

THE USE OF VOLUNTEER PROBATION COUNSELORS FOR MISDEMEANANTS

A SPECIAL DEMONSTRATION PROJECT



Sponsored By:

The Law Enforcement Assistance Administration

U. S. Dept. of Justice

Grant No. 037

Conducted By:

The County Court, Denver, Colorado

1968

001079

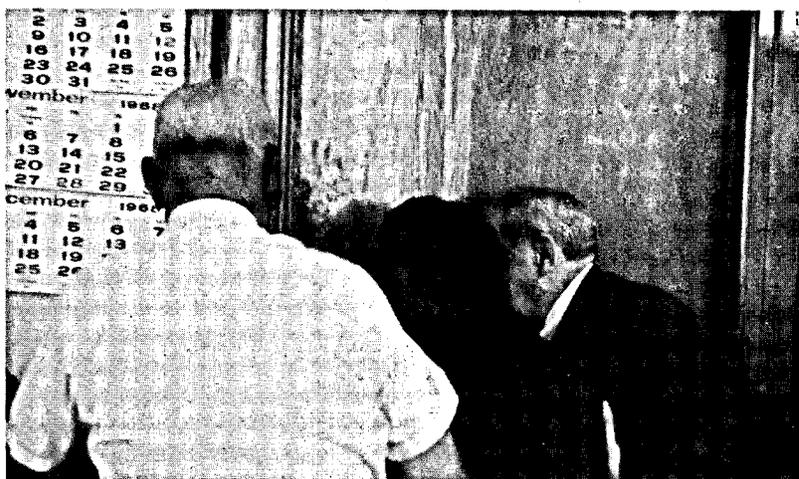
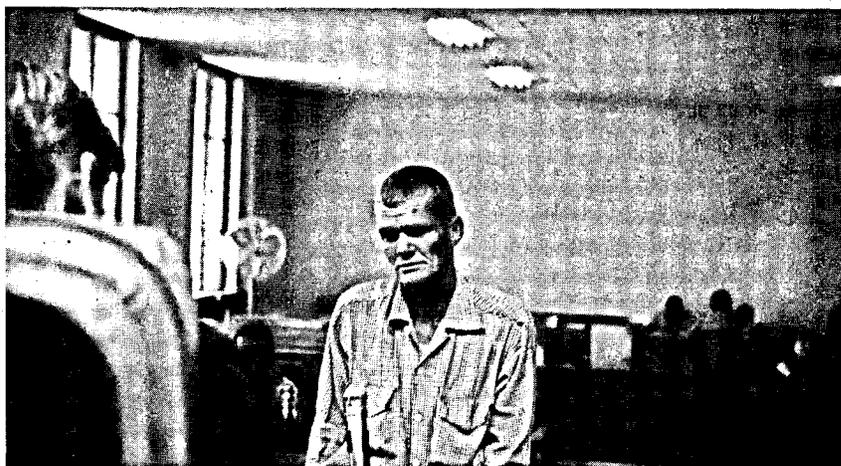
THIS PROJECT WAS SUPPORTED BY GRANT #037, AWARDED BY THE ATTORNEY GENERAL UNDER THE LAW ENFORCEMENT ASSISTANCE ACT OF 1965, TO THE COUNTY COURT OF THE CITY AND COUNTY OF DENVER, COLORADO. PERSONS UNDERTAKING SUCH PROJECTS UNDER GOVERNMENT SPONSORSHIP ARE ENCOURAGED TO EXPRESS FREELY THEIR PROFESSIONAL JUDGMENT, FINDINGS AND CONCLUSIONS. THEREFORE, POINTS OF VIEW OR OPINIONS STATED IN THIS DOCUMENT DO NOT NECESSARILY REPRESENT THE OFFICIAL POSITION OR POLICY OF THE UNITED STATES DEPARTMENT OF JUSTICE.

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SECTION I

A Need for this Program



Few can doubt that repeated encounters with enforcement officials and the courts are symptomatic of the fact that the offender is at least psycho-socially disordered.

"Psycho-social disorder", as the term is used here, refers to a general inability on the part of an individual to consistently function effectively and productively. This inability is not necessarily the result of a physical disability, or of a psychiatric disturbance - as that term is traditionally used. Rather, the disorder represents the individual's reaction to a variety of stresses which are imposed upon him by on-going anxieties and tensions and, perhaps, by repeated failure experiences.

Many psycho-socially disordered persons first reveal their problems by repeated acts of juvenile delinquency. In most instances, the efforts of juvenile probation and parole officials help these young people through the relatively temporary crises of adolescence which lead to the commission of serious crimes. Many of these persons as adults, however, become involved in a series of misdemeanors which indicate their inability to cope with the very real world of adulthood. If these people do not receive meaningful help at this point in their lives, the next symptoms of their personal inadequacies will most surely take the form of felonious offenses.

Courts, themselves, assist many persons in their personal voyage "downhill" through the courts' permissive perpetuation of the almost automatic process of transition from misdemeanor to felon. This occurs through the imposition of fines and jail sentences upon persons who are already problem-ridden and who are literally "crying-out" for assistance and rehabilitation - not for a further blow to their self-esteem and their sense of ability to make a positive contribution to the community.

Interestingly enough, in 1841, John Augustus, a Boston bookmaker acting as a volunteer, stood bail in a lower court for a "common drunkard". In the intervening years - between 1841 and 1858 - he served as a volunteer probation counselor to some 2,000 persons, mainly drunks and vagrants who appeared in Boston's Municipal Court.

Tragically, however, shortly after 1858 a transformation in judicial practice occurred, and only felons were granted probation; the practice of assigning misdemeanants to probation being virtually eliminated.

The National Council on Crime and Delinquency, in its report to the President's Commission on Law Enforcement and Administration of Justice, graphically described the dilemma encompassing the misdemeanor offender:

"Crime in our nation is likened to an iceberg. Its visible portion is the relatively small volume of serious felonies; its larger portion, the submerged section, is the misdemeanor mass. While petty crime does not always threaten our security as obviously as more serious crime does, it frequently masks the needs and cries of help to the poor, the mentally ill, the alcoholic, the displaced and the old; and in its mass is also to be found the potentially more dangerous offender.

As the study of misdemeanor sentencing shows, formal probation is used relatively infrequently in most jurisdictions with strong and well-administered probation services Apparently, judges in such jurisdictions choose to concentrate probation resources on a small proportion of offenders where they are most needed, using fines or suspended sentences in other cases.

In 11 states there are no probation services for misdemeanants in any county

About one-third of 250 counties in the national survey had no probation services for misdemeanants

Over the country, then, probation services to misdemeanants are sparse and spotty."¹

1. Task Force on Corrections, Task Force Report: Corrections (U.S. Government Printing Office, Washington: 1967), page 75.

SECTION II

A n I d e a i s B o r n a n d F i n a n c e d

Some years prior to the Federal Task Force on Corrections' report, the Judges of the Denver County Court had begun exploring the problem of the misdemeanor and overloaded courts.

After studying the renowned Royal Oak Michigan Probation Program, which used citizen counselors in a Detroit suburb's Municipal Court, the Denver Judges added to the idea of volunteer citizen counselors the concept of:

1. A Court diagnostic clinic capable of completing a large number of psycho-social evaluations within one day;

2. A short, intensive training program for citizen counselors to be conducted by the Graduate School of Social Work of the University of Denver;

3. A research program, including a coordinating director of research and programming, and the facilities of the Department of Sociology of the University of Colorado; and

4. Involvement of the Metropolitan Council for Community Service in order to assure full cooperation of all health and welfare agencies throughout the Metropolitan community.

In May, 1966, application was made to the Law Enforcement Assistance Administration of the United States Department of Justice for Federal funding of a demonstration project.

The following are some highlights of that application:

It is herein proposed that the Denver County Court receive financial assistance in order that a probation department may be established within this court.

As will be seen, the probation department proposed will utilize the services of professional counselors and therapists, and will also mobilize and utilize community resources, including lay persons acting as probation counselors. This approach will make it possible to provide intensive probation services for a large number of persons at relatively little cost. The successful

demonstration of the unique approach will have national implications; for, one reason that most lower courts do not provide probation service is the relatively high cost of such service. Courts throughout the nation, which operate on a limited budget, will be able to adapt this plan to their own community needs.

Goals of Probation Services

1. The goals of probation counseling for all probationers will be:

- a. To help the probationer gain insight into the reasons for his deviant behavior. It must be pointed out that it is not the intent of this program to help each probationer gain psycho-therapeutically-oriented insight into deep-seated problems. Although this may be necessary for a few persons and provided by psychiatrists or psychologists, lay counselors will deal at the level of reality based counseling.
 - (1) The probationer will be helped to more clearly define and functionally understand the reasons behind such day-to-day problems as: marginal employment, indebtedness, frictions within his home.
 - (2) The probationer will be helped to more clearly define and functionally understand the manner in which he sought to either relieve his problems, or to escape from them, which resulted in his appearing in the County Court.
- b. The probationer must be helped to more clearly and meaningfully understand those steps which must be taken, and those steps which must be avoided, in order to reduce the need for committing acts of deviant behavior. In this phase of counseling, the probationer must come to understand that there are alternatives to his previous pattern of acting out and he must be trained to carefully and systematically evaluate each possible alternative before reacting in a "traditional" manner to a stressful situation.
- c. When indicated, counseling will be provided the spouse of the probationer. After several counseling sessions with the spouse alone, the counselor will hold several sessions with both marriage partners jointly. In these joint sessions, the counselor will concentrate on getting each partner to recognize and meaningfully evaluate his own failings, and how these shortcomings motivate the other partner to act out. Success in this area of counseling is crucial for all married probationers.

2. Other probation services for all probationers will include:

- a. Arranging "priority referrals" to agencies which can provide a service which is needed by the probationer or his family.
 - b. When appropriate, interceding on behalf of the probationer when he is attempting to obtain work or a better job, when he is applying for a loan, etc.
 - c. Being available for "crisis-counseling" in time of real or imagined emergencies. The knowledge that the counselor is available when he is needed will provide an automatic alternative to acting out during periods of stress.
3. It is our current thinking that a person be kept on probation for a period of one year. It is quite possible that admittance to probation will follow a short period of time in the county jail, if the offense was severe enough to warrant a jail sentence.

The Selection Process for Project Participants

Two groups of defendants will be included in this project:

The Experimental Group which will undergo the entire battery of testing prior to being placed on probation, and which will again be given the battery of tests at the end of one year - at which time each member of this group will be released from probation. In the event that some members of the experimental group have probation revoked prior to one-year's time, for repeated violation of the terms of probation, those persons will be brought back into court, where possible, one year from the time they were placed on probation, and given the battery of tests at that time.

The Control Group will be given the entire battery of tests at the time that they are chosen for inclusion into the Control Group. As members of the Control Group, these persons will not be placed on probation but, rather, will be given customary jail sentences, fines, etc. One year after being placed in the Control Group, these persons will be located, interviewed and, where possible, given the entire battery of tests for the second time. Records of the police department, welfare agencies, and other organizations to which these persons are known, will be researched in order to determine what these persons have been doing during the past one-year's time.

The Control Group will consist of all persons (except as noted below) brought before any judge in the Denver County Court system during the first two months of the project - July and August, 1966; a second Control Group will consist of all persons appearing in the Court system during the months of May and June, 1967.

The Experimental Group will consist of all persons (except as noted below) brought before this Court system during the months of September and October, 1966; a second Experimental Group will consist of persons appearing before this Court during the months of September and

October, 1967 - or earlier, if sufficient lay counselors are available.

The following guidelines will be used in determining which persons will be included in either the experimental or the control group.

1. Persons not residents in the Denver area for at least six months will be excluded from the study.
2. During the experimental period, no person, meeting the residency requirements and under the age of 40, will be sentenced to jail who has not first gone through the diagnostic clinic. Similarly, while the control group is being formed, all such persons sentenced to jail will be brought into the study.
3. All persons, meeting the age and residency requirements, who have been arrested, where the current arrest constitutes at least the second arrest within a five-year period, will be brought into the study.
4. In traffic cases, all persons meeting the age and residency requirements, who are convicted of "reckless driving", or traffic offenses more serious than reckless driving, shall be included in this project.
5. In traffic cases all offenders meeting the age and residency requirements, who have received a total of five traffic citations within the preceding 24-month period, shall be included in the project.

The foregoing is in no way to suggest that persons other than in the above categories may not be processed through the diagnostic clinic and assigned to lay counselors. These additional persons, however, will not be considered a part of the research element of the project. The rationale is that the foregoing standards will automatically include the most serious and screen out the least serious misdemeanants and the transients on whom follow-up evaluation will be most difficult.

Approximately one month after the application was forwarded to the Law Enforcement Assistance Administration, the City and County of Denver was awarded a grant for \$156,604.00 to create and operate a two-year "demonstration-research project" that - supplemented with local "in-kind" and cash assistance - would provide County Court offenders with probation services.

ORGANIZATION CHART

VOLUNTEER COUNSELOR PROGRAM

DENVER COUNTY COURT



DENVER COUNTY COURT JUDGES:

Standing, left to right, Samuel M. Kirbens; Wallace McCamant, II; WILLIAM H. BURNETT, PROJECT DIRECTOR; Gilbert A. Alexander; William Conley; John J. Dunn. Sitting left to right, L. Paul Weadick; George A. Manerbino; Zita L. Weinshtienk, John F. Sanchez; Dan D. Diamond



ADMINISTRATIVE OFFICER

PAUL W. POMONIO



ASSISTANT ADMINISTRATIVE OFFICER

ELLIOT A. DRAINE



DIRECTOR OF PROBATION
ROBERT D. TRUJILLO

RESEARCH

*The Volunteer Counselors are directly responsible to the Professional Counselors



Norman Jones Joyce Quintana
Mary Paquet Lee Young
CLERICAL STAFF



O.L. Buswell Larry Bossert
Jane McGimsey Jack Nelson
PROFESSIONAL COUNSELORS*



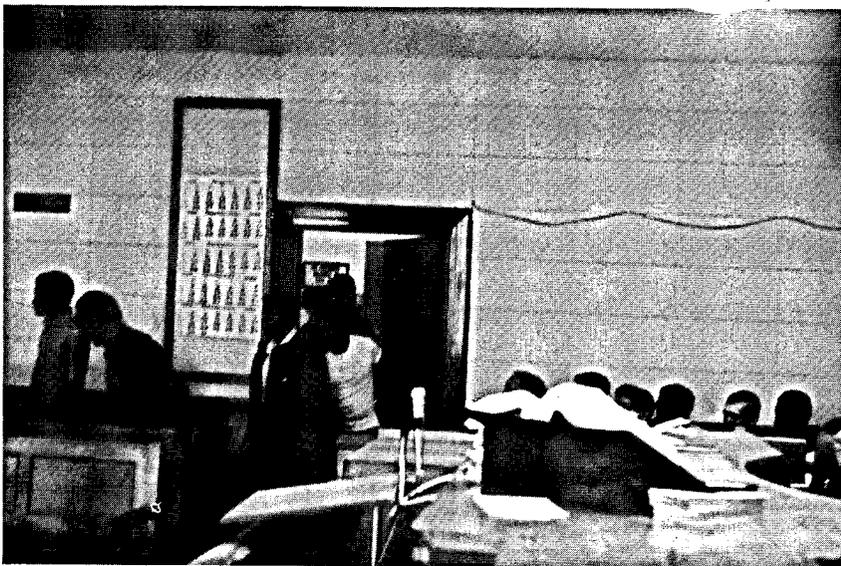
W.E. Afton, M.D.
PSYCHIATRIST



Darryl W. Adams Harvey McDaniel
Sarah Daetwiler
PSYCHOLOGISTS

SECTION III

The Misdemeanants:
Who they are and what they have done



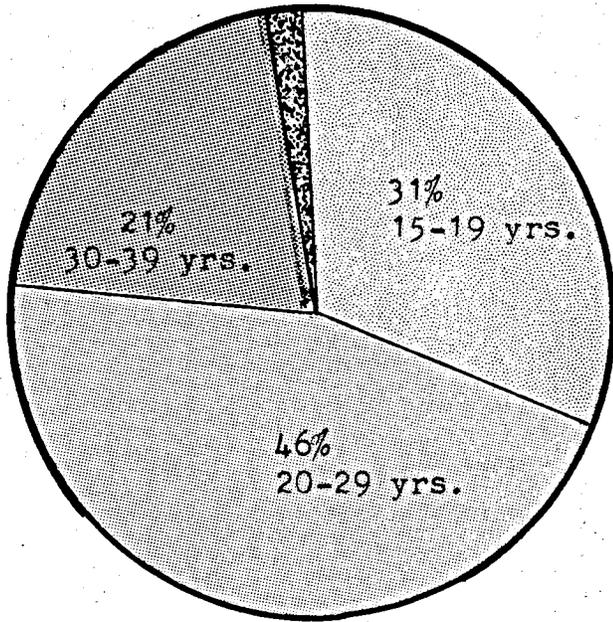
The information which follows is a profile of Experimental Group I (N = 363).

However, analysis of this demographic data for all control and Experimental groups revealed only small, and statistically not significant differences, this profile can be said to represent Denver's misdemeanor population for the period July 1966 through June 1967.

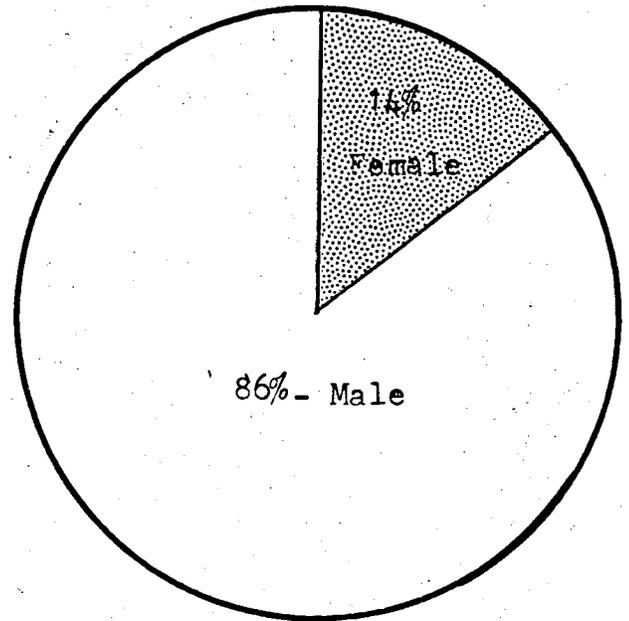
It will be noted that large percentages of apparent "no response" appear for certain items. In reality, the majority of these do not represent a failure on the part of defendants to provide information, but rather, instances in which replies could not be readily coded.

1. Age

2%-40-49 yrs.

