1996 | \$398,322 | 00 | SC |
| 1998 | \$48,063 | 01 | SC |

TOTAL AWARD AMOUNT: \$446,385

GRANT CONTACT: MacKenzie, Doris

GRANT MANAGER: Voncile B. Gowdy

PROJECT SUMMARY FOR 96-SC-LX-0001

The supplemental funds will allow for the completion of addition surveys (750 more) which will increase the sample size to 2,659 and the addition of 15 sites to the research design. Additional sites will add to the power of the statistical test comparing the boot camps to comparison sites and other site-level analyses.

Project findings will be of value to correctional administrators, policy-makers, and state and local government officials responsible for pursuing effective corrections practices.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: CORRECTIONS

PROJECT NUMBER: 1996-SC-LX-0002

PROJECT TITLE: A National Multi-Site Impact Evaluation of Existing Private and Public Boot Camp Programs

GRANTEE: National Council on Crime and Delinquency

ADDRESS: 685 Market Street, Suite 620
San Francisco, CA 94105

COUNTY: San Francisco

GRANT PERIOD: 04/01/1996 TO 03/31/1999

LATEST AWARD DATE: 05/31/1996

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1996 | \$267,757 | 00 | SC |

TOTAL AWARD AMOUNT: \$267,757

GRANT CONTACT: Austin, James

GRANT MANAGER: Voncile Gowdy

PROJECT SUMMARY FOR 96-SC-LX-0002

This project outlines a research strategy for conducting a multi-site process and impact evaluation of ten, ongoing boot camp programs. Drawing on sites where the research organization is already conducting sponsored research, the study team will focus on: three adult offender programs run by the state departments of corrections; three adult offender programs run by counties; and four juvenile offender programs that are privately operated. A mix of experimental and quasi-experimental designs will be used. The research plan allows for measurement at three points of time at each site, and is particularly sensitive to determining whether and how aftercare strategies influence outcomes. Impact measures include attention to recidivism, shifts in coping skills, changes in socio-economic status, and correctional costs.

Anticipated results of this study will provide criminal justice professionals, researchers, and policy makers with advanced knowledge about boot camps and provide greater detail regarding a myriad of program activities.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1996-SC-VX-0003

PROJECT TITLE: Evaluation of Los Angeles County Juvenile Drug Treatment Boot Camp

GRANTEE: California State University - San Marcos

ADDRESS: 435 East Carmel Street
San Marcos, CA 92069

COUNTY: San Diego

GRANT PERIOD: 02/01/1997 TO 06/30/1999

LATEST AWARD DATE: 09/30/1996

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1996 | \$178,705 | 00 | SC |

TOTAL AWARD AMOUNT: \$178,705

GRANT CONTACT: Zhang, Sheldon

GRANT MANAGER: Voncile B. Gowdy

PROJECT SUMMARY FOR 96-SC-VX-0003

This project addresses evaluation and research related to the provisions of the Crime Act dealing with boot camps. The Violent Crime Control and Law Enforcement Act of 1994 authorized the Federal Government to plan a multi year evaluation strategy that would develop a knowledge base that can be used to examine policy and programmatic experiences in order to recommend improvements of boot camps.

It is the intent of this study to evaluate a county-funded residential program, the Los Angeles County Drug Treatment Boot Camp Program for juveniles age 16-18, using a quasi-experimental design with sample-matching, comparing boot camp to the conventional camp. There is a pre-post test component to determine if drug use is reduced following the program. Using self-report data as well as official recidivism data, the study group will not only analyze the post-program drug use but also will determine whether post-release criminal behavior is also reduced and will determine aspects of successful graduates.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1997-IJ-CX-0013

PROJECT TITLE: A Review of Specialized Courts: Key Issues in Handling Child Abuse and Neglect Cases

GRANTEE: Urban Institute

ADDRESS: 2100 M Street NW
Washington, DC 20037

COUNTY: District of Columbia

GRANT PERIOD: 01/01/1997 TO 05/31/2001

LATEST AWARD DATE: 03/08/1999

| FY | AMOUNT | Supplement | Fund Code |
|------|-------------|------------|-----------|
| 1997 | \$599,705 | 00 | IJ |
| 1998 | \$75,243 | 01 | IJ |
| 1999 | \$1,688,276 | 02 | IJ |

TOTAL AWARD AMOUNT: \$2,363,224

GRANT CONTACT: Harrell, Adele

GRANT MANAGER: K. Jack Riley

PROJECT SUMMARY FOR 97-IJ-CX-0013

Breaking the Cycle (BTC) is a model for system-wide reform of the criminal justice system, designed to reduce substance abuse and criminal activity and to improve the health and social functioning of drug-involved offenders by combining drug treatment with criminal justice sanctions and incentives. This supplemental award extends the national evaluation of BTC to two additional sites--Jacksonville, FL, and Tacoma, WA--using a methodology similar to that used in the initial BTC site, Birmingham, AL. A formative process evaluation will generate periodic reports on strategies used to reach key objectives, the barriers encountered, and innovations developed during the program. The evaluation of BTC's impact will employ a quasi-experimental design to compare a sample of 360 drug-involved offenders recruited prior to program implementation with a sample of 440 offenders eligible for the full range of BTC interventions. In addition, a cost analysis will be completed, as well as an analysis of the impact of BTC on the criminal justice systems in these two jurisdictions.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: CORRECTIONS

PROJECT NUMBER: 1997-IJ-CX-0024

PROJECT TITLE: New Boys On the Block: Under 18-Year Olds in Adult Prisons

GRANTEE: American Correctional Association

ADDRESS: 4380 Forbes Boulevard
Lanham, MD 20706

COUNTY: Prince Georges

GRANT PERIOD: 04/01/1997 TO 06/30/1999

LATEST AWARD DATE: 07/11/1997

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1997 | \$49,592 | 00 | IJ |

TOTAL AWARD AMOUNT: \$49,592

GRANT CONTACT: Levinson, Robert B.

GRANT MANAGER: Angela Moore-Parmley

PROJECT SUMMARY FOR 97-IJ-CX-0024

The purpose of this nine-month study is to examine the juvenile population currently housed in adult prisons. Specifically, the study will ascertain the number of under-18-year-olds in the nation's corrections departments and the different management methods used for assigning them to living quarters through telephone and mail surveys. The goal is to provide understanding of the growing nature of this issue and how correctional agencies are dealing with this special population.

Project findings will include a final report, an executive summary, and quarterly progress reports. The results of this project will be of interest to policymakers, juvenile justice representatives, and judicial officials.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: COOPERATIVE AGREEMENT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1997-RT-VX-K008

PROJECT TITLE: Evaluation of the Maxey Substance Abuse Treatment Program

GRANTEE: University of Michigan

ADDRESS: 3003 South State Street Rm 1062
Ann Arbor, MI 48106

COUNTY: Washtenaw

GRANT PERIOD: 03/01/1997 TO 02/28/1999

LATEST AWARD DATE: 03/21/1997

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1997 | \$49,022 | 00 | RT |

TOTAL AWARD AMOUNT: \$49,022

GRANT CONTACT: Plawchan, David

GRANT MANAGER: Laura Winterfield

PROJECT SUMMARY FOR 97-RT-VX-K008

The Maxey Training School has received DOJ funds to address the exceedingly high rates of substance abuse in youth involved in the juvenile justice system in Michigan. The proposed evaluation will address five questions: (1) Are the participants appropriate? (2) Is the staff trained to deliver the planned service? (3) How does service delivery vary over time? (4) Do the participants make timely progress? (5) What organizational factors change service delivery and participant progress? The study will describe what actually took place in the treatment process and will assess the long-term outcomes. The study will pilot test a realistic plan to follow-up participants into their communities post-discharge and to collect critical outcome information to differentiate the specialized treatment participants from the comparison group. The investigators will disseminate findings on an ongoing basis to the Maxey administrators.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: COOPERATIVE AGREEMENT

PROGRAM AREA: DRUG ABUSE

PROJECT NUMBER: 1997-RT-VX-K015

PROJECT TITLE: A Year One Program Implementation Evaluation of the South Carolina RSAT for State Prisoners Program

GRANTEE: University of South Carolina - Office of Sponsored Programs

ADDRESS: 516 1/2 South Main Street
Columbia, SC 29208

COUNTY: Richland

GRANT PERIOD: 01/01/1998 TO 03/30/1999

LATEST AWARD DATE: 09/30/1997

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1997 | \$59,746 | 00 | RT |

TOTAL AWARD AMOUNT: \$59,746

GRANT CONTACT: Ruefle, Bill

GRANT MANAGER: Laura Winterfield

PROJECT SUMMARY FOR 97-RT-VX-K015

The University of South Carolina proposes a collaborative project with the South Carolina Department of Corrections (SCDC) to evaluate the Correctional Recovery Academy (CRA), a RSAT for youthful offenders (YOAs) at the Turbeville Correctional Institution.

The primary research purpose is to determine if the CRA and the related post-release continuing care program are delivering the services for which they were planned. The secondary purpose is to design a research methodology that will determine the short and long-term effectiveness of the CRC and be consistent with the national RSAT evaluation design.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: COOPERATIVE AGREEMENT

PROGRAM AREA: DRUG ABUSE

PROJECT NUMBER: 1997-RT-VX-K016

PROJECT TITLE: Evaluation of Texas Youth Commission RSAT Chemical Dependency Treatment

GRANTEE: University of Texas - Austin

ADDRESS: Office of Sponsored Projects
Austin, TX 78713

COUNTY: Travis

GRANT PERIOD: 10/01/1997 TO 05/31/1999

LATEST AWARD DATE: 09/30/1997

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1997 | \$58,577 | 00 | RT |

TOTAL AWARD AMOUNT: \$58,577

GRANT CONTACT: Kelly, William R.

