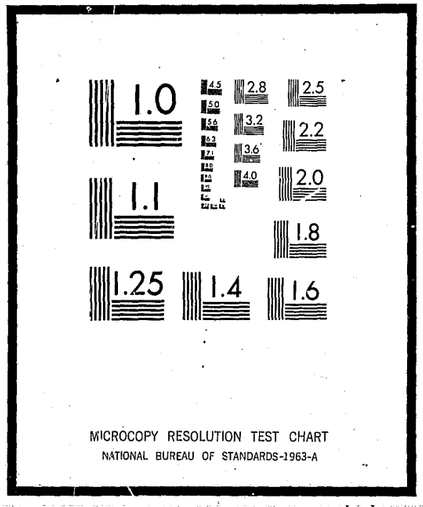

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FINAL REPORT

PROJECT INTERCEPT

FEDERAL GRANT NO. 72-ED-08-0005

April 5, 1974

U. S. DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION

II-1 Report
OMB NO. 43-R053
Expires 6/30/75

FINANCIAL STATUS REPORT

1. Federal Agency and Organizational Element: U. S. Department of Justice, LEAA — Region VIII Denver

2. Federal Grant No. or Other Identifying No.: 72-ED-08-0005

3. Name and Address of Grantee Organization:
Colorado SPA
Project Intercept
3375 Holly Street
Denver, Colorado 80207

4. Employer Identification No.: 84-0629793

5. Grantee Account No. or Identifying No.: N/A

6. Final Report: [X] Yes [ ] No

7. Basis of Report: [X] Cash [ ] Accrued Expenditures

8. Project Period (Month, Day, Year): FROM 10 19 72 TO 1 31 74

9. Report Period (Month, Day, Year): FROM 10 19 72 TO 1 31 74

a. STATUS OF FUNDS	PROGRAMS — FUNCTIONS — ACTIVITIES (1)	(2)	(3)	(4)	(5)	(6)	TOTAL
Total outlays previously reported (Line 10e from previous report)							427,397.85
Total program outlays this period							(3,265.55)
Less: Program income credits							-0-
Net program outlays this period (Line b minus Line c)							(3,265.55)
Total program outlays to date (Sum of Lines a and d)							424,132.30
Less: Non-Federal share of program outlays							108,005.00
Total Federal share of program outlays (Line e minus Line f)							316,127.30
Total unpaid obligations							-0-
Less: Non-Federal share of unpaid obligations							-0-
Federal share of unpaid obligations (Line h minus Line i)							-0-
Total Federal share of outlays and unpaid obligations (Line g plus Line j)							316,127.30
Total Federal funds authorized							323,992.00
Unobligated balance of Federal funds (Line l minus Line k)							7,864.70

11. Indirect Expense: a. Type of rate (Mark box)
[ ] Provisional [X] Final
[ ] Predetermined [ ] Fixed

b. Rate | c. Base

d. Total amount | e. Federal share

12. REMARKS (Attach additional sheets if necessary)

13. CERTIFICATION — I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purposes set forth in the grant award documents.

Name and Title: James Ayers, Fiscal & Budget Officer
Telephone: Area Code 303, Number 892-2681, Ext.
Signature of Authorized Official: James Ayers
Date Report is Submitted: 4/5/74

LEAA FORM 7160/1 (8-73)

REPLACES LEAA OLEP - 153 AND LEAA OLEP 155 WHICH ARE OBSOLETE.

Undisbursed Federal Grant Funds	$7,864.70
Interest Earned-Fed.Employee Witholding (1/1/73-5/15/73)	243.42
Cash contributions to Project	146.42
	$8,254.54

FINAL REPORT - PROJECT INTERCEPT DENVER ANTI-CRIME COUNCIL
4/5/74

DISCRETIONARY GRANT ACCOUNTING WORKSHEET

CATEGORY		BUDGETED A	OUTLAYS CURRENT B	OUTLAYS PRIOR C	OUTLAYS TOTAL D	UNPAID OBLIGATIONS E	TOTAL OBLIGATIONS F
1. PERSONNEL	LOCAL SHARE	$ 95,685	$ -0-	$ 95,685.00	$ 95,685.00	-0-	$ 95,685.00
	FEDERAL SHARE	227,130	<6,830.71>	223,069.03	216,238.32	-0-	216,238.32
SUPP. & OPERATING EXPENSES	LOCAL SHARE	-0-	-0-	-0-	-0-	-0-	-0-
	FEDERAL SHARE	44,940	515.79	44,448.21	44,964.00	-0-	44,964.00
TRAVEL	LOCAL SHARE	7,000	-0-	7,000.00	7,000.00	-0-	7,000.00
	FEDERAL SHARE	9,250	<61.77>	9,746.87	9,685.10	-0-	9,685.10
EQUIPMENT	LOCAL SHARE	-0-	-0-	-0-	-0-	-0-	-0-
	FEDERAL SHARE	16,222	441.12	16,221.76	16,662.88	-0-	16,662.88
CONSTRUCTION CONTRACTS	LOCAL SHARE	N/A					
	FEDERAL SHARE						
PROFESSIONAL SERVICES	LOCAL SHARE	5,320	-0-	5,320.00	5,320.00	-0-	5,320.00
	FEDERAL SHARE	26,450	2,670.02	25,906.98	28,577.00	-0-	28,577.00
2. TOTAL	LOCAL SHARE	108,005	-0-	108,005.00	108,005.00	-0-	108,005.00
	FEDERAL SHARE	323,992	<3,265.55>	319,392.85	316,127.30	-0-	316,127.30
3. MATCHING CONTRIBUTIONS		108,005					108,005.00
4. TOTAL FEDERAL FUNDS		323,992					316,127.30

MEMOS TO GRANT:

This report shows a final balance of $7,864.70 in Federal Funds. However, due to interest earnings of $243.42 and cashcontributions of $146.42, the final balance is actually $8,254.34.

SCHEDULE A

EXPENDITURES FOR PERSONNEL
(Include Fringe Benefits)

	Name	Project Position	No. Months Employed on Project	Average % of Time on Project	Total Amt. of Salaries & Wages Paid
1.	Arellano, G.	Behavior Analyst I (B.A.)	11	100%	$ 6,944.53
2.	Breeze, C.N.	Educ. Spec.	10	100%	11,105.40
3.	Burns, K.	Clinical Supervis.	12	100%	16,229.31
4.	Driscoll, R.	Grad. Stud. Asst.	6½	50%	2,098.75
5.	Dryver, H. M.	B.A. III	11	100%	8,594.02
6.	Ealy, R. L.	B.A. I	8	100%	5,151.51
7.	Edwards, W. L.	Percept. Motor Spec.	6	100%	2,833.36
8.	Gilbert, M.	Research Asst.	3	100%	900.00
9.	Gregory, L.	B.A. III	11	100%	8,748.31
10.	Hendee, A.	Adm. Asst.	6½	100%	5,057.65
11.	Jackson, H. R.	B.A. I	11	100%	6,944.02
12.	Johnson, Z.	Secretary	8½	100%	3,653.68
13.	Jordan, H. J. W.	B.A. I	11	100%	7,119.81
14.	Kelley, R.	Clinical Super.	12	25%	4,500.00
15.	Knott, P. D.	Director	12½	100%	19,248.31
16.	Knott, R. C.	Clr-Typist	12½	Hrly	5,540.00
17.	Markovich, R.	Clin. Super.	11½	100%	15,863.74
18.	McBride, S.	Research Asst.	12%	100%	7,812.05
19.	Meyers, G.	Educ. Spec.	4¼	50%	2,479.11
20.	Miles, N.	Educ. Spec.	5½ &	100%	7,065.40
21.			5	40%	2,823.50
22.	Monjarez, A. M.	B.A. I	4	100%	2,630.90
23.	Mystal, E.	B.A. I	11	100%	6,926.40
24.	Narcisse, A.	B.A. I	11	100%	7,098.31
25.	Niehoff	Researcher	20 days	100%	699.97
26.	Pederson, R. A.	Research Asst.	20 days	100%	500.00
27.	Rutledge, L.	Clinical Supervisor	12 months	25%	5,028.36
28.	Terry, C. J.	B.A. III	11	100%	8,614.89
29.	Todd, F. J.	Clinical Super.	12	50%	9,528.36
30.	Wainwright, C.	Educ. Director	6½	100%	6,879.77
31.	Weese, D.	Office Mgr.	12½	100%	9,373.31
32.	Woods, B. A.	Secretary	2½	100%	1,062.53
33.	Woods, S. L.	B.A. I	10	100%	6,502.98
34.	Temporary	Typists	1	100%	680.08
		TOTAL Schedule A			$216,238.32

SCHEDULE B

PROFESSIONAL SERVICES

I. Individual Consultants

	Name	Organization	Daily or Hourly Rate	No. Days Devoted to Project	Total Fees Paid
1.	Parker, Harold	Ft. Logan Mtl Hlth Ctr	$160/Mo.	11½ Mos	$2,495. **
2.	VanderWeele, James	Ft. Logan Ctr.	400/Mo.	11 Mos	4,400
3.	Williams, M. C.	New Hope Baptist Ch.	400/Mo.	11 Mos.	4,400
4.	Farnsworth, Craig	Optometrist	$16.88 Hr.	49½ Hrs.	835.
5.	Miles, Nacy	Perceptual Motor Spec.	100/Day	2 Days	200.
6.	Macht, Joel	Univ. Denver	55/Day	2 Days	110.
7.	Townsend, Harry	Denver Academy	135/Day	13 Days	2,050. *
8.	Yang, Jin S.	Probation Dept.	100/Day	1 Day	100.
9.	Crawford, Sam	Univ. Omaha	100/Day	2 Days	239. *
10.	Plese, Elliott	CSU	100/Day	3 Days	243. *

Continued on next page

II. Contracting or Service Organizations & Associations

	Name	Organization	Daily or Hourly Rate	No. Days Devoted to Project	Total Fees Paid
1.	Parents who participated in BA training		$5 @	1 day	$65.00
2.	Behavior Analysts Training		100/Day	4 Wks	6,000
3.	Main Lafrenz & Co.	Acctg Firm	28	59 Hrs	1,674
4.	Lowery, Phillip	Law Firm	40/Hr.	100 Hrs	417
5.	Whittemore & Co.	Audit Firm	400/Wk	3 Wks	1,200
6.	Board of Community Relations		15.00/Day	12 Days	184
7.	Diagnostic Testing of referrals/		$5/Day	176 Days	880
8.					
9.					
10.					

TOTAL Schedule B $28,527

* Includes per diem
** Includes special consulting fees

SCHEDULE B - Page 2

PROFESSIONAL SERVICES

I. Individual Consultants

	Name	Organization	Daily or Hourly Rate	No. Days Devoted to Project	Total Fees Paid
11.	Cortes, Juan B.	Georgetown Univer.	$135/Day	3	$623. *
12.	Campbell, William	Affectiveness Trng.	100/Day	10	1,000
13.	Gilbert, Marilyn	Educational Spec.	100/Day		100
14.	Gregory, Lester	Cmnty Relations	100/Day		100
15.	Cornelius, Richard	Univ. Washington	4/Hour	225 Hrs.	900
16.	Hallman, William	Denver Police Dept.	135/Day	1	135
17.	Grove, Dann	Cmnty Rel	100/Day	1	100
18.	Kleyhauer, Alfred	Cptometrist	16/Hr	1 3/4	28
19.					
20.					

II. Contracting or Service Organizations & Associations

	Name	Organization	Daily or Hourly Rate	No. Days Devoted to Project	Total Fees Paid
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

TOTAL Schedule B _____

* Includes per diem

SCHEDULE C

EXPENDITURES FOR TRAVEL

	Last Name of Traveler	Dates of Travel	Point of Origin and Destination	Transportation Charges	Other** Travel Allowances	Total Travel Costs
1.	Burns	3/7/73	Denver - Phila	$271.47	$75.00	$346.47
2.	Knott	4/4/73-4/9/73	Denver-N. Orleans	333.29	309.41	642.70
3.	Knott	5/24-5/28/73	Denver-N. York	305.27	100.00	405.27
4.	Travel Allowance for BA's and Research Asst.: 10¢/Mile					5472.00
5.						
6.						
7.						
8.						
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23.						
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25.						

[GROUP LISTINGS]

	Type of Training Institute or Conference	Number* Participants	Transportation Charges	Other** Travel Allowances	Total Travel Costs
1.	2 Behavior Mod. Programs	50	$308.00	$123.30	$583.30
2.	Field trip - Canyon City	30	220.62		220.62
3.	Field trip - Air Force Academy	30	86.40		86.40
4.	Behavior Therapy Conference	300	1248.34	680.00	1928.34
5.					

TOTAL Schedule C $9,685.10

*exclusive of staff, faculty, and paid consultants (to be listed individually in the first part of the schedule)

**Includes all subsistence, meals, and miscellaneous charges.

Page 1

PROPERTY INVENTORY RECORD

FORM GA-15 (10/72)

ALL PROPERTY IS LOCATED ON PROGRAM SITE AT 3375 HOLLY STREET IN DENVER
All Property reverts to LEAA for disposition

1. Property purchased with funds for Grant No. 72-ED-08-0005

Item description	Property Inventory Number	Date Purchased	New (√)	Used (√)	Purchase Order Number	Cost	Equipment Serial Number	Equipment Location	Disposition Reference
Carpet	300	2/14/73	X			2,412.40			See above
Hon File Cabinet	301	1/17/73	X			69.36	E4-312P		
Burglar Alarm	302	1/24/73	X			723.20	2452		
Wolco Chair	87	2/1/73	X			43.60			
Calculator	250	1/24/73		X		230.00	4278-586		
Hon Desk	71	1/17/73	X			231.84	8602-A		
Construction of Partitions		2/13/72	X			585.00			
IBM typewriter	80	2/15/73	X			450.00	6736766		
IBM typewriter	63	1/18/73	X			410.00	6615331		
IBM typewriter	223	1/18/73	X			450.00	6725422		
Trampoline	228	2/28/73	X			210.00			
Table	61	12/19/72	X		22606	35.00	6103		
3 Desks - AH		2/28/73	X			321.84			
File Cabinet	102	2/28/73				74.41			

12 Project Director _____ Date 4/5/74

PROPERTY INVENTORY RECORD

FORM GA-15 (10/72)

1. Property purchased with funds for Grant No. 72-ED-08-0005

Item description	Property Inventory Number	Date Purchased	New (√)	Used (√)	Purchase Order Number	Cost	Equipment Serial Number	Equipment Location	Disposition Reference
File Cabinet	103	3/6/73	X			74.41			
3 Haskell chairs	99,100,101	2/28/73	X			176.40			
Lange Skinfold Cal	278	2/27/73	X			98.54	3008239		
10 Teaching Machines	303-312	3/15/73	X			262.00	15997		
Dictating Machines 4 Portable	313-316	3/2/73	X			496.00	15994 17249		
Physician'sScale	317	2/23/73	X			85.50	15354 402		
Tape Recorder and Adaptor	318	4/4/73	X		5003	92.48	14-874		
Portable Typewriter	244	4/16/73		X	9201	140.00	V6LR 454115		
Portable Typewriter	259	4/16/73		X	9201	140.00	A9283793		
4 Color Caravans	319-321 323	4/4/73	X			437.40			
Couch	219	12/19/72	X		22606	160.00	300 CB		
Flashcard Reader	322	2/22/73	X			386.10	1797		
2 T-Matic	108 & 217	2/22/73	X			518.50	2852 2853		
Television Cart	207	3/13/73	X			59.95	ATV-48E		

12 Project Director _____ Date 4/5/74

PROPERTY INVENTORY RECORD

FORM GA-15 (10/72)

