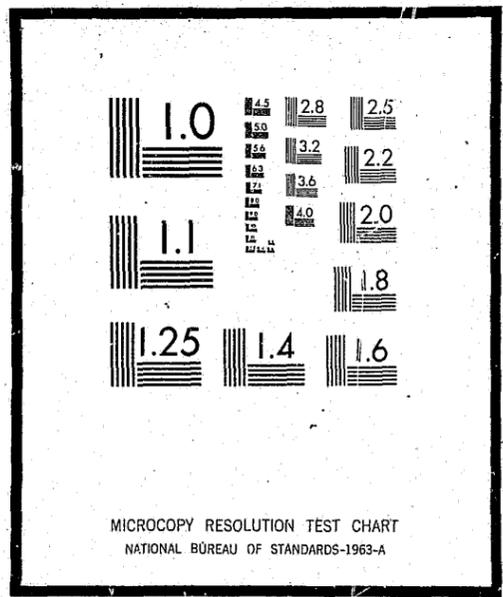


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EVALUATING JUVENILE PROBATION  
WITH PERSONALITY INVENTORIES  
A RESEARCH REPORT

Patrick A. Langan, B.A., M.A.  
Research Statistician

Maryland Department of Juvenile Services

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16438  
EVALUATION

## ABSTRACT

Juvenile probationers in three counties were administered two personality tests each at the beginning of probation supervision. One hundred and fifty-eight juveniles in Prince George's County, thirty-eight Harford County probationers, and twenty-nine Baltimore County delinquents were tested on the Jesness Inventory and the Personal Opinion Study. The Jesness Inventory is a 155 item true and false personality inventory designed for use with delinquent populations and providing scores on ten personality characteristics. The Personal Opinion Study is a 100 item true and false personality questionnaire also designed for use with delinquent groups and yielding scores on three personality characteristics. The purpose of the testing project was to assess the utility of these psychological instruments for evaluating probation effectiveness. Analysis of psychological profiles of the pre-test group concluded that Prince George's, Baltimore and Harford County probationers are basically alike in their personality characteristics. It was found that the Blacks in the study group tended to receive the same scale scores

as the Whites, with the particular exception of only one scale of the Jesness Inventory. Additional analyses of scale responses found that the Jesness Inventory, contrary to expectation, does not distinguish between probationers who differ in delinquency history.

Due to the early departure of the researcher to return to school, analysis of test profiles before and after probation supervision was made on only thirty probationers. Final analysis of pre and posttests must await completion of the testing project, perhaps by January, 1975. Tentative findings are that probationers are not adversely affected by their probation experience. They appear improved on seven personality characteristics and worse off on none. Of the three personality scales that seem most valuable for evaluating probation effectiveness, probationers appear improved on one.

It was concluded that evaluation of the effectiveness of probation with personality test should be continued, although it is fully realized that this method does not yield definitive program assessment. The Department of Juvenile Services has had much difficulty fulfilling its legislative mandate to evaluate existing programs, but it is hoped that this study signals the beginning of more research of an evaluative nature.

## PREFACE

This report describes a research study on the evaluation of juvenile probation and on the assessment of the utility of a measuring instrument for evaluating probation - the personality inventory. The need for evaluation of juvenile probation and development and validation of evaluation instruments is great in the correctional field. This study was guided by the belief that personality testing is a potential source of valuable, although not definitive, scientific evidence of the effectiveness of correctional programs.

This study could not have been possible without the help of a number of people, to whom the writer expresses his appreciation. Ted G. Sanza, formerly Prince George's County Probation Supervisor, the Hon. James Taylor, Judge of the Seventh Judicial Court, and the Hon. Robert H. Mason, Master for Juvenile Causes, Prince George's County, made much of the research possible by their official sanction and cooperation. I am grateful, too, for the encouragement, advice and kindness of several people in particular with whom I have had contact during

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CHAPTER I  
INTRODUCTION

The present study of the effectiveness of juvenile probation is the product of growing interest in correctional evaluation research. Signs of interest can be found here and there throughout the early history of 20th century penal reform but in recent years there has been almost a preoccupation with the need for scientifically establishing the effectiveness of correctional programs and services. One astute researcher, for example, succinctly summarizes the necessity for evaluation of juvenile probation this way (McEachern, 1968:2):

Considering the magnitude of crime and delinquency in this country, and the immense resources of time, money, and talent which must be devoted to solving or merely containing these problems, it is apparent that we are past the point where good intentions, intuitions, trial and error, charismatic wizardry, or merely habit and tradition can remain the major determinants of policy and practice in the field of probation. The alternative is obvious: research and training.

That assessments of juvenile probation have been infrequent and seldom systematic is hardly a source of comfort to scientific evaluators. Tools, procedures and methods have not been firmly established. Coupled with the fact that research is often viewed by probation administrators

as some superfluous intrusion, the consequences are that research evaluations (and the present study is no exception) rarely proceed without problems; e.g., problems involved with ethics, with logistics and procedures, with cooperation and understanding.

Because evaluation regarding program performance is inadequate in Maryland and because probation administrators have expressed an interest in evaluation tools, the present study was undertaken to assess juvenile probation using a specific kind of tool - the personality inventory. In effect, then, two evaluations comprise the present research: evaluation of probation and evaluation of the assessment tool. If we look at evaluation study as essentially comprising three core questions, the exploration of the utility of personality questionnaires for evaluation is a logical step towards understanding the effects of probation treatment. In the context of a probation study these core questions are:

1. What are the objectives of juvenile probation?
2. How does juvenile probation attempt to achieve these objectives?
3. How can the effectiveness of these probation practices be objectively measured?

By definition, then, the present evaluation study is

incomplete. This is because only the third essential question - How can the effectiveness of these probation practices be objectively measured? - is systematically addressed in the pages that follow. That the writer has been unable to thoroughly and systematically treat the other two questions is unfortunate but understandable if we realize that the evaluation of juvenile probation is quite time consuming and costly; it requires experienced, skilled researchers; it demands equally the support of treators, administrators and policy makers. But unless scientific efforts are made to study the social practices that are collectively referred to as juvenile probation, defenders of our juvenile justice system will be hard pressed to defend themselves from well meaning critics such as Wilkins (1969:9) who says:

It is a suprising and perhaps even shocking fact that our present-day society is engaged in many activities which have no more support in terms of reliable evidence than the incantations of medicine men and the potions of witches.

#### BACKGROUND OF THE STUDY

Impetus for the present study comes from legislative mandate. In 1966 the Maryland General Assembly enacted Senate Bill 234 which authorized creation of the Maryland Department of Juvenile Services (hereafter referred to as DJS). Previously, juvenile services were provided by county probation officers, or by the Department of Public Welfare, or by local welfare departments, or by the Department of Probation and Parole. The legislation specifically stipulated that the newly created agency must have a research office to routinely collect and compile statistics and to assess existing programs. Although some assessments, in the form of postrelease recidivism statistics, has been completed, additional research staff was needed to more thoroughly perform this vital function. Despite the legislative intent, repeated requests in the annual budget for additional staff were rejected by the legislature. LEAA grant 3170-RES-2, "Research Assistance-Staff Postitions," awarded through the Governor's Commission on Law Enforcement and Administration of Justice, however, did provide DJS with two additional researchers for a three year period. One researcher was assigned to data collection involving

juvenile institutions and one (the writer) to juvenile probation offices. The objective of the grant project was (1971:14) "... to develop the ability to objectively evaluate program effort in which results can be supported by statistical evidence." The grant (1971:14) also specified that "...further inquiry will be made into the possibility of utilizing pre and post-testing in an effort to measure changes in attitudes, opinions and personality of juveniles who have extended contact with juvenile courts and institutions." What was simply described by the grant as "further inquiry" into the potential utility of attitudinal and personality testing for evaluation resulted in the present study which emphasizes the need for greater attention to technical and procedural matters associated with attempts to evaluate probation effectiveness with two personality inventories.

Design of the present study calls for the administration of the personality tests to juvenile probationers at the beginning and end of "probation treatment." For this purpose, the Jesness Inventory\* (Appendix I) and the

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\*A personality inventory developed by Carl F. Jesness, Ph.D. Consulting Psychologists Press, 577 College Avenue, Palo Alto, California (1962)

Personal Opinion Study\*\* (Appendix II) were selected. The decision to utilize these particular tests was made for several reasons. Because the researcher assigned to evaluate the juvenile institutions was already administering both tests on a large scale basis, use of the same test in the probation setting was believed to be a logical step toward maximizing understanding of the utility of these instruments. However, primary incentive for selection of the Jesness Inventory for the study was provided by a major consultation report prepared by the John Howard Association for DJS. The Association's recommendation with regard to the Jesness Inventory is contained in the following excerpt from that report (1972:64):

The Jesness Personality Inventory... is a recognized instrument for evaluating change. Since this inventory will have been made in the future upon referral to intake for formal handling, periodic inventories conducted thereafter will have the basic one to compare with. Among other factors, the Jesness Inventory measures social adjustment, immaturity, value orientation, alienation feelings, aggression and withdrawal. These are key factors affecting delinquency. The ability of the test to meet the requirements of briefness, efficiency and economy have been attested to by competitors and correctional administrators.

Based on the recommendation of the consulting firm, the

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\*\* A personality inventory by Herbert C. Quay and Donald R. Peterson (1968).

emphasis of this report is on the Jesness Inventory rather than the Personal Opinion Study. A third reason for selection of these tests stems from the fact that few personality inventories designed specifically for use with delinquent populations are currently available and, therefore, the decision to use these particular tests was to a large degree a matter of necessity rather than of choice.

SETTING OF THE STUDY

Article 52A of the Annotated Code of Maryland organizes intake, probation, aftercare, and community services, and detention and institutional facilities across the state under this central administrative agency. Effective July 1, 1969, DJS was made a part of the then new Department of Health and Mental Hygiene, an "umbrella" agency headed by a Secretary appointed by the Governor.

DJS (See Appendix III) is organized into five major divisions: Court and Community Services, Personnel, Administrative Services, Special Services, and Institutional Services. Probation services are subsumed under the Division of Court and Community Services and are provided in the twenty-three counties and the City of Baltimore which are organized administratively into eight geographical regions. Every region provides a range of services, including intake screening, probation and after care treatment, clinical services, non-residential programs, diversion programs, youth service bureaus, purchase of care, shelter care, and state group homes and residences. All institutional services are managed under the DJS headquarter auspices.

DJS has experienced a significant and substantial

increase in the rate of referrals for every year since its inception. Table 1, below, indicates referral and personnel allocation increases to DJS between fiscal 1968 and fiscal 1972. Between July, 1967 and June, 1971,

TABLE 1. NUMBER OF COMPLAINTS ACTED UPON BY DJS COURT SERVICES PERSONNEL FOR FISCAL YEARS 1968-1972.

FY	Number of Complaints	Number of Court Services Personnel (approx. fig.)
1968	19,782	300
1969	25,270	300
1970	26,236	327
1971	32,703	325
1972	37,242	446

the number of acted upon complaints nearly doubled but the number of court services personnel allocated to handle the increase represented only 8 percent additional staff. However, if we consider that in FY 72, 121 staff were added to the previous year's allowance, the discrepancy between increases in personnel and increases in complaints is not as great. Nevertheless, between July, 1968 and June 1972 the number of referrals increased 88 percent and the number of Court Services staff increased by only 49 percent.

Statistical information contained in the DJS Annual

Report: Fiscal Year 1972 (1972) specifies the kinds of offenses that bring youngsters to the attention of DJS. Table A (Appendix IV) from that report indicates that offenses including assault, burglary, larceny, disorderly conduct, shoplifting, runaway, and ungovernability are the most frequent behaviors that receive the attention of the juvenile agency. Age data indicate that juveniles aged 13 years to 17 years comprise the bulk of these referrals to court services workers.

Table A (Appendix V) from the Annual Report provides information relative to the ways juvenile referrals are handled by the state agency. Table A reveals the interesting findings that male referrals across the state outnumber females by about 3½ to 1 and that the probability of formally handling a male (about 51 percent) is almost the same as that of females (about 44 percent). Table A (Appendix VI) suggests that the probability of formally handling Blacks (about 51 percent) is also about the same as that of Whites (about 45 percent). However, a closer examination of the tables according to county and region does reveal some discrepancies in handling procedures between the sexes and the races. Reasons for these inconsistencies are unknown to the writer and it is beyond

the scope of this paper to explore this matter.

For the information of the reader statistical information on commitments and detentions to each of the five state operated institutions and to detention facilities is supplied in Tables A and B (Appendix VII), taken from the Annual Report. Subsequent to release of that report, one juvenile institution, Victor Cullen, has been closed and plans are to close another institution, Boys' Village, by July, 1975.

Presently DJS is in the process of expanding court services staff to permit more manageable caseloads, of further developing community-based treatment modalities and prevention projects, and of instituting a pre-service and in-service training program. Ostensibly, these pursuits are positive changes but without thorough research and evaluation the benefits they derive may remain unknown.

#### PROBATION TREATMENT

The legal basis for probation services is established by article 26 and article 52A of the Annotated Code, and Rules of Court Chapter 500, Juvenile Causes. According to Article 26, subtitle 70-1, probation is defined as a court created status whereby an adjudicated delinquent is subject to supervision of the court or an agency designated by the court. Subtitle 70-3 states that jurisdiction shall be retained until the child becomes twenty-one years of age, unless terminated prior there to.

In a Probation Position Paper drafted by DJS, probation is presented as a treatment process described in terms of the many activities associated with probation supervision. Developing the child's internal strengths, facilitation changes in the child's emotional and physical environment, changing attitudes and modifying the youth's behavior, establishing appropriate conditions or rules for the probationer, establishing a probation officer-probationer relationship based on mutual trust and respect, diagnosing treatment needs, supporting, guiding and counseling the child, helping the youth to achieve his potential, and assisting him in facing his problems and in appreciating his self-worth - these activities portray

the probation officer as a person of many talents. The long list mirrors many viewpoints and philosophies on probation treatment. But program descriptions found in positions papers sometimes present an inaccurate picture of actual activities. Interviews with probation officers reveal some of the discrepancies between formally presented orientations and individual opinions. Some probation officers simply characterize delinquency as a family problem. Some feel that a small percentage of the children could not be helped. Some estimate 10% of delinquents in need of psychological counseling; others estimated 20%; others 30%; and others 40%; and, one after care worker expressed a belief that over 90% of incarcerated youths are psychologically disturbed. Some court services employees believe that delinquents are no different psychologically from that general population; and these children are only in need of sincere attention. Many probation officers believe that a sizeable portion of their caseloads are in need of no attention at all.

It is probably not surprising to find such a wide range in attitudes and orientations towards helping youngsters, considering the varieties in background of probation officers, different office practices, different

exposures to training, and so forth. The immense variation in philosophy and practice from one probation office to another makes it difficult to define probation treatment in very concrete terms. That "probation treatment" cannot be described in terms of clear cut goals is a handicap under which we must work. Rossi (1972:18) says:

The problem presented by the lack of clearly specified goals compounds the problem by defining the task in terms of changing individuals and institutions. It is hard enough to change individuals, but it is even harder to change individuals to an unspecified state.

Operationally, probation treatment is what happens within the boundary conditions of time and space determined by the juvenile court and the probation officer. Because probation officers do not employ any single, specific treatment modality, probation treatment might be described in terms of traditional casework services. Monitoring the child's school progress and his family and social relations, and assisting him in remaining free of trouble through biweekly, monthly or bimonthly surveillance - these are probably the primary activities referred to as "probation treatment" in Maryland.

In a recent publication, Stuart Adams (1974) warns of a pending crisis - an evaluation crisis in the corrections field. With billions of dollars being earmarked for criminal justice programs, the crisis, says Adams, is imminent in view of conflicts between pressures for evaluation of new and old programs and obstacles to correctional evaluation, such as dearth of well trained evaluators, confusion over research methods and strategies, and attitudes of indifference to research of many administrators, practitioners, and officials. Attitudes of indifference, and even resistance, may not be difficult to understand in view of the fact that potential and practical payoffs to correctional managers for their support are often not obvious and, worse, probably should not even be expected! This observation is based on the conclusions from reviews of hundreds of evaluations studies to date. For example, based on his review of 100 evaluation studies, Bailey (1966) concludes that "... it seems quite clear that, on the basis of this sample of outcome reports with all of its limitations, evidence supporting the efficacy of correctional treatment is slight, incon-

sistent, and of questionable reliability." Logan (1972) also reviews 100 correctional evaluation studies and concludes that "... there is not yet one singly study of correctional or preventive effectiveness that will satisfy the most minimal standards of scientific design." Logan, moreover, fully agrees with Schnur's (1965) conclusion that:

No research has been done to date that enables us to say that one treatment program is better than another or that enables us to examine a man and specify the treatment he needs. There is no evidence that probation is better than institutions, that institutions are better than escaping... So much of what is now being done about crime may be so wrong that the net effect of the actions is to increase rather than to decrease crime. Research could possibly shed some light, but none of the researches to date answer these questions.

Likewise, Martinson's review of 231 published and unpublished evaluative studies of correctional programs concludes that there is "... little evidence... that any prevailing mode of treatment has a decisive effect in reducing the recidivism of convicted offenders." (Martinson, 1971, cited in Kassebaum, 1971)

The conclusions of these reports suggest a conflict. On the one hand, we are told that few, or none, of the researches were well designed, but on the other hand,

we are led to believe that correctional programs are not effective. It may very well be that correctional programs are not effective, but this assessment, if it is accurate, obviously cannot be based on the results of numerous, poorly designed research studies.

Ignoring the conflict for the moment, might we deduce from the conclusions of these investigators that a particular program, in this instance, the routinely administered form of juvenile probation, is probably ineffective? In order to explore this question the 100 studies reviewed by Bailey (1966) and the 100 investigations analyzed by Logan (1972) <sup>were</sup> ~~are~~ screened for evaluations of juvenile probation programs. Unless a study provided statistics specifically on juvenile probationers, and unless it <sup>could</sup> ~~can~~ be located in local libraries, the study <sup>was</sup> ~~is~~ not included in the present analysis. An overlap of 42 studies means that the reviews by Bailey and Logan encompass, all together, one-hundred and fifty-eight investigations. It is surprising that only seven involve assessments of juvenile probation. These studies include Beard (1934), Empey and Erickson (1972), Weeks (1958), Glueck (1934), Newman (1962), Poremba (1955), and Walker (1959). How many probationers, altogether are represented

by these seven? Only about 1500 juveniles. Examining these seven we find that only one study, the Provo Experiment, deals with the effectiveness of traditional probation with a non-select group of probationers. Probationers in the Highfields, the Beard, the Glueck, the Poremba, the Walker, and the Newman studies are all select groups readily distinguishable from the majority of juveniles found delinquent and placed on probation. Thus, it appears that the overall critical assessments of the state of correctional programs, or at least those of Bailey and Logan, have little direct bearing on the state of routinely administered juvenile probation.

Although the studies cited by the two reviewers provide little feedback on the effectiveness of traditional juvenile probation, they are, nevertheless, valuable sources of information on the criteria and methods utilized in evaluations that have been previously used. Therefore, in the pages that follow we will examine the studies on juvenile probation reported by these two investigators in terms of the methodological and evaluation criteria that have been employed by the various researchers. Besides the studies reviewed by Bailey and Logan we will also include a study by Scarpitti and Stephenson, the

Essexfields Study (1968), particularly since this study deals with the effectiveness of traditional probation treatment with a non-select group of probationers.

Descriptive findings of the major probation studies of the present review are reported in Table 2. The following seem to be the most notable observations on the eight studies that can be drawn from the table:

1. Traditional probation is most often evaluated in comparisons to institutional confinement.
2. The most frequently used criterion for evaluating traditional probation effectiveness is post-probation supervision, followed by in-program recidivism.
3. Probation effectiveness studies more often employ the matching technique rather than random selection to compare programs.

We now have some idea of how these researchers studied probation and probation related programs.

#### THE MATTER OF CRITERIA

The preceding analysis of the major evaluation studies of juvenile probation is important for two particular reasons: (1) we are again reminded that a general assessment of the present state of the effectiveness of juvenile probation - a process that has directly involved the lives of millions of people in this country

Table 2. Evaluation Criteria of Major Probation Effectiveness Studies

AUTHOR OF TITLE OF STUDY	FORM (s) OF PROBATION SUPERVISION EVALUATED	COMPARED TO	ON THESE CRITERIA	WITH SAMPLES
Glueck	X	Traditional supervision in Community		
Beard	X	Intensive supervision in Community		
Highfields		Supervision in Residential Center		
Pravn	X	Supervision in Non-Residential Center		
Essexfields	X	Experimental Incarceration		
		Traditional Incarceration		
		In-program - adjustment/Achievements		
		Impact upon the Community		
		In-program failure/recidivism		
		Post-program recidivism		
		Post-program adjustment		
		Post-program comparisons by seriousness of offense		
		Post-program comparisons by volume of arrests		
		Post-program comparisons by volume of Conviction		
		Pre- and Post-program Measures on Psychological Inventory		
		Pre- and Post-program ratings of adjustment		
		Pre- and Post-program arrests rates		
		Pre- and Post-program Comparison by Volume of Offense		
		Pre- and Post-program Comparison by Seriousness of Offense		
		Randomly assigned to Experimental and Control Groups		
		Whether Randomly Selected or Matched		

during the past 100 years\* - must rely on the outcomes of few studies; and (2) we discover the criteria that researchers have previously used to evaluate probation. The matter of criteria is crucial to the present study and we should take a moment to illustrate its importance. Item 1, above, reinforces what we already know: that state juvenile correctional agencies are in need of evaluative research. Earlier we suggested several factors that account for the lack of evaluation research: apathy or resistance among administrators, dearth of skilled research, confusion over research methods. It is hoped that by our taking the time to examine how researchers in the past have defined success and failure (item 2 above) we might be able to clear up some of that "confusion over research methods."

Scanning the list of criteria presented in Table 2, above, we find that efforts to evaluate probation effectiveness have certainly not been limited to studies of the frequency of postprobation recidivism. For administrators

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\*First adult probation law: 1878, Massachusetts. First Juvenile Court: 1899, Cook County Juvenile Court, Ill. Juvenile Probation Landmark: 1933, all states except Wyoming had juvenile probation laws,

who believe that there are insufficient methods or criteria available to routinize evaluations, a close examination at this list will demonstrate that defining success is not, as Glaser (1973: 4-15) indicates, the unavoidable stumbling block. Probably much more can, presently be done by state juvenile correctional agencies by way of evaluation if administrators support it, if agency researchers understand the research methods and strategies available to them, and if agencies can recruit or develop productive researchers.\*

Unfortunately it is beyond the scope of this paper to deal more thoroughly with all the criteria we have previously mentioned. What we can do, however, is take one of these criteria - in this instance pre and posttesting on a psychological test - and explore in depth the utility of this method for evaluating the effectiveness of the routinely administered and traditional form of juvenile probation.