GRANT MANAGER: Laura Winterfield

PROJECT SUMMARY FOR 97-RT-VX-K016

The proposed research project is a collaborative effort between the University of Texas at Austin Center for Criminology and Criminal Justice Research and the Texas Youth Commission (TYC). The TYC is the corrections agency responsible for serving violent and seriously delinquent youth committed to the custody of the state. The TYC Chemical Dependency Treatment Program (CDTP) is a cognitive, social learning based treatment program.

The Primary focus of the proposed project is the assesment of the relationship between baseline offender characteristics/predictors and treatment progress and completion. The goal is achievable through a design that provides a comprehensive, systematic and statistical: (1) evaluation of the relationship between risk assesment and treatment progrss; (2) identification of dynamic criminogenic needs that are predictive of progress in treatment and successful completion of treatment; and (3) evaluation of the relationship between treatment readiness/amenability and treatment progress.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: COOPERATIVE AGREEMENT

PROGRAM AREA: DRUG ABUSE

PROJECT NUMBER: 1997-RT-VX-K019

PROJECT TITLE: RSAT for State Prisoners Program

GRANTEE: University of Illinois - Springfield

ADDRESS: PO Box 19243
Springfield, IL 62794

COUNTY: Sangamon

GRANT PERIOD: 10/01/1997 TO 06/30/1999

LATEST AWARD DATE: 09/30/1997

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1997 | \$59,697 | 00 | RT |

TOTAL AWARD AMOUNT: \$59,697

GRANT CONTACT: Cowles, Ernest L

GRANT MANAGER: Laura Winterfield

PROJECT SUMMARY FOR 97-RT-VX-K019

The proposal plans a 13-month evaluation of a new RSAT program to be located at the Illinois Youth Center-St. Charles. The study will emphasize a formative evaluation, describing why and how the St. Charles RSAT program was designed, implemented, and operates. This process evaluation is to provide detailed information on the program's context, goals, program structure, and organizational linkages. A second aspect of the study is the development of an impact evaluation component that has a three-fold purpose: 1) to establish a structure for the longer-term impact of the RSAT program on the juvenile offenders; 2) to develop baseline data for both an institutional and post-release impact analyses; and 3) to complete an examination of the effects of program participation on offender pre-release behaviors and psychological dimensions. As presently conceived, the post-release impact evaluation will focus on three dimensions: substance abusing behavior after release, reinvolvement in criminal/delinquent behavior; and prosocial activities and involvements.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: COOPERATIVE AGREEMENT

PROGRAM AREA: DRUG ABUSE

PROJECT NUMBER: 1997-RT-VX-K020

PROJECT TITLE: Barrett Juvenile Correctional Center

GRANTEE: Virginia Commonwealth University - Office of Sponsored Programs

ADDRESS: PO Box 980568
Richmond, VA 23298

COUNTY: Richmond

GRANT PERIOD: 09/01/1997 TO 03/31/1999

LATEST AWARD DATE: 09/30/1997

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1997 | \$59,538 | 00 | RT |

TOTAL AWARD AMOUNT: \$59,538

GRANT CONTACT: Gordon, Jill

GRANT MANAGER: Laura Winterfield

PROJECT SUMMARY FOR 97-RT-VX-K020

Responding to the relationship between substance abuse and crime, the Commonwealth of Virginia has established a single-purpose facility which is devoted to the treatment of juvenile offenders who have a moderate to severe substance abuse problem. The Barrett Juvenile Correctional Center facilitates the process of change through the use of a highly structured program which focuses on pro-social attitudes and behaviors. The purpose of this project is to conduct a process evaluation which centers on the implementation of Barrett. This project will use the information gained from the process evaluation to help redirect any program efforts. In addition, this project will examine the impact the Barrett program has had on some of the youth who have received the treatment offered. This impact evaluation will be limited to a sample of Barrett youth only, and will examine release success by scores on various assessment or screening instruments. The final purpose of this project is to establish all necessary components needed to conduct future impact evaluations on the facility.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: CORRECTIONS

PROJECT NUMBER: 1998-CE-VX-0003

PROJECT TITLE: Evaluation of the Department of Correction Housing Program for Waived Juveniles in Ohio

GRANTEE: Abt Associates, Inc.

ADDRESS: 55 Wheeler Street
Cambridge, MA 02138

COUNTY: Middlesex

GRANT PERIOD: 01/01/1998 TO 12/31/1999

LATEST AWARD DATE: 01/07/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1998 | \$191,976 | 00 | CE |

TOTAL AWARD AMOUNT: \$191,976

GRANT CONTACT: Parent, Dale

GRANT MANAGER: Jordan Leiter

PROJECT SUMMARY FOR 98-CE-VX-0003

This research project will evaluate a change in housing and program practices for waived juveniles in Ohio. The evaluation of the housing program for waived juveniles in Ohio will assess the impact on resident and staff behavior of a transition from housing waived juveniles in programmatically austere to a programmatically rich environment. 200 juveniles will be interviewed who have experienced both the old and the experimental regimens during the transition period. These interviews will determine if juveniles' impressions of the program changes are positive, and determine whether changes in their perceptions of the conditions in the two regimens correlates with their officially recorded behaviors. The juveniles interviews also will provide for a separate measure of the fidelity of program implementation - that is, did the Ohio Department of Rehabilitation and Corrections deliver the program they intended. 100 correctional officers, who worked in both the old units and the experimental program, will also be interviewed. These interviews will provide measures of job satisfaction under the two regimens, and (for the experimental unit) to determine whether the program actually implemented varied from that intended, if so why, in what ways, and to what effect.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: ADJUDICATION

PROJECT NUMBER: 1998-CE-VX-0018

PROJECT TITLE: Maryland Department of Juvenile Justice Partnership to Study Waiver Effects

GRANTEE: University of Baltimore

ADDRESS: 1420 North Charles Street
Baltimore, MD 21201

COUNTY: Baltimore

GRANT PERIOD: 02/01/1999 TO 07/30/2000

LATEST AWARD DATE: 09/30/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1998 | \$146,267 | 00 | CE |

TOTAL AWARD AMOUNT: \$146,267

GRANT CONTACT: Senese, Jeffrey D.

GRANT MANAGER: Laura Winterfield

PROJECT SUMMARY FOR 98-CE-VX-0018

This proposal focuses on the issues of juvenile waiver to adult criminal courts and the related sentencing outcomes and effects. The University of Baltimore and the Maryland Department of Juvenile Justice will work together to produce evaluation results for improved management practices as well as inform the Maryland State Assembly about the effects of truth in sentencing and length of stay statutes. The data sources for our proposed project will be based on official sources, interviews and survey research. Our first goal is to determine the extent and quality of youthful offenders in adult facilities. In our second goal, we propose to define the realities of transfer to adult courts with respect to court processing, minority juveniles, location and demographic variables, as well as comparisons of the types of waivers. Third, we propose to create data that will facilitate a comparative understanding of the nature and realities of length/quality/trends of stay in adult and juvenile facilities.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: CORRECTIONS

PROJECT NUMBER: 1998-CE-VX-0024

PROJECT TITLE: Assessing Mental Health Problems Among Serious Delinquents

GRANTEE: California Youth Authority

ADDRESS: 4241 Williamsborough Drive
Sacramento, CA 95823

COUNTY: Sacramento

GRANT PERIOD: 12/01/1998 TO 05/31/2000

LATEST AWARD DATE: 09/30/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1998 | \$310,345 | 00 | CE |

TOTAL AWARD AMOUNT: \$310,345

GRANT CONTACT: Haapanen, Rudy

GRANT MANAGER: John MacDonald

PROJECT SUMMARY FOR 98-CE-VX-0024

The proposed project seeks to establish an assessment package, designed to obtain direct information about the mental health status of wards entering state-level institutions, as a reliable and valuable classification tool for use with youthful offender populations. The project will be conducted in collaboration with Stanford University School of Medicine. The goals of the project are to: (1) estimate the prevalence of various types of mental health problems in the California Youth Authority (CYA) population; (2) validate the mental health assessment package against clinical diagnostic information and information on institutional adjustment and functioning; (3) seek a better understanding of the relationship among mental health problems, prior criminal behavior, personality characteristics, and functioning within institutional environments; and (4) refine and make available a mental health assessment package for institutionalized juvenile offenders.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: CORRECTIONS

PROJECT NUMBER: 1998-CE-VX-0030

PROJECT TITLE: Research & Evaluation on Sentencing Reforms & Their Effects

GRANTEE: Oregon Criminal Justice Council

ADDRESS: 955 Center Street NE, Room 461
Portland, OR 97207

COUNTY: Multnomah

GRANT PERIOD: 10/01/1997 TO 09/30/1999

LATEST AWARD DATE: 09/30/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1998 | \$310,152 | 00 | CE |

TOTAL AWARD AMOUNT: \$310,152

GRANT CONTACT: Lemman, Phillip

GRANT MANAGER: James Trudeau

PROJECT SUMMARY FOR 98-CE-VX-0030

Measure 11 is an Oregon initiative passed in 1994; it created mandatory minimum prison sentences for specified crimes against persons, required that juveniles committing these crimes be treated as adults, and eliminated any statutory sentence reduction. The State of Oregon, in conjunction with the RAND Corporation and the Institute of Criminal Justice at the University of Minnesota, propose a wide-ranging exploration of the effects of Measure 11 as the first project of a long-term partnership. The proposed project will answer numerous questions about the effects of Measure 11 on: managing adult and juvenile offenders sentenced under the Measure, prosecutor policies and actions, court processing impacts, changes in sentencing policy, geographic or other disparities, and effects on public safety--including reductions in violent crime attributable to the Measure. The proposed project will utilize several methods to document the implementation and impact of Measure 11: case study, key actor focus groups, analysis of statewide corrections data, and analysis of implementation and processing data from three of the largest Oregon counties: Multnomah, Marion, and Lane.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1998-IJ-CX-0021

PROJECT TITLE: Estimating the Population at Risk for Violence During Child Visitation

GRANTEE: Victim Services, Inc.