1. Property purchased with funds for Grant No. 72-ED-08-0005

Item description	Property Inventory Number	Date Purchased	New (✓)	Used (✓)	Purchase Order Number	Cost	Equipment Serial Number	Equipment Location	Disposition Reference
Sony Video Ensemble	110,111, 206	3/5/73	X			1924.62	3200 DX		
Electronic Calculator	324	5/11/73	X		5001	149.50	5832		
Tapes Recorder	270	6/27/73	X			30.60	1100		
Lanier Dictator	83	12/21/72	X		State 22679	342.02	1977		
Lanier TX	251	12/21/72	X		State 22679	342.02	1977		
Lanier Comb	72	12/21/72	X		State 22679	381.22	1977		
Lanier Portable	327	12/21/72	X		State 22679	136.22	1100		
(10) Stacking chairs	6,24,27,29, 203,215,216	12/19/72	X		State 22606	249.50	54L		
(25) Folding chairs	232,236,237 2,8-26	"	X		"	143.75	1533		
(5) Swivel Chairs	43,45,68,69,85 41,47,50,62,84	"	X		"	260.00	S/11		
Exec. Chair	205	"	X		"	240.00	H521		
(12) Fixture Ch.	1,4,5,38,44, 46,64,66,67, 76,77	"	X		"	250.00	225		
Steno chair	325	"		X	"	32.00	155		
Exec. Desk	326	"	X		"	159.50	A-131		

12 Project Director _____ Date 4/5/74

PROPERTY INVENTORY RECORD

FORM GA-15 (10/72)

1. Property purchased with funds for Grant No. 72-ED-08-0005

Item description	Property Inventory Number	Date Purchased	New (✓)	Used (✓)	Purchase Order Number	Cost	Equipment Serial Number	Equipment Location	Disposition Reference
(5) Exec desks	37,39,42 48,49	12/19/72	X		State 22606	597.50	V72		
(2) Secretarial Desk	79,222	"	X		"	278.00	V4260		
(10) Desks	32,35,36,51, 52,53,233,254 234,235	"	X		"	599.50	V40		
Letter File	75	"	X		"	78.00	314P		
Legäl File	74	"	X		"	89.00	314CP		
Storage Cabinet	247	"	X		"	73.00	3487		
(3) Folding Table	73,106,209	"	X		"	129.00	306P		

12 Project Director _____ Date 4/5/74

1-2

OMB APPROVAL NO. 43-R0526
EXPIRATION DATE 6-30-74

U. S. DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION

DISCRETIONARY GRANT
PROGRESS REPORT

GRANTEE
Division of Criminal Justice
Colorado State Planning Agency

LEAA GRANT NO. 72-ED-08-0005
DATE OF REPORT 4/19/74
REPORT NO. 6

IMPLEMENTING SUBGRANTEE
State of Colorado
Colorado Judicial Department

TYPE OF REPORT
☐ REGULAR QUARTERLY ☐ SPECIAL REQUEST
☒ FINAL REPORT

SHORT TITLE OF PROJECT
Project Intercept

GRANT AMOUNT
$323,992.00

REPORT IS SUBMITTED FOR THE PERIOD 10/19/72 THROUGH 1/31/74

SIGNATURE OF PROJECT DIRECTOR
Paul D. Knott
Don E. Fuller

TYPED NAME & TITLE OF PROJECT DIRECTOR
Paul D. Knott
Don E. Fuller

COMMENCE REPORT HERE (Add continuation pages as required.)

PROJECT INTERCEPT - FIRST YEAR

A. General Project Description

Project Intercept is a delinquency prevention program funded by the High Impact Anti-Crime Program of the Denver Anti-Crime Council. In its first year Intercept received youths 14 years old and under who had committed their first or second impact offense, or who had committed any kind of theft offense. Table I contains a breakdown of the different kinds of referral offenses of the entire population referred to the Project in its first year of operation (December 15,1972 - December 31, 1973). Project Intercept is thus primarily a youth diversion project in which individuals who are in the beginning stages of delinquency careers and who in most cases are just reaching the point of first time adjudication in the juvenile court system are diverted instead to Project Intercept. This is one of the functions of the Denver Anti-Crime Council plan and is part of a nation-wide strategy first formulated.

RECEIVED BY GRANTEE STATE PLANNING AGENCY (Official) | DATE

LEAA FORM 4587/(REV. 1-73) REPLACES LEAA-OJP-180, WHICH IS OBSOLETE. DOJ-1973-05

TABLE I

Breakdown for Total
First-Year Population
N=125

Referral Offense

Age*	BURGLARY & THEFT Black	S/A	Anglo	BURGLARY Black	S/A	Anglo	ASSAULT Black	S/A	Anglo	THEFT & OTHER Black	S/A	Anglo	[illegible]
-10	1			1	1					2			5
10				4		1	2			4	3		14
11	2	1	2	2						2	1	1	13
12	4		1	1		4	2	2		7	2	3	26
13	3	2	1	1	1	1	1	4		3	4		21
14	11	5		5	1		6	2	1	5	5		41
15						1	2			2			[illegible]
16						1							[illegible]
16+	1												[illegible]
Totals:	22	8	4	14	3	8	13	8	1	25	15	4	12

Black: 74 S/A: 34 Anglo: 17

* Age at time of referral

TABLE 2

NUMBER OF RE-ARRESTS WHILE IN TREATMENT GROUP
Thru 12-31-73
N=84

		Non-Certified	Certified	Total
Impact	Burglary	2	13*	13
	Assault (felonious)	1	1	2
	Robbery	0	1	1
	TOTAL	3	15	16
Non-Impact	Auto Theft	3	4	7
	Other Theft	9	5	14
	Assault, 3rd	3	2*	3
	Beyond Control of Parents	1	0	1
	CHINS	0	0*	1
	Criminal Mischief	5	0	5
	Criminal Intimidation	1	0	1
	Criminal Trespass	1	3*	5
	Disturbance	2	0	2
	Given Shelter	1	0	1
	Harrassment	0	0*	1
	Menacing	0	1	1
	Purse Snatching	1	0	1
	Resistance	0	0*	1
	Runaway	1	0	1
	TOTAL	28	15	45

Average number of re-arrests per individual while in Treatment Group:
Impact (16/84) = .19 Non-Impact (45/84) = .54 Total (61/84) = .73

*No police record was found for one certified Burglary; a CHINS and a Criminal Trespass were certified for Burglary
*The Harrassment and the Resistance were certified for Assault, 3rd

TABLE 2a

NUMBER OF INDIVIDUALS RE-ARRESTED WHILE IN TREATMENT GROUP
(28, or 33% of Treatment Group)

	Non-Certified	Certified	Total	%
Impact Only	0	3	3	3%
Non-Impact Only	10	6	16	19%
Impact & Non-Impact	0	9	9	11%
TOTAL	10	18	28	
%	12%	21%		33%

Note: An individual was placed in the certified column if he was certified for any offense, even though he may have committed others for which he was not certified.

The % columns show that % of the individuals in the Treatment Group who were re-arrested for the various categories.

a) # re-arrested for Impact = 10, or 12%
b) # certified for any offense = 18, or 21%
c) # certified for Impact = 11, or 13%

% of Total Referrals who received Treatment = 68% (84/125)

Average Treatment Time:
a) Re-arrested S's (n=28, or 33% of Treatment Group) = 31 weeks
b) S's not re-arrested (n=56, or 67% of Treatment Group) = 23 weeks

Treatment Time ----------frequency distribution

Re-arrested S's:		S's not re-arrested:	
0-10 weeks	0	0-10 weeks	8
11-20 weeks	5	11-20 weeks	14
21-30 weeks	8	21-30 weeks	20
31-40 weeks	13	31-40 weeks	8
41-50 weeks	2	41-50 weeks	6
	28		56

SUB-GROUP of the TREATMENT GROUP
SUCCESSFUL TERMINATIONS
Thru 12-31-73
N=8

NUMBER OF RE-ARRESTS WHILE IN TREATMENT GROUP

	Non-Certified	Certified	Total
Impact	0	0	0
Non-Impact	4	1	5

(3 boys were re-arrested)

NUMBER OF ARRESTS AFTER TERMINATION

NONE

% of Treatment Group who were successfully terminated during 1973 = 10% (8/84)

Average Treatment Time--disposition date to termination date= 29 weeks

Average Time--termination date to 12-31-73 = 6 weeks

SUB-GROUP of the TREATMENT GROUP
UNSUCCESSFUL TERMINATIONS
Thru 12-31-73
N=4

NUMBER OF RE-ARRESTS WHILE IN TREATMENT GROUP

	Non-Certified	Certified	Total
Impact	0	3	3
Non-Impact	3	3	6

(2 boys were re-arrested)

NUMBER OF ARRESTS AFTER TERMINATION

There were two Non-Impact Offenses, Joyriding and Criminal Trespass; neither were certified and both were committed by the same boy.

% of Treatment Group who were unsuccessfully terminated during 1973 = 5% (4/84)

Average Treatment Time--disposition date to termination date= 16 weeks

Average Time--termination date to 12-31-73
a) Re-arrested S's (n=1) = 19 weeks
b) S's not re-arrested (n=3) = 21 weeks

TABLE 3

NUMBER OF CONTROL-GROUP RE-ARRESTS
Thru 12-31-73
N=21

		Non-Certified	Certified	Total
Impact	Burglary	1	2	3
	Assault (felonious)	-	-	-
	Rape	-	-	-
	Robbery	1	1	2
	TOTAL	2	3	5
Non-Impact	Auto Theft	1	2	3
	Other Theft	6	4	10
	Assault, 3rd	-	2	2
	CHINS	1	-	1
	Criminal Mischief	-	1	1
	Criminal Trespass	2	-	2
	Curfew	-	1	1
	Held for Court	1	-	1
	Runaway	2	-	2
	Toxic Vapors	2	-	2
	TOTAL	15	10	25

Average number of re-arrests per individual while in Control Group:

Impact (5/21) = .24 Non-Impact (25/21) =1.19 Total (30/21) = 1.43

TABLE 3a

NUMBER OF CONTROL-GROUP INDIVIDUALS RE-ARRESTED
(12, or 57% of Control Group)

	Non-Certified	Certified	Total	%
Impact Only	0	0	0	0%
Non-Impact Only	4	5	9	43%
Impact & Non-Impact	0	3	3	14%
TOTAL	4	8	12	
%	19%	38%		57%

Note: An individual was placed in the certified column if he was certified for any offense, even though he may have committed others for which he was not certified.

The % columns show the % of the individuals in the Control Group who were re-arrested for the various categories.

a) # re-arrested for Impact = 3, or 14%
b) # certified for any offense = 8, or 38%
c) # certified for Impact = 2, or 10%

% of Total Referrals who were assigned to the Control Group = 16% (21/125)

Average Time--referral date to 12-31-73
a) Re-arrested S's (n=12, or 57% of Control Group) = 33 weeks
b) S's not re-arrested (n=9, or 43% of Control Group) = 27 weeks

TABLE 4

NUMBER OF RE-ARRESTS AFTER REFUSAL
Thru 12-31-73
N=20

		Non-Certified	Certified	Total
Impact	Burglary	1	6	7
	Robbery	1	1	2
	TOTAL	2	7	9
Non-Impact	Auto Theft	0	1	1
	Other Theft	1	0	1
	Assault, 3rd	0	1	1
	CHINS	1	0	1
	Criminal Mischief	0	1	1
	Criminal Trespass	1	1	2
	Held for Court	1	0	1
	Runaway	1	0	1
	Toxic Vapors	0	2	2
	TOTAL	5	6	11

Of the above group, six were in treatment for less that a month before it was determined that the family was not amenable to our services; two were badly mishandled by a B.A. and dropped after a month; ten rejected our services; and the parents of two sought other services.

Average number of re-arrests per individual after refusal:
Impact (9/20) = .45 Non-Impact (11/20) = .55 Total (20/20) = 1.00

TABLE 4a

NUMBER OF INDIVIDUALS RE-ARRESTED AFTER REFUSAL
(7, or 35 % of Refusal Group)

	Non-Certified	Certified	Total	%
Impact Only	0	0	0	0%
Non-Impact Only	2	2	4	20%
Impact & Non-Impact	0	3	3	15%
TOTAL	2	5	7	
%	10%	25%		35%

Note: An individual was placed in the certified column if he was certified for any offense, even though he may have committed others for which he was not certified.

The % columns show the % of the individuals in the Refusal Group who were re-arrested for the various categories.

a) # re-arrested for Impact = 3, or 15%
b) # certified for any offense = 5, or 25%
c) # certified for Impact = 3, or 15%

% of Total Referrals who refused services = 16% (20/125)

Average Time--refusal date to 12-31-73
a) Re-arrested S's (n=7, or 35% of Refusal Group) = 32 weeks
b) S's not re-arrested (n=13, or 65% of Refusal Group) = 16 weeks

TABLE 4b

RE-ARREST COMPARISONS BETWEEN TREATMENT, CONTROL & REFUSAL GROUPS
Thru 12-31-73

INDIVIDUALS

	Treatment		Control		Refusal	
	#	%	#	%	#	%
Individuals Re-arrested	28	33%	12	57%	7	35%
Individuals Re-arrested for Impact	10	12%	3	14%	3	15%
Individuals Certified for any offense	18	21%	8	38%	5	25%
Individuals Certified for Impact	11	13%	2	10%	3	15%

EVENTS

	Treatment	Control	Refusal
# of Re-arrests	63	30	20
# of Certified Re-arrests	30	13	13
Ave. # of Re-arrests/individual	.75	1.43	1.00
Ave. # of Certified Re-arrests/ individual	.36	.62	.65
# of Impact Re-arrests	16	5	9
# of Certified Impact Re-arrests	15	3	7
Ave. # of Impact Re-arrests/ individual	.19	.24	.45
Ave. # of Certified Impact Re-arrests/ individual	.18	.14	.35
Average Time from designation as member of group to 12-31-73	27 weeks	30 weeks	24 weeks

in 1968 by the YDDPA which stresses that if at all possible youth should be diverted out of the court system. This rationale was developed on the basis of data which strongly indicated that youths processed through the juvenile court system usually show increased rather than decreased recidivism.

Project Intercept provides intensive family intervention and educational remediation (approximately 90 percent of youths referred to Intercept are two grades or more below their current academic placement). These two areas were chosen as the major emphases because of a wealth of research which indicated strongly that family and school problems are most highly associated with delinquency. Project Intercept, therefore, is a delinquency prevention program utilized to divert youngsters who are just beginning their delinquency careers out of the court and correctional systems; and it focuses on two of the major areas of causation of delinquency as defined by research on delinquency over the past three or four decades.

B. Project Objectives, Data Collection, Results and Evaluation

In the first year of operation the major stated objective was to reduce the rate of recidivism of offenders referred to Project Intercept by 25 percent as compared to the recidivism of a comparison group of offenders. (In the second year of Project Intercept additional objectives and sub-objectives have been explicitly stated.) Recidivism in the first year referred to any rearrest of a youngster. However, this rearrest rate is broken down by four dimensions in Tables 2, 3 and 4. Rearrests that were certified for probable cause are identified in one column whereas rearrests that were not certified for probable cause are identified in another column. This is an important breakdown as it has been our experience that youngsters who have been in previous trouble with the law are often "picked up" by police on suspicion when in fact there is not ample evidence to justify the arrest. As can be seen from Tables 2 and 3 there were many such instances in the first year of our operation. This is not too surprising in light of the

fact that most of our youngsters were well known to the police. However, it is important to make this distinction so that a more realistic appraisal of the rearrest rate can be achieved. Also, we have broken down the rearrest rate by impact versus non-impact offense. Table 2 contains the recidivism rates for the youngsters in the Project Intercept treatment group whereas the following Table contains the same data for youngsters in the control group. The original control group, which was active for only the first seven and one-half months of operation, was comprised of youngsters of the same age, ethnicity, previous arrest records and geographical location. Youngsters were assigned to the treatment or control group on a random basis. Unfortunately, for several reasons discussed below it was not possible to continue additions to this control group beyond August of 1973. Therefore, this control group has a major limitation in that its size is limited and unequal to the size of the treatment group. However, neither of these factors totally rule out the validity of a comparison between the treatment and control group although they clearly place restrictions on any interpretations made from the

comparison. At the time of the writing of this report the comparison data developed by the Denver Anti-Crime Council had not been fully developed. Therefore, the original control group comparisons are presented as at least one form of evaluation. As can be seen in a comparison of the Tables, the treatment group had a significantly lower rearrest rate than the control group, especially when the difference in the size of the two groups is prorated (utilizing the same formula used in the quarterly reports). The treatment group had a total of 30 certified offenses (Table 2); the control group, 13 (Table 3); thus the treatment group had 58% fewer rearrests. In looking beyond the rearrest (event) rate to the numbers of individuals involved in rearrests, the average (mean) number of rearrests/individual was .75 for the treatment group, 1.43 for the control group (resulting in a 53% reduction). These same figures for certified rearrests are .36 for the treatment group, .62 for the control group (resulting in a 58% reduction). Thus, the data are consistent in indicating a reduction in recidivism in the range of 53-58%. Thus, Intercept significantly exceeded its main first year goal of a 25% reduction in recidivism. It is important to note that there have been no rearrests of any kind in those boys who have been successfully terminated from Intercept. As of April 1, 1974, 28 boys had been successfully discharged (and 4 unsuccessfully discharged). None of the 28 boys had been rearrested as of April 1. This, in our opinion, is the most important criterion, that is, what happens

to the youth after termination. Does he go right back to his old habits, or has some lasting change been effected? Beneficial changes during treatment may simply be due to an Hawthorne Effect (the effects of a temporary increase in attention, etc.), which unfortunately has been the case with most youth and adult correctional programs. The "true" test comes after discharge, not during the program.