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\*Adams(1973:19) asks: "How, then, can agency evaluation units develop and improve themselves? Clearly, some thought to methods of attracting and retaining productive researchers is required. There is another possibility. Emrich (1973) has suggested that effective research staffers can be developed within agencies. He proposes an 'apprenticeship model' of evaluation, in which existing administrative or operational staff will undertake assessment of projects, receiving guidance as needed from research consultants. In time the apprentices may become masters." paren. added

Of the studies reviewed earlier, two included in their research designs the method of pre and posttesting on psychological tests. Those were the Highfields Study and the Essexfields Study. In the Highfields study, probationers at Highfields and incarcerated delinquents at Annandale were administered three psychological tests at the beginning and conclusion of their stays. An ad hoc attitudinal test was constructed consisting of 136 statements with response categories strongly agree, agree, not certain, disagree and strongly disagree. The statements attempted to tap the attitudes, values, and opinions which the boys held toward their families, law and order, and their own outlook on life. In addition, each boy was asked to respond, according to the category which best described his reaction, to 65 questions drawn from the Psychoneurotic Screening Adjunct. Each boy also filled in the Miale-Holsopple Sentence Completion Test and was interviewed according to the schedule prepared to record the significant aspects in his life history. Because it was believed that there might be a fictitious inflationary "halo" reflected in the results of the test taken soon after release from either facility, each boy who was still available was called in to his probation or parole office

and was given all the tests a third time, after he had been back in his community six months or more.

In the Essexfields Study, the research design called for the pre and postintervention testing on the MMPI of probationers, Essexfields boys, Group Centers delinquents, and incarcerated juveniles at Annandale. Pre and post-test scores on all 28 scales of the MMPI were compared.

Intensive literature search reveals that the method of pre and posttesting of juvenile probationers on psychological tests has not been given much attention. The method, it seems, has received more attention in institution evaluation studies than in probation studies. For example, Rose and Weber administered psychological tests on a pre and postconfinement basis to boys in open and closed institutions. (1961, pp. 166-177). The tests were: KD Promeness Scale; Mental Health Analysis - Intermediate Series; the Cowan Adolescent Adjustment Analyzer; the Washburne Social-Adjustment Inventory; and the "How I feel about things" test. Attitudes measured by these test were grouped into four areas: (1) attitudes toward external authority; (2) interpersonal relations and attitudes; (3) self-attitudes, and choice making; and (4) delinquency proneness. In another institution study,

entitled the Marshall Program, Knight (1970) examined pre and posttest scores on the Jesness Inventory and on the Marshall Program Opinion Survey, a 48 item Likert scaled attitude tests. In a study of juvenile parolees (O'brien, 1961), the California Psychological Inventory (CPI) was administered on a pre and postintervention basis. In yet another institutional study, the MMPI was administered on a pre and posttest basis to juvenile wards in California (Gutmann, 1961). In the Fricot Ranch Study (Jesness, 1965), institutionalized experimental and control delinquents were administered 12 psychological tests on a pre and postintervention basis. They were: Rorschach, Thematic Apperception Test, Story Completion Test, Fricot Apperception Test, Semantic Differential, Spiral Aftereffect Test, Bender Gestalt, Porteus Maze, Draw-a-Person, Franck Drawing Completion Test, Wechsler Intelligence Scale for Children, and Jesness Inventory. In a monumental study by Warren, control and experimental groups of incarcerated and paroled (without incarceration) delinquents were administered the Jesness Inventory and the California Psychological Inventory on a pre and postintervention basis (1963).

Probably the underlying problem with the use of

personality tests in evaluation designs is the matter of validity. Personality tests have been validated for various purposes but to this writer's knowledge no personality test currently used with delinquent populations has been specifically validated for the purpose of evaluating personality change.

We may illustrate the validity problem with two examples of currently available personality inventories designed for use with delinquent populations: one personality test that has previously been used to evaluate change and the other which, to the writer's knowledge, has not been previously employed for this purpose. The former description applies to the Jesness Inventory and the latter to the Personal Opinion Study.

#### THE JESNESS INVENTORY

The author of the Jesness Inventory, Dr. Carl F. Jesness (1966:3), describes the Inventory as "... a measure designed for use in the measurement, classification, diagnosis, and prediction of behavior problems." "In designing the Inventory, a concern of Jesness was to produce a test that was sensitive to change yet stable enough to provide a reliable measure of personality types.

His goal (1966:3) was to develop a test that would meet the following requirements:

1. The instrument had to be responsive to change of attitude so that it could be used as a valid measure of change over a relatively short time.
2. The items had to be easily comprehended by persons as young as eight years of age.
3. One measure had to be multi-dimensional to allow its use in classifying personality types.
4. It had to provide a single index of tendencies predictive of social and personality problems."

The Jesness Inventory is a self-report personality questionnaire designed explicitly for use with delinquents. The inventory consists of 155 true-false items and 11 scales measuring 10 personality characteristics. Three scales (Social Maladjustment, Value Orientation, Immaturity) are the result of item analysis using criterion groups. Seven scales (Autism, Alienation, Manifest Aggression, Withdrawal, Social Anxiety, Repression, Denial) derive statistically from cluster analysis. An eleventh scale (Asocial Index) combines data from all scales and is described as the most effective scale for discriminating between delinquents and nondelinquents. The Inventory scales (described in Appendix VIII) are as follows:

Social Maladjustment (SM)	Withdrawal (Wd)
Value Orientation (VO)	Social Anxiety (SA)
Immaturity (Imm)	Repression (Rep)
Autism (Au)	Denial (Den)
Alienation (Al)	Asocial Index (AI)
Manifest Aggression (MA)	

The Inventory can be administered either by tape recorder or by use of test booklets and it can be given to individuals or to large groups. The test is published by Consulting Psychologist's Press and a computer scoring service provides a printout that contains age-standardized T-scores for the eleven scales and estimates of probability that the subject belongs to a particular classification and treatment category. With regard to treatment classification, any subject is first classified into one of three classification categories known as "I-levels." I-levels are an indication of how the subject perceives the environment and the subject is assumed to perceive his environment according to gradually expanding perception and expectation of the manner in which his needs are met. I-levels, or integration levels, denote the levels of maturity that determine whether the organism is able to integrate his experience to solve crucial interpersonal problems. If the subject is not mature enough to solve crucial interpersonal problems, i.e., he lacks adequate integration, progress toward maturity cannot occur. I-levels

range from I-1 to I-7 but most delinquents are found within I-levels 2,3, and 4. Computer scoring provides probability estimates of a subject belonging to any one of these three I-levels. The computer printout also provides estimates of the probability of the subject belonging to any one of nine subtype categories. While I-levels are indications of the organism's perception of the environment, subtype categories represent possible reactions to the perceptions.

Validation data reported in the Manual: The Jesness Inventory derive from three sources: Correlations with the CPI, based on 324 male and female delinquent subjects, age 10 to 20; (2) relationships with behavior and test data in a sample of 210 young California delinquents, ages 10 to 14, committed to the Fricot Ranch school for Boys (Jesness, 1965), and 577 older California delinquents ages 15 to 20, the Preston sample (Jesness, 1969); and (3) data from a study of 106 Wisconsin delinquents boys ages 10 to 18, committed to the Wisconsin school for boys (Cowden, et al., 1969). In other words, the validity of the Inventory is based on data from samples of nondelinquents and incarcerated delinquents.

Correlations reported between CPI scales and Jesness

Inventory scales are interesting bits of information but whether or to what degree this data validates the Jesness Inventory is a matter of opinion. However, probably the consensus among psychologists is that these interscale correlation matrices indicate little in terms of criterion related validity. The two scales on the Jesness Inventory that best differentiate delinquents and nondelinquents are the Social Maladjustment Scale (SM) and the Asocial Index (AI) and the one CPI scale which has most effectively differentiated between the two populations is the Socialization Scale (So). It is interesting to note that SM correlated highly with So ( $r=.60$ ) but that AI does not correlate with So ( $r=.00$ ). The correlation between SM and So implies that the SM scale is measuring poor personal adjustment but the correlation coefficient reported between the scales AI and So, implies that the AI scale is not measuring poor personal adjustment. Reasons for this discrepancy are not clear but the implications of the discrepancy are: correlations between the CPI and the Jesness Inventory do not indicate consistent evidence of criterion validity.

The objective of the Fricot Ranch Study was to compare the long-term effectiveness of two treatment programs for

delinquent boys, ages 8 to 14 years, incarcerated in the same California institution. The construction of a new and smaller living unit at the Fricot Ranch School was seen as a unique opportunity to test the staff's belief that they were prevented from doing a more effective treatment job because management of the large living units left little time to establish close relationships between boys and staff. In order to test this belief, juveniles were randomly assigned to either an experiment group (a 20-boy living unit) or a control group (a 50-boy living unit). Defining recidivism as revocation of parole, it was found that after 12 months of parole exposure 36.8% and 52.2% of the experiment and Control groups, respectively, were violated. At 36 months, the violation rates were 73% and 83% for the experimental and control group, respectively; at 60 months, they were 82% and 90%, respectively.

Analysis of responses to the Jesness Inventory reported the following:

SM scores are significantly related to ratings of poor social relationships with peers, aggressive behavior, poor school performance, and intelligence as measured by the Wechsler Scale for Children (-.22)

Higher scores on VO were significantly related to a tendency toward conforming, rule violating behavior, lack, of responsibility, and alienation in the relationship between youngsters and adults

Imm scores were positively related to conforming, nonaggressive behavior and low social status. Immature subjects were also below average on intelligence and achievements tests and were somewhat more retarded in school than the average. The relationship between Immaturity and intelligence (-.44 with the WISC) was higher than for any Jesness scale other than repression.

High scores on Autism were related to deviant Rorschach responses, fragmented-disjointed speech, and lack of insight. High scorers tended to be seen as socially immature and irresponsible. Hostility and aggressiveness was also associated with high scores as was rating of low social status.

MA scores showed the highest relationship of any scale with ratings of aggressive, assaultive behavior. There was also a significant relationship between scores on the scale and a background history of difficulty with peers.

High scores on SA and Wd tended to be isolated from others. Also found, was a significant relationship between rated depression and scores on SA.

Rep scores were negatively related to achievement or WISC scores ( $r = .45$ ).

Den scores were associated with conforming social behavior, responsibility, and achievement test scores.

AI scores were related to nonconforming behavior as rated by staff and to negative attitudes toward police as measured by a semantic differential scale. A significant relationship was also found between scores on the AI scale and a history of group-related or gang-type delinquent activity.

The Fricot Study included data on 49 experimentals and 130 controls who were tested before and after treatment on the Jesness Inventory. Jesness concluded that

there was general pre-post improvement in the scales Social Maladjustment, Value Orientation, Immaturity, Alienation, Manifest Aggression, Withdrawal, and Repression, with the difference between experimentals and control groups not significant. On two scales - Autism and Social Anxiety - significant T's were obtained between the two groups. Controls tended toward a lower posttest Autism score whereas the experimentals obtained a higher mean score. Controls tended to maintain their SA scores while experimentals tended to score higher on the post-test. Why might a treatment program described as a small living unit characterized by concentrated intimate, verbal interaction induce higher Autism and Social Anxiety scores than a traditional, large unit program? Jesness explained that increases in these scores might result from increased awareness as the result of the intensive experimental treatment. But he (Jesness: 1965: 112) emphasized that "Full understanding of the importance of changes on this and other tests can come only when we know more about the construct validity of the scales and their predictive importance. A higher Social Anxiety score could mean greater inhibition and greater inner control,

so that it is a sign of a positive rather than a negative change. The suggestion (is) that these changes, on the surface of a negative kind, may actually be positive signs..." (paren added). While Jesness found that 46% of the experimentals showed an improved posttest AI score as compared to 40% of the controls, he reported that the differences between the groups were not significant. Jesness (1965: 118) concluded: "Without solid knowledge about the kind of delinquent being treated, or the relevance of a particular treatment program, the meaning and desirability of various psychological and behavioral changes cannot adequately be assessed."

Jesness' Preston Typology Study explored the effectiveness of the maturity level classification system in a California institutional setting, the Preston School of Industry. Boys sent to Preston, ages 16 to 20 years, were randomly assigned to either the experimental (n=655) or control group (n=518). Experimental subjects were placed in one of six living units according to their I-level subtype classification where unique treatment programs were developed. Controls were assigned to one of five living units according to previously established

institution procedures that did not take into account personality type. The impact of the experimental program on the study subjects was evaluated through psychometrics, behavior ratings, and parole follow-up data. Experimental units experienced significantly fewer behavior problems than control units and evaluation of before and after treatment psychological and behavioral measures revealed significantly greater gains among experimental subjects. Parole data, however, showed that the violation rates between the two groups did not differ.

Data from the Jesness Inventory revealed the following:

1. Significant correlations between Social Maladjustment scores and staff ratings of irresponsibility, alienation, and poor peer relation;
2. Higher scores on Value Orientation significantly related to a tendency toward nonconforming, rule-violating behavior, lack of responsibility, and alienation in the relations between youngsters and adults;
3. Scores on Immaturity significantly related to speech problems, passivity, and tendency toward non-participation in group activities;
4. A positive correlation between Manifest Aggression and perturbability and irresponsibility;

5. Significant correlations between scores on Withdrawal and rated dependency, lack of alienation in boy-staff relationships, and dislike and/or inability to work or play effectively in groups;

6. Significant correlations between Social Anxiety scores and behavioral ratings of dependency, and dislike for and/or inability to play and work effectively in groups;

7. Repression scores positively correlated with the presence of speech problems and lower rated alienation in boy-staff relationships;

8. Scores on Denial were found to be positively correlated with staffs' ratings of good peer relationships and a liking for and/or ability to play and work effectively in groups;

The Cowden, et al. Study compared the Jesness Inventory and the Minnesota Counseling Inventory (MCI) to determine which inventory best differentiated 106 institutionalized delinquent boys into subgroups differing in institutional adjustment and in prognosis, i.e., predicted ability to make a satisfactory postrelease adjustment. Most discriminating Jesness scales were: Social Maladjustment, Autism, Value Orientation, Immaturity, and Asocial Index ( in that

order), however, the Asocial Index did not effectively discriminate between delinquents showing a good vs. poor institutional adjustment. The authors (1969:60) concluded that "In general... the Jesness scales consistently discriminated among the subgroups of delinquents more significantly than the MCI scales (Typically at the .01 or .001 levels rather than at the .05 level). Hence, the results clearly suggest that the Jesness Inventory functioned more satisfactorily over-all than the MCI as a screening and classification instrument at this institution." Other studies reporting findings on the Jesness Inventory are the Marx, et. al. Study (1969), the Kissling Study (1969), the Davies Study (1967), the Fisher Study (1967), the Lasaga Study (1973), the Kelly and Bear Study (1969), and the Marshall Program (1970) and the author's thesis (Langan, 1974).

Adult probation subjects in the Marx, et. al. Study were randomly assigned to either group or individual counseling treatment. Overall no significant differences in score changes were found between the two groups and controlling for age, school grade completed, and occupation only differences between the groups on the Social Anxiety Scale were significant. Test-retest reliability coefficients reported on subjects ranged from a high of

.80, .81, and .80 on Social Maladjustment, Value Orientation, and Manifest Aggression, respectively, to lows of .62, .63, .64 on Immaturity, Social Anxiety and Repression, respectively. With regard to the utility of the Jesness Inventory for evaluating program success, the authors (1969: 94) concluded that "The observed psychometric outcomes do not provide precise knowledge as to the desirability of one counseling method over any other." But he also concluded that personality characteristics could be reliably evaluated through self-report instruments.

Kissling (1969) administered the Jesness Inventory and the Personal Opinion Study to 106 confined delinquents in an exploratory study of the relationship between the two self-report tests. He found that the implied "conceptual overlap" between the Psychopath (PD scale of the Personal Opinion Study) and I-level 2 (the Jesness Inventory), and between the Neurotic (ND scale of Personal Opinion Study) and I-level 4 (the Jesness Inventory), was supported by data on white subjects but results were contradictory for Negro subjects. The author (1969:73) concluded: "The most obvious implication of the results of the present research is that the impact of age and race differences

must be considered in making use of the two instruments studied, whether as diagnostic tools or in further research."

In a descriptive study of 507 British probationers, aged 17-20, Davies (1967) reported that British probationers and Jesness' delinquents received the same scores on Value Orientation, Autism, Manifest Aggression, and Social Anxiety but significantly different scores on Immaturity, Alienation, Denial, Social Maladjustment, and Withdrawal. British probationers were seen as being more delinquent, just as delinquent, and less delinquent than Jesness' sample, depending on which scale was used. The author (1967:16) concluded: "Responses in the British population appear to be sufficiently different to render Jesness's T-scores of doubtful value," and, "... until British T-scores are available, it would seem to be wiser to use raw scores in association with the ages of the individuals concerned." He (1967:16) also concluded: "The Immaturity scale in particular, must be treated very circumspectly," and, "... all other scales - Social Maladjustment, Value Orientation, Autism, Manifest Aggression, Withdrawal, and Social Anxiety - appear to behave very similarly in Britian and the U.S.A. This would seem to be sufficient

reason to justify the use of the Jesness Inventory in a British setting, especially as the first five of these scores, plus Alienation and Denial, satisfactorily distinguish between populations of different delinquency background."

Fisher's study of 203 Borstal boys (boys who have probably already been given the opportunity of probation), ages 16-18, concluded that the differences between Jesness' delinquents and Borstal boys on the Jesness Inventory scales might be the result of different test-taking attitudes probably attributable to cultural differences between the English and American delinquents. Specifically, Fisher saw the scale scores as reflecting a pronounced acquiescent response set among the English boys.

Lasaga (1973) administered the Jesness Inventory to children aged 12-16 committed to the Crownsville State Hospital. In a "mini-validation study" with only 24 subjects and using the raw score 20 as the cutting score for emotional maladjustment, the AI identified 83% of the juvenile wards as belonging to a maladjusted group. Those rated by institutional school teachers as most maladjusted tended to receive the highest AI scores. However, therapists' ratings of Autism, Alienation,

Withdrawal and Asocialization were not related to test scores on these scales and the author (1973:4) concluded: "... it is not safe to make inferences about the behavior of any specific child based on his scores on the different scales of the Jesness Inventory."

Kelly and Baer (1969), in Massachusetts, observed a significant change in the scores of juvenile delinquents who were involved for 27 days in a special outdoors training program called the Outward Bound which emphasized physical conditioning, technical training and safety training. Differences in scores were significant at the .01 level of confidence for Social Maladjustment, Value Orientation, Alienation and Manifest Aggression, and were significant at the .05 level of confidence for Autism, and Repression (less Autism and more Repression after the experience).

203 committed delinquents were administered the Jesness Inventory on a pre and posttest basis in the Marshall Program (1970:9-13). The Marshall Program was conceived as a therapeutic community for delinquents committed for 90 day periods. From early findings it was concluded that, in terms of violations, boys released after lengthy, more extensive institutional stays performed

no better than Marshall graduates. However, it was found that a certain group of delinquents performed better in the Marshall both during and after releases, than in traditional confinement. This differentially successful Marshall group was comprised of the older, more sociable boys whose commitment involved multiple co-offenders. In view of these preliminary results, psychological test change scores of older boys with multiple co-offenders (N=33) were compared to change score of all other Marshall graduates (N=170). Significant between groups differences in change scores occurred on only one scale: the Alienation Scale. Other Marshall graduates became significantly more alienated than older boys with multiple co-offenders. Also, changes in the Alienation Scale score were significantly associated with parole outcome: parole success was associated with decreased alienation during stay; and, failure with increased alienation. The differential outcome on the alienation scale was interpreted to mean that the Marshall Program, where intensive probing of self and peers is persistently demanded, is less successful with boys who become increasingly "alienated" while in the program.

The author of the present study in his M.A. thesis (1974) reported findings on the concurrent validity of select scales of the Jesness Inventory. He found that delinquent boys incarcerated at Boys' Village, a state juvenile institution, received significantly higher Social Maladjustment and Asocial Index scores than a sample of juvenile probationers from the DJS Hyattsville office or a sample of "pre-delinquents" who attend a Youth Service Bureau at College Park (designated "Grendel's Grave") (Tables A and B, Appendix IX). He found too, that both the Boys' Village and the Youth Service Bureau samples received significantly higher Value Orientation scores than juvenile probationers (Table B, appendix IX). With regard to scores on the Immaturity Scale, no differences were found between the three samples. In terms of ethnic status and based on small samples (Table C, Appendix IX) the thesis reported no significant differences between Blacks and Whites on the Social Maladjustment, Value Orientation, and Immaturity Scales and on the Asocial Index. Conclusions of the author (Langan, 1974:66-67) are quoted at length:

At best, the Jesness Inventory might serve as an indirect check of programs which are designed to induce desired psycho-social change in individuals. As the sole indicator of a pro-

gram's effectiveness, utilization of the Jesness Inventory is insufficient for several reasons:

1. The extent to which the Inventory measures real change, i.e., psychological change highly correlated with behavioral change measures, has not been demonstrated.
2. Certain items of the scales have been shown to accurately distinguish between selected criterion groups but little is known about the predictive and construct validity of the test.
3. Interpretation of item responses is problematic.
4. The test is probably conducive to variations in response set and response styles. No validity scales are built into the test to control distortion.
5. The relationship between criminological theory and scales of the Jesness Inventory is slight.

With regard to its utility in a pre-experimental pretest-posttest evaluative research design, the Inventory is clearly limited. If the Inventory does report change, the design is such that the change cannot legitimately be attributed to the program. Moreover, the Jesness Inventory cannot tell us what caused the change either; only, perhaps, that a psychological change occurred.

The criticisms listed above are not necessarily limited specifically to the Jesness Inventory. Indeed, many self-report personality inventories share these same general qualifications.

Some positive attributes of the Inventory are:

1. For monitoring programs specifically designed to induce desired psycho-social changes in selected juveniles of a delinquent population,

the Jesness Inventory is an appropriate measuring instrument.

2. Among the distinct approaches to personality measurement, the self-report technique exemplified by the Jesness Inventory is the preferred method in terms of validity, reliability and costs.

Thus it appears that the Jesness Inventory has been utilized in the last few years in a no. of different settings and for various target populations. It appears that researchers have mixed reactions regarding its utility, with California Community Treatment personnel most affirmative and Fisher the most negative.

To further our understanding of the Jesness Inventory, we believe greater analysis and synthesis is required not simply on a generalized basis but more specifically in terms of issues involved with the construction, scoring and meaning of this self-report inventory:

#### Issue I. Scale Construction and Interpretation

##### a. Criterion Group Scales

(1) The Social Maladjustment Scale The procedures for construction of the Social Maladjustment scale serve to validate this scale for the purpose of identifying a current delinquent as delinquent. At every age level

the means for incarcerated delinquents are higher than those of nondelinquents. The proportion of false positives to true positives, however, has not been demonstrated through cross validation, and therefore the practical utility of this scale for program evaluation is not conclusive. Predictive validity of the Social Maladjustment scale could be demonstrated if it were found that the high scores of nondelinquents associated with the future occurrence of delinquency and/or the high scores of delinquents positively correlated with the future occurrence of recidivism. Not until evidence of predictive validity has been found would the Social Maladjustment scale prove useful for screening and diagnosis. Needless to say, the value of the Social Maladjustment scale would be greatly enhanced if it were based on a coherent conceptual framework.