ADDRESS: 2 Lafayette Street
New York, NY 10007

COUNTY: New York

GRANT PERIOD: 02/15/1998 TO 12/31/1998

LATEST AWARD DATE: 03/25/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1998 | \$44,797 | 00 | IJ |

TOTAL AWARD AMOUNT: \$44,797

GRANT CONTACT: O'Sullivan, Chris

GRANT MANAGER: Janice T. Munsterman

PROJECT SUMMARY FOR 98-IJ-CX-0021

The project will examine family court records to determine the extent to which women attempting to separate from a violent partner face risk of violence when fathers exercise child visitation rights. Three sources of data will be used. First, approximately 4,500 visitation and custody cases will be reviewed and cross-checked with records of protection orders to determine the proportion of women involved in custody or visitation disputes who have protection orders against the non-custodial parent. Secondly, the researchers will interview lawyers who provide legal services to battered women in Family Court to conduct a qualitative assessment of: the context in which violence occurs; the risks or benefits of visitation by a father who has been an abusive partner, in the perception of the attorneys and of their clients; and the lawyers' experiences raising these issues in court. The third source of data will be a sample of 500 cases in special domestic felony courts. These cases will be reviewed to determine constitution of the family, the status of the relationship between the abuser and victim, and the context in which violence is occurring. Particular attention will be paid to violations of orders of protection. In addition to providing an estimate of the magnitude of a risk factor that may be faced by women attempting to separate from a violent partner, this study will also inform the courts, attorneys, and social service providers of potential concerns, and contribute to the development of any needed changes in policy and practice.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: ENFORCEMENT

PROJECT NUMBER: 1998-IJ-CX-0033

PROJECT TITLE: Community Justice Conferences: Restorative Policing

GRANTER: University of Maryland - College Park

ADDRESS: Lee Building, Room 2100
College Park, MD 20742

COUNTY: Prince Georges

GRANT PERIOD: 10/01/1997 TO 09/30/1999

LATEST AWARD DATE: 05/15/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1998 | \$221,772 | 00 | IJ |

TOTAL AWARD AMOUNT: \$221,772

GRANT CONTACT: Sherman, Lawrence

GRANT MANAGER: Winifred L. Reed

PROJECT SUMMARY FOR 98-IJ-CX-0033

This project will create a research partnership between the University of Maryland, the Baltimore Police Department, and the Australian National University. Since 1992, the Australian National University has been helping police develop community justice conferences as an alternative to juvenile court. These conferences bring together the juvenile offenders, their victims, their families and friends, and their victim's families and friends. Led by a trained police officer, each conference allows the victim to discuss the harm the offense has caused; allows the offender to discuss his/her views of the offense; and turns to the entire group to set the terms of an agreement the offender must sign as a condition of not being prosecuted of the proposed research project are to determine whether community justice conferences can work in the challenging context of a high crime, inner-city neighborhood -- the Park Heights neighborhood of western Baltimore -- and to examine the relative effectiveness of conferences versus court in reducing repeat offending among youth in the capital city of Canberra, Australia. Products of this effort include: ongoing feedback to the Baltimore Police Department, the Park Heights Citizen's Council and the Maryland Department of Juvenile Services; a revised model of community justice conferences appropriate for a U.S. inner-city poverty area; a series of case studies of crime and restoration; and outcome analysis of the Australian conferencing experience; and data suitable for archiving.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: ENFORCEMENT

PROJECT NUMBER: 1998-IJ-CX-0069

PROJECT TITLE: Children Exposed to Domestic Violence: Providing Help Through Community Oriented Policing & Community Partners

GRANTEE: American Bar Association

ADDRESS: 740 15th Street NW
Washington, DC 20005

COUNTY: District of Columbia

GRANT PERIOD: 10/01/1998 TO 09/30/1999

LATEST AWARD DATE: 09/30/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1998 | \$140,987 | 00 | IJ |

TOTAL AWARD AMOUNT: \$140,987

GRANT CONTACT: Nickles, Laura

GRANT MANAGER: Rosemary N. Murphy

PROJECT SUMMARY FOR 98-IJ-CX-0069

The proposed project will examine how community oriented police departments are working with community partners to address the needs of children exposed to domestic violence. The goals of the project are to determine: (1) how many law enforcement departments are working with community providers to help children exposed to domestic violence; (2) what types of working partnerships are being formed between law enforcement and child protective services and/or community service providers to address the needs of children exposed to domestic violence; (3) what approaches, techniques, methods, and other responses should be replicated in a coordinated community response to children exposed to domestic violence; and (4) what data exist, or can be collected, to measure the impact of a partnership response to children exposed to domestic violence. The proposed research will begin with a national mail survey of approximately 500 community oriented law enforcement departments, followed by a follow-up telephone survey of 30 communities with coordinated response between law enforcement and child protective services and/or community service providers to address the needs of children exposed to domestic violence. During site visits a process study will be conducted that includes interviews with key information (ie.g., judges, victim advocates, mental health providers) and focus groups with non-offending parents about the types of service children received (or failed to receive). Site selection will be driven by the results of the national survey.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: ADJUDICATION

PROJECT NUMBER: 1998-JB-VX-0107

PROJECT TITLE: Process and Outcome Evaluation of Prosecutorial Waiver to Criminal Court in Virginia

GRANTEE: Urban Institute

ADDRESS: 2100 M Street NW
Washington, DC 20037

COUNTY: District of Columbia

GRANT PERIOD: 10/01/1998 TO 09/30/1999

LATEST AWARD DATE: 09/30/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1998 | \$194,803 | 00 | JB |

TOTAL AWARD AMOUNT: \$194,803

GRANT CONTACT: Ferguson, Alexandria

GRANT MANAGER: Akiva Liberman

PROJECT SUMMARY FOR 98-JB-VX-0107

The proposed study will evaluate relationships between Virginia's statutes for transferring juveniles to adult courts and patterns of juvenile violent crime in recent years. The ultimate goal of the proposed research is to help policy makers and practitioners develop and implement laws relating to juvenile transfers by assessing which types of offenders and communities are most likely to benefit or lose from such laws. A key analytical goal is to represent county level data on a Geographical Information System (GIS) -- a convenient and powerful means to describe and visualize spatial and temporal changes in juvenile violent crimes. The premise on which this research is based is that local patterns of juvenile violent crimes can affect both the processes of the juvenile transfer statutes and the outcomes. Three research questions posed are these: (1) What community risk factors explain changes in juvenile violent crimes in Virginia from 1991-96? (2) What factors do prosecutors and judges consider relevant in transferring juveniles to adult courts? (3) Do these juveniles receive substantially different sentences than do similarly situated juveniles sentenced in juvenile court?

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: CORRECTIONS

PROJECT NUMBER: 1998-JB-VX-0108

PROJECT TITLE: Case Classification for Juvenile Corrections: An Evaluation of the Youthful Level of Service Inventory

GRANTEE: University of Cincinnati

ADDRESS: PO Box 210627
Cincinnati, OH 45221

COUNTY: Hamilton

GRANT PERIOD: 01/01/1999 TO 12/31/2000

LATEST AWARD DATE: 09/30/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1998 | \$187,437 | 00 | JB |

TOTAL AWARD AMOUNT: \$187,437

GRANT CONTACT: Travis, Lawrence F.

GRANT MANAGER: Akiva Liberman

PROJECT SUMMARY FOR 98-JB-VX-0108

The proposed research will assess a case classification instrument, the Youthful Level of Service Inventory (Y-LSI), as a guide to case management and treatment of youthful offenders in Ohio. The Y-LSI, which can be applied to three types of correctional placement, has been adopted by the Ohio Department of Youth Services, two juvenile court probation departments, and two community residential programs for juvenile delinquents in the state. The goal of the research is to answer three questions about the Y-LSI: (1) Is it a valid predictor of case outcome for juvenile delinquents under correctional supervision? (2) How do juvenile corrections agencies use it to allocate supervision and services? (3) Are changes in the areas of risk and need measured by the Y-LSI through correctional treatment associated with re-offending rates by youth?

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: CORRECTIONS

PROJECT NUMBER: 1998-JB-VX-0109

PROJECT TITLE: Structured Decision Making for Alameda County Probation

GRANTEE: National Council on Crime and Delinquency

ADDRESS: 685 Market Street, Suite 620
San Francisco, CA 94105

COUNTY: San Francisco

GRANT PERIOD: 10/01/1998 TO 09/30/1999

LATEST AWARD DATE: 09/30/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1998 | \$75,000 | 00 | JB |

TOTAL AWARD AMOUNT: \$75,000

GRANT CONTACT: Liberman, Akiva

GRANT MANAGER: Laura Winterfield

PROJECT SUMMARY FOR 98-JB-VX-0109

The proposed project will evaluate the effectiveness of the Juvenile Risk Assessment Classification System adapted by Alameda County Probation. This study will be an empirical follow-up of a presumptive analysis of the system that NCCD conducted in 1996. The ultimate objective of the evaluation is to develop a management information system that will support an interactive database and data reporting mechanism to help implement the classification system. A related goal is to prepare reports based on the study's findings to help guide management decisions.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: CORRECTIONS

PROJECT NUMBER: 1998-JB-VX-0110

PROJECT TITLE: Use of Risk Assessment in Achieving Accountability-Based Sanctions

GRANTEE: University of Michigan

ADDRESS: 3003 South State Street Rm 1062
Ann Arbor, MI 48106

COUNTY: Washtenaw

GRANT PERIOD: 01/01/1999 TO 06/30/2000

LATEST AWARD DATE: 09/30/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1998 | \$282,600 | 00 | JB |

TOTAL AWARD AMOUNT: \$282,600

GRANT CONTACT: Plawchan, David M.