In addition to the recidivism data, data as concerns educational achievement and performance were obtained. These data relate to a second major goal, that of increasing the school attendance and academic performance of those youngsters in treatment. These are concrete indices of the degree to which Intercept is successful in its attempts to intervene in the youth's failure to cope with the school system. Fully 90% of Intercept's clients tested out at two grades or more below grade level and the average attendance at school, prior to referral, was a shocking 40%! Further, nearly 90% of the total sample tested out as having perceptually-based learning disabilities as indicated by the Purdue Perceptual Motor Survey, Monroe Diagnostic Test and Wide Range Achievement Test. As the table indicates, significant advances have been noted for all the youngsters in our educational program.

TABLE 5

AVERAGE GAIN
PRE-TEST TO POST-TEST
Thru 12-31-73
N=25

Reading	1.33 grades
Spelling	1.16 grades
Math	1.38 grades

The median length of time in the school for these boys was 45 days. The least time spent per day was 45 minutes, and the longest length of time per day was 2 hours and 15 minutes.

The average Fall attendance (Sept. to Dec.) at Project Intercept School was 75.49 % .

The third major goal in the first year of operation was that of training paraprofessionals from the community to become effective family counselors. All of the individuals recruited for these positions had considerable knowledge as regards the Northeast Denver Community, but had no prior knowledge of any school of thought within the mental health professions. Whereas there has been some training of paraprofessionals in the mental health field, this has been primarily confined to training college students how to conduct relatively simple forms of intervention. There have been no prior systematic attempts to train community paraprofessionals in a sophisticated therapeutic model with the goal of reaching the point where they regard themselves and others regard them as professional therapists. In the first month of operation (January, 1973) a four-week initial training session was conducted. These sessions provided a general orientation to the behavioral approach to family and individual therapy. An introduction to behavioral principles and techniques was established via daily lectures, discussions, and role playing. Little emphasis was placed on reading and other instructional materials; most of the

emphasis was on action approaches and having the students (paraprofessionals) act out those principles and techniques that they were being taught. This seemed to work fairly well, in fact, at the time it seemed to be working very well. In the first two to three months of operation, February through April, there was the impression on the part of the supervisors that a good job had been done in the initial training session and that experience, combined with close supervision by the supervisors, was doing the job of training the paraprofessionals. However, by late spring of 1973 it became apparent to the supervisors that there were large gaps of knowledge in both technique and conceptionalization. Also, at this time most of the paraprofessionals themselves, now called BAs (Behavior Analysts), recognized these gaps and initiated requests for more training. As a result, weekly training sessions were established in the summer of 1973 and are a part of the entire Project's process. These weekly formal training sessions have as their goals the further education of the paraprofessionals and the entire staff and most of them are designed to meet specific needs and problems of the paraprofessionals. The appendix contains a listing of all of the training sessions from the summer of 1973 on through December 1973. These sessions are still being held on a regular

basis and will continue throughout the duration of the project.

In addition to the above data a considerable amount of other data was obtained by the Project in the first year. These data are processed on a regular basis; that is, measures are obtained on each youngster when he is referred and, where appropriate, post tests are conducted as youngsters are terminated. These data are stored and in the summer of 1974 they will be subjected to the first round of analysis in which numerous multiple and factoral analyses will be utilized to delineate whatever relationships exist among these various measures. Other measures being obtained are: (1) measures of self-esteem as measured by the Cooper-Smith Self-Esteem Inventory, (2) Quay-Peterson Delinquency Inventory, (3) Cortes and Gatti Somatotyping Scale, (4) The Glueck Family Inventory, (5) a self-report measure of unreported delinquency and (6) various demographic, family and medical history data. Also, a complete educational and perceptional motor assessment is conducted both at the referral and termination dates. This assessment includes the Purdue Perceptual Motor Survey, the Wide-Range Achievement Test and the Monroe

Perceptual Diagnostic Test. These various measures produce baseline and post-testing data on all basic perceptual motor and academic functions. It is through these data that we have been able to determine that 90 percent of our youngsters are two grades or more below in academic achievement and that 85 percent of these youngsters have serious perceptual and/or perceptual motor deficits. The usual definition of "learning disability" is that of a youngster with a perceptual-based learning problem (rather than motivationally or emotionally-based). We can thus conclude that approximately 85 percent of the boys referred to us in the first year have "learning disabilities." Of course, this is far from being a clear definition, as "motivational" and "emotional" problems are usually associated with learning disabilities. However, when a youngster scores within the normal range of intelligence, is educationally achieving below grade level and has clear-cut perceptual or perceptual motor problems, it is probably more parsimonius to infer that the youngster has learning disabilities rather than motivational or emotional problems. The motivational and/or emotional problems would be seen as a result of the learning disabilities

rather than vice versa. The recidivism and unreported delinquency measures are obtained every six months following termination.

A major change in methodology in the first year was that of a minimization of the peer group treatment component. One of the three major components in the initial proposal was that of peer group intervention as well as family and educational intervention. In the first six months of 1973 three different strategies were utilized in those cases where the boys referred to us appeared to be active members of their own peer group or were members of other active peer groups outside of the referral population. In one group the boys were brought in for weekly group therapy sessions in which the focus was on definitions of roles within the group, the function of the group as a whole and the way in which the group was reinforcing some behaviors and punishing other behaviors. Some of these sessions were video taped and various role playing techniques were used. In a second group, the emphasis was not on doing anything with the group per se but breaking up the group by pairing members of that group with other boys in Intercept who were not members of peer groups,

but who lived close by the boy in question, and who were "attractive" youngsters, that is, bright and more socially mature. In a third group nothing whatsoever was done with the peer group. In reviewing these three groups in terms of recidivism rates, school attendance data and overall impressions of staff members working with them, we could not determine any differences in our effectiveness using these three different approaches. At this time, therefore, no systematic peer group intervention program has been implemented. We are in the process of experimenting with different strategies according to what we think would be most beneficial with any particular peer group. We intend to develop systematic strategies to utilize with different kinds of peer groups.

As the Project became more involved with parents and single parents we began to see a greater need for more parent involvement. To meet this need Parent Guilds were formed whereby each team (of BAs and team leaders) has its own parent guild meetings. Initially, last summer, all parents interested in the Guilds were invited to a series of eight weekly sessions conducted by Dr. Knott and assisted by BAs and team leaders. At each of these

meetings about 20 parents were present and we experimented with a variety of techniques from audio-visual presentations to group discussions to role playing. Generally speaking, a role playing approach with some group discussion was eventually favored by most of the parents and staff members. Since September each treatment team has been conducting its own Guild sessions. Most teams meet with their parents on a once a week basis in the evenings. This is, of course, in addition to the regular individualized meetings with parents on a weekly basis by each BA. One of the teams, however, is now experimenting with an approach whereby new parents are processed through a six-week session in which principles are taught via role playing, then discussed. The six weeks are organized in much the same way that one would organize a course in behavior modification. An evaluation of these different approaches to additional parent teaching will be conducted in the spring of 1974.

There are at least three factors essential in any consideration of similar projects for Denver or other cities with similar problems. First, there must be a clearly defined and reliable referral process. This is

necessary so that the program can project fairly precisely the number of cases and the kind of cases that it will be dealing with so that its manpower and physical facilities can be utilized to the utmost. This is essential from both an economic and an employee morale standpoint. Second, there must be a thorough, on-going training process. In Project Intercept, the brunt of the family intervention, and to a lesser degree, the educational intervention, is conducted by paraprofessionals. We have found at Intercept that paraprofessionals very quickly slide into the kinds of behaviors and attitudes and "intervention techniques" utilized by conventional social workers and probation officers which time and again have been shown to be ineffective. It is of the utmost importance that all staff, and particularly the paraprofessionals, receive intensive training and orientation in the first one to three months of operation and that this be followed through on a weekly basis with continuing education and training. Third, there must be full awareness and good knowledge of the program's goals and functions by the major agencies and individuals in the community it is serving. Project Intercept has been remarkably free of intra- and inter-community problems primarily because of the good rapport,

relationships and understandings that it has with a large number of significant individuals and agencies in the community. This greatly increases the likelihood of acceptance by individuals and families in the community, as well as good working relationships with associated agencies. There are, of course, other features to be considered but these, we feel, are the most critical.

C. Project Narrative

The identification of the problem came about as a result of the realization that (a) processing juveniles through the court and correctional system usually resulted in higher rather than lower recidivism rates, (b) the time lag between the consequence of a juvenile's action and the actual occurrence of the consequence was extremely slow in the court and correctional process, and (c) there was no systematic model of treatment and intervention being applied in the community itself. Thus, Intercept was developed to meet these areas of deficiency to provide a systematic model of intervention in the youth's community at the earliest point in time. The Project was implemented as of December 15, 1972.

The first two weeks of operation were utilized to order materials and equipment and to interview a large number of potential applicants for the paraprofessional positions. A little over sixty persons recruited from a wide variety of community agencies were independently interviewed by Mr. Harold Parker and Dr. Knott. Harold Parker is the Director of the Children's Division, Fort Logan Mental Health Center, and is a highly experienced person in the mental health field as well as being one of the leading Black professionals in the Denver area. He is an individual who is as at ease in the professional world as he is in the "street culture." From these independent evaluations Mr. Parker and Dr. Knott settled on fifteen of the sixty plus applicants as the top individuals and as those individuals who should be exposed to the initial training phase. Initial training began on January 3, 1973, and lasted through the last week in January, 1973. This four-week course involved morning and afternoon sessions five days a week. It was a combination of didactic presentations of behavioral principles along with the role playing of techniques that flow from

these principles. Also, there was discussion of how the principles might or might not be utilized in the community and family settings Project Intercept would be dealing with. And, on two different occasions the trainees went into homes of "problem families" in Northeast Denver and came back with their reports and observations of their overnight stays in these homes. There were also various guest speakers who discussed and presented various facets of communication skills, system analysis and behavioral analysis. Also, the history and overview of the Project were presented. Some films and audio-visual materials were shown and, all in all, experimentation took place as Dr. Knott and Drs. Todd, Rutledge and Kelley experimented with different ways of getting across the clinical technique and at the same time developing an atmosphere in which the professional staff, none of which outside of Dr. Knott had had extensive experience in low income minority areas, could learn from the trainees as well. At the end of the four-week session all six of the professional staff, as well as the two community consultants, Mr. Parker and Dr. M.C. Williams, sat down

and individually evaluated each of the fifteen trainees. When the sum of these individual evaluations was completed, it was clear that ten of the fifteen trainees had been ranked as being superior to the other five. This was fortunate as there was then no need for extensive deliberation on trying to make the decision as to which five of the fifteen trainees would be terminated at the end of the training session. Thus, in line with the original plan that was announced at the outset of the training, the top ten of the fifteen trainees were then selected for the ten original positions as Behavior Analysts on the staff. BAs were then asked their preferences for team leaders and team leaders were then asked their preferences for BAs. Dr. Knott sorted through these various rankings and developed assignments to teams. For the first three months of operation, February through April, subsequent training was left in the hands of team leaders and BAs working together as teams on actual cases. However, by the end of this time it became apparent that more formalized training was necessary. Thus, in the summer of 1973, a regular once-a-week training program

was initiated, normally conducted on Friday mornings from 9:30 to noon. In these sessions a wide variety of different presentations and discussions have been held in an attempt to meet the different kinds of needs expressed by the BAs and team leaders.

Family Intervention

When the family and BA have agreed to enter into a formal working arrangement, they sign a contract (see the Appendix). At this time the parents' signatures are secured on forms which release pertinent information from the Denver Public Schools (see the Appendix). The boy is brought to Project Intercept headquarters for a series of psychological and educational tests (see Appendix). The boy is paid five dollars for completing these tests, which usually take two sessions spread over two half-days. With this test information and with the many observations which have been made by the team leader and BA as the basis, the intensive phase of treatment begins. This phase involves three components: family intervention, peer group intervention and educational intervention.

A requirement in the intensive phase is that the BA must meet with all critical members of the family (usually the boy, both parents, and any significant siblings or significant other adults) at least once per week. Also, the BA must have at least three additional contacts (personal, not by phone) with the boy per week. These are minimal requirements and in many cases are exceeded, especially in the first few weeks of the intensive phase. At the end of three months of intensive intervention, a staffing involving the team leader, the BA and pertinent members of the educational staff is held in order to determine whether or not to continue the intensive phase. If the decision is to continue, then additional conferences, with the same goal, must be held once per month following the three-month conference. If the family is still in the intensive phase after six months, then the above-mentioned staff members must meet with Dr. Knott and explain why the case is not progressing satisfactorily. At this meeting a decision is made (a) to continue the intensive phase, (b) to start the weaning phase, or (c) to terminate as a non-success and suggest to the Youth Services Bureau or Juvenile Court an alternative treatment.

Intercept thus has built-in time schedules which are helpful in terms of achieving internal monitoring. This is especially critical in social service programs as it is not uncommon in such programs for cases to linger and continue "receiving" services long after such services either are not needed or functional.

The Family Intervention programs are based on three assumptions inherent in the behavioral approach. First, that the various family members have learned ways of interacting with each other that are noxious or hurtful to each other. Second, that family members (often without being aware of it) are currently maintaining noxious or hurtful behavior by subtle (and sometimes not so subtle) manipulations of current reinforcers and punishers in and outside the home. Third, that family members, via the techniques discussed below, can learn alternative ways of interacting with each other that will increase the frequency of rewarding contacts and decrease the frequency of punishing contacts.

In the beginning phases, the BA and team leader collaborate in developing a list of <u>target behaviors</u>. Initially this list is small, usually numbering two or three behaviors for the referred boy, both parents (or the

single parent), and/or any critical siblings or significant other adults in the family situation. There are two criteria used in the selection of these target behaviors. First, the behavior is one that is obviously causing difficulty within the family, contributing to an atmosphere in which there is little or no reinforcement for the boy to abide by the controls and supervision usually desired by the adult family members. Second, it is a behavior which the BA and team leader feel they can definitely change in a relatively short period of time. The second criterion is important as it is deemed critical that the BA demonstrate that he can affect changes so that his credibility is demonstrated as quickly as possible.

One example of a target behavior would be a phenomenon which is commonly observed in delinquency-producing families, that of negative scanning on the part of one or both parents. Negative scanning is defined as a relatively high ratio of negative to positive feedbacks to the boy. In any interaction between two human beings, one can obtain frequency counts of the relative number of positive feedbacks of one person to another versus the

relative frequency of negative feedbacks. In relationships that are going well the ratio of positive to negative feedbacks will be at least equal and usually definitely in favor of the positive feedbacks. In a negative scanning situation, this ratio has been reversed so that person Y (in this case, the boy) receives a high frequency of negative feedbacks from persons A and B (the parents) and relatively few positive feedbacks. In everyday language, this is a situation where the boy is receiving little or no attention, praise, or any other form of reinforcement for the positive things which he is doing in the presence of, or for the sake of the parents, but, for "every little thing he does wrong" the parent quickly administers negative feedback. The parents simply do not "see" the positive behaviors being emitted by the youngster, they only "see" the negative behaviors. It has been reliably demonstrated that a human being "caught" in negative scanning will attempt to escape the situation, or, if that is not possible, he will debunk or devalue those who are doing the negative scanning. This translates into a situation where the parents have lost or are losing influence (thus control) over their boy. (This is frustrating for the

parents, who usually respond by increasing their punishers in order to regain control. This, of course, is an increase in negative scanning, thus, its effect is to drive the boy farther away from his parents.) Whenever negative scanning is observed in a family, it almost always is made a target behavior.