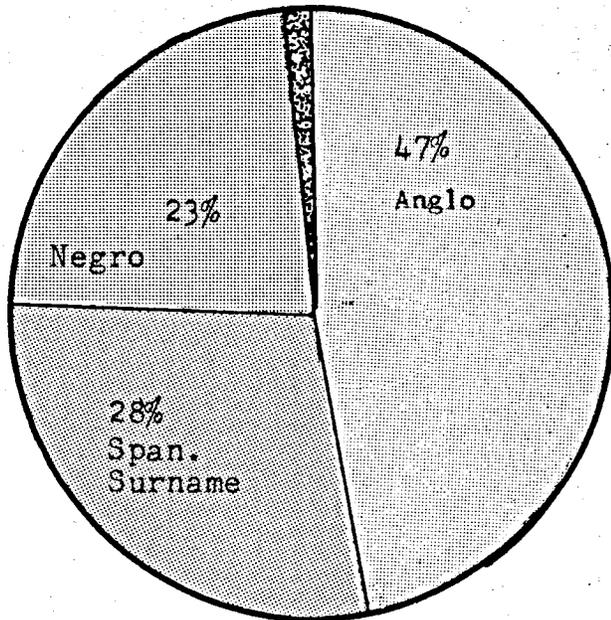


2. Sex

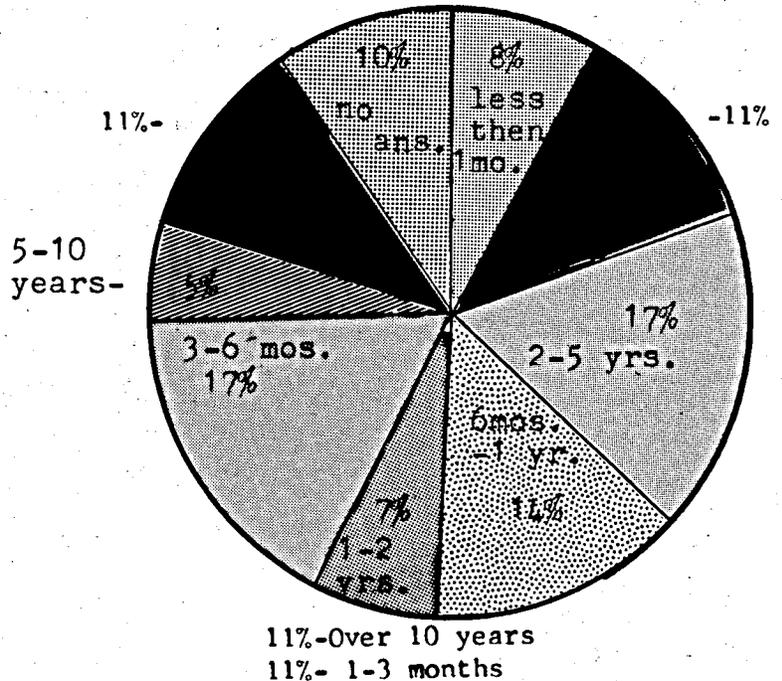


3. Ethnic Group

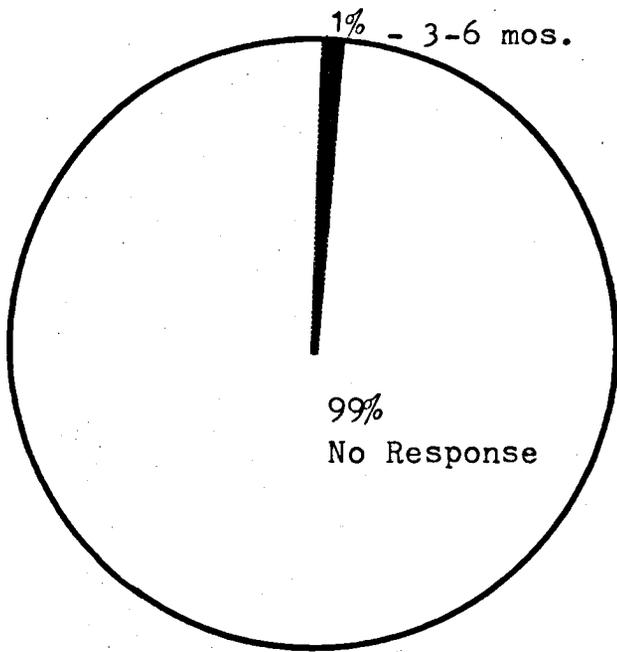
2%-Amer. Ind.



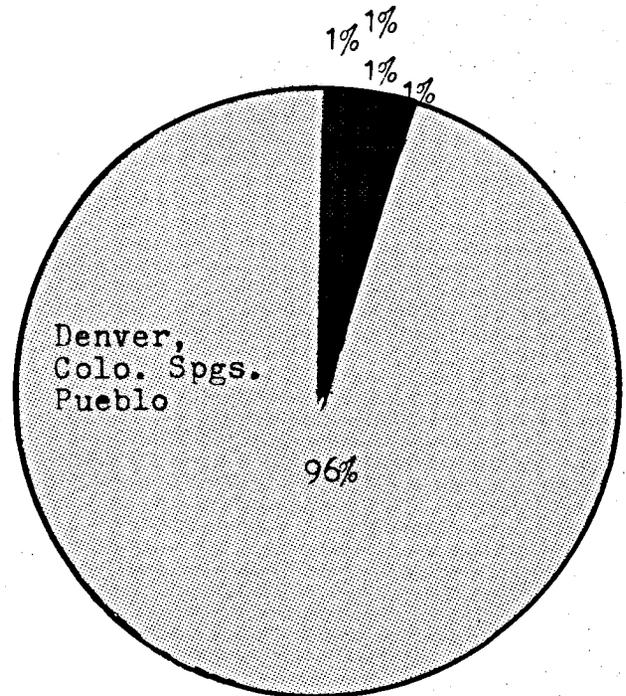
4. Length of Stay at Present Address



5. Length of Stay at Previous Address

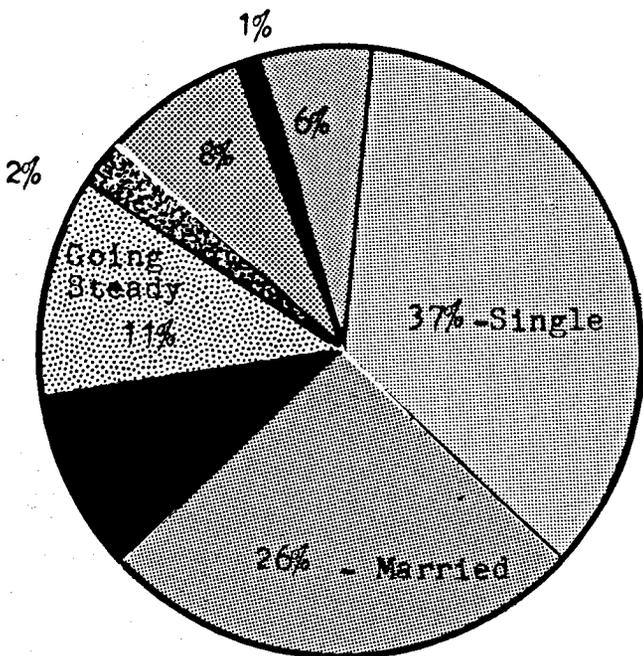


6. Residence



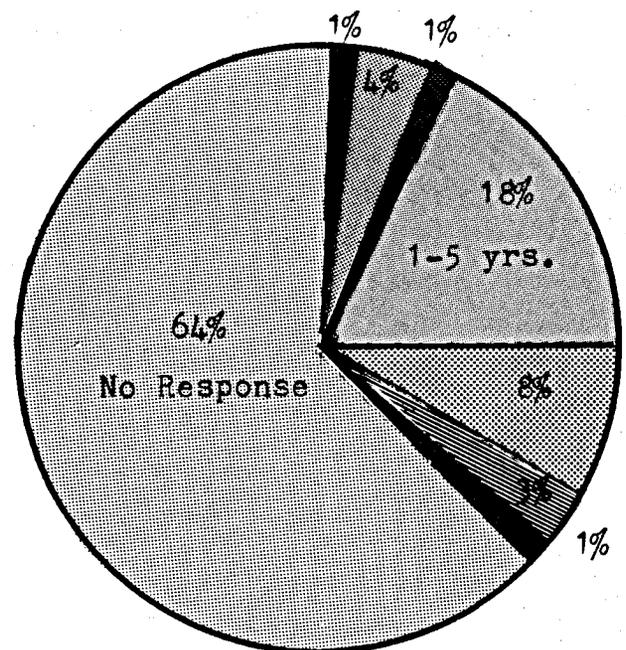
1%-Arvada, Littleton, Aurora, Thornton, Englewood, Wheatridge, Westminster, Lakewood.
 1%-Boulder, Ft. Collins, Greeley.
 1%-Derby, Durango, Longmont.
 1%-No Response

7. Marital Status



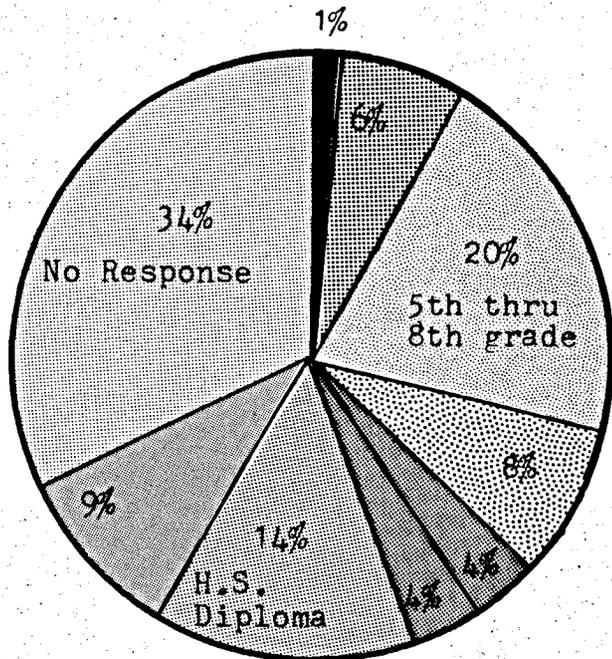
8%-Common-Law
 6%-Separated
 2%-Engaged
 1%-Widowed

8. Duration of Present Marriage



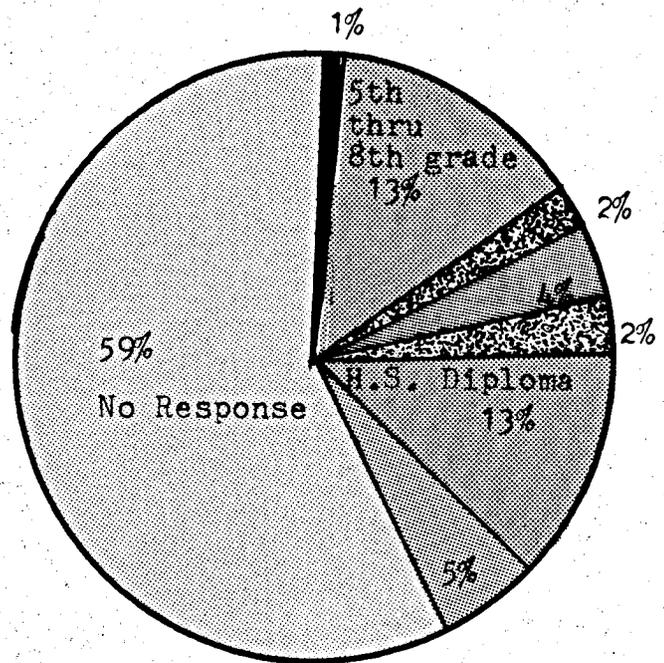
8%-5-10 yrs.
 4%-1-6 mos.
 3%-10-20 yrs.
 1%-6 mos. - 1 yr.
 1%-Over 20 yrs.
 1%-Less than 1 mo.

9. Father's Education



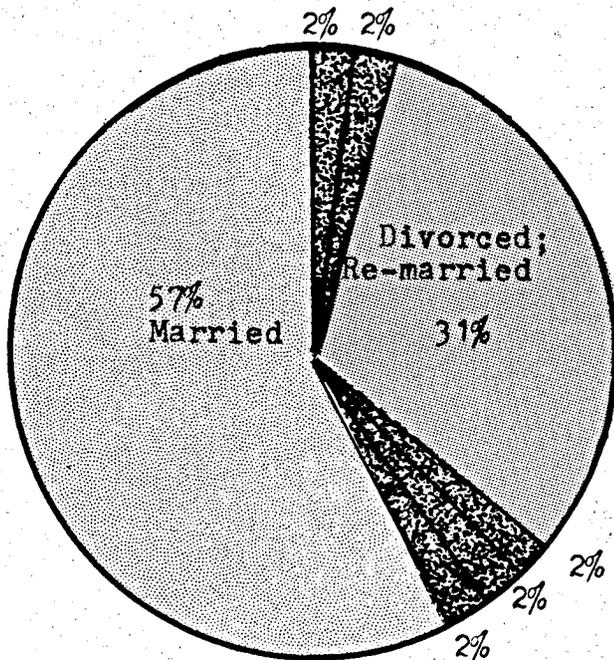
- 9%-Some College or College Diploma
- 8%-9th Grade
- 6%-3rd thru 4th Grade
- 4%-10th Grade
- 4%-11th Grade
- 1%- Thru 2nd Grade

10. Mother's Education



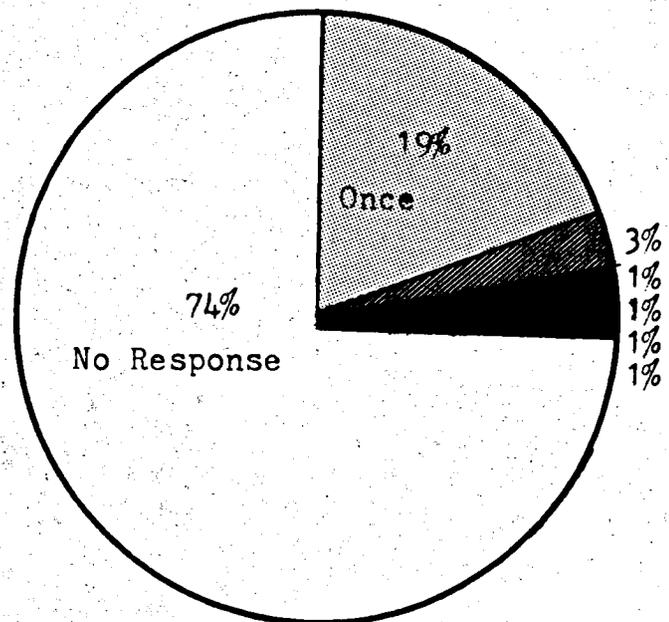
- 5%-Some College or College Diploma
- 4%-10th Grade
- 2%-9th Grade
- 1%-3rd thru 4th Grade

11. Parent's Marital Status



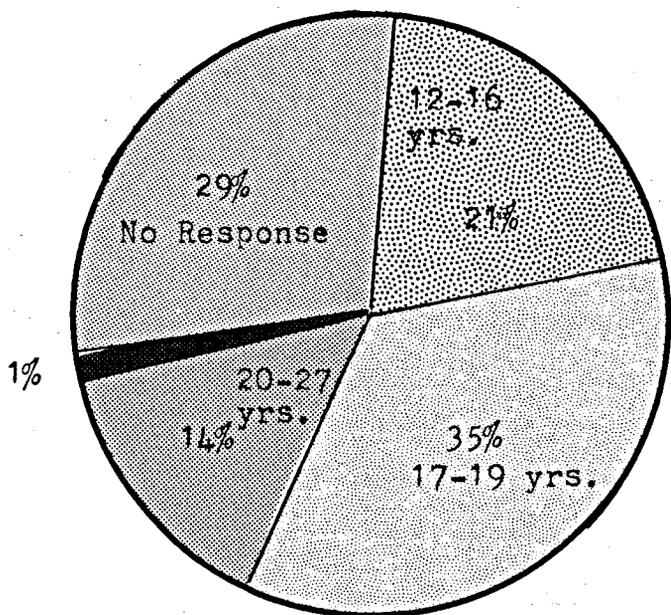
- 2%-No Response
- 2%-Divorced
- 2%-Widowed
- 2%-Separated
- 2%-Common-Law

12. Number of Times Parents Have Been Arrested



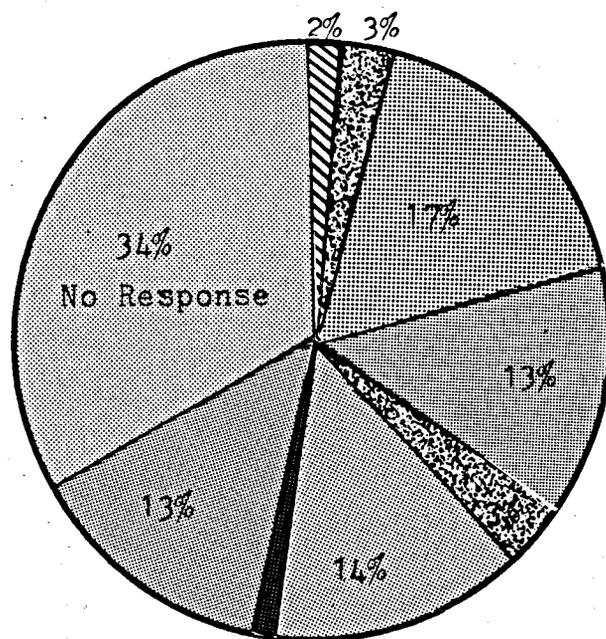
- 3%-Twice
- 1%-Over Six Times
- 1%-Five times
- 1%-Three times
- 1%-Four times

13. Age at Which Defendant Left Home



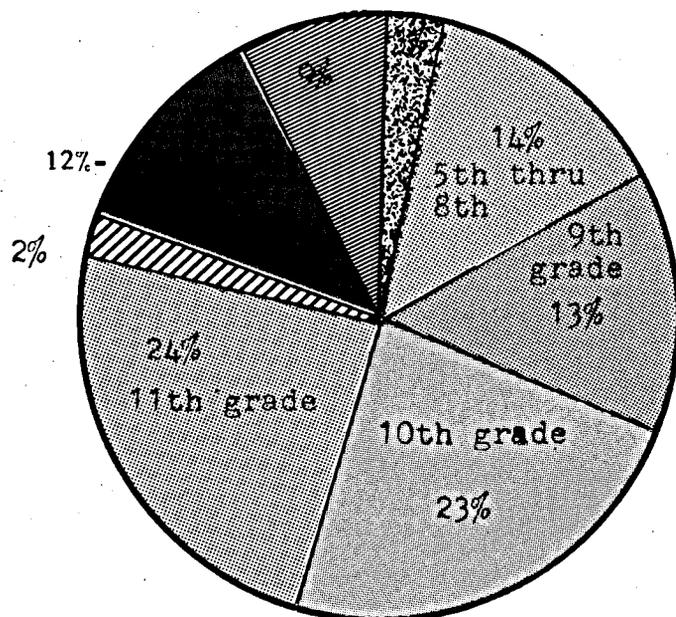
1%-31 yrs. old

14. Reason Why Defendant Left Home



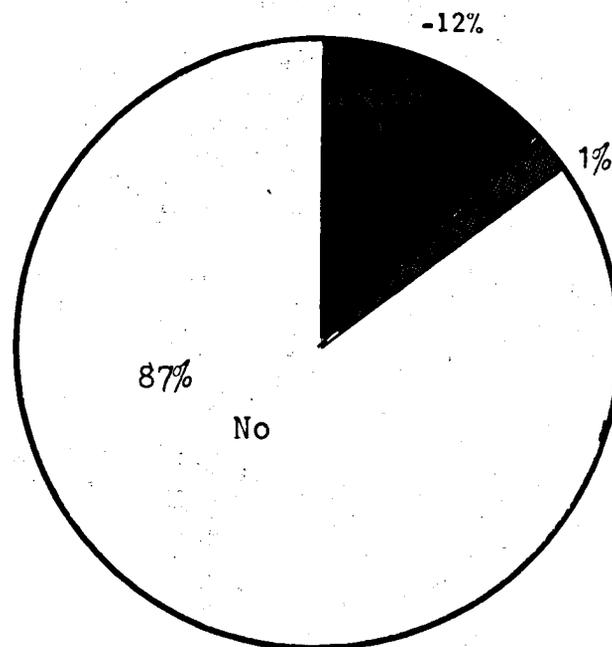
1%-Pregnancy
 17%-Could not get along with parents.
 14%-To seek job or because of job.
 13%-Military service.
 13%-Other
 3%-To go to school.
 3%-Went to correctional institution.
 2%-Parents threw them out.

