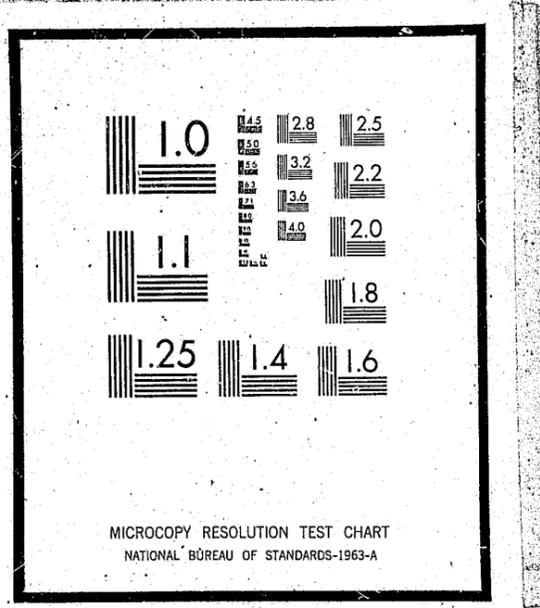


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SELECTED INSTRUMENTS USED IN THE GROUP HOME PROJECT

by

Ted Palmer

John Pearson

Sharlene Haire

STATE OF CALIFORNIA - HUMAN RELATIONS AGENCY
DEPARTMENT OF THE YOUTH AUTHORITY

The Group Home Project - Fall, 1969

18081

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STATE OF CALIFORNIA

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Governor

Spencer Williams
Administrator
Human Relations Agency

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This project is jointly sponsored by the National Institute of Mental Health
and the California Youth Authority.

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INTRODUCTORY REMARKS REGARDING THE INSTRUMENTS PRESENTED

The Group Home Project got underway in 1966 and was scheduled to continue operations through October, 1969. During its first year numerous instruments and forms were developed by group home staff, chiefly for the purpose of project description and evaluation. Other instruments were adapted from work done elsewhere relative to children and/or delinquent adolescents. Most of these instruments were subsequently used throughout the life of the Project. Several of these have been brought together to form the present document.

In one sense, this document serves as a report on certain technical features of the Project. Beyond this, and perhaps of greater importance in the long run, some of the instruments and forms in question may prove to be of value to given readers and researchers in connection with their own work. Within the Group Home Project itself, their areas of primary usefulness have related to:

- 1) the task of selecting appropriate group home parents and of matching these individuals with given types of delinquent youth who might later be placed within their group home;
- 2) the description - relative to group home parents and other treatment personnel as well - of attitudes and feelings (a) toward given youths, (b) toward specified aspects of group home living, and (c) regarding given ways of interacting with youths;
- 3) the measurement of changes-through-time with reference to the above attitudes, feelings, etc.;
- 4) a variety of baseline-data items, together with documentation-of-decisions, procedures, and other record-keeping matters.¹

¹The following instruments have not been included in the present document, but can be found in the Group Home Project's First Year Progress Report (August, 1967):

- 1) Staffing Guide For Initial Screening/Staffing Of Potential Group Home Parents.
- 2) Ward Intake Staffing Guide.
- 3) Group Home Management Instrument (detailed outline).

The latter is an instrument which helps provide a systematic, detailed description of various structural features of the home environment, of the mutual expectations which are present between parents and wards, and of actual approaches to group home living in general.

(Footnote 1 is continued on next page.)

The many possible uses, together with the specific, positive contributions of the instruments and forms in question, will be seen in the Project's final and technical reports - currently in writing stages. The reports in question draw heavily upon information gathered by means of these several data collection devices.

Introduction To Specific Tests And Instruments

A. Paper And Pencil Questionnaires

1. Characteristics Of Youngsters Questionnaire: This instrument is designed to elicit group home candidates' views and feelings as to which type of youths they (1) would prefer, and not prefer, to have living within their home, (2) would enjoy, and not enjoy, to do things with or spend time with, and (3) could probably help - that is, make a positive difference to - as well as not help. In all, 28 differing characteristics of youths (personality traits, modes of interacting, etc.) are listed. The test-taker is asked to respond to each such item, separately, with regard to the above-mentioned dimensions of preference, enjoyment and ability to help.

Each of these 28 items are defined operationally in terms of examples which appear on the test form itself. Each such item, and all examples connected with it, were developed during the early 60's as part of the descriptive research which was being conducted by the present principal investigator with a population of 178 juvenile probationers in Southern California.¹

(Footnote 1 continued from previous page.)

The following have been included in neither the present document nor in prior project reports:

- 1) Youngsters Initial Interview Guide
- 2) Youngsters Follow-up Interview Guide
- 3) Parole Agents Follow-up Interview Guide

Each such interview guide is available upon request to:

The Community Treatment Project - Research Section
3610 5th Avenue
Sacramento, California 95817

¹Palmer, T. Types Of Probation Officers And Types Of Youth On Probation: Their Views And Interactions. Youth Studies Center Project Report, University of Southern California. 1963. pp. 45-62; 245-251.

With reference to this group of probationers, the 28 items, or characteristics, were later sorted into eight relatively independent groupings or clusters of youth.¹ Correlations were later computed between each of these eight empirically-derived clusters, on the one hand, and each of the different I-level subtypes, on the other. It was largely on the basis of these actual correlations that specific weights could be assigned to each of the present 28 items - differentially for each one of the delinquent subtypes which were represented within the present population of parolees. These weights formed the basis of the scoring key which is presented on pp. 25-40. Separate scores are computed for each of eight delinquent subtypes; and, various "cutoff" points are presented in connection with each such score relative to the following question: How appropriate does it seem for the given respondent to be working - in the capacity of a group home parent - with each given subtype?

Relative to the present Project, the Characteristics Of Youngsters Questionnaire was first administered to individuals at the time that they were initially being considered for possible hiring as group home parents. It was given again approximately twelve months later to those individuals who had, in fact, been hired as group home parents and whose home had been established for that period of time.

2. Foster Parent Preference Survey: This is a modification of the 65 item questionnaire developed during the mid 60's by Dr. Carl Jesness. The Jesness questionnaire, known as the Staff Preference Survey, was developed essentially on an a priori basis, and was used in connection with a study of institutionalized delinquents within the California Youth Authority.² It was designed as an aid in matching institutional staff (youth counselors and/or group supervisors) with given youths who were to be assigned to homogeneous living units - with the assignments in question being made primarily on the basis of each youth's I-level subtype. Compared to the method of scoring associated with this original questionnaire, the present (group home) system

¹This 'sorting', or empirical grouping, was done using a method essentially the same as that utilized by Tryon during the late 50's and early 60's (cf. "cluster analysis"). The intercorrelations among each of the eight youth-groupings in question were generally on the order of .10.

²Jesness, C.F. The Preston Typology Study: An Application Of A Treatment Typology To Delinquents. California Department of the Youth Authority and the National Institute of Mental Health. 1968.

of scoring has been entirely redone along lines which reflect (1) matching practices plus related information and experiences within the Community Treatment Project and (2) the differing prior experiences (personal and/or professional), and project expectations as well, which exist in connection with potential group home parents, on the one hand, as compared with the above, institutional personnel on the other. A scoring key is presented on pp. 55-63. Cutoff points are indicated relative to the question of each given respondent's appropriateness for working with each of six delinquent subtypes, respectively.

The present group home Foster Parent Preference Survey also contains a section which consists of brief, separate narrative descriptions of each of the above six subtypes. Without having knowledge as to which given description corresponds to which particular I-level subtype, the test-taker is asked to respond¹ in terms of which among the given, described types of youth he (1) would prefer to have living within his home, (2) would enjoy doing things with or spending time with and (3) could probably help. Separate sets of responses are made with regard to each of these three dimensions. In order to reflect the thinking and experiences of the Community Treatment Project, the narrative descriptions in question have been reworked from those which appeared in the original Jesness test.²

This questionnaire was usually given immediately after the above, Characteristics Of Youngsters Questionnaire - given, that is, first at point of possible hiring and then again approximately twelve months later.

3. Descriptions Of Treatment Personnel Inventory: This is a 52 item rating form. Its immediate purpose is to help describe and evaluate (1) selected characteristics of personality and (2) types of professional orientation on the part of individual# being rated. As with the instruments previously described, this inventory was first completed during the period of initial screening; and it was completed once again approximately twelve months later.³

¹In the form of 'first choice or preference', 'second choice or preference', 'third choice or preference', etc.

²The subtypes which correspond to each of the six descriptions which appear on pp. 50-53 are as follows: 'A' = Cfc; 'B' = Nx; 'C' = Cfm; 'D' = Ap; 'E' = Mp; 'F' = Na.

³This inventory was developed by the Project's principal investigator in connection with research relating to parole agents within the Community Treatment Project.

In contrast to the previous inventories, test-responses (ratings) made in relation to the present inventory were not made by the group home candidates, or parents, themselves. Instead, they were made by professional staff, essentially in terms of the following procedure:

As part of the initial screening process, the group home coordinator would conduct detailed, individual interviews with each given candidate (potential group home mother and father). A few days after each such interview, the coordinator would rate each candidate, individually, with regard to the 52 items in question. During this same span of time, the group home research analyst would be carrying out an essentially identical process. That is, he, too, would be conducting separate, detailed interviews (see pp. 81-85), and would subsequently be making individual ratings with reference to the same candidates. The coordinator and research analyst would next get together with one another to discuss and resolve (separately with regard to each of the candidates) whatever differences there may have been between their respective, independent ratings. The product of this review and discussion - namely, the composite and reconciled set of ratings for the given candidate - would comprise the final data used for the purpose of assigning scores to each such candidate. Essentially the same procedure would be used relative to ratings which the professional staff again made at the 12-months point. However, in this latter case the ratings would be made primarily on the basis of the given staff's numerous observations of, as well as personal interactions with, the parents in question.

As to the 52 items themselves, these were selected from a larger pool of some 138 variables. The latter items, or variables, were developed as part of the earlier-mentioned investigation of a Southern California population of juvenile probationers. There, these items (grouped in the form of 23 separate scales) had been found to differentiate certain types of probation officers from one another.¹ When later applying these same items and scales to the population of parole agents (termed 'specialists') who had worked at the Community Treatment Project (CTP), it was found that one could statistically distinguish each of five groups of CTP specialists from one another - those who had been matched with,²

¹op.cit., pp. 102-159; 252-267.

²Based largely upon lengthy, non-directive depth interviews conducted separately by research and operations professional staff.

and assigned to work primarily with, either the I₂, Cfm, Mp plus Cfc, Na, or Nx subtypes, respectively. Using the same general approach, it was possible to also distinguish each type of specialist from a group of 'regular parole agents' - individuals who did not work at the Community Treatment Project, but who handled the same type of youths, and within the identical geographic area.¹ It seemed plausible that if given combinations of items could differentiate parole agents from one another along such lines, they might² be able to contribute to the selection and matching of group home parents as well. Accordingly, the set of items which comprise the Descriptions Of Treatment Personnel Inventory (Form 1) were selected from the larger, original pool of 138 variables and were then given a set of weights which seemed to best reflect the present, group home context.

The 52 ratings in question result in each candidate's receiving five separate scores - those which are based upon the specific weights given to those items which tap the I₂, Cfm, Mp plus Cfc, Na, and Nx dimensions, respectively. Cutoff points are provided with reference to the question of candidates' appropriateness or inappropriateness for working - in the capacity of a group home parent - with each such subtype or (with reference to Mp/Cfc youths) combination of subtypes.³

B. Interview Schedules

Relative to the Project's research protocol, both the pre-hiring interview and the follow-up interview with group home parents were officially conducted by the research analyst. Their purpose was to obtain a rather comprehensive picture of the frame of reference, long-term motivations and major personality characteristics of the individuals in question. Each such interview was conducted on a one-to-one basis between the researcher and the given candidate or parent. In order to obtain optimal response and information relative to the type of questions which were asked, the interviewer attempted to create a relaxed, moderately informal atmosphere.

¹Palmer, T. Personality Characteristics And Professional Orientations Of Five Groups Of Community Treatment Project Workers: A Preliminary Report On Differences Among Treaters. Community Treatment Project Report Series: 1967, No. 1.

²Using a somewhat different set of item-weights, in addition to a rather different set of cutoff points.

³A scoring key has not been included within the present document. With reference to the inventory in question, technical information relative to the details and mechanics of scoring and interpretation may be obtained by writing to the Project Office.

The pre-hiring interview constituted the subject matter of some of the very first contacts between group home professional staff and prospective group home parents. In particular, it allowed research staff to take what was generally its first careful 'look' at the candidates in question. The group home coordinator also asked each candidate several questions which form part of the pre-hiring interview schedule. The follow-up interview was conducted at an interval which ranged from approximately twelve to eighteen months in the case of the various group homes - with the average interval being approximately sixteen months.

Both schedules were developed by group home staff in connection with the present Project. Relative to the actual content of the schedules in question, introductory remarks would serve very little purpose. Upon reviewing the schedules for himself, the reader will note the wide range of subject matter which is covered, in addition to the depth of response for which provision has been made. While of a confidential nature, the researcher's interviews with the candidates and parents were in all instances tape-recorded for the purpose of later review or detailed evaluation.¹

C. Descriptive And Evaluative Instruments

1. Parental Attitude Research Instrument (PARI): This instrument was administered separately to each group home mother and group home father after their home had been in operation for approximately twelve months. Except for certain rather minor substitutions (e.g., use of the word "youngster" instead of "child"),² the Project utilized the item-structure of the original PARI developed by E. S. Schaefer and R. Q. Bell.³ However, instead

¹Despite its frequent newness to many group home candidates, the tape recorder seemed to pose little problem relative to the pre-hiring interview. By the time of the follow-up interview, group home parents were in any event rather fully accustomed to being recorded.

²The remaining substitutions related to particular words used in the basic, four-point rating scale:

- 1: "strongly agree" - remained unchanged;
- 2: "mildly agree" - was modified to read "agree more than disagree";
- 3: "mildly disagree" - was modified to read "disagree more than agree";
- 4: "strongly disagree" - remained unchanged.