(2) The Value Orientation Scale While it would be immensely valuable to be able to categorize the value orientations of juveniles, the Value Orientation scale, like all other scales, lacks a well defined theoretical basis and therefore, interpretation of response patterns is problematic. Faith in the finding that at every age level incarcerated delinquents receive significantly

higher scores than nondelinquents with Jesness samples must await cross validation studies. Therefore, the value of the Value Orientation scale for the assessment of juvenile probation is not well established.

(3) The Immaturity Scale A popular conception of delinquency is that it is closely related to immaturity. Just what immaturity is, however, has not been well defined and very little research has supported the belief that immaturity distinguishes delinquents and nondelinquents. While Jesness reported a consistent tendency for incarcerated delinquents to score higher than nondelinquents (more mature) at every age level, the findings has not yet been verified through cross validation. The significance and meaning of reductions in scale scores among juvenile probationers is, therefore, questionable.

b. Cluster Analysis Scales: Au, Al, MA, Wd, SA, Rep, Den.  
Jesness reported the following findings with regard to the effectiveness of each of the cluster analysis scales for differentiating between incarcerated delinquents and nondelinquents:

(1) Autism: "The delinquents have significantly higher average raw scores at all age levels compared with nondelinquents." (1966:12)

(2) Alienation: "The significant differences between means of delinquents and nondelinquents at every age show that delinquents to be more rebellious and distrustful of authority, with the differences between the delinquent and nondelinquent females actually more impressive than those between the delinquent and non-delinquents females actually more impressive than those between the two male samples." (1966:13)

(3) Manifest Aggression: "The higher scores obtained by the delinquent are significant through out the age range for which scores were available. This is true of both the male and female samples. In both delinquent and nondelinquent samples, the males tend to score slightly higher than the females in the valuable." (1961:14)

(4) Withdrawal: "The means and standard deviations for the male and female samples show significant differences between the delinquent and nondelinquent groups, and the scores show a slight linear relationship with age." (1966:14)

(5) Social Anxiety: "There are no important differences between the means of delinquents and nondelinquents." (1966:15)

(6) Repression: "In general, the delinquents, both male and female, demonstrate more use of repression as a

defense mechanism than do the nondelinquent groups." (1966:15)

(7) Denial: "It is also the only scale that shows higher mean scores among delinquents." (1966:16)

If T-scored cluster scales are to be used at all for evaluation, it would make sense only to use those scales which significantly discriminate between delinquents and nondelinquents. However, our faith in this procedure is enhanced only when cross validation confirms the discriminatory effectiveness of the select cluster scales. Additionally, the meaning and interpretation of reductions or increases in cluster scale scores is severely handicapped by the procedures employed in the construction of these scales. That is, the reliability of the findings is a concern since the samples that were used in the construction of the scales were also used in their validation. Also, a scale that purports to measure autism, for example, must be able to discriminate between autistic children and normal children. Since there is so little evidence that the autism scale or, for that matter, any of the other cluster scales measure what they purport to measure, the practical utility of these scales is necessarily limited. For screening and diagnosis the value of the scales is

uncertain.

c. Discriminant Function Scale (Asocial Index).

Practically the same that was previously said about the Social Maladjustment scale can be said about the Asocial Index. Not until predictive validity is established and cross validation demonstrated might the Asocial Index be described as "The Inventory score that is most closely related to, and most predictive of, delinquent behavior..." (1966:16). Jesness found that 84% of incarcerated delinquent and nondelinquent males and 86% of incarcerated delinquents and nondelinquent females were correctly identified. If the Asocial Index improves upon the accuracy of concurrent classification achieved by the Social Maladjustment score with Jesness' samples, it is not known whether similar results might be found through replication research. In addition, while the Asocial Index makes a lot of "statistical sense," it makes little "theoretical sense."

Issue II. Face Validity

With an Inventory that attempts to measure change, the inclusion of items of historical fact would be indefensible. Examination of the 155 items reveals that

few items seem to be of historical fact. Some items, however, assume a fixed status position that often may not be warranted. For example, the assumption that the respondent attends schools is implicit in item 16 "Sometimes I wish I could quit School." Unfortunately a sizable number of delinquent probationers have already either quit or been removed from school and, therefore, there is probably some confusion as to how to respond. Other items that imply fixed status positions are listed below:

I am smarter than most boys I know. (16)

Sometimes I feel like I don't really have a home. (17)

If I could, I'd just as soon quit school, right now. (26)

A lot of fathers don't seem to care if they hurt your feelings. (33)

My father is too busy to worry much about me, or spend much time with me. (46)

Most parents seem to be too strict. (59)

A lot of times I do things that my folks tell me I shouldn't do. (70)

If I could only have a car at home, things would be all right. (77)

It is hard for me to talk to my parents about my troubles. (91)

Parents are always nagging and picking on young people. (103)

Talking with my parents is just as easy as talking with others my own age. (114)

Sometimes I don't like school. (115)

Sometimes when my folks tell me not to do something, I go ahead and do it anyway. (126)

I think my mother should be stricter than she is about a lot of things. (135)

I worry about how well I'm doing in school. (141)

For my size, I'm really pretty tough. (142)

My parents seem to think I might end up being a bum. (148)

Item interpretation is a difficult matter but interpretation is made even more difficult when items imply fixed status positions that are ostensibly inappropriate. Thus, the face validity of a number of items is questionable.

### Issue III. Response Sets and Response Styles

A problem with the Jesness Inventory involves the matter of response sets and response styles. When the test taker consciously or unconsciously attempts to present a particular picture of himself, he is responding according to a response set. The likelihood of a probationer responding according to, for example, a socially desirable reason set, is directly related to his perception of the intended

use of the inventory. Anastasi says:

When strong motivation to achieve a certain result is combined with a feeling of insecurity regarding the outcome of a given test, attempts to fake scores are likely to occur. (1954:56)

... All traditional self-report inventories work best in situations which are not conducive to faking. (1954:534)

Since there is reason to believe that some probationers, when administered personality inventories at the beginning of their probation period, might be tempted to respond in the socially desirable direction - for example, to win the favor of his probation officer - the test administrator can deliver certain instructions aimed at decreasing the motivation to fake responses but it is doubtful that such instructions are consistently effective. Another approach to decreasing the likelihood of particular response sets has to do with test content. If items are ambiguous or subtle (in the sense that their keying is not obvious), probationers will be thwarted from adopting the socially desirable response set. Whereas response set is determined by the content of the test, response styles are tendencies to respond in a particular way regardless of content. Examples of response

style include the tendency to guess, the tendency to agree, and the tendency to avoid extreme categories. Unfortunately, items of the Jesness Inventory are transparent, i.e., responses can be easily faked. No validity scales have been incorporated into the construction of the Inventory. Therefore, response sets and response styles may seriously affect test outcomes. However, evidence that these factors might not be crucial is provided by Jesness in a fake-ability study in California. Jesness reports a study of fifty-seven delinquents who had not previously taken the Inventory. Under the first test condition, the examiner informed the boys that the test would be used for research purposes only and that they should feel free to express their honest opinions. Under the second condition, the examiner stated:

Yesterday, after I administered the test, the administrative staff asked me if I would give the scores to the classification officer for his use. However, I turned down the request for two reasons. First, I had promised you that the test would be used for research purposes only, and I would need your release from any promise before I would turn the test over to anyone. Secondly, even if I had your permission, I would not want to give those papers to anyone because as a group the scores don't look too good. (1966:21)

Results of the tests under the two conditions were compared. Significant differences (beyond .05 level) between test scores were reported on three scales: Social Maladjustment, Value Orientation, and Alienation. Jesness (1966:21-22), however, concluded that the results were reassuring and (1966:21-22) states:

In those instances where scores would be expected to rise, as on the scales Repression and Denial, a slight though insignificant rise occurred. On other scales, which are loaded with rather obvious attitudinal items, scores tend to go down. The lower mean scores on Social Maladjustment, Value Orientation, and Alienation are significant. However, because of the manner in which scores are combined to form the A-social Index, no change took place on the means of this scale. Some interesting shifts did occur, however. If a score of 22 is arbitrarily set at the cutting point, 44 (77%) of the subjects continue in the same classification on retest. Seven who were above 22 initially scored below on the second test while six moved above the cutting score; we do not yet know from follow-up data which condition resulted in the most valid tests.

#### Issue IV. Scoring for Classification Treatment Relevant

Classification of probationers in treatment relevant ways is a desirable goal but I-level and subtype classification based solely on the Jesness Inventory is not recommended without further research.

One of the most important sources of information

about psychological tests is the series of mental measurements yearbooks edited by Buros (1972). These yearbooks describe most commercially available psychological, educational, and vocational tests published in English-speaking countries. Critical reviews by experts are an integral part of the yearbook format and, therefore, we would be remiss in our review if we did not consult Buros. In Buros' The Seventh Mental Measurements Yearbook, Weintraub (1972:94-96) critiques the Jesness Inventory. He begins his review by repeating Jesness' stated objectives to design a test that (a) distinguishes delinquents from nondelinquents; (b) provides a basis for classifying delinquents and nondelinquents by personality characteristics; and (c) provides a measure sufficiently sensitive to change to enable its use as a valid measure of change in clinical research. In describing the scales, the reviewer points out that the cluster scales were based only on delinquent boys aged 13 to 17 years and not on delinquent girls. With regard to correlations between CPI and Jesness Inventory scales he (1972:95) concluded that: "The criterion behavior and test data, unfortunately, are not described adequately

to permit meaningful conclusions about empirical validation." And about Jesness' descriptions of each scale,

Weintraub (1972:95) also says:

In a description of each of the scales, the manual indicated how an individual scoring high on the scale would appear. Usually this is accomplished by listing the behaviors and attitudes the individual attributes to himself. But occasionally the description seems to go far beyond the items. For instance: 'His sensitivity to criticism suggests lack of ego strength, while other items imply failure in masculing identification,' or 'The picture is that of a most inappropriate facade of self-adequacy covering a very insecure person.' These kinds of descriptions imply some greater understanding than what the items themselves indicate.

Weintraub (1972: 95-96), moreover, concludes:

There is no evidence presented of the utility of the Jesness Inventory in the description and classification of personality, the second objective of the test. The only validity data available are for distinguishing individuals who are currently delinquent from nondelinquents. Using a base rate for male delinquency of .20 and a cutoff score of 22.74 percent of male delinquents may be correctly identified with a probability of .65 for a true positive and .35 for a false positive. The utility of the inventory with female subjects is greatly reduced, given the much lower base rate for female delinquency: Unfortunately, the data from which the cutoff scores are derived appear to be based on the normative data collected in the development of the test. No cross validation studies are reported for these classification norms. Even if these results held up on cross validation, however, this would demonstrate only that the inventory is useful in the identification of delinquency, not necessarily in the

prediction of delinquency. Predictive validity is only provided by studies which follow up non-delinquents identified by the test to see which of them do indeed become delinquent. In summary, the Jesness Inventory appears to be of limited usefulness. There is no evidence for its utility as a general personality test, or in predicting delinquency.

#### PERSONAL OPINION STUDY

A second example of a personality inventory that may have utility for evaluation research but which has not been validated for this purpose is the Personal Opinion Study authored by Quay and Peterson. This test is described as a self-report personality questionnaire designed for use in the classification of youthful offenders. Currently being used at the Robert F. Kennedy Youth Center, Morgantown, West Virginia, the questionnaire is one facet of a classification procedure developed by Quay, et al. A behavioral checklist for direct rating of deviant behavior traits and a form for the analysis of life history data, together with the Personal Opinion Study, yield ten deminsional scores which are combined to obtain a behavior category.

The Personal Opinion Study consists of 100 true and false items from which are derived scores on three orthogonal factors labeled psychopathic delinquency (PD),

neurotic delinquency (ND), and subcultural delinquency (SCD).

Psychopathic delinquency describes a personality dimension characterized by tough, amoral, rebellious qualities coupled with impulsivity, a conspicuous distrust of authority and a relative freedom from family and other interpersonal ties. The neurotic delinquent, like the psychopathic delinquent, is characterized by impulsive and aggressive tendencies but guilt, remorse, depression, and discouragement accompany the aggressive tendencies. The subcultural delinquent reflects attitudes, values and behaviors commonly thought to occur among members of culturally and economically disadvantaged delinquent gangs. Quay points out that high subcultural delinquency scores do not indicate personality maladjustment.

Concurrent validity for the separation of known delinquents from officially nondelinquent public school students is present in varying degrees for the three scales and Quay reports that the SCD scale provides the best evidence of validity for concurrent discrimination. The bulk of concurrent validity data is based on the outcomes of studies of 303 incarcerated delinquents and 281 seventh and eighth graders. While concurrent validity is important, Quay reminds us that the basic

purpose for which the scales have been developed is to obtain useful differentiations within the delinquent group itself. Unfortunately there is little evidence that the scales have differential relationship with other measures within a delinquent sample. ND and SCD have been shown to be independent of intelligence as measured by both the revised Beta (a non-verbal scale) and the Otis, of race, and of academic achievement. There is a significant negative relationship between both achievement and Otis IQ and the PD scale. The intercorrelations of the ND scale with the scales of the CPI are about what might be expected. The negative relationships with all of the adjustment scales are not surprising. The intercorrelations of the PD scale with the CPI scales suggest a pattern: delinquents with strong psychopathic tendencies will not necessarily attempt to create a favorable impression when responding to questionnaire items. The pattern is suggested by the negative association between the PD scale and the CPI scales Responsibility, Communion, and Achievement via Independence. High SCD scores tend, contrary to expectation, to be lower in Sociability, Social Presence, Well Being, Tolerance, Intellectual Efficiency, and Psychological Mindedness.

These negative relationships are surprising since it was generally theorized that high SCD scores are not necessarily linked to emotional troubles.

Test-retest reliability coefficients reported on a sample of 65 institutionalized delinquents and based on a test-retest time interval of 90 days were .76 for the ND scale, .75 for the PD scale, and .61 for the SCD scale (Quay, et al., 1971:14).

Little additional research outside of that reported in the Personal Opinion Study Manual has been completed with the inventory. However, Quay and Hunt (1965) utilized the questionnaire to identify psychopaths and neurotics among adult prisoners. Results of the study confirmed the hypothesis that psychopaths would be slower to condition verbally than neurotics. This conclusion was seen as supportive of the view that psychopathy and unresponsiveness to social reinforcement are closely related. However, Bryan and Kapche (1967) have reported no differences between psychopaths and normals in responsiveness to social approval.

In another study of institutional adjustment Quay (1967) found that PD scores correlated significantly with nine criterion variables and ND scores correlated with only three of the variables. Criterion variables

included type of release, length of stay in the institution, segregation time, physically aggressive offense, work-release success, and grades on adjustment.

In his study of the Personal Opinion Study, Kissling (1969) concluded that the procedure which maximizes accurate usage of the scales necessarily leaves a large percentage of any sample unclassified. The practical implications of this procedure are apparent and Kissling (1969:22) therefore states: "In experimental studies in which it is possible to include in the sample only a small proportion of the total subjects tested, those who score at the extremes of the scales, this is defensible. But in recommending specific programs to correctional institutions, in which the entire population must be assigned to some treatment condition, this method is impractical."

In his investigation of the agreement between the Quay and Jesness methods of classifying delinquents, Kissling's (1969) hypothesis that more Negroes would be classified as Psychopath than Whites, while more Whites will be classified neurotic was confirmed.

In view of evidence that suggests a relationship between race and the SCD scale of the Study, Kissling

(1969:73-74) concluded: "It may be that the results reflect social or group characteristics which have more relevance for environmental - social planning and manipulation than for treatment based on individual personality characteristics or pathology."

None of the research reported by Quay and by others suggests that the Personal Opinion Study has been designed or validated for the purpose of measuring personality change. Concurrent Validity has not been demonstrated through cross validation research. A number of inventory items are of historical fact and construction of scales has apparently not considered potential distortion resulting from faking and response set formation. Since scales were not validated with appropriate criterion groups and because scales have not evolved from a sound conceptual orientation, serious question arises about what these scales do, indeed, measure. Assuming that the three scales discriminate between delinquents and nondelinquents there is some utility in the inventory for program evaluation, but results from the Personal Opinion Study are probably less reliable than those from the Jesness Inventory. This assumption is based on the fact that concurrent validation of the Personal Opinion Study

was established on fewer subjects than the Jesness Inventory and the Personal Opinion Study is the product of less research than the Jesness Inventory.

## STATEMENT OF THE PROBLEM AND HYPOTHESES

STATEMENT OF THE PROBLEM

Evaluation of efforts to induce psychosocial change in individuals is quite often undertaken for two different purposes. A frequent purpose (call it purpose A) is to give an accounting to the administration, to the public, or to some special group. This accounting is often intended as a basis for judging whether the service or treatment evaluated merits continuance or support.

Another kind of purpose (call it purpose B) is to achieve evaluation that is valid, no matter what this entails.

The purpose A study is intended for immediate use where as the payoff from the Purpose B study is more future oriented. The rationale for undertaking the purpose B study is that not enough is currently known about the validity of methodological procedures and theoretical perspectives and, therefore, these pre-evaluative studies are imperative. Studies that assess the utility and validity of evaluation instruments exemplify pre-evaluation research.

We have seen from our literature review that the validity of the Jesness Inventory and the Personal Opinion

Study for evaluation of personality change is not well substantiated. Therefore, a purpose of this study is to explore these two instruments in terms of their utility and validity for assessing psychological change among juvenile probationers. We will explore the validity related questions in terms of specific hypotheses.

HYPOTHESES

The issue of race and personality is especially important because the futures of juveniles can be seriously affected by the ways treators interpret and use the results of personality tests. To illustrate the debates over race and personality traits, let's use the example of a large sample of delinquents who have been administered the Jesness Inventory. Let's suppose that the findings indicate that the Blacks in the sample are more socially maladjusted than the Whites. How are we to interpret this? Do the results evidence inherent, genetic differences between the races or are the differences illusory (e.g., the instrument is culturally unfair) or, if the differences are real, are they to be explained by differences of environment and opportunity? While there is not yet sufficient evidence to resolve the issue, it is important to be cognizant of the controversy and it is equally

important to realize that the lives of children can be permanently affected by the misuse of personality tests. In view of the implications of the relationship between personality measurement and race, and in view of results of prior research using personality inventories which have indicated differential response patterns, we shall compare the scores of Whites and Blacks on all scales on each questionnaire. The following exploratory hypothesis will be tested:

1. On each scale of the Jesness Inventory and of the Personal Opinion Study, scores of Whites and Negroes do not differ.

Previous research has demonstrated that a number of social characteristics are significantly related to the probability of recidivism. In particular it has been found that the juvenile's age at first offense, present age, seriousness of offense and history of delinquency help to explain a significant portion of juvenile recidivism. Race and sex also help to predict recidivism. While these six social characteristics are related to the probability of recidivism, personality characteristics established by questionnaires have generally proven less helpful in predicting delinquency. Nevertheless, we have

sufficient reason to believe that enough interaction occurs between personality characteristics and these social characteristics to allow us to test indirectly the predictive effectiveness of personality measurement. In this endeavor we will indirectly test whether the Asocial Index is the score that is "...most closely related to, and most predictive of delinquent behavior." (Jesness, 1966:16). Our question is whether the Asocial Index improves upon the accuracy of prediction achieved by the Social Maladjustment score. The direct way of determining the prediction effectiveness of a scale is to follow-up the juveniles after release and relate scale scores with the presence or absence of recidivism. High scores should positively correlate with recidivism and low scores should relate to the absence of future delinquency. For several reasons, this procedure is impractical for the present study and, therefore, we must indirectly test the discriminating effectiveness of the Asocial Index and the Social Maladjustment scale. We will compare the Asocial Index and Social Maladjustment scores of our cohort according to the following criteria: race, sex, history of delinquency, seriousness of offense, present age, and age at first offense. History of delinquency,

moreover, will be defined according to the following criteria: prior informal contacts, prior formal contacts, prior probations, prior detentions, and prior commitments. Seriousness of offense will be defined according to the probability of an offense being handled formally. That is, a "serious offense" is one that has a high probability of being handled formally by the juvenile court and a "non-serious offense" is one that has a low probability of being handled formally by the court. Multiple regression analysis will be applied to the data to determine whether and to what extent Asocial Index and Social Maladjustment scores differentiate between juveniles who differ in the criteria of social adjustment listed above. The primary intent of our second hypothesis is to better understand what it is that the Asocial Index and the Social Maladjustment scales measure. In general, the hypothesis to be tested is:

2. The Asocial Index discriminates more effectively than the Social Maladjustment Scale between juveniles who differ with regard to sex, race, present age, age at first contact, seriousness of offense, and history of delinquency.

We have seen that 10 scales of the Jesness Inventory (SM, VO, Imm, Au, AI, MA, Wd, Rep, Den, AI) and the three scales of the Personal Opinion Study (PD, ND, SCD) have

previously differentiated delinquents and nondelinquents. With one exception, it has been found that delinquents received higher scores than nondelinquents. The one exception is the Den scale of the Jesness Inventory on which it was reported that nondelinquents are characterized by Denial (i.e., they scored higher) and delinquents are less characterized by this mechanism. Despite the many problems associated with the meaning of these scales, we may use our present knowledge in order to evaluate the effects of probation supervision on personality development. Since the ultimate goal of juvenile probation is to change delinquents into nondelinquents and assuming that the personality profiles of delinquents differ from those of nondelinquents, we might ask whether the personality profiles of probationers are less like those of delinquents and more like those of nondelinquents at the end of probation supervision. Assuming that pre to postintervention changes on scale scores result from or are associated with probation supervision, we will examine the changes in those scales which have previously demonstrated effectiveness in discriminating delinquents and nondelinquents. The following hypothesis will be tested:

3. Postprobation SM, VO, Imm, Au, Al, MA, Wd, Rep, and AI scores of the Jesness Inventory, and ND, PD, and SCD scores of the Personal Opinion Study are significantly lower, i.e., in the direction of improvement, than preprobation scores.

4. Postprobation Denial scores are significantly higher, i.e., in the direction of improvement, than preprobation Denial scores.

## CHAPTER IV

### METHODOLOGY

In order to explore the utility and validity of two personality tests for evaluation, samples of juvenile probationers were tested on both the Jesness Inventory and Personal Opinion Study at the beginning of probation supervision and, then again, at the conclusion of supervision.

Two phases of the study are apparent: a pretest phase and a posttest phase. This chapter will describe the procedures for collection, analysis and interpretation of data during each of these phases.