Once a cluster of target behaviors has been identified, the BA and team leader decide on the teaching techniques to be utilized to change those behaviors. The BA and team leader then meet with the family members and discuss the strategy with them. The objective is to win at least some confidence on the part of the family members that the plan can work. The family members participate with the BA and team leader in designing the specifics of how the teaching techniques are to be implemented.

In the techniques discussed here, some form of baseline data, usually a frequency count of the target behavior, is first obtained so that both the family members and Intercept personnel can measure their ability to modify the behaviors in question. Role-playing is one commonly used technique. Family members are asked to act out the common ways they react to conflicts, disagreements

and various other problems that arise. After this is done, the BA and team leader ask them to act out the situation again but this time using alternative behaviors suggested to them. The family members rehearse over and over these alternative strategies. Afterwards the BA contracts with each member of the family in which rewards are established for the further implementation of these alternative behaviors in similar situations in the upcoming week. One or all members of the family are asked to count the number of times, usually within a specified time block, that these problem-solving behaviors are in fact utilized. Then, on at least a once-a-week basis, these frequency counts are checked and further rehearsing is utilized in newly-arising situations so as to increase both the frequency and the generalizability of alternate problem-solving behaviors.

Second, a simpler technique involves charting. This is an extension of the first phase of treatment in which baseline measures are obtained for a particularly troublesome behavior. This technique is more often applied where the individual's problems are confined to his own behavior

For example, if a youngster is having difficulty with stealing and concomitant impulses to steal, he may be asked to chart the frequency of stealing impulses over a specified amount of time. He will be given a behavior counter and instructed in how to use it and how to chart frequencies. Charting initially covers a period of two weeks. This gives both the boy and the BA a baseline and indications of the circumstances in which the impulses and behaviors are emitted. Then, the individual may enter into a contract with himself or with the BA to begin decreasing the stealing impulses and resultant behaviors. He charts these and sets goals for himself usually on a week-to-week basis. Initially, these goals may be minimal, e.g., to reduce stealing impulses by five percent the first week. The goal is to achieve some success (reward) as quickly as possible. From this base, the weekly goals are made increasingly difficult, but at a rate where the boy can experience more success than failure as he gains increasing control over his impulses. Considerable success has been experienced with self-charting techniques, both by Intercept personnel and by other behavior modifiers.

Third, contracting is also a commonly used technique. Contracting can take many different forms, has a variety of applications and can be a considerably complex technique. It is extremely useful when the family situation is disorganized, wherein the administration of rewards and punishments is unpredictable and often arbitrary. It is often useful in fatherless homes where there is commonly lack of organization and lack of effective authority in "backing up" sanctions for unacceptable behavior. Contracting is also used to teach parents and children how to gain more reinforcements and minimize punishment in their interactions with each other. It is crucial in contracting that the BA serve as an impartial negotiator between the parents and boy; that he not be perceived as "taking sides" with either of the two or more negotiating parties. There is a large variety of different contracts available for scrutiny in Intercept files.

There are other treatment techniques used in the family situation but the above is a fair representation of those that are commonly used. As can be seen from the above, there is not a great deal of in-depth probing of "inner"

problems within the family. Rather, identifiable problem behaviors are specified, defined, measured and attacked in a very concrete and specific manner. The model is not so much a therapy model as it is a teaching model. The goal is to teach family members a new repertoire of behaviors they can bring to bear on everyday problems and conflicts. A secondary goal is to get these new behaviors actually implemented in the family so the family members can determine for themselves if these alternatives are more successful than the old ways.

In the normal course of treatment the family experiences, within the first two months and quite often sooner, significant changes for the better. This produces a growing feeling of confidence in at least some of the family members that they can engage in a more rewarding family life. This lays the groundwork for more extensive work by the BA; but at the same time a greater role in decision-making, as regards the course of intervention, by the family members themselves. Family members are expected to initiate strategies and develop new behaviors to be learned. Increasingly, the role of the BA and team leader is to provide general guidance and instruction as

to the principles which underlie these techniques, leaving the details of implementation and measurement to the family members. As this base becomes increasingly the norm in the family situation, and the family demonstrates the use of behavioral strategies in solving problems, the point is reached at which the family can enter the weaning phase. In the weaning phase, the frequency of all-family contacts is reduced from one per week to one every other week. Also, the frequency of contacts with the boy are reduced from three per week to three every two weeks. This is maintained for a minimum of four weeks and a maximum of eight weeks. Family- and boy-behavior are carefully monitored during this time. If the monitoring indicates that both boy and family are functioning reasonably well and continuing to use alternative problem-solving techniques, then the frequency of contacts is further reduced. In this second stage of weaning, all family contacts are reduced to one per month and contacts with the boy are reduced to three per month. This is maintained for at least one month and a maximum of three months. If the family continues to meet the above criteria then it is announced to the family that they will no longer

have regular contacts with the BA and team leader. Intercept personnel remain available to the family in case of a crisis and may maintain some informal contacts with the family, but no further regular contact is maintained.

Educational Intervention

As indicated earlier, in the first 2-3 weeks of interaction the boy receives an educational assessment and his previous school records are secured. The educational staff meets as a total group and surveys the materials. On the basis of this information an individualized program with overall goals and subgoals is established for each boy. This program may involve perceptual remediation, perceptual motor work, and/or academic work of a specific nature. Once this program is designed the educational director makes an appointment with the school personnel who are most directly involved with the boy. Educational staff members and the BA meet with the school personnel, explain the results of our testing program and the subsequent program that evolved from the diagnosis. Discussions are held on the ways in which school personnel can modify their programming and approach to the boy so that their

efforts can be congruent with Intercept's goals. A communication system is established so that there can be frequent interactions between the two educational staffs. At this time arrangements are clarified as to when the youngster will be attending the regular school versus the Intercept educational program as well as the terms by which he will receive academic credit for the work completed at Intercept.

It should be noted that the results of the educational testing and subsequent programming are also fed back to the parents and explained to them in detail. The boy then enters into the educational program on a daily basis. His work is structured so that in the beginning the material is set at a level slightly below where we know he can succeed. The boy thus immediately experiences success. The material is administered in small, easy-to-handle chunks and a great deal of social reinforcement (praise, attention, etc.) as well as "points" are received for every successful accomplishment of these chunks of relatively easy material. The points are cashed in at 40-minute intervals for 10 minutes' worth of "play time" in the Reward Room at Intercept headquarters. The Reward Room consists of pool tables and other games donated to the Project. In this way,

a highly rewarding, success-oriented atmosphere is established. This is critical if a boy is to be won over to the educational program. It must be remembered that most of our boys have a long history of frustration and failure in the classroom; when we get them they have little or no motivation for academics. However, by the above individualized, success-oriented programming it has been possible in nearly all cases to establish positive attitudes toward the learning process. After this initial phase, the complexity and/or difficulty of the materials is increased. However, this increase is gradual, especially in the beginning, and again is geared to the individual boy. The main consideration in the speed at which these materials are increased in difficulty is that of establishing a pace where the boy can experience success at least 50 percent of the time. If the pace falls below 50 percent then the boy, due to his long experience of failure in academics, is likely to quickly give up. However, if his success rate can be maintained at better than 50 percent in these second stages then the boy usually experiences a gain in confidence which gradually translates into a determination to "stick to it."

Denver Anti-Crime Council

1313 TREMONT PLACE • SUITE FIVE • DENVER-COLORADO 80204
TELEPHONE (303) 893-8581

November 29, 1973

Charles D. Weller, Exec. Director
Anthony Pasciuto, Asst. Director

Dr. Paul Knott
Colorado Youth Services Institute
3375 Holly Street
Denver, Colorado 80207

Dear Paul:

Pursuant to your letter of November 21, 1973, requesting new intake procedures, this office recognizes your expressed needs and recommends to LEAA the following changes for approval:

Project Intercept will be allowed to receive female Impact offenders (16 years old or under) as well as male referrals. Also, the current maximum age level of 14 may be increased to 16 years of age if further expansion of the project's intake criteria is needed.

In response to the suggested procedure of possibly expanding the geographical area now being serviced, this office would restrict expansion to encompass Northwest Denver only. This is in view of the need to more fully preserve the community-based principle within your project. One of the real strengths of Project Intercept has been its ability to have close identification with target neighborhoods being served; also, its physical proximity to such neighborhoods has been an essential part of its community-based approach. Any referrals from Northwest Denver should be processed through the Northwest Denver Youth Services Bureau. Any further geographical expansion would require individual approval by this office prior to implementation.

The aforementioned recommended changes will better facilitate the achievement of your objectives; however, such changes may not be implemented until official approval from LEAA is received. If there is further assistance or information desired, please don't hesitate to contact me.

Sincerely,

PHILLIP R. WALKER
Criminal Justice Specialist

PRW:cw

After the initial two months of educational programming it is usually possible to see a striking difference in confidence as well as ability in the youngster's performance.

D. Major Accomplishments

The major accomplishments fall into three categories. First, the results that have been obtained as regards to recidivism rates and school performance and attendance have been discussed earlier and thus will not be further delineated here. Second, the fact that paraprofessionals from the community are being transformed into active professionals in the mental health field is a major accomplishment and is discussed more fully below. Third, the fact that the Project has been able to develop good relationships and rapport with major community individuals and agencies is a major accomplishment and is discussed more fully below.

The paraprofessionals who comprise the Behavior Analysts of the Project, who in turn comprise the major thrust of the family and community intervention, are all minority and are all members of the northeast Denver community.

In the original ten, eight were Black and two were Chicano. There were about a half dozen White applicants in the original sixty plus applicants. However, neither Mr. Parker nor Dr. Knott rated any of those individuals in the top fifteen applicants, mainly because the particular applicants were very young and not very mature individuals. None of the ten paraprofessionals has a mental health background. Four of the ten have some history of felony offenses on their prior records. Two of the ten hold college degrees; the other eight range from high school or less education. By the end of the first year of operation these paraprofessionals were operating effectively in most situations and were as sophisticated in their use of and discussion of behavioral and communication system principles as the average second to third year clinical graduate student. This evaluation is agreed to by all of the professional staff members of the Project, a total of five individuals, each with from five to fifteen years of experience in graduate clinical psychology programs. The Project's professionals are of the opinion that this excellent result is the product of

three factors. First, the original group of ten paraprofessionals was a highly select, carefully selected group. These individuals were selected for their high level of motivation, good verbal ability, personal aggressiveness or assertiveness and good intelligence. Second, there has been, by and large, good and thorough training especially in the last two-thirds of the year. Also, each paraprofessional has been able to work on a very close basis with highly trained professionals. Third, the behavioral model in and of itself is not that difficult to teach. It is sometimes referred to as "an extension of common sense." This is a simplified view, but there is truth to that position and it is one of the reasons that the behavioral approaches are relatively easy to teach to laymen.

A great deal of community relations work was conducted by Dr. Knott and other persons associated with Project Intercept before the Project was ever officially funded. In the first eight months of the Project year a great deal of additional public relations work was done in which a large number of community agencies and individuals were contacted. In these contacts they were given

detailed descriptions of Project Intercept, its goals and functions. A large number of community groups were invited to the Project to see the facility and talk to staff members. Also, a large and highly representative Board of Community Relations was formed and began meeting on a monthly basis. These individuals were also highly instrumental in "carrying the word" to other community agencies and individuals. On a few occasions, individuals were concerned about one phase or another of the Project and approached the Project with questions. Feedback from these individuals is to the effect that their questions were answered in a straight forward, open way and that they were satisfied with the responses received. Through these processes good relationships with most individuals and agencies of the community have been achieved and these relationships are nurtured in an on-going fashion.

E. Major Problems

One major problem which was very much in evidence at the beginning of the year and still is in evidence to a degree is that of how paraprofessionals can best be trained.

It has been our experience during the year that the criticisms raised by paraprofessionals are highly similar to those raised by today's students, both graduate and undergraduate, in colleges and universities. That is, paraprofessionals are very critical of theoretically-oriented presentations, didactic presentations and presentations that do not have many references or relations to the real life experiences that they are attempting to deal with. In response to this, a wide use of audio-visual techniques and role playing techniques have been utilized in order to develop more of an action, less of a didactic approach. Nevertheless, the issues of what to teach, when to teach it and how to teach it (that is, which modality to use) are continuing questions. Of course, these kinds of training issues are by no means unique to Intercept. They are common to any type of on-going social action program and they are also common to more formal training programs (as in a graduate psychology department). These problems need to be pointed out to any individuals contemplating similar programs.

The single most important technical problem faced by Project Intercept in its first year of operation has been that of the unreliability of referrals. The Project initially projected that it would receive and process 200 cases in its first year of operation. As can be seen from the tables, far fewer than 200 referrals were received. These tables delineate the number of referrals as well as the ethnic background and ages of the referrals and summarize what happened to those referrals. That is, how many of the referrals accepted Project Intercept, how many were rejected by Project Intercept and then, of those who were accepted mutually, how many of those have now been fully terminated and on what basis. The Project Director became aware as early as the first of March, 1973 that the referral rate was falling far below the rate of four referrals per week which had been the original projection. By the first of March the referral rate was running about one and a half per week. At that time a long series of conferences was initiated that lasted through out the spring and summer of 1973. At first most of these conferences were with staff members of the Delinquency Control Division which was the main agency

through which referrals were being processed at that time. As spring turned into summer, the discussions began to take into account members of the District Attorney's office, Juvenile Court and the then developing Northeast Denver Youth Services Bureau. In the summer of 1973 the Youth Services Bureau took over the main function in the referral process. Referrals from the police and court were funneled through the Youth Services Bureau which then, if deemed appropriate, turned the referral over to Project Intercept. For a period of about three months, from the end of summer to early fall 1973, the referral rate was running at between three and four referrals per week and it appeared that the referral problem had been "solved." However, beginning in October of 1973 and through December 1973 the referral rate fell off rapidly and fell to a new low in December 1973 of a total of five referrals in the entire month. Thus, it was apparent that by the end of the year 1973 the referral problem in no way had been solved and indeed was in some ways even more serious than it had been at the beginning of the year. At the beginning of the second year a close

monitoring system was established with feedback flowing from the Project Director ro the Youth Coordinator at the Denver Anti-Crime Council, and additional meetings were being established in order to work through the referral problem in the hope that in the second year of operation this problem could be satisfactorily resolved. At the present writing, however, it cannot be stated that this problem has in fact been resolved. The main thrust of the new efforts has been to expand the criteria for new referrals. The upper age limit has been expanded from 14 to 16 and girls as well as boys are now being taken. On the next page the letter stating these and projected criteria has been included.

By the end of the first year of operation it was clear that the single, largest problem within the organization and staff itself turned on the factor of mistrust between two staff components--the educational staff and the BAs. This is important to note as similar programs in other parts of the country are very likely to encounter this particular problem which, unfortunately, was totally unanticipated by the developers of the Project. If this problem were to be allowed to persist or develop further, it could easily destroy the effectiveness of the entire program.