³Schaefer, Earl S. and Bell, Richard Q. Development Of A Parental Attitude Research Instrument. Child Development, 339-361, 29, No. 3. Sept., 1958.

of the original 115 items, a total of 60 items were used in all. Item-selection took place along the following lines:

Schaefer and Bell had singled-out some 23 separate scales (five items per scale) in connection with their 115 item form. They also indicated the factor loadings of each such scale relative to each of three major factors: I - Approval of Maternal Control of the Child; II - Approval of Expression of Hostility; III - Approval of Positive Attitudes Toward Child Rearing. Given this information, group home staff then selected a number of scales - each of which (1) seemed different from the remaining scales at the level of item-content, and (2) had been found to have a high factor loading on some one of the three major factors, but on neither of the remaining two. Individually as well as collectively, these groups of 'representative scales' (see below) thus appeared rather independent of one another relative to the major factors in question.

The following scales¹ were chosen to represent factor I (1) Fostering Dependency; (2) Intrusiveness; (3) Ascendancy of Mother; (4) Approval of Activity. Their loadings on factor I were .51, .73, .64, and .50, respectively.² The following scales were chosen to represent factor II: (1) Strictness; (2) Rejection of the Homemaking Role; (3) Marital Conflict; (4) Irritability. The loadings of these scales on factor II were .50, .62, .57, and .76, respectively.³ The following scales were chosen to represent factor III: (1) Encouraging Verbalization; (2) Equalitarianism; (3) Comradeship and Sharing. Their loadings on factor III were .41, .57, and .46 respectively.⁴

¹In all instances, the original five items were utilized in connection with each such scale.

²Their mean loading on factor II was .12. Their mean loading on factor III was -.12.

³Their mean loading on factor I was .08. Their mean loading on factor II was .00.

⁴Their mean loading on factor I was .16. Their mean loading on factor II was -.09.

In view of the definite role played by group home fathers within the present Project, five items were added to parallel those which comprised the Ascendancy of Mother scale. These items - collectively referred to as the Ascendancy of Father scale - brought the number of scales to 12 in all.¹

2. Importance Questionnaire: This 213 item inventory, developed by group home staff, represents a major modification and expansion of a 'values checklist' which was utilized by Larson during the early 60's as part of a study of underachieving, overachieving, and overly aggressive high school youths.²

Within the context of the Group Home Project, the Importance Questionnaire was first administered right at the time a given home had been established and its first youngsters were being placed. The questionnaire was repeated approximately nine or ten months later. In both instances, it was given to each parent on an individual basis. The respondent was instructed to answer each item in terms of a five-point rating scale which has as its reference the following general question: "How important or unimportant is it to you that...?" Thus, a typical question would be: "How important or unimportant is it to you that youngsters in your home do not talk back to you when they are told to do something?"

The Importance Questionnaire is divided into eight sub-sections. These relate to the group home parent's general views and feelings about 'youths placed within the home'. This has reference to the following areas, issues, and/or concerns:

¹Relative to the 60 item, group home adaptation of the PARI which appears on pp. 90-96, the item numbers corresponding to each of the 12 scales are as follows (item numbers which correspond to the format used on the original PARI are also shown - within parentheses):

- Scale #1 - Approval of Activity: 1(15), 13(38), 25(61), 37(84), 49(107).
- Scale #2 - Strictness: 2(8), 14(31), 26(54), 38(77), 50(100).
- Scale #3 - Intrusiveness: 3(20), 15(43), 27(66), 39(89), 51(112).
- Scale #4 - Comradeship and Sharing: 4(21), 16(44), 28(67), 40(90), 52(113).
- Scale #5 - Ascendancy of Mother: 5(19), 17(42), 29(65), 41(88), 53(111).
- Scale #6 - Marital Conflict: 6(7), 18(30), 30(53), 42(76), 54(99).
- Scale #7 - Encouraging Verbalization: 7(1), 19(24), 31(47), 43(70), 55(93).
- Scale #8 - Rejection of the Homemaking Role: 8(13), 20(36), 32(59), 44(82), 56(105).
- Scale #9 - Fostering Dependency: 9(2), 21(25), 33(48), 45(71), 57(94).
- Scale #10 - Ascendancy of Father: 10('19a'), 22('42a'), 34('65a'), 46('88a'), 58('111a').
- Scale #11 - Equalitarianism: 11(14), 23(37), 35(60), 47(83), 59(106).
- Scale #12 - Irritability: 12(9), 24(32), 36(55), 48(78), 60(101).

²Larson, William R. The Family Relations Project. Youth Studies Center, University of Southern California. 1962.

- (1) A collection of sub-factors which includes: drinking; smoking; fighting; delinquent associations; preparing for the future; 'success' and/or personal achievement; standing-up for one's rights; taking unfair advantage of others; etc.
- (2) A constellation of sub-factors which relate directly to group home living, and which includes: following group home rules; letting others know where one plans to be, and what in general one might plan to be doing; chores; caring for personal possessions and group home furniture or equipment; etc.
- (3) Getting along with others within the home; manner of expressing feelings, emotions and opinions;¹ etc.
- (4) Mode of participation in group home life - sharing in the interests or activities of others; etc.
- (5) Employment.
- (6) Type and amount of participation in recreational activities and social events outside of the group home.
- (7) Grade or high school; school attendance and conformity to school expectations and regulations; education or training subsequent to high school.
- (8) Laws and rules beyond the contexts of group home and school.

No specific scoring system has been developed to date, whether for the Importance Questionnaire as a whole or for any of its eight sub-sections. The inventory has instead been utilized at the level of item-analyses - to detect, for example, specific areas in which group home parents might have markedly shifted their attitudes during the nine or ten months' interval from first to second testing. Individual shifts, as well as patterns of shift can help clarify as well as further document a number of major developments - and specific events as well - which might have been observed within a particular home during the given interval of time. The inventory can also be useful in detecting rather specific areas in which differences of opinion exist between any given set of group home parents, at any particular point in time. Finally, item-analyses can help pinpoint those

¹ Includes items which refer to expressions of feeling, emotion and opinion on the part of the group home parent as well.

areas in which substantial differences exist across different types of group homes - this, in addition to supplying a form of verification as to a variety of similarities which may be present as well.¹

3. Youngster Behavior Inventory: The Youngster Behavior Inventory (YBI) for group home parents consists of 85 questions. It provides a basis for assessing the behavioral adjustment of youths placed within the home, as perceived by each individual parent. (A similar, but somewhat shorter form of the YBI is also completed by each youth's parole agent - in this case with reference to those areas in which the agent has been able to observe the given youth.) The YBI represents a major adaptation of a far lengthier "Classroom Behavior Inventory" which was being developed by Schaefer, et al., during the mid-60's and which was used with reference to ratings made primarily by grade school teachers.²

The areas, or factors, relative to which the youth's adjustment is rated on the YBI are as follows (areas '1' through '4' - containing 24 items in all - are grouped together under the broader concept of 'Indices of Acceptable, Effective or Constructive Adjustment'; areas '5' through '13' - containing 61 items in all - are grouped under 'Indices of Disturbance'):

- (1) Thoughtfulness for Others. (2) Participation with Others.
- (3) Conscientiousness - Consistency. (4) Self-confidence - Enjoyment.
- (5) Lack of Environmental Awareness, or Gross Disorientation.
- (6) Manifest Anxiety. (7) Over-aggressivity - Intimidation.
- (8) Over-sensitivity - Distrustfulness. (9) Over-competitiveness (and Gross Attention-seeking). (10) Resistance - Opposition to Procedures, Activities or Controls. (11) Over-dependency - Submissiveness - Feelings of Inferiority. (12) Withdrawal - Depression - Non-involvement. (13) Other Lack of Self-confidence, of Over-defensiveness or Inflexibility.³

¹ Irrespective of the particular point in time.

² Schaefer, Earl S., Aaronson, May R. and Burgoon, Betty R. A Classroom Behavior Inventory. Unpublished report, Laboratory of Psychology, NIMH. 1965.

³ Together with their respective titles, these several scales are generally quite different than those associated with the original Classroom Behavior Inventory. The items which comprise each of these 13 scales are as follows:

Part I

Scale # 1: 3, 4, 5, 8, 12, 13.

Scale # 2: 2, 6, 7, 9, 10, 11, 14.

Scale # 3: 15, 16, 17, 18, 22.

Scale # 4: 1, 19, 20, 21, 23, 24.

(Footnote 3 is continued on next page.)

The group home YBI was administered at intervals of approximately nine weeks. It was given individually to each group home parent; and it was - at that given point in time - always responded to separately with reference to each youth¹ who had resided within the home during the immediately preceding nine-weeks interval. Using a five-point scale, each parent was asked to choose the response which best described the given youngster - that is, best described the degree to which each statement (see 'illustrative items') either did or did not apply to him. Illustrative items would include: "Gives others an opportunity to express their point of view"; "Remains angry for a long time after a little quarrel"; etc.

Group home parents, and parole agents as well, typically found this inventory to be both meaningful and relatively easy to complete from the standpoint of their observations of the given youths in question. The YBI can be scored and analyzed separately at each of three levels: individual scales; Part I as a whole (Scales 1 - 4, collectively) and, also, Part II as a whole (Scales 5 - 13, collectively); Part I plus Part II, combined. In the case of any given scale, "scores" can simply be the sum

(Footnote 3 continued from page 11):

Part II (The item-numbering system which appears in Part II is independent of that which was used in Part I. That is, no given item was used on more than a single scale.)

Scale # 5: 1, 2, 3, 4, 5.
Scale # 6: 6, 7, 8, 9, 10.
Scale # 7: 11, 12, 13, 14, 15, 16, 25, 26, 27, 28, 30.
Scale # 8: 17, 18, 19, 20, 21, 22, 23, 24, 35, 37.
Scale # 9: 29, 31, 32, 33, 34, 41.
Scale # 10: 40, 42, 44, 45, 46, 47, 48.
Scale # 11: 49, 50, 51, 52, 54, 55.
Scale # 12: 56, 57, 58, 59, 60, 61.
Scale # 13: 36, 38, 39, 43, 53.

¹Essentially the same procedure was used in the case of ratings made by the given parole agent who was responsible for the particular youth, in terms of the youth's official caseload assignment.

of the ratings which had been given to all of the individual items (collectively) on the scale in question.¹ In the case of pre-to-post changes, scores can be developed in terms of the number of ratings which had changed in a positive direction from pre- to post- test; and so on.

D. Screening, Ward Placement, Attendance and Cost-Accounting Forms

The (1) nature of the content, together with the (2) intended uses of the forms in question are both rather self-evident, and as such require no introductory remarks. Each of these forms was developed by group home staff. These forms appear to have served their respective purposes fairly well, and to have been relatively convenient with reference to ease of actual usage.

¹This applies to the scoring of PARI scales, as well.

CHARACTERISTICS OF YOUNGSTERS QUESTIONNAIRE

INTRODUCTION

In this questionnaire we have listed twenty-eight possible characteristics of youngsters (and several examples of each). Any individual youngster can have one or more of these characteristics, and some youngsters can possess characteristics to a greater degree than other youngsters might. We would like you to answer three separate questions in connection with each of these twenty-eight characteristics, in terms of how you feel or think in regard to each question.

Your responses to this questionnaire will be confidential outside of the Group Home Project and the Community Treatment Project. Any use of the questionnaire outside of the Projects will be in terms of the general research information that is being collected; and will contain no information which could cause any individual to be identified.

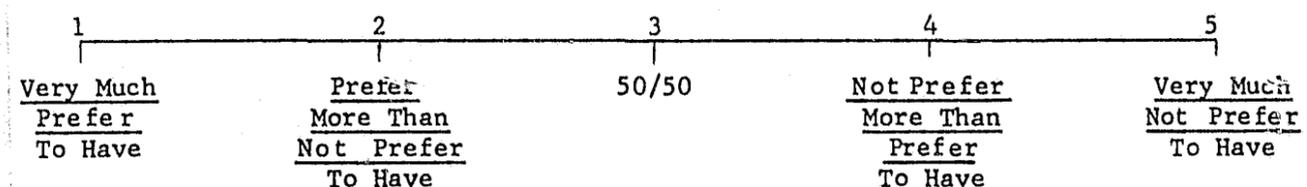
You will be given a question card for each of the three questions. In addition, you will find on the question card a scale of answers numbered 1 through 5. For each question (e.g., for the first question) go through all twenty-eight characteristics; and after you've done that, go to the next question and once again go through all twenty-eight characteristics.

After reading the question (and examples given), choose the number that corresponds to the answer on the scale that comes closest to how you personally really feel at this point in time. There are no "right" or "wrong" answers, so do not try to answer in terms of what you feel is a "right" or "wrong" answer or an answer that you feel someone might like to hear. After choosing your answer, give the number of that answer to the person giving the questionnaire and he will write it down.

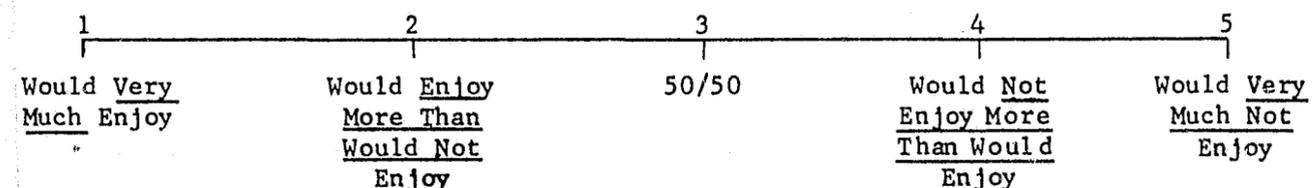
CHARACTERISTICS OF YOUNGSTERS QUESTIONNAIRE

The three questions that will be asked pertaining to each of twenty-eight characteristics are:

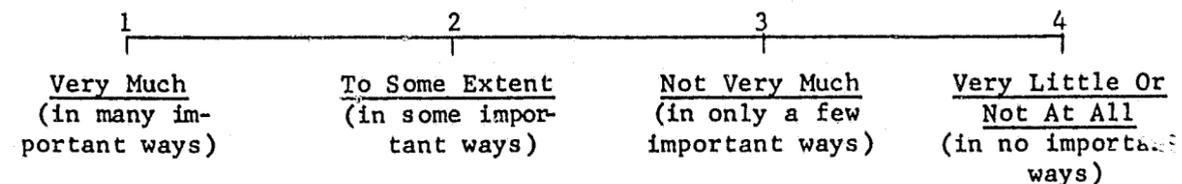
1. To what extent would you really prefer to have or prefer to not have living in your home a youngster who?