15. Education of Defendant. Highest Grade Completed Thus Far.



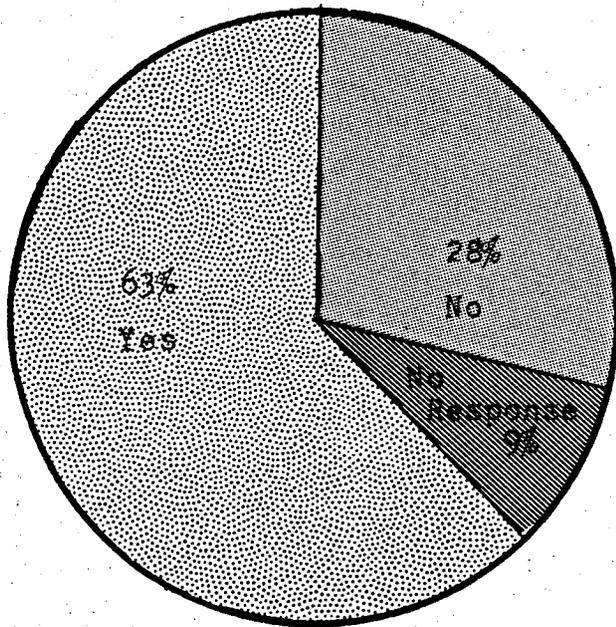
9%-Some college or college diploma.
 3%-3rd thru 4th grade.
 2%-12th grade.
 12%-high school diploma

16. Still Attending School

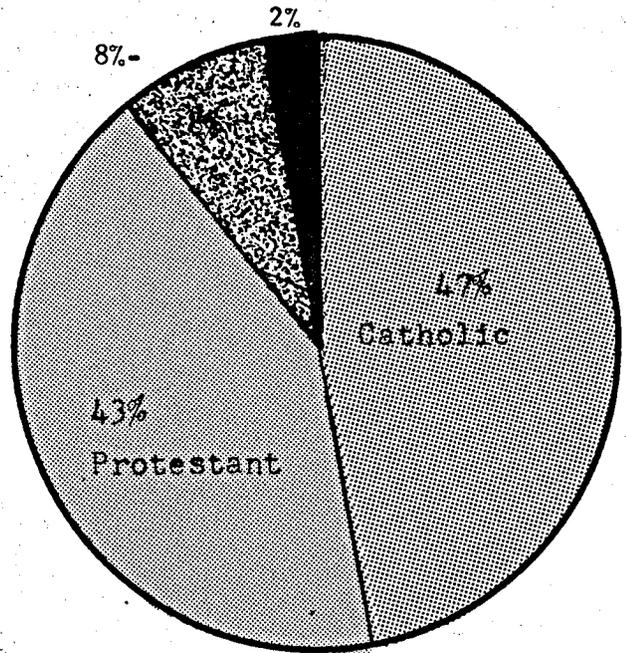


1%-No response.
 12%-Yes

18. Participated in Social Clubs

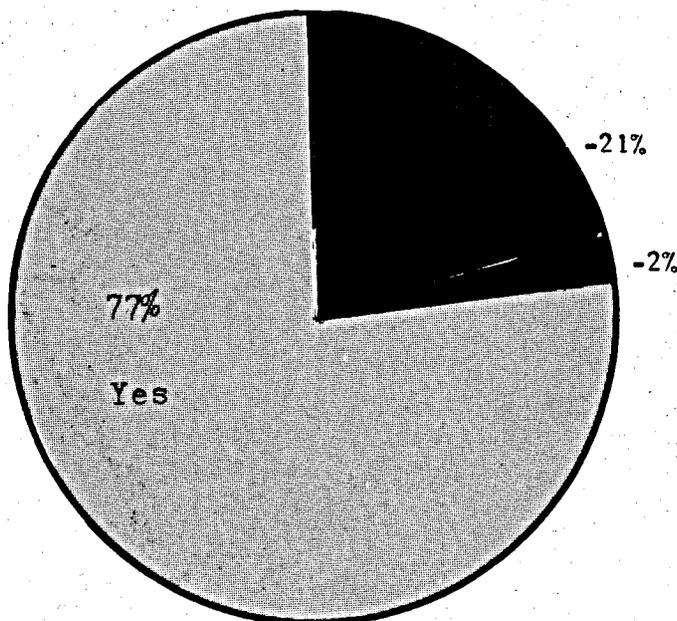


19. Religion



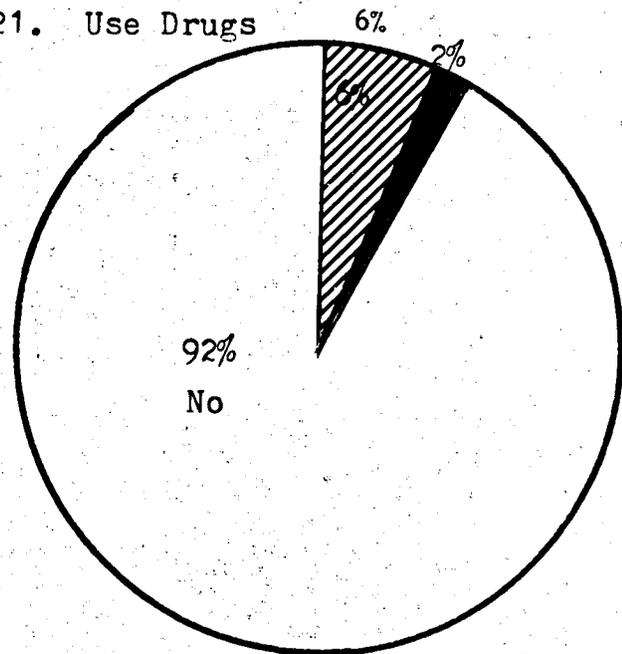
8%-Unaffiliated
2%-No Response

20. Use Alcohol



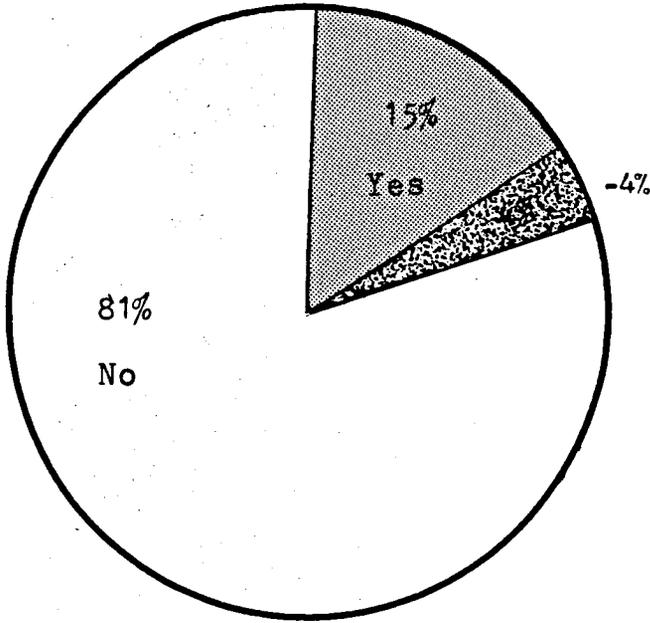
2%-No Response
21%-No

21. Use Drugs



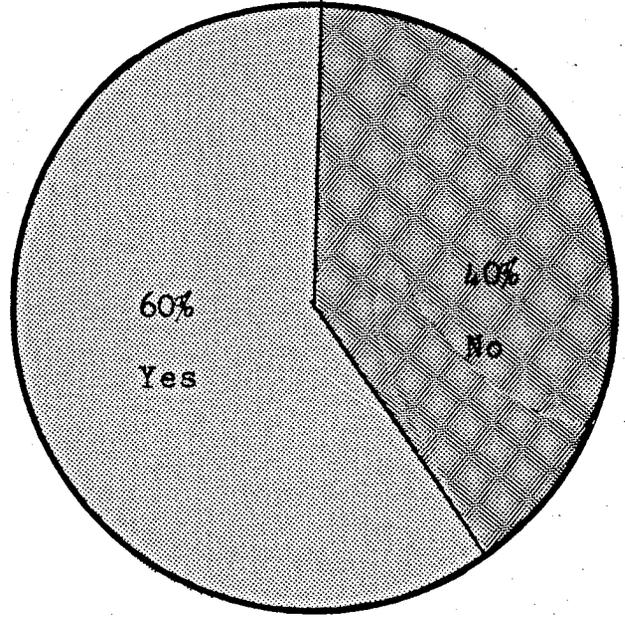
6%-Yes
2%-No Response

22. Do You Gamble?

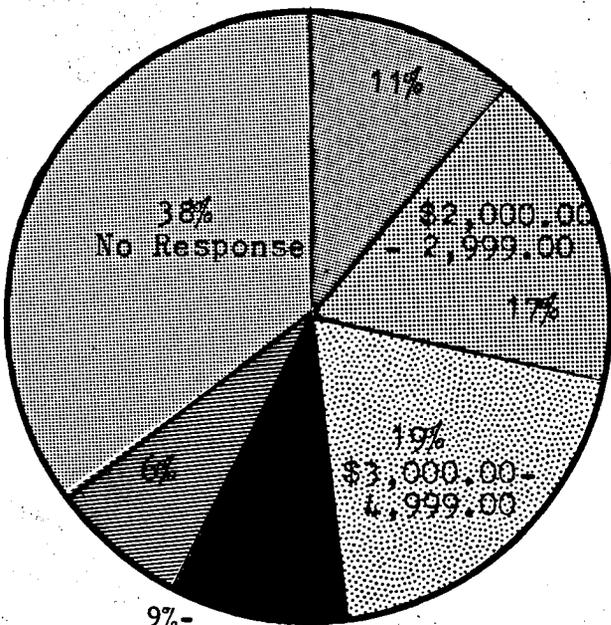


4%-No response

23. Presently Employed

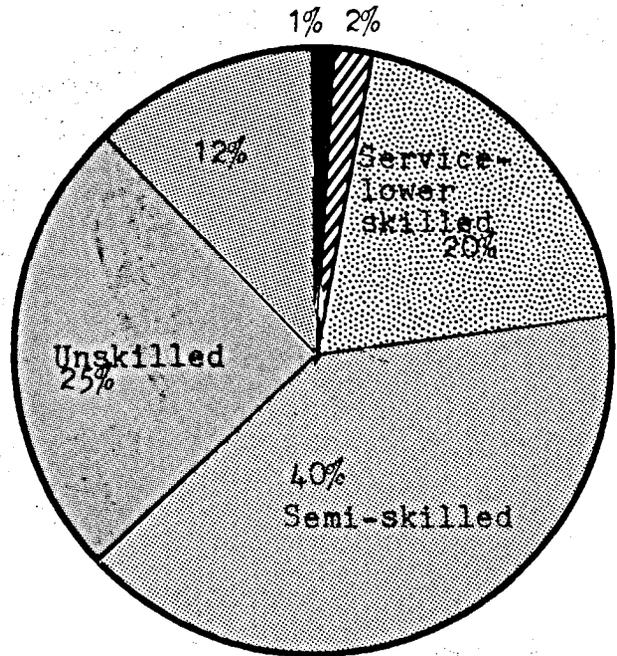


24. Present Total Income



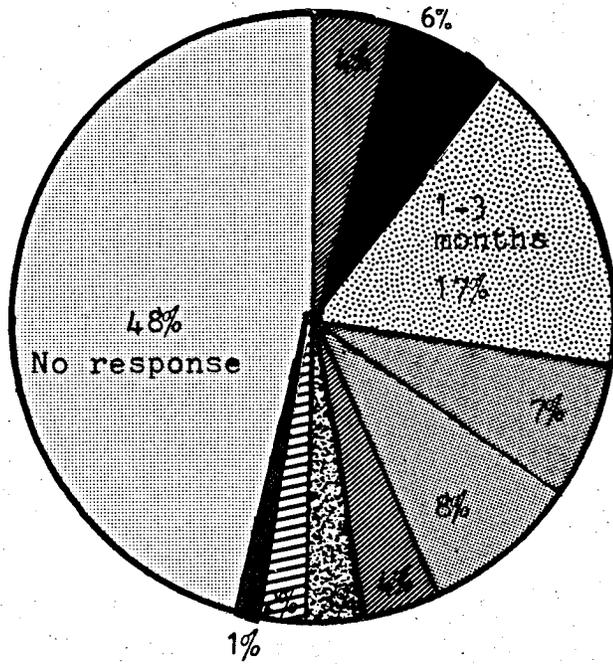
11%-Less than \$2,000.00 per year.
 9%-\$5,000.00 - \$6,999.00 per year.
 6%-\$7,000.00 - \$10,000.00 per year.

25. Present Occupation



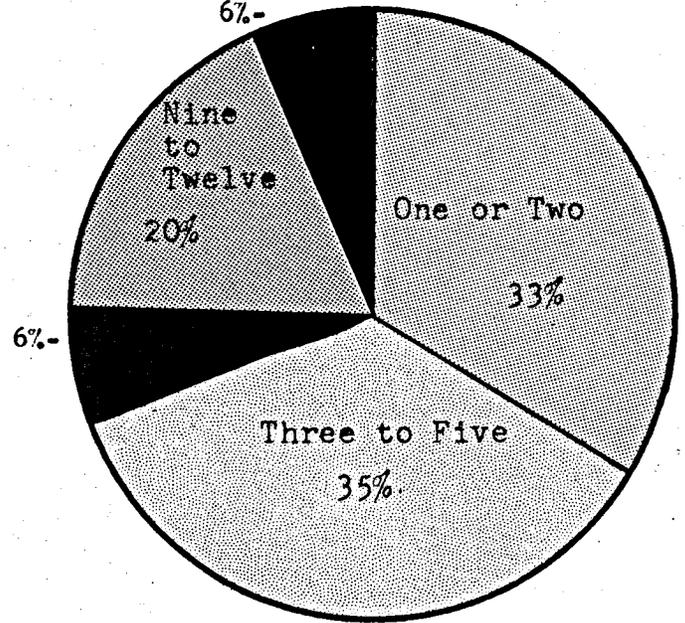
12%-No response.
 2%-low clerical, skilled.
 1%-high clerical.

26. Length of Time of Present Employment



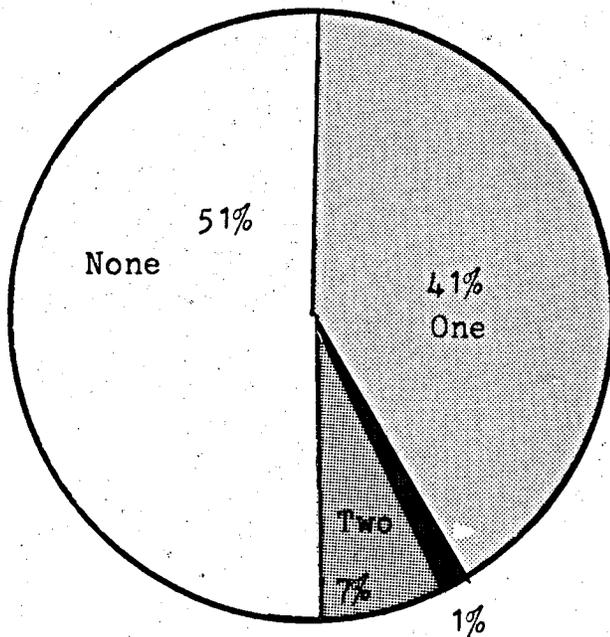
8%-over six months to one year.
 7%-over three-six months.
 6%-less than one month.
 4%-less than two weeks.
 4%-one yr. to two years.
 3%-two years to five years.
 2%-five years to ten years.
 1%-over ten years.

27. No. of Jobs Held in Last Five Years



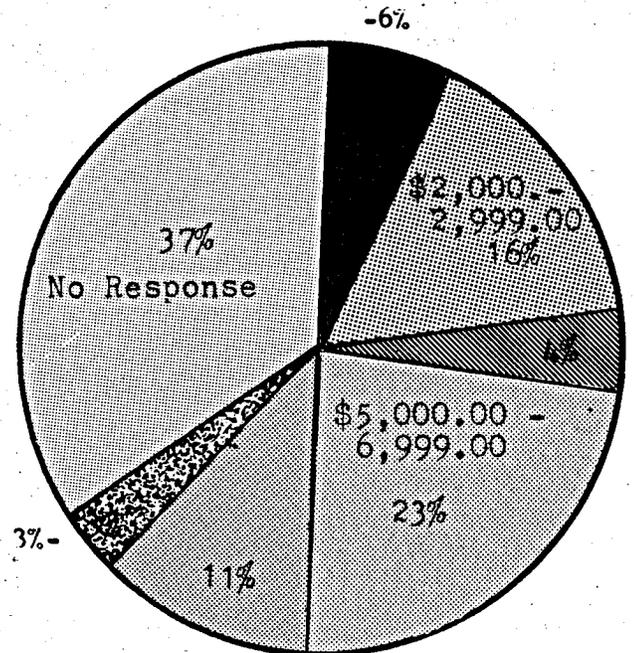
6%-Six to eight.
 6%-No response.