#### A. PRETEST PHASE

1. PRETEST ADMINISTRATION. During the first phase, two personality tests were administered to samples of probationers from three Maryland Counties: Prince George's, Harford and Baltimore counties. These counties were chosen for a variety of reasons but overriding criteria for selection were proximity of these jurisdictions to DJS Headquarters, the ostensible cooperation of judges, juvenile masters and county DJS supervisors, and probation caseload. Because a sample of several hundred

subjects was desired in a short period of time it was necessary to sample probationers from three counties rather than from only one and because all of the testing was to be completed by the one researcher, the attempt was made to solicit the cooperation of authorities in three nearby counties, thereby keeping travel requirements to a manageable level. The attempts to gain cooperation of authorities in the three counties was not equally successful since authorities in these jurisdictions were not equally receptive to the study. The Honorable James Taylor, Judge of the Seventh Judicial Circuit, Honorable Robert H. Mason, Master for Juvenile Causes, Honorable J. Edward Hutchinson, Master for Juvenile Causes and DJS Supervisors Theodore Sanza, Rod Graham and Rick Parker in Prince George's County lent their support to the project. Indeed, Judge Taylor and Master Mason and Hutchinson made the personality tests a condition of probation. Honorable Albert P. Close, Judge of the Third Judicial Circuit of Harford County, gave his informal support to the project and DJS Supervisors James Scagg of that county agreed to make the test an informal probation requirement. Honorable Francis

T. Peach, Master for Juvenile Causes in Baltimore County, lent his support to the study by allowing the researcher to test probationers on a voluntary basis.

Having discussed the rationale for pretesting probationers in selected jurisdictions we will now describe in detail sampling and data collection procedures according to counties participating in the study.

a. PRINCE GEORGE'S COUNTY. Beginning in July, 1973, juveniles placed on probation in Prince George's County were informed immediately upon disposition of their responsibility to take two personality tests. Test notices (Appendix X) instructing juveniles to appear at one of two DJS offices on designated dates and at specific times were presented to probationers either by the juvenile master or by a DJS staff member\*. Two satellite offices, one in Hyattsville and one in Suitland, were made available to the researcher for the study. Juveniles placed on probation by the Prince George's County Juvenile Court between July 2, 1973 and December 7, 1973 were

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\* I would like to take the opportunity to extend my appreciation to Mr. Earl Loveless, DJS staff member, for his assistance in informing probationers of the test requirement.

notified to appear for testing on a Monday evening at the Hyattsville office or a Tuesday evening at the Suitland office of the week following disposition (whichever office was most convenient for juveniles). Ideally, therefore, the maximum period of time between disposition and tests was eight days since a child ordered on probation on a Monday would take the test no later than Tuesday, the following week. Juveniles unable to appear on designated dates were instructed to notify the researcher so that they might be rescheduled for testing. No attempt was made to determine the total number of probationers issued test notices who failed to take the test. The only recognized exceptions to the testing requirements were Washington, D.C., residents for whom probation supervision was transferred to Washington immediately following disposition, and seven juveniles who were excused for personal reasons.

Testing was usually conducted in groups and was scheduled to commence during an evening hour. The evening hour was decided upon to prevent parents or guardians from having to miss work in order to transport wards to test sites. Also, group testing during the day was initially rejected because a concern of the researcher was that day time operations within the offices

might disrupt test sessions.

Test administration began with the issuance of pencils and answer sheets. Verbal instructions were given for children to indicate name, date, age and sex in the proper sections of the answer sheets. Juveniles were advised that tests would have no effect on their probation status since neither juvenile court masters nor probation officers would be allowed to view test results. Additional verbal exchanges were minimized.

Both personality tests were prerecorded by a former DJS staff member and presented to juveniles via tape recorder\*. The tape recording began with instructions for recording responses on answer sheets and briefly explained the nature of test items. After recorded instructions were given, the Jesness Inventory was administered followed by the Personal Opinion Study. Test administration took approximately forty minutes. Items missed during the initial administration were presented on demand. Following tests, individual inter-

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\*I would like to take this opportunity to express my appreciation to Wayne Gracey, former DJS staff member and part-time disc jockey, for providing his time to record the test and to Ruth Schliemann, DJS researcher, for making the recording available to this writer.

views, structured according to a background information schedule (Appendix XI), were conducted. Besides the gathering of basic demographic data such as age, sex, and race, the interview solicited information on the offense of the juvenile, school status, relationship to those with whom he was living at time of adjudication, number of siblings, legal status of parents, nature of parents' or guardians' employment, and type of residence. Completion of schedules, taking approximately five minutes for each child, concluded the final step of the pretest administration.

b. HARFORD COUNTY. Sampling procedures in Harford County differed from those in Prince George's County. Between July 6, 1973, and December 1, 1973, probation officers informed new probationers of their responsibility for taking two personality tests to be administered on a Saturday morning at the Harford County DJS office in Bel Air, Maryland. No check was made to determine whether all children ordered on probation during the period of pretest administration were informed of the project and subsequently tested. The rationale for arranging Saturday morning testing was similar to that described for evening

testing in Prince George's County. Saturday morning testing was felt to be generally more convenient for parents, guardians, and juveniles than alternate times and better suited in terms of controlled conditions for testing.

Testing procedures described with the Prince George's County sample apply to the Harford County sample as well. Testing, usually in groups, commenced at 11:00 A.M. with the issuance of pencils and answer sheets. Probationers were informed that tests were for research purposes and would not affect their probation status. The tape recorded version of test directions and tests were played to probationers and immediately following completion of tests, interviews were conducted to complete background information schedules.

c. BALTIMORE COUNTY. Sampling procedures in Baltimore County differed radically from those in the other two counties for one important reason. Unlike the sample selection process of Prince George's County and Harford County wherein participation was mandatory, sampling in Baltimore County was based on the voluntary cooperation of juveniles. In order to recruit volunteers for the project the researcher attended juvenile court

sessions on Wednesdays and Fridays of each week between June 27, 1973, and September 26, 1973. Juveniles placed on probation were approached by the researcher immediately following court disposition and solicited for their voluntary cooperation in the testing project. Volunteers were issued printed instructions directing them to a Towson based office for Saturday morning testing (Appendix XII ). Testing was usually done in groups and procedures for test administration and interviewing were identical to those previously described with the Prince George's and Harford County samples.

A number of problems plagued the voluntary study and eventually resulted in the decision by the researcher to abandon the project as it was then structured. Among the problems were the small number of volunteers, failure of some juveniles to honor appointments, excessive amount of time spent attending court sessions, and inability of the researcher to approach some juveniles visibly distressed by the disposition hearings.

Following the decision to terminate the voluntary testing program in Baltimore County, the probation supervisor of that county was informed of the reasons for the decision and was requested to gain the juvenile court

master's permission to make the test mandatory. It was not until two months later that permission was granted to implement the project in its revised form. Unfortunately the amount of time allotted for pretesting had almost expired and, therefore, only two testing sessions were conducted. The revised project required probation officers to inform new probationers of their obligation to take the tests at one of two DJS offices made available to the researcher. On Wednesdays the researcher made himself available for testing at the Towson office at 4:30 P.M. and at the Dundalk satellite office at 6:30 P.M. Juveniles were told to appear at whichever office was most convenient for them. Actual procedures for test administration were identical to those previously described with other samples.

2. SCORING. Several times during the months of pretesting, when ample numbers of completed tests had accumulated, Jesness Answer Sheets were mailed to Consulting Psychologists Press for computer scoring. Before shipment, the names of juveniles were removed from answer sheets and recorded elsewhere. The procedure of recording coded numbers on answer sheets in lieu of names was strictly adhered to per DJS policy of not providing juveniles' names to outside agencies. Age standardized

scoring required that all answer sheets be screened before shipment to determine that ages were properly and accurately indicated.

Scoring of the other questionnaire, the Personal Opinion Study, was done manually utilizing handscoring stencils. For verification, Personal Opinion Study Answer sheets were scored twice.

3. COLLECTION OF OTHER DATA. Life history information gathered during interviews with the researcher at the time of pretest was verified by two means: (1) Probation officers were interviewed and, when interviews could not be arranged, written summaries were provided; and (2) data was gathered from DJS case registers. Through interviews and written summaries, information was obtained on age, sex, offense, school status, relationship to cohabitants at time of adjudication, number of siblings, legal status of parents or guardians, nature of parents' or guardians' employment, and the type of residence. Case registers supplied data on age, sex, race, major reasons for present adjudication, prior formal contacts, prior informal contacts, dispositions of prior formal contacts, and prior detentions.

4. DATA ANALYSIS. Because of the large amount of infor-

mation collected on each juvenile and in order to facilitate data description and analysis the decision was made to process data using computer facilities. Code sheets prepared for selected programs contained forty-nine bits of information on each child. Basic descriptions of pretest samples were completed according to country of residence, age, sex, race, nature of present offense, parental status, number of siblings, history of delinquency, and scales scores. T-tests of significant mean differences, F tests and multiple regression analysis were computed to determine relationships between race and inventory scales and factors that are associated with the probability of recidivism.

#### B. THE POSTTEST PHASE

1. POSTTEST ADMINISTRATION. Probation officers in Prince George's and Harford Counties were asked to notify the researcher shortly before pretested juveniles were to be released from probation supervision in order that they might be posttested. In Prince George's County probation officers requested juveniles to appear for testing on weekday afternoons and most tests were administered individually in a secluded room made available

to the researcher. In Harford County probation officers requested juveniles to appear for testing on Saturday mornings and tests were administered in groups. Procedures for posttest administration were identical to those for pretests with the exception that the purpose of interviews following tests was changed. Exit type interviews, loosely structured according to the format of specially designed interview schedules (Appendix KIII), were conducted in order to solicit the thoughts and feelings of probationers on the personality questionnaires, on probation supervision and on probation officers. It was felt that such "exit" interviews might provide interesting supplemental data relevant to an evaluation of probation treatment and of the research methodology as well.

Posttests were not administered to pretest juveniles in Baltimore County for several reasons. Since most of the sample were volunteers the researcher was reluctant to follow up these youths. Among other reasons for not using those subjects, the use of volunteers in evaluative research designs seriously delimits the generalizability of findings. Also records revealed that a significant number of cases in the Baltimore County sample were juveniles placed on probation but not adjudicated delinquent. Such

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cases were felt to be ill-suited for pretreatment-post-treatment testing since these juveniles received only minimal contact with probation officers during their two or three month probation period.

2. SCORING. Scoring procedures for posttests were identical to those for pretests. Jesness answer sheets were routinely shipped to California for computer scoring and Personal Opinion Study answer sheets were manually scored using handscoring stencils.

3. COLLECTION OF OTHER DATA. Probation officers and supervisors were interviewed for the purpose of describing probation treatment. Available relevant materials, including the annotated code of Maryland and the Probation Position Paper, were likewise reviewed toward the goal of describing probation intervention.

4. DATA ANALYSIS. Comparisons of preprobation and postprobation test scores were done by the difference of means  $t$  test. The choice of one tailed tests the implicit hypothesis that is being tested: that probation is effective.

The data analysis will concentrate on the three problems outlined in Chapter III of this report. The first problem involves the sensitive issue of the relationship between inventory scale scores and race. The hypothesis which stems from this problem is:

1. On each scale of the Jesness Inventory and of the Personal Opinion Study, scores of Whites and Negroes do not differ.

The second problem of the study raises the question: What do Social Maladjustment scores and Asocial Index scores measure? The hypothesis is:

2. The Asocial Index discriminates more effectively than the Social Maladjustment Scale between juveniles who differ with regard to sex, race, present age, age at first contact, seriousness of offense, and history of delinquency.

The third problem stated in the form of a question is: How might we use the Jesness Inventory and the Personal Opinion Study to evaluate the effectiveness of juvenile probation? And the hypotheses to be tested are:

3. Post probation SM, VO, Imm, Au, Al, Wd, MA, Rep, and AI scores of the Jesness Inventory and ND, PD, and SCD scores of the Personal Opinion Study are significantly lower i.e., in the direction of improvement, than pre-probation scores; and

4. Postprobation Den scores are significantly higher, i.e., in the direction of improvement, than preprobation Den scores.

Before investigating each of these hypotheses individually, we will describe in some detail the characteristics of the youngsters placed on probation in the three counties participating in the study.

#### CHARACTERISTICS OF THE SAMPLES.

Two hundred and twenty-five probationers were pre-tested on the Jesness Inventory and the Personal Opinion Study in Prince George's, Harford and Baltimore Counties. At the Hyattsville office of Prince George's County 93 juveniles were tested, and at the Suitland office 65 probationers were likewise pretested. 38 juveniles comprise the Baltimore County sample and 29 juveniles comprise the Baltimore County group. Age, race, and sex characteristics of each sample are presented in Tables A, B, C, and D (Appendix XIV). Characteristics of the combined samples are described in Table E (Appendix XIV). The combined cohort includes 82 percent males (185) and 18 percent females (40). 178 subjects, or 79 percent of the cohort, are White and 47 subjects, or 21 percent, are Black. Age range of the pretest group is 10 to 18 years with a mean and median age of

approximately 15½ years, and a mode of 16 years. Mean ages of probationers tested in Suitland, Hyattsville, Harford County, and Baltimore County are 15.3 years, 15.4 years, 15.9, and 15.7 years, respectively. 81 percent of the Whites are male and 85 percent of the Blacks are male and the mean ages of White and Blacks is approximately the same, 15½ years.

Family background characteristics of the cohort are reported in Tables A, B, and C (Appendix XV). Approximately 47 percent of the combined sample were living with both parents at the time of adjudication but a relatively large percentage of the probationers (24 percent) were living only with the mother at the time of their court hearing. Table B indicates that approximately 22 percent of the parents are divorced, and about 11 percent are separated. Furthermore, Table C reports that a large portion of the cohort come from families of more than three siblings although having three siblings is the most frequent occurrence. In summary, family background data on our cohort portray a rather typical statistical picture of delinquents: they often come from broken homes of average or larger than average households. It should be noted, however, that these two characteristics

do not overwhelmingly characterize our delinquents.

That is, the incidence of broken homes in the general population is relatively high and households of three and four children also are not uncommon within the general population.

The attempt to secure reliable information on the employment of parents and guardians was unsuccessful as were efforts to document family incomes. Apparently this information is not routinely and systematically gathered by probation officers during investigations. What data were collected suggests that total annual family incomes in excess of \$15,000 for skilled and unskilled labor are not uncommon. Professional occupations seem to be infrequent for the fathers of our probationers and unskilled labor, particularly housewifery, and clerical employment characterize the labors of many of the mothers.

Data on the delinquency history of our probation cohort are contained in Tables A, B, C, D, and E (Appendix XVI). Table figures are somewhat misleading because the reader might conclude from them that most of the juveniles placed on probation have no history of delinquency: 68.9 percent have never been detained; 64.9

percent have never been formally handled; 83.1 percent have never been on probation before, and 94.7 percent have no history of institutional commitments. These figures erroneously suggest that perhaps 70 or 80 percent of the juveniles are placed on probation without regard to the possibility that their present offense represents their first contact with DJS. Actually probation was ordered for about 100 juveniles, or 44 percent of the cohort, who have no record of prior contact with DJS.

Some interesting observations from the "History of Delinquency" tables are that about 31 percent of the cohort have at some time been confined in a detention facility. Probably for many of these youngsters, their detention period lasted no more than a day but this detention rate seems, nevertheless, high. It is interesting to note that informal procedures have been employed for about 35 percent of the group. That 35 percent rather than 50 or 75 percent have been previously informally processed and that approximately 35 percent have been previously formally handled may be of concern to probation administrators. In summary, the probation cohort appears to be divided into two approximately equal sized groups: one group with no record of prior contact with

DJS and the other group with some history of detention or informal or formal handling.

Other descriptive information pertaining to the delinquency of our cohort are presented in Tables F, G, and H (Appendix XVI). The average age at first contact is approximately 14½ years, or almost one year younger than the average age of probationers across the state. Table F suggests that delinquency behavior erupts suddenly at around age 13 but subsides after age 16. The type of offenses that brings the juveniles to court are varied but burglary, narcotics violation, larceny and assault together comprise approximately 55 percent of these offenses (Table G, Appendix XVI). If we define an offense as serious if the probability of formal handling is 50 percent or greater, (Table A, Appendix XIX) we see that almost half of the offenses committed by our cohort (Table H, Appendix XVI) were serious ones.

In summary, we might ask how these 225 probationers compare with other probationers in Prince Georges County (since 70% of the cohort were adjudicated by the P.G. County District Court) and we may further wish to know how the cohort compares with probationers across the state.

Some demographic comparisons are presented in Table 3 below.

TABLE 3. Comparisons of Probation Study Cohort to state-wide probationers and Prince George's County Probationers According to Age, Sex, and Race

	Mean Age	Sex Ratio Male:Female	Race Ratio White:Black
FY73 Statewide Probationers	15.3 yrs.	8:1	1:1
FY73 P.G. County Probationers	15.2 yrs.	7:1	1.3:1
Probation Study Cohort	15.5 yrs.	5:1	4:1

While the average age of the study cohort compares favorably with that of statewide probationers and Prince George's County probationers, our sample is overrepresented by females and Whites. Probably a major reason for the underrepresentation of Blacks is that the Baltimore County sample is predominantly White and significant numbers of Blacks adjudicated by the Prince George's County juvenile Court actually reside in Washington, D.C., and, therefore, they were not tested in conjunction with this study. This is because jurisdiction was transferred to D.C. immediately following disposition.

With regard to the types of offenses that brought the youngsters to court, the distribution of offenses

among the cohort exhibits similarities with types of offenses that result in probation statewide. Burglary, narcotics violations, larceny, assault, ungovernability, and auto theft are highly represented by our study group and are also highly represented by probationers in other jurisdictions within the state.

In terms of Jesness Inventory scale scores, the differences between jurisdictions are not significant according to the results of an analysis-of-variance test (Table B, Appendix XVII). That is, on the SM, VO, Imm, Au, Al, MA, Wd, SA, Den, and Rep scales and on the Asocial Index, the differences in scores between Hyattsville, Suitland, Harford County and Baltimore County probationers are not significantly different. These findings suggest that Hyattsville, Suitland, Harford County and Baltimore County probationers are similar in personality characteristics. Mean Jesness Inventory scale scores for each sample and for the combined sample (the probation cohort) are indicated in Table A (Appendix XVII). If delinquency is highly improbable with a T-score of approximately 50, the conclusion of this analysis of pretest scores is that on six of the scales - SM, VO, Imm, Au, Al, AI - probationers appear to differ from nondelinquents since the average

score of probationers are apparently distinguishable from nondelinquents since their scores generally fall below the 50 T-value.

On Personal Opinion Study scale scores, differences between Hyattsville, Suitland, Harford County, and Baltimore County probationers were not significant (Table D, Appendix XVII). Table C (Appendix XVII) indicates that the average raw score of the cohort on the Neurotic Delinquency Scale is 11.72; on the Psychopathic Delinquency Scale, 11.54; and, on the Subcultural Delinquency Scale, 13.99. In general probationers in Prince George's, Harford and Baltimore Counties share similar personality characteristics as measured not only by the Jesness Inventory, but the Personal Opinion Study as well.

Having described our pretest samples according to demographic characteristics, family background information, delinquency history characteristics, and personality scale scores, we may now explore our hypotheses.

#### RESULTS OF TEST OF HYPOTHESES

The first hypothesis we will explore is a test of the relationship between scale scores and race. Separate differences of means t-tests were computed for each scale

of the Jesness Inventory and the Personal Opinion Study. Table A (Appendix XVIII) indicates that Blacks are more immature than Whites; they demonstrate more use of Repression as a defense mechanism than Whites; and, they are more asocialized than Whites. It is interesting that Blacks receive higher immaturity scores than Whites particularly since previous research has demonstrated that the Jesness Inventory classifies Blacks as more immature than Whites according to I-level classification (See Jesness 1968; Warren and Palmer: 1965; Kissling, 1969: 49). It is also very interesting that Blacks demonstrate more use of Repression than Whites. That Blacks and Whites are distinguishable on those two particular scales is significant for the following reasons:

1. The correlation between Repression scores and intelligence scores ( $r = -.45$  correlation between the WISC and Rep) is the highest of any scale.
2. The relation between intelligence and Immaturity scores ( $r = -.44$  with the WISC) was higher than for any Jesness scale other than Repression
3. The Immaturity scale is correlated more highly with the Repression Scale ( $r = .59$ ) than with any other scale.

What these figures suggest is that a significant portion of the variance in Immaturity scores and Repression scores is accounted for in terms of intelligence. That is, it

may well be that the Immaturity and Repression scales measure to a significant degree verbal ability because low WISC scores have been found to be associated with poor verbal ability. High immature subjects were rated by interviewers as showing poor social poise and scores on Imm were shown to be related to speech problems (Jesness, 1972:11). Boys scoring high on Repression were also rated as showing lack of social poise and scores on Rep were also correlated with the presence of speech problems. Thus, to conclude that Blacks are more Immature than Whites and that they also employ more use of Repression than Whites might be very misleading unless we understand that these scales are actually reinforcing the fact that the verbal ability of Blacks is, according to middle class standards, poorer than that of Whites. For many of the Blacks, it may be that their poor verbal ability led to problems and frustrations in schools which, in turn, led to delinquency. It would be interesting to examine the school status of the Black sample but, unfortunately, this information was not routinely collected.

The significant difference between the Asocial Index scores of Whites and Blacks may be accounted for by the

fact that this scale takes into account the information provided by ten Inventory Scales (not including the Immaturity scale). The fact that Blacks score higher than Whites on the SM, VO, Au, Al, Wd, Rep, and Den scales (although not statistically significant), coupled with the very great discrepancy between Blacks and Whites on the Repression scale may be the reason that Blacks receive significantly higher scores than Whites on the Asocial Index. Although a small difference between the scores of Whites and Blacks is present, the correlation between race and ethnic status is very weak ( $r=.11$ ). We may conclude that the small difference between Blacks and Whites on the Asocial Index is an artifact of the scale construction procedure. But the difference is too small to be of much concern.

The results of the t-test for differences-of-means between the Personal Opinion Study scores of Blacks and Whites is presented in Table B (Appendix XVIII). It was found that Blacks and Whites do not differ significantly on the personality dimensions: Neurotic Delinquency, Psychopathic Delinquency, Subcultural Delinquency. These findings are consistent with those of Kissling (1969:51) to the extent that Blacks and Whites do not differ on

the Neurotic Delinquency and Psychopathic Delinquency Scales. However, Kissling found that Blacks scored higher on the Subcultural Delinquency Scale than Whites although this study found no such results. This study, therefore, has not supported the belief that the delinquency of Blacks is more subcultural than that of Whites.

The second hypothesis we are to investigate is a test of the relationship between two scales of the Jesness Inventory, Social Maladjustment and Asocial Index, and six criteria that have previously been shown to be related to the probability of future delinquency: sex; race; present age; age at first contact with the agency; history of delinquency (prior number of formal dispositions, number of prior informal dispositions, number of prior probation dispositions, number of prior detentions); and, seriousness of present offense. If these criteria are related to the probability of future delinquency and if the Asocial Index is (more so than the Social Maladjustment Scale) also related to and predictive of delinquent behavior, we might expect some degree of association between Asocial Index scores and these six social and demographic variables. Table 4, below, indicates that

Table 4. Mean, Standard Deviation and t-Test comparison of Social Maladjustment Scores by Number of Prior Formal Dispositions

Number of Prior Formals	N	SM Scale		t
		$\bar{x}$	S.D.	
0	92	59.14	10.04	1.04*
1-7	66	60.81	9.81	

Prince George's County probationers with no prior history of formal dispositions receive approximately the same SM scores as those with a history of prior formals. Table 5, below, indicates that the Asocial Index also does not differentiate Prince George's County probationers with no prior history of formals and probationers with a prior history of formal dispositions. Both groups receive approximately the same Asocial Index scores.