2. To what extent do you think you would really enjoy or not enjoy doing things with or spending time with a youngster who?



3. In your home, to what extent do you think you could really help (that is, make a positive difference to, meet the needs of, relieve the problems of) a youngster who?



* Each question and scale presented on a 5x8 card

1. Is self-centered

For example:

- Feels very superior to practically everyone.
- Is ingratiating, overly-sollicitous.
- Uses very many self-reference pronouns (for example, "I am", "I do", etc.).
- Responses to others often appear very egocentric (for example, his responses to them - whether by design or not - seem to make their comments and observations appear insignificant or "beneath him"; thus, he may, in effect, "dismiss" or "ignore" the other person's concern).
- Explicitly praises his own ideas and concepts.

2. Has a low self-evaluation.

For example:

- Feels he has no accomplishments to his credit (in school, in his job, or in his relationships with the opposite sex).
- Feels rather inferior to others.

3. Is not demonstrative.

For example:

- Values, as a characteristic in himself, the ability to have self-control to be "cool", or to "show no emotion".
- His feelings or emotions hardly ever seem available--either to himself or for others to see or respond to.

4. Is anxious, nervous, stirred up.

For example:

- Seems to feel that he is under very great internal pressure in relation to his behavior; thus, he seems nervous, anxious, etc.
- May show signs of extreme anxiety when talking with someone.

5. In confused, uncertain.

For example:

- Gives an account of himself or of his situation that is difficult, or even impossible to understand.
- Is very uncertain of what he says; cannot decide; is not sure of his facts.
- Seldom seems to know what is expected of him.
- Has a poor ability to recall the "history" of his delinquency; confused recollections are strongly predominant.
- Very often contradicts himself, or changes his story.

6. Wants to be helpful; wants to be likeable.

For example:

- Desires "kindness, compassion" as a characteristic in himself. (May hope that these characteristics bring him acceptance and positive response from others.)

7. Is impulsive.

For example:

- Does or says things without showing any evidence of having thought about it ahead of time, or considering the consequences. (Is likely to act rashly, or to even make major decisions on the "spur of the moment".)

8. Is trying to act and to be tough

For example:

- Sees his most important role (or stance toward others ...or image in the eyes of others) as being that of a "tough guy".
- Values toughness and values not being vulnerable (easily "gotten to", "shattered", "broken", "unable to bounce back emotionally") as a characteristic in himself.

9. Is competitive.

For example:

- Has a strong need to achieve, or to get more than he thinks others are achieving or getting; often tries to outwit, outdo, or possibly even "ride herd" over others, in order to achieve his goal (at least, he believes it is legitimate to do so).
- Competition is his characteristic mode of relating to others.
- Is somewhat negativistic in a competitive sense of the term (for example, displays a kind of "one-upmanship" toward those with whom he is talking).

10. Is suspicious.

For example:

- He may often claim that other people have feelings toward him (for example, feelings of anger, hostility, etc.) which in reality come much closer to describing the feelings which he often has toward them; but he seems unable to recognize or to admit to the existence of this "reversal" or "projection" of his own feelings.
- Is very wary of others.
- May think that people who try to talk with him are primarily trying to check up on him, or to catch him at something.

11. Seeks independence and autonomy.

For example:

- Tries to operate, or tries to identify himself, as an individual only (someone who almost always tries to "do things his own way", "make up his own mind", or "run his own life").
- Sees his most important role as being that of a "lone wolf".
- Leadership may be his characteristic mode of relating to others.
- Places a high value on independence and autonomy in himself.

12. Is cooperative and tries to help others.

For example:

- Cooperation--(and, attempts at "doing his equal share")--is his characteristic mode of relating to others.
- Believes that social service (doing good for people) might be a very worthwhile and personally rewarding form of work for him.
- Almost always conforms--that is, almost always does what is expected of him.

13. Is verbally and intellectually striving.

For example:

- Uses precise words; pinpoints things accurately; nothing remains vague (in his accounts of things or events).
- Desires education, intelligence as a characteristic in himself.
- Explicitly emphasizes causal (i.e., cause-and-effect) connections or causal links (as to relationships which appear to exist between different items or between different events).
- May be quite original--or noticeably so--in the use he makes of concepts, and/or in his point of view about persons, events, etc.

14. Is apathetic, uninvolved, indifferent.

For example:

- Has a general attitude of apathy, boredom.
- Appears very much "indifferent", and seems undisturbed about the idea of operating without definite or long range goals, or even without many short range commitments.
- Has a "don't-give-a-damn" attitude; displays a kind of "bravado" in his overall way of handling other people.
- May explain his problems in terms of "fate" or "chance" (for example, blames "bad breaks", "bad luck"--that is, he usually blames something which is impersonal).
- Indicates that he has little need for parental love and approval, and he may actually express a definite dislike for this.

15. Is non-conforming; defies social norms.

For example:

- Seldom or never conforms, or seldom or never does what is expected of him.
- Expresses an attitude of disdain/contempt toward many common social values or social institutions.
- Is against education: may feel "it's for suckers".
- Approves of being delinquent as a way of life.
- Feels that delinquency results in some gain in prestige for him.
- Believes that being on parole results in some gain in prestige for him.

16. Is manipulative, conning.

For example:

- Markedly gives or tries to give people a "snow job"; that is, he consciously and deliberately attempts to deceive or take advantage of others (regardless of others' possible feelings).
- Desires power and/or ability to manipulate others, as a characteristic in himself.

17. Wants to grow up.

For example.

- Wants very much to grow up: for example, wants to do things that "mature, older adolescents", adults or younger adults might do: may want to get married, "contribute", have a steady job, be seen as "mature and responsible", etc.

18. Is an approval-and-affiliation-seeker; is very dependent upon others.

For example:

- Identifies with his peer group only--in contrast to identifying as an individual or "lone wolf" only.
- Sees his most important role as being that of a son or daughter.
- Mainly or predominantly associates with his own family (for example, spends most of his free time with those persons with whom he has lived most of his life).
- Is very trusting of others--perhaps overly-trusting.

19. Wants and seeks help.

For example:

- Strongly demands direction; or, strongly demands rather explicit guidance.
- He may say--or may in other ways convey the message: "I can't help myself. I need help."
- Wants very much to believe that the purpose of being in a group home or foster home is to help him; or, that the attention that he gets, because he has been in trouble, is designed to help him.

20. Is withdrawing.

For example:

- "Moves away" from others: does not "move with", and does not "move toward" others. Also, he tries to avoid "moving against"--that is, clashing with--others.
- Is quite introverted.

21. Is alert, active, energetic,

For example:

- Has a general attitude of enthusiasm and commitment; is always busy.
- When talking with him about most things, he is very ready to respond to questions--to "pick up the ball"--and he starts to answer immediately.
- Is very alert and responsive to cues from other people; follows directions (instructions) easily.
- Is very optimistic about things in generalor about a wide range of things.
- Pace of speech is very rapid.

22. Is passive, unassertive.

For example:

- He characteristically will let others take the initiative; he follows their leads, and contributes little; he tries to accommodate himself to their interests, beliefs, and feelings.
- Is not an "active agent" in the course of events; sees himself as caught in the stream of eventsbelieves that things which involve his life usually develop "apart from him" (without his participation)--that is, apart from his preferences, desires, feelings, fears.
- Is very passive, disinterested in the nature and purpose of being in a group home or foster homeor in the efforts of people who are trying to help him, or trying to provide something for him.

23. Is a planner regarding both his future and his more immediate interests and concerns.

For example:

- His plans often, or very often, extend three or four years into the future.
- Gives indication that he has planned ahead in a lot of detail--not necessarily for the distant future.

24. Is hostile (including being verbally hostile).

For example:

- Interpersonal relationships which involve conflict with others, or which are disruptive in nature, seem to be his characteristic mode of relating to others.
- Moves against" others: he often clashes with others. Does not characteristically "move away" from--that is, he does not avoid or try to evade others. Nor does he "move with"--or usually try to cooperate with--others.
- Is critical, hostile, toward group home parents, foster home parents or other adults, in most, if not all, contacts.

25. Is very vulnerable or "defenseless".

For example:

- He is very vulnerable to the judgments or possible criticisms of other people toward him: he is easily "gotten to", "shattered", "broken", "unable to bounce back" emotionally.
- Is not able to protect himself (his self-image) against the opinions, judgments, or criticisms of others (that is, he is easily made to feel hurt, ostracized, fearful, blameworthy, or depressed, or to feel openly rejected).

26. Is aware of his own situation; is relatively insightful.

For example:

- Gives a well-rounded, rather complete picture of himself, or of his particular situation. When talking about his feelings or thoughts he leaves no major points unexplored.

27. Is verbally defensive.

For example:

- Rationalizes a great deal--that is, he tries to explain-away things.
- Denies that he feels or really thinks a certain way--even though it may be obvious that he is, for example, sad or angry or that he really does not agree with something.

28. Is communicative.

For example:

-Is explicit; spells things out; elaborates substantially in his accounts or descriptions of things.

SCORING KEY FOR
CHARACTERISTICS OF YOUNGSTERS QUESTIONNAIRE

Question I - "Prefer In Home"

I₂, Ap

Name: _____
Type _____
Home: _____
Date _____
Tested: _____

I. For - "Ok" to work with I₂,Ap
(Items with I₂,Ap
Characteristics)

II. Against - "Not ok" to work with I₂,Ap
(Items with Contrasting
Characteristics)

| ITEM | ANSWER | WEIGHT | SCORE |
|--|--------|--------|-------|
| 5. (Confused, Un- certain) | 1 | 3 | |
| | 2 | 1 | |
| | 4 | -1 | |
| | 5 | -2 | |
| 7. (Impulsive) | 1 | 1 | |
| | 2 | 1 | |
| | 4 | -1 | |
| | 5 | -1 | |
| 14. (Apathetic, Un- involved, Indifferent) | 1 | 2 | |
| | 2 | 1 | |
| | 4 | 0 | |
| | 5 | -1 | |
| 20. (Withdrawing) | 1 | 2 | |
| | 2 | 1 | |
| | 4 | -1 | |
| | 5 | -2 | |
| 22. (Passive, Unassertive) | 1 | 3 | |
| | 2 | 2 | |
| | 4 | -2 | |
| | 5 | -2 | |
| TOTAL: | | | |
| (Algebraic) | | | |

| ITEM | ANSWER | WEIGHT | SCORE |
|---|--------|--------|-------|
| 6. (Wants To Be Helpful & Likeable) | 1 | 1 | |
| | 2 | 0 | |
| 8. (Tries To Act & Be Tough) | 1 | 1 | |
| | 2 | 0 | |
| 13. (Verbally and Intellectually Striving) | 1 | 2 | |
| | 2 | 1 | |
| 16. (Manipulative, Conning) | 1 | 1 | |
| | 2 | 0 | |
| 21. (Alert, Active, Energetic) | 1 | 1 | |
| | 2 | 1 | |
| 23. (Planner Re His Future & Immed- iate Interests & Concerns) | 1 | 1 | |
| | 2 | 0 | |
| 26. (Aware of Own Situation; Rel- atively In- sightful) | 1 | 2 | |
| | 2 | 1 | |
| 28. (Communicative) | 1 | 1 | |
| | 2 | 1 | |
| TOTAL: | | | |

I₂,Ap

SCORING KEY FOR
CHARACTERISTICS OF YOUNGSTERS QUESTIONNAIRE

Question I - "Prefer In Home"

I₃,Cfm

Name: _____
Type: _____
Home: _____
Date: _____
Tested: _____

SCORING

I. For

- A. No. of 1's plus No. of 2's _____
- B. No. of 4's plus No. of 5's _____

<A>B - in favor of I₂,Ap)
<A<B - not in favor of I₂,Ap)

- C. Total Score (Algebraic Sum) _____

<+3 = minimumly ok
<+2 = borderline: consider possibly
rejecting for I₂,Ap if total
score less than this)
(+5 or +6 = good)

II. Against

- A. Total Score _____

(5 = maximum score: over that is "not
in favor of", or, is "against"
I₂,Ap)

I. For - "Ok" to work with I₃,Cfm
(Items with I₃,Cfm
Characteristics)

II. Against - "Not ok" to work with I₃,Cfm
(Items with Contrasting
Characteristics)

| ITEM | ANSWER | WEIGHT | SCORE |
|--|--------|--------|-------|
| 2. (Low Self-Evaluation) | 1 | 2 | |
| | 2 | 1 | |
| | 4 | -2 | |
| | 5 | -3 | |
| | | | |
| 4. (Anxious, Nervous Stirred Up) | 1 | 1 | |
| | 2 | 1 | |
| | 4 | 0 | |
| | 5 | -1 | |
| 6. (Wants to be Helpful & Likeable) | 1 | 1 | |
| | 2 | 0 | |
| | 4 | -1 | |
| | 5 | -2 | |
| 18. (Approval and Affiliation Seeker; Dependent Upon Others) | 1 | 2 | |
| | 2 | 1 | |
| | 4 | -1 | |
| | 5 | -2 | |
| 19. (Wants and Seeks Help) | 1 | 3 | |
| | 2 | 2 | |
| | 4 | -2 | |
| | 5 | -2 | |
| 22. (Passive, Unassertive) | 1 | 1 | |
| | 2 | 1 | |
| | 4 | 0 | |
| | 5 | -1 | |
| 25. (Vulnerable or "Defenseless") | 1 | 2 | |
| | 2 | 1 | |
| | 4 | -1 | |
| | 5 | -2 | |