The problem of mistrust developed on the basis of perceptions by educational staff members that the Behavioral Analysts were spending a great deal of time outside of the office and with the inference that some or most of this time was spent "goofing off," not performing their outside job duties. These perceptions have not been entirely confined to the educational staff, that is, at times they have been shared by Supervisors and the Director. Further, the Director upon intensive investigations of alleged misuse of time has in most cases been able to verify to his own satisfaction that in fact the Behavioral Analyst was performing his job duties. However, in a program such as Project Intercept, which is truly community oriented, the staff for the most part goes out to the youngster and deals with him in his neighborhood, in his home and his school, that is, truly in his community. In such a program, and where each Behavioral Analyst is essentially an independent agent expected to perform his duties as an independent professional person (even though he has never been in a professional capacity before) the ability of other staff, and even to a large extent his supervisor, to monitor on an hour by

hour basis what the BA is in fact doing, is extremely limited. This, of course, opens up the room for considerable abuse. This can be especially the case if the BA has the reputation or develops the reputation, valid or not, as a good "con man," that is, a person who can portray a good verbal picture to cover up his misuse of company time. This problem is exacerbated in the relations between the educational staff and the BAs because the educational staff, in contrast, is comprised of persons of professional background and college education whose job duties require that they be on the premises from nine to five daily. Thus the educational staff often views the BAs as persons of considerable less education than they, but who nevertheless exercise considerable latitude and initiative in their job functions. Thus, the lack of constant monitoring that most of the BAs would be exposed to if they were working in a regular office or factory job has produced a situation that engenders a degree of mistrust. Ironically, the supervisors have become increasingly satisfied with the performances of the BAs and increasingly satisfied with their opinions that the BAs, in fact, are utilizing their time effectively

and in a manner reflecting good personal integrity. However, the educational staff has grown increasingly suspicious of the BAs over the past few months and this in turn has been reflected in some hostile, sarcastic comments directed towards the BAs which the BAs reciprocate. At times it's reached a point where the educational staff and BAs have charged each other with sabotaging their mutual working relationships with a given boy or family. That is, the BA might charge the educational staff member with showing preferential treatment to another BA's boys but not to his own because of alleged misconduct on the part of the accusing BA. In contrast, the educational staff member has charged some BAs with failing to be conscientious in their attempts to help transport the boys to and from school as a result of the BA's negative feelings towards school personnel and their subsequent disinclination to cooperate with the school program. Obviously, this is the type of problem that if allowed to continue could seriously harm the program's effectiveness. Again, this problem was not anticipated, but actually is very understandable in light of the circumstances inherent in Project Intercept. Even if the BAs

were all Ph.D. Psychologists, the fact is that they have to do the vast majority of their work outside of the office in a manner that most of the time is unmonitored (supervisors can only go with BAs on about one-third of the home and neighborhood visits). Add to this the fact that the BAs are not individuals who are accustomed to being in a professional role, whereas the educational staff members are, and you have an explosive situation wherein once the seed of mistrust is planted, it becomes reciprocal in a vicious cycle.

Early in the fall of 1973 when the Director became aware of this problem, he and Mr. Harold Parker, Director of Children's Division of Ft. Logan, conducted a series of three sessions in which all staff were involved. In these meetings the problems were openly aired, discussed and solutions proposed. However, these "sensitivity" sessions have had very little permanent effect. The next step was to develop a point system for the BAs and team leaders, that is, those staff who spend a large part of their time outside of the office, which delineated their job duties and deadlines for meeting those duties. Copies of the point system have been attached to this

report. Also, a component of this system was a sign in and sign out system for all such staff so that at all times their whereabouts are at least identified to other staff members as well as their expected time of return. It is hoped that these procedures will alleviate the above problems. However, this will be a factor that will be closely evaluated by the Director in the first few months of 1974 and, if need be, other steps will be taken.

F. Overview

In terms of meeting its major objective in its first year of operation, Project Intercept was, by all accounts, very successful. However, there are many questions unresolved. One, what is the best way to approach families who are having the kinds of difficulties that our families are having? In particular, what is the best way to deal with the single-parent family (usually a mother only) who has an extraordinary number and kinds of problems to cope with? We are presently trying to develop more systematic approaches to families and to schools as well. Two, what is the best way to train paraprofessionals in a professional model? More and more our

paraprofessionals are beginning to view themselves and talk about themselves as professionals rather than paraprofessionals. This is precisely what is desired. And, at their rate of growing sophistication, by the end of the second year of operation we predict they will be on par with fourth year (last year) doctorate students in clinical psychology. Three, what will the follow up data demonstrate? The most important criterion in our estimation is that of the frequency of recidivism rate after the youngster has been terminated from the Project, that is, after any "Hawthorne Effect" has been dissipated by his no longer being involved in the Project. These data and the other data, which will not be summarized until 1974, will be critical to future development.

APPENDIX

TRAINING SESSIONS

The following is the schedule for training meetings through August 24:

July	Friday, 20	visitors and presentations from probation department.
July	Friday, 27	presentations by Father Welch, Episcopalian minority expressed in behavior modification with youths.
August	Friday, 3	presentation on behavior assessment by Drs. Todd and Kelley.
August	Friday, 10	Duke Jordan on behavioral assessment in the Black culture.
August	Friday, 17	trouble-shooting session: all staff
August	Friday, 24	second presentation on behavior assessment by Drs. Todd and Kelley.

(CONT'D)

The following is the schedule for training sessions through October 5. All sessions begin at 9:30 a.m.

August 31	Trouble-shooting session (possibly some feedback from P.I. boys)	
September 7	"Step into some LD Shoes" Presentation on LD	Chuck Wainwright
(Note two sessions this week)		
September 13	Treatment skills important to delivery in the family	Ron Markovich
September 14	Session to improve staff communication skills	Harold Parker
September 21	A planned, systematic approach to behavior therapy of families	Lester Gregory
September 28	Trouble-shooting session	All Staff
October 5	Continuation of presentation	Lester Gregory

(CONT'D)

The following is the schedule for training meetings through November 30.

October 12	Presentation of new techniques	Paul Knott
October 19	Trouble shooting session	All Staff
October 26	Programming behavior modification in the schools	Dr. Joel Macht University of Denver
November 2	Teaching self-control techniques--what, when, and how	Fred Todd
November 9	Continuation of presentation and program work with staff	Dr. Joel Macht
November 16	Presentation by education department	Chuck Wainwright & other staff
November 23	NO TRAINING SESSION (Day after Thanksgiving)	
November 30	Staff communications session	Harold Parker

(CONT'D)

AABT CONFERENCE SCHEDULE
FOR
PROJECT INTERCEPT PARTICIPANTS

Conference: December 7, 8 & 9

Friday, December 7

9:00 - 11:45 a.m.

Symposium III: Behavior Therapy with Children
- Ken
- Bobby
- Cleo

Symposium IV: Problems in Extending, Refining and Maintaining Behavior Change Programs
- Harold

12:00 - 1:00 p.m.

Conversation Hour:
1. Wanted: Technology for Modifying the Behavior Modifiers - Ken
4. Managing a Program for Intervention in the Home - Bobby
5. Behavior Modification in Families - Harold

1:15 - 4:00

Symposium VII: Behavior Modification in the Classroom Panel 1
- Cleo
- Margot

(CONT'D)

Saturday, December 8

8:00 - 9:15 a.m.

Symposium X: Training and Utilizing Behavior Therapists
- Bobby, Harold

Symposium XI: Behavior Record Keeping: The Problem Oriented Record
- Ken

9:00 - 12:00

Symposium XIII: Varied Approaches to the Treatment of Behavior Problems of Individuals
- Harold

Symposium XV: Behavior Modification in the Classroom Panel II
- Cleo
- Margot
- Ken
- Bobby

12:15 - 1:15 p.m.

Conversation Hour:
8. Stimulus Control Theory of Aggression
10. Family Pathology and Child Behavior

(This period open but some please try to attend these interesting conversations).

1:30 - 4:00 p.m.

Workshop:
102. Multiple Settings and Procedures in the Treatment of Aggressive Boys - Bobby
103. Applied Marriage Analysis - Ken
106. Behavior Modification in Groups - Harold
111. Responsive Teaching: A Behavior Modification Approach for Schools - Cleo, Margot

(CONT'D)

Sunday, December 9

9:00 - 12:00

Workshop:
- 202. Behavior Modification with Single Parent Families - Ken, Bobby
- 203. Operant - Interpersonal Treatment of Marital Discord - Harold
- 211. Behavior Modification in the Classroom - Margot
- 212. Behavior Modification in Special Education - Cleo

1:00 - 4:00 p.m.

Workshop:
- 302. Behavior Modification with Families
  - Ken
  - Bobby
- 306. Group Approaches to Contingency Management: Training for Couples as Spouses and Parents - Harold
- 311. Teacher Consultation vs. Behavior Therapy: Advantage of Behavioral Consultation - Cleo
- 312. Behavior Modification in Elementary Education: A Multi-Media Presentation - Margot

NOTE: Please keep all copies of presentation papers that are passed out; bring them back and let Ken review them for possible use at Intercept. Paul asks that extensive notes be made at workshops in addition to cassette recordings. You will be presenting your materials at a later date.

NAME:

REFERRED BY:

DATE RECEIVED:

REFERRAL OFFENSE:

DATE OF REF. OFFENSE:

DISPOSITION DATE:

OF WEEKS IN P.I. SINCE DISPOSITION DATE:

DOB:

AGE:

ETHNICITY:

TEAM:

B.A.:

I.D.#

PROJECT:

LAST NAME	FIRST NAME	INITIAL	DATE OF BIRTH

DATE OF REFERRAL: SOURCE OF REFERRAL:

DATE OF INITIAL CONTACT WITH CLIENT:

DATE OF TERMINATION FROM PROJECT:

ARRESTS

DATE	CHARGE(S)	POLICE DISPOSITION

NAME:

REFERRED BY:

DATE RECEIVED:

REFERRAL OFFENSE:

DATE OF REF. OFFENSE:

DISPOSITION DATE:

OF WEEKS IN P.I. SINCE DISPOSITION DATE:

DOB:

AGE:

ETHNICITY:

TEAM:

B.A.:

I.D.#

COLORADO
YOUTH
SERVICES
INSTITUTE

3375 Holly Street • Denver, Colorado 80207 • (303) 321-6166

INITIAL DISPOSITION FORM
PROJECT INTERCEPT (PI)

Date _____

Name of Referred Youth _____

DOB_____ Violation _____ Date of

Violation _____ Residence _____

Phone # _____ Police ID.# _____

Disposition

1) Assigned to Treatment Group; treatment plan accepted and now in initial stages ☐

2) Assigned to Control Group ☐

3) Parents have rejected P.I. ☐

4) P.I. has rejected boy and family ☐
Rationale:

_____

_____

_____

_____

_____

(further comments may be attached)

CYSI Colorado Youth Services Institute
3375 Holly Street • Denver, Colorado 80207 • (303) 321-6166

CONTRACT BETWEEN FAMILY AND PROJECT INTERCEPT

Dear family:

Through its experience Project Intercept has found it best to work with a young person and his family in certain ways. For example, we require that the family schedule regular weekly sessions with a staff member of the Project who works in a teaching way with the family. He teaches things that have been useful to many families when problems come up. Certain parts are introduced in each meeting so that one meeting builds upon the last and the family learns various problem-solving methods in an orderly way. The end result is that the family can begin to use these methods in new and helpful approaches to solving difficulties which occur in their family.

When the parent and young person sign this contract they agree to allow the Project Intercept staff member to begin right away teaching the things covered in the series of meetings described on page 3. He will keep to this schedule. In return the P.I. staff member agrees to

begin helping the family use the things he teaches in problem-solving as soon as they have been learned. Also, Project Intercept agrees to help the young person in his school and the young person agrees to attend P.I. school if Project Intercept considers it necessary.

PLEASE KEEP THE FAMILY MEETING SCHEDULE IN A SAFE PLACE SO YOU CAN SEE WHAT IS TO BE TAUGHT EACH MEETING.

In addition to the family meetings Project Intercept requires one or both parents to attend weekly parent training meetings in which parents will have the opportunity to learn further problem-solving methods and exchange ideas with other parents. The class will last 8 - 10 weeks. When he signs this contract the parent agrees to attend and carry out the requirements of the class, except in situations where it is totally impossible or an emergency. The P.I. staff member will make every attempt to help the parent with problems of transportation, child care and other difficulties.

The Project has found it useful to explain exactly what it requires of a family and what it will attempt to do for a family ahead of time. This agreement is put into the form of a written contract for the young person, parent and P.I. staff member to sign, showing they agree to the commitments. The information given above are the details of the commitments contained in the basic contract which follows below.

Date _____

I, we, _____, parent (s) or guardian(s) of _____ do hereby agree to permit our son, or ward, to participate in Project Intercept.

It is understood that (1) such participation is voluntary and may be terminated by us at any time and (2) it is agreed that all communications, written and verbal, between said family and Institute personnel are confidential.

If you choose not to use our services or to terminate from the program, your case may be referred back to the referring agency for any action they feel appropriate.

If you have any questions as to whether you should participate in Project Intercept, the Project will help you in obtaining a lawyer with whom you may consult.

The parents and/or guardians agree to volunteer a weekly allotment of their time in order to implement the specific programs recommended by Intercept personnel for their child.

_____
Signature of Child

_____
Signature of Parent or Guardian

_____, Ph.D.
Certified Psychologist
Project Intercept.

_____
Signature of Project Intercept
Staff Member

NORTHEAST DENVER YOUTH SERVICES BUREAU

INTAKE SHEET

Code# _____

Date: _____

Name: Last, _____ First _____ Middle _____ Race _____

Address _____ Phone _____

Age _____ Birthday _____ Birthplace _____

Source of Referral: _____
(Agency, Court, Walk-in, Etc.)

Contact: _____ Phone _____
Name, Title

School _____ Grade _____ Attendance _____

Work _____
(If not in school, indicate work, etc. and details.)

Child Living With: _____
(Name and Relationship)

Address: _____ Phone: _____

Family Composition

Father _____ Age ____ Education _____

Mother _____ Age ____ Education _____

Guardian _____ Age ____ Education _____

Siblings

Name _____ Age ____ Grade ____ School _____

Name _____ Age ____ Grade ____ School _____

Name _____ Age ____ Grade ____ School _____

	Father	Mother	Child
Occupation:			
Employer:			
Phone:			
Hours:			
Salary:			

Other sources of income (Welfare, Social Security, Child Support):

1. _____ 2. _____ 3. _____

Nature of Problem:

Other Agencies Involved: _____

Recommendations and Comments:

Follow-up:

Correctional History: _____

Amount of confessed offense: _____

Impact offense: _____

P.I. INTAKE SHEET
FAMILY INECRMATION RECORD

Client's Name_____ B.A. _____

Date of 1st Interview w/ Family _____ Date of 1st Interview w/ Boy _____

I. CHILD
A. Teacher(s):

B. Place of Birth (City & Hospital):

C. Problems Before, During, After Birth

D. Chronic Medical Problems or Physical Handicaps:

E. Chronic Medication (what?):

II. FAMILY
A. Father's Address:

B. Mother's Address:

C. Foster Parent's or Guardian's Address: (circle which)

D. General
1. Parents physical handicaps or chronic medical problems:

2. Annual Family Income:

3. Others in Home: (exclude sibs)

4. Length of family residence in Denver:

5. List of recorded police referrals of siblings (types & dates)

III. EDUCATIONS STATUS: Attach P.I. Educational Clinic Diagnostic Report

Colorado Youth Services Institute
3375 Holly Street • Denver, Colorado 80207 • (303) 321-6166

PERMISSION TO RELEASE CONFIDENTIAL INFORMATION AND
TO EXCUSE STUDENT:
RELEASE TO PROJECT INTERCEPT FOR EDUCATIONAL PURPOSES

Regarding: _____ Birthdate _____

I hereby authorize _____
(Name of School)

to release my child for educational purposes to a Project Intercept representative.

I also authorize the above named school to provide and/or exchange pertinent information as indicated here:

_____

_____

_____

_____

I also release the Denver Public Schools from all liability and all claims pertaining to the release of my child and the disclosure of such information.

_____
(Signature of Parent or Guardian)

_____
(Date)

Client Data Record
(Sheet 2)

ONGOING STATUS CHART
CLIENT AND FAMILY

A. Family Working Status

Week												
	1	2	3	4	5	6	7	8	9	10	11	12
	13	14	15	16	17	18	19	20	21	22	23	24
	25	26	27	28	29	30	31	32	33	34	35	35
	37	38	39	40	41	42	43	44	45	46	47	48

Dimension:

I - Family:
- A - Actively working program
- X - Inactive on program

II - Family is:
- B - Program capable
- Y - Program - handicapped through social-structural conditions

III - Family shows:
- C - Few problems evident
- Z - Problems evident more than few

B. Family self-observation and client school status

Month	1	2	3	4	5	6	7	8	9	10	11	12
S.O.												
School												
No. Teachers												

Self - observation:
Mark number of hours per week indicated as "bad time."

School:
Mark number of U_a & U_b received for week and number teachers responding (truant is U_b)

Client Data Record
(Sheet 1)

Behavior Analyst

CLIENT PERSONAL AND DEMOGRAPHIC INFORMATION

Name: Last, First Middle Birthdate Race Date working agreement signed by family

Address Phone Number School Grade

Child living with: (name and relationship) Work Phone Number

Annual family Income Other sources of Income List major social program(s) enrolled in by family (e.g., welfare)

Siblings: Name Age Living in same family as client?