Table 5. Means, Standard Deviations and t-Test comparisons of Asocial Index Scores by Number of Prior Formal Dispositions

Prior Number of Formals	N	AI		t
		$\bar{x}$	S.D.	
0	92	61.51	10.34	1.38*
1-7	66	64.00	11.54	

\*Not Significant

Table 6, below, indicates that those Prince George's County probationers with no history of informal handling

Table 6. Means, Standard Deviations and t-Test Comparisons of Social Maladjustment Scores by Number of Prior Informal Dispositions

Number of Prior Informals	N	SM Scale		t
		$\bar{x}$	S.D.	
0	96	58.79	11.31	.93*
1-6	62	60.45	10.43	

\*Not Significant

receive about the same Social Maladjustment scores as those who have been handled informally. Table 7, below

Table 7. Means, Standard Deviations and t-Test Comparisons of Asocial Index Scores by Number of Prior Informal Dispositions

Number of Prior Informals	N	AI		t
		$\bar{x}$	S.D.	
0	96	61.56	11.31	1.36*
1-6	62	63.82	10.65	

\*Not Significant

reports similar findings. The Asocial Index scores of our Prince George's County delinquents do not differ when controlling for number of prior informals dispositions. Tables 8 and 9, below, also report that neither the Social Maladjustment Scale nor the Asocial Index distinguish Prince George's County probationers who have been held in detention from those who have never been detained.

Table 8. Mean, Standard Deviation and t-Test Comparisons of Social Maladjustment Scores by Number of Prior Detentions

Number of Prior Detentions	N	SM Scale		t
		$\bar{x}$	S.D.	
0	91	58.94	10.21	1.34*
1 or more	67	61.08	9.45	

\*Not Significant

Table 9. Mean, Standard Deviation and t-Test Comparisons of Asocial Index Scores by Number of Prior Detentions

Number of Prior Detentions	N	SM Scale		t
		$\bar{x}$	S.D.	
0	91	61.16	11.38	1.31*
1 or more	67	63.50	10.67	

\*Not Significant

Do probationers who have previously been placed on probation receive different scores than the first time probation group? Tables 10 and 11, below, indicate that history of probation is related to Social Maladjustment and Asocial Index scores since those juveniles who have been previously placed on probation receive higher Social Maladjustment and Asocial Index scores than the first time probation group. The implication of these findings contradicts previous findings on the relationship between history of delinquency and scale scores since these findings suggest that both scales may predict

Table 10. Mean, Standard Deviations and t-Test Comparisons of Social Maladjustment Scores by Number of Prior Probations

Number of Prior Detentions	N	SM Scale		t
		$\bar{x}$	S.D.	
0	128	58.79	9.88	2.86*
1 or more	30	64.34	9.22	

\*.01 Level of Significance (two tailed test)

Table 11. Mean, Standard Deviations and t-Test Comparisons of Asocial Index Scores by Number of Prior Probations

Number of Prior Detentions	N	SM Scale		t
		$\bar{x}$	S.D.	
0	128	61.07	11.07	2.78*
1 or more	30	66.93	10.01	

\*.01 Level of Significance (two tailed test)

future delinquency. However, we must temper our faith in the reliability of this finding for an important reason. The sample sizes differ greatly (first time probationers number 128 whereas prior probationers number 30) and we know that the mean for small samples is more seriously affected by extremes than is the mean for large samples. Thus we have reason to question this finding. In order to better understand the relationship between probation history and scale scores, correlations between the number of prior probation and scales

were computed based on the entire cohort and it was found that the correlation between Social Maladjustment scores and number of prior probations ( $r=.09$ ) is not significant but the correlation between Asocial Index scores and number of prior probations is significant ( $r=.14, p \leq .05$ ). Thus, the Asocial Index does appear to distinguish more accurately between this criterion of future delinquency than the Social Maladjustment Scale but only to a statistically significant degree. For screening, diagnosis and prescriptions neither scale appears to be of much value based on these findings.

Available process data on juveniles handled by DJS in Prince George's County indicate that some types of offenses are more likely to be handled formally than are others. Table B, (Appendix XIX) for example, indicates that between July, 1972 and June, 1973, 84% of robbery cases (complaint Code 06) were handled formally by the Prince George's County Court whereas only 26 percent of disorderly conduct cases (complaint Code 07) were so processed. The fact that certain types of offenses are more likely than others to be handled formally reflects the implicit assumption that certain types of offenses are more serious than are others. Because

previous research has indicated that seriousness of offense is related to future delinquency, we have reason to examine the Social Maladjustment and Asocial Index scores of those probationers who were involved in serious offenses in comparison to the scores of probationers who were involved in the less serious offenses. For this particular analysis, a serious offense includes any offenses of which the probability of formal handling is 45% or greater and a non-serious offense is defined as any offense of which the probability of formal handling is less than 45%. Serious offenses include violation of probation (complaint code 90), robbery (complaint code 06), breaking and entering (complaint code 04), auto-theft (complaint code 03), sex offenses (complaint code 08), and larceny (complaint code 05). The "non-serious" grouping includes CINS offenses, e.g., runaway (complaint code 21), truancy (complaint code 22), ungovernable (complaint code 23), and alcoholic beverage violation (complaint code 13), shoplifting (complaint code 14), etc. The selection of the 45% cutting point is logically consistent with DJS philosophy and policy since CINS offenses are thereby grouped in the non-serious category. DJS policy generally views CINS offenses as less serious

offenses.. Moreover, recent legislation has made illegal the incarceration of a CINS offender; thus reflecting the attitude that CINS offenses are less serious.

Table 12, below, indicates that the mean Social Maladjustment scores of offenders who commit serious offenses is no different from that of offenders who commit

Table 12. Mean, Standard Deviations and t-Test Comparisons of Social Maladjustment Scores by Seriousness of Offense

Offense	N	SM Scale		t
		$\bar{x}$	S.D.	
Serious	74	59.27	10.19	.67*
Non-serious	84	60.36	9.78	

\* Not Significant

non-serious offenses. Table 13, below, reports Asocial Index score of probationers who committed serious offenses

Table 13. Mean, Standard Deviation and t-Test Comparisons of Asocial Index Scores by Seriousness of Offense

Offense	N	A.I.		t
		$\bar{x}$	S.D.	
Serious	74	62.17	11.29	.10*
Non-serious	84	62.33	10.95	

\* Not Significant

is not significantly different from the average Asocial Index score of those who committed non-serious offenses. If the seriousness of the offense of a juvenile is related to future delinquency, these findings on Social Maladjustment and Asocial Index scores do not reflect this differential. In other words, juveniles who commit serious offenses do not, in general, receive higher Social Maladjustment and Asocial Index scores than juveniles who commit less serious offenses.

The foregoing analyses have investigated the relationship between the scales and various recidivism criteria taken separately. Since our interest may be in the explanatory power of all the independent variables taken together, we may prefer to make use of the multiple correlation coefficient and the F ratio for significance of the multiple correlation. Therefore, a regression analysis was run using the 1108 Univac facility at the Baltimore County Campus of the University of Maryland. For this problem, dependent variables were Social Maladjustment and Asocial Index scores and, independent variables were race, sex, age at first contact, seriousness of offense, present age, number of prior probation, number of prior detentions, and number of prior formals.

The multiple correlation coefficient between Social Maladjustment scores and all independent variables was found to be .227 and the multiple R of .05 was not significant. None of the zero order correlation coefficients between Social Maladjustment scores and values of the independent variables were significant. Thus, there appears to be little association between the Social Maladjustment scale and independent variables taken together and taken separately.

Although no significant correlation was reported between Social Maladjustment scores and our independent variables, taken individually and together, the Asocial Index correlates significantly with various of the independent variables. Significant zero order correlation coefficients were found between Asocial Index scores and number of prior detentions ( $r=.14$ ,  $p \leq .05$ ), and between Asocial Index scores and number of prior probationations ( $r=.14$ ,  $p \leq .05$ ) (Table A, Appendix XX). A low but significant multiple  $R^2$  ( $R^2=.07$ ,  $p \leq .05$ ) (Table B, Appendix XX) was found between Asocial Index scores and the following independent variables: race, sex, age at first contact, seriousness of offense, present age, number of prior probationations, number of prior informals,

and number of prior detentions. The addition of a ninth variable, number of prior formals, added nothing to the ability of the independent variable to predict Asocial Index scores. Thus, there appears to be a slight but statistically significant relationship between Asocial Index scores and various factors that have previously proven effective for predicting recidivism.

The third and fourth hypotheses that we now discuss pertain directly to the evaluation of probation treatment. We hypothesized that at the conclusion of probation treatment juveniles would score significantly lower, i.e., in the direction of improved personal and social adjustment, on the following scales of the Jesness Inventory and Personal Opinion Study: SM, VO, Imm, Au, Al, Wd, MA, Rep, ND, PD, and SCD. And we hypothesized that probationers would also score significantly higher i.e., in the direction of improved personal and social adjustment, on the one scale of the Jesness Inventory, the Denial scale. For analysis of pre to posttest score changes, the t-test for dependent samples was selected. T ratios were evaluated by one tailed tests, following the suggestion of Cain and Hollister (1972:136) who state:

As we have pointed out, however, problems of data, organization, and methods conspire to make clear-cut positive findings in evaluation difficult to demonstrate... Let the program be assumed innocent of failure until proven guilty through clear-cut negative findings. In more precise terms, we should try to avoid committing what are called in statistical theory Type II errors.

Tables A and B (Appendix XXI) report the findings relative to hypotheses three and four. Due to the early departure of the research, only those posttest that were available at the time of this writing were included in the analysis of pre to postprobation score changes. Since these tests numbered only thirty, the conclusions to the effectiveness of probation stemming from the analysis of these cases must be treated as tentative until the results of a larger sample of posttests are analyzed.

Twenty-two of the posttest sample are Prince George's County probationers; seven from Harford County, and one from the Baltimore County pretest sample. The average duration of probation supervision of the thirty juveniles is approximately eight months and many were seen by their probation officer once or twice per month for fifteen minutes to a half hour each visit.

Table A (Appendix XXI) suggests that probationers

appear improved on five scales of the Jesness Inventory: Social Maladjustment ( $p .025$ ), Value Orientation ( $p .005$ ), Alienation ( $p .01$ ), Manifest Aggression ( $p .005$ ), and Denial ( $p .005$ ). Although probationers received lower Social Anxiety scores on the posttest the meaning of this change is not clear since delinquents and nondelinquents have not been found to differ on this scale. Probationers appear unchanged on five Jesness Inventory scales: Immaturity, Autism, Withdrawal, Repression, and Asocial Index. An interesting finding is that on every scale except the Asocial Index the direction of change is toward improvement. Although not statistically significant, Asocial Index scores tended to increase in the direction of worse adjustment.

Results of the Personal Opinion Study suggest improvement on two scales, Neurotic Delinquency ( $p \leq .05$ ) and Psychopathic Delinquency ( $p \leq .025$ ) (Table B, Appendix XXI). Only on the SCD scale were probationers unchanged.

SUMMARY OF FINDINGS

We find that about 44 percent of our pretest group, according to available data at DJS, have never been detained, or formally or informally handled. We also find that the offenses committed by our cohort appear to mirror offenses of probationers across the state. Moreover, the age characteristics of the pretest group are similar to the age distribution of probationers statewide. We find, though, that our probation sample contains proportionately more White and females than are represented in available statistics.

With regard to scale scores we find that regardless of whether they reside in Prince George's County, Baltimore County, or Harford County, probationers receive similar scores on each scale of the Jesness Inventory and the Personal Opinion Study. These findings suggest that personality profiles of delinquents are relatively consistent between the three jurisdictions. We must, however, treat this conclusion as tentative because of the small number of cases represented by the Baltimore County and Harford County samples.

Analysis of findings on tests of hypotheses produced

the following results:

1. Blacks and Whites received similar scores on eight scales of the Jesness Inventory, including: Social Maladjustment, Value Orientation, Autism, Alienation, Manifest Aggression, Withdrawal, Social Anxiety, Denial.
2. Blacks received significantly higher scores than Whites on three scales of the Jesness Inventory, including: Immaturity ( $p \leq .05$ ), Repression ( $p \leq .001$ ), Asocial Index ( $p \leq .05$ ).
3. Blacks and Whites received similar scores on the scales of the Personal Opinion Study: Neurotic Delinquency, Psychopathic Delinquency, and Subcultural Delinquency.
4. Probationers with no history of formals received the same Social Maladjustment and Asocial Index scores as probationers with a history of formal dispositions.
5. Probationers with no history of informals received the same Social Maladjustment and Asocial Index scores as probationers with a history of informal dispositions.
6. Probationers with no history of detentions received the same Social Maladjustment and Asocial Index scores as probationers with a history of detentions.

7. Probationers with a history of probations received significantly higher Social Maladjustment ( $p \leq .01$ ) and Asocial Index scores ( $p \leq .01$ ) than probationers without a probation record.

8. Significant correlations were found between Asocial Index scores and number of prior detentions ( $r = .14$ ,  $p = .05$ ), and number of prior formals ( $r = .14$ ,  $p \leq .05$ ).

9. Probationers who commit serious offenses received the same Social Maladjustment and Asocial Index scores as those who commit non-serious offenses.

10. There is no relationship between sex and Social Maladjustment and Asocial Index scores.

11. There is no significant correlation between race and Social Maladjustment and Asocial Index scores.

12. There is no relationship between a juvenile's age at first offenses and his Social Maladjustment and Asocial Index scores.

13. There is no relationship between the seriousness of a probationer's offense and his Social Maladjustment and Asocial Index scores.

14. There is no relationship between the number of prior detentions of a probationer and his Social Maladjust-

ment score.

15. There is no relationship between Social Maladjustment scores and the number of prior probations.

16. There is no relationship between the number of informals and Social Maladjustment and Asocial Index scores.

17. There is no relationship between the number of prior formals and a juvenile's Social Maladjustment and Asocial Index scores.

18. A significant positive multiple correlation ( $R = .26$ ,  $p \leq .05$ ) was reported between Asocial Index scores and the following variables taken together: race, sex, age at first contact, seriousness of offense, present age, number of prior detentions.

19. There is no significant relationship between Social Maladjustment scores and the following variables taken together: present age, sex, race, age at first contact, seriousness of offense, number of prior detentions, number of prior probations, number of prior informals, and number of prior formals.

20. Based on the outcome of the posttests, Juveniles appear better adjusted on five scales of the Jesness Inventory: Social Maladjustment ( $p \leq .025$ ), Value Orienta-

tion ( $p \leq .005$ ), Alienation ( $p \leq .01$ ), manifest Aggression ( $p \leq .005$ ), and Denial ( $p \leq .005$ ).

21. Comparison of pretests and posttests indicate that juveniles appear unchanged on five scales of the Jesness Inventory: Immaturity, Autism, Withdrawal, Repression, and Asocial Index.

22. Analysis of pre and postprobation Personal Opinion Study scores indicate that juveniles appear better adjusted on two scales: Neurotic Delinquency ( $p \leq .05$ ), and Psychopathic Delinquency ( $p \leq .025$ ).

23. Probationers appear unchanged on one scale of the Personal Opinion Study, the Subcultural Delinquency scale.

## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

#### CONCLUSIONS

Through an intensive literature survey and a study of the response profiles of 225 juvenile probationers, this research project proposes to determine the value of the Jesness Inventory and the Personal Opinion Study for the evaluation of probation treatment. The literature review concluded that since the Jesness Inventory is the product of more thorough research than the Personal Opinion Study, Jesness' test is recommended over that of Quay and Peterson. The literature search also concluded that the value of any inventory scale for program evaluation is a function of the scale's effectiveness in differentiating delinquents and nondelinquents. Thus, all scales of the Jesness Inventory, with the exception of the Social Anxiety Scale, are potentially useful for evaluation as are all scales of the Personal Opinion Study. The implication of the functional relationship between a scale's ability to differentiate current delinquents and nondelinquents and a scale's value for program evaluation, however, is that two scales of the Jesness Inventory (Social Maladjustment and Asocial Index)

and one scale of the Personal Opinion Study (Subcultural Delinquency) are more valuable than others for our purposes. This is because these particular scales demonstrate a higher degree of concurrent validity for the separation of known delinquents from officially nondelinquents than the other scales.

Research conducted with 225 probationers attempted to add to our understanding of the meaning of the inventory scales. With regard to race, we find that only on one scale, the Repression Scale of the Jesness Inventory, are Blacks seen as substantially more maladjusted than Whites. This finding therefore raises serious questions about the meaning and value of the Repression scale.

With regard to the two scales of the Jesness Inventory that have greatest implications for program evaluation, the present study concludes that neither the Social Maladjustment Scale nor the Asocial Index correlates with criteria that have previously demonstrated a relationship to the probability of recidivism. Hence, there remains the important question: What do these scales measure and predict?

Based on a sample of thirty pre and posttested probationers, results of the present evaluation study suggest that the juveniles are not adversely affected by their probation experience. That no changes were observed on two of the three most valuable scales, the A-social Index and the Subcultural Delinquency Scale, is probably not surprising in view of the fact that the frequency and duration of contact between probation officer and probationers is minimized by the present structure of probation administration. It is not uncommon to find that the probation officer sees his client for fifteen minutes to one-half hour during bi-weekly or monthly visits. Frequently the probation officer has contact with the probationer no more than five or six times during the seven or eight months of supervision. The infrequency of contact is probably due to a variety of reasons: large caseloads preclude much counseling; probation officers complain about the large amount of paper work; and probation officers often do not believe many of their clients are in need of psychological counseling. Thus, to anticipate substantial personality change among probationers would not appear to be realistic.

If we believe it unrealistic to expect substantial changes in the attitudes of probationers, how do we explain the fact that our sample of thirty appear improved on seven personality characteristics or dimensions and worse off on none? One possibility is, of course, that probation treatment is a healthy experience for many youngsters. However, this conclusion is questionable for several important reasons. First, it may be that these inventories are more appropriate for evaluating an institutional program than probation because validation data are based on institutional studies. Second, a very important concern that has been stressed throughout this study is that reliable evidence of predictive validity of the scales does not exist. Thus, not until further research establishes the empirical correlates of changes in scale scores will the value of the Jesness Inventory and Personal Opinion Study be clearly understood. Third, since it appears that the data that were used for the development of these tests were also used for their validation, validity coefficients of these tests are questionable. Alluding to this procedure in rather strong terms, Cureton (1968:102) says:

When a validity coefficient is computed from the same data used in making an item analysis, this coefficient cannot be interpreted uncritically. And, contrary to many statements in the literature, it cannot be interpreted 'with caution' either. There is one clear interpretation for all such validity coefficients. The interpretation is - 'Baloney'.

Fourth, the outcome of evaluations based on personality tests is questionable because an implicit assumption in the use of these tests is that probation treatment attempts to induce psychosocial change among all probationers. While students of corrections generally agree that delinquents differ in the reasons for their delinquency, it would be unjustified to administer personality tests indiscriminately across delinquent populations as though all delinquents were characterized by psychological problems. In other words, it makes more sense to pre and posttest delinquents on a psychological inventory when it has been established that a goal of their treatment is to induce attitude changes associated with improved social and personal adjustment. Implicit in this discussion is a principle of evaluative research: that the goals of treatment differ in the reasons for delinquency and the criteria of evaluation differ in the goals of treatment.

A fifth and final question about the potential value of these personality questionnaires involves the logic of their administration, i.e., the research design. With a pre-experimental pretest posttest research design, one cannot state with certainty that probation treatment produced changes in probationers.

### RECOMMENDATIONS

DJS has little experience with having researchers gather data in the field setting. Consequently, many of the problems in implementation and procedure that confronted this researcher were undoubtedly unavoidable. In the hopes that some of these problems may be avoided through better planning by future researchers, the following recommendations are submitted:

1. Major recommendation #34 of the John Howard Association Report should be implemented. That recommendation is quoted below:

As a matter of policy, managers should be required to develop evaluation of all current programs as well as pilot testing results of new programs to be initiated. In addition, consultants active in the field should be used to provide training programs with the objective of developing effective research design, research execution and data analysis techniques.

This writer believes that the most valuable research for DJS can come from the Department's own research staff rather than from any outside agency. However, it is recommended that a consultant be hired to provide training and guidance to agency researchers. Ideally, an apprenticeship program might be instituted for the purpose of developing effective in-house researchers

skilled in the techniques and procedures of evaluative research.

2. Major recommendation #35 of the John Howard Association Report should be implemented. That recommendation is quoted below:

An intra-departmental research and planning advisory committee should be established, which meets regularly to define from time to time the goals and objectives of research as they relate to departmental goals and objectives.

Such a committee is advised particularly because increased communication between the research staff and staff of other Divisions is a desirable goal. With regard to the lack of communication between researchers and other organizational personnel McEachern (1968:2) says:

Not the least of these obstacles is the fact that research is presently not a standard tool of probation departments and, to the extent that it is not, there is correspondingly little awareness of its possibilities, of the role it could and should play in determining policy.

Whether or not a standing committee is established, this writer's strong recommendation is that future researchers not undertake field research without at least the consultation of an ad hoc advisory committee. The advisory committee should be comprised of representatives from each

of the major interest groups involved with the research project. The committee would assist in the planning and implementation of the study and would provide some of the formal and informal support without which the project cannot proceed successfully. Indeed, an advisory committee might be a very efficient and effective vehicle for providing support for the researcher and the research project.

3. Major recommendation #38 of the John Howard Association Report should be implemented. That recommendation is quoted below:

Observation and personality inventories should be utilized upon completion of probation and aftercare to help determine effectiveness of not only those programs but (in the case of aftercare) effectiveness of institutional programs (e.g., carry-over effects of vocational training).

In this regard the Jesness Inventory is recommended for future study but not the Personal Opinion Study. Analysis of Inventory data should proceed according to the recommendations of this report or until further studies signal modifications. Follow-up studies of the relationship between scale scores and criteria of personal and social adjustment, including recidivism, are imperative. The

present study, for example, is incomplete without the follow-up study.

Although program evaluation with personality instruments does not produce definitive assessment, and although the results of the Jesness Inventory are questionable on a variety of grounds, the Department is advised to implement an ongoing testing program for several reasons. The method of personality testing for evaluating program effectiveness is relatively inexpensive and results in more interaction between research staff and probation line staff. More involvement of researchers with line staff is needed. The Department cannot fulfill its legislative mandate to evaluate programs from behind office desks. But probation staff must be receptive to research and it is therefore suggested that a portion of the pre-service and in-service training be devoted to the need for and importance of evaluative research. Another reason for implementing a testing project stems from the fact that definitive research results from the slow accumulation of information over time. The present gaps in our knowledge relative to the Jesness Inventory and to the effectiveness of DJS programs can only be closed through the process of gathering

data on each program in as systematic a way as feasible.

If testing is continued in the probation setting, DJS should issue a policy statement regarding the testing of probationers without permission of parents. In the course of the study, several probation officers expressed reservations over the legality and morality of having probationers report to DJS offices to take tests that would be used for research purposes only. Thus the question of compulsory testing should be clarified.

4. The Jesness Inventory is recommended as an evaluation tool but not as a psychological instrument for clinical diagnosis, treatment classification, screening, management classification, or prescription. The utility of the instrument for these latter functions has not been demonstrated.