TOTAL:
(Algebraic)

| ITEM | ANSWER | WEIGHT | SCORE |
|--|--------|--------|-------|
| 1. (Self-Centered) | 1 | 3 | |
| | 2 | 2 | |
| 8. (Tries to Act & Be Tough) | 1 | 2 | |
| | 2 | 1 | |
| 11. (Seeks Independence & Autonomy) | 1 | 1 | |
| | 2 | 1 | |
| 13. (Verbally and Intellectually Striving) | 1 | 2 | |
| | 2 | 1 | |
| 15. (Non-Conforming; Defies Social Norms) | 1 | 1 | |
| | 2 | 0 | |
| 16. (Manipulative, Conning) | 1 | 1 | |
| | 2 | 1 | |
| 21. (Alert, Active, Energetic) | 1 | 2 | |
| | 2 | 1 | |
| 23. (Planner Re His Future & Immediate Interests & Concerns) | 1 | 1 | |
| | 2 | 1 | |
| 26. (Aware of Own Situation; Relatively In-sightful) | 1 | 1 | |
| | 2 | 0 | |
| 28. (Communicative) | 1 | 1 | |
| | 2 | 0 | |

TOTAL:

III. Interpretation of Scoring:

I₃,Cfm

SCORING

I. For

A. No. of 1's plus No. of 2's _____
 B. No. of 4's plus No. of 5's _____

< A > B - in favor of I₃,Cfm)
 < A < B - not in favor of I₃, Cfm)

C. Total Score (Algebraic Sum) _____

< +3 = minimumly ok
 +1 = borderline: consider possibly
 rejecting for I₃, Cfm if total
 score less than this)
 (+5 or +6 = good)

II. Against

A. Total Score _____

(7 = maximum score: over that is "not
 in favor of", or, is "against"
 I₃,Cfm)

III. Interpretation of Scoring:

SCORING KEY FOR
 CHARACTERISTICS OF YOUNGSTERS QUESTIONNAIRE

Question I - "Prefer In Home"

I₃,Cfc

Name: _____
 Type _____
 Home: _____
 Date _____
 Tested: _____

I. For - "Ok" to work with I₃,Cfc
 (Items with I₃,Cfc
 Characteristics)

II. Against - "Not ok" to work with I₃,Cfc
 (Items with contrasting
 Characteristics)

| ITEM | ANSWER | WEIGHT | SCORE |
|--|--------|--------|-------|
| 3. (Not Demon- strative) | 1 | 2 | |
| | 2 | 1 | |
| | 4 | 0 | |
| | 5 | -1 | |
| | | | |
| 8. (Tries to Act & Be Tough) | 1 | 2 | |
| | 2 | 1 | |
| | 4 | -1 | |
| | 5 | -2 | |
| | | | |
| 10. (Suspicious) | 1 | 2 | |
| | 2 | 1 | |
| | 4 | 0 | |
| | 5 | -1 | |
| | | | |
| 14. (Apathetic, Un- involved, In- different) | 1 | 1 | |
| | 2 | 1 | |
| | 4 | -1 | |
| | 5 | -2 | |
| | | | |
| 15. (Non-Conforming, Defies Social Norms) | 1 | 2 | |
| | 2 | 2 | |
| | 4 | -1 | |
| | 5 | -2 | |
| | | | |
| 27. (Verbally Defensive) | 1 | 1 | |
| | 2 | 0 | |
| | 4 | 0 | |
| | 5 | -1 | |
| | | | |

TOTAL:
 (Algebraic)

| ITEM | ANSWER | WEIGHT | SCORE |
|---|--------|--------|-------|
| 4. (Anxious, Nervous, Stirred Up) | 1 | 1 | |
| | 2 | 0 | |
| 6. (Wants to Be Help- ful, Likeable) | 1 | 2 | |
| | 2 | 1 | |
| 12. (Cooperative, Tries to Help Others) | 1 | 2 | |
| | 2 | 1 | |
| 13. (Verbally & In- tellectually Striving) | 1 | 2 | |
| | 2 | 1 | |
| 19. (Wants & Seeks Help) | 1 | 3 | |
| | 2 | 2 | |
| 21. (Alert, Active, Energetic) | 1 | 1 | |
| | 2 | 0 | |
| 23. (Planner Re His Future & Immed- iate Interests & Concerns) | 1 | 1 | |
| | 2 | 0 | |
| 25. (Vulnerable or "Defenseless") | 1 | 2 | |
| | 2 | 1 | |
| 28. (Communicative) | 1 | 2 | |
| | 2 | 2 | |

TOTAL:

I₃,Cfc

SCORING

I. For

A. No. of 1's plus No. of 2's _____
B. No. of 4's plus No. of 5's _____

<A>B - in favor of I₃,Cfc)
<A<B - not in favor of I₃,Cfc)

C. Total Score (Algebraic Sum) _____

<+2 = minimumly ok
<+1 = borderline: consider possibly
rejecting for I₃,Cfc if total
score less than this)
(+5 = good)

II. Against

A. Total Score _____

(5 = maximum score: over that is
"not in favor of", or is
"against" I₃,Cfc)
(9 = "bad")

III. Interpretation of Scoring:

SCORING KEY FOR
CHARACTERISTICS OF YOUNGSTERS QUESTIONNAIRE

Question I - "Prefer In Home"

I₃,Mp

Name _____
Type _____
Home: _____
Date _____
Tested: _____

I. For - "Ok" to work with I₃,Mp
(Items with I₃,Mp
Characteristics)

| ITEM | ANSWER | WEIGHT | SCORE |
|--|--------|--------|-------|
| 1. (Self-Centered) | 1 | 2 | |
| | 2 | 2 | |
| | 4 | -1 | |
| | 5 | -2 | |
| 3. (Not Demon- strative) | 1 | 2 | |
| | 2 | 1 | |
| | 4 | -1 | |
| | 5 | -1 | |
| 7. (Impulsive) | 1 | 1 | |
| | 2 | 0 | |
| | 4 | 0 | |
| | 5 | -1 | |
| 8. (Tries to Act & Be Tough) | 1 | 2 | |
| | 2 | 2 | |
| | 4 | -1 | |
| | 5 | -2 | |
| 9. (Competitive) | 1 | 1 | |
| | 2 | 1 | |
| | 4 | -1 | |
| | 5 | -2 | |
| 10. (Suspicious) | 1 | 2 | |
| | 2 | 1 | |
| | 4 | 0 | |
| | 5 | -1 | |
| 11. (Seeks Independ- ence & Autonomy) | 1 | 2 | |
| | 2 | 1 | |
| | 4 | -2 | |
| | 5 | -3 | |
| 14. (Apathetic, Unin- volved, In- different) | 1 | 1 | |
| | 2 | 1 | |
| | 4 | -1 | |
| | 5 | -2 | |
| 15. (Non-Conforming; Defies Social Norms) | 1 | 2 | |
| | 2 | 2 | |
| | 4 | -1 | |
| | 5 | -2 | |
| 16. (Manipulative, Conning) | 1 | 3 | |
| | 2 | 2 | |
| | 4 | -2 | |
| | 5 | -3 | |
| 24. (Hostile; In- cluding Verbally Hostile) | 1 | 1 | |
| | 2 | 0 | |
| | 4 | -1 | |
| | 5 | -2 | |
| 27. (Verbally De- fensive) | 1 | 1 | |
| | 2 | 0 | |
| | 4 | 0 | |
| | 5 | -1 | |

TOTAL:
(Algebraic)

II. Against - "Not ok" to work with I₃,Mp
(Items with Contrasting
Characteristics)

| ITEM | ANSWER | WEIGHT | SCORE |
|--|--------|--------|-------|
| 5. (Confused, Un- certain) | 1 | 1 | |
| | 2 | 0 | |
| 6. (Wants to Be Help- ful & Likeable) | 1 | 2 | |
| | 2 | 0 | |
| 12. (Cooperative;Tries to Help Others) | 1 | 2 | |
| | 2 | 0 | |
| 17. (Wants to Grow Up) | 1 | 1 | |
| | 2 | 1 | |
| 18. (Approval-and- Affiliation-Seek- er; Dependent Upon Others) | 1 | 3 | |
| | 2 | 1 | |
| 19. (Wants and Seeks Help) | 1 | 2 | |
| | 2 | 0 | |
| 22. (Passive, Un- assertive) | 1 | 2 | |
| | 2 | 1 | |
| 23. (Planner Re His Future & Immed- iate Interests & Concerns) | 1 | 1 | |
| | 2 | 0 | |
| 26. (Aware of Own Sit- uation; Relativ- ely Insightful) | 1 | 1 | |
| | 2 | 0 | |

TOTAL:

SCORING KEY FOR
CHARACTERISTICS OF YOUNGSTERS QUESTIONNAIRE

Question I - "Prefer In Home"

I₃,Mp

I₄,Na

Name: _____
Type _____
Home: _____
Date _____
Tested: _____

SCORING

- I. For
A. No. of 1's plus No. of 2's _____
B. No. of 4's plus No. of 5's _____
C. Total Score (Algebraic Sum) _____

<A>B - in favor of I₃,Mp)
<A<B - not in favor of I₃,Mp)
<+5 = minimumly ok
<+3 = borderline: consider possibly re-
jecting for I₃,Mp if total score
less than this)
(+9 = good)

- II. Against
A. Total Score _____

(5 = maximum score: over that is "not
in favor of", or, is "against"
I₃,Mp)
(10 = "bad")

III. Interpretation of Scoring:

- I. For - "Ok" to work with I₄,Na
(Items with I₄,Na
Characteristics)

| ITEM | ANSWER | WEIGHT | SCORE |
|---|--------|--------|--------------------|
| 3. (Not Demon- strative) | 1 | 1 | |
| | 2 | 0 | |
| | 4 | 0 | |
| | 5 | -1 | |
| 7. (Impulsive) | 1 | 2 | |
| | 2 | 1 | |
| | 4 | -1 | |
| | 5 | -2 | |
| 8. (Tries to Act & Be Tough) | 1 | 2 | |
| | 2 | 1 | |
| | 4 | 0 | |
| | 5 | -1 | |
| 9. (Competitive) | 1 | 2 | |
| | 2 | 2 | |
| | 4 | -2 | |
| | 5 | -2 | |
| 11. (Seeks Independ- ence & Autonomy) | 1 | 3 | |
| | 2 | 2 | |
| | 4 | -2 | |
| | 5 | -3 | |
| 13. (Verbally & In- tellectually Striving) | 1 | 1 | |
| | 2 | 0 | |
| | 4 | 0 | |
| | 5 | -1 | |
| 20. (Withdrawing) | 1 | 1 | |
| | 2 | 0 | |
| | 4 | 0 | |
| | 5 | -1 | |
| 24. (Hostile, In- cluding Ver- bally Hostile) | 1 | 2 | |
| | 2 | 1 | |
| | 4 | -1 | |
| | 5 | -1 | |
| 27. (Verbally De- fensive) | 1 | 1 | |
| | 2 | 1 | |
| | 4 | 0 | |
| | 5 | -1 | |
| TOTAL: | | | (Algebraic) |

- II. Against - "Not ok" to work with I₄,Na
(Items with Contrasting
Characteristics)

| ITEM | ANSWER | WEIGHT | SCORE |
|--|--------|--------|-------|
| 2. (Low Self- Evaluation) | 1 | 1 | |
| | 2 | 0 | |
| 4. (Anxious, Nervous, Stirred Up) | 1 | 1 | |
| | 2 | 1 | |
| 5. (Confused, Un- certain) | 1 | 1 | |
| | 2 | 1 | |
| 18. (Approval-and- Affiliation Seek- er; Dependent Upon Others) | 1 | 2 | |
| | 2 | 1 | |
| 19. (Wants & Seeks Help) | 1 | 2 | |
| | 2 | 1 | |
| 22. (Passive, Un- assertive) | 1 | 1 | |
| | 2 | 0 | |
| TOTAL: | | | |

I₄,Na

SCORING

I. For

- A. No. of 1's plus No. of 2's _____
- B. No. of 4's plus No. of 5's _____

< A>B - in favor of I₄,Na)
 < A<B - not in favor of I₄,Na)

C. Total Score (Algebraic Sum) _____

< +4 = minimumly ok
 +3 = borderline: consider possibly
 rejecting for I₄,Na if total
 score less than this)
 (+8 = good)

II. Against

A. Total Score _____

(4 = maximum score: over that is "not
 in favor of", or, is "against"
 I₄,Na)
 (6 = "bad")

III. Interpretation of Scoring:

SCORING KEY FOR
CHARACTERISTICS OF YOUNGSTERS QUESTIONNAIRE

Question I - "Prefer In Home"

I₄,Nx

Name: _____
 Type _____
 Home: _____
 Date _____
 Tested: _____

I. For - "Ok" to work with I₄,Nx
(Items with I₄,Nx
Characteristics)

| ITEM | ANSWER | WEIGHT | SCORE |
|--|--------|--------|-------|
| 2. (Low Self-Evaluation) | 1 | 2 | |
| | 2 | 1 | |
| | 4 | -2 | |
| | 5 | -2 | |
| 4. (Anxious, Nervous, Stirred Up) | 1 | 3 | |
| | 2 | 1 | |
| | 4 | -2 | |
| | 5 | -3 | |
| 6. (Wants To Be Helpful & Likeable) | 1 | 2 | |
| | 2 | 1 | |
| | 4 | -1 | |
| 17. (Wants to Grow Up) | 1 | 1 | |
| | 2 | 0 | |
| | 4 | -1 | |
| | 5 | -2 | |
| 18. (Approval-and-Affiliation-Seeker; Dependent Upon Others) | 1 | 1 | |
| | 2 | 0 | |
| | 4 | 0 | |
| | 5 | -1 | |
| 20. (Withdrawing) | 1 | 2 | |
| | 2 | 2 | |
| | 4 | -1 | |
| | 5 | -2 | |
| 25. (Vulnerable or "Defenseless") | 1 | 2 | |
| | 2 | 1 | |
| | 4 | -1 | |
| | 5 | -2 | |

TOTAL:
(Algebraic)

II. Against - "Not ok" to work with I₄,Nx
(Items with Contrasting
Characteristics)

| ITEM | ANSWER | WEIGHT | SCORE |
|---|--------|--------|-------|
| 3. (Not Demonstrative) | 1 | 1 | |
| | 2 | 1 | |
| 7. (Impulsive) | 1 | 1 | |
| | 2 | 1 | |
| 8. (Tries to Act & Be Tough) | 1 | 2 | |
| | 2 | 1 | |
| 14. (Apathetic, Uninvolved, Indifferent) | 1 | 1 | |
| | 2 | 0 | |
| 15. (Non-Conforming; Defies Social Norms) | 1 | 2 | |
| | 2 | 1 | |