GRANT MANAGER: Akiva Liberman

PROJECT SUMMARY FOR 98-JB-VX-0110

The proposed research will examine how judicial and correctional officials use (and how useful they find) risk assessment/needs classification for establishing accountability-based sanctions for juvenile offenders. Under such sanctions, juveniles are punished with increasing severity for each delinquent or criminal act or violation of probation. (Such sanctions are required by the Appropriations Bill of PL 105-119.) The project will also consider use of risk assessment at the county level, as the most critical decisions take place there. The four project goals are to: 1) assess the policies, practices and decisions that result in placement of juveniles in juvenile and/or adult residential facilities; 2) identify the correlates of placement/sentencing decisions; 3) identify policies and practices that improve accountability in placement decisions; 4) identify similarities and differences among states in utilization of risk assessment in placement/sentencing decisions. The research will provide valuable knowledge about the extent to which risk assessment/needs classification policies and practices enhance greater accountability to state laws in the sanctions youth receive.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: ADJUDICATION

PROJECT NUMBER: 1998-JB-VX-0111

PROJECT TITLE: Impact of Juvenile Sentencing Guidelines

GRANTEE: University of Utah - Office of Sponsored Projects

ADDRESS: 1471 Federal Way
Salt Lake City, UT 84102

COUNTY: Salt Lake

GRANT PERIOD: 10/01/1998 TO 09/30/2000

LATEST AWARD DATE: 09/30/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1998 | \$200,000 | 00 | JB |
| 1998 | (\$1,764) | | JB |

TOTAL AWARD AMOUNT: \$198,236

GRANT CONTACT: Kiel, Cindy

GRANT MANAGER: Akiva Liberman

PROJECT SUMMARY FOR 98-JB-VX-0111

The proposed project will assess the effectiveness of the juvenile sentencing guidelines and early intervention mandates that the Utah legislature passed in 1997 to prevent young delinquents from becoming serious offenders. The objective of this project are to assess the ability of a state to implement guidelines and to determine which early intervention programs, developed and administered by the Juvenile Court in conjunction with the State's Youth Correction's agency, can successfully deter youth from delinquent activity. The proposed impact study includes both quantitative and qualitative components. The quantitative data will provide analysis on offender characteristics, judicial compliance with guidelines, recidivism, and probation officer caseloads. Qualitative data will be collected by means of semi-structured interviews with juvenile judges, probation officers, juvenile justice administrators, prosecuting attorneys, and a sample of probationers and their parents. These data will document the impact of the new program before, during and after its full implementation.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: FORMULA GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1998-JB-VX-0112

PROJECT TITLE: Understanding Needs and Outcomes of Substance Abuse Treatment for Juvenile Offenders

GRANTEE: Rand Corporation

ADDRESS: 1700 Main Street
Santa Monica, CA 90407

COUNTY: Los Angeles

GRANT PERIOD: 10/01/1998 TO 09/30/1999

LATEST AWARD DATE: 09/30/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1998 | \$74,976 | 00 | JB |

TOTAL AWARD AMOUNT: \$74,976

GRANT CONTACT: Ebener, Patricia

GRANT MANAGER: Akiva Liberman

PROJECT SUMMARY FOR 98-JB-VX-0112

In partnership with RAND, Phoenix House - a nonprofit organization that runs drug treatment and prevention programs for adults and adolescents (including criminal offenders) in several states - is developing a system for routinely monitoring each client's treatment process and outcomes, called PROMS. The proposed project is requesting NIJ support to enhance development, implementation, and analysis of this database. The project objectives are: 1) to monitor proximal outcomes for juvenile offenders in Phoenix House programs; 2) describe the characteristics of juvenile offenders in Phoenix House programs; and 3) assess the validity of juvenile treatment clients' self-reported data on criminal justice status and history.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: ADJUDICATION

PROJECT NUMBER: 1999-IJ-CX-0003

PROJECT TITLE: Competence-Related Abilities of Juveniles Prosecuted in Criminal Court

GRANTEE: University of South Florida

ADDRESS: 4202 Fowler Avenue
Tampa, FL 33620

COUNTY: Hillsborough

GRANT PERIOD: 07/01/1998 TO 10/31/1999

LATEST AWARD DATE: 12/24/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1999 | \$14,010 | 00 | IJ |

TOTAL AWARD AMOUNT: \$14,010

GRANT CONTACT: Boyd, Jenine C.

GRANT MANAGER: Janice Munsterman

Project Summary for 1999-IJ-CX-0003

Traditionally mental retardation or mental illness has been the basis for adult defendants' incompetence to proceed to trial. However, juveniles' competence may be questioned because of the defendants' age and normal immaturity, even if the defendant is not intellectually deficient and does not have significant psychopathology. This study will examine and compare the competence-related abilities of juveniles prosecuted in criminal court to adult pre-trial defendants, specifically in the assessment of abilities involving understanding, appreciation, and reasoning. The results of this study will provide information to the courts and legislatures regarding adolescents' competence-related abilities. It is anticipated that the proposed study will inform policy makers of the relevance of developmental immaturity due to age as a basis for evaluating potential incompetence to proceed to trial in criminal court.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: PREVENTION

PROJECT NUMBER: 1999-JR-VX-0001

PROJECT TITLE: Juvenile Accountability Incentive Block Grant Program

GRANTEE: Abt Associates, Inc.

ADDRESS: 55 Wheeler Street
Cambridge, MA 02138

COUNTY: Middlesex

GRANT PERIOD: 11/01/1998 TO 12/31/2000

LATEST AWARD DATE: 01/28/1999

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1999 | \$499,875 | 00 | JR |

TOTAL AWARD AMOUNT: \$499,875

GRANT CONTACT: Dunworth, Terence

GRANT MANAGER: Laura Winterfield

Project Summary for 99-JR-VX-0001

ABT Association Inc. proposes to conduct a 24 month national process evaluation of the JAIBG program to document (a) how the program was administered, (b) how the JAIBG grants were used by state and local recipients, (c) what practitioners' and policy makers' attitudes were regarding the JAIBG program, and (d) the extent to which States progressed in implementing five JAIBG initiatives. ABT will do this by collecting application data and biennial progress and financial data submitted by the 56 jurisdictions to the Office of Juvenile Justice and Delinquency Prevention (OJJDP). In addition, they will conduct mail surveys, consisting of nine categories, to state and local practitioners and policy makers in the 56 jurisdictions eligible for JAIBG funding. These surveys will focus on officials' attitudes about JAIBG and perceptions about how it was implemented in their jurisdictions. Finally, ABT will use a mix of regionally-based consultations to conduct three-day site visits to six jurisdictions. Products from this project include: an interim progress on each of the six site visits, and a final report.

E. Peers and Gangs

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: PREVENTION

PROJECT NUMBER: 1994-IJ-CX-0058

PROJECT TITLE: Evaluation of G.R.E.A.T.

GRANTEE: University of Nebraska - Omaha

ADDRESS: 6001 Dodge Street
Omaha, NE 68182

COUNTY: Douglas

GRANT PERIOD: 09/01/1994 TO 09/30/1999

LATEST AWARD DATE: 09/30/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1994 | \$183,318 | 00 | IJ |
| 1995 | \$264,990 | 01 | IJ |
| 1997 | \$483,204 | 02 | IJ |
| 1998 | \$300,434 | 03 | IJ |

TOTAL AWARD AMOUNT: \$1,231,946

GRANT CONTACT: Esbensen, Finn-Aage

GRANT MANAGER: Winifred Reed

PROJECT SUMMARY FOR 94-IJ-CX-0058

This project supports the longitudinal evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program. G.R.E.A.T. is a school-based gang prevention curriculum taught by law enforcement officers. This evaluation will: 1) assess the instruction of G.R.E.A.T. officers; and 2) assess the effectiveness of G.R.E.A.T. in terms of attitudinal and behavioral consequences (cross sectional and prospective longitudinal panel design) on students. The first objective of this evaluation will be met by on-site observation of officer training programs, the administration of pre- and post-training questionnaires to students, parents/caretakers, and school and police personnel. This section of the evaluation is now complete. The cross-sectional analysis of the effectiveness-of the G.R.E.A.T. program is also complete. Tasks to be completed during the budget period pertain to the longitudinal analysis of the effectiveness of G.R.E.A.T and are: year three follow up questionnaire administration and preparation, partial completion of the year four surveys, and analysis. Funding will also cover editing, data entry, and file creation of the year data. Surveys will be distributed to discover the school personnel and law enforcement satisfaction with the G.R.E.A.T program. There will be preparation of site specific reports, including case studies of the program implementation. Interim and final reports have been and will continue to be prepared to report the results of this evaluation.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1996-IJ-CX-0030

PROJECT TITLE: Gang Activity in Orange County

GRANTEE: University of California - Irvine - Sponsored Projects Administration

ADDRESS:

Irvine, CA 92697

COUNTY: Orange

GRANT PERIOD: 03/18/1996 TO 04/30/1998

LATEST AWARD DATE: 08/23/1996

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1996 | \$226,384 | 00 | IJ |

TOTAL AWARD AMOUNT: \$226,384

GRANT CONTACT: Vila, Bryan

GRANT MANAGER: Winifred Reed

PROJECT SUMMARY FOR 96-IJ-CX-0030

The primary focus of this NIJ funded project is to sustain, evaluate, and document a multi-agency, regional, cooperative model for reducing gang and youth violence. The project will focus on a variety of questions concerning gangs to increase the understanding of the nature and distribution of gang members and gang crime incidents in Orange County, CA. The goals of the project are to: 1) analyze the extensive gang data collected by the Orange County Chiefs' and Sheriffs' Association; 2) to test the effectiveness of different gang prevention and control efforts initiated by law enforcement agencies; 3) identify factors that contribute to community members perceptions and fears about gang crime; 4) compare residents' fear of gang crime to actual levels of gang activity so that law enforcement efforts may be targeted to address community concerns more efficiently and effectively; and 5) determine how completely, accurately and reliably Orange County law enforcement agencies are measuring illegal gang activity. Results include the identification of strategies to improve data collection on gangs and gang incidents. In addition, the increased utilization of gang data and information are expected to enhance community policing efforts. This project is a collaborative effort of researchers, law enforcement, and the community to develop solutions to gang crime and violence.