28. No. of Marriages of Defendant



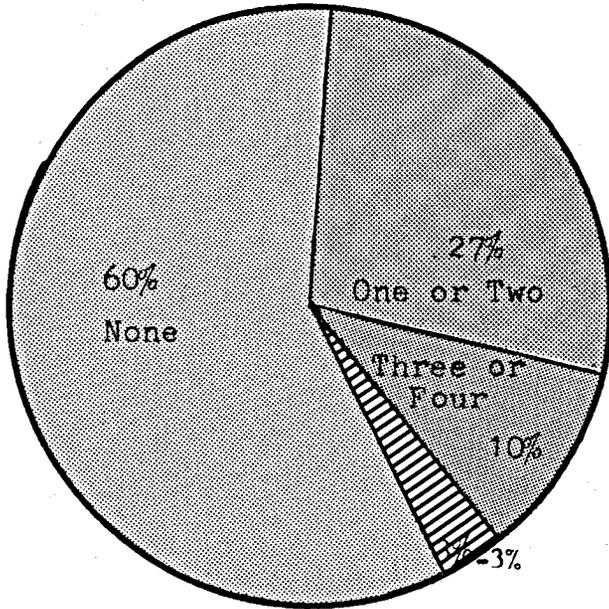
1%-Three

29. Parent's Income



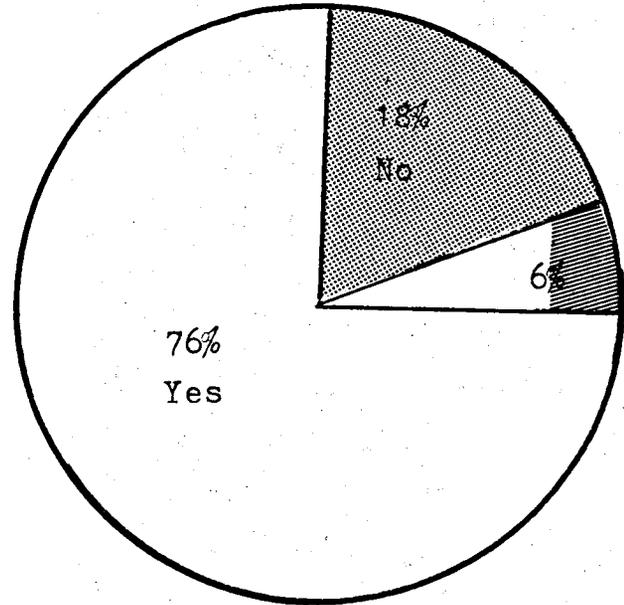
11%-\$7,000.00 - 11,000.00 per year.
 6%-Less than \$2,000.00 per year.
 4%-\$3,000.00 - \$4,999.00
 3%-Over \$10,000.00

30. No. of Children



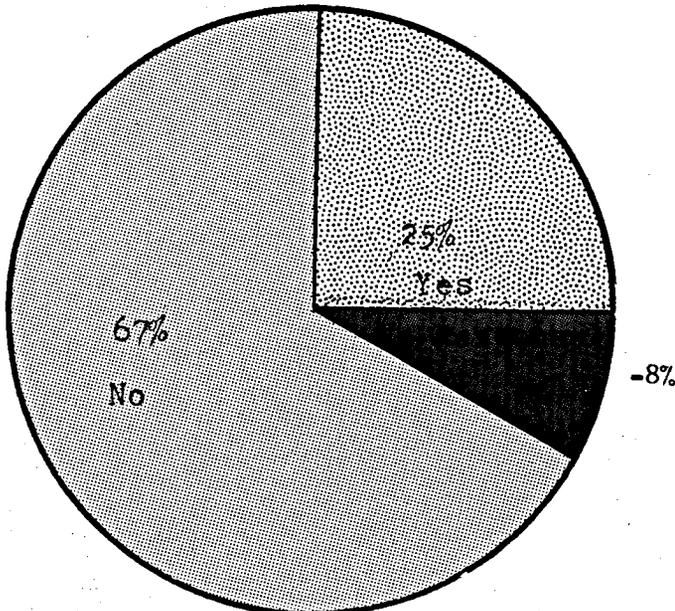
3%-Five or Six

31. Registered With Draft Board



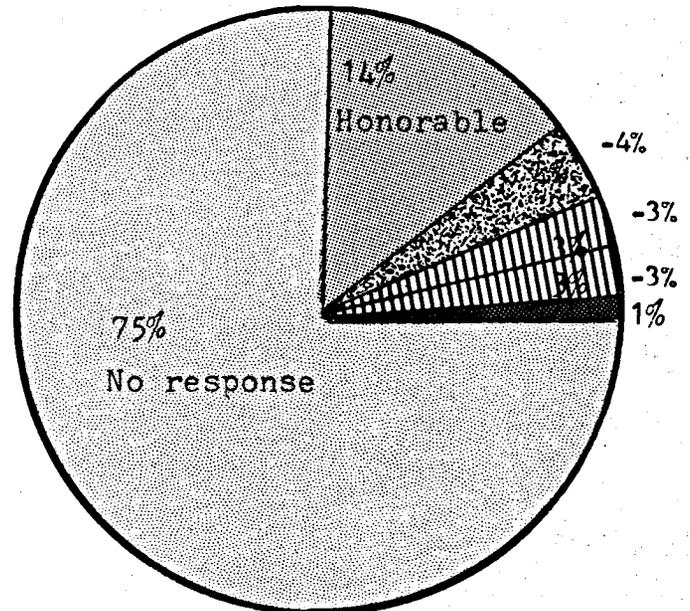
6%-No response

32. Been in Military Service



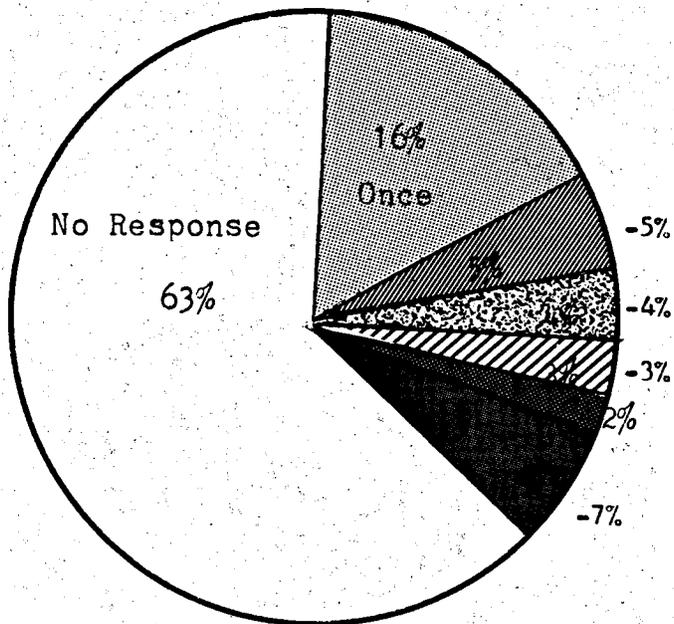
8%-No Response

33. Type of Discharge



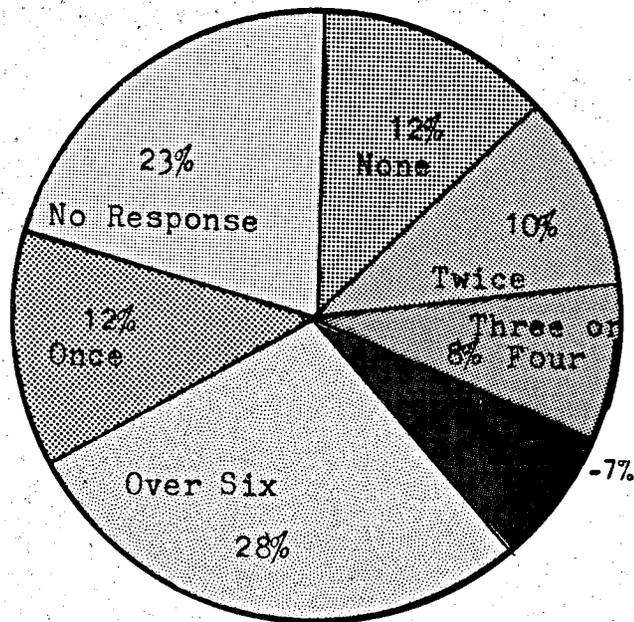
4%-Dishonorable
 3%-General
 3%-Medical
 1%-Bad conduct

34. No. of Arrests As a Juvenile



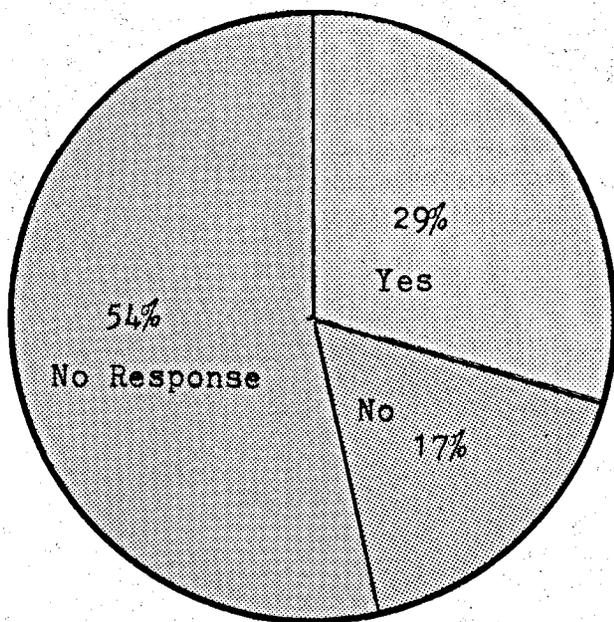
7%-None
 5%-Twice
 4%-Three or Four
 3%-Five or Six
 2%-More than Six

35. No. of Arrests As an Adult

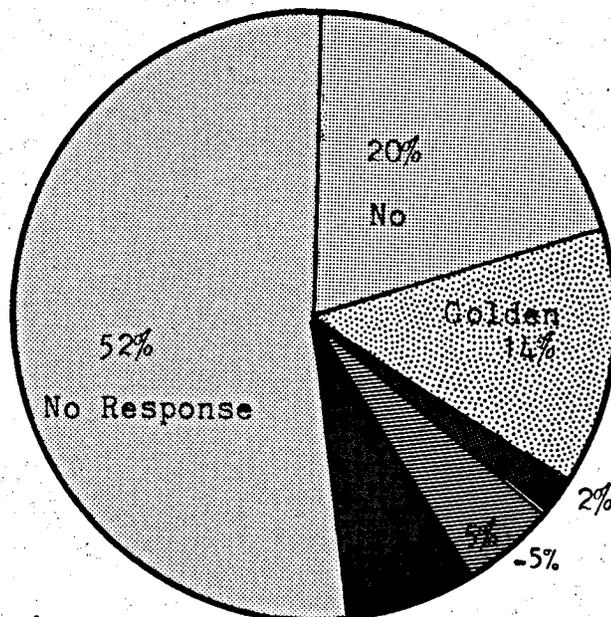


7%-Five or Six

36. Juvenile Probation

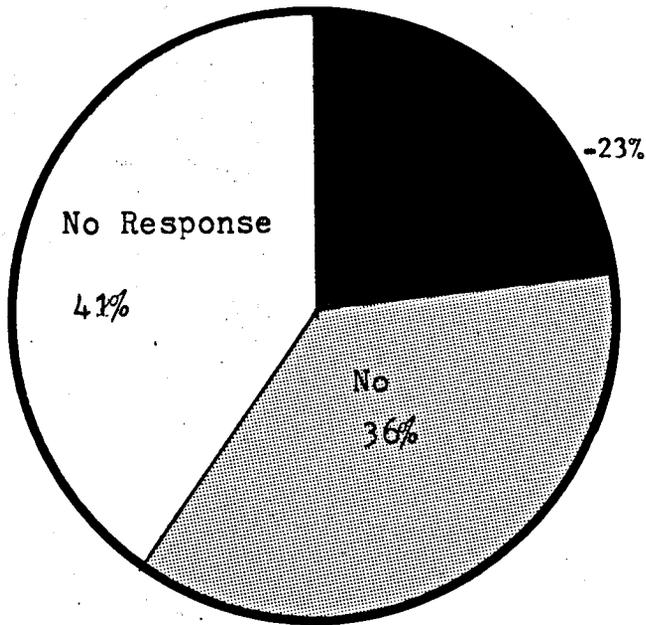


37. Juvenile Correctional Institutes



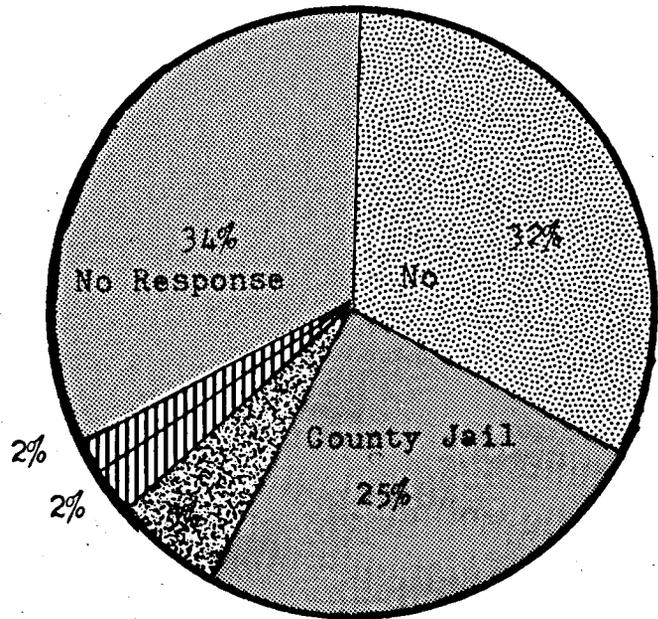
7%-Other
 5%-Buena Vista
 2%-Morrison

38. Adult Probation



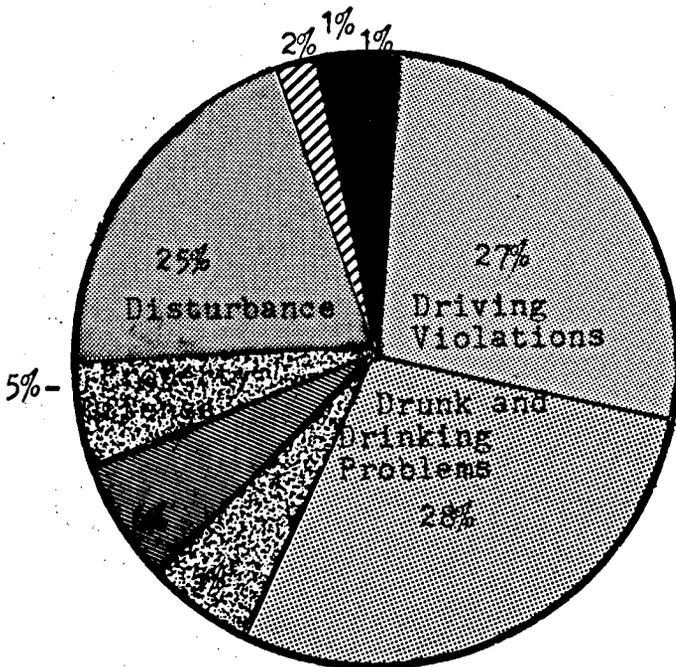
23%-Yes

39. Adult Correctional Institutions



5%-Penitentiary
2%-Other
2%-Federal Penitentiary

40. Instant Offense (Present Charge)



6%-Sex-female
5%-Sex-male
2%-Loitering
1%-Other
1%-No Response

SECTION IV

The Volunteer Lay Counselors:

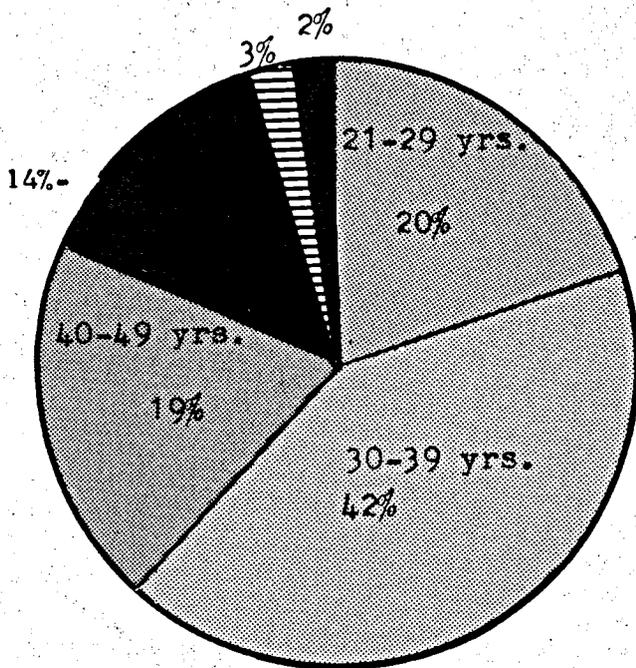
1. Who they are and how they are recruited

Attorney General, Ramsey Clark, addressing a group of volunteer counselors during formal swearing in ceremonies.



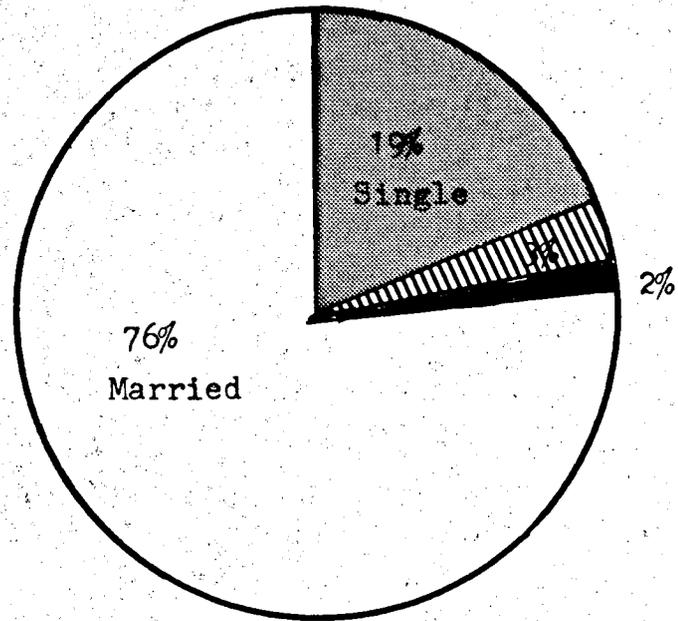
Volunteer counselor recruitment efforts, at the outset, consisted of personal contact by members of the judiciary and staff with individuals and organizations. In addition to the recruitment of individuals this effort resulted in the establishment of a broad base of community awareness of the need for volunteers. Upon this base were built avenues of contact with formal community sub-units such as industries, service organizations, professional groups, and religious groups. The momentum which developed has produced a steady flow of applicants for volunteer positions. It should be readily recognized that the value of active volunteers acting as recruiters of other volunteers is easily equivalent to any formal recruiting efforts.

1. Age



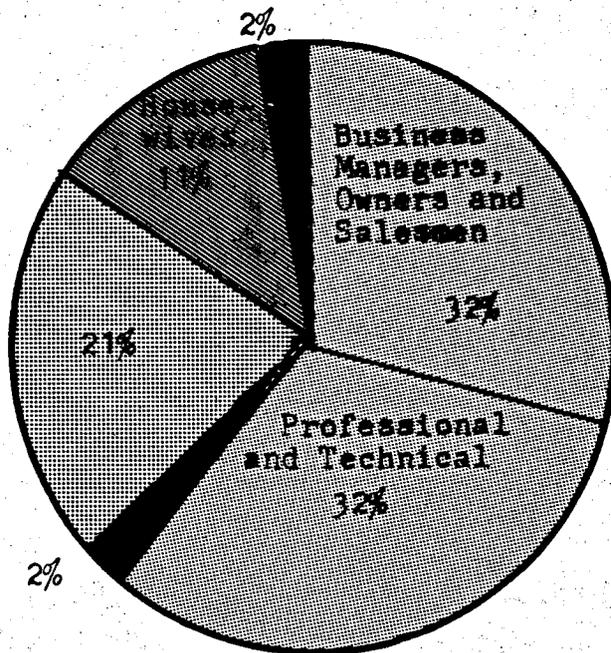
3%-70 yrs. and older
 2%-60-69 yrs.
 14%-50-59 yrs.