TOTAL:

I₄,Nx

SCORING

I. For

A. No. of 1's plus No. of 2's _____

B. No. of 4's plus No. of 5's _____

C. Total Score (Algebraic Sum) _____

A > B - in favor of I₄,Nx)
A < B - not in favor of I₄,Nx)

+5 = minimumly ok
+3 = borderline: consider possibly
rejecting for I₄,Nx if total
score less than this)
(+8 = good)

II. Against

A. Total Score _____

(4 = maximum score: over that is "not
in favor of", or, is "against"
I₄,Nx)
(5 = "bad")

III. Interpretation of Scoring:

SCORING KEY FOR
CHARACTERISTICS OF YOUNGSTERS QUESTIONNAIRE

Question I - "Prefer In Home"

I₄,Se

Name: _____
Type _____
Home: _____
Date _____
Tested: _____

I. For - "Ok" to work with I₄,Se
(Items with I₄,Se
Characteristics)

| ITEM | ANSWER | WEIGHT | SCORE |
|--|--------|--------|-------|
| 6. (Wants To Be Help- ful & Likeable) | 1 | 1 | |
| | 2 | 0 | |
| | 4 | -1 | |
| | 5 | -2 | |
| | 5 | -2 | |
| 12. (Cooperative; Tries To Help Others) | 1 | 1 | |
| | 2 | 1 | |
| | 4 | -1 | |
| | 5 | -2 | |
| | 5 | -2 | |
| 17. (Wants to Grow Up) | 1 | 1 | |
| | 2 | 0 | |
| | 4 | -2 | |
| | 5 | -2 | |
| | 5 | -2 | |
| 18. (Approval-and- Affiliation-Seek- er; Dependent Upon Others) | 1 | 1 | |
| | 2 | 0 | |
| | 4 | 0 | |
| | 5 | -1 | |
| | 5 | -1 | |
| 21. (Alert, Active, Energetic) | 1 | 2 | |
| | 2 | 1 | |
| | 4 | -2 | |
| | 5 | -2 | |
| | 5 | -2 | |
| 23. (Planner Re His Future & Immed- iate Interests & Concerns) | 1 | 1 | |
| | 2 | 0 | |
| | 4 | -1 | |
| | 5 | -3 | |
| | 5 | -3 | |
| 26. (Aware Of Own Sit- uation; Relative- ly Insightful) | 1 | 2 | |
| | 2 | 1 | |
| | 4 | -2 | |
| | 5 | -2 | |
| | 5 | -2 | |
| TOTAL: (Algebraic) | | | |

II. Against - "Not ok" to work with I₄,Se
(Items with Contrasting
Characteristics)

| ITEM | ANSWER | WEIGHT | SCORE |
|--|--------|--------|-------|
| 2. (Low Self- Evaluation) | 1 | 2 | |
| | 2 | 2 | |
| 4. (Anxious, Nervous, Stirred Up) | 1 | 1 | |
| | 2 | 1 | |
| 5. (Confused, Un- certain) | 1 | 2 | |
| | 2 | 2 | |
| 7. (Impulsive) | 1 | 2 | |
| | 2 | 1 | |
| 8. (Tries To Act & Be Tough) | 1 | 1 | |
| | 2 | 1 | |
| 14. (Apathetic, Un- involved, In- different) | 1 | 2 | |
| | 2 | 1 | |
| 15. (Non-Conforming; Defies Social Norms) | 1 | 3 | |
| | 2 | 2 | |
| 16. (Manipulative, Conning) | 1 | 1 | |
| | 2 | 1 | |
| 25. (Vulnerable or "Defenseless") | 1 | 2 | |
| | 2 | 2 | |
| 27. (Verbally Defen- sive) | 1 | 2 | |
| | 2 | 1 | |
| TOTAL: | | | |

I₄,Se

SCORING

I. For

A. No. of 1's plus No. of 2's _____

B. No. of 4's plus No. of 5's _____

C. Total Score (Algebraic Sum) _____

<A>B - in favor of I₄,Se)
<A<B - not in favor of I₄,Se)

<+4 = minimumly ok
<+3 = borderline: consider possibly
rejecting for I₄,Se if total
score less than this)
(+6 = good)

II. Against

A. Total Score _____

(8 = maximum score: over that is "no
in favor of", or, is "against"
I₄,Se)
(12 = "bad")

III. Interpretation of Scoring:

SCORING KEY FOR
CHARACTERISTICS OF YOUNGSTERS QUESTIONNAIRE

Question I - "Prefer In Home"

I₄,Ci

Name: _____
Type _____
Home: _____
Date _____
Tested: _____

I. For - "Ok" to work with I₄,Ci
(Items with I₄,Ci
Characteristics)

| ITEM | ANSWER | WEIGHT | SCORE |
|--|--------|--------|-------------|
| 1. (Self-Centered) | 1 | 1 | |
| | 2 | 1 | |
| | 4 | -1 | |
| | 5 | -1 | |
| 3. (Not Demon- strative) | 1 | 1 | |
| | 2 | 1 | |
| | 4 | -1 | |
| | 5 | -2 | |
| 8. (Tries To Act & Be Tough) | 1 | 3 | |
| | 2 | 2 | |
| | 4 | -2 | |
| | 5 | -2 | |
| 10. (Suspicious) | 1 | 1 | |
| | 2 | 1 | |
| | 4 | 0 | |
| | 5 | -1 | |
| 11. (Seeks Independ- ence & Autonomy) | 1 | 2 | |
| | 2 | 1 | |
| | 4 | -2 | |
| | 5 | -3 | |
| 15. (Non-Conforming; Defies Social Norms) | 1 | 2 | |
| | 2 | 2 | |
| | 4 | -2 | |
| | 5 | -3 | |
| 26. (Aware of Own Sit- uation; Relative ly Insightful) | 1 | 1 | |
| | 2 | 0 | |
| | 4 | -1 | |
| | 5 | -2 | |
| TOTAL: | | | (Algebraic) |

II. Against - "Not ok" to work with I₄,Ci
(Items with Contrasting
Characteristics)

| ITEM | ANSWER | WEIGHT | SCORE |
|---|--------|--------|-------|
| 2. (Low Self- Evaluation) | 1 | 2 | |
| | 2 | 1 | |
| 4. (Anxious, Nervous, Stirred Up) | 1 | 1 | |
| | 2 | 1 | |
| 5. (Confused, Un- certain) | 1 | 2 | |
| | 2 | 1 | |
| 7. (Impulsive) | 1 | 2 | |
| | 2 | 1 | |
| 18. (Approval-and- Affiliation- Seeker; Dependent Upon Others) | 1 | 3 | |
| | 2 | 1 | |
| 19. (Wants & Seeks Help) | 1 | 3 | |
| | 2 | 1 | |
| 22. (Passive, Un- assertive) | 1 | 3 | |
| | 2 | 2 | |
| 25. (Vulnerable or "Defenseless") | 1 | 3 | |
| | 2 | 2 | |
| TOTAL: | | | |

I₄, C_i

SCORING

- I. For
- A. No. of 1's plus No. of 2's _____
- B. No. of 4's plus No. of 5's _____
- C. Total Score (Algebraic Sum) _____
- < A > B - in favor of I₄, C_i)
- < A < B - not in favor of I₄, C_i)
- < +4 = minimumly ok)
- < +2 = borderline: consider possibly rejecting for I₄, C_i if total score less than this)
- (+7 = good)

- II. Against
- A. Total Score _____
- (8 = maximum score: over that is "not in favor of", or, is "against" I₄, C_i)
- (12 = "bad")

III. Interpretation of Scoring:

FOSTER PARENT PREFERENCE SURVEY

INTRODUCTION

We feel that all people who go into, or want to go into, some type of foster care for youngsters have preferences in that, for example, they feel that they might get along better with or could deal better with, some types of youngsters as compared with other types of youngsters. (By "types of youngsters", we would like for you to think about ways in which one set of youngsters will, typically, behave or handle themselves and others, as compared with ways in which another set of youngsters are likely to behave or handle things.) We feel that a person's preferences are often related to how effectively he can deal with some youngsters; and this is why we would like to learn about what your preferences are.

This questionnaire will be confidential outside of the Group Home Project and the Community Treatment Project. Any use of the questionnaire outside of the projects will be in terms of the general research information that is being collected and will contain no information which could cause any individual to be identified.

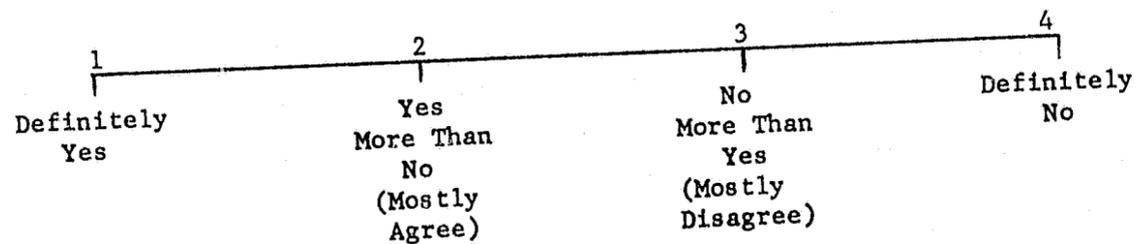
Since there are no "right" or "wrong" answers, please do not answer in terms of what you feel would be an appropriate or "right" answer, or an answer that you feel someone might like to hear. Answer in terms of "the extent to which you agree or disagree with the statement as far as how you really, personally feel or think about the statement at this point in time by placing yourself in the role of a foster parent -- whether it be for one youngster or for several youngsters at the same time (for example, in a group home). Keep in mind that these questions should be answered as if a youngster or youngsters would actually be living in your home.

The person administering the questionnaire will supply you with an answer card which has four possible responses to each statement in the questionnaire. After reading a statement choose the response on the card that comes closest to how you really, personally feel or think about the statement. Give the number that corresponds to that response to the person administering the questionnaire and he will write it down.

Thank you for your interest and cooperation.

Adapted from Jesness, C.F. Staff Preference Survey.

ANSWER CARD



FOSTER PARENT PREFERENCE SURVEY

Part I

1. Most delinquents are no different than other youngsters.
2. To have a youngster think I am not being fair or "straight" with him would not bother me at all.
3. I would feel more comfortable dealing with youngsters who are composed, rather than with youngsters who are more easily perturbed (or upset) and who tend to show their feelings.
4. I would find it much less satisfying to deal with youngsters who seem to have no understanding of their problems.
5. I would say that my manner of dealing with youngsters would be casual rather than strict.
6. In dealing with youngsters, I would prefer to be somewhat reserved initially, and allow myself to become more informal and friendly only after I am better acquainted with them.
7. If a youngster makes a decision, I would be willing to take a chance and go along with it.
8. I would have the patience to have to repeat the same thing over and over without expressing anger.
9. I think it would be better to simply go ahead and discipline youngsters who needed it, and not bother with thinking much about the reasons behind the incident.
10. The kind of youngsters who would get my goat are those who frequently lie.

11. Youngsters with no apparent aim in life, or clear ideas about the future, would be among the most frustrating for me to deal with.
12. If a youngster would flare up for no apparent reason, I would feel someone should protect him from the consequences of his behavior.
13. I would not have to talk with some youngsters because I could learn all I needed to know simply by observing who they associate with.
14. Some youngsters would try to take advantage of you by acting "crazy" (or bizzare or very strange).
15. It would be important to protect some youngsters from situations of difficulty where they might fail and then feel unhappy about having failed.
16. In my home, I would want there to be very few exceptions to rules.
17. Youngsters who try to "con" and manipulate would be hard for me to like and to deal with.
18. Foster parents should rarely let youngsters know that they (the foster parents) are wrong or have made a mistake.
19. I think that I, usually, would be more patient than the average foster parent in dealing with youngsters who are impulsive and have short attention spans.
20. I think many youngsters could profit from periods of some sort of restriction which would force them to consider the consequences of their behavior.

21. I could understand (and could get along all right with) the kind of youngsters who think that knowing which persons have the influence or power is all that counts in getting what they (the youngsters) want.
22. I think it would be better if a foster parent did not reveal or show any of his (or her) weaknesses or real personal feelings to youngsters.
23. I think that youngsters should be expected to follow rules that would be established in my home, without being given a lot of repeated explanations.
24. I feel that most youngsters only appear to go along with things just in order to get what they want.
25. I feel that if you are open and honest with youngsters, they will be open and honest with you.
26. I don't believe that youngsters would have much of a chance of solving a problem unless they talk about it.
27. I would prefer to deal with youngsters who do not argue a lot of the time.
28. I would find it particularly tiresome to be with youngsters who usually demand attention.
29. Delinquent behavior is usually an indication that a youngster is emotionally disturbed.
30. I would prefer dealing with youngsters who are quick to understand, rather than those who may need repeated explanations.

31. In my home, I would prefer having the structure (expectations, etc.) clear and the limits tight, as far as the youngsters are concerned.
32. I think I would be able to deal best with youngsters who are not highly delinquent in their attitudes, but who instead tend to be rather clumsy and helpless.
33. I do not think I would be bothered as much by noise in my home as other foster parents might be.
34. In my home, I would prefer to create as permissive a climate as possible.
35. I would prefer dealing with youngsters individually rather than in a group.
36. I would like to have, and be in, meetings where youngsters got together in a group, and where the meetings would delve into the youngsters' intimate, personal problems.
37. I think that having youngsters sit down in a group and talk about themselves and their problems would be more effective than talking with them individually.
38. I would prefer not to deal with youngsters who are trying to put one over on you.
39. I think it would be better to let youngsters know right off the bat that I am the boss, rather than be too free with them.
40. Usually, I think it would be wrong to use sarcasm or ridicule with youngsters.