Police referrals: Type Date

Initial

Subsequent

CONTINUED

1 OF 2

Client Data Record
(Sheet 3)

Target Behavior	Date Targeted	Baseline Info.	Goal (state in terms of frequency beh.)	Treatment Techn.(s)	Date Removed	Response to treatment (ref. to goal and freq. w/ref. to baseline
1						
2						
3						
4						
5						

Client Data Record
(Sheet 4)

ADDITIONAL ENVIRONMENTAL ASSISTS

Assist	Date of Assist	To meet what problem	Short-Term Outcome (Spe. Whether assist continues and any resulting behav., environ. changes)
1			
2			
3			
4			
5			

Client Data Record
(Sheet 5)

WEEKLY BEHAVIORAL-TREATMENT RECORD
Week of _____

Behavior & Code#	Date noted	Current freq. count	Treatment note

Summary Note:

Nothing paid all volunteers

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PROJECT INTERCEPT

VOLUNTEER ATTENDANCE RECORD

Time Report for _____ through _____
Mo. Day Year Mo. Day Year

DATE	HOURS WORKED	SERVICES PERFORMED (See Code)	DATE	HOURS WORKED	SERVICES PERFORMED (See Code)
1			16		
2			17		
3			18		
4			19		
5			20		
6			21		
7			22		
8			23		
9			24		
10			25		
11			26		
12			27		
13			28		
14			29		
15			30		
			31		

ER - Educational Remediation
PT - Physical Therapy
RT - Recreation Therapy
C - Counseling

_____
Volunteer's Signature

TOTAL HOURS WORKED _____
HOURLY RATE _____

APPROVED:

TOTAL IN-KIND _____

_____
Supervisor

Client _____

Rater _____

Date _____

Family Cohesiveness

____1. Father is present in the family.

____2. An adult male is present who takes the role of the father.

____3. The parents agree on the rules and discipline procedures.

____4. Parents undermine eachother's efforts at discipline.

____5. The family eats at least one meal together every day.

____6. Father takes the boy on activities, eg. sports events.

____7. Mother is involved in some way in the boys activities.

____8. Family does activities together, eg. vacations.

____9. Boy has a say in family decisions and planning.

____10. Family members are genuinely concerned about eachother.

____11. Boy feels comfortable, relaxed, secure at home.

____12. Family members talk openly about themselves to eachother.

____13. Boy gets along well with brothers and sisters.

____14. Mother and father get along well with eachother.

Ratings of Mother

____1. Mother compliments boy and shows she appreciates things he does.

____2. Seems kindly and caring toward the boy.

____3. Ridicules the boy for little or no reason, is quick to point out boys faults.

____4. Expects the boy to fail or go wrong, and tells boy that he will turn out bad.

____5. Beats or tries to beat boy when drunk, angry, frustrated, etc.

____6. Is interested in how boy is doing, eg. in school.

____7. Tries to make life overly easy for boy, gives boy whatever he wants without him having to work for it.

____8. Intercedes for boy, eg. speaks for him, tries to solve his problems.

____9. Is overprotective, restricts his activities to keep him safe or close to her.

____10. Gives severe punishments for minor misconduct.

____11. Punishments are physical, eg. spankings, slappings.

____12. Major privileges are taken away with little or no way of getting them back.

____13. Makes threats which are not or cannot be carried out.

____14. Punishments vary from severe to negligible according to mother's moods.

____15. Fails to discipline the boy at all.

____16. Does ~~not have authority~~ is unable or unwilling to make boy carry out simple requests.

____17. Seems intimidated by or afraid of the boy.

____18. Explains reasons for the rules, and for her discipline when the rules are broken.

____19. Punishments follow as soon after the misconduct as possible.

____20. The punishments used give the boy a lot of attention as well.

____21. Mother's punishments are ~~not~~ something the boy cares about.

____22. Mother's discipline focuses on unimportant issues, eg. length of boys hair.

Mother (continued)

____23. Mother or other responsible person is home when boy is home.

____24. Mother knows where boy is throughout the day.

____25. Mother supervises boy, directs him, gives him guidance.

BOY's feelings toward mother

____1. Boy feels mother is sympathetic toward his problems.

____2. Feels mother loves him.

____3. Is angry at mother.

____4. Is afraid of mother.

____5. Believes mother does ~~not~~ care what he does.

____6. Understands what is expected of him by mother.

____7. Knows when he will be punished for his misconduct, and how severely.

____8. Thinks mother's discipline is fair.

Ratings of Father

____1. Father compliments boy and shows he appreciates things he does.

____2. Father seems kindly and caring toward the boy.

____3. Ridicules the boy for little or no reason, is quick to point out boys faults.

____4. Expects the boy to fail or go wrong, tells boy that he will turn out bad.

____5. Beats or tries to beat boy when drunk, angry, frustrated, etc.

____6. Is interested in how boy is doing, eg. in school.

____7. Tries to make life overly easy for boy, gives boy whatever he wants without him having to work for it.

____8. Intercedes for boy, eg. speaks for him, tries to solve his problems.

____9. Is overprotective, restricts boys activities to keep him safe or close to him.

____10. Gives boy severe punishments for minor misconduct.

____11. Punishments are physical, eg. spankings, slappings.

____12. Major privileges are taken away with little or no way of getting them back.

____13. Makes threats which he does not or cannot carry out.

____14. Punishments vary from severe to negligible according to father's moods.

____15. Fails to discipline the boy at all.

____16. ~~Does not or cannot~~ Is unable or unwilling to make boy carry out simple requests.

____17. Seems intimidated by or afraid of boy.

____18. Explains to boy reasons for his rules, and for his discipline when the rules are broken.

____19. Punishments follow as soon after the misconduct as possible.

____20. The punishments used give the boy a lot of attention as well.

____21. Father's punishments are ~~not~~ something the boy cares about.

____22. Father's discipline focuses on unimportant issues, eg. length of boys hair.

Father (continued)

____23. Father or other responsible person is home when boy is home.

____24. Father knows where boy is throughout the day.

____25. Father supervises boy, directs him, gives him guidance.

BOY's feelings toward Father

____1. Boy feels father is sympathetic toward his problems.

____2. Feels father loves him.

____3. Is angry at father.

____4. Is afraid of father.

____5. Believes father does ~~not~~ care what he does.

____6. Understands what is expected of him by father.

____7. Knows when he will be punished for his misconduct, and how severely.

____8. Boy thinks father's discipline is fair.

Colorado Youth Services Institute
3375 Holly Street • Denver, Colorado 80207 • (303) 321-6166

PERMISSION TO ALLOW VIDEO-TAPING OF FAMILY MEMBERS

I hereby authorize Colorado Youth Services Institute to video-tape me, my spouse and children in social interaction in our home or at Colorado Youth Services Institute offices or at any locale that Colorado Youth Services Institute staff specify.

I understand and agree that these tapes may be used for training purposes by Colorado Youth Services Institute staff; thus, these tapes may be shown to persons who are not currently employed by Colorado Youth Services Institute.

Signature of Parent or Guardian

Date

Signature of C.Y.S.I. Staff

ient Data Record
(Sheet 6)

TERMINATION SUMMARY Date

Client & Family

Targeted behavior	Goal (state as freq.)	Present freq.	% change in positive direction

No. target behaviors greatly improved (68-100%ch)
No. target behaviors moderately improved (33-67%ch)
No. target behaviors not improved (less than 33%ch)

B. Examples behavior change progs. initiated by family — Techn(s) — Outcome

C. Re-arrested for Impac offense in last three months? ☐ yes ☐ no

D. Constructive Uses of time in which client now engaged

E. Recent parental statements about their abilities to use behavioral principles child management techniques

Parent successfully completed parent training group (70% attendance and assignments completed) ☐ yes ☐ no

Parent entered but did not complete parent training group ☐ yes ☐ no

Client Data Record
(Sheet 7)

TERMINATION SUMMARY
(Continued)

Date _____

II. Academic & School

A. Has there been 80% attendance at:

1. Public School ☐ yes ☐ no
2. Project Int. Clinic ☐ yes ☐ no ☐ not enrolled

B. Achievement (Grade Level):

	Before	After	Gain
a. Reading Recognition (WRAT)			
b. Spelling (WRAT)			
c. Arithmetic (WRAT)			
d. Reading Comprehension (Monroe)			

C. Purdue Perceptual Survey

a. Balance & Posture			
b. Body Image & Diff.			
c. Perceptual Motor Match			
d. Ocular Control			
e. Form Perception			

D. School Recommendation:

the following assessment items have been completed.)

ASSESSMENT INFORMATION
CHECK-OFF LIST

Client _____ Team Leader _____

ID# _____ Behavior Analyst _____

ASSESSMENT ITEM	✓	DATE COMPLETED	RESPONSIBILITY
Academic			
1) WRAT			Nancy Miles and Gertrude Meyers
2) PURDUE			
3) I. Q.			
4) Further Academic or Perceptual Testing (Mark 0 if unnecessary)			
Psychological			
5) Quay-Peterson Scale			Stephanie McBride
6) Self-Esteem			
7) Biographical Inventory			
8) Quay-Peterson Behavior and Life History Checklist			Behavior Analyst
Physical			
9) Somatotype			Stephanie McBride
10) Birth and Pregnancy Information*			Behavior Analyst
Family			
11) Family Record Sheet			Behavior Analyst
12) Income (Annual)**			
13) Glueck Scale			

* Name and location of hospital, and any special problems--record on Family Record Sheet.
** Record on Family Record Sheet

CERTIFICATION OF CONTRIBUTION

COLORADO YOUTH SERVICES INSTITUTE

3375 Holly Street
Denver, Colorado 80207

DATE _____

We certify that _____ made contribution in the amount of $ _____ in (Cash), (Goods), (Services) to Project Intercept of Colorado Youth Services Institute, on _____.

_____ DONATED BY:

_____ RECEIVED BY:

_____ TITLE

_____ TITLE

Colorado Youth Services Institute

Itemized Contribution
Description:

_____ Value of Goods or Amount of Cash _____

_____ Date _____

Colorado Youth Services Institute
3375 Holly Street • Denver, Colorado 80207 • (303) 321-6166

PROJECT INTERCEPT
EMPLOYEE'S HOURLY RECORD & MILEAGE SHEET

Time Report for _____ through _____
Mo. Day Year Mo. Day Year

DATE	REGULAR HOURS WORKED	OVERTIME HOURS WORKED	MILEAGE	DATE	REGULAR HOURS WORKED	OVERTIME HOURS WORKED	MILEAGE
1				16			
2				17			
3				18			
4				19			
5				20			
6				21			
7				22			
8				23			
9				24			
10				25			
11				26			
12				27			
13				28			
14				29			
15				30			
				31			

TOTAL OVERTIME HOURS WORKED _____
ANNUAL SALARY _____ (includes 10% f.b.)
HOURLY PAY RATE (40 hours/week) _____
TOTAL IN-KIND _____

_____ Employee's Signature

_____ Employee's Position

TOTAL MILEAGE _____
TOTAL VALUE OF MILEAGE @ 10¢/mi. _____

APPROVED:

_____ Supervisor

Colorado Youth Services Institute
3375 Holly Street • Denver, Colorado 80207 • (303) 321-6166

PROJECT INTERCEPT

VOLUNTEER ATTENDANCE RECORD

Time Report for _____ through _____
Mo. Day Year Mo. Day Year

DATE	HOURS WORKED	SERVICES PERFORMED (See Code)	DATE	HOURS WORKED	SERVICES PERFORMED (See Code)
1			16		
2			17		
3			18		
4			19		
5			20		
6			21		
7			22		
8			23		
9			24		
10			25		
11			26		
12			27		
13			28		
14			29		
15			30		
			31		

ER - Educational Remediation
PT - Physical Therapy
RT - Recreation Therapy
C - Counseling

TOTAL HOURS WORKED _____
HOURLY RATE _____

TOTAL IN-KIND _____

_____
Volunteer's Signature

APPROVED:

_____
Supervisor

TIME RECORD

Name _____

Address _____ Annual Earnings _____

Phone # _____ Social Security # _____

TIME CONTRIBUTED

Week of _____

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Total Hours:							

Total Hours _____

_____
Signature

For Office Use Only:

Hourly Rate _____

Value of Total Contribution

_____

_____
Date

SCHEDULE OF MEETINGS

Week of _____

DAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY
	a.m.		a.m.		a.m.		a.m.	
	p.m.		p.m.		p.m.		p.m.	

MEASURING & RECORDING

ECTOMORPHY:

Age--obtain in years and months

Weight--record to the nearest pound. One pound or less is deducted for weight of clothing and also deduct a little if the boy had recently eaten a large meal.

Top Weight--record maximum weight boy ever reached and his age at that time.

Height--record in inches. Have the boy stand with his back to the wall scale, take a deep breath, and stretch to his maximum height with his heels flat on the scale.

ENDOMORPHY:

Obtain 3 measures of subcutaneous fat with the tissue calipers. Always hold the skinfold with the thumb and forefinger of your left hand. If the boy is right-handed, measure the right side of his body. If he is left-handed, measure both sides and record the larger of the two measurements.

Triceps--measure half way down the back of the upper arm. While holding the skin, extend the boy's arm and then return it to his side where it should hang at the boy's side relaxed. This process excludes muscle fibers from your measurement. Let calipers settle for 10 sec., then record.

COMPUTING

ECTOMORPHY:

1) Use the Ponderal Index Table, which gives the quotient of height divided by the cube root of weight. Find the intersection of present weight and height. When finding this value, consider the Top Weight figure. ~~If the person was heavier in the past, round down to the nearest half pound.~~ If the person is at his Top Weight now, do not adjust--simply find his present weight on the table.

2) After finding the table value, use the ectomorphy portion of the Deviation Chart. Find the intersection of the table value and his age. At the base of the vertical column which includes this intersection, you will find the ectomorphy score.

ENDOMORPHY:

1) Find the total of the measurements for Triceps, Subscapular, and Suprailiac.

2) Use the endomorphy portion of the Deviation Chart. Find the intersection of the total and his age. At the base of the vertical column which includes this intersection you will find the endomorphy score.

MESOMORPHY:

1) The two middle sections of the Deviation Chart are used for mesomorphy. Use the Elbow (Humerus), Knee (Femur), Biceps, & Calf data. Use the upper section of the Chart first and find the boy's height (in inches). In the column beneath the height are listed the 4 measurements that the average male (with a mesomorphy score of 4) would have at that particular height.

2) Find by how many columns each of the above 4 measurements differs from the average. If a measurement is in a column to the left of the height column, record a negative number for the difference score. If a measurement is in a column to the right of the height column, record a positive number for the difference score. If a measurement is in the height column, record a zero for the difference score.

   If the measurement falls in between two columns:

   and it's negative, use the right-hand column (the higher #)

   and it's positive, use the left-hand column (the smaller #)

3) Find the Total Difference Score and divide by 4. This gives you an Average Difference Score. It should still carry either a + or a - sign.

4) Multiply the Average Difference Score by ½.

5) If 4) is positive, add it to 4.

   If 4) is negative, deduct it from 4.

   The result is the First Estimate of Mesomorphy.

6) Now use the lower mesomorphy section of the Deviation Chart. Find the boy's score for endomorphy at the top of a column. Find the intersection of this column with his age bracket. This value will be either + or -. Accordingly, add or subtract it from the First Estimate of Mesomorphy. This number is the Final mesomorphy score.