2. Marital Status



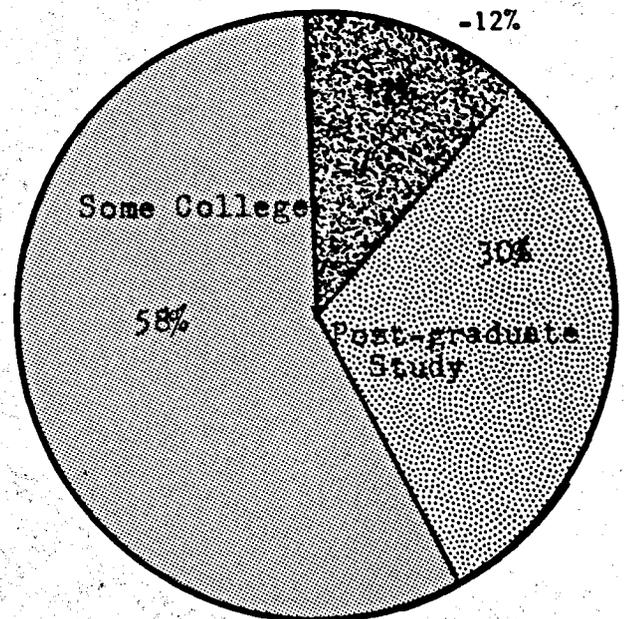
3%-Widowed
 2%-Divorced

3. Occupation



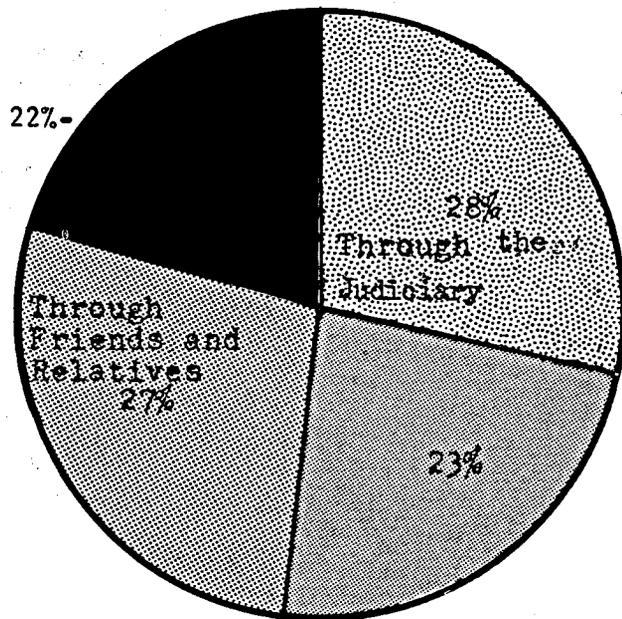
2%-Students
 2%-Retired Persons

4. Education

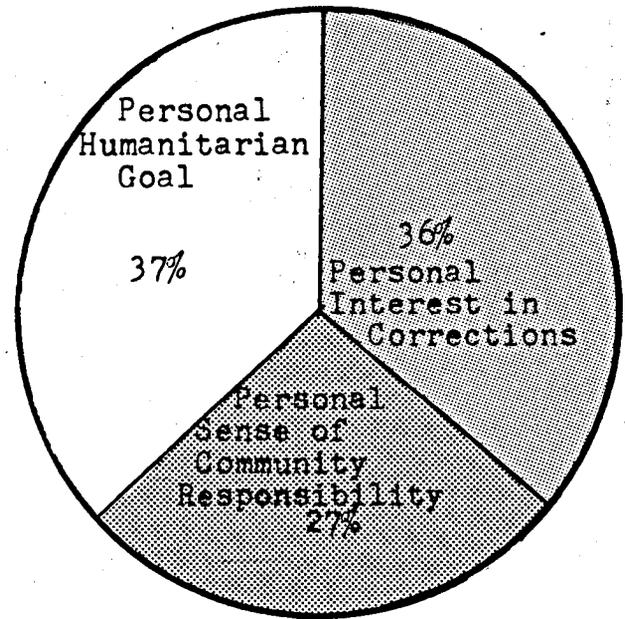


12%-High School Graduates

5. How They Were Recruited

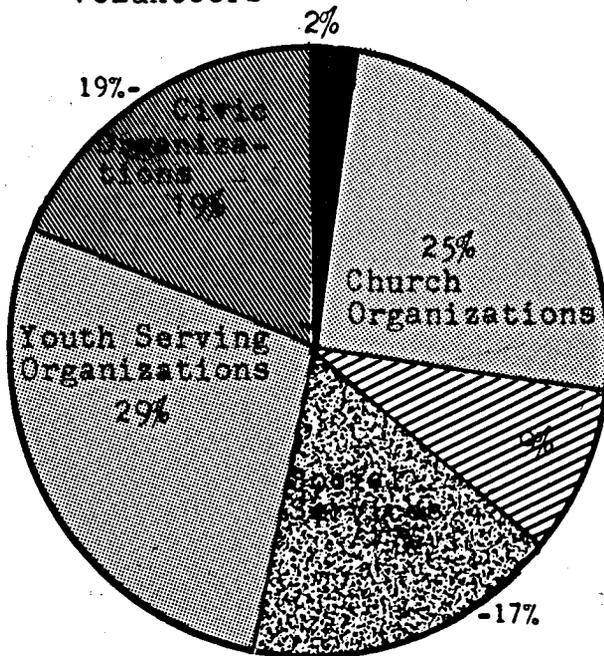


6. Reasons for Volunteering



- 23%-Through Newspapers, Magazines, or Pamphlets
- 22%-Through Clubs, Business Groups, and Organizations Including Churches

7. Experiences They Had as Volunteers



- 9%-Fund Raising Organizations
- 2%-Fraternal Organizations
- 17%-Social Services

EXTENT OF PROJECT

Defendants Considered: From September, 1966, through November, 1968, a total of 3,800 defendants have been processed through the Diagnostic Clinic and considered for probation. The foregoing figure does not reflect the nearly 500 defendants who have had some contact with the Diagnostic Clinic for placement into one of the control groups.

Probation Granted: Of those considered for probation between the above dates, a total of over 2,000, or 52%, were placed on probation. This figure includes only those defendants placed on supervised probation. It is estimated that well over half of the remainder were directed to community resources in the court disposition pursuant to the corrective recommendations of the Diagnostic Clinic. Thus, the value of the Diagnostic Clinic is in no way limited to those actually placed on probation. The current case load of persons on probation is 870 with the majority having been assigned to volunteer counselors.

Volunteers: Our proposal called for the recruiting and training of from 500 to 600 volunteers, a rather imposing task. Actually, through January 1969, 1000 volunteers have been recruited and trained! Not included in the above figure, but as a direct off-shoot of the Denver County Court program, as many as 300 additional volunteers have been trained for other courts in the Metropolitan Area, including the County Court of Jefferson County, the Juvenile Court of Adams County and the Denver Juvenile Court.

Cost: At the present rate of referrals through the program, cost would be allocated at \$55.00 per case compared with a state-wide average through conventional probation of \$250.00 per case.

MATCHING COUNSELORS AND PROBATIONERS

At the conclusion of the first year of the project, a small (N=25) randomly-selected sample of volunteer counselors was chosen and studied in the hope of identifying demographic characteristics found in counselors whose probationers succeeded; as contrasted with counselors who did not possess one, or more, of these characteristics, and whose probationers failed. The statistical tests used were Fisher's "t" and Yule's "Q".

Following is the statement of summary for that research:

The special significance of this table is noted in the failure group. None of the probationers who failed had a counselor less than or equal to three classes away from himself. While more successes had a counselor three or more classes above them, a large proportion had counselors nearer their own social class. Less social class difference, then, is highly correlated with success on probation. This finding substantiates the finding that the lower the social class of the counselor, the greater the probability of his probationer's success.

From all of the counselor data, certain conclusions can be drawn. However, as mentioned before, the size of the counselor sample is too small to make the evidence presented in this section absolutely conclusive. This evidence simply suggests, for further research, relationships and variables that might be of interest.

An explanation of the relationships demonstrated here can be attempted, but, as explanations, they are little more than speculation because the control of sufficient numbers of variables was not possible to assure that the demonstrated relationships were not spurious, or caused by a third, over-riding variable. Nevertheless, according to the data presented in the preceding pages, a rationale is provided.

In the case of age, younger counselors were more likely to have successful probationers. This might be explained by the fact that a younger person, nearer the probationer's own age, may be perceived as a peer by the probationer and, because of this, is able to operate more effectively with the probationer on a one-to-one basis. Possibly, his help will be seen as worthwhile suggestions rather than "orders from the old man!" Social class of the counselor is another variable, perhaps related to age, which demonstrates that a lack of social distance, age and social class, may be affecting the outcome of the probationary period for the probationer. It is established in the literature that people who have, and share, common interests and activities are

more apt to like one another and respect one another's wishes. Social class difference also indicated that the less social distance the greater the chance for success. Length of present employment is probably also related to the counselor's age and class.

Family size and number of voluntary associations are two other counselor variables which suggest that certain social situations of counselors are related to probationer success. From these two variables it might be concluded that large families and large numbers of voluntary associations, somehow, impede success on probation. Could it be that with large families and many outside activities counselors don't have the time to spend with the probationer that is required for a successful adjustment? This, of course, is only a suggestion which might explain the findings.

The recruitment and assignment of volunteer counselors is a matter which has no rules and regulations. In essence, it is an interpersonal, individual, decision which we hope will result in the establishment of a meaningful relationship between the counselor and the probationer. They truly must be matched on an individual basis. What is suggested by these data, however, is that counselors who have successful probationers, using the previously stated definition of success, are more likely to be younger, be nearer the probationer in social class, have smaller families, and have less voluntary associations. Religion, education, and previous counseling experience, as indicated by these data, are not operative in the relationship between the counselor and the probationer. The above characteristics are not a prescription for successful counselors, and in turn, successful probationers. Rather, it is a summary of the characteristics which correlated most highly with success on probation.

SECTION IV

The Volunteer Lay Counselors:

2. Counselor Training

Training is provided by the Graduate School of Social Work of the University of Denver pursuant to contract with Denver County Court.



Professor James Jorgenson, left, and Professor Alex Zaphiris, right, both of the Graduate School of Social Work of the University of Denver lecturing potential volunteer counselors.

The training sessions are set up on a monthly basis, including three consecutive evening sessions. These sessions begin at 7:30 and last until 10:00 or later. We arrange for a fifteen-minute break at the midpoint of each session.

Session I - Part I

This features a welcome and introduction by one of the County Judges. There is a general orientation to the Court, to the program, the background thinking, planning and assumptions underlying the program. At this point there is time for the judge to answer specific questions from the class members. The depth and breadth of this discussion has varied, depending on the particular judge who is giving the presentation.

Session I - Part II

A showing of the movie "The Price of Life". This is a 25-minute film of a young offender for whom probation is utilized. It rather nicely demonstrates the economy as well as the humaneness of probation. The film is an excellent tool in setting the tone for understanding probation as an alternative to incarceration.

Session I - Part III

This part of the session is presented by Professor Alex Zaphiris of the University of Denver Graduate School of Social Work. It is geared toward an understanding of the misdemeanor with particular emphasis on the psychology of the Character Disorder. The following material is covered:

W.I. Thomas defines character as the set of organized and fixed groups of attitudes developed by social influences operating upon the temperament base. Temperament refers to an original group of individual attitudes

existing independently of any social influence.

Hans Gerth and C. Wright Mills defined character as a psychic structure formed on a foundation of organic potential. A psychic structure is an integration of perception, emotion and impulse.

FACTORS IN THE FORMATION OF CHARACTER

1. Environment
2. Ego (self)
3. Super-ego (conscience)
4. Ideal model in later life

AETIOLOGY OF CHARACTER DISORDER

Frustration in the satisfaction of the following fundamental needs:

1. Love
2. Security
3. Success
4. Recognition
5. Respect

EARLY SIGNS OF CHARACTER DISORDER

1. Resentment
2. Rebelliousness
3. Anti-social behavior
4. Major disturbance during the formation years - history of actual or emotional loss of parents
5. Difficulty expressed in the social field

GENERAL CHARACTERISTICS

1. Limited motivation to seek help
2. Extreme difficulty
3. Economic, social and physical vulnerability
4. Partial controls
5. No remorse of conscience
6. Calm appearance but sensitive
7. Perpetual state of crisis

SPECIFIC ATTITUDES

1. Impatient for gratification
2. Non-verbal
3. Emotional and physical closeness with their children - separation problems
4. No casual social relationships
5. Spouses of similar condition
6. Sex, money, liquor or food - means to fill their emptiness
7. Financial difficulties
8. Acting out behavior thought of as necessary to their existence
9. Easy going, but when frustrated they become very angry
10. Development of physical symptoms during period of withdrawal from the acting out
11. Provocative, hostile and antagonistic
12. Expectations of rejection
13. Dissatisfaction expressed for the help offered to them

-
1. Inconsistency of acting out behavior
 2. Ambivalent

3. They think in opposites
 4. Anxious about "not knowing"
 5. Attempt to invade the privacy of others
 6. Intellectual controls to deny their feelings
 7. "Flight" when tensions occur in their families
 8. Feelings of exploitation and expectations from others
 9. Defiant behavior is pleasurable to them
-

1. Some present non-symptomatic behavior
2. Some have a competitive orientation and direct energies constructively

Session II

This entire session is devoted to principles of counseling the misdemeanant.

Introduction: Reference is made to the purposeful nature of all behavior. Deviant behavior is contrasted with "normal behavior". The history of treatment of socially deviant behavior is pointed up, i.e. punishment of bad people by banishment, maiming, etc. The swing to treatment of what was considered to be "sick" behavior, and the relative failure of both approaches. The emerging idea of deviant behavior as being expected behavior, in view of life experiences, and the emerging view of treatment as being re-educative and re-integrative rather than clinical in nature. Use is made of a case illustration here of a boy who steals a car, is sentenced to an institution, later placed on work release and his consequent sabotaging of this rehabilitation plan. This illustration points up the goal of seeking nature of the behavior and shows how this kind of

behavior serves a purpose in terms of postponement of dealing with the reality of the free world.

Probation is discussed briefly, and the current trend in the use of the volunteer in corrections is mentioned. Little application of the use of the volunteer in the U.S.A., but extensive use in some European and Asian countries and in Australia.

Mention is made of the little use of probation with misdemeanants. Possible reason for this is that the misdemeanant does not threaten us so much because he is seen as an ineffective person who does not hurt other people as much as himself. Make reference at this point to the fact that 95-percent of our felons have misdemeanant court records. Richard Speck of Chicago was in essence a misdemeanant type.

Considerable time is given at this point in talking about some of the built-in advantages that the lay counselor has over the professional probation officer. These advantages are given as follows:

1. The volunteer has an advantage of not being an "enforcer" type (the offender tends to see probation officers in their penalizing role rather than their helping role).
2. The volunteer has the advantage of not being a professional. (The professional is no longer held in such high esteem, particularly among poverty groups).
3. The volunteer has the advantage (hopefully) of not looking at people in terms of pathology. (Many professionals are conditioned to dealing with pathology, not strengths.)
4. The volunteer has the advantage of a fresh outlook. (The professional can be handicapped by a closed system and resulting "systems maintenance.")

The question is raised by the instructor as to what good advantages are if one does not have counseling skill. The question is answered by the instructor that everyone has counseled at some level and has been involved in problem-solving activity. Our task is to build on these skills in counseling by applying some new knowledge to dealing with a particular kind of person who violates the law. Emphasis is placed on the fact that there is no magic involved, and no "right" formula. There may be some wrong approaches but we must be careful before we say something is wrong in that what was considered to be a wrong in traditional counseling years ago may be "right" today. Stress is placed on the need to be good people rather than pseudo-psychiatrists.

People (ourselves included) have been changed for the better or worse through good or bad relationships. It is through the use of a relationship that we hope to bring about a favorable change in the misdemeanant. The impact of a life that is lived devoid of positive relationships is overwhelming.

People who have not been important to other people have no reason to trust the volunteer. At least there will be reason for them to test his good will and good intentions. Testing can take many turns. Considerable time is spent in discussing the manifestations and meaning of testing behavior, testing reality, etc.

Basic Concepts of Counseling

Listening and Hearing: The differences between listening to a person and actually hearing what he is saying. Allowing the person to talk because it feels better. The importance to the offender to be listened to and heard. Tuning people out. We do it and so does the offender. The need

to listen for themes in conversations. What repeats itself may very likely give us clues as to what is bothering the offender.

Empathizing: Being able to feel with another person gives him strength. To feel like him will make him feel you are as powerless as he is. We can easily over-identify with the offender if we have had similar experiences and perceive them in the way he does. Being the stronger of the two, the volunteer must maintain control of feelings.

Letting the Offender Get to Know You: Setting an example in terms of behavior. Serving as a new model. Stress is placed here on the experience we have had intimately knowing a good model, and the importance of this to the offender, even though he may be threatened by it. Part of good counseling is being a good teacher. The concept of a corrective experience implies that new models are introduced that can correct old misconceptions.

Actions may speak louder than words, and the value of being able to perform a task for the offender is stressed as a means of letting the offender know his counselor.

Showing Respect: Respect is something that most of us take for granted. We overlook that for the offender respect is something he has perhaps not experienced and is consequently unfamiliar with. In this sense, this simple act has tremendous impact in developing a corrective experience.

The question is raised, can we respect someone we don't like? Can we respect someone whose morals run counter to ours? Mention is made of the meaning of what some might consider to be immoral behavior. It is suggested that we as people all have mature and immature sides. We need to speak to the mature part of the person. In this respect we try to deal with a person's present and future rather than his past. To dwell on an unsavory past will only weaken the individual by giving him more opportunity to justify his present functioning on the basis of past deprivation.

We may see in the offender's behavior some of the same things we dislike in our own behavior. We may also see the offender manifesting certain behavior that we are struggling to control in ourselves. Perhaps if we recognize this we can keep from over-reacting.

Advice: Advice is a part of counseling but it is not counseling. It is easy to give but there are some safeguards to keep in mind. For advice to be most helpful and meaningful, I would suggest that we look for certain things. 1) Does the person ask for it? 2) Can he take action without it? 3) Can he use the advice you are giving? The latter is most important because if we advise someone to do something that he finds impossible to do, he will find it difficult to come back and face the counselor and admit his inadequacy. This sets up an unnecessary block or wedge between the counselor and his charge.

Holding Out Expectations: As counselors, we can trap ourselves into thinking that because a person is a failure he will continue to be a failure. If we feel this in terms of an attitude we can be sure that the offender will pick up this feeling and act in the way we expect him to act. The reverse is also true.

In this area we all discuss the matter of anger. Do we allow ourselves to express anger and disappointment when we feel this way toward the offender? We stress the need to allow expressions of anger and disappointment as one way of showing concern. We differentiate the differences between losing control of anger and rejecting, or a measured response of anger and continued acceptance of the individual. We stress that we should not be using our energy to keep back genuine feelings. The offender needs to know the counselor has limits to his patience and is not God.

As a part of discussion in the matter of expectations, we talk about change occurring in the adult and that we need to expect and demand change in people even if a pattern may have been established. We assume that an old dog can be taught new tricks. People continually mature and mellow. We need to capitalize on this process.

Part of holding out expectations for the offender is to face him with his own involvement and responsibility in his dilemma. To allow the offender to perceive himself as someone that "things just happen to" will only support and encourage further distortion and lack of self responsibility.

Causing the Offender to Feel Discomfort: If a person remains frustrated long enough, he will find a way of adapting to his situation. (Example is given of ADC clients.) Having made this adaptation, he may even become comfortable with it and consider change to be too much of a risk. It is difficult to bring about discomfort, but my suggestion is that where you notice an offender's dissatisfaction with his lot in life, move in to exploit it. To the extent that is possible, attempt to bring about discomfort in terms of holding out expectations and demands. Get the person to want something and help him go after it.

The offender may or may not feel guilt to the extent we do, but he seems to find different ways of expressing it. We should, to whatever extent possible, try to promote appropriate guilt feelings in the person. He needs to handle his guilt in more constructive terms than acting in such a way as to bring about punishment to alleviate guilt.

Using Appropriate Language: Whose language is used, mine or the offender's? Stress here that the counselor does not pick up the offender's vernacular. To use language that is not a part of us, will likely lead to

our being seen as a phony. At the same time we should not be so naive as to leave the impression that we do not understand the four-letter words. A part of the re-educative process is learning new ways of communicating. There is probably a language we can both use. Stress that we should not use words that are beyond the offender's comprehension. Speak simply and directly.