41. In my home I would prefer to have youngsters actually given responsibility to make decisions about rules (that is, which rules to follow, what to do if rules are broken, etc.).
42. I would prefer dealing with basically "average" youngsters rather than those who are more difficult or mixed up.
43. I believe I would prefer to handle aggressive behavior by directing youngsters' attention to something else, rather than by punishing them.
44. I believe that I would be able to take a lot of "lip" (backtalk, etc.) from youngsters, without getting too upset by it.
45. I would like to motivate youngsters to really make an honest attempt to not be delinquent anymore.
46. I would find myself rather easily discouraged when dealing with youngsters who could not talk a lot about their problems.
47. I would prefer to deal with youngsters who try to please foster parents and other people, and who turn to adults for help or direction rather than deal with youngsters who turn to other youngsters for help or direction.
48. It would bother me a lot if I had to punish youngsters for their misbehavior.
49. I think cliques that youngsters might form into would be useful to me (for example, by using some members of the group to influence or help other members).

50. I would prefer dealing with youngsters who seem to have a lot of self-confidence, rather than deal with those who seem to need protection from themselves and others.
51. I would prefer being with youngsters who keep their problems to themselves -- rather than youngsters who wanted to talk a lot about their problems.
52. I would prefer to have youngsters in my home who are good at competitive sports, rather than those who are not.
53. I would prefer not to deal with youngsters who often gripe or act unhappy when they already seem to have all that they need.
54. I would feel very uncomfortable if I had to enforce rules or do things that I personally disagreed with.
55. I would prefer not to ask youngsters questions which would probably be embarrassing to them.
56. I would rather not deal with youngsters who seem to "melt into the walls" and passively go along with things.
57. I would find it difficult to be with youngsters who frequently raise questions about the way things are done in my home.
58. I would like to deal with youngsters who prefer to deal with things (problems, etc.) in a group of other youngsters.
59. I would prefer to deal with youngsters who talk honestly or sincerely about their problems, rather than with youngsters who cover up.

60. In my home I would want to have high standards set, and I would expect youngsters to meet them.
61. I would generally prefer to deal with youngsters who can "take it", rather than with youngsters who often need support and encouragement.

Part II

INTRODUCTION

Six different youngsters are described in the following paragraphs. You will be asked three questions in reference to these six descriptions of youngsters.

- I. Please read through all six descriptions and then select the youngster whom you feel or think you would most prefer to have actually living in your home. After you have selected your first preference, give the person administering the questionnaire the letter that corresponds with the paragraph that describes this youngster. Then do the same for your second, third, fourth, fifth, and sixth preferences.

Part II

A.

"A" gravitates toward other youngsters his own age who are delinquently oriented and with whom he maintains strong loyalties. "A" is often seen by other people (adults) as being able to meet most of their (adults') demands and to adjust to rules, even though he personally maintains his emotional distance from people. Although "A" looks for rules which people in authority (teachers, parents, foster parents, parole agents, etc.) have established, he is really resistant to these rules and conforms on the surface mainly to gain what he wants or feels he needs (or to avoid punishment, etc.). He seems quite satisfied with his way of life and will resist efforts of others to change him. He often says that he is "ok" and that he has few problems, and he is likely to blame people in authority, or his environment, for any difficulties he may be in. "A" tends to describe himself as tough or hard (or masculine); and it is very important for him to believe that he has a reputation (among others of his own age) for being "hard" and very adequate, capable, or "cool".

B.

"B" is usually seen as somewhat immature and anxious although he can be surprisingly mature at other times. He has a set of standards and he wants to get ahead in the world. At times he seems to want help; but frequently when help is given or offered it may cause him to feel that he is inadequate or not capable of dealing with things by himself. At times he appears depressed, and he may sometimes cry, shout, or in other ways show that things inside of him are more than he can handle. Although "B" is often able to talk about his problems, there are times when he shows that he has problems only through his actions or behavior (for example, by withdrawing, or by seeming to be depressed, confused, angry, etc.).

C.

"C" usually is described by others as polite and easy to get along with. He is often seen as passive and weak in that he may be bullied by other youngsters (not necessarily by older youngsters). He is rarely seen by people as causing problems, largely because he would rather not be noticed. It is often difficult for other people to get to know him very well. "C" tends to resist change, and to avoid ambiguous or complex situations, because he feels more comfortable when he believes he understands what is expected of him. When things do change, it often takes quite sometime for him to get accustomed to the new situation, and he may appear anxious or nervous during this time. Although he wants and may seem to need protection and may often ask for help, he sometimes seems to reject or refuse help or advice when it actually is offered, particularly when he is unsure of what it means for him. He tends to describe himself as average or normal, and as having nothing really wrong with him. However, one is left with the feeling that "C" is not very sure of himself and seems to want to depend on others to help him, and that he is unsure of how to go about relating to people largely because he is unsure of whether they will accept or reject him.

D.

"D" is a very immature youngster and his relationships with both adults and other youngsters are poor. His behavior is often like that of a small child who is "unsocialized" and emotionally disorganized, and who is usually not able to be around or get along with other youngsters very successfully. "D" is extremely dependent; but at the same time, he resists people who do not give him what he feels he wants and needs. When frustrated, he may appear hostile or angry and resentful and he may visibly "sulk" or "pout". In other words, "D's" relationships with others seem to be centered mainly on whether other persons either give or deny him something which he feels he needs or wants. It usually seems difficult for "D" to deal well with pressures (for example, with expectations that other people may have of him, as well as the pressure of having to wait, and of being unable to get what he feels he wants or needs), and with complicated explanations and instructions.

E.

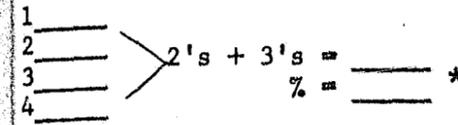
"E" is a youngster who often appears callous and unconcerned about others. He does not show any signs that would suggest that he feels guilty about things, and does not seem to be particularly bothered by behavior of his which goes against social norms or standards. He does not seem to have any strong loyalties to any person, persons, groups, or social causes; instead, he seems to be an "opportunist" -- one who operates as though he believes in the power of manipulating or outsmarting others to get what he wants. Although he can be likeable when he is not under pressure, "E" often appears resentful and hostile or angry toward people in positions of authority (for example, teachers, parents, foster parents, police, parole agents, etc.). He seems to be satisfied with his life as it is and he will resist attempts by others to change it; he may resist or "fight back" against persons in authority by trying to use (both subtly and obviously) all the power and technique he feels is available to him. Since it is not easy for "E" to put himself in other peoples' shoes, he does not realize the effect that his behavior has on others; and, he does not understand why other people often look at some of his behavior with considerable disapproval. While "E" may describe himself as hot-tempered, he does not see himself as inferior; in fact, he feels that he is usually able to get what he wants -- and for this kind of reason, he is generally quite surprised when others do not go along with him or when others resist his manipulations.

F.

"F" often appears rather self-reliant, poised, confident, and independent -- but also emotionally distant from other people. At the same time, however, he often appears sullen and angry, and seems to be far from entirely satisfied with himself or others. He does try to live up to his personal standards (values, personal convictions, etc.) and tries to plan for the future; yet often "E" does not care to talk with others about his feelings or personal problems, or to share these things with others. Although he is ordinarily well-controlled (when feeling no anxiety), he can tolerate very little anxiety; and when he does begin to feel anxious he is likely to behave impulsively -- on the spur of the moment. "F" is very much aware of the feelings of other people, and although he can be likeable, he may try, and is good at, getting other people upset by focusing his attention (for example, by the use of critical or cutting remarks) on areas where other people might be sensitive. "F" can be very forceful and demanding (in order to get what he believes he needs or wants); however, he is not likely to ask others for help in a direct way (he seems to want to avoid appearing dependent or inadequate). While others sometimes see "F" as being "calculating" or at times "shrewdly manipulative", he believes in relating to others primarily on a person-to-person basis, and he is likely to fall back upon a demanding, calculating or manipulative approach when and if he feels a person-to-person basis of relating does not exist.

**SCORING KEY FOR
FOSTER PARENT PREFERENCE SURVEY (FPPS)
CTP-Group Home Revision**

Scoring Pattern:



Name _____
Test _____
Date _____

I₂

II. Now please go back through the six descriptions of youngsters and select the youngster you feel or think you would probably most enjoy doing things with or spending time with. After making your first selection, give the person administering the questionnaire the letter that corresponds with the paragraph that describes this youngster. Then do the same for your second, third, fourth, fifth and sixth selections.

III. The final thing we would like you to do in reference to the six different descriptions of youngsters is to select the youngster you feel or think you would probably be most able to help (that is, make a positive difference to, meet the needs of, relieve the problems of). After making your first selection, give the person administering the questionnaire the letter that corresponds with the paragraph that describes this youngster. Then do the same for your second, third, fourth, fifth and sixth selections.

I. "For"

| Item# | Answer | Weight | Score | CTS* | |
|-------|--------|--------|-------|--------|-------|
| | | | | Weight | Score |
| 4 | 1 | -1 | | -3 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | -1 | |
| | 4 | 1 | | 3 | |
| 8 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -2 | | -4 | |
| 19 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -1 | | -3 | |
| 28 | 1 | -1 | | -3 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 1 | |
| | 4 | 2 | | 4 | |
| 32 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -1 | | -3 | |
| 53 | 1 | -1 | | -3 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 1 | |
| | 4 | 1 | | 3 | |
| 60 | 1 | -2 | | -4 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 1 | |
| | 4 | 2 | | 4 | |
| 61 | 1 | -1 | | -3 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 1 | |
| | 4 | 1 | | 3 | |
| Total | | | | * | |

Minimum Acceptable Score +2 +2
 "Good" +4 +4

II. "Against"

| Item# | Answer | Weight | Score | CTS* | |
|-------|--------|--------|-------|--------|-------|
| | | | | Weight | Score |
| 11 | 1 | -2 | | -4 | |
| | 2 | 0 | | -1 | |
| 16 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 23 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 26 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 30 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 36 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 46 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 50 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| Total | | | | * | |

Maximum Acceptable Score -6 -8

* CTS = Alternate Scoring Weights: to be used if there is a "Central Tendency Set" (Defined as: 2's + 3's = at least 85% of all answers on this 61 items inventory.) (T. Palmer revision of C. Jesness' Preston form - use scoring system for group home candidates only.)

FPPS SCORING KEY

Name _____

CFM

I. "For"

II. "Against"

| Item# | Answer | Weight | Score | CTS* | |
|-------|--------|--------|-------|--------|-------|
| | | | | Weight | Score |
| 15 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -1 | | -3 | |
| 22 | 1 | -1 | | -3 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 1 | |
| | 4 | 1 | | 3 | |
| 32 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -1 | | -3 | |
| 43 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -1 | | -3 | |
| 46 | 1 | -2 | | -4 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 1 | |
| | 4 | 1 | | 3 | |
| 47 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -1 | | -3 | |
| 50 | 1 | -1 | | -3 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 1 | |
| | 4 | 1 | | 3 | |
| 60 | 1 | -1 | | -3 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 1 | |
| | 4 | 1 | | 3 | |
| 61 | 1 | -1 | | -3 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 1 | |
| | 4 | 1 | | 3 | |
| Total | | | | * | |

Minimum Acceptable Score +3 +3
 "Good" +5 +5

| Item# | Answer | Weight | Score | CTS* | |
|-------|--------|--------|-------|--------|-------|
| | | | | Weight | Score |
| 3 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 8 | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 23 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 24 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 27 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 28 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 34 | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 39 | 1 | -2 | | -4 | |
| | 2 | 0 | | -1 | |
| 40 | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 56 | 1 | -2 | | -4 | |
| | 2 | 0 | | -2 | |
| Total | | | | * | |

Maximum Acceptable Score -10

* CTS = Alternate Scoring Weights: to be used if there is a Central Tendency Set (Defined as 2's + 3's = at least 85% of all answers on this 61 items inventory.)

FPPS SCORING KEY

Name _____

GFC

I. "For"

II. "Against"

| Item# | Answer | Weight | Score | CTS* | |
|-------|--------|--------|-------|--------|-------|
| | | | | Weight | Score |
| 3 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -1 | | -3 | |
| 5 | 1 | -2 | | -4 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 1 | |
| | 4 | 1 | | 3 | |
| 10 | 1 | -2 | | -4 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 1 | |
| | 4 | 1 | | 3 | |
| 16 | 1 | 2 | | 4 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -2 | | -4 | |
| 17 | 1 | -2 | | -4 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 1 | |
| | 4 | 1 | | 3 | |
| 20 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -2 | | -4 | |
| 48 | 1 | -1 | | -3 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 1 | |
| | 4 | 1 | | 3 | |
| 49 | 1 | 1 | | 2 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | 0 | |
| | 4 | 0 | | -1 | |
| 51 | 1 | 1 | | 2 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | 0 | |
| | 4 | 0 | | -1 | |

(Con't)

| Item# | Answer | Weight | Score | CTS* | |
|-------|--------|--------|-------|--------|-------|
| | | | | Weight | Score |
| 2 | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 6 | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 11 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 22 | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 25 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 31 | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 32 | 3 | 0 | | -1 | |
| | 4 | -2 | | -4 | |
| 36 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 45 | 3 | 0 | | -1 | |
| | 4 | -2 | | -4 | |
| 47 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 53 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 55 | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 60 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| Total | | | | * | |

Maximum Acceptable Score -9 -11

* CTS = Alternate Scoring Weights: to be used if there is a "Central Tendency Set" (Defined as: 2's + 3's = at least 85% of all answers on this 61 items inventory.)

CFC, Concluded

I. "For" (Con't)

| Item# | Answer | Weight | Score | CTS* | |
|-------|--------|--------|-------|--------|-------|
| | | | | Weight | Score |
| 54 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 0 | |
| | 4 | 0 | | 1 | |
| 58 | 1 | 1 | | 2 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | 0 | |
| | 4 | 0 | | -1 | |
| 61 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -1 | | -3 | |
| Total | | | | * | |

Minimum Acceptable Score +3 +3
 "Good" +5 +5

* CTS = Alternate Scoring Weights: to be used if there is a "Central Tendency Set" (Defined as: 2's + 3's = at least 85% of all answers on this 61 items inventory.)