BUREAU: OJJDP-OFFICE OF JUVENILE JUST & DEL PREV

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1997-IJ-CX-0010

PROJECT TITLE: Socialization to Gangs in an Emerging Gang City

GRANTEE: University of Missouri - St. Louis

ADDRESS: 8001 Natural Bridge Road
St. Louis, MO 63121

COUNTY: St. Louis

GRANT PERIOD: 02/01/1997 TO 12/31/1998

LATEST AWARD DATE: 03/11/1997

| FY | AMOUNT | Supplement | Fund Code |
|---------------------|-----------------------------------|------------|-----------|
| 1997 | \$116,615 | 00 | IJ |
| TOTAL AWARD AMOUNT: | \$116,615 | | |
| GRANT CONTACT: | Curry, G. David (314) 516-5042 | | |
| GRANT MANAGER: | D. Elen Grigg | | |

PROJECT SUMMARY FOR 97-IJ-CX-0010

This supplemental award will be used to expand and supplement the St. Louis Socialization to Gangs in an Emerging Gang Problem city Study. Phase I of the Socialization study surveyed seventh and eight grade youth populations in selected St. Louis middle schools and analyzed available gang-related crime and juvenile justice data for St. Louis. The primary goal of Phase I was to replicate the Chicago Socialization to Gangs Study in a city with an emerging gang crime problem. Under Phase II, in-depth interviews with 100 gang-involved (75 males and 25 females) youths will be conducted and analysis of the data gathered under Phase I of the Socialization Study will be extended. The Spergel-Curry index of gang involvement will be used to identify the 100 youths most heavily involved in gang activity from youths participating in the St. Louis Socialization to Gangs Survey, St. Louis SafeFutures program participants, and youths taken into custody under the St. Louis Police Department's Juvenile Curfew Program. Project goals are to (1) further validate the Spergel-Curry measures of gang involvement and (2) assess the acceleration of gang involvement for the most "at risk" youths.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1998-IJ-CX-0027

PROJECT TITLE: Youth Groups & Gangs in Europe: A Joint American/European Workshop

GRANTEE: University of Southern California

ADDRESS: University Park
Los Angeles, CA 90089

COUNTY: Los Angeles

GRANT PERIOD: 03/01/1998 TO 12/31/1998

LATEST AWARD DATE: 04/10/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|---------|------------|-----------|
| 1998 | \$9,931 | 00 | IJ |

TOTAL AWARD AMOUNT: \$9,931

GRANT CONTACT: Klein, Malcolm W.

GRANT MANAGER: Christy Visher

PROJECT SUMMARY FOR 98-IJ-CX-0027

This project will support a multinational workshop on coordinated approaches to street gang research in Europe. Data available from American research may be highly relevant to the European situation and to specific gang-involved cities in Europe. North American participants will be selected for their currency in both substantive issues and varied methodological approaches to gang issues, as well as their demonstrated interest in policy implications of gang research. This project will be coordinated with approximately equal contributions from the Netherlands Ministry of Justice and the Belgian Ministry of the Interior. A final report will be prepared summarizing knowledge about the gang situation in many European cities and presenting a research agenda for policy relevant gang research.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: ENFORCEMENT

PROJECT NUMBER: 1998-IJ-CX-0038

PROJECT TITLE: Assessment of the Community Impact of Civil Gang Injunctions

GRANTEE: University of Southern California

ADDRESS: University Park
Los Angeles, CA 90089

COUNTY: Los Angeles

GRANT PERIOD: 07/01/1998 TO 12/31/1999

LATEST AWARD DATE: 06/24/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1998 | \$398,728 | 00 | IJ |

TOTAL AWARD AMOUNT: \$398,728

GRANT CONTACT: Maxson, Cheryl

GRANT MANAGER: Winifred L. Reed

PROJECT SUMMARY FOR 98-IJ-CX-0038

Law enforcement officials in the Los Angeles area have implemented civil gang injunctions that prohibit gang members from engaging in specific activities, such as carrying pagers and loitering at schools. This project is a prospective assessment of the effects of civil gang injunctions on targeted communities. Maxson and colleagues propose an 18 month \$398,728 quasi-experimental evaluation of civil gang injunctions. They will combine survey and observational data in three communities, one with civil injunctions, one to assess displacement issues, and a comparison area. Project goals are (1) "to measure the impact of civil gang injunctions on community residents' perception and experience of crime and neighborhood quality" and (2) to determine whether programmatic effects are at the cost of displacing gang activity to surrounding areas. To date knowledge about the effectiveness of injunctions is based largely on anecdotal information and not on systematic information. One study conducted by the ACLU examined trend data and found that the net effect of the Blythe Street injunction was an "increase in violent crime... and drug trafficking patterns." As with injunction effectiveness, little appears to be known about the theoretical rationale of injunctions. Reviews of injunction guides indicate different operating assumptions, including social disorganization theory and a community policing/prosecution perspective, and deterrence theory social. The products of this effort will include a full report, a short summary geared towards practitioners, and a full dataset.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1998-IJ-CX-0072

PROJECT TITLE: GITS: Further Analyses Using Orange County's Multijurisdictional Gang Incident Tracking System

GRANTEE: University of California - Irvine - Sponsored Projects Administration

ADDRESS:

Irvine, CA 92697

COUNTY: Orange

GRANT PERIOD: 10/01/1998 TO 09/30/1999

LATEST AWARD DATE: 09/30/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1998 | \$103,060 | 00 | IJ |

TOTAL AWARD AMOUNT: \$103,060

GRANT CONTACT: Meeker, James W.

GRANT MANAGER: Winifred Reed

PROJECT SUMMARY FOR 98-IJ-CX-0072

Orange County's Gang Incident Tracking System (GITS) has collected a continuous database for gang activity in the county from 1994 to the present. The project's goals are to: (1) utilize the GITS database to determine the impact on daytime and nighttime curfews on juvenile gang crime; (2) utilize the GITS database and geographic information systems (GIS) technology to determine hotspots and their characteristics to establish the best locations for civil abatement intervention strategies in selected jurisdictions; and (3) utilize the GITS database to explore the implications of using gang-involved versus gang-motivated definitions of gang crime on the analysis of frequency and trends for gang crime. The project will result in reports and summaries of the analyses identified.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: ENFORCEMENT

PROJECT NUMBER: 1998-IJ-CX-0078

PROJECT TITLE: The Police Response to Gangs: A Multi-Site Study

GRANTEE: Arizona State University

ADDRESS: Box 871603
Tempe, AZ 85287

COUNTY: Maricopa

GRANT PERIOD: 01/01/1999 TO 05/31/2000

LATEST AWARD DATE: 09/30/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1998 | \$163,532 | 00 | IJ |

TOTAL AWARD AMOUNT: \$163,532

GRANT CONTACT: Katz, Charles

GRANT MANAGER: Winifred Reed

PROJECT SUMMARY FOR 98-IJ-CX-0078

The proposed project will systematically describe, analyze, and evaluate the programs and activities used by specialized police gang units by using field-based research methods. This will include an effort to develop a deeper understanding of how and why police gang units respond to community gang problems in the way they do. The objectives are to: 1) identify and examine the factors leading to the creation of specialized police gang units and examine how these factors influence the gang unit's response to their community's gang problem; 2) examine alternative ways in which police agencies organize their resources in order to respond to the local gang problem; 3) examine the beliefs of the gang unit officers and how their beliefs might impact the police response to gangs; and 4) identify the activities that gang unit officers perform to clarify the role that police gang units play within their communities.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: ENFORCEMENT

PROJECT NUMBER: 1998-IJ-CX-0083

PROJECT TITLE: Gang-Control Efforts in a Community Policing Environment: Developing Process and Impact Measures

GRANTEE: Police Executive Research Forum (PERF)

ADDRESS: 1120 Connecticut Avenue NW
Washington, DC 20036

COUNTY: District of Columbia

GRANT PERIOD: 01/01/1999 TO 06/30/2000

LATEST AWARD DATE: 09/30/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1998 | \$229,484 | 00 | IJ |

TOTAL AWARD AMOUNT: \$229,484

GRANT CONTACT: Weisel, Deborah

GRANT MANAGER: Winifred Reed

PROJECT SUMMARY FOR 98-IJ-CX-0083

The project will conduct an examination of police responses to gang problems describing the specific gang-control activities carried out by gang units in Baltimore and San Diego. The research will address the following question: what are the functions and activities of the gang unit; what are the outcomes and what measures are used to determine their attainment; how do gang unit personnel spend their time, which outcomes are associated with the different activities; and what is the extent and through which mechanisms do gang control personnel interact with the community, at-risk or gang-involved youth or adults, and other personnel, and how does the gang unit fit into the community-oriented mission of the policy agency. The proposed project will utilize in-depth qualitative examination of police department procedures and practices, and extensive field observation of gang personnel supplemented by daily logs.

The project will also include interviews with police leaders in each agency to determine rationale for gang control policies. Interviews with the gang unit personnel will provide insight into the operational approach to gangs. Information elicited from planned focus groups will be used to design a self-reported activity log to be maintained by gang personnel. The project will also examine department gang policies through documents such as general and special orders, supplemented with interviews. The project will result in a final report, executive summary and data set.

F. General Delinquency

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: DRUG ABUSE

PROJECT NUMBER: 1994-IJ-CX-0036

PROJECT TITLE: Hair Assays and Urinalysis for Drug Use Among Juvenile Offenders

GRANTEE: Operation Par, Inc.