Use of Authority: The authority that the counselor will find most helpful is the implicit authority of his personal psychological strength as demonstrated by the fact that he is a successful person. The counselor has the expertise of knowing how to get along in this world, whereas the offender does not. This kind of authority in the long run will serve you better than the authority to penalize. The authority of enforcement and penalizing is present, but it rests with the police and court judges.

Timing: It is very tempting to give immediate solutions to the offender. We should remember, however, that while we may arrive at a solution to a problem in one way, this does not mean that another person can understand our solution. A person who feels obligated to accept a solution foreign to him may never really identify with it. He may merely go through the motions.

Persistence: We will probably find the misdemeanant oriented to failure and expecting failure in himself. Persistence is a kept part of counseling in that it conveys to the misdemeanant that we will not give up on him. This in itself is important when we realize that the misdemeanant expects to be a disappointment.

Using the Crisis: The misdemeanant lives with a crisis much of the time and in fact his whole life is often one big crisis. He is accustomed

to being overcome by crisis and expects to be defeated. The counselor is in a position to stand by his charge during a crisis, and may be able to help the person overcome this situation, and turn habitual defeat into victory.

Session III - Part I

A showing of the movie "The Revolving Door". This movie is most relevant to the class in that it deals with the misdemeanor offender. It sensitizes the class to the lack of programs in jails and the futility of dead time. It then proposes some alternative programs, among which is the Denver County Court Volunteer Probation Counselor Program.

Session III - Part II

A short section of Session III deals with Community Resources. A handout lists and describes those Health, Education and Welfare Agencies which are relevant to volunteer probation counselors as they seek out services for probationers. Mr. Trujillo, Director of Probation Services, and Mr. Jorgensen, elaborate on the handout and discuss agency services by looking at the problem and then relating agencies which can be of assistance in solving these problems. Major problems are listed as employment, training, education, legal, health, alcoholism, and financial.

Section III - Part III

Mr. Trujillo during this ten minute section discusses some procedural and mechanical matters, i.e., suspended driver's licenses, enlistment in military services, etc., as they relate to probationers.

Section III - Part IV

The case of Daniel Carter, 22 year misdemeanor offender is used as a teaching device.

(Teaching Outline)
Pre-sentence Report on the
Daniel Carter Case

Defendant: Daniel Carter Age: 22 DOB: 7-24-46
Charges: Concealed Weapon Sex: Male Docket: #53728
Address: 1348 Pearl Street Judge: Sanchez Date of Report: 8-6-68

Offense: Mr. Daniel Carter is a 22 year old single Caucasian male who has pled guilty to a charge of carrying a concealed weapon. He is represented by the Public Defender's Office and has been encouraged to apply for probation.

The official version of the offense as stated in the formal complaint signed by Officer Dines is "Subject was walking on the 1200 Block of Washington Street shouting obscenities at two youths in a 1962 Chevrolet parked on the street. When approached by officers, he started to run north but apparently decided to stop upon Officer Baker's insistence. When searched he was found to be carrying a switchblade knife. Subject was arrested and booked."

The defendant's explanation of the incident is that he was spotted by two acquaintances; Bill Kenney and Steve Price. He and Price had been in a disagreement two weeks prior over a sum of money which the defendant is alleged to have borrowed. Defendant states he promised to repay the money but because of no job has been unable to do so. Price, he says, will not listen to reason and was threatening to get it out of him one way or another. Carter can give no reason for carrying a knife. He denies any intent to use it or any need for a weapon for self-defense.

Prior Record

The defendant admits to several arrests during the past four years. Official police records reveal he was arrested for a drunk and disturbance in 1964 and fined \$25.00. In 1965 he had a drunk arrest and a Driving Under the Influence arrest within a three month period. He was fined \$50.00 on the drunk charge and served ten days in County Jail on the DUI. In 1966, he was arrested and released on a burglary charge. He was held for brandishing a weapon in the same year although no disposition is noted.

In January, 1967, the defendant was convicted of burglary and placed under supervision of the Denver District Court. He was supervised until June, 1968, by Mr. Baird who reports that Mr. Carter reported regularly and conformed to the probation period.

As a juvenile the defendant was in Denver Juvenile Court for truancy on several occasions. He was handled unofficially until age 17 when he was placed on probation for breaking and entering. His adjustment on probation was considered satisfactory although the supervising officer notes that the boy had a bad family situation.

Family

Mr. Carter is a lifelong resident of Denver. He is the fourth of eight children of William and Dora (Eastman) Carter, ages 42 and 40 respectively. The family situation has been unstable from the beginning of the parents' marriage which was necessitated by Mrs. Carter's pregnancy. When the defendant was ten, his father left the home and apparently began living with another woman in Albuquerque, New Mexico. His present whereabouts are unknown. He was a very unstable person who drank heavily, was abusive, and chased other women. He had a poor employment record and was arrested several times on drunk charges.

The mother attempted to work for a short time when Mr. Carter left the family but was unable to work and care for the younger children. She applied for ADC and has been on welfare ever since. She is considered by the Welfare Department to be a sincere but defeated woman who has little control over her children. Two of the other children have juvenile court records.

Daniel seems to follow a pattern of living in and out of the home. He has tried to move out and live independently, but comes home when he can not pay the room rent.

Employment

Presently Daniel is unemployed. His last employment was at Ace Box Company operating a cutting machine at \$1.75 per hour but he left over a disagreement with the foreman over his inability to produce. He had worked there three months. Prior employment has been irregular and periods of unemployment seem to prevail over periods of employment. His longest job (1 1/2 years) was as a gas station attendant. Daniel said he liked this job because he was around cars, but he was fired when he did not show up to open up the station one morning. He is vague about his future employment goals but says he once wanted to be a mechanic.

Education

This youth dropped out of school in the ninth grade at Morey Junior High School. He had no particular reason except that he was not getting anything out of it and teachers were getting tired of him so he quit. He thinks now it would have been a good idea to stay in school but he is too old to go back.

He is uncertain about future training or education. He once thought about getting some Army schooling. This is out, he thinks, because he understands he failed the Army entrance tests.

Health

The defendant apparently is in good health now. He was hospitalized at age ten for pneumonia. The District Court Probation Report states that he was treated for gonorrhea during a 1966 jail sentence.

Daniel Carter Case - Continued

Habits

Mr. Carter admits to getting drunk once a month. He smokes and says he has tried smoking pot but does not want to continue. He denies using narcotics. He says he does not date very much but "lays up" with women when he feels like it. He does not plan to marry.

Psychiatric Report

This young man was examined and found to be logical in his thinking. He is not psychotic and expresses little outward anxiety. He sees no reason to change. I would have some concern about this man drinking and carrying a weapon.

Diagnostic Procedure Findings

This youth has a poor self-concept, little anxiety and seems not to profit much from experience. He sees himself as weak and foolish. He is hedonistic.

Summary

This young man lacks education, skills and motivation to develop a different life style. There is some indication that he is beginning to think of himself in anti-social terms in that being anti-social is better than being inadequate. The one positive force still in operation is Mr. Carter's dislike of jail. His past responses to probation may be considered a strength also.

Corrective Recommendation

Probation is recommended although it is felt that a suspended jail sentence may be necessary to keep Mr. Carter motivated toward achieving the goals of probation.

(Teaching Outline)

DANIEL CARTER CASE

Offense

The offense of carrying a concealed weapon, a fairly common charge in a misdemeanor court, is examined in terms of its outward appearance as well as possible deeper significance. The offense is looked at from the police point of view as well as the defendant's, and is viewed in terms of what it might present as a key to better understand the youth. We might speculate on the possibility that the defendant feels a need to defend himself. Does he need a weapon to compensate feelings of inadequacy? Does he have imaginary enemies? The focus here is to look at what the offender did and how he did it. To what extent is the behavior purposeful?

Prior Record

The pattern of drinking-related arrests is brought to the class's attention. The increasing seriousness of the offenses can be looked at and the question can be raised as to how corrective recommendations might have been effected earlier. In what way have fines, jail sentences, and probation influenced behavior?

Family

Of particular importance in this section is the matter of helping the class see parental models as shaping a youth's concept of role performance. It is rather evident that Mr. Carter is emulating his father. The life style of poverty can be focused on in this section.

Employment

The relationship of deficient education as it affects employment can be emphasized here. The meaning of employment to people can be looked at in terms of security, future, means to an end. How is employment viewed by Carter? What does dead end employment mean in terms of reinforcing a negative self-concept.

Education

In this section we can view education in much the same way as we view employment; the relevance of the educational system to a youth such as Carter.

Health

What might venereal disease mean in this case? The physical health of an individual can be looked at in relation to deviant behavior. Physical stature is important to a self-image.

Habits

To what extent do Carter's habits deviate from the norms of society. His decision to quit smoking pot because of the risk

is revealing. His "laying up" tells us something of his view of women and marriage. Is this a warped attitude that needs correction?

Psychiatric Report

Discussions here can focus on the role of a psychiatrist in corrections. The question of pathology and whether deviant behavior is really pathological.

Testing

The use of testing as a tool in understanding the offender can be discussed. Limitations should be noted.

Summary

The class can be helped in a discussion of this section to pull together the various facets of the case and place it in its proper perspective.

Corrective Recommendations

What course of action should be taken as an interventive measure? Is a penalty necessary? Why? What are the goals to be achieved in Mr. Carter's case?

The pre-sentence report is handed out during session one and having read it, the class is broken up into buzz groups to answer these basic questions about Carter. 1) What are the factors contributing to Mr. Carter's behavior? 2) What evidence is there that Carter is a proper subject for community treatment (probation)? and 3) What needs to be done to change Mr. Carter's behavior? The class as a whole is then reconvened and buzz group chairmen form a panel to discuss the case.

Session III - Part V

Role Playing - The Instructor, Mr. Jorgensen, plays the role of Mr. Carter and is interviewed by one of the class members in a hypothetical first interview. Through this means the class is sensitized to the interviewing process. Upon completion of this there is a critique and rehash.

Excerpts From:

VOLUNTEER PROBATION COUNSELORS
IN THE DENVER COUNTY COURT

A Study of the Opinions of Ninety-five Probation Counselors about the Training Program, the Project and Probation

A Thesis Presented to the Faculty of the Graduate School of Social Work of the University of Denver

RATING OF DESCRIPTION OF COMMUNITY REOURCES
BY AGE OF COUNSELORS

| Rating | Total | Age in Years | |
|-------------|-------|--------------|-------------|
| | | Under 38 | 38 and Over |
| Total | 95 | 51 | 44 |
| Excellent | 19 | 8 | 11 |
| Good | 37 | 15 | 22 |
| Fair | 24 | 20 | 4 |
| Poor | 11 | 4 | 7 |
| No Response | 4 | 4 | 0 |

Chi-square = 14.482, df = 3, $p < .01$.
(In this calculation the "no response" category was deleted.)

RANKING OF TRAINING PROGRAM SECTION BY
POSITIVE AND NEGATIVE RATINGS

| Rank | Program Section | Ratings | | |
|------|--|----------|----------|-------------|
| | | Positive | Negative | No Response |
| 1 | Principles of Counseling | 34 | 8 | 1 |
| 2 | Orientation to Court and Project | 82 | 9 | 4 |
| 3 | Psychology and Sociology of the Character Disorder | 81 | 12 | 2 |
| 4 | Getting Started with the Probationer | 75 | 14 | 6 |
| 5 | Description of Community Resources | 55 | 35 | 6 |

(In this calculation the "no response" category was deleted.)

RANKING OF THE TRAINING PROGRAM SECTIONS
BY PERIOD OF TRAINING

| Program Section | Period of Training | |
|---|--------------------|------|
| | Early | Late |
| Orientation to Court and Project | 1 | 3 |
| Principles of Counseling | 2 | 1 |
| Getting Started with the Probationer | 3 | 4 |
| Psychology and Sociology of the Character Disorder | 4 | 2 |
| Description of Community Resources | 5 | 5 |

RHO = .62, $p > .05$.

RANKING OF THE TRAINING PROGRAM SECTIONS
BY SEX OF COUNSELORS

| Program Section | Sex | |
|---|------|--------|
| | Male | Female |
| Orientation to Court and Project | 1 | 3 |
| Principles of Counseling | 2 | 1 |
| Psychology and Sociology of the Character Disorder | 3 | 2 |
| Getting Started with the Probationer | 4 | 4 |
| Description of Community Resources | 5 | 5 |

RHO = .50, $p > .05$.

ATTITUDE TOWARD PROBATIONER BY OPINION ABOUT
HELPFULNESS OF THE TRAINING PROGRAM

| Attitude | Total | Opinion | |
|---------------|-------|---------|-----------------|
| | | Helpful | Not Too Helpful |
| Totals | 95 | 75 | 20 |
| More Tolerant | 47 | 42 | 5 |
| No Change | 46 | 32 | 14 |
| Less Tolerant | 2 | 1 | 1 |

Chi-square = 6.3336, df = 1, $p < .02$.
(In this calculation the attitudes were dichotomized by combining the "less tolerant" and "no change" responses.)

HELPFULNESS OF THE TRAINING PROGRAM
BY EDUCATION OF COUNSELER

| Level of Educational Attainment | Total | Understanding | | | |
|--|-------|---------------|---------|-----------------|-------------|
| | | Very Helpful | Helpful | Not Too Helpful | No Response |
| Total | 95 | 40 | 37 | 17 | 1 |
| Up to and Including High School Graduation | 11 | 5 | 5 | 1 | 0 |
| At Least Some College Study | 55 | 25 | 21 | 9 | 0 |
| Post-graduate Study | 29 | 10 | 11 | 7 | 1 |

HELPFULNESS OF THE TRAINING PROGRAM BY ATTITUDE
TOWARD THE PROBATIONER

| Attitude | Total | Understanding | | | No Response |
|---------------|-------|---------------|---------|-----------------|-------------|
| | | Very Helpful | Helpful | Not Too Helpful | |
| Total | 95 | 40 | 37 | 17 | 1 |
| More Tolerant | 47 | 28 | 12 | 7 | 0 |
| No Change | 46 | 12 | 24 | 9 | 1 |
| Less Tolerant | 2 | 0 | 1 | 1 | 0 |

Chi-square = 11.497, df = 2, $p < .01$.

(In this calculation the attitudes were dichotomized by combining the "no change" and "less tolerant" categories, the "no response" category was deleted.)

IDEA FOR THE PLACE OF THE FIRST MEETING
BY SEX OF COUNSELOR

| Sex | Total | From Training Program | Idea for the First Meeting | | |
|--------|-------|-----------------------|----------------------------|-------------|--------|
| | | | Probationer's | Counselor's | Mutual |
| Total | 95 | 26 | 9 | 40 | 20 |
| Male | 70 | 21 | 6 | 33 | 10 |
| Female | 25 | 5 | 3 | 7 | 10 |

Chi-square = 8.40, df = 3, $p < .05$.

OPINION ABOUT EFFECTIVENESS OF WORK WITH THE
PROBATIONERS BY PATTERN OF MEETINGS

| Opinion | Total | Pattern of Meetings | | |
|---------------------------------|-------|---------------------|----------------|-------|
| | | Steady | Crisis-focused | Other |
| Total | 95 | 56 | 10 | 29 |
| Very Effective and Effective | 57 | 46 | 4 | 7 |
| Ineffective | 21 | 9 | 4 | 8 |
| Unknown | 17 | 1 | 2 | 14 |

Chi-square = 9.42, df = 2, $p < .01$.
(In this calculation the "unknown" category was deleted.)

MOST EFFECTIVE WAYS OF WORKING WITH PROBATIONER
BY SEX OF COUNSELOR

| Sex | Total | Way of Working | | |
|--------|-------|-------------------------------|---------------------|------|
| | | Activity-interest Centered | Problem Centered | None |
| Total | 95 | 31 | 52 | 12 |
| Male | 70 | 23 | 35 | 12 |
| Female | 25 | 8 | 17 | 0 |

IDEAS ABOUT EFFECTIVE WAYS OF WORKING WITH PROBATIONER
BEFORE AND AFTER THE TRAINING PROGRAM

| Ideas Before the Program | Total | Ideas After the Program | | |
|-----------------------------|-------|-------------------------------|----------------------------|-----------|
| | | Activity-Interest Approach | Concern for Probationer | No Way |
| Total | 95 | 31 | 52 | 12 |
| Activity-interest | 35 | 16 | 14 | 5 |
| Concern for Probationer | 15 | 1 | 12 | 2 |
| No Preconceived Idea | 45 | 14 | 26 | 5 |

NEW IDEAS FROM TRAINING PROGRAM
BY AGE OF COUNSELOR

| Age in Years | Total | New Ideas | |
|--------------|-------|-----------|----|
| | | Yes | No |
| Total | 95 | 65 | 30 |
| Under 38 | 51 | 34 | 17 |
| 38 and Over | 44 | 31 | 13 |

SECTION IV

The Volunteer Lay Counselors:

3. The swearing in

At 1:00 p.m. the day following the final training session formal swearing in ceremonies are held in Denver County Court. The new counselors are given an oath by one of the judges and inducted into the court as volunteer probation counselors. At this time they are given an identifying lapel pin and a tour of the court and probation offices. Occasionally nationally known dignitaries attend the ceremonies and address the group.



Judge William Conley swearing in new volunteer counselors.

SECTION V

A Day in Court for a Misdemeanant



MONDAY

8:30 A.M.

"Wondering how long this
time?"

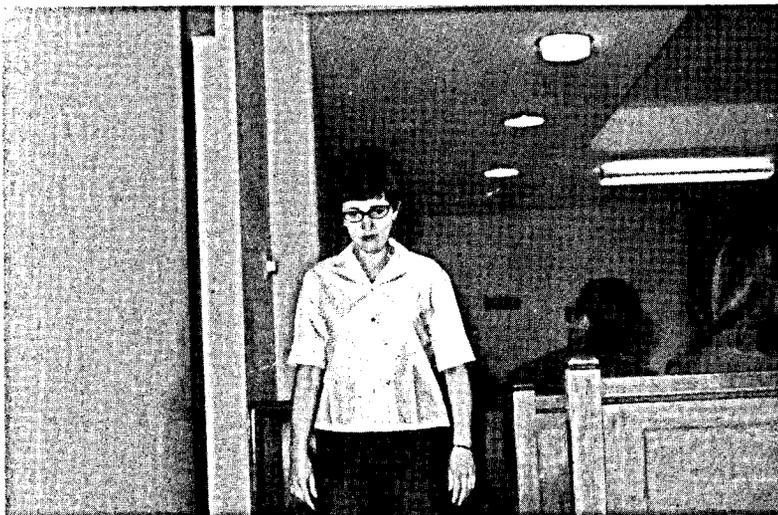
9:00 A.M.

" we'll soon
find out."



9:05 A.M.

"He says talk to the man
I'll talk to the man, beats
going to jail hey,
he's good lookin'."



9:06 A.M.

" good lookin'
alright but hard to fool."



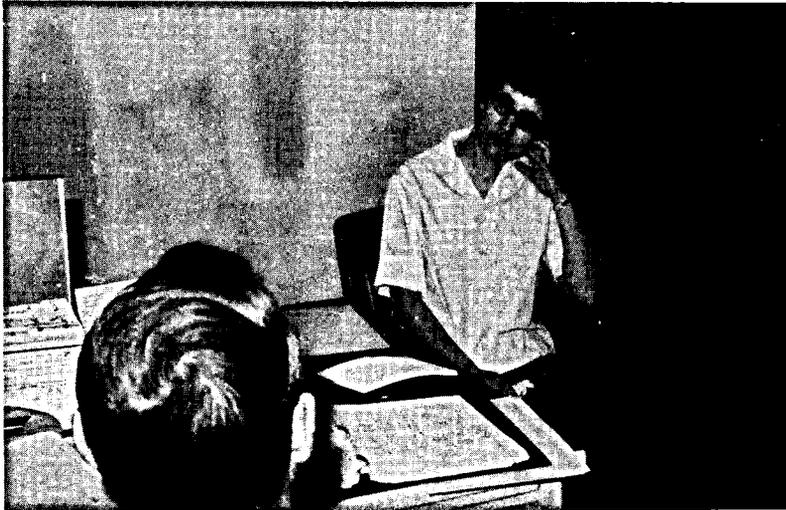
11:00 A.M.