FPPS SCORING KEY

Name _____

MP

I. "For"

| Item# | Answer | Weight | Score | CTS* | |
|-------|--------|--------|-------|--------|-------|
| | | | | Weight | Score |
| 5 | 1 | -2 | | -4 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 1 | |
| | 4 | 2 | | 4 | |
| 6 | 1 | 2 | | 4 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -2 | | -4 | |
| 10 | 1 | -2 | | -4 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 1 | |
| | 4 | 1 | | 3 | |
| 16 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -2 | | -4 | |
| 17 | 1 | -3 | | -5 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 1 | |
| | 4 | 1 | | 3 | |
| 20 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -2 | | -4 | |
| 23 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -1 | | -3 | |
| 25 | 1 | -2 | | -4 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 1 | |
| | 4 | 1 | | 3 | |
| 31 | 1 | 2 | | 4 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -2 | | -4 | |

(Cont)

* CTS = Alternate Scoring Weights: to be used if there is a "Central Tendency Set" (Defined as: 2's + 3's = at least 85% of all answers on this 61 items inventory.)

II. "Against"

| Item# | Answer | Weight | Score | CTS* | |
|-------|--------|--------|-------|--------|-------|
| | | | | Weight | Score |
| 1 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 2 | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 18 | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 21 | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 24 | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 27 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 32 | 1 | -2 | | -4 | |
| | 2 | 0 | | -1 | |
| 34 | 1 | -2 | | -4 | |
| | 2 | 0 | | -1 | |
| 36 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 38 | 1 | -2 | | -4 | |
| | 2 | -1 | | -1 | |
| 42 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 44 | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 45 | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 54 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 57 | 1 | -2 | | -4 | |
| | 2 | 0 | | -1 | |
| Total | | | | * | |

Maximum Acceptable Score -10 -13

MP, Concluded

I. "For" (Con't)

| Item# | Answer | Weight | Score | CTS* | |
|-------|--------|--------|-------|--------|-------|
| | | | | Weight | Score |
| 39 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -2 | | -4 | |
| 48 | 1 | -1 | | -3 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 1 | |
| | 4 | 1 | | 3 | |
| Total | | | | * | |

Minimum Acceptable Score +3 +3
 "Good" +6 +6

* CTS = Alternate Scoring Weights: to be used if there is a "Central Tendency Set" (Defined as: 2's + 3's = at least 85% of all answers on this 61 items inventory.)

FPPS SCORING KEY

Name _____

NA

I. "For"

| Item# | Answer | Weight | Score | CTS* | |
|-------|--------|--------|-------|--------|-------|
| | | | | Weight | Score |
| 5 | 1 | 2 | | 4 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -2 | | -4 | |
| 7 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -1 | | -3 | |
| 25 | 1 | 1 | | 2 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -1 | | -3 | |
| 26 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 27 | 1 | -2 | | -4 | |
| | 2 | -1 | | -3 | |
| | 3 | 0 | | 1 | |
| | 4 | 2 | | 4 | |
| 41 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -2 | | -4 | |
| 50 | 1 | 1 | | 2 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | 0 | |
| | 4 | 0 | | -1 | |
| 57 | 1 | -2 | | -4 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 1 | |
| | 4 | 2 | | 4 | |
| Total | | | | * | |

Minimum Acceptable Score +3 +3
 "Good" +5 +5

* CTS = Alternate Scoring Weights: to be used if there is a "Central Tendency Set" (Defined as: 2's + 3's = at least 85% of all answers on this 61 items inventory.)

II. "Against"

| Item# | Answer | Weight | Score | CTS* | |
|-------|--------|--------|-------|--------|-------|
| | | | | Weight | Score |
| 9 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 14 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 16 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 18 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 22 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 31 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 34 | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 39 | 1 | -2 | | -4 | |
| | 2 | 0 | | -1 | |
| 44 | 3 | 0 | | -1 | |
| | 4 | -2 | | -4 | |
| 53 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 58 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| Total | | | | * | |

Maximum Acceptable Score -7 -10

FPPS SCORING KEY

Name _____

NX

I. "For"

II. "Against"

| Item# | Answer | Weight | Score | CTS* | |
|-------|--------|--------|-------|--------|-------|
| | | | | Weight | Score |
| 7 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -2 | | -4 | |
| 18 | 1 | -1 | | -3 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 1 | |
| | 4 | 1 | | 3 | |
| 22 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 0 | |
| | 4 | 0 | | 1 | |
| 25 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -1 | | -3 | |
| 26 | 1 | 2 | | 4 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -2 | | -4 | |
| 34 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -2 | | -4 | |
| 41 | 1 | 2 | | 4 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -2 | | -4 | |
| 47 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | 0 | |
| | 4 | 0 | | -1 | |
| 55 | 1 | 1 | | 3 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | -1 | |
| | 4 | -1 | | -3 | |

(Con't)

| Item# | Answer | Weight | Score | CTS* | |
|-------|--------|--------|-------|--------|-------|
| | | | | Weight | Score |
| 3 | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 5 | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 13 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 14 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 16 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 24 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 31 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |
| 32 | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 39 | 1 | -2 | | -4 | |
| | 2 | 0 | | -1 | |
| 40 | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 42 | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 50 | 3 | 0 | | -1 | |
| | 4 | -1 | | -2 | |
| 51 | 1 | -1 | | -2 | |
| | 2 | 0 | | -1 | |

Total *
Maximum
Acceptable
Score -7 -9

NX, Concluded

I. "For"

(Cont)

| Item# | Answer | Weight | Score | CTS* | |
|-------|--------|--------|-------|--------|-------|
| | | | | Weight | Score |
| 57 | 1 | -1 | | -3 | |
| | 2 | 0 | | -1 | |
| | 3 | 0 | | 1 | |
| | 4 | 1 | | 3 | |
| 59 | 1 | 1 | | 2 | |
| | 2 | 0 | | 1 | |
| | 3 | 0 | | 0 | |
| | 4 | 0 | | -1 | |

Total *
Minimum
Acceptable
Score +3 +3
"Good" +6 +6

* CTS = Alternate Scoring Weights: to be used if there is a "Central Tendency Set" (Defined as: 2's + 3's = at least 85% of all answers on this 61 items inventory.)

* CTS = Alternate Scoring Weights: to be used if there is a "Central Tendency Set" (Defined as: 2's + 3's = at least 85% of all answers on this 61 items inventory.)

DESCRIPTIONS OF TREATMENT PERSONNEL INVENTORY

General Introduction

This inventory contains 52 items, each of which is to be rated relative to the given individual. There are 5 separate sections to the inventory. Each section (A through E) contains a different set of instructions. For example, section A relates to comparisons which are to be made between the given individual and "the typical adult"; section B relates to comparisons between the individual and "the typical probation or parole officer"; and so on.

These concepts and distinctions are more fully explained in the instructions which are found at the beginning of each of the 5 sections of the inventory. Be sure to carefully read the instructions for each section.

On all items, select the response which you feel comes closest to describing the given individual. Rate all items, on this basis. Make your ratings on the separate answer sheet. For each item, the answer sheet numbers (1 through 5, in the case of most items) correspond to the numbers which you will find on the rating scales which are described in the instructions.

In general, these ratings may be made by individuals who could be termed "knowledgeable others" - including, e.g., (a) supervisors or peers who have had extensive or intensive contact with the given individual, and (b) other trained individuals who have conducted what are essentially non-directive (or "projective"), depth interviews with the individual in question. These interviews might follow along lines indicated in the relatively open-ended, 29 question schedule which has been described in the Community Treatment Project Research Report #8, Part 1, pp. 76-79. In using this interview relative to the present ratings, it is important that the interviewer not supply (to the interviewee) any of the dimensions or variables which are involved in the items which comprise this inventory. If and when the interviewee spontaneously brings up any given dimension, item, or concept, the interviewer should then be careful to not give particular "reinforcement" to - or openly attach special "value" or significance to - the given dimensions and concepts, during the course of the interview.

1968
Form 1
Community Treatment Project
Ted Palmer

Part A

Instructions

On items #1 through #20, compare the individual with your picture of the typical adult of his or her own sex.* (Do not compare the individual with most probation or parole officers.)

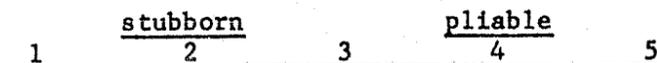
Please rate the individual on the following, 5-point scale.

- 1 = Far more than most; extreme
- 2 = More than most
- 3 = About average (50/50)
- 4 = Less than most
- 5 = Far less than most; extreme

Examples of the use of the scale: On item #2 (see next page), if you rate the individual as being extremely "stubborn", or far more stubborn than most adults, you should then mark a "1" on the answer sheet for item #2. If, instead, you rate the individual as being extremely "pliable", or far less stubborn than most adults, you then should mark a "5" on the answer sheet. Other numbers on the scale (2, 3, and 4) represent intermediate points along the 'stubborn/pliable' dimension.

Note: On all items in Parts A, B, and C of this inventory, the first part of the sentence (e.g., "stubborn") refers to the lower numbers (1, 2, e.g.) on the scale. The second part of the sentence (e.g., "pliable") refers to the higher numbers (4, 5, e.g.).

Thus, in the example shown above, the scale can be visualized as follows:



A second example: On item #18, if you consider the individual to be more exacting than most adults, you then should mark a "2" on the answer sheet. If you consider him to be less exacting than most adults (or, more easy-going than most adults), you should mark a "4". If you feel he is about average on the exacting/easygoing scale - i.e., about the same as the typical adult - then mark a "3"; and so on, for other numbers on the scale.

*The "typical adult" is frequently conceived in terms of some kind of composite (or, averaged-together) picture of several, more commonly observed types of individuals.

For the most part, try to focus upon adults who are about 25-40 years of age.

1. Feels Anxiety About His Own Life vs. Does Not
 In regard to the present and/or near future. "Very much": may see self, e.g., in midst of considerable personal conflict. Less extreme: may have a number of realistic worries - financial, etc. - problems which may not be transitory, but over which he feels somewhat more control or understanding. (003)
2. Stubborn vs. Pliable
 "Very much": pliable, e.g., easily swayed by opinions or demands of others; changeable; may "temporize" often. Less extreme: is open to new ideas - new approaches; "let's give it a try" attitude; willing to admit he made a mistake and do something about it (not just give 'lip service'). Opposite: dogged, immovable. (007)
3. Pleasant vs. Unpleasant
 "Pleasant", e.g., enjoyable being with; easy to talk with, etc. (...as, e.g., in the case of someone who was known on a casual acquaintance basis). (008-032)
4. Modest vs. Immodest
 "Modesty" - reserve: is not necessarily "humble" or self-minimizing in the compensatory sense of false modesty. "Immodest", e.g.: a "know-it-all"; gives impression that "you can't tell me anything". Not necessarily overboasting. Also "immodest": consciously or not, tries to build self up, e.g., via exaggerated claims of success: "all my recommendations are followed"; "I never get a complaint" (spoken in all seriousness). "Very much" immodest includes: vain, easily flattered, feels superior. (010)
5. Is Aggressive (as distinguished from assertive) vs. Not Aggressive
 Distinguish from assertive - in terms of former's more definite presence of hostility toward the object(s) of the action, or more self-conscious disregard for feelings of any individuals concerned. Thus, "aggressive" refers more to the attitude, whereas "assertive" focuses on description of the action. (020)

6. "Asks For" Submission From Others vs. Does Not
 Consciously or not "asks for" in the sense that things seem to end up that way, fairly regularly; this is what he probably gets, or is left with, in relationships. Relationships which he describes, in which he plays a part, appear marked by the issue of one person's knuckling under to another. (021)
7. Patient vs. Impatient
 How person usually expresses, or portrays, himself (a) during the interview, and (b) in connection with his descriptions of his interactions with others. (035)
8. Interesting vs. Uninteresting^a
 E.g., "real interesting", "an interesting personality", someone a youngster (not necessarily an adult) might want to "know more about", personally. (037)
9. Self-Confident vs. Lack Of Self-Confidence
 Use common definitions and connotations. (038)
10. Resourceful vs. Helpless^b
 "Very much": seems like a resourceful person; has many irons in the fire; never seems to be in a jam for long; seems to have many places to turn. Opposite: feels swamped; is at wits end if usual outer resources (or routines) break down, are changed, etc. First thought often is "there is nowhere to turn". Less extreme: may have difficulty operating on own, without structure or close guidance. (040)
11. Sense Of Humor vs. Humorless
 "Humorless" includes being 'very serious - most always', as well as 'dry'. (041)

^aEmphasize youths'/clients' view of officer/treatment person.

^bEspecially in relation to youths/clients.

12. Has "Been Around" vs. Rather Sheltered^a
 Would most youngsters feel he has "really lived"?
 ...and/or has had experiences similar to those the
 youngsters believe really important to have had? (043)
13. Enthusiastic vs. Bored
 In general, not, e.g., just with his work. "Very
 much" bored, would include "blase" - nothing much
 gets to him one way or the other; has "seen it all",
 and acts this way. Opposite extreme - exuberance -
 would be indicated by, e.g., extremes of emotional
 reactivity (not hypersensitivity, or lability), or
 statements such as "it was just fabulous", "I was
 absolutely amazed", "they were delighted - in
 rapture". As vs. "blase"...seldom expecting much
 and seldom noticeably disappointed (as, e.g., in
 the case of another person who might be easily
 "let down", "let down hard"). Less extreme: vigor,
 spirit. (045)
14. Is Original, Conceptually... vs. Unoriginal, Imitative
 Refers essentially to concepts; thus, distinguish
 from "conformity vs. nonconformity" as re: behavior,
 attitudes, etc. In coding - if person appears
 imaginative - do not consider whether the ideas
 seem very sound, very practical, etc. (051)
15. Overdramatizes vs. Underplays
 Overdramatizes; may be melodramatic.
 Judge essentially from verbalizations and/or
 behavior during interview. (066)
16. Conveys Quality Of Force, Ardour vs. Passive, Lethargic
 "Energy": conveys quality of force, ardour. Some-
 what opposite: mild, unforceful.
 Judge essentially from person's approach to interview-
 situation. (069)

^a Emphasize youths'/clients' view of officer/treatment person.