5. Field research should not begin without presenting the research design to the line staff. The purpose of this step is not to gain permission from the line personnel but to inform them of the objectives of the study and to explain their involvement (if any). There is little reason to expect much active cooperation from line staff. They are resistant or apathetic to a

project sponsored by "headquarters" or they may be threatened by the presence of an evaluator or, as one probation officer explained, there may be unwillingness to assist the researcher simply because there is no belief in the potential benefits of research.

6. At the completion of the study the evaluator should make available to all appropriate parties the results of the research.

7. Chapter II of this report contains many examples of evaluation criteria that are recommended for future evaluation studies. However, the value of many of these criteria is assured only when a reliable system of reporting recidivism is in operation. The passage of House Bill No. 1427 by the Maryland legislature has undermined the ability of DJS to fulfill its legislative mandate by stipulating that names of juveniles may not be furnished to DJS. Without names, DJS cannot efficiently evaluate programs by recidivism.

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APPENDIX I

The Jesness Inventory

# THE JESNESS INVENTORY

by Carl F. Jesness, Ph.D.

This booklet contains 155 statements. Read each one. If you agree with the statement, mark True (T). If not, mark False (F). Make all the marks on the separate answer sheet: do not make marks on this booklet.

There are no right or wrong answers. It is only how you feel about the statement that is important. Mark either the T or the F for each number, even though you may not always feel perfectly sure about the statement.



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1. When you're in trouble, it's best to keep quiet about it.
2. It makes me nervous to sit still very long.
3. I get into a lot of fights.
4. I worry too much about doing the right things.
5. I always like to hang around with the same bunch of friends.
6. I am smarter than most boys I know.
7. It makes me mad that some crooks get off free.
8. My feelings get hurt easily when I am scolded or criticized.
9. Most police will try to help you.
10. Sometimes I feel like I want to beat up on somebody.
11. When somebody orders me to do something I usually feel like doing just the opposite.
12. Most people will cheat a little in order to make some money.
13. A person never knows when he will get mad, or have trouble.
14. If the police don't like you, they will try to get you for anything.
15. A person is better off if he doesn't trust people.
16. Sometimes I wish I could quit school.
17. Sometimes I feel like I don't really have a home.
18. People always seem to favor a certain boy or girl ahead of the others.
19. I never lie.
20. Most police are pretty dumb.
21. I worry about what other people think of me.
22. A person like me fights first and asks questions later.
23. I have very strange and funny thoughts in my mind.
24. It's hard to have fun unless you're with your buddies.
25. I get nervous when I ask someone to do me a favor.
26. If I could, I'd just as soon quit school right now.
27. Sometimes it's fun to steal something.
28. I notice my heart beats very fast when people keep asking me questions.
29. When I get really mad, I'll do just about anything.
30. Women seem more friendly and happy than men.

31. It is easy for me to talk to strangers.
32. Police stick their noses into a lot of things that are none of their business.
33. A lot of fathers don't seem to care if they hurt your feelings.
34. I am secretly afraid of a lot of things.
35. I hardly ever get a fair break.
36. Others seem to do things easier than I can.
37. I seem to "blow up" a lot over little things that really don't matter very much.
38. Only a baby cries when he is hurt.
39. Most adults are really very nice.
40. Winning a fight is about the best fun there is.
41. A lot of strange things happen to me.
42. I have all the friends I need.
43. I get a kick out of getting some people angry and all shook up.
44. Nowadays they make it a big crime to get into a little mischief.
45. It would be fun to work in a carnival or playland.
46. My father is too busy to worry much about me, or spend much time with me.
47. Sometimes I feel dizzy for no reason.
48. Sometimes people treat grown boys and girls like they were babies.
49. It makes me feel bad to be bawled out or criticized.
50. When things go wrong, there isn't much you can do about it.
51. If someone in your family gets into trouble it's better for you to stick together than to tell the police.
52. I can't seem to keep my mind on anything.
53. It always seems like something bad happens when I try to be good.
54. Most men are bossy and mean.
55. I don't care if people like me or not.
56. It seems like wherever I am I'd rather be somewhere else.
57. Once in a while I get angry.

58. I think that someone who is fourteen years old is old enough to smoke.
59. Most parents seem to be too strict.
60. If somebody does something mean to me, I try to get back at them.
61. You can hardly ever believe what parents tell you.
62. I have a real mean streak in me.
63. I don't think I will ever be a success or amount to much.
64. Police usually treat you dirty.
65. Most of the time I can't seem to find anything to do.
66. It's hard for me to show people how I feel about them.
67. I often feel lonesome and sad.
68. I don't mind it when I'm teased and made fun of.
69. Nothing much ever happens.
70. A lot of times I do things that my folks tell me I shouldn't do.
71. It's fun to get the police to chase you.
72. A lot of people say bad things about me behind my back.
73. I wish I wasn't so shy and bashful.
74. It seems like people keep expecting me to get into some kind of trouble.
75. I like everyone I know.
76. Other people are happier than I am.
77. If I could only have a car at home, things would be all right.
78. I really don't have very many problems to worry about.
79. Being called a sissy is about the worst thing I know.
80. When I'm alone I hear strange things.
81. If a bunch of you are in trouble, you should stick together on a story.
82. I have a lot of headaches.
83. Teachers always have favorites who can get away with anything.
84. Every day is full of things that keep me interested.
85. I would rather be alone than with others.
86. I can't seem to take much kidding or teasing.
87. I don't seem to care enough about what happens to me.
88. I never get mad at anybody.
89. I keep wishing something exciting would happen.
90. Policemen and judges will tell you one thing and do another.
91. It is hard for me to talk to my parents about my troubles.
92. I am liked by everybody who knows me.
93. It seems easier for me to act bad than to show my good feelings.
94. Too many people like to act big and tough.
95. I am always nice to everyone.
96. It takes someone pretty smart to get ahead of me.
97. Talking over your troubles with an older person seems like "kid stuff."
98. It doesn't seem wrong to steal from crooked store owners.
99. I would never back down from a fight.
100. I have a lot of bad things on my mind that people don't know about.
101. I will do a lot of crazy things if somebody dares me.
102. Having to talk in front of the class makes me afraid.
103. Parents are always nagging and picking on young people.
104. Some day I would like to drive a race car.
105. I sit and daydream more than I should.
106. I feel sick to my stomach every once in a while.
107. At home I am punished too much for things I don't do.
108. My life at home is always happy.
109. At night when I have nothing to do I like to go out and find a little excitement.
110. A lot of women seem bossy and mean.
111. Nobody seems to understand me or how I feel.
112. Most people get into trouble because of bad luck.
113. I am always kind.

114. Talking with my parents is just as easy as talking with others my own age.
115. Sometimes I don't like school.
116. If you want to get ahead, you can't worry too much about the other guy.
117. At times I feel like blowing up over little things.
118. I don't mind lying if I'm in trouble.
119. A boy who won't fight is just no good.
120. To get along all right nowadays, a person has to be pretty tough.
121. I worry most of the time.
122. If you're not in with the gang, you may be in for some real trouble.
123. I really think I'm better looking than most others my age.
124. My mind is full of bad thoughts.
125. When you're in trouble, nobody much cares to help you.
126. Sometimes when my folks tell me not to do something, I go ahead and do it anyway.
127. It's best not to think about your problems.
128. I hardly ever feel excited or thrilled.
129. When something bad happens, I almost always blame myself instead of the other person.
130. The people who run things are usually against me.
131. I have too much trouble making up my mind.
132. Most people who act so perfect are just putting on a big front.
133. When luck is against you, there isn't much you can do about it.
134. I get tired easily.
135. I think my mother should be stricter than she is about a lot of things.
136. I like to read and study.
137. I feel alone even when there are other people around me.
138. I'm good at out-smarting others.
139. I always hate it when I have to ask someone for a favor.
140. I often have trouble getting my breath.
141. I worry about how well I'm doing in school.
142. For my size, I'm really pretty tough.
143. People hardly ever give me a fair chance.
144. I like to daydream more than anything else.
145. The only way to really settle anything is to fight it out.
146. I am nervous.
147. Stealing isn't so bad if it's from a rich person.
148. My parents seem to think I might end up being a bum.
149. Things don't seem real to me.
150. I am afraid of the dark.
151. Families argue too much.
152. Sometimes it seems like I'd rather get into trouble, instead of trying to stay away from it.
153. I think there is something wrong with my mind.
154. I get angry very quickly.
155. When I get into trouble, it's usually my own fault.

APPENDIX II

The Personal Opinion Study

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.
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.
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 other people.
34. Even when things go right for a while I know it won't last.
35. I can easily "shake it off" when I do something I know is wrong.
36. I never have the habit of shaking my head, neck, or shoulders.
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.
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.
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.

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.
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 only protection is his 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 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 so nervous, I have to get up and move around to calm myself down.
76. Nobody has ever called me "chicken" and gotten by with it.
77. I just don't seem to get the breaks other people do.
78. I get so angry that I "see red".
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.

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.

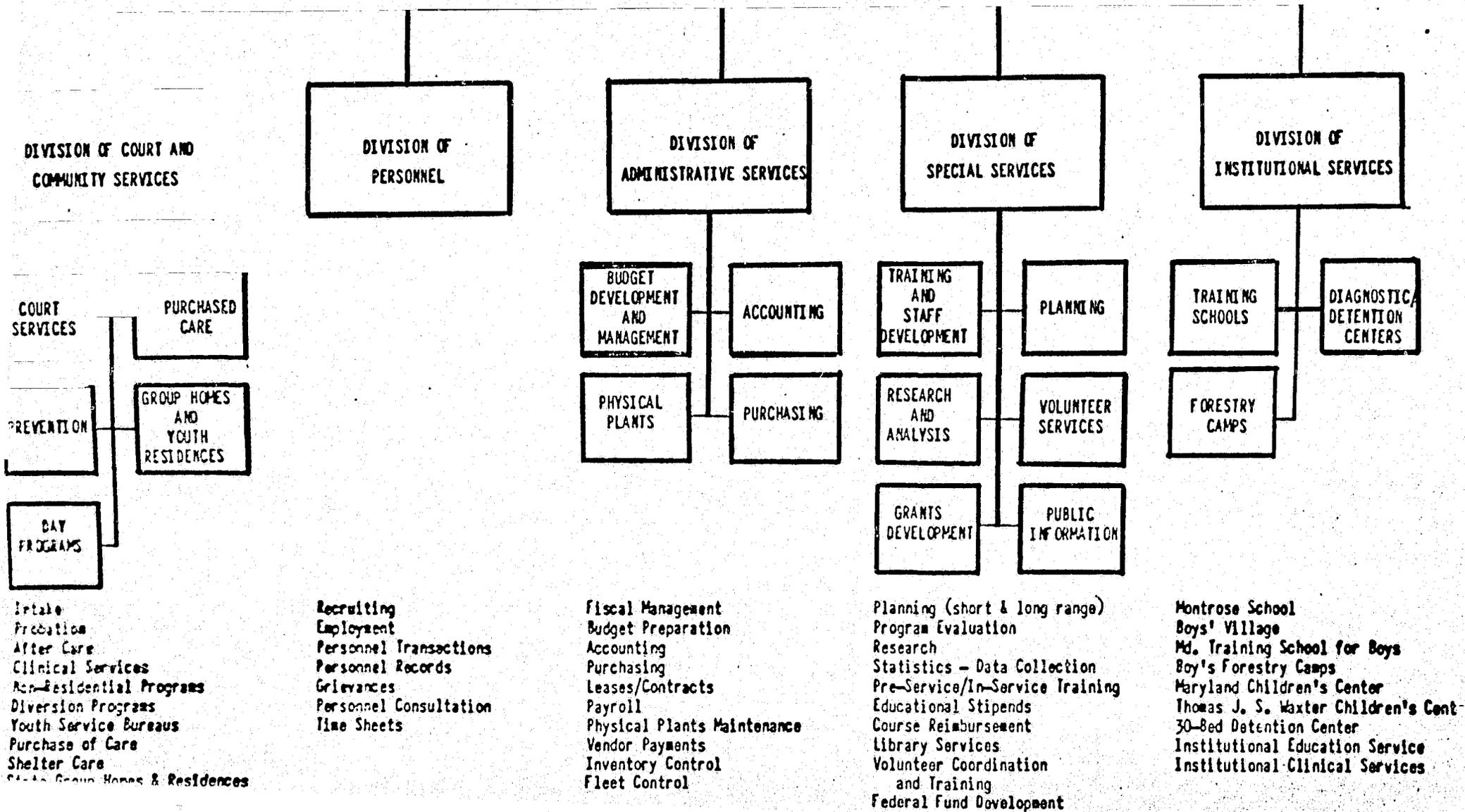
\*\*\*

The above 100 questions make up THE PERSONAL OPINION STUDY (Copyright, 1968, by Herbert C. Quay and Donald R. Peterson). The student will hear each statement, and then be asked to decide whether it is true or false, as far as he is concerned. There are no right or wrong answers for any of the statements; it is the student's own personal opinion that matters. Each boy will circle the T on the ANSWER SHEET if a statement seems true or mostly true. If a statement seems false, as far as he is concerned, he will circle the F on the ANSWER SHEET. Students will be asked to complete every item.

APPENDIX III  
DJS Table of Organization

**TABLE OF ORGANIZATION  
MARYLAND STATE DEPARTMENT OF JUVENILE SERVICES**

EXECUTIVE  
DIRECTION



**DIVISION OF COURT AND COMMUNITY SERVICES**

**DIVISION OF PERSONNEL**

**DIVISION OF ADMINISTRATIVE SERVICES**

**DIVISION OF SPECIAL SERVICES**

**DIVISION OF INSTITUTIONAL SERVICES**

**COURT SERVICES**  
**PURCHASED CARE**  
**GROUP HOMES AND YOUTH RESIDENCES**  
**PREVENTION**  
**DAY PROGRAMS**

Intake  
Probation  
After Care  
Clinical Services  
Non-Residential Programs  
Diversion Programs  
Youth Service Bureaus  
Purchase of Care  
Shelter Care  
State Group Homes & Residences

Recruiting  
Employment  
Personnel Transactions  
Personnel Records  
Grievances  
Personnel Consultation  
Time Sheets

Fiscal Management  
Budget Preparation  
Accounting  
Purchasing  
Leases/Contracts  
Payroll  
Physical Plants Maintenance  
Vendor Payments  
Inventory Control  
Fleet Control

Planning (short & long range)  
Program Evaluation  
Research  
Statistics - Data Collection  
Pre-Service/In-Service Training  
Educational Stipends  
Course Reimbursement  
Library Services  
Volunteer Coordination and Training  
Federal Fund Development

Montrose School  
Boys' Village  
Md. Training School for Boys  
Boy's Forestry Camps  
Maryland Children's Center  
Thomas J. S. Waxter Children's Center  
30-Bed Detention Center  
Institutional Education Service  
Institutional Clinical Services

APPENDIX IV

Table A. Total Juvenile Court Cases Disposed of Statewide:  
Major Reason Referred by Age of Juvenile

\*\*TABLE A: TOTAL JUVENILE COURT CASES DISPOSED OF STATEWIDE  
 MAJOR REASON REFERRED BY AGE OF JUVENILE  
 FISCAL 1972\*

Major Reason	10 years & younger	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	Unknown	Total
Arson	22	7	15	19	26	31	26	21	3	1	171
Assault	185	152	247	452	622	750	771	714	88	176	4,157
Auto-Theft	11	13	49	104	253	477	536	448	39	27	1,957
Burglary	173	130	239	397	555	667	760	698	86	31	3,726
Larceny	102	85	186	310	476	534	578	629	50	24	2,974
Robbery	9	6	24	43	89	105	133	158	9	18	594
Disorderly Conduct.	79	44	89	153	300	427	520	518	71	29	2,230
Sex Offense	6	5	15	24	27	29	30	31	5	3	175
Vandalism	163	82	117	156	222	222	208	157	19	54	1,400
Narcotics Violation	4	2	9	36	114	249	477	688	89	6	1,674
Glue Sniffing	6	5	11	33	48	58	57	35	1		254
Alcoholic Beverage Violation	2	1	2	23	73	133	290	423	31	6	984
Shoplifting	81	103	193	272	416	467	467	429	47	12	2,487
Purse Snatching	4	1	3	10	18	19	24	14	3		96
Firearms Violation	3	8	4	25	51	75	100	121	12	2	401
Rec/Poss of Stolen Goods	2	3	4	18	22	31	47	51	6		184
Trespassing	23	24	34	99	154	174	243	242	24	3	1,020
False Fire Alarm	9	5	3	9	9	4	6	8	1		54
Runaway	20	14	94	260	448	666	453	246	6	11	2,218
Truancy	78	34	76	166	298	325	43	4	2	9	1,025
Unmanageable	119	94	168	389	671	733	530	310	7	18	3,039
Neglect	494	34	52	46	56	57	34	22	4	9	808
Dependency	513	50	43	36	58	61	34	23	3	32	853
Dependency & Neglect	552	43	24	39	41	33	21	16	3	47	819
Mentally Handicapped Special Proceedings	15	1	7	5	7	8	9	10			62
Violation of Supervision, Probation	16	1	1	2	2	3	6	3		12	46
Other	60	40	108	213	402	642	460	523	60	409	2,917
<b>Total</b>	<b>2,751</b>	<b>987</b>	<b>1,818</b>	<b>3,349</b>	<b>5,464</b>	<b>7,095</b>	<b>6,883</b>	<b>6,546</b>	<b>669</b>	<b>940</b>	<b>36,412</b>

\* This table does not include the total number of informal and disapproved cases for Anne Arundel County since all of this information could not be processed for fiscal 1972.

\*\* Maryland Department of Juvenile Services, Annual Report: Fiscal Year 1972, State of Maryland p. 29

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APPENDIX V

Table A. Manner of Handling Cases by County  
and Sex - Fiscal 1972

TABLE A: \*\*

## MANNER OF HANDLING CASES BY COUNTY AND SEX-FISCAL 1972

	Formal		Informal		Disapproved	
	Male	Female	Male	Female	Male	Female
Region 1. Dorchester Somerset Wicomico Worcester	68 49 148 105	18 8 53 19	57 31 56 214	16 8 15 67	29 14 10 194	11 8 6 95
Region 2. Caroline Cecil Kent Queen Anne's Talbot	37 99 45 65 50	27 42 18 41 23	30 129 50 35 36	5 37 5 13 5	21 148 16 8 22	9 28 5 1 8
Region 3. Baltimore Harford	1,240 236	421 111	1,159 475	455 178	348 43	86 15
Region 4. Allegany Garrett Washington	231 53 302	115 24 117	22 7 8	5 22 5	6 2 30	1 2 9
Region 5. Anne Arundel Carroll Howard	803 101 186	196 23 51	723 18 72	315 4 21	293 62 55	78 23 31
Region 6. Frederick Montgomery	120 1310	30 175	87 1472	24 489	147 152	42 79
Region 7. Calvert Charles Prince George's St. Mary's	69 127 2,309 87	16 46 693 20	85 187 1,583 96	29 75 592 52	10 98 1,209 23	4 49 437 3
Region 8. Baltimore City	6,738	1,475	876	408	3,604	975
STATE	14,578	3,762	7,508	2,845	6,544	2,005

APPENDIX VI

Table A. Manner of Handling by County and Race - Fiscal 1972

Table A \*\*

## MANNER OF HANDLING CASES BY COUNTY &amp; RACE - FISCAL 1972\*

	Formal			Informal			Disapproved		
	Caucasian	Negro	Information Not Recorded	Caucasian	Negro	Information Not Recorded	Caucasian	Negro	Information Not Recorded
Region 1. Dorchester Somerset Wicomico Worcester	34 28 121 99	52 29 79 25	1	27 19 50 255	46 20 19 23	2 3	21 10 13 267	19 12 3 22	
Region 2. Caroline Cecil Kent Queen Anne's Talbot	44 126 39 57 35	20 14 24 47 38	1 2	17 143 33 21 32	15 19 20 23 9	3 4 2 4	23 155 10 7 17	7 13 11 2 13	8
Region 3. Baltimore Harford	1,481 290	175 45	5 12	1,477 550	131 73	6 30	380 44	48 9	6 5
Region 4. Allegany Garrett Washington	323 74 375	23 3 41	3	25 29 13	1	1	6 4 34	5	1
Region 5. Anne Arundel Carroll Howard	742 119 157	226 4 78	31 1 2	362 22 84	89 8	5 1	112 82 76	11 2 10	1
Region 6. Frederick Montgomery	110 1,347	38 138	2	77 1,711	34 250		153 197	35 34	1
Region 7. Calvert Charles Prince George's St. Mary's	52 119 1,901 86	26 54 1,044 21	7 57	76 176 1,543 105	37 86 609 41	1 23 2	14 111 1,071 11	35 553 12	1 22 3
Region Region 8. Baltimore City	1,509	4,420	2,194	308	910	66	1,258	3,176	145
STATE	9,358	6,664	2,318	7,155	2,463	153	4,076	4,032	193

\* This table does not include the total number of informal and disapproved cases for Anne Arundel County since all of this information could not be processed for fiscal 1972.

\*\* Maryland Department of Juvenile Services, Annual Report: Fiscal Year 1972, 1972. State of Maryland p. 27

APPENDIX VII

- Table A. Training School and Forestry Camp Admissions,  
Fiscal Year Comparisons 1971-1972
- Table B. Detention Center Admissions, Fiscal Year  
Comparisons 1971-1972

TABLE A \*\*

**TRAINING SCHOOL AND FORESTRY CAMP ADMISSIONS  
FISCAL YEAR COMPARISONS  
1971 - 1972**

School	Fiscal 1971	Fiscal 1972	% Change
Maryland Training School			
Commitments	872	498	- 42.9
Detentions	655	759	+ 15.9
Montrose			
Commitments	308	402	+ 30.5
Detentions	362	437	+ 20.7
Boys' Village			
Commitments	311	420	+ 35.0
Detentions	173	535	+ 209.2
Victor Cullen			
Commitments	299	481	+ 60.9
Detentions		112	
Forestry Camps			
Commitments	(348)*	(288)*	- 17.3
<b>Totals</b>	<b>2,980</b>	<b>3,644</b>	<b>+ 22.3</b>

\* Forestry Camp Transfers not included in total

\*\* Maryland Department of Juvenile Services, Annual Report: Fiscal Year 1972, 1972. State of Maryland. p. 35

TABLE B \*\*

**DETENTION CENTER ADMISSIONS  
FISCAL YEAR COMPARISONS  
1971 - 1972**

Center	Fiscal 1971	Fiscal 1972	% Change
Maryland Children's Center	1,263	1,355	+ 7.3
Waxter Children's Center	3,389	2,776	- 18.1
<b>Totals</b>	<b>4,652</b>	<b>4,131</b>	<b>- 11.2</b>

\*\*Maryland Department of Juvenile Services, Annual Report: Fiscal Year 1972, 1972. State of Maryland ;p. 35

## APPENDIX VIII

### Description of Jesness Inventory Scales

## DESCRIPTION OF JESNESS INVENTORY SCALES

### 1. Empirical Scales: SM, VO, Imm

#### Social Maladjustment (SM)

Social Maladjustment is a broad syndrome. One conspicuous characteristic of social maladjustment is a marked tendency toward negative self-concept. The delinquent is hostile, distrusts authority, blames others for his problems but maintains, probably unrealistically, a positive evaluation of his parents. Members of the criterion group of adjudicated delinquents presumably have demonstrated the characteristics associated with the concept of social maladjustment.