" psychology tests,
social tests, social work tests
. . . . man, what'd happen
if you did somethin' serious in
this town?"

2:30 P.M.

" and now to see
the shrink, if they think
they can pin a 'psycho' on
me, they got another think
coming."





3:25 P.M.

"Hey, this shrink's actually people."

3:35 P.M.

" you better believe I'll be back and hear the decision tomorrow-- after all this, I've earned probation."



4:30 P.M.

And here the recommendation was made.

TUESDAY

10:00 A.M.

" boy, they're wastin' a lota time on me you know--na, they're getting paid for it."



WEDNESDAY

4:30 P.M.

" my counselor, huh--volunteering her time, eh, probably gets her kicks 'helping people'--but then down to earth knows the score --who knows, maybe, yeah, just maybe"

During his - or her - "Day in Court", each misdemeanant who has been in Court more than once, or whose offense appears to have psycho-social implications receives the following diagnostic evaluation:

1. A detailed case history is obtained - often at the General Sessions Court in the Police Building.

2. The potential probationer then proceeds to the Diagnostic Clinic in Denver County Court, where the following procedure is followed;

3. The misdemeanant takes the California Psychological Inventory;

4. A battery of sociometric tests is administered; these tests reveal those deviant acts in which the defendant indulges often, occasionally, or rarely; an evaluation of the defendant's sense of guilt over these acts is obtained, as is the defendant's evaluation of other peoples' probable reaction to the acts;

5. If the misdemeanant's psychological inventory reveals a marked degree of pathology, he is referred to the psychiatrist for an interview.

6. The results of all of the above steps are incorporated into a case history (example on next page); this case history is reviewed at a daily staffing, and a decision is reached as to whether the judge originally hearing the case should: place the person on probation, sentence the defendant to jail, impose a fine, refer the misdemeanant to a mental health facility - or a combination of the above.

This one-day diagnosis is made possible by the caliber of professional persons employed in the Probation Department.

Each non-clerical staff member - except the psychiatrist, who is a medical doctor - has a graduate degree in one of the behavioral sciences and several years experience in either social work or the field of corrections.

seem to indicate a bitter, unhappy, pessimistic young man who now regrets the present charge, but is generally apathetic in his attitudes. Psychiatric evaluation requested as a supplementary view of this youth.

Psychiatric Evaluation

John Doe is quite literal and direct. He seems to be of considerably less than average intelligence - an appearance fostered by his illiteracy and dislike of school. In school he was teased and made fun of and he still seems to expect this. He gives some appearance of withdrawing from a too complex world.

Summary and Impressions

John Doe is a bitter, uncooperative young man who appears to need help despite his denial of need. However his response to help is questionable.

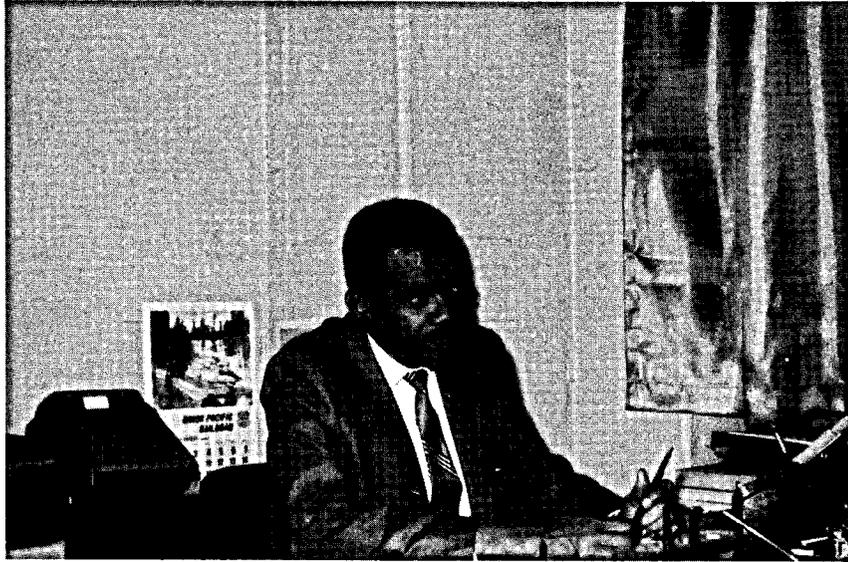
Mr. DeRay, his former probation officer, says although he was cooperative while working with Mr. DeRay, he feels supervision might be helpful.

Corrective Recommendations: Probation supervision is recommended.

SECTION VI

A Summary of Research Findings

1. Research Design



Lester G. Thomas, Director, Denver County Court, Division of Research and Programming

Excerpt from University of Colorado Research Report:

"From the amount of data presented in the report, we must conclude that the primary goal of the project, the reduction of criminal activity measured by arrests, was achieved to a statistically significant degree. The amount of success is the amazing fact."

In order to measure the degree to which this Project was successful, three basic types of information were gathered at Time I (when the person was accepted for probation and became a member of the Experimental Group), and Time II (when he was released from probation which was usually one year later). The same information was gathered for Control Group II on the day these persons appeared in court, and one year later.

The data was:

The California Psychological Inventory

Which evaluates: dominance, capacity for status, self-acceptance, sense of well-being, responsibility, socialization, self-control, tolerance, good impression, communality, achievement via conformance, achievement via independence, intellectual efficiency, psychological-mindedness, flexibility, social presence, and femininity.

Sociometric Battery

Items tested included: one's expectation of one's self, friends' expectations of one, spouse's expectations of one, children's expectations of one, employer's expectation of one, fellow-employees' expectations of one, police expectations of one regarding such factors as - work habits, drinking, driving an automobile, "getting a fast buck", going to jail, supporting one's family, proving one's manliness. We also tested to determine who is the most important person, next most important person, third most important person, etc., in the life of the group member, and the circumstances under which these rankings change. We also tested to determine how the group member perceives each of the many persons in his life as they relate to several facets of his life-pattern, and how he thinks each of them perceives one another regarding various day-to-day activities.

The Denver Police Department Arrest Record

The Denver Police Department arrest record for one year prior to being placed into either the Experimental Group, or the Control Group, and the arrest record for the year that he was a member of his group.

Open-end Interview

Each member of both the experimental and control group undergoes a lengthy and intensive interview situation. The purpose of this interview is to determine, with the greatest precision possible, a history of the participant's evaluation of those persons who have been a positive and a negative influence in his life. It is anticipated that information gathered from this interview situation will provide counselors with rather specific guidelines for the insight-gaining, goal-establishing, and problem-solving portions of counseling sessions.

Index of Adjustment for Probationers

Evaluation of the personal growth, maturity, and social adjustment of each project participant in the experimental group shall be made at three major points in time: 1) on-going evaluation by counselors and other project staff while the probationer is undergoing the rehabilitative process, 2) at the end of the year in the rehabilitative process.

SECTION VI

A Summary of Research Findings

2. Arrest Records

The Denver Police Department is to be highly commended for its wholehearted cooperation during the conduct of this Project. Had it not been for their assistance and cooperation in a variety of areas, the conduct of this Project would have been extremely difficult, and perhaps impossible.

It was with great difficulty that members of the control groups were lured back to the diagnostic clinic for Time II testing. For that, and a variety of other reasons, it was decided to evaluate arrest records on the basis of accepted sampling techniques. The data which follows is based on this sample. Additional cases are currently being added to the original sample, however, and no significant differences from the information presented has been noticed.

In addition to the Experimental (probation) Group, there were two Control Groups. Control Group I was given a five-minute interview; Control Group II took the entire battery of tests, and was given the extensive interview. The original hypothesis was that the lengthy diagnostic process might serve as a deterrent to further acting out. This, however, failed to be the case - there was, for all practical purposes, no difference in the Time II arrest records for members of these two groups. Therefore, the two Control Groups were collapsed, and evaluated as one group.

CONTROL GROUP - OFFENSE DATA

| <u>Item</u> | <u>Code</u> | <u>No. of Times</u> | <u>Percent of Total</u> | <u>Mean</u> |
|---|-------------------|---------------------|-------------------------|-------------|
| 1. Number of Pre-test Offenses | None | 1 | 1.9 | |
| | One | 10 | 18.5 | |
| | Two | 17 | 31.5 | |
| | Three | 11 | 20.4 | |
| | Four | 2 | 3.7 | |
| | Five | 4 | 7.4 | |
| | Six | 2 | 3.7 | |
| | Seven | 2 | 3.7 | |
| | Eight or more | 5 | 9.3 | 4.17 |
| 2. Average Length of Time Between Pre-test Offenses | Less than 1 month | 1 | 1.9 | |
| | 1-1.9 months | 7 | 13.0 | |
| | 2-2.9 months | 8 | 14.8 | |
| | 3-3.9 months | 8 | 14.8 | |
| | 4-4.9 months | 9 | 16.7 | |
| | 5-5.9 months | 1 | 1.9 | |
| | 6-6.9 months | 11 | 20.4 | |
| | 7-7.9 months | 0 | - | |
| | 8 or more months | 9 | 16.7 | 5.19 |
| 3. Number of Pre-test Misdemeanors | None | 3 | 5.6 | |
| | One | 10 | 18.5 | |
| | Two | 17 | 31.5 | |
| | Three | 10 | 18.5 | |
| | Four | 1 | 1.9 | |
| | Five | 4 | 7.4 | |
| | Six | 2 | 3.7 | |
| | Seven | 2 | 3.7 | |
| | Eight or more | 5 | 9.3 | 4.04 |
| 4. Number of Pre-test Felonies | None | 47 | 87.0 | |
| | One | 5 | 9.3 | |
| | Two | 2 | 3.7 | |
| 5. Dominant Type of Pre-test Misdemeanors | None repeated | 2 | 3.7 | |
| | Driving | 22 | 40.7 | |
| | Drunk | 17 | 31.5 | |
| | Sex (male) | 2 | 3.7 | |
| | Sex (female) | 2 | 3.7 | |
| | Disturbance | 7 | 13.0 | |
| | Loitering | 2 | 3.7 | |

| <u>Item</u> | <u>Code</u> | <u>No. of Times</u> | <u>Percent of Total</u> | <u>Mean</u> |
|--|-------------------|---------------------|-------------------------|-------------|
| 6. Dominant Type of Pre-test Felony | None repeated | 48 | 88.9 | |
| | Fraud | 1 | 1.9 | |
| | Assault | 2 | 3.7 | |
| | Burglary | 1 | 1.9 | |
| | Narcotics | 2 | 3.7 | |
| 7. Number of Post-test Offenses | None | 6 | 11.1 | |
| | One | 8 | 14.8 | |
| | Two | 15 | 27.8 | |
| | Three | 8 | 14.8 | |
| | Four | 5 | 9.3 | |
| | Five | 5 | 9.3 | |
| | Six | 2 | 3.7 | |
| | Seven | 2 | 3.7 | |
| Eight or more | 3 | 5.6 | 3.91 | |
| 8. Average Length of Time Between Post-test Offenses | Less than 1 month | 2 | 3.7 | |
| | 1-1.9 months | 2 | 3.7 | |
| | 2-2.9 months | 10 | 18.5 | |
| | 3-3.9 months | 10 | 18.5 | |
| | 4-4.9 months | 10 | 18.5 | |
| | 5-5.9 months | 2 | 3.7 | |
| | 6-6.9 months | 7 | 13.0 | |
| | 8 or more months | 11 | 20.4 | 5.30 |
| 9. Number of Post-test Misdemeanor Offenses | None | 9 | 16.7 | |
| | One | 7 | 13.0 | |
| | Two | 14 | 25.9 | |
| | Three | 8 | 14.8 | |
| | Four | 6 | 11.1 | |
| | Five | 3 | 5.6 | |
| | Six | 2 | 3.7 | |
| | Seven | 2 | 3.7 | |
| Eight or more | 3 | 5.6 | 3.74 | |
| 10. Number of Post-test Felonies | None | 47 | 87.0 | |
| | One | 5 | 9.3 | |
| | Two | 1 | 1.9 | |
| | Three | 1 | 1.9 | |
| 11. Dominant Type of Post-test Misdemeanors | None repeated | 9 | 16.7 | |
| | Driving | 24 | 44.4 | |
| | Drunk | 14 | 25.9 | |
| | Sex (male) | 2 | 3.7 | |
| | Sex (female) | 3 | 5.6 | |
| | Disturbance | 2 | 3.7 | |

| <u>Item</u> | <u>Code</u> | <u>No. of Times</u> | <u>Percent of Total</u> | <u>Mean</u> |
|---|----------------|-------------------------|-----------------------------|-------------|
| 12. Dominant Type of Post- test Felonies | None repeated | 47 | 87.0 | |
| | Robbery | 1 | 1.9 | |
| | Fraud | 1 | 1.9 | |
| | Assault | 2 | 3.7 | |
| | Burglary | 1 | 1.9 | |
| | Narcotics | 2 | 3.7 | |
| 13. Typology of Subjects Pre- to Post-test | 0-0 offenses | 1 | 1.9 | |
| | 0-1 offenses | 1 | 1.9 | |
| | 1-0 offenses | 3 | 5.6 | |
| | 1-1 offenses | 2 | 3.7 | |
| | 1-2+ offenses | 3 | 5.6 | |
| | 2+-0 offenses | 2 | 3.7 | |
| | 2+-1 offenses | 4 | 7.4 | |
| | 2+-2+ offenses | 38 | 70.4 | 7.98 |

EXPERIMENTAL GROUP - OFFENSE DATA

| <u>Item</u> | <u>Code</u> | <u>No. of Times</u> | <u>Percent of Total</u> | <u>Mean</u> |
|---|-------------------|---------------------|-------------------------|-------------|
| 1. Number of Pre-test Offenses | None | 3 | 6.8 | |
| | One | 10 | 22.7 | |
| | Two | 7 | 15.9 | |
| | Three | 11 | 25.0 | |
| | Four | 0 | - | |
| | Five | 6 | 13.6 | |
| | Six | 5 | 11.4 | |
| | Seven | 1 | 2.3 | |
| | Eight or more | 1 | 2.3 | 4.00 |
| 2. Average Length of Time Between Pre-test Offenses | Less than 1 month | 10 | 22.7 | |
| | 1-1.9 months | 4 | 9.1 | |
| | 2-2.9 months | 13 | 29.6 | |
| | 3-3.9 months | 4 | 9.1 | |
| | 4-4.9 months | 2 | 4.6 | |
| | 5-5.9 months | 0 | - | |
| | 6-6.9 months | 3 | 6.8 | |
| | 7-7.9 months | 0 | - | |
| | 8 or more months | 8 | 18.2 | 4.00 |
| 3. Number of Pre-test Misdemeanors | None | 3 | 6.8 | |
| | One | 10 | 22.7 | |
| | Two | 8 | 18.2 | |
| | Three | 9 | 20.5 | |
| | Four | 3 | 6.8 | |
| | Five | 5 | 11.4 | |
| | Six | 4 | 9.1 | |
| | Seven | 1 | 2.3 | |
| | Eight or more | 1 | 2.3 | 3.93 |
| 4. Number of Pre-test Felonies | None | 40 | 90.9 | |
| | One | 3 | 6.8 | |
| | Two | 1 | 2.3 | |
| 5. Dominant Type of Pre-test Misdemeanors | None repeated | 3 | 6.8 | |
| | Driving | 19 | 43.2 | |
| | Drunk | 13 | 29.6 | |
| | Sex (male) | 2 | 4.6 | |
| | Sex (female) | 4 | 9.1 | |
| | Disturbance | 3 | 6.8 | |

| <u>Item</u> | <u>Code</u> | <u>No. of Times</u> | <u>Percent of Total</u> | <u>Mean</u> |
|--|-------------------|---------------------|-------------------------|-------------|
| 6. Dominant Type of Pre-test Felony | None repeated | 39 | 98.6 | |
| | Robbery | 3 | 6.8 | |
| | Burglary | 2 | 4.6 | |
| 7. Number of Post-test Offenses | None | 11 | 25.0 | |
| | One | 18 | 40.9 | |
| | Two | 9 | 20.5 | |
| | Three | 3 | 6.8 | |
| | Four | 2 | 4.6 | |
| | Five | 0 | - | |
| | Six | 0 | - | |
| Seven | 1 | 2.3 | 2.36 | |
| 8. Average Length of Time Between Post-test Offenses | None reported | 1 | 2.3 | |
| | Less than 1 month | 12 | 27.3 | |
| | 1-1.9 months | 1 | 2.3 | |
| | 2-2.9 months | 4 | 9.1 | |
| | 3-3.9 months | 3 | 6.8 | |
| | 4-4.9 months | 4 | 9.1 | |
| | 5-5.9 months | 3 | 6.8 | |
| | 6-6.9 months | 3 | 6.8 | |
| | 7-7.9 months | 1 | 2.3 | |
| 8 or more months | 12 | 27.3 | 4.84 | |
| 9. Number of Post-test Misdemeanor Offenses | None | 13 | 29.6 | |
| | One | 20 | 45.5 | |
| | Two | 6 | 13.6 | |
| | Three | 3 | 6.8 | |
| | Four | 1 | 2.3 | |
| | Five | 0 | - | |
| | Six | 0 | - | |
| Seven | 1 | 2.3 | 2.18 | |
| 10. Number of Post-test Felonies | None | 39 | 88.6 | |
| | One | 4 | 9.1 | |
| | Two | 1 | 2.3 | |
| 11. Dominant Type of Post-test Misdemeanors | None repeated | 23 | 52.3 | |
| | Driving | 7 | 15.9 | |
| | Drunk | 11 | 25.0 | |
| | Sex (female) | 2 | 4.6 | |
| | Disturbance | 1 | 2.3 | |

| <u>Item</u> | <u>Code</u> | <u>No. of Times</u> | <u>Percent of Total</u> | <u>Mean</u> |
|--|---------------|---------------------|-------------------------|-------------|
| 12. Dominant Type of Post-test Felonies | None repeated | 39 | 88.6 | |
| | Robbery | 2 | 4.6 | |
| | Assault | 1 | 2.3 | |
| | Burglary | 1 | 2.3 | |
| | Narcotics | 1 | 2.3 | |
| 13. Typology of Subjects Pre- to Post-test | 0-0 offenses | 2 | 4.6 | |
| | 0-1 offenses | 1 | 2.3 | |
| | 0-2+ offenses | 1 | 2.3 | |
| | 1-0 offenses | 3 | 6.8 | |
| | 1-1 offenses | 2 | 4.6 | |
| | 1-1+ offenses | 4 | 9.1 | |
| | 2+-0 offenses | 6 | 13.6 | |
| | 2+-1 offenses | 17 | 38.6 | |
| 2+-2+ offenses | 8 | 18.2 | 6.89 | |

Success and Failure in the Experimental
and Control Groups

Success being defined as No Time II Arrests

| | Success | Failure | |
|---------------|----------|----------|--------|
| Control Group | 6 - 11% | 48 - 89% | N = 98 |
| Exper. Group | 11 - 25% | 33 - 75% | |

No Significant Difference

This definition of "success" is inequitable. If a person with ten Time I arrests has to reduce his Time II arrest record to zero, he has much further to go than a person with one Time I arrest. This definition, then, does not measure the same amount of adjustment in each person.