Name _____ I.D.# _____

COMPUTATION SHEET

ECTOMORPHY:

Table Value _____

Ectomorphy Score: _____

ENDOMORPHY:

Triceps _____

Subscapular _____

Suprailiac _____

TOTAL _____

Endomorphy Score: _____

MESOMORPHY:

Difference Scores:

Elbow _____

Knee _____

Biceps _____

Calf _____

TOTAL _____

Divide the above total by 4 : _____

Multiply the above quotient by ½: _____

If the result is +, add to 4: _____

If the result is -, subtract from 4: _____

Adjust 1st estimate: _____

Mesomorphy Score: _____

FINAL SOMATOTYPE::: ENDO _____ MESO _____ ECTO _____

Name & Current Date	Age	Wght	Hgt	Tri-ceps	Sub-scap	Supr iliac	El-bow	Knee	Bi-ceps	Calf	Estimated Somatotype	Final Somatotype

1. The best teachers are the ones who are very easy.
2. I would be a happier person if I could satisfy all my parent's wishes.
3. Sometimes I wonder if I'll ever grow up.
4. My folks usually blame bad company for the trouble I get into.
5. In this world you're a fool if you trust other people.
6. Before I do something, I try to consider how my friends will react to it.
7. We ought to pay our elected officials better than we do.
8. I never used to steal little things from the neighborhood stores.
9. My teachers have given me lower grades than I deserve just because they think I am a trouble-maker.
10. I don't worry about the future; there's nothing much I can do about it anyway.
11. I often say mean things to other people and then feel sorry for it afterwards.
12. When I think I am right nobody can change my mind.
13. I don't mind hurting people who get in my way.
14. Most people are squares.
15. I am always hurting the people I love the most.
16. I am so touchy on some subjects that I can't talk about them.
17. You have to get the other guy before he gets you.
18. Most boys stay in school because the law says they have to.
19. Policemen are friendly and try to help you.
20. You have to admire somebody who has enough guts to talk back to a cop.
21. One day I will get even with everybody who has done me ~~dirty~~ wrong.
22. I have never seen a policeman yet who cared about anyone but himself.
23. I feel tired a good deal of the time.
24. People seem to like me at first, but I have trouble keeping friends.
25. When a group of boys get together they are bound to get in trouble sooner or later.

(go on to page 2)

26. You gotta fight to get what's coming to you.
27. I never wish that I were dead.
28. Only a fool would spend his life working a 40 hour week.
29. I never worry about a thing.
30. It seems as if people are always telling me what to do, or how to do things.
31. I do what I want to do, whether anybody likes it or not.
32. At times I have a strong urge to do something harmful or shocking.
33. I think people like me as much as they ~~do~~ like other people.
34. Even when things go right for a while I know it won't last.
35. I can easily "~~shake it off~~ forget about it" when I do something I know is wrong.
36. I never have the habit of shaking my head, neck, or shoulder.
37. A person is better off if he doesn't trust anyone.
38. The best way to get ahead in the world is to be tough.
39. It is very important to have enough friends and social life.
40. All this talk about honesty and justice is a lot of nonsense.
41. There is something wrong with a person who can't take orders without getting angry or resentful.
42. I am doing as much or as well as my parents expect me to.
43. When I see people laughing I often think they are laughing at me.
44. The only way to settle anything is to ~~lick the guy~~ fight about it.
45. It's dumb to trust older people.
46. I just can't stop doing things that I am sorry for later.
47. For all the things I have done I should have been punished more than I have.
48. I usually feel well and strong.
49. I sometimes feel that no one loves me.
50. When I was going to school I played hooky quite often.
51. My future looks bright.

(go on to page 3)

52. I find it hard to "drop" or "break with" a friend.
53. Sometimes I think I won't live very long.
54. It doesn't matter what you do as long as you get your kicks.
55. I wish I had not been such a disappointment to my family.
56. The most important thing is to win no matter how.
57. Everyone should be required to finish high school.
58. I owe my family nothing.
59. My feelings are never hurt so badly that I cry.
60. The only way to make big money is to steal it.
61. In school I was sometimes sent to the principal for ~~cutting up~~ disturbing class.
62. I have never been in trouble with the law.
63. The worst thing a person can do is to get caught.
64. I don't think I'm quite as happy as others seem to be.
65. I sometimes wish I'd never been born.
66. A ~~guy's~~ person's only protection is ~~his~~ her friends.
67. A person who steals from the rich isn't really a thief.
68. I have had a real fight.
69. My way of doing things is ~~apt~~ likely to be misunderstood by others.
70. If you're clever enough, you can steal anything and get away with it.
71. The average policeman is not strict enough about the law.
72. The only way to get what you want is to take it.
73. I must admit I find it very hard to work under strict rules and regulations.
74. Success in this world is a matter of luck.
75. I often get nervous I have to get up and move around to calm myself down.
76. Nobody has ever called me "chicken" and gotten ~~by~~ away with it.
77. I just don't seem to get the breaks other people do.
78. I get so angry that I "~~see red~~". (lose control) of myself

(go on to page 4)

79. It's hard to get others to like me.
80. I don't really care what happens to me.
81. No matter how hard I try I always get caught.
82. My eyes often pain me.
83. Women are only good for what you can get out of them.
84. My life is pretty boring and dull most of the time.
85. I have been expelled from school or nearly expelled. → for rest of year
86. The only way to make out is to be tough.
87. It is hard for me to just sit still and relax.
88. Once you've been in trouble, you haven't got a chance.
89. Hitting someone sometimes makes me feel good inside.
90. Being successful usually means having your name in the paper.
91. Even when things go right I know it won't last.
92. I'd like to start a new life somewhere else.
93. If you don't have enough to live on, it's OK to steal.
94. It is important to think about what you do.
95. I can outwit almost anybody.
96. On my report card I usually get some failure marks.
97. I feel that I have often been punished without cause.
98. Whenever I do something I shouldn't, it worries me.
99. It's all right to steal from the rich because they don't need it.
100. Sometimes I have stolen things I really didn't want.

Practice:
a) T F
b) T F

ANSWER SHEET

THE PERSONAL OPINION STUDY

Name Grade

School Date of Birth

1. T F	26. T F	51. T F	76. T F
2. T F	27. T F	52. T F	77. T F
3. T F	28. T F	53. T F	78. T F
4. T F	29. T F	54. T F	79. T F
5. T F	30. T F	55. T F	80. T F
6. T F	31. T F	56. T F	81. T F
7. T F	32. T F	57. T F	82. T F
8. T F	33. T F	58. T F	83. T F
9. T F	34. T F	59. T F	84. T F
10. T F	35. T F	60. T F	85. T F
11. T F	36. T F	61. T F	86. T F
12. T F	37. T F	62. T F	87. T F
13. T F	38. T F	63. T F	88. T F
14. T F	39. T F	64. T F	89. T F
15. T F	40. T F	65. T F	90. T F
16. T F	41. T F	66. T F	91. T F
17. T F	42. T F	67. T F	92. T F
18. T F	43. T F	68. T F	93. T F
19. T F	44. T F	69. T F	94. T F
20. T F	45. T F	70. T F	95. T F
21. T F	46. T F	71. T F	96. T F
22. T F	47. T F	72. T F	97. T F
23. T F	48. T F	73. T F	98. T F
24. T F	49. T F	74. T F	99. T F
25. T F	50. T F	75. T F	100. T F

Name of Client _____ Date _____

Behavior Problem Checklist

Col. No.

(15) _____ 1. Oddness, bizarre behavior
(16) _____ 2. Restlessness, inability to sit still
(17) _____ 3. Attention-seeking, "show-off" behavior
(18) _____ 4. Stays out late at night
(19) _____ 5. Doesn't know how to have fun; behaves like a little adult
(20) _____ 6. Self-consciousness; easily embarrassed
(21) _____ 7. Fixed expression, lack of emotional reactivity
(22) _____ 8. Disruptiveness; tendency to annoy & bother others
(23) _____ 9. Feelings of inferiority
(24) _____ 10. Steals in company with others
(25) _____ 11. Boisterousness, rowdiness
(26) _____ 12. Crying over minor annoyances and hurts
(27) _____ 13. Preoccupation; "in a world of his own"
(28) _____ 14. Shyness, bashfulness
(29) _____ 15. Social withdrawal, preference for solitary activities
(30) _____ 16. Dislike for school
(31) _____ 17. Jealousy over attention paid other children
(32) _____ 18. Belongs to a gang
(33) _____ 19. Repetitive speech
(34) _____ 20. Short attention span
(35) _____ 21. Lack of self-confidence
(36) _____ 22. Inattentiveness to what others say
(37) _____ 23. Easily flustered and confused
(38) _____ 24. Incoherent speech
(39) _____ 25. Fighting
(40) _____ 26. Loyal to delinquent friends
(41) _____ 27. Temper tantrums
(42) _____ 28. Uncommunicative, Secretiveness
(43) _____ 29. Truancy from school
(44) _____ 30. Hypersensitivity; feelings easily hurt
(45) _____ 31. Laziness in school and in performance of other tasks
(46) _____ 32. Anxiety, chronic general fearfulness
(47) _____ 33. Irresponsibility, undependability
(48) _____ 34. Excessive daydreaming
(49) _____ 35. Masturbation
(50) _____ 36. Has bad companions
(51) _____ 37. Tension, inability to relax
(52) _____ 38. Disobedience, difficulty in disciplinary control
(53) _____ 39. Depression, chronic sadness
(54) _____ 40. Uncooperativeness in group situations
(55) _____ 41. Aloofness, social reserve
(56) _____ 42. Passivity, suggestibility; easily led by others
(57) _____ 43. Clumsiness, awkwardness, poor muscular coordination
(58) _____ 44. Hyperactivity; "always on the go"
(59) _____ 45. Distractibility
(60) _____ 46. Destructiveness in regard to his own &/or other's property

(Cont) Name of Client _____

Col. No.

(61) _____ 47. Negativism, tendency to do the opposite of what is requested
(62) _____ 48. Impertinence, sauciness
(63) _____ 49. Sluggishness, lethargy
(64) _____ 50. Drowsiness
(65) _____ 51. Profane language, swearing, cursing
(66) _____ 52. Nervousness, jitteriness, jumpiness; easily startled
(67) _____ 53. Irritability; hot-tempered, easily aroused to anger
(68) _____ 54. Enuresis, bed-wetting
(69) _____ 55. Often has physical complaints, e.g. headaches, stomach ache.

Behavior Checklist for the Analysis of Life History Data

____ 1. Assaultive, attacks others with little or no provocation.
____ 2. Has bad companions.
____ 3. Seclusive, stays to himself.
____ 4. Initiates fights.
____ 5. Engages in gang activities.
____ 6. Shy
____ 7. Cruel
____ 8. Engages in cooperative stealing.
____ 9. Apathetic, emotionless.
____ 10. Quarrelsome
____ 11. Loses interest quickly
____ 12. Defies authority
____ 13. Engages in furtive stealing.
____ 14. Worries
____ 15. Engages in malicious mischief.
____ 16. Habitually truant from school.
____ 17. Sensitive
____ 18. Unable to cope with a complex world.
____ 19. Timid
____ 20. Has inadequate guilt feelings.
____ 21. Habitually truant from home.
____ 22. Submissive
____ 23. Stays out late at night.
____ 24. Irritable
____ 25. Accepted by a delinquent sub-group.
____ 26. Lonesome
____ 27. Verbally aggressive, impudent.
____ 28. Strong allegiance to selected peers.
____ 29. Incompetent, immature.
____ 30. Obscene, uses foul language.
____ 31. Feels persecuted, believes other unfair.
____ 32. Has anxiety over own behavior.
____ 33. Callous, little concern for others.
____ 34. Seems unable to profit by either praise or punishment.
____ 35. Suspicious, trusts no one.
____ 36. Has engaged in sex delinquency.

Figure 1

BEHAVIOR CATEGORY DATA FORM

Name: _____ Institution: _____

Number: _____ Date Tested: _____

Birth Date: _____

Behavior Category Rankings: 1_____ 2_____ 3_____ 4_____

Scale	Raw Scores		
	Test	Rating	History
BC-3			
BC-2			
BC-1	X		
BC-4		X	

Scale	T Scores			Sum	Composite T Score	
	Test	Rating	History		Initial	Final
BC-3				/3		
BC-2				/3		
BC-1	X			/2		
BC-4		X		/2		

BEHAVIOR QUESTIONNAIRE

In this part of the questionnaire we're interested in knowing how often you have done different things. As you answer the following questions, think back over the past year, the last twelve months or so. Remember your name will never be connected with this questionnaire. Try to be as honest in your answers as possible.

1. How many times during the past year have you stolen a bicycle? (Circle One)

   0 1 3 6 10 15 20 30 50 100 200 400

2. How many times during the past year have you smoked marijuana? (Circle One)

   0 1 3 6 10 15 20 30 50 100 200 400

3. How many times during the past year have you used a fake or phony ID (identification) card or an ID card that belonged to someone else?

   0 1 3 6 10 15 20 30 50 100 200 400

4. How many times during the past year have you bought or sold drugs such as heroin, LSD, amphetamines (hard narcotics or dangerous drugs)?

   0 1 3 6 10 15 20 30 50 100 200 400

5. How many times during the past year have you stolen an automobile or motorcycle (not just borrowed it)?

   0 1 3 6 10 15 20 30 50 100 200 400

6. How many times during the past year have you slightly damaged or marked-up someone else's (or public) property (like turning a 30 MPH sign into 80 MPH)?

   0 1 3 6 10 15 20 30 50 100 200 400

7. How many times during the past year have you bought or sold marijuana?

   0 1 3 6 10 15 20 30 50 100 200 400

8. How many times during the past year have you played cards or dice for money, bet on horses, or other types of gambling?

   0 1 3 6 10 15 20 30 50 100 200 400

9. How many times during the past year have you broken into a house, store, office, or other place where there were people either asleep or in some other part of the house?

   0 1 3 6 10 15 20 30 50 100 200 400

10. How many times during the past year have you attacked and beat up someone with your fists (not just self-defense)?

    0 1 3 6 10 15 20 30 50 100 200 400

11. How many times during the past year have you taken drugs such as heroin, LSD, or amphetamines?

    0 1 3 6 10 15 20 30 50 100 200 400

12. How many times during the past year have you robbed someone by holding them, hitting them, or threatening to hurt them with a weapon?

    0 1 3 6 10 15 20 30 50 100 200 400

13. How many times during the past year have you broken into an empty house, office, store, barn, warehouse, or similar place, looking for things to steal?

    0 1 3 6 10 15 20 30 50 100 200 400

14. How many times during the past year have you stolen money or goods of some other kind?

    0 1 3 6 10 15 20 30 50 100 200 400

15. How many times during the past year have you bought or sold beer, liquor or intoxicating wine?

0 1 3 6 10 15 20 30 50 100 200 400

16. How many times during the past year have you run away from home?

0 1 3 6 10 15 20 30 50 100 200 400

17. How many times during the past year have you used a weapon (gun, knife, club, etc.) to attack someone?

0 1 3 6 10 15 20 30 50 100 200 400

18. How many times during the past year have you drunk beer, liquor, or intoxicating wine?

0 1 3 6 10 15 20 30 50 100 200 400

19. How many time during the past year have you made loud noises or done things just to annoy and disturb people like neighbors, shopkeepers, motorists or people passing on the street?

0 1 3 6 10 15 20 30 50 100 200 400

20. How many times during the past year have you seriously damaged or even destroyed property (like breaking all the windows in somebody's house)?

0 1 3 6 10 15 20 30 50 100 200 400

21. How many times during the past year have you had sexual relations with a girl who is younger than 16 years old?

0 1 3 6 10 15 20 30 50 100 200 400

22. How many times during the past year have you forced a girl to have sexual relations with you when she didn't want to?

0 1 3 6 10 15 20 30 50 100 200 400

23. How many times during the past year have you threatened or otherwise forced some other young person to keep on giving you money or other goods?

0 1 3 6 10 15 20 30 50 100 200 400

24. How many times during the past year have you stolen tires, hubcaps, stereos or tapes or other parts of automobiles?

0 1 3 6 10 15 20 30 50 100 200 400

25. How many times during the past year have you borrowed an automobile or motorcycle to go joyriding (without owner's permission)?

0 1 3 6 10 15 20 30 50 100 200 400

26. How many times during the past year have you taken things from stores without paying for them (things like books, records, small items of clothing)?

0 1 3 6 10 15 20 30 50 100 200 400

27. How many times during the past year have you skipped school?

0 1 3 6 10 15 20 30 50 100 200 400

BOY'S QUESTIONNAIRE

SECTION 1

1. Of the children in your family, which are you?
   A. Oldest.
   B. Next oldest.
   C. Youngest.
   D. Only child.
   E. Other (third born, twin, etc.).

2. How many sisters do you have?
   A. None
   B. 1.
   C. 2 or more.

3. How many brothers do you have?
   A. None
   B. 1.
   C. 2 or 3.
   D. 4 or 5.
   E. 6 or more.

4. Where did you live most of the time up to now?
   A. A small town (like a farm town).
   B. A town.
   C. A city.
   D. A large city.
   E. A suburb of a large city.