ADDRESS: 10901 C Roosevelt Boulevard
Saint Petersburg, FL 33716

COUNTY: Pinellas

GRANT PERIOD: 10/01/1994 TO 03/31/1995

LATEST AWARD DATE: 09/30/1994

| FY | AMOUNT | Supplement | Fund Code |
|------|------------|------------|-----------|
| 1994 | \$129,264 | 00 | IJ |
| 1994 | (\$11,581) | | IJ |

TOTAL AWARD AMOUNT: \$117,683

GRANT CONTACT: Newel, Richard

GRANT MANAGER: Carolyn Peake

PROJECT SUMMARY FOR 94-IJ-CX-0036

This project will measure the incidence of drug use among two populations of arrested/detained juveniles that differ significantly in demographic attributes. Data will be collected from juvenile in Cleveland, Ohio and Pinellas County, Florida, using self-report, urine testing and hair analysis to measure use of illicit drugs. Data collection in Cleveland was in June of 1994, and administration of this project was transferred from Cleveland State University to Operation PAR, Inc., (OPAR) in Florida. The project will be completed by December, 1995, under OPAR's direction.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1995-IJ-CX-0005

PROJECT TITLE: YOUTH VIOLENCE, GUNS, AND LINKS TO ILLICIT DRUG MARKETS

GRANTEE: Carnegie Mellon University

ADDRESS: Sch of Public Policy Management
Pittsburgh, PA 15213

COUNTY: Allegheny

GRANT PERIOD: 01/01/1995 TO 10/31/1997

LATEST AWARD DATE: 02/15/1995

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1995 | \$174,525 | 00 | IJ |

TOTAL AWARD AMOUNT: \$174,525

GRANT CONTACT: Blumstein, Alfred

GRANT MANAGER: Lois Mock

PROJECT SUMMARY FOR 95-IJ-CX-0005

This project will study the recent growth in juvenile homicide rates by examining, by race and age, data on homicide rates, drug arrest rates, arrest rates for weapons offenses, fractions of homicides involving guns, and other variables that might explain the growth in juvenile homicides. Findings will test the theoretical link between participation in drug markets and gun ownership and violence and the diffusion of guns into the rest of the community.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: VIOLENT CRIMES

PROJECT NUMBER: 1995-IJ-CX-0114

PROJECT TITLE: Patterns and Trends in Youth-Perpetrated Homicides in the United States

GRANTEE: Research Triangle Institute

ADDRESS: 3040 Cornwallis Road
Research Triangle Par, NC 27709

COUNTY: Durham

GRANT PERIOD: 10/01/1995 TO 12/31/1997

LATEST AWARD DATE: 09/30/1995

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1995 | \$115,791 | 00 | IJ |

TOTAL AWARD AMOUNT: \$115,791

GRANT CONTACT: Flewelling, Robert

GRANT MANAGER: Richard Titus

PROJECT SUMMARY FOR 95-IJ-CX-0114

The project will include comprehensive and descriptive examination of patterns and trends in youth-perpetrated homicides since 1980 and an exploration of social and demographic determinants of the recent increases in youth homicide. Specifically, analyses will assess the magnitude and characteristics of recent increases in youth homicide and examine whether these trends vary across population subgroups defined by age, gender, race/ethnicity, region, and metropolitan status. The project will also examine specific characteristics of homicide events, such as the victim-offender relationship, the type of weapon used, and whether the focus on homicide because of the availability of a comprehensive, incident-based national data base on this crime and because of the seriousness of this particular form of violence.

Project findings are expected to attain a high degree of visibility and hold considerable interest for researchers, practitioners, and policy makers. The study should also create a strong empirical foundation for future research and surveillance activities focusing on youth violence.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1996-IJ-CX-0013

PROJECT TITLE: Situational Contexts of Gun Use By Young Males in Inner City

GRANTEE: Columbia University - Trustees

ADDRESS: 630 West 168th Street
New York, NY 10032

COUNTY: New York

GRANT PERIOD: 10/01/1995 TO 03/31/1998

LATEST AWARD DATE: 04/19/1996

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1996 | \$200,000 | 00 | IJ |

TOTAL AWARD AMOUNT: \$200,000

GRANT CONTACT: Fagan, Jeffrey

GRANT MANAGER: Lois Mock

PROJECT SUMMARY FOR 96-IJ-CX-0013

The proposed research will examine the use of guns among young males. They will use a processual analysis of crime decision making to explain the use of guns. The framework for the proposed research will examine the situational contexts of gun use, and the dynamic processes of social interactions and systematic transactions preceding violent events. This framework views crimes as interactions between offender and target, situated in specific social contexts that shape the likelihood, course and outcome of criminal events.

Research will include interviews with 120 respondents from three NYC neighborhoods with high homicide rates of young males 16-22 years of age.

The project will also research factors implicated in the occurrence of homicides. It will identify the types of interactions that lead to gun use or the avoidance of guns among young males in this population group.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: DRUG ABUSE

PROJECT NUMBER: 1996-IJ-CX-0026

PROJECT TITLE: Drug Use Forecasting (DUF) to Examine Methamphetamine Use

GRANTEE: San Diego Association of Government

ADDRESS: 401 B Street
San Diego, CA 92101

COUNTY: San Diego

GRANT PERIOD: 07/01/1996 TO 06/30/1998

LATEST AWARD DATE: 07/02/1996

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1996 | \$69,912 | 00 | IJ |

TOTAL AWARD AMOUNT: \$69,912

GRANT CONTACT: Pennell, Susan

GRANT MANAGER: Thomas Feucht

PROJECT SUMMARY FOR 96-IJ-CX-0026

This project proposes to examine the dynamics of methamphetamine use, methamphetamine market structure, history of use, method of payment, and illegal activity associated with use. The study will use both the Drug Use Forecasting (DUF) interview and a supplementary DUF interview that has been used to study cocaine, crack and heroin use and markets. The interviews will be implemented to all men, women, and juvenile arrestees in San Diego, Houston, Los Angeles, Phoenix, Portland, San Antonio and San Jose DUF sites.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1996-IJ-CX-0027

PROJECT TITLE: Firearm Acquisition, Violent Crime and Juvenile Offenders

GRANTEE: Battelle Memorial Institute

ADDRESS: 505 King Avenue
Columbus, OH 43201

COUNTY: Franklin

GRANT PERIOD: 11/01/1995 TO 04/30/1998

LATEST AWARD DATE: 07/02/1996

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1996 | \$38,749 | 00 | IJ |

TOTAL AWARD AMOUNT: \$38,749

GRANT CONTACT: Rader, Barbara

GRANT MANAGER: Lois Mock

PROJECT SUMMARY FOR 96-IJ-CX-0027

The study proposes to interview incarcerated juvenile offenders convicted of crimes involving a firearm to examine three aspects of adolescent firearm violence: (1) the motives and sources for firearm acquisition; (2) the relationship between youth gangs, illegal drugs, alcohol and firearm acquisition and use; and (3) the comparison between the adolescent perpetrator's perception of the triggering events and circumstances surrounding violent incidents involving firearms, and the official records of the incidents.

This project is an extension of the statewide firearm injury surveillance system (FISS) currently funded by the Centers for Disease Control and Prevention that links data from hospital, emergency rooms, police departments, and medical examiners to identify the magnitude of the firearm injury problem in Washington state. The proposed study will significantly enhance the firearm injury surveillance system by providing in-depth information about adolescents involved in firearm violence that is not available from any other source.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: CORRECTIONS

PROJECT NUMBER: 1998-CE-VX-0026

PROJECT TITLE: Longitudinal Analysis of Recidivism Rates in Three California Youth Authority Parole Release Cohorts

GRANTEE: California Youth Authority

ADDRESS: 4241 Williamsborough Drive
Sacramento, CA 95823

COUNTY: Sacramento

GRANT PERIOD: 10/01/1998 TO 04/01/2000

LATEST AWARD DATE: 09/30/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1998 | \$137,450 | 00 | CE |

TOTAL AWARD AMOUNT: \$137,450

GRANT CONTACT: Skonovd, Norman

GRANT MANAGER: John MacDonald

PROJECT SUMMARY FOR 98-CE-VX-0026

The proposed project will examine recidivism among several parolee release cohorts selected from representative samples of the most serious juvenile and youthful offenders incarcerated in California. The goals of this project are to: (1) investigate the offending behavior of three cohorts to determine what changes, if any, have occurred in the nature and patterns of offending by chronic, youthful offenders released from the Youth Authority over 10 years between Fiscal Years 1981 and 1982 and 1991 and 1992; (2) determine whether there is continuity or discontinuity in the post-release offending patterns of these chronic offenders; (3) examine the impact of policy changes since Fiscal Year 1981-1982 on the level of public protection in California.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1998-IJ-CX-0020

PROJECT TITLE: Exploring Youth Violence Risk and Protective Factors in Three Settings

GRANTEE: University of Southern California

ADDRESS: University Park
Los Angeles, CA 90089

COUNTY: Los Angeles

GRANT PERIOD: 02/01/1998 TO 09/30/1999

LATEST AWARD DATE: 03/13/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1998 | \$124,935 | 00 | IJ |

TOTAL AWARD AMOUNT: \$124,935

GRANT CONTACT: Maxson, Cheryl

GRANT MANAGER: Rosemary N. Murphy

PROJECT SUMMARY FOR 98-IJ-CX-0020

This study addresses longstanding issues in the identification of risk and protective factors for involvement in adolescent violence. Secondary analyses of interviews with youth from three cities, reactions of neighborhoods with demographically high violence rates, will provide the empirical foundation that might take more effectively to interrupt and ultimately reduce adolescent violence.

The primary objectives of this study are: 1) to employ analytic approaches in identifying protective factors that can be manipulated to reduce levels of adolescent violence; and 2) to collaborate with youth violence prevention specialists in translating the identified protective factors into programmatic elements and guidelines for effective prevention policies.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1998-IJ-CX-0026

PROJECT TITLE: Good Kids in Bad Circumstances: A Longitudinal Analysis

GRANTEE: University of Cincinnati

ADDRESS: PO Box 210627
Cincinnati, OH 45221

COUNTY: Hamilton

GRANT PERIOD: 11/01/1997 TO 02/28/1999

LATEST AWARD DATE: 04/10/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1998 | \$19,633 | 00 | IJ |

TOTAL AWARD AMOUNT: \$19,633

GRANT CONTACT: Turner, Michael G.