Success and Failure in the Experimental
and Control Groups

Success being defined as fewer Time II Arrests
than Time I Arrests

| | Success | Failure | |
|---------------|----------|----------|--------|
| Control Group | 22 - 41% | 32 - 59% | N = 98 |
| Exper. Group | 33 - 75% | 11 - 25% | |

$$x^2 = 12.0 \quad df = 1 \quad P < .001$$

Very Significant

This criterion for success does not reflect equal adjustment for each person, either, as was the case with the previous measure of success. A subject could have reduced his arrest rate from eight Time I arrests to seven Time II arrests and be classified a success, while a person reducing his arrests from one to zero would also be a success.

Success and Failure in the Experimental
and Control Groups

Success = Fifty Percent Reduction
in Time II Arrests

| | Success | Failure | |
|---------------|----------|----------|--------|
| Control Group | 15 - 28% | 39 - 72% | N = 98 |
| Exper. Group | 28 - 64% | 16 - 36% | |

$$\chi^2 = 12.7 \quad df = 1 \quad P < .001$$

Even this less strict and more equitable definition of success yields a larger chi-square than the liberal definition of success. It is again significant at the .001 level, leaving little room for doubt about the differences between the Experimental and Control Groups when classified as successes and failures. The successes are much more likely to come from the Experimental Group than from the Control Group. This suggests that some forces are operating on the Experimental Group during probation that tend to reduce significantly their failure rate.

Using Time I and Time II Arrest data, another powerful statistic can be computed which is, perhaps, more meaningful. In this instance mean arrest rates were computed for each group during Time I and Time II. These rates do not correspond directly to the data presented at the beginning of this subsection because of the coding procedures utilized in recording the data.

Arrest and Offense Rates

| | <u>Time I</u> | <u>Time II</u> |
|--------------------|---------------|----------------|
| Control Group | 3.17 | 3.00 |
| Experimental Group | 2.90 | 1.36 |

These are the mean number of arrests for each group during the respective periods. The Control Group had a slightly higher Time I rate and reduced this rate very slightly. The Experimental Group had 3.00 arrests per year during Time I, but reduced this rate to 1.36 arrests per year during Time II. When t scores were computed on these mean differences there again were significant results. There is no significant difference between the groups when Time I arrest rates are compared. The $t = .386$ and the probability is greater than .20 that these differences could have transpired by chance. This means that even though the Control Group had a slightly higher offense rate to begin with, it was not a significant difference - only .17 arrests. However, during Time II the arrest rates per year did differ significantly. The t test gave a score of 4.286 with a probability of less than .001. The conclusion to be drawn from this is that there is a significant difference between the mean arrest rates of the two groups during Time II with the Experimental Group moving in the desired direction. The Experimental Group rate dropped 1.66 while the Control Group rate dropped only .27, a decrease in the Experimental Group of six times that of the Control Group as measured by mean scores. Again, during the probation period something is happening which causes a significant reduction in arrests for this group. Because of testing, of counseling by probation staff, and of assignment of a lay counselor (all part of the probation program of the subjects on probation) the cause of this reduction might best be termed a total treatment effort. Since the lay counselor is the experimental variable given only to the Experimental Group, it is suggested that this one facet of probation is having the desired effect.

Looking back at the Offense Data provided near the beginning of this section, the groups are very similar on nearly every variable except for the variable or item seven, Time II offenses. Judge Burnett's idea that the volunteer counselors become more effective after aiding the probationer on his first offense after being granted probation, may have some support here. In the Experimental Group, we note that over forty-percent of the subjects commit only one offense while on probation. This is the largest single category in the distribution. Compared to the Control Group this category is almost three times as large. The dominant types of misdemeanors are essentially the same - driving and drunk arrests making up well over half of the repeated offenses in both test periods for both groups.

Generally, the offense and arrest data are of primary interest to the project. From these data success and failure are computed and the conclusive evidence about the advantages of probation over normal treatment efforts are demonstrated. For the most part, the two groups are essentially similar at present time. Their arrest rates show no significant difference and their misdemeanor and felony records are essentially similar. The effect of probation on the Experimental Group is having the desired consequences. Success and failure rates differ significantly in the groups as do the arrest rates per year. The cause of this change is best attributed to a total treatment effort, with volunteer counselors providing the major force. Needless to say, the effect of probation itself, as opposed to no probation, may be causing some part of the reduced arrest rates, and may be affecting the behavior of the subjects in this way.

SECTION VI

A Summary of Research Findings

3. Demographic Characteristics of Probationers and Success

In a previous section, on the volunteer counselors, certain demographic characteristics were presented for counselors whose probationers were successful, and for counselors whose probationers were not.

In this section, will be presented a summary of a similar demographic study of a sample N = 44 probationers and members of the control group sample N = 54. What is being attempted here is to determine if there are demographic characteristics so closely associated with success that only those persons possessing the characteristic(s) can hope for successes. Following is a resume of the findings:

Age of Subjects

| 27 and younger | Over 27 |
|----------------|---------|
| 10 | 5 |
| 21 | 18 |

N = 54

$$\chi^2 = .70$$

| 27 and younger | Over 27 |
|----------------|---------|
| 23 | 5 |
| 13 | 3 |

N = 44

$$\chi^2 = 0.00$$

Neither group demonstrates a significant difference on this variable.

However, these data indicate that subjects who have not been put on probation are more likely to succeed if they are younger and that Experimental Group subjects on probation are more likely to succeed if they are older.

Sex of Subjects

Control Group

| Male | Female |
|------|--------|
| 14 | 1 |
| 34 | 5 |

N = 54

Experimental Group

| Male | Female |
|------|--------|
| 25 | 3 |
| 14 | 2 |

N = 44

Again, no significant differences are found. In both groups males and females are equally as likely to succeed during the Time II period whether they are on probation or not. The percentages from the descriptive data suggest that females are a bit more likely to fail, but these percentages and distributions do not give statistical significance.

Ethnicity of Subjects

Control Group

| White | Non-White |
|-------|-----------|
| 7 | 8 |
| 19 | 20 |

N = 54

$\chi^2 = 0.00$

Experimental Group

| White | Non-White |
|-------|-----------|
| 16 | 12 |
| 5 | 11 |

N = 44

$\chi^2 = 2.70$

$P < .10$

For the Control Group, whites and non-whites are equally apt to fail during the Time II period. The distribution of scores is almost exactly the same. The Experimental Group shows a different configuration. The $\chi^2 = 2.7$ is significant at the .10 level, meaning that, by chance, these differences could occur less than once in ten. While this difference is not statistically significant at the .05 level a relationship is apparent. For this Experimental Group the chances of success are greatly improved if the subject is white, and conversely, Spanish and Negroes are more likely to fail on probation.

Marital Status of Subject

Control Group

| Single or Separated | Married |
|---------------------|---------|
| 10 | 5 |
| 28 | 11 |

N = 54

$\chi^2 = .10$

Experimental Group

| Single or Separated | Married |
|---------------------|---------|
| 14 | 14 |
| 14 | 2 |

N = 44

$\chi^2 = 6.10$

$P < .02$

In the Control Group we note that successes and failures are equally as likely to be single or separated, or married. The χ^2 of .10 is not significant. The Experimental Group $\chi^2 = 6.1$, however, is significant at the .02 level, well below the established .05 possibility. We must conclude that for successes in the Experimental Group, marriage does not seem to have an effect on success or failure because fifty-percent are single or separated and fifty-percent are married. The failures of probation are seven times as likely to be single or separated as married. There is, then, a significant statistical difference between the success and failure of the probationers when cross-classified by marital status.

Education of Subject

Control Group

| Under 10th grade | Over 10th grade |
|------------------|-----------------|
| 8 | 7 |
| 23 | 16 |

N = 54

$\chi^2 = .10$

Experimental Group

| Under 10th grade | Over 10th grade |
|------------------|-----------------|
| 14 | 14 |
| 9 | 7 |

N = 44

$\chi^2 = 0.00$

In both the Experimental and Control Groups, the failures are more apt to have less education than more education, but these differences are too small to produce statistical significance.

Religion of Subject

Control Group

| Protestant | Non-Protestant |
|------------|----------------|
| 10 | 5 |
| 12 | 27 |

Success

Failure

$N = 54$

$\chi^2 = 5.90$

$P < .02$

Experimental Group

| Protestant | Non-Protestant |
|------------|----------------|
| 12 | 15 |
| 7 | 8 |

$N = 44$

$\chi^2 = 0.00$

In the Control Group the successes during the Time II test period differed significantly, at the .02 level, from the failures when compared on religion. The successes are much more likely to be Protestant than are the failures. The Experimental Group does not display any difference that is significant, but, in fact, does demonstrate that non-Protestants are slightly more apt to succeed in the success and failure members of this group. However, the differences are so small that no valid conclusion, unsupported by statistical significance, can be drawn.

Employment of Subjects

Control Group

| Yes | No |
|-----|----|
| 10 | 5 |
| 22 | 17 |

N = 54
 $\chi^2 = 1.40$
 $P < .30$

Experimental Group

| Yes | No |
|-----|----|
| 18 | 10 |
| 7 | 9 |

N = 44
 $\chi^2 = 1.80$
 $P < .20$

In both the Experimental and Control Groups the successes are more likely to be employed than are the failures. While neither group yields a statistically significant difference, we do see that in both groups the successes are twice as likely to be employed as unemployed at the time of their court appearance. This suggests that further research needs to be completed on this variable before a conclusive statement can be made regarding employment and success.

Social Class of Subjects (Type of Education)

Control Group

| I - V | VI - VII |
|-------|----------|
| 7 | 8 |
| 10 | 26 |

N = 51
 $\chi^2 = 1.7$
 $P < .20$

Experimental Group

| I - V | VI - VII |
|-------|----------|
| 11 | 15 |
| 0 | 14 |

N = 40
 $\chi^2 = 8.3$
 $P < .01$

Here we note that the Control Group subjects do not demonstrate a significant difference in success and failure when compared to social class, but the Experimental Group yields the largest chi-square value of 8.3 computed thus far. Even for the Control Group, successes are more likely to be from the higher social classes than from the lower. In the Experimental Group this fact is particularly evident. None of the failures in the Experimental Group had a social class standing above class VI or VII.

Instant Offense of the Subjects

Frequencies were too small to permit statistical analysis; however, some interesting observations resulted. In the Control Group, drunk and disturbance offenders fail much more often than driving offenders. In the Experimental Group, success is more apt to occur on all offenses than failure. It can be concluded, therefore, that regardless of the type of instant offense, Experimental Group people have a greater chance for success than Control Group subjects.

SECTION VI

A Summary of Research Findings

4. Test Results

It should be borne in mind that we are herein discussing general deviant behavior and not times arrested which have been previously covered.

Self Report of Deviance

The Control Group, when compared at Times I and II, report greater amounts of deviance, as indicated by the mean score, on twelve of the twenty items of the instrument. For the Control Group, then, their deviant behavior seemed to increase on more than half of the items during the one year between Time I and Time II. Three of the items show no mean difference, and five show a decrease in deviant activity. The greatest increases in the Control Group are in remarks about another man's wife, smoking marijuana, drinking with friends, went with friends and missed work, and driving and parking violations and getting drunk. Over all, the Control Group portrays a picture of slightly more deviance at Time II than at Time I.

The Experimental Group displays a much different configuration of mean scores when Time I and Time II are compared. This group had the mean scores of fourteen variables increase indicating a drop in deviant activity on these variables. They increased deviant activity on only three variables and showed no change on three others. This is much different from the Control Group, which displayed an increase on twelve variables and a decrease on only five. These differences on variables yield a correlation of .80 as measured by the Yule's Q statistic.

Self Evaluation

When comparing Time I and Time II results, the Control Group shows a decrease, or less desirable self evaluation on ten of the thirteen remaining items. Three items illustrate an improvement. At the same time the Experimental Group had a better self evaluation on twelve of the same thirteen items when Time I and Time II are compared. One item showed no change. These changes yield a highly significant statistical difference between the two groups when the Fisher Test of Exact Probability is used - $P < .01$.

California Psychological Inventory

Attempts to evaluate Time I and Time II results of the California Psychological Inventory failed to reveal any truly statistical differences. - possibly because of the small sample from which we were working.

However, it was noted that the California Psychological Inventory profile for successful probationers was more positive, "well", if you please, than the profile for probationers who failed.

SECTION VI

A Summary of Research Findings

5. A Follow-up Look at Arrest Records

Several months after the foregoing analysis was accomplished the Denver County Court selected additional samples from the original Experimental and Control Groups. (These samples were randomly selected - with care being taken to exclude all cases included in the original study.)

Analysis of the arrest records for these groups revealed the following:

| | Exper. Group | Control Group |
|---|--------------|---------------|
| Increase in Time II Arrests | 12 - 23% | 9 - 26% |
| Same Number Arrests - Time I and Time II | 3 - 6% | 7 - 20% |
| Less than a 50% decrease in Time II Arrests | 3 - 6% | 8 - 22% |
| 50% or more decrease in Time II Arrests | 33 - 65% | 12 - 33% |
| Totals | 51 -100% | 36 -100% |

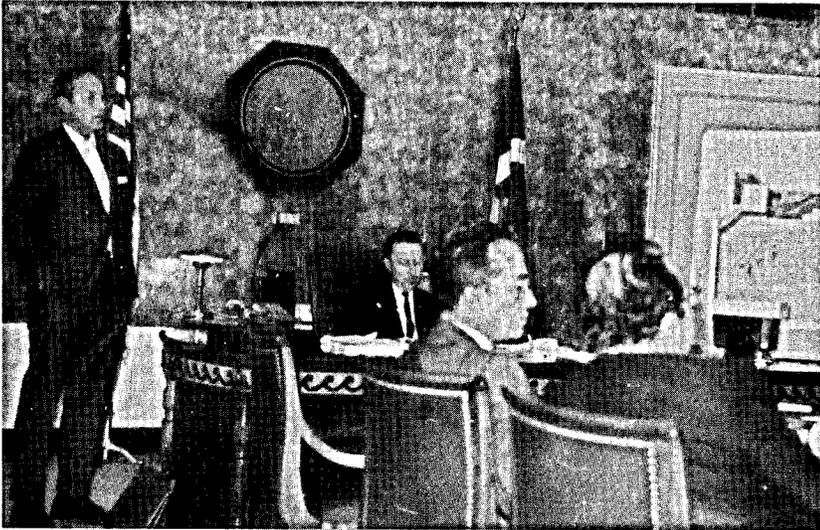
"Success" has been defined as having reduced one's arrest record by 50% or more at Time II, as compared to Time I. One notes, then, the following percentages of success for the two groups.

| | Exper. Group | Control Group |
|-----------|--------------|---------------|
| Successes | 65% | 33% |
| Failures | 35% | 67% |
| Totals | 100% | 100% |

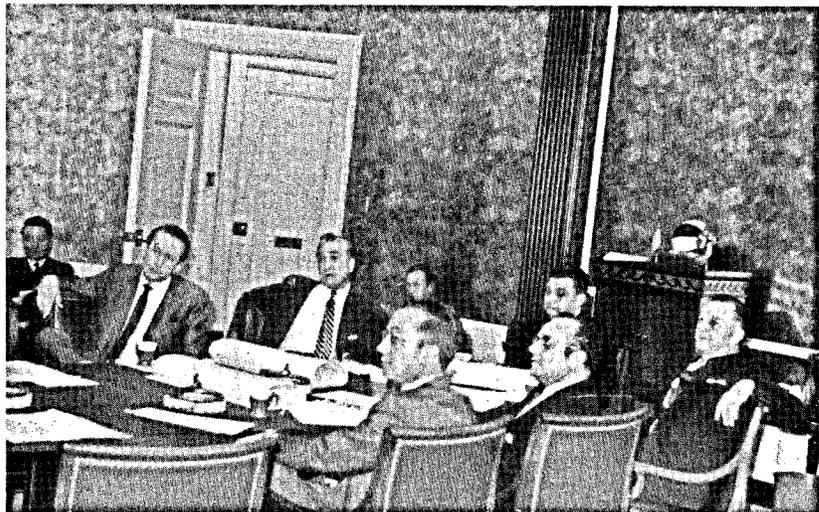
The above, obviously, further substantiates findings based on the original analysis which point out the effectiveness of using volunteer probation counselors and a one-day-work-up Diagnostic Clinic, as these concepts are utilized by the Denver County Court.

SECTION VII

In Conclusion



The Mayor and City Council ponder probation.



The statistics and procedures set forth in this report, impressive though they may be, fall short of telling the whole story. For each "case" involves not a file but a human being who, in the last analysis, becomes the ultimate judge of our efforts. That several hundreds of extremely troubled young adults, whose psycho-social disorders have brought them into repeated encounters with the law, have been placed in a positive relationship with dedicated citizens from the main stream of our society there can be no doubt. Similarly, that a statistically significant short-term improvement has been brought about can hardly be questioned. But this human being whom we refer to, as a "case" or a "defendant," holds the answer as to whether his life has been permanently influenced for the better. Both faith and logic lead us to speculate that it has.

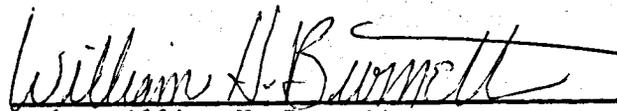
Also, in the realm of speculation is the effect on community attitudes of so wide a citizen involvement in the correctional process. With nearly a thousand volunteers, our court suddenly finds itself with probably the nation's "largest" probation department. It is likely that many thousands of dollars worth of extremely valuable time and skill have been contributed to what would have to be one of the greatest examples of citizen participation in government ever achieved. As thousands of citizens have this opportunity over the years, will their firsthand experience in the field of corrections cause them to seek more effective and enlightened corrective facilities? Will the public's present disagreement with corrective policies of the courts, as shown in the public-opinion polls, be modified? Perhaps so, for it is inconceivable that the citizen could go through this experience completely unchanged.

If, however, the foregoing questions remain incompletely answered, in at least one criterion of success, the answer has been made clear; for included in the basic philosophy underlying the awarding of Federal Demonstration-Research Grants is the understanding that should the project in question prove to be valuable, the local community will continue the financing of the project after Federal funds have been expended.

A Demonstration Project cannot be said to have been truly successful, therefore, until the local community commits itself to continuing the undertaking.

In June, 1968, - as the demonstration phase of the Volunteer Counselors Project neared an end - Denver Mayor Thomas G. Currigan (top picture, page 86 - seated at desk at front of room), and Finance Committee Chairman, Irving Hook (lower picture, page 86 - second from left - nearest camera) speaking for his fellow City Councilmen - assured the Denver County Court that despite the critical financial squeeze, the City and County of Denver would assume financial responsibility for the countinuance of the County Court Volunteer Counselor program.

It is with considerable pride that we announce the successful completion of the demonstration phase of the Denver County Court's Volunteer Counselor Project.


Judge William H. Burnett
Project Director

George A. Manerbino, Presiding Judge, 1969

Gilbert A. Alexander, Judge
William Conley, Judge
John J. Dunn, Judge
Dan D. Diamond, Judge
Samuel M. Kirbens, Judge
Wallace McCamant, II, Judge
John F. Sanchez, Judge
L. Paul Weadick, Judge
Zita L. Weinskienk, Judge

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