5. Not counting graduation, how many times have you changed schools?
   A. Never.
   B. Once.
   C. Two or three times.
   D. Four or more times.
   E. I don't remember.

6. How often have you been in the hospital because of illness? (include for broken bones)
   A. Never.
   B. Once.
   C. Twice.
   D. Three times.
   E. Four or more times.

7. What time do you usually go to bed on weekdays?
   A. Before 9:00 p.m.
   B. From 9:00 p.m. to 10:00 p.m.
   C. From 10:00 p.m. to 11:00 p.m.
   D. From 11:00 p.m. to 12:00 midnight
   E. After 12:00 midnight

8. How energetic or active are you?
   A. I am constantly active and on the go.
   B. Frequently active.
   C. Fairly active, occasionall get a little tired.
   D. Only moderately active, I take it easy fairly often.
   E. Not very active, frequentl relax and take it easy.

9. How important is it in your family to make a lot of money or to have a job where you will be well paid?
   A. Highly important.
   B. Very important.
   C. Somewhat important.
   D. Not very important.
   E. Not important at all.

10. How important is education considered in your home?
   A. Unimportant
   B. Nice to have.
   C. Helpful but not necessary.
   D. Very important.
   E. Extremely important, practically a necessity.

11. How do you rate your ability in sports compared to your classmates?
   A. Near the top.
   B. Above average.
   C. About average.
   D. A little poorer than average.
   E. Much poorer than average.

12. How interested are you in making repairs around the house?
   A. Strong interest.
   B. Mild interest.
   C. Indifferent.
   D. Mild dislike.
   E. Strong dislike.

13. How much reading do you do? (Outside of school work)
   A. Read sometimes.
   B. Hardly ever read because I don't have the chance.
   C. Hardly ever read because I don't want to.

14. How many magazines do you read regularly?
   A. None
   B. 1.
   C. 2 or 3.
   D. 4 to 6.
   E. 7 or more.

15. How often do you read the first page of the daily newspapers?
   A. Almost always.
   B. Often.
   C. Sometimes.
   D. Hardly ever.
   E. Never.

16. How much time do you spend making things, shop work, clothes, etc.?
   A. Most of my spare time.
   B. Quite a bit.
   C. Once in a while.
   D. Very little.
   E. None.

17. How much time do you spend participating in organized school activities (plays, band, student government, etc.)?
   A. Most of my spare time.
   B. Quite a bit.
   C. Once in a while.
   D. Very little.
   E. None.

18. How much time do you spend in casual discussions or bull sessions?
   A. Most of my spare time.
   B. Quite a bit.
   C. Once in a while.
   D. Very little.
   E. None.

19. How do you feel about puzzles (jigsaws, crosswords, etc.)?
   A. Interesting.
   B. Frustrating.
   C. Keep me very involved.
   D. Tiring.
   E. Time wasting.

20. How many of your friends are likely to go to college?
   A. All of them.
   B. Most of them.
   C. Some.
   D. Few.
   E. None of them.

21. How often do you discuss your job choice with your parents or other adults?
   A. Never
   B. Hardly ever.
   C. Sometimes.
   D. Often.

22. How old were you when you first earned money from a regular job (other than from members of your family)?
A. 10 or younger.
B. 11 or 13.
C. 14 or older.
D. I haven't worked in a regular job.

23. During the last year in school how many hours a week did you average on part-time paid jobs?
A. None.
B. 1 to 5.
C. 6 to 10.
D. 11 to 15.
E. 16 or more.

24. How many part-time jobs have you had?
A. 0-1.
B. 2.
C. 3.
D. 4.
E. 5 or more.

25. How often has your mother worked on a job outside your home?
A. Has had a full-time job for many years.
B. Has had a full-time job for a few years.
C. Has often worked part-time.
D. Has sometimes worked part-time.
E. Has not worked outside of home.

26. Altogether, how long have you lived away from home?
A. One month or less.
B. One to six months.
C. Six months to one year.
D. One to four years.

27. Where do you get your spending money?
A. Entirely or almost entirely from my family.
B. Partly from my family and partly from my own earnings.
C. Entirely or almost entirely from my own earnings.
D. None of these.

SECTION 11

28. How do you feel about the material which is presented to you in school?
A. Often feel the need to have it explained better.
B. Sometimes feel the need to have it explained better.
C. Usually feel that the material presented is explained well enough.

29. How do you feel about school?
A. Like it very much.
B. Like it most of the time.
C. Just accept it as necessary.
D. Am often a little unhappy with it.
E. Dislike it and will be glad to finish.

30. How interested have your teachers been in seeing that you do your work as well as you can?
A. Very interested.
B. More interested than usual.
C. Usual interest.
D. Little interest.
E. Almost no interest.

31. Which one of the following best describes your study habits?
A. I do not do much studying because I do not want to.
B. I do not do much studying because of other activities.
C. I do not do much studying because it isn't necessary.
D. I study hard but only before tests.
E. I study regularly throughout the school year.

32. Generally, how do you most often solve a problem?
A. Thinking it out alone.
B. Talking about it with others.
C. Both of the above half-and-half.

33. Compared to other kids in your classes, how often do you ask your teachers questions about the classwork?
A. A lot more than other kids.
B. More than other kids.
C. Same as the other kids.
D. Less than other kids.
E. A lot less than other kids.

34. Where do you sit in the classroom when you have a choice?
A. Close to the front where I can see and hear everything.
B. Wherever my friends are sitting.
C. It doesn't matter where I sit.
D. In the back.
E. Near a window.

35. How well can you keep your mind on your studies?
A. Have no trouble.
B. Have a little trouble.
C. Have quite a bit of trouble.
D. Have a great deal of trouble.

36. How fast do you usually do school work compared to your classmates?
A. Much faster.
B. Somewhat faster.
C. About the same speed as my classmates.
D. Somewhat slower.
E. Much slower.

37. How do you compare with all other students in your grade in school marks?

50. How much would you rather work with others?
A. Very much.
B. A lot.
C. Sort of.
D. I'd rather work alone.
E. Don't know.

51. How much would you prefer working alone as compared to working with a person who supervises you?
A. Very much.
B. A lot.
C. Sort of.
D. Very little.
E. Don't know.

52. What do you think you would like best in a job?
A. A lot of money.
B. Interesting work.
C. Feeling that you're safe from being fired.
D. A lot of responsibility.
E. Chances for "moving up".

53. What is your idea of a perfect job?
A. A job where you were very involved with other people.
B. A job where you would work in a small group.
C. A job where you would work closely with one other person.
D. A job where you would work by yourself.
E. Don't know.

54. Which of the following best describes how you feel about your social ability compared to other kids your age.
A. A lot below average.
B. A little below average.
C. About average.
D. A little above average.
E. A lot above average.

55. Compared with most of your classmates, how easily do you make friends?
A. Much easier.
B. A little easier.
C. With the same effort.
D. A little harder.
E. A great deal harder.

56. How often do you try to please other people.
A. Always.
B. Most of the time.
C. Sometimes.
D. Hardly ever or never.
E. It depends on the situation.

57. How important is it to you to be popular with other people?
A. Very important.
B. Sort of important.
C. Concerns me very little.
D. I ignore it.

58. In a list of 100 typical people of your own age, where do you think you would rank in the ability to get along with people?
A. Among the top 25.
B. Among the next to the best 25.
C. Among the 25 just below the middle.
D. Among the bottom 25.

59. How do you feel about talking to people you don't know?
A. Almost always find it rather enjoyable.
B. Usually find it rather enjoyable.
C. Usually find it rather unpleasant.
D. Almost always find it unpleasant.
E. Never talk to people I don't know.

37. A. I am much above average.
B. I am a little above average.
C. I am about average.
D. I am a little below average.

38. Where have you learned the most?
A. School
B. From my family and around home.
C. Reading on my own, outside of school work.
D. Things I learn just from looking around.

39. What is your average grade in school?
A. B plus or better.
B. B or B minus.
C. C or C plus.
D. C minus or D plus.
E. D or lower.

40. How much do you apply yourself to your school work?
A. Very much.
B. Some.
C. Very little.

41. How important is it, to you, to get good grades?
A. Very important.
B. Important.
C. Sort of important.
D. Not too important.
E. Not important at all.

42. How important is it, to you, to go to college, or to vocational school?
A. Very important.
B. Important.
C. Sort of important.
D. Not too important.

43. During your last school year, how often were you late coming to school?

43. A. Often late.
B. Sometimes late.
C. Late only a very few time
D. Never even a little late.

44. How concerned are your friends about making good grades and going on to colleg
A. Very concerned.
B. Concerned.
C. Sort of concerned.
D. Not very concerned.

45. Do you like to study?
A. Yes
B. No
C. Sometimes

46. How far do you intend to go in school?
A. Do not plan to graduate from high school.
B. To graduate from high school.
C. A few years of college.
D. Graduate from college.
E. To continue after collegc

47. How important is it to you to get a job?
A. Very important.
B. Important.
C. Sort of important.
D. Not very important.

48. How do you feel when someone points out a mistake you made?
A. Dislike it greatly.
B. Dislike it some.
C. Don't care.
D. Can accept it well.

49. How often do you get things done as well as you wanted?
A. Almost always.
B. Most of the time.
C. Some of the time.
D. Hardly ever.
E. Never

70. Suppose you were offered a job in the future with a chance to receive more money and status in your job. What would you do if you knew that you would be fired from this job if you didn't do the job well?
A. Would stop me from taking the job.
B. Might stop me from taking the job.
C. I would think about it seriously, but it would not stop me.
D. It wouldn't matter at all.

71. How important is it to you to be free and independent?
A. Very important
B. Quite important.
C. Not very important.
D. Not important.
E. Don't know.

72. How important is it to you to have lots of money?
A. Very important.
B. Quite important.
C. Quite unimportant.
D. Unimportant.
E. Don't know.

73. How would you describe your ambitions?
A. Am very ambitious, intend to make something good of myself.
B. Am quite ambitious; take it for granted I will make something good of myself.
C. About average in ambition.
D. Not very ambitious; am not concerned about it.
E. Not at all ambitious.

74. How self-confident are you?
A. Am very confident of myself.
B. Am quite confident of myself.
C. Have some self-confidence.
D. Am not very self-confident.

75. Which one of the following is the most important to you?
A. Money.
B. People.
C. Ideas.
D. Things.
E. Don't know.

76. How often do you like to hear about people's hobbies, interests, and problems?
A. Very often.
B. Somewhat often.
C. Not too often.
D. Very little.

77. How often do you take it for granted that things will turn out all right and that you will be successful?
A. Almost always.
B. Often, but I'm not sure.
C. I don't know.
D. Hardly ever, I'm not very sure about the future.

78. When you have a hard job to get done, what do you usually do?
A. Ask someone else to do it for me.
B. Ask someone else to show me or help me.
C. Look up methods in a book or instruction manual.
D. Try to work it out alone.
E. Look for some other way.

79. How often do you have a hard time saying what you mean in words?
A. Often.
B. Sometimes.
C. Hardly ever.

80. How much do you like working with machines and mechanical things?
A. A great deal.
B. Some.
C. A little.
D. Very little.
E. Not at all.

81. Do you find talking with adults interesting?
A. They are usually interresting.
B. They are sometimes interresting.
C. They are hardly ever interesting.
D. They bother me.

82. Do you ever do shopping for your family, such as shopping for a lot of groceries, for your own clothes, and for other members of your family?
A. No.
B. Sometimes.
C. Often

83. Whose ideas do you follow the most as to what you do with your spare time?
A. My parents.
B. My brothers or sisters.
C. My teachers or other adults.
D. My friends.
E. Myself.

84. If you were working on a job where some rules, regulations, policies, etc., had a bad effect on your work, would you try to get them changed?
A. No--probably not.
B. Yes--but probably not very hard.
C. Definitely yes.
D. I would probably just ignore them as much as possible.

85. How did you feel about filling in a questionnaire such as this one?
A. I enjoyed it; I would enjoy talking with those who made it.
B. It was interesting.
C. It was sort of interesting
D. I found it neither interesting nor too awful.
E. It was a real pain; I didn't like it.

THE PERSONAL FEELINGS STUDY
(Coopersmith)

Please mark each statement in the following way:
If the statement describes how you usually feel, put a check (✓) in the column, "Like Me."
If the statement does not describe how you usually feel, put a check (✓) in the column "Unlike Me."
There are no right or wrong answers.

Examples:	Like Me	Unlike Me
a. I feel at ease when I am here.		
B. I am easily bored.		
1. I spend a lot of time daydreaming.		
2. I'm pretty sure of myself.		
3. I often wish I were someone else.		
4. I'm easy to like.		
5. My parents and I have a lot of fun together.		
6. I never worry about anything.		
7. I find it very hard to talk in front of the class.		
8. I wish I were younger.		
9. There are lots of things about myself I'd change if I could.		
10. I can make up my mind without too much trouble.		
11. I'm a lot of fun to be with.		
12. I get upset easily at home.		
13. I always do the right thing.		
14. I'm proud of my school work.		
15. Someone always has to tell me what to do.		
16. It takes me a long time to get used to anything new.		
17. I'm often sorry for the things I do.		
18. I'm popular with people my own age.		
19. My parents usually consider my feelings.		
20. I'm always happy.		

	Like Me	Unlike Me
21. I'm doing the best work that I can.		
22. I give in very easily.		
23. I can usually take care of myself.		
24. I'm pretty happy.		
25. I would rather be with people younger than me.		
26. My parents expect too much of me.		
27. I like everyone I know.		
28. I like to be called on in class.		
29. I understand myself.		
30. It's pretty tough to be me.		
31. Things are all mixed up in my life.		
32. Kids usually follow my ideas.		
33. No one pays much attention to me at home.		
34. I never get scolded.		
35. I'm not doing as well in school as I'd like to.		
36. I can make up my mind and stick to it.		
37. I really don't like being a boy.		
38. I have a low opinion of myself.		
39. I don't like to be with other people.		
40. There are many times when I'd like to leave home.		
41. I'm never shy.		
42. I often feel upset in school.		
43. I often feel ashamed of myself.		
44. I'm not as nice looking as most people.		
45. If I have something to say, I usually say it.		
46. Kids pick on me very often.		
47. My parents understand me.		
48. I always tell the truth.		

	Like Me	Unlike Me
49. My teachers make me feel I'm not good enough.	_____	_____
50. I don't care what happens to me.	_____	_____
51. I'm a failure.	_____	_____
52. I get upset easily when I'm scolded.	_____	_____
53. Most people are better liked than I am.	_____	_____
54. I usually feel as if my parents are pushing me.	_____	_____
55. I always know what to say to people.	_____	_____
56. I often get discouraged in school.	_____	_____
57. Things usually don't bother me.	_____	_____
58. I can't be depended on.	_____	_____

Name _____ I.D.# _____

COOPERSMITH SCORING SHEET

1. Total number correct responses for all scales excluding LIE. (a maximum of 50)

   _____ X2= _____%

2. Total number of responses indicative of defensive, LIE reaction. (a maximum of 8)

   _____ A high score indicates boy was <u>not</u> lying.

3. Total number of responses indicative of SOCIAL SELF-PEERS (SS). (a maximum of 8)

   _____

4. Total number of responses indicative of HOME-PARENTS (HP). (a maximum of 8)

   _____

5. Total number of responses indicative of SCHOOL-ACADEMIC (SA). (a maximum of 8)

   _____

High scores indicate high self-esteem.

COLORADO
YOUTH
SERVICES
INSTITUTE

3375 Holly Street • Denver, Colorado 80207 • (303) 321-9003

Name _____ School _____
Age _____ Grade _____
D.O.B. _____

Educational Data:

1. Did he/she participate in Project Intercept's Educational Program?

☐ Yes ☐ No

2. Has there been 80% attendance at:

a. Public School ☐ Yes ☐ No

b. Project Intercept Clinic ☐ Yes ☐ No

3. Achievement (Grade Level):

	Before	After	Gain
a. Reading Recognition (WRAT)			
b. Spelling (WRAT)			
c. Arithmetic (WRAT)			
d. Reading Comprehension (Monroe)			

4. Purdue Perceptual Survey

	Before	After	Gain
a. Balance & Posture			
b. Body Image & Diff.			
c. Perceptual Motor Match			
d. Occular Control			
e. Form Perception			

END