#### Value Orientation (VO)

Many of the items on this scale were developed according to Walter Miller's description of lower-class culture, including the trouble, luck, and thrill motifs; fear of failure; gang orientation; toughness ethic; and desire for early adulthood. Social class was estimated by a rating of fathers' occupations and those items which showed a significant relationship with social class were selected for the test.

#### Immaturity (Imm)

The Imm Scale measures the extent to which individuals fail to display attitudes that are typical and expected of their age group. The items on this scale were selected from a list of items which have shown to discriminate between age groups in a non-delinquent sample.

### 2. Cluster Analysis Scales: Au, Al, MA, Wd, SA, Rep, Den

#### Autism (Au)

Upon examination of items of this cluster scale, one may suspect the face validity of the scale. The heterogeneity of items conflicts with the idea that the scale is designed to predict some homogeneous criterion. Indeed, such is sometimes the nature of cluster analysis. Jesness describes the procedure in the manual:

Cluster analysis, as described by Tyron (1955), determines areas of correlation among a group of items without the assumption made in most factor-analytic techniques of the existence of underlying 'true' dimensions. The method seeks clusters of key items which are highly intercorrelated but independent from one cluster to another. The cluster then forms the basis for a scale of intercorrelated items. (1966:11; also Tyron, 1958: 3-5)

The content of the Autism Scale indicates that the high scorer views himself as intelligent, self-sufficient, good-looking, and tough while simultaneously expressing concern over hearing things, concern over his sanity, a concern for fears.

#### Alienation (Al)

High scores on this cluster scale indicate the lack of trust in relationships with others, particularly with authority figures. Moreover, high scorers are critical of others and probably project their critical feelings onto others. Also, the alienated individual tends to deny the existency of problems within himself.

#### Manifest Aggression (MA)

High scoring individuals are conscious of and made uncomfortable by feelings of hostility and anger. Manifest Aggression means simply the preception of unpleasant feelings and discomfort concerning the presence and control of feelings of anger.

#### Withdrawal (Wd)

Jesness (1958:14) describes the high scorer as an individual who "... perceives himself as depressed, dissatisfied with himself, sad, and misunderstood. Although preferring to be alone, he feels lonesome. He sees others as poorly controlled, is displeased by their aggressive behavior, and feels that fighting is bad."

#### Social Anxiety (SA)

High scorers on this cluster scale feel and acknowledge nervous tension and self consciousness. They view themselves as sensitive to criticism and unduly shy. A few of the items of this scale suggest a self-blaming orientation. This characteristic sets the Social Anxiety Scale apart from the Alienation Scale (blaming others) and apart from the Repression Scale (don't blame anyone).

#### Repression (Rep)

High scorers do not admit to, or are unaware of, feeling of anger, dislike, or rebellion. They are also uncritical of themselves and others. Jesness assumes that the defense mechanism resulting in a high score on the Rep Scale is that of unconscious exclusion.

#### Denial (Den)

Attitudes measured by the Denial Scale are more conscious than those measured by the Rep Scale. High scorers suppress critical judgement and avoid unpleasant thoughts about others. Consequently, those who score high on the Denial Scale are unwilling to admit to family conflict.

#### 3. Discriminant Function Scale: AI

##### Asocial Index (AI)

The statistical procedure known as discriminant function and developed by Fisher (1936: 179-188) determines the Inventory score labeled the Asocial Index. The statistic and procedure are described as those which can distinguish better than any other linear function between groups on which common measurements are available.

According to Jesness (1958:17):

The statistic makes it possible to take into account the relative amount of information for differentiation provided by the ten Inventory Scales, and to combine the information making use of the inter-correlations.

Jesness claims that the Asocial Index score is most closely related to and most predictive of delinquency. His statistics demonstrate that 84% of subjects were correctly classified as delinquents or non-delinquents according to their Asocial Index Score.

APPENDIX IX

M.A. Thesis (Langan, 1974) Research Findings  
on Select Jesness Inventory Scales.

Table A. Computations for T Test of Significant Mean Differences Between Age-Standardized Jesness Inventory Scores by Status

Table B. Significant Mean Differences (t test) Observed between Age Standardized Scores of Study Samples on Selected Jesness Inventory Scales

Table C. Computations and Results of t tests for Significant Mean Differences between Age-Standardized Jesness Inventory Scales by Racial Groups in Study Samples

TABLE A. Computations for t-Test of Significant Mean Differences between Age-Standardized Jesness Inventory Scale Scores by Status

Status	Jesness Inventory Scales											
	SM			VO			Imm			AI		
	N	$\bar{X}$	s	N	$\bar{X}$	s	N	$\bar{X}$	s	N	$\bar{X}$	s
Grendel's Grave Sample	40	67.17	10.37	40	61.60	7.77	40	53.28	12.02	40	64.52	11.81
Probation Sample	40	60.38	10.01	40	54.25	8.60	40	57.23	10.22	40	61.55	12.00
Boys' Village Sample	40	71.60	11.04	40	61.62	8.87	40	57.22	11.06	40	72.48	9.39

TABLE B. Significant Mean Differences (t-Test) Observed between Age Standardized Scores of Study Samples on Selected Jesness Inventory Scales

Scale	Samples	$\bar{X}$	t	Level of Significance
SM	Grendel's Grave Probation	67.17 60.38	2.94	.01 (Two-tailed Test)
SM	Grendel's Grave Boys' Village	67.17 71.60	1.82	.01 (Two-tailed Test)
SM	Probation Boys' Village	60.38 71.60	4.70	.0005 (One-tailed Test)
VO	Grendel's Grave Probation	61.60 54.25	3.96	.001 (Two-tailed Test)
VO	Probation Boys' Village	54.25 61.62	3.73	.001 (Two-tailed Test)
AI	Grendel's Grave Boys' Village	64.52 72.48	3.29	.01 (Two-tailed Test)
AI	Probation Boys' Village	61.55 72.48	4.48	.0005 (One-tailed Test)

TABLE C. Computations and Results of t-Test for Significant Mean Differences between Age-Standardized Yesness Inventory Scales by Racial Groups in Study Samples

Scale	Status	Race	N	$\bar{X}$	s	t
SM	Probation Sample	B	9	56.55	4.95	1.26*
		W	31	61.36	11.02	
SM	Boys' Village Sample	B	26	72.85	11.02	.09*
		W	14	69.00	11.06	
VO	Probation Sample	B	9	52.65	7.28	.60*
		W	31	54.63	9.14	
VO	Boys' Village Sample	B	26	58.00	7.92	.25*
		W	14	51.23	11.15	
Imm	Probation Sample	B	9	55.77	10.37	.37*
		W	31	57.23	10.36	
Imm	Boys' Village Sample	B	26	60.11	9.98	.23*
		W	14	51.23	11.15	
AI	Probation Sample	B	9	61.55	7.66	.01*
		W	31	60.87	13.34	
AI	Boys' Village Sample	B	26	72.03	9.32	.04*
		W	14	73.38	9.84	

\*Not Significant

APPENDIX X

Test Notices to Prince George's County Probationers



# DEPARTMENT OF JUVENILE SERVICES

6314 WINDSOR MILL ROAD  
ROBERT C. HILSON, DIRECTOR

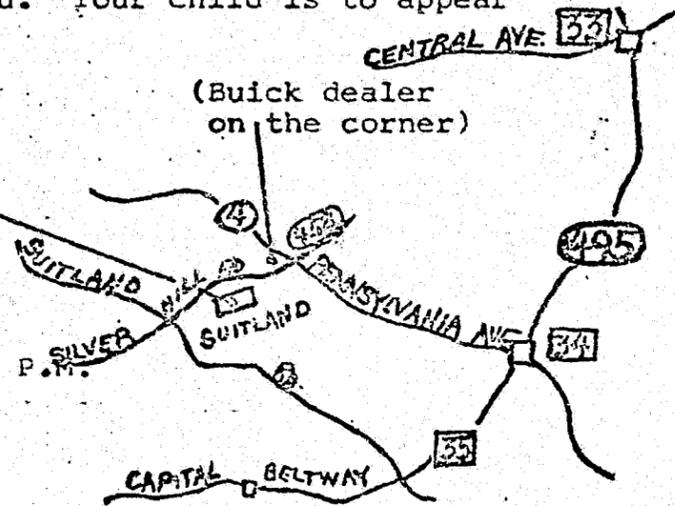
SALTIMORE, MARYLAND 21207

301-265-6400

## NOTICE TO PARENTS OR GUARDIANS OF CHILDREN PLACED ON PROBATION OR PROTECTIVE SUPERVISION

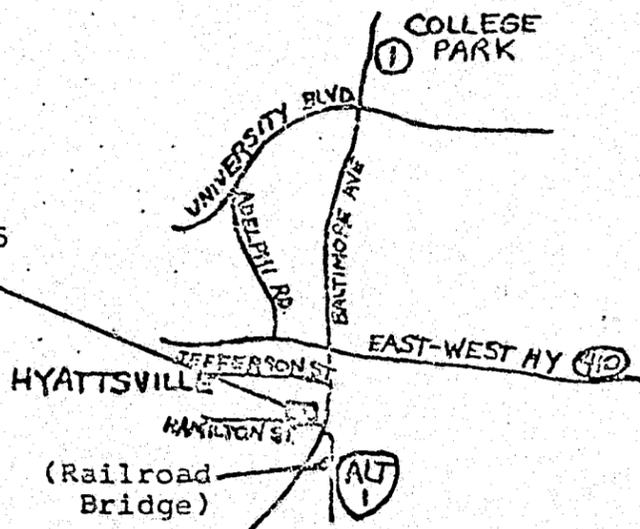
Juveniles placed on probation or protective supervision will be given two personality tests at an office of the Department of Juvenile Services. These tests will be given at the beginning of probation and then again at the end of probation supervision. The purpose of the tests is to determine what attitude changes occur when juveniles are placed on probation. TESTING LASTS ONE HOUR. You may send your child to whichever office is more convenient for you. Your child is to appear at either:

4817 Silver Hill Rd.  
(located in a small shopping center across from a Red Barn. Exit 34W from the Beltway)  
Telephone: 735-5600  
Day and Time: Monday 7:00 P.M.  
Date: \_\_\_\_\_



\*OR\*

4320 Hamilton St, Rm 105  
(located 1/2 block from intersection of Rt. 1 and Alt. 1)  
Telephone: 779-1610  
Day and Time: Tuesday 7:00 P.M.  
Date: \_\_\_\_\_



If for some unavoidable reason your child cannot appear at the designated time and place, please notify Mr. Patrick Langan for rescheduling. Mon. thru Fri. during the day - (301) 265-6400 x64  
Mon. evening 6-8 P.M. - 735-5600  
Tues. evening 6-8 P.M. - 779-1610

APPENDIX XI

Background Information Schedule

FACE SHEET (Probation and Protective Supervision)

NAME: \_\_\_\_\_ AGE: \_\_\_\_\_ DOB: \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_ SEX: \_\_\_\_\_ RACE: \_\_\_\_\_  
 HT: \_\_\_\_\_ WT: \_\_\_\_\_

COURT: \_\_\_\_\_ P.O.: \_\_\_\_\_  
 DATE OF PRE-TEST: \_\_\_\_\_ DATE OR POST-TEST: \_\_\_\_\_  
 DATE OF DISPOSITION: \_\_\_\_\_ REASON: \_\_\_\_\_  
 NOTES ON TREATMENT: \_\_\_\_\_

GRADE IN SCHOOL: \_\_\_\_\_ SCHOOL "DROP OUT": \_\_\_\_\_  
 AT TIME OF ADJUDICATION, LIVING WITH: (Check One)  
 MOTHER \_\_\_\_\_ MOTHER & STEPFATHER \_\_\_\_\_ BOTH PARENTS \_\_\_\_\_ OTHER FAMILY  
 FATHER \_\_\_\_\_ FATHER & STEPMOTHER \_\_\_\_\_ FOSTER HOME \_\_\_\_\_ (RELATIVES) \_\_\_\_\_  
 OTHER (Explain) \_\_\_\_\_

SIBLINGS: NUMBER \_\_\_\_\_ BROTHERS \_\_\_\_\_ AGES \_\_\_\_\_ SISTERS \_\_\_\_\_ AGES \_\_\_\_\_  
 ORDER OF BIRTH IN FAMILY \_\_\_\_\_

PARENTAL STATUS: (Check One)  
 LIVING TOGETHER \_\_\_\_\_ MOTHER DECEASED \_\_\_\_\_ FATHER DECEASED \_\_\_\_\_  
 PARENTS SEPARATED \_\_\_\_\_ PARENTS DIVORCED \_\_\_\_\_ PARENTS UNMARRIED \_\_\_\_\_  
 BOTH DECEASED \_\_\_\_\_ OTHER (Explain) \_\_\_\_\_

EMPLOYMENT: FATHER \_\_\_\_\_ MOTHER \_\_\_\_\_  
 FULL TIME \_\_\_\_\_ FULL TIME \_\_\_\_\_  
 PART TIME \_\_\_\_\_ PART TIME \_\_\_\_\_  
 UNEMPLOYED \_\_\_\_\_ UNEMPLOYED \_\_\_\_\_  
 RECEIVING PUBLIC ASSISTANCE \_\_\_\_\_

EMPLOYMENT CLASSIFICATION:  
 FATHER \_\_\_\_\_ MOTHER \_\_\_\_\_  
 PROFESSIONAL \_\_\_\_\_ PROFESSIONAL \_\_\_\_\_  
 SALES \_\_\_\_\_ SALES \_\_\_\_\_  
 CLERICAL \_\_\_\_\_ CLERICAL \_\_\_\_\_  
 SKILLED \_\_\_\_\_ SKILLED \_\_\_\_\_  
 UNSKILLED \_\_\_\_\_ UNSKILLED \_\_\_\_\_  
 OTHER \_\_\_\_\_ OTHER \_\_\_\_\_

FAMILY INCOME (Check One)  
 UNDER \$3,000 \_\_\_\_\_ \$5,000-\$7,999 \_\_\_\_\_ OVER \$10,000 \_\_\_\_\_  
 \$3,000-\$4,999 \_\_\_\_\_ \$8,000-\$9,999 \_\_\_\_\_

HOUSING: PUBLIC HOUSING \_\_\_\_\_ OTHER RENTAL \_\_\_\_\_ OWNERSHIP \_\_\_\_\_

HEALTH PROBLEMS: \_\_\_\_\_

PRIOR CONTACTS:

DATE	REASON	DISPOSITION
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

DRUG USE KNOWN: \_\_\_\_\_

APPENDIX XII

Test Notices to Baltimore County Probationers

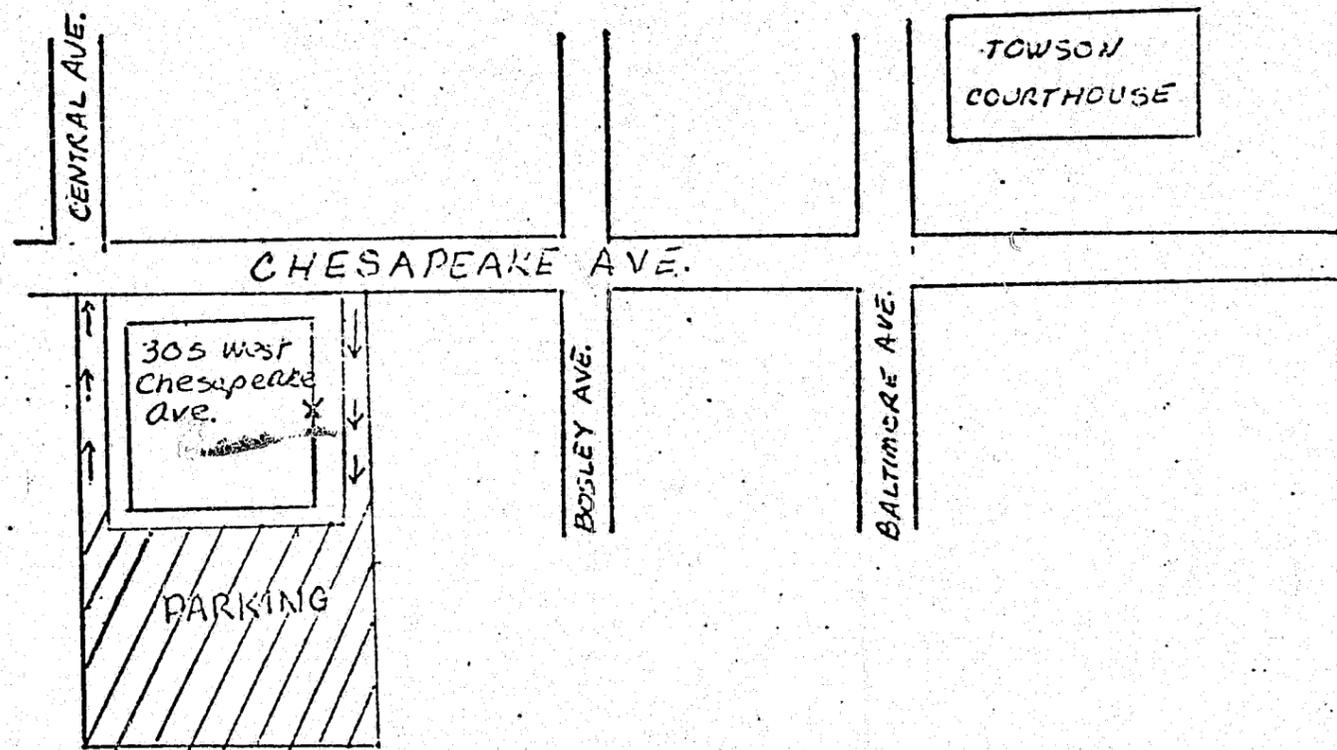
DIRECTIONS FOR VOLUNTARY TESTING PROJECT

Address: The Chesapeake Building  
305 West Chesapeake Ave  
Towson

Bottom Floor, Room L-25

(Free parking is available in rear of building. Use  
side door to enter building.)

Time of Testing: 9:00 A.M. to 10:00 A.M.



APPENDIX XIII  
Exit Interview Schedule

EXIT INTERVIEW SCHEDULE - JUVENILE PROBATIONER

Juvenile's Name \_\_\_\_\_

Probation Officer \_\_\_\_\_

1. Describe your relationship with your Probation Officer.  
Unsatisfied \_\_\_\_\_ Satisfied \_\_\_\_\_ Excellent \_\_\_\_\_

2. Describe the extent of involvement with your Probation Officer.  
a. Counseled at school? \_\_\_\_\_  
b. Counseled at home? \_\_\_\_\_  
c. Counseled in the office? \_\_\_\_\_  
d. Elsewhere? \_\_\_\_\_

3. Involvement with other treatment programs?  
a. Group Treatment? \_\_\_\_\_  
b. Volunteer Worker? \_\_\_\_\_  
c. Other Referrals? \_\_\_\_\_

4. Do you feel that you have benefited from your probation? (Relationship with parents, school attendance, employment, grades, etc.)

5. What suggestions do you have to improve our services? (Different P.O., laws, etc.)

6. What are your feelings about the Personality Tests:

APPENDIX XIV

Age, Race, and Sex Characteristics of Probation Cohort

Table A. Total Number of Probationers Pretested at the Hyattsville Office by Age, Sex, and Race, July 6, 1973-December 10, 1973

Table B. Total Number of Probationers Pretested at the Suitland Office by Age, Sex, and Race, July 6, 1973-December 10, 1973

Table C. Total Number of Probationers Pretested at the Bel Air Office by Age, Sex, and Race, July 6, 1973-December 10, 1973

Table D. Total Number of Probationers Pretested at the Baltimore County Offices by Age, Sex, and Race, July 6, 1973-December 10, 1973

Table E. Characteristics of Pretested Maryland Probationers by Age, Sex, and Race, July 6, 1973-Dec. 10, 1973

**TABLE A**  
**TOTAL NUMBER OF PROBATIONERS PRETESTED AT THE HYATTSVILLE OFFICE**  
**BY AGE, SEX, AND RACE**  
**JULY 6, 1973 - DECEMBER 10, 1973**

AGE	WM	BM	TOTAL MALE	WF	BF	TOTAL FEMALE	TOTAL	PERCENTAGE
10	1	0	1	0	0	0	1	1
11	0	0	0	0	0	0	0	0
12	1	1	2	0	0	0	2	2
13	7	2	9	0	1	1	10	11
14	8	0	8	2	0	2	10	11
15	11	5	16	5	0	5	21	23
16	14	7	21	4	0	4	25	26
17	14	4	18	2	1	3	21	23
18	3	0	3	0	0	0	3	3
TOTAL	59	19	78	13	2	15	93	100
PERCENTAGE	64	20	84	14	2	16	100	

**TABLE B**  
**TOTAL NUMBER OF PROBATIONERS PRETESTED AT THE SUITLAND OFFICE**  
**BY AGE, SEX, AND RACE**  
**JULY 6, 1973 - DECEMBER 10, 1973**

AGE	WM	BM	TOTAL MALE	WF	BF	TOTAL FEMALE	TOTAL	PERCENTAGE
11	1	0	1	0	0	0	1	2
12	2	0	2	0	0	0	2	3
13	0	0	0	0	0	0	0	0
14	6	1	7	3	2	5	12	18
15	10	5	15	4	1	5	20	31
16	12	6	18	0	2	2	20	31
17	5	4	9	0	0	0	9	13
18	0	1	1	0	0	0	1	2
TOTAL	36	17	53	7	5	12	65	100
PERCENTAGE	55	26	81	11	8	19	100	

**TABLE C**  
**TOTAL NUMBER OF PROBATIONERS PRETESTED AT THE BEL AIR OFFICE**  
**BY AGE, SEX, AND RACE**  
**JULY 6, 1973 - DECEMBER 10, 1973**

AGE	WM	BM	TOTAL MALE	WF	BF	TOTAL FEMALE	TOTAL	PERCENTAGE
12	1	0	1	0	0	0	1	3
13	0	0	0	2	0	2	2	7
14	0	0	0	1	0	1	1	3
15	1	1	2	2	0	2	4	14
16	6	1	7	1	0	1	8	27
17	13	0	13	0	0	0	13	46
<b>TOTAL</b>	<b>21</b>	<b>2</b>	<b>23</b>	<b>6</b>	<b>0</b>	<b>6</b>	<b>29</b>	<b>100</b>
<b>PERCENTAGE</b>	<b>72</b>	<b>7</b>	<b>79</b>	<b>21</b>	<b>0</b>	<b>21</b>	<b>100</b>	

**TABLE D**  
**TOTAL NUMBER OF PROBATIONERS PRETESTED AT THE BALTO. COUNTY OFFICES**  
**BY AGE, SEX, AND RACE**  
**JULY 6, 1973 - DECEMBER 10, 1973**

AGE	WM	BM	TOTAL MALE	WF	BF	TOTAL FEMALE	TOTAL	PERCENTAGE
11	0	1	1	0	0	0	1	3
12	0	0	0	0	0	0	0	0
13	1	0	1	0	0	0	1	3
14	2	0	2	1	0	1	3	8
15	7	0	7	2	0	2	9	23
16	12	0	12	2	0	2	14	37
17	6	1	7	2	0	2	9	23
18	1	0	1	0	0	0	1	3
<b>TOTAL</b>	<b>29</b>	<b>2</b>	<b>31</b>	<b>7</b>	<b>0</b>	<b>7</b>	<b>38</b>	<b>100</b>
<b>PERCENTAGE</b>	<b>76</b>	<b>5</b>	<b>81</b>	<b>19</b>	<b>0</b>	<b>19</b>	<b>100</b>	

TABLE E  
 CHARACTERISTICS OF PRETESTED MARYLAND PROBATIONERS  
 BY AGE, SEX, AND RACE  
 JULY 6, 1973 - DECEMBER, 1973

AGE	WM	BM	TOT-L MALE	WF	BF	TOTAL FEMALE	TOTAL	PERCENTAGE
10	1	0	1	0	0	0	1	0
11	1	1	2	0	0	0	2	1
12	4	1	5	0	0	0	5	2
13	8	2	10	2	1	3	13	6
14	16	1	17	7	2	9	26	12
15	29	11	40	13	1	14	54	24
16	44	14	58	7	2	9	67	30
17	38	9	47	4	1	5	52	23
18	4	1	5	0	0	0	5	2
TOTAL	145	40	185	33	7	40	225	100
PERCENTAGE	64	18	82	15	3	18	100	

**CONTINUED**

**2 OF 3**

APPENDIX XV

Family Background Characteristics of Probation Cohort

Table A. Distribution of Responses to the Question:  
At the time of Present Adjudication, with  
Whom was the Probationer living?