GRANT MANAGER: Laura Winterfield

PROJECT SUMMARY FOR 98-IJ-CX-0026

The goal of the proposed research is to advance the current understanding of protective factors and explore how they function to insulate high-risk youths from multiple adversities. The study will improve upon the field's understanding of why at-risk youths refrain from, or are involved in only minor forms of delinquent behavior.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1998-IJ-CX-0044

PROJECT TITLE: Neighborhood and Family Contexts of Adolescent Girls' Delinquency

GRANTEE: Harvard College, Presidents and Fellows of

ADDRESS: 1350 Massachusetts Avenue
Cambridge, MA 02138

COUNTY: Middlesex

GRANT PERIOD: 07/01/1998 TO 05/31/1999

LATEST AWARD DATE: 07/10/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1998 | \$49,505 | 00 | IJ |

TOTAL AWARD AMOUNT: \$49,505

GRANT CONTACT: Obeidallah, Dawn A.

GRANT MANAGER: Angela Moore-Parmley

PROJECT SUMMARY FOR 98-IJ-CX-0044

The proposed project was developed in response to the rapidly increasing rates of delinquency among female adolescents. The project will examine adolescent girls' delinquent behaviors and depressive symptoms with respect to family and neighborhood influences. More specifically, the project aims to examine the association between depressive symptoms and delinquency, and to disentangle neighborhood level effects from individual and family level factors. These questions will be investigated through the use of a multi-variate, multi-level data set from the Project on Human Development in Chicago Neighborhoods. The data includes information on 519 early adolescent girls from African-American, Latina, and Caucasian families living in 80 different neighborhoods. Hierarchical Linear Modeling (HLM) will be used to statistically analyze the ecologically nested relations between the individual, the family, and the neighborhood.

G. Dissemination

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: CRIME PREVENTION

PROJECT NUMBER: 1994-IJ-CX-0012

PROJECT TITLE: TRANSFERRING "COMMUNITY-ORIENTED POLICING: AN ALTERNATIVE ST

GRANTEE: International City / County Management Association

ADDRESS: 777 North Capitol Street NE
Washington, DC 20002

COUNTY: District of Columbia

GRANT PERIOD: 01/01/1994 TO 04/30/1995

LATEST AWARD DATE: 05/13/1994

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1994 | \$199,975 | 00 | IJ |

TOTAL AWARD AMOUNT: \$199,975

GRANT CONTACT: LESH, E. ROBERTA

GRANT MANAGER: Carolyn Peake

PROJECT SUMMARY FOR 94-IJ-CX-0012

This award to the International City Management Association (ICMA) is a continuation and expansion of a prior grant to ICMA. ICMA will continue to conduct workshops on community policing for local government teams that include city managers, police chiefs, other local government officials and community leaders. ICMA will conduct seven workshops in different cities throughout the nation.

The workshops will offer special sessions geared toward specific topic areas within community policing. Three of the workshops will feature special sessions on community policing for juveniles. The remainder of the workshops will address other specialty topics, such as community government, community policing budgeting issues, or police department organizational changes under community policing. ICMA will convene an Advisory Board to make recommendations for both improving the quality of the training and for designing specialty topic modules. ICMA will produce new versions of their training manuals, workbooks, and resource books.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: LAW ENFORCEMENT

PROJECT NUMBER: 1995-IJ-CX-0035

PROJECT TITLE: Crime and Justice Thematic Volume on "Youth Crime"

GRANTEE: Castine Research Corporation

ADDRESS: Main Street
Castine, ME 04421

COUNTY: Hancock

GRANT PERIOD: 06/01/1995 TO 10/31/1998

LATEST AWARD DATE: 09/19/1995

| FY | AMOUNT | Supplement | Fund Code |
|------|-----------|------------|-----------|
| 1995 | \$173,303 | 00 | IJ |

TOTAL AWARD AMOUNT: \$173,303

GRANT CONTACT: Tonry, Michael H.

GRANT MANAGER: Mary Graham

PROJECT SUMMARY FOR 95-IJ-CX-0035

This project will develop a new, thematic volume in the publication series Crime and Justice: Annual Review of Justice Research, on "Youth Crime".

The series provides a prominent and prestigious forum for publication of high quality state of the art essays on research on criminal justice issues, institutions and policies. Among its goals: to enhance the status and credibility of criminal justice research; to provide a basic reference source for practitioners and scholars of the criminal justice system; to lessen the disciplinary insularity of much criminal justice research by publicizing developments and trends beyond the disciplines centrally concerned with them; to further the National Institute of Justice's commitment to serious scholarship; and through research agendas presented in individual essays, to suggest topics for further research to scholars, officials and practitioners.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: PROJECT GRANT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1998-IJ-CX-0054

PROJECT TITLE: Proposal to Help Convene Three Policy Forums on Crime Issues for State Policy Makers

GRANTEE: National Governors' Association Center for Best Practices

ADDRESS: 444 North Capitol Street, #267
Washington, DC 20001

COUNTY: District Of Columbia

GRANT PERIOD: 06/01/1998 TO 05/30/1999

LATEST AWARD DATE: 09/04/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|----------|------------|-----------|
| 1998 | \$70,000 | 00 | IJ |

TOTAL AWARD AMOUNT: \$70,000

GRANT CONTACT: Brown, David E.

GRANT MANAGER: Vincent Talucci

PROJECT SUMMARY FOR 98-IJ-CX-0054

The purpose of this grant is to provide assistance to the National Governor's Association, Center for Best Practices to research information on youth crime and violence. A series of policy forums will be held and reports will be issued to Governors that will provide information and facilitate the implementation of sound programs and policies designed to reduce violent juvenile crime.

H. Chicago Project

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: COOPERATIVE AGREEMENT

PROGRAM AREA: CAREER CRIMINAL/SERIOUS JUV OFF

PROJECT NUMBER: 1993-IJ-CX-K005

PROJECT TITLE: Program on Human Development in Chicago Neighborhoods/Program on Human Development and Criminal Behavior

GRANTEE: Harvard College, Presidents and Fellows of

ADDRESS: 1350 Massachusetts Avenue
Cambridge, MA 02138

COUNTY: Middlesex

GRANT PERIOD: 04/01/1993 TO 12/31/1999

LATEST AWARD DATE: 02/19/1999

| FY | AMOUNT | Supplement | Fund Code |
|------|-------------|------------|-----------|
| 1993 | \$1,970,555 | 00 | IJ |
| 1995 | \$2,053,937 | 01 | IJ |
| 1996 | \$1,000,000 | 02 | IJ |
| 1996 | \$1,888,346 | 03 | IJ |
| 1997 | \$2,205,295 | 04 | IJ |
| 1997 | \$200,000 | 05 | IJ |
| 1998 | \$2,200,000 | 06 | IJ |
| 1999 | \$2,200,000 | 07 | IJ |

TOTAL AWARD AMOUNT: \$13,718,133

GRANT CONTACT: Earls, Felton J.

GRANT MANAGER: Christy Visher

PROJECT SUMMARY FOR 93-IJ-CX-K005

This award supports the continuation of the Project on Human Development in Chicago Neighborhoods, an unprecedented longitudinal study which aims to study approximately 6,000 males and females from infancy to young adulthood with a particular focus on the effects of community and neighborhood contexts on the development of prosocial and antisocial behavior (i.e., substance use, delinquency, violence in children and adolescents).

In 1998, primary emphasis is placed on three activities: completion of a second assessment with all enrolled subjects and their primary caregivers, intensive study of daycare arrangements for very young children, and acceleration of data analysis and report preparation. The project is in the fifth year of an expected eight-year data collection and analysis plan.

I. Technology

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: COOPERATIVE AGREEMENT

PROGRAM AREA: SYSTEM SUPPORT

PROJECT NUMBER: 1997-LB-VX-K025

PROJECT TITLE: Facial Recognition Technology

GRANTEE: Analytic Services, Inc.

ADDRESS: 1215 Jefferson Davis Highway
Arlington, VA 22202

COUNTY: Arlington

GRANT PERIOD: 08/01/1997 TO 07/31/1999

LATEST AWARD DATE: 09/30/1997

| FY | AMOUNT | Supplement | Fund Code |
|------|-------------|------------|-----------|
| 1997 | \$3,096,711 | 00 | LB |

TOTAL AWARD AMOUNT: \$3,096,711

GRANT CONTACT: Wisniewski, Helena

GRANT MANAGER: Thomas Coty

PROJECT SUMMARY FOR 97-LB-VX-K025

Locating missing and exploited children, a troubling problem of modern society, suffers from inadequate manpower support. Modern computer technology can substantially enhance the ongoing investigative efforts and has obvious spin-off potential for law enforcement in general. Evolving technologies, such as automated facial recognition and expert system analysis, already exist but must be integrated to provide solutions that are useful in this context. This project will substantially advance current investigative efforts by developing and merging advanced technologies with current case analysis techniques. The first module to be developed, the Face Recognition Tool, will automate the process of matching photographic resources from the National Center for Missing and Exploited Children (NCMEC). In addition to this module, the project will also develop and demonstrate an Intelligent Agent-based software module to assist NCMEC case investigators in researching and analyzing case information. A third module will adapt and integrate an automatic photographic image enhancement capability with the other modules, the project will also develop and demonstrate an Intelligent Agent-based software module to assist NCMEC case investigators in researching and analyzing case information. A third module will adapt and intergrate an automatic photographic image enhancement capability with the other modules. These modules will be delivered to NCMEC for evaluation.

The project will also include research image-progression/regression algorithms and tools, and tools to utilize open source searches in support of investigations related to the exploitation of children.