Table B. Distribution of Responses to the Question:  
What is the marital status of the probationer's  
parents?

Table C. Distribution of Responses to the Question:  
How many siblings does the probationer have?

TABLE A. DISTRIBUTION OF RESPONSES TO THE QUESTION:  
AT THE TIME OF PRESENT ADJUDICATION, WITH  
WHOM WAS THE PROBATIONER LIVING?

LIVING WITH	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
Mother	55	24.4
Father	11	4.9
Mother & Stepfather	17	7.6
Father & Stepmother	8	3.6
Both Parents	107	47.6
Foster Home	3	1.3
Relatives	11	4.9
Other	2	.9
Unknown	11	4.9
TOTAL	225	100.0

TABLE B. DISTRIBUTION OF RESPONSES TO THE QUESTION:  
WHAT IS THE MARITAL STATUS OF THE PROBATIONERS  
PARENTS?

PARENTAL STATUS	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
Living Together	111	49.3
Parents Separated	24	10.7
Mother Deceased	5	2.2
Parents Divorced	49	21.8
Father Deceased	12	5.3
Parents Unmarried	1	.4
Both Deceased	1	.4
Other	1	.4
Unknown	21	9.3
TOTAL	225	100.0

TABLE C. DISTRIBUTION OF RESPONSES TO THE QUESTION:  
HOW MANY SIBLINGS DOES THE PROBATIONER HAVE?

NUMBER OF SIBLINGS	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
0	6	2.7
1	23	10.2
2	35	15.6
3	48	21.3
4	41	18.2
5	23	10.2
6	14	6.2
7 or more	23	10.2
Unknown	12	5.3
TOTAL	225	100.0

\*MODE NUMBER OF SIBLINGS IS 3.

APPENDIX XVI

History and Nature of Delinquency of Probation Cohort

- Table A. History of Delinquency: Number of Prior Detentions
- Table B. History of Delinquency: Number of Prior Informals
- Table C. History of Delinquency: Number of Prior Formals
- Table D. History of Delinquency: Number of Prior Probations
- Table E. History of Delinquency: Number of Prior Institutional-Commitments
- Table F. Description of Probation Cohort by Age at First Contact
- Table G. Description of Probation Cohort by Types of Offenses Committed
- Table H. Description of Probationer Offenses by Rating of Seriousness

TABLE A. HISTORY OF DELINQUENCY: NUMBER OF PRIOR DETENTIONS

NUMBER OF PRIOR DETENTIONS	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
0	155	68.9
1	30	13.3
2	15	6.7
3	12	5.3
4	4	1.8
5	6	2.7
6	1	.4
7	1	.4
8	1	.4
TOTAL	225	100.0

TABLE B. HISTORY OF DELINQUENCY: NUMBER OF PRIOR INFORMALS

NUMBER OF PRIOR INFORMALS	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
0	146	64.9
1	51	22.7
2	14	6.2
3	8	3.6
4	2	.9
5	3	1.3
6	1	.4
TOTAL	225	100.0

TABLE C. HISTORY OF DELINQUENCY: NUMBER OF PRIOR FORMALS

NUMBER OF PRIOR FORMALS	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
0	146	64.9
1	48	21.3
2	14	6.2
3	8	3.6
4	3	1.3
5	4	1.8
6	1	.4
7	1	.4
TOTAL	225	100.0

TABLE D. HISTORY OF DELINQUENCY: NUMBER OF PRIOR PROBATIONS

NUMBER OF PRIOR PROBATIONS	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
0	187	83.1
1	30	13.3
2	3	1.3
3	5	2.2
TOTAL	225	100.0

TABLE E. HISTORY OF DELINQUENCY: NUMBER OF PRIOR INSTITUTIONAL COMMITMENTS

NUMBER OF PRIOR INSTITUTIONAL COMMITMENTS	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
0	213	94.7
1	9	4.0
2	2	.9
4	1	.4
TOTAL	225	100.0

TABLE F. DESCRIPTION OF PROBATION COHORT BY AGE AT FIRST CONTACT

AGE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
10	10	4.4
11	13	5.8
12	10	4.4
13	27	12.0
14	40	17.8
15	46	20.4
16	46	20.4
17	29	12.9
18	2	.9
Unknown	2	.9
TOTAL	225	100.0

MEAN AGE AT FIRST CONTACT IS APPROXIMATELY 14½ YEARS.

TABLE G. DESCRIPTION OF PROBATION COHORT BY TYPES OF OFFENSES COMMITTED

TYPE OF OFFENSE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
Arson	1	.4
Assault	20	8.9
Auto Theft	17	7.6
Burglary	50	22.2
Larceny	21	9.3
Robbery	8	3.6
Sex Offense	1	.4
Vandalism	2	.9
Narcotics Violation	33	14.7
Glue Sniffing & Other Inhalents	2	.9
Alcoholic Beverage Violation	2	.9
Shoplifting	14	6.2
Firearms/and Deadly Weapons Viol.	4	1.8
Trespassing	1	.4
Runaway	15	6.7
Truancy	4	1.8
Ungovernable	19	8.4
Other	8	3.6
Neglect/Wilful Abuse	1	.4
Violation of Supervision	2	.9
TOTAL	225	100.0

TABLE H. DESCRIPTION OF PROBATIONER OFFENSES  
BY RATING OF SERIOUSNESS

OFFENSE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
Not Serious*	122	54.2
Serious**	103	45.8
TOTAL	225	100.0

\*Includes offenses in which the probability of formal handling is less than 50%: Larceny, Disorderly Conduct, Sex Offense, Vandalism, Narcotics Violation, Glue Sniffing and Other Inhalents, Alcoholic Beverage Violation, Shoplifting, Trespassing, Runaway, Truancy, Ungovernable, other

\*\*Includes offenses in which the probability of formal handling is 50% or greater: Arson, Assault, Auto Theft, Burglary, Robbery, Purse Snatching, Firearms or Deadly Weapon Violation, Receiving/Possession of Stolen Goods, False Fire Alarm, Neglect, Wilful Abuse or Cruel Treatment, Dependency - Lack of Adequate Care, Dependency and Neglect, Mentally Handicapped, Adult Contribution non-support, Special Proceedings, Violation of Supervision/ Probation/Aftercare

APPENDIX XVII

Table A. Computations for Analysis-of-Variance F test of Jesness Inventory Pretest Scores

Table B. Jesness Inventory Scale Data for Analysis-of-Variance: Pretest Sample

Table C. Personal Opinion Study Scale Data for Analysis-of-Variance: The Pretest Sample

Table D. Computations for Analysis-of-Variance of Personal Opinion Study Pretest Scores

Table A. Computations for Analysis-of-Variance of Jesness Inventory Pretest Scores

Scale	Sum of Squares		Degrees of Freedom	Estimate of Variance	F
SM	Total	21297.36	N-1=224	85.74 95.2	.90*
	Between	257.22	k-1=3		
	Within	21040.14	N-k=221		
VO	Total	22108.47	N-1=224	84.85 98.88	.85*
	Between	254.55	k-1=3		
	Within	21853.92	N-k=221		
Au	Total	17235.44	N-1=224	21.35 77.69	.27*
	Between	64.07	k-1=3		
	Within	17171.37	N-k=221		
Imm	Total	28889.05	N-1=224	111.99 129.19	.86*
	Between	335.98	k-1=3		
	Within	28553.07	N-k=221		
AI	Total	20256.33	N-1=224	69.88 90.70	.77*
	Between	209.66	k-1=3		
	Within	20046.67	N-k=221		
MA	Total	22538.2	N-1=224	86.15 100.81	.85*
	Between	258.46	k-1=3		
	Within	22279.74	N-k=221		
Wd	Total	72126.52	N-1=224	811.57 315.75	2.57*
	Between	2434.72	k-1=3		
	Within	69782.81	N-k=221		
SA	Total	24484.23	N-1=224	17.41 110.55	.15*
	Between	52.24	k-1=3		
	Within	24431.99	N-k=221		
Den	Total	8380.47	N-1=224	89.13 36.71	2.42*
	Between	267.41	k-1=3		
	Within	8113.06	N-k=221		
Rep	Total	29224.16	N-1=224	194.35 129.59	1.49*
	Between	583.05	k-1=3		
	Within	28641.11	N-k=221		
AI	Total	26116.96	N-1=224	93.93 116.90	.80*
	Between	281.79	k-1=3		
	Within	25835.17	N-k=221		

\*Not Significant

TABLE B. Jesness Inventory Scale Data for Analysis of Variance: Pretest Sample

SCALE	MEASURES	PROBATION SAMPLES				TOTAL
		Hyattsville	Suitland	Harford Co.	Balto. Co.	
SM	Sum of Scores	5637	3809	1768	2223	13437
	Means	60.61	58.60	60.97	58.50	59.72
	No. of Cases	93	65	29	38	225
VO	Sum of Scores	5001	3429	1626	2083	12139
	Means	53.77	52.75	56.07	54.82	53.95
	No. of Cases	93	65	29	38	225
Au	Sum of Scores	5056	3521	1618	2054	12249
	Means	54.37	54.17	55.79	54.05	54.44
	No. of Cases	93	65	29	38	225
Imm	Sum of Scores	5139	3535	1568	1966	12008
	Means	55.26	54.38	54.07	51.74	54.25
	No. of Cases	93	65	29	38	225
AI	Sum of Scores	5359	3634	1699	2209	12901
	Means	57.62	55.91	58.59	58.13	57.33
	No. of Cases	93	65	29	38	225
MA	Sum of Scores	4641	3244	1524	1975	11384
	Means	49.90	49.91	52.55	51.97	50.59
	No. of Cases	93	65	29	38	225
Wd	Sum of Scores	4279	3385	1563	1995	11222
	Means	50.85	52.08	53.9	52.50	49.87
	No. of Cases	93	65	29	38	225
SA	Sum of Scores	4110	2933	1318	1694	10355
	Means	44.19	45.12	45.45	44.58	44.68
	No. of Cases	93	65	29	38	225
Den	Sum of Scores	4538	3145	1362	1744	10789
	Means	46.86	48.38	46.97	45.89	47.95
	No. of Cases	93	65	29	38	225
Rep	Sum of Scores	4947	3408	1439	1873	11667
	Means	53.19	52.43	49.62	49.29	51.85
	No. of Cases	93	65	29	38	225
AI	Sum of Scores	5847	3991	1747	2287	13872
	Means	62.87	61.40	60.24	60.18	61.65
	No. of Cases	93	65	29	38	225

TABLE C. Personal Opinion Study Scale Data for Analysis of Variance: The Pretest Sample

SCALE	MEASURES	PROBATION SAMPLES				TOTAL
		Hyattsville	Suitland	Harford Co.	Balto. Co.	
ND	Sum of Scores	1109	771	325	374	2579
	Means	11.92	11.86	11.21	11.33	11.72
	No. of Cases	93	65	29	33	220
PD	Sum of Scores	1105	674	330	429	2538
	Means	11.88	10.37	11.38	13.0	11.54
	No. of Cases	93	65	29	33	220
SCD	Sum of Scores	1313	914	387	464	3078
	Means	14.12	14.06	13.34	14.06	13.99
	No. of Cases	93	65	29	33	220

TABLE D. Computations for Analysis-of-Variance of Personal Opinion Study Pretest Scores

Scale		Sum of Squares	Degrees of Freedom	Estimate of Variance	F
ND	Total	7128	N-1=219		
	Between	18	k-1=3	6	.18*
	Within	7110	N-k=216	32.9	
PD	Total	14005	N-1=219		
	Between	171	k-1=3	57	.89*
	Within	13834	N-k=216	64.04	
SCD	Total	2760	N-1=219		
	Between	13	k-1=3	4.33	.34*
	Within	2747	N-k=216	12.72	

\*Not Significant

APPENDIX XVIII

Table A. Computations and Results of t Tests of Significant Mean Differences between Age-Standardized Jesness Inventory Scale scores by Race

Table B. Computations and Results of Significant Mean Differences between Personal Opinion Study Scales by Race (Raw Scores)

TABLE A1. COMPUTATIONS AND RESULTS OF T-TESTS OF SIGNIFICANT MEAN DIFFERENCES BETWEEN AGE-STANDARDIZED JESNESS INVENTORY SCALE SCORES BY RACE

	SCALES																					
	SM		VO		Imm		Au		AI		MA		Wd		SA		Rep		Den		AI	
	BLACKS	WHITES																				
Mean	60.82	59.39	54.49	53.80	57.41	53.39	55.04	54.27	58.51	56.95	50.59	50.60	51.98	51.76	43.41	45.02	59.00	49.96	47.76	46.50	63.82	60.60
S.D.	8.79	10.04	8.83	10.21	11.40	11.19	8.74	8.77	8.73	9.74	10.11	10.04	11.57	10.66	8.74	10.85	10.69	10.60	8.97	12.04	9.54	10.90
t	.973		.466		2.191*		.543		1.077		.000		.118		1.08		5.24**		.798		2.022*	

\*.01 Significance Level

\*\* .001 Significance Level

TABLE B. COMPUTATIONS AND RESULTS OF SIGNIFICANT MEAN DIFFERENCES BETWEEN PERSONAL OPINION STUDY SCALE BY RACE (RAW SCORES)

	SCALES					
	ND		PD		SCD	
	BLACKS	WHITES	BLACKS	WHITES	BLACKS	WHITES
mean	10.10	12.08	11.48	11.55	13.52	14.05
S.D.	5.68	5.78	7.71	8.07	2.78	3.92
t	* 1.735		.059		1.05	

\*.10 Significance Level

APPENDIX XIX

Table A. Percent of Cases Handled Formally in Maryland Between 7/72 and 6/73

Table B. Percent of Cases Formally Handled in Prince George's County between 7/72 and 6/73 by Offense Category

TABLE A. PERCENT OF CASES HANDLED FORMALLY IN MARYLAND BETWEEN 7/72 - 6/73

OFFENSE CODE	OFFENSE DESCRIPTION	CASES				
		FORMAL	INFORMAL	DISAPPROVD	TOTAL	PERCENT FORMAL
01	Arson	122	36	47	205	59.5
02	Assault	2632	618	1807	5057	52
03	Auto Theft-Unauth. Use	1346	161	289	1796	75
04	Burglary--Breaking + Entering	2973	443	550	3970	75
05	Larceny	1362	660	932	2954	46
06	Robbery	386	16	39	441	87.5
07	Disorderly Conduct	578	367	1442	2387	24
08	Sex Offense	92	35	64	191	48
09	Vandalism	556	321	654	1531	36
11	Narcotics Violation	817	543	667	2031	40
12	Glue Sniffing and Other Inhalents	146	48	128	322	45
13	Alcohol Beverage Violation	152	254	388	794	19
14	Shoplifting	735	1043	1143	2921	25
15	Purse Snatching	86	5	8	99	87
16	Fire Arms or Deadly Weapon Violation	272	65	99	436	62
17	Receiving/Possession of Stolen Goods	116	53	64	233	50
18	Trespassing	206	340	806	1352	15
19	False Fire Alarm	65	6	17	88	74
21	Runaway	795	600	697	2092	38
22	Iruancy	382	391	508	1281	30
23	Ungovernable	1525	769	900	3194	48
24	Other (Specify)	740	561	1389	2690	27.5
30	Neglect Wilful Abuse or Cruel Treatment	596	37	83	716	83
31	Dependency-Lack of Adequate Care	962	26	67	1055	91
32	Dependency and Neglect	666	25	108	799	83
40	Mentally Handicapped	62	2	5	69	90
50	Adult Contributing	59	3	17	79	75
51	Non-support	22	0	0	22	100
60	Special proceedings (specify)	64	4	1	69	93
90	Violation of Supervision, Probation, Aftercare	73	1	2	76	96
TOTAL		18588	7441	12,921	38950	48%

**Table B.** Percent of Cases Formally Handled in Prince George's County Between 7/72 and 6/73 by Offense Category

Offense	Complaint Code	% Formal
Violation of Supervision	90	100
Robbery	06	84
Purse Snatching	15	75
Burglary-Breaking + Entering	04	69
Auto-Theft-Unauthorized Use	03	68
Sex Offense	08	61
Receiving/Poss. of Stolen Goods	17	52
Larceny	05	45
Runaway	21	44
Iruancy	22	43
Ungovernable	23	43
Fire Arms or Deadly Weapons Viol.	16	39
Assault	02	37
Vandalism	09	36
Glue Sniffing and Other Inhalents	12	36
Arson	01	34
Disorderly Conduct	07	26
Shoplifting	14	26
Narcotic Violation	11	25
Other (Specify)	24	25
Trespassing	18	16
Alcohol Beverage Viol.	13	10
False Fire Alarm	19	0

APPENDIX XX

**Table A.** Matrix of Correlation Coefficients

**Table B.** Analysis-of-Variance Test for Significance of Multiple Correlation of Asocial Index Scores and the following Variables: Race, Sex, Age at first contact, Seriousness of Offense, Present age, Number of Prior probations, Number of Prior Informals, and Number of prior detentions

Table A . MATRIX OF CORRELATION COEFFICIENTS

VARIABLE	PRESAG	SEX	RACE	AGE1ST	SERIOUS
PRESAG	.10000+01	-.87431-01	-.16399-01	.58797+00	-.17586-01
SEX	-.87431-01	.10000+01	-.48194-01	.54826-01	-.31059+00
RACE	-.16399-01	-.48194-01	.10000+01	.47033-01	-.93179-02
AGE1ST	.58797+00	.54826-01	.47033-01	.10000+01	.65853-02
SERIOUS	-.17586-01	-.31059+00	-.93179-02	.65853-02	.10000+01
DETENT	-.10000+00	.11618+00	.11898+00	-.18798+00	-.99301-01
PROBAT	-.38509-01	-.12179+00	.16613-01	-.26174+00	-.53408-02
INFORM	.38475-01	-.72105-01	-.13166+00	-.36417+00	-.29321-01
FORMAL	-.43479-01	-.17451+00	-.23439-01	-.34130+00	-.28457-02
SM	-.68294-01	.10380+00	.62298-01	-.38892-01	.53200-01
AI	.11050-01	.88604-01	.10689+00	.36142-01	-.69354-02

VARIABLE	FORMAL	SM	AI	DETENT	PROBAT	INFORM
PRESAG	-.43479-01	-.68294-01	.11050-01	-.10080+00	-.38509-01	.38475-01
SEX	-.17451+00	.10380+00	.88604-01	.11618+00	-.12179+00	-.72105-01
RACE	-.23439-01	.62298-01	.10689+00	.11898+00	.16613-01	-.13166+00
AGE1ST	-.34130+00	-.38892-01	.36142-01	-.18798+00	-.26174+00	-.36417+00
SERIOUS	-.28457-02	.53200-01	-.69354-02	-.99301-01	-.53408-02	-.29321-01
DETENT	.50811+00	.92926-01	.13990+00	.10000+01	.24100+00	.15305+00
PROBAT	.66844+00	.96230-01	.14041+00	.24100+00	.10000+01	.25827+00
INFORM	.24094+00	.70563-01	.89875-01	.15305+00	.25827+00	.10000+01
FORMAL	.10000+01	.21930-01	.80367-01	.50811+00	.66844+00	.24094+00
SM	.21930-01	.10000+01	.70028+00	.92926-01	.96230-01	.70563-01
AI	.80367-01	.70028+00	.10000+01	.13990+00	.14041+00	.89875-01

Table B. Analysis-of-Variance Test for Significance of Multiple Correlation of Asocial Index Scores and the following Variables: Race, Sex, Age at first contact, Seriousness of Offense, Present Age, Number of Prior probations, Number of Prior Informals, and Number of Prior Detentions

Source	D.F.	Sum of Squares	Mean Square	F	Probability
Mean	1	.85054 + 06	.85094 + 06		
Regression	8	.17508 + 04	.21885 + 03	.19933 + 01	.04068
Error	216	.23715 + 05	.10979 + 03		

APPENDIX XXI

Table A. Results of Dependent Samples t Test for Significance of Pre to Posttest Score Changes on Jesness Inventory Scales (N=30)

Table B. Results of Dependent Samples t Test for Significance of Pre to Posttest Score Changes on Personal Opinion Study Scales (N=30)

Table A. Results of Dependent Samples t Test for Significance of Pre to Posttest Score Changes on Jesness Inventory Scales (N= 30)

Scale	$\bar{x}$ Difference	S. D.	t	Level of Significance (one tailed test)
SM	-3.03	7.45	-2.19	.025
VO	-5.2	8.81	-3.18	.005
Imm	-2.33	8.20	-1.53	Not Significant
Au	-1.63	8.46	-1.04	Not Significant
AI	-3.63	7.18	-2.72	.01
MA	-4.23	7.43	-3.07	.005
Wd	-2.97	9.71	-1.64	Not Significant
SA	-4.10	11.75	-1.87	.05
Rep	-.26	9.31	-.15	Not Significant
Den	6.4	10.01	3.44	.005
AI	.43	7.31	1.05	Not Significant

Table B. Results of Dependent Samples t Test for Significance of Pre to Posttest Score Changes on Personal Opinion Study Scales (N= 30)

Scale	$\bar{x}$ Difference	S. D.	t	Level of Significance (one tailed test)
ND	-1.76	4.79	-1.98	.05
PD	-2.07	5.19	-2.14	.025
SCD	-.66	3.90	-.92	Not Significant

**END**