BUREAU: NIJ-NATIONAL INSTITUTE OF JUSTICE

TYPE: COOPERATIVE AGREEMENT

PROGRAM AREA: CRIME PREVENTION

PROJECT NUMBER: 1998-LB-VX-K021

PROJECT TITLE: Face Recognition and Intelligent Software Development

GRANTEE: Analytic Services, Inc.

ADDRESS: 1215 Jefferson Davis Highway
Arlington, VA 22202

COUNTY: Arlington

GRANT PERIOD: 08/01/1998 TO 07/31/2000

LATEST AWARD DATE: 09/22/1998

| FY | AMOUNT | Supplement | Fund Code |
|------|-------------|------------|-----------|
| 1998 | \$3,749,998 | 00 | LB |

TOTAL AWARD AMOUNT: \$3,749,998

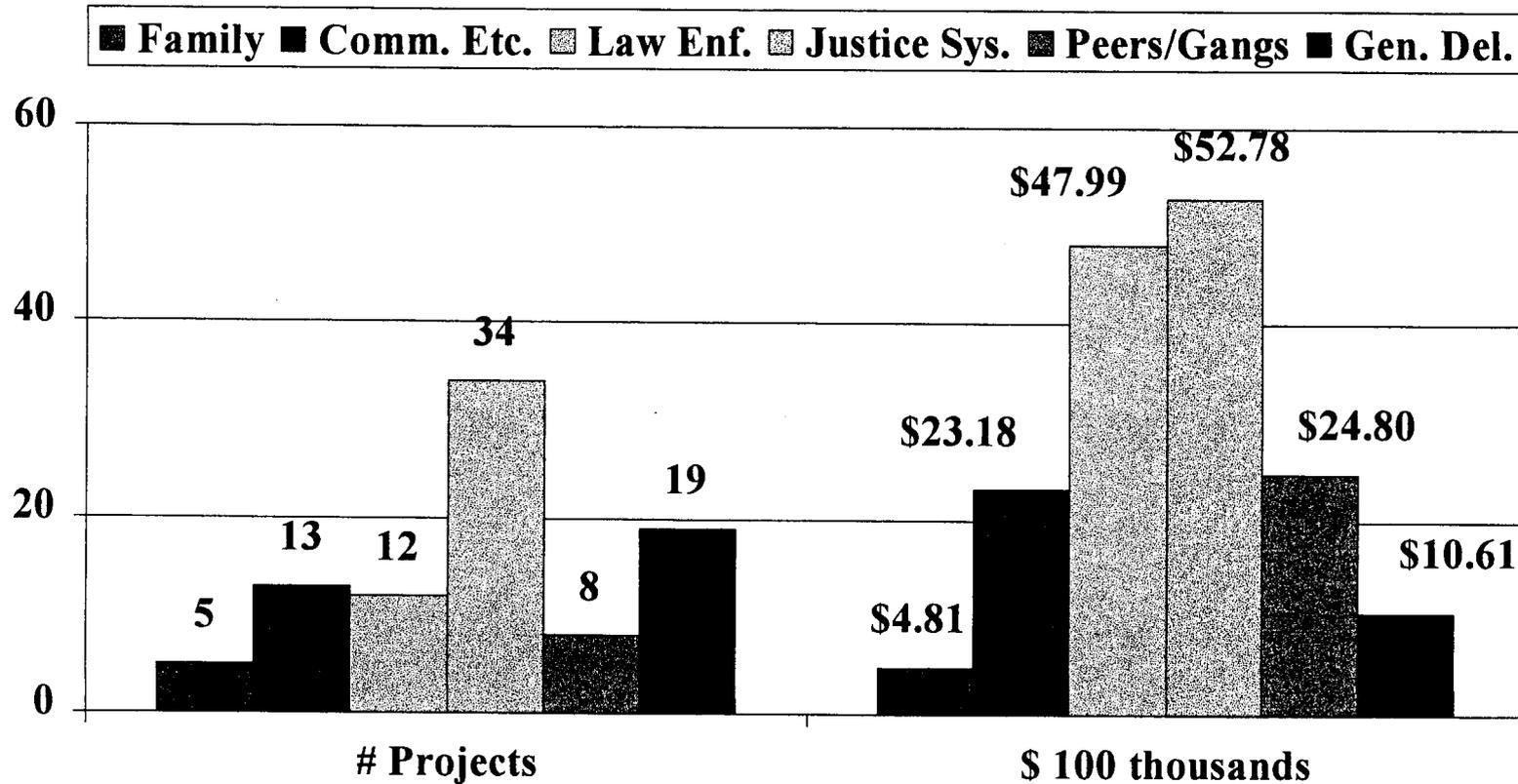
GRANT CONTACT: Babin, Tina M.

PROJECT MANAGER: Thomas Coty

PROJECT SUMMARY FOR 98-LB-VX-K021

Locating missing and exploited children, tracking known sex offenders, and attempting to ID individuals in video surveillance are difficult, time consuming tasks that suffer from inadequate man power support. Modern computer technology can substantially enhance these investigative efforts. Evolving technologies, such as automated still photo and video facial recognition and expert system analysis, already exist but must be integrated with advanced search methods to provide solutions that are useful in this context. This project will develop and integrate specialized software search agents with biometric identification "modules" that can be used as a system to find missing children and fugitives on the Internet, in video surveillance, or other large facial databases. These specialized software search agents can be used in a variety of combinations depending upon the specific type of search required.

NIJ Juvenile-Related Grant Portfolio: from 1994



4/14/99

TABLE 1.
NIJ JUVENILE-RELATED GRANT PORTFOLIO -- funded from 1994

I. Number of Grants

| | <u>PREVENTION</u> | | <u>INTERVENTION</u> | | <u>ETIOLOGY/CAUSES</u> | | <u>OTHER</u> | | |
|--|-------------------|--------------|---------------------|--------------|------------------------|--------------|--------------|--------------|----|
| | <i>Eval</i> | <i>Other</i> | <i>Eval</i> | <i>Other</i> | <i>Eval</i> | <i>Other</i> | <i>Eval</i> | <i>Other</i> | |
| A. Family | 1 | 2 | | | | 2 | | | 5 |
| B. Community/ School/ Social Services/ Multi- Agency Initiatives | 2 | 2 | 2 | 2 | | 2 | | 3 | 13 |
| C. Law Enforcement | 3 | | 6 | 3 | | | | | 12 |
| D. Justice System | | 1 | 21 | 8 | | | 1 | 3 | 34 |
| E. Peers/ Gangs | 3 | | 1 | | | 1 | 2 | 1 | 8 |
| F. General Delinquency | | | | | | 10 | | | 10 |
| | 9 | 5 | 30 | 13 | | 15 | 3 | 7 | 82 |

II. \$ -- thousands

| | | | | | | | | | |
|--|---------|-------|---------|---------|--|---------|-------|-------|----------|
| A. Family | \$62 | \$35 | | | | \$384 | | | \$481 |
| B. Community/ School/ Social Services/ Multi- Agency Initiatives | \$508 | \$215 | \$618 | \$296 | | \$280 | | \$401 | \$2,318 |
| C. Law Enforcement | \$236 | | \$2,494 | \$2,069 | | | | | \$4,799 |
| D. Justice System | | \$45 | \$3,264 | \$1,350 | | | \$500 | \$119 | \$5,278 |
| E. Peers/ Gangs | \$1,561 | | \$399 | | | \$117 | \$393 | \$10 | \$2,480 |
| F. General Delinquency | | | | | | \$1,061 | | | \$1,061 |
| | \$2,367 | \$295 | \$6,775 | \$3,715 | | \$1,842 | \$893 | \$530 | \$16,417 |

G. Dissemination \$443
H. Chicago Project \$13,718
I. Technology \$6,847

INDEX TO PORTFOLIO FOR JUVENILE PROGRAM REVIEW

NOTE: In this index, which is designed to cross-reference grants with publications, grant numbers are followed by title of publication, publication year, and accession number to aid in locating the document within the Portfolio.

CLOSED GRANTS:

1993-IJ-CX-0033:

Children of Battered Women, Final Report, 1998 (172224)

1994-IJ-CX-0012:

Transferring Community-Oriented Policing: An Alternative Strategy, Final Report, 1995 (158381)

1994-IJ-CX-0020:

Juvenile Justice Programs in Prosecutor Offices: An Overview of Four Sites Final Report, 1995 (163412)

1994-IJ-CX-0036:

Hair Assays and Urinalysis for Drugs of Abuse Among Juvenile Offenders: A Comparison of Two Cities Based Upon the Drug Use Forecasting Program Final Report, 1996 (163925)

1994-IJ-CX-0054:

Use of Closed-Circuit Television and Videotaped Testimony in Child Sexual Abuse Trials: An Evaluation of BJA's (Bureau of Justice Assistance's) Funding Program; Executive Summary, 1996 (163351)

Use of Closed-Circuit Television and Videotaped Testimony in Child Sexual Abuse Trials: An Evaluation of BJA's (Bureau of Justice Assistance's) Funding Program; Final Report, 1996 (162930)

1996-IJ-CX-K002:

Legal Interventions in Family Violence: Research Findings and Policy Implications, 1998 (171666)

Research in Action Partnerships: Outreach and Application of Research Findings; Dissemination of Family Violence Research to Justice System Practitioners, 1997 (165203)

1993-IJ-CX-K019:

Report to the National Institute of Justice: The Proposed Iowa Juvenile Court Intake Risk Assessment, Unpublished (171950)

1996-IJ-CX-0014:

Testing Deterrence and Incapacitation as Crime Control Mechanisms: A Refinement of the Hypothesis, 1997 (173774)

ACTIVE GRANTS:

1996-SC-VX-0003:

In Search of Hopeful Glimpses: A Critique of Research Strategies in Current Boot Camp Evaluations, 1998 (170527)

1997-IJ-CX-0036:

Final Report: An Exploratory Study of Indirect Criminal Justice Pressures on Cocaine Sellers, 1989 (138615)

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