17. Conveys Sense Of Haste, Urgency, Impatience vs. Ease, Leisure, Calm
 Sense of urgency, push, hurry. More extreme:
 restlessness, impatience, much hurry, may be
 an alarmist. Vs.: leisure, ease, calm; seldom
 gets "all worked up". (070)
18. Exacting vs. Easygoing^b
 "Very exacting", e.g.,: allows for, or provides, few
 or no alternatives; might, e.g., insist on one
 specific thing until the other individual "comes
 through" or "gives in". May also be uncompromising
 as to own personal standards and/or objectives.
Distinguish from vigorous, forceful, domineering.
Distinguish from "stubborn" - which emphasizes
holding one's own regardless of the issue; "exacting"
emphasizes policy with respect to particular issues,
standards. (135)
19. Tough-Minded vs. Tender-Minded^b
 Thick-skinned vs. feelingful. Inwardly compassionate,
 tender, condoling; vs. hard-unbending. Refers to the
 inner attitude, regardless of how it is expressed
 overtly; thus, "very much tenderminded": easily moved,
 easily touched, very sympathetic... vs. "very much
 tough-minded": impassive, "apparently insensible".
 Individual may be perceptive yet impassive, or be
 easily moved yet not be too perceptive. Distinguish
 from (a) empathy, (b) strictness-leniency. (137)
20. Outspoken vs. Reticent To Express His Views
 In coding, estimate beyond person's approach to the
 present interview situation, etc. (139)

^b Especially in relation to youths/clients.

Part B

Instructions

On items #21 through #32, compare the individual with your picture of the typical parole or probation officer (and, to a lesser extent, with other professional persons as well), of his or her own sex.* (Do not compare the individual with the typical adult - i.e., with the "man (woman)-in-the-street".)

Please rate the individual on the following, 5-point scale.

- 1 = Far more than most;
extreme
- 2 = More than most
- 3 = About average (50/50)
- 4 = Less than most
- 5 = Far less than most;
extreme

Example of the use of the scale: On item #22 (see next page), if you feel that the individual provides youths/clients with more explanations of the things he is doing than does the typical officer, you then should mark a "2" on the answer sheet. If you feel he gives about the same amount of explanation as the typical officer you should mark a "3"; if you feel he given less explanation than the typical officer you should mark a "4"; and so on.

*As was the case with "the typical adult", the typical officer will have to be thought of in terms of some kind of composite (or, averaged-together) picture of several, more commonly observed types of individuals.

21. Is Threatening vs. Not Threatening^a

"Very much" would include, e.g., relatively frequent (i.e., relative to "total amount of activity") use of ultimatata, with an immediate aim of frightening the youngsters/clients - regardless of longer range goals. In coding, stress modus operandi of person, not personality... (e.g., an ominous, menacing personality on first appearance).

(017)

22. Explains Why Things Are Done Or Not Done vs. Does Not^b

Use common definitions and connotations.

(028)

23. Sensitive vs. Misses Meanings

Sensitive to interpersonal goings-on, e.g., sensitive to others; perceptive, alert to, say, the correct meaning of other persons' actions. Do not code in terms of whether officer (treatment person) appears sensitive personally to the feelings, opinions of others toward himself, as vs. his or her being "impervious" to those feelings, opinions.

(036)

24. Is Understanding Of Youths' World; Can Talk Their Language: Is "Up" On Things ("Understanding") vs. Is Not

Is understanding of youths; can, e.g., talk their language, see things from their point of view; knows what's going on in youths' world. Not necessarily "likes" or "dislikes" youths. May use adolescent-community jargon.

(047)

25. Intellectually Rigid vs. Intellectually Flexible

E.g., of "adaptive" or flexible: can look at things from other angles, switch frames of reference, consider other side of picture with real understanding of the interests involved there.

(049)

^aEmphasize youths'/clients' view of officer/treatment person.

^bEspecially in relation to youths/clients.

compare with parole -
probation officers

26. Has A Broad Perspective vs. Does Not

"Perspective", e.g.: has broad grasp of problems, not only in his own field, but of social situation generally - of factors and forces (historical, etc.) at play. "Grasp" implies considerable depth of understanding, over and beyond a broad awareness of issues; some interrelating and integration of the data is important here. Distinguish from whether or not coder generally agrees with the perceptions/evaluations involved. Opposite: appears quite narrow, limited in point of view...with no indication of formerly having had considerable perspective, but then (later) having derived present point of reference, or scope of reference. Distinguish from "intellectually rigid vs. ...adaptive", and from "stubborn vs. pliable". (052)

27. Focuses Upon Youths' Doing Things vs. Upon Thinking About Things

Use common professional definitions and connotations. (079-081)

28. Tells Youngsters What To Do and What Not To Do vs. Does Not

Extremes would include: "highly structuring", tries to run their life (in detail). Average: orients youths re what to expect, and re what the officer (treatment person), in general, requires or would prefer. (088)

29. Moralistic Approach To Job vs. Pragmatic, Expedient Approach

E.g., operates in a conceptual framework of "right and wrong", "abstract good vs. abstract bad". Opposite: framework consists of "expedients and workables"; standards often rely on consensus. (108)

30. Wants To Protect Youngster Against Society vs. Wants To Protect Society Against Youngster

"3" = tries to integrate, protect, and/or represent both interests equally. -Distinguish "protecting" from "representing". (111-127)

compare with parole -
probation officers

31. Important For Him To Feel Youths Do Improve vs. Not Important

"Improve" in terms of the officer's (treatment person's) own criteria; for example: "improve", "feel better", "become happier". Very much: would be genuinely unhappy should this not occur. Opposite: is seemingly unconcerned - (as distinguished from defensively indifferent) - over youths' not getting better, or getting worse. (126)

32. Differentiates... vs. Does Not Differentiate Between Rejecting The Youth's Behavior And Rejecting The Youth As A Person

..."behavior" - whether involving delinquent activities or not. (134)

Part C

Instructions

On items #33 through #46, simply rate the individual in terms of your own, personal definitions, beliefs, or understandings of what is involved in the given item. You do not need to compare the individual with "the typical parole/probation officer", or with "the typical adult", in the case of these items. -Simply rate him in terms of your own, personal standards - whatever or whomever they may have reference to.)

Please rate the individual on the following, 5-point scale.

Table with 2 columns: Rating (1-5) and Description. 1 = Very much; very true (Also, e.g.: strongly holds this view; extremely characteristic and/or conspicuous; highly applicable) 2 = More so than not; more true than not (Also, e.g.: generally favors this view) 3 = 50/50; or, ambivalent (Also, e.g.: believes or has 'about an equal amount of both') 4 = Less so than not; more untrue than not (Also, e.g.: generally opposes this view) 5 = Very little; very untrue (Also, e.g.: strongly opposes this view; not at all characteristic; not at all applicable)

Examples of use of the scale: On item #33, if you see the individual as "enjoying youths' activities" very much, you then should mark a "1" on the answer sheet. If you see him as enjoying those activities very little, you should mark a "5". Other numbers on the scale (2,3, and 4) represent intermediate points along the dimension.

A second example: On item #44, if you feel this individual is somewhat more aware of the nature of his own emotional responses to youths than he is unaware of them, you then should mark a "2" on the answer sheet. If you feel that the reverse is true, you should mark a "4". If your feelings are even stronger on this item, (e.g., if the individual appears to be either extremely aware, or extremely unaware, of the nature and meaning of his emotional responses to youths), you should mark a "1" or a "5"- whichever the case might be.

A third example: On item #39, if you feel that the role which this individual generally sees himself as wanting to play relative to youths/clients is very much that of a "big brother" (or - in the case of female subjects - a "big sister"), you should mark a "1". If you feel that this is not at all characteristic of the role he wants to play, you should mark a "5". Other numbers on the scale (2,3, and 4) represent intermediate points along the dimension.

33. Enjoys Youths' Activities (Hobbies, Sports, etc.) vs. Not Very Interested In Them
Enjoys the activities of youths as a group...whether or not he expresses any such interest to the youths directly or verbally. (044)

34. Basically Satisfied With Own Society vs. Basically Dissatisfied
Views re overall health (and potential) of this society, in general. "Very much" dissatisfied: society may, e.g., be portrayed as diseased - widespread maladjustment or deterioration; vs. society may be portrayed as vigorous and progressive - youngsters can find happiness in it. Emphasize present, not distant future. (053)

35. Is Critical Of Middle-Class Standards vs. Accepting
Stress definitions - (implicit and/or explicit, culturally promulgated definitions) - of success for early or middle adulthood (e.g., home, marriage, upward mobility). E.g., of "very critical": the standards are seen as really distasteful or limiting. (054)

36. Typically Makes "Relative" (Qualified) Statements vs. "Absolute" (Unconditional) Statements
Absolute: makes continual dogmatic statements, absolute judgments. Average: can make strong statements, yet admits exceptions and modifications. Opposite: evaluates nearly everything in context; seldom makes statement without adding qualifiers. (065)
(Judge from interview statements alone.)

37. Concern With Youth As An Individual vs. With Laws And Rules
Concerned with youth as an individual vs. concerned with seeing that youth does not break laws and rules... or, also, that the youth be very aware of, and orients his life around, rules and around conforming to standardized and rather stereotyped expectations. (092)

38. Person's Own View Of Role: Friend
Role he generally sees self as wanting to fill and/or carry out in his work with youths. (The role may also be part of the person's self-image.) (099)
39. Person's Own View Of Role: Big Brother (Or Big Sister)
Role he generally sees self as wanting to fill and/or carry out in his work with youths. (The role may also be part of the person's self-image.) (100)
40. Officer/Person Sets The Pace vs. Allows Youths To Set The Pace
When interacting with youths, who sets the pace?
Code as follows: 1 = person only, 2 = person mainly, 3 = 50/50, 4 = youngster mainly, 5 = youngster only. (103)
41. Person's Own View Of Role: Policeman
Role he generally sees self as wanting to fill and/or carry out in his work with youths. (The role may also be part of person's self-image.) (106)
42. Effect Of Religious Orientation Or Beliefs Is Positive vs. Is Negative
Effect of religious training, church attendance, etc., is - explicitly or implicitly - considered to have what effect on (primarily) adolescent behavior, and (secondarily) upon overall personality development? (Emphasize: the instilling of precepts - or guides to action - which claim supernatural validity.) (109)
43. Feels His Work Is Or Can Be Of Value vs. Disillusioned With Its Value
Overall feelings of potential value/importance to others, in his work; feels he personally can offer things of value to most youngsters; vs.: thinks his work makes little or no real difference; may genuinely doubt the worth of the concept of "preventing delinquency", or the concept of treatment, etc., as regards its value to youths or to society in general. Does he feel probation, or parole - (or: role of foster home, in the case of potential group or foster home parents) - under current conditions as he sees them - is something which, in his hands, can be more helpful (or meaningful) than harmful (or meaningless)? (124)

44. Is Aware Of His Own Emotional Reactions To Youths vs. Not Aware
"Not aware" includes - in varying degrees - having "rejected the possibility, the extent, or the intensity" of his emotional reactions to youths (individually and/or collectively). (131)
45. Generally, People Can Be Believed, Taken At Face Value vs. Generally Can't
Refers to other individuals' statements of intentions. Opposite: must look "way beneath the surface for the real message", for the thing to respond to. (132)
46. Differentiates Between Behavioral And Emotional Changes In Youths vs. Does Not Differentiate
(133)

Part D

Instructions

Items #47 through #50 refer to the individual's personal beliefs about what might be needed/essential/desirable* - or, on the other hand, what he might regard as being unnecessary and/or undesirable* - in connection with his own work with youths/clients. The items refer not only to what the individual might or might not believe or expect, but also to things (activities, processes) which the individual either might or might not actually attempt to bring about, or carry out, when and if he has the opportunity to do so.**

On items #47 through #50, simply rate the individual in terms of your own definitions, beliefs, or understandings of the given item - just as you did in the case of items #33 through #46. (Once again, you do not need to compare the individual with "the typical parole/probation officer", or with "the typical adult", in the case of these items.

Please rate the individual on the following, 4-point scale.

- 1 = Holds this view to a marked degree; considers it essential
- 2 = Holds this view to a moderate degree; view somewhat present; contributing factor in treatment, but not essential
- 3 = Does not hold this view; this factor makes little or no difference; would not try to do so; holds this view only slightly; slight or none; does not; would not
- 4 = Holds opposing view; opposes doing so; (does or would try to do opposite)

*Whether in connection with (a) major and/or long-range treatment objectives, (b) significant, intermediate goals/means-to-ends, or (c) both (a) and (b).

**When rating these items, the emphasis will often have to be placed upon the individual's apparent beliefs, convictions, or expectations. This will occur primarily as a result of insufficient observations of his actual behavior. Nevertheless, even if behavioral observations are available, be sure to rate the individual on apparent beliefs and expectations, as well.

use 4 point scale

compare vs. coder's own standards and beliefs

Examples of use of the scale: On item #49, if - to a marked degree - the individual appears to hold the view that "rapid, major changes" can be expected in youths/clients - or that it is essential that such changes be brought about - you then should mark a "1". If he does not hold this view you should mark a "3" on the answer sheet; and, if he holds the opposite view you should mark "4".

A second example: On item #50, if - to a moderate degree - the individual tries to develop, or considers it somewhat important (but not essential) to develop, "strong dependency relationships with youths/clients", you then should mark a "2" on the answer sheet. If he feels that relationships of this nature make little or no difference in treatment, you should mark "3"; and so on.

- 47. Tries To Build Youths' Trust In Him/Her (024)
- 48. Accepts Youths' Feelings
Distinguish 'accepts' from 'approves of' - or 'encourages expression of' - the feelings; also distinguish it from 'shows confidence in' youths. (026)
- 49. Expects Rapid, Major (Relatively Permanent) Changes In Youths, In Connection With Treatment
Whether behavioral, attitudinal, or emotional...and, regardless of the area of change (school, friends, etc.). (Code re degree to which this - "rapid, major...changes" - represents a major treatment objective.) (073)
- 50. Tries To Develop Strong Dependency Relationships
...in the therapeutic sense of 'positive transference'; e.g., 'regressive' and/or fantasy-dominated demands or expectations and satisfactions.^c (085)

^cIn the case of group home or foster home candidates or parents, substitute the following item for the above:

- 50. Tries To Develop Definitive, Personalized Basis For Interaction With Youths, And For Youths' Emotional Satisfaction With The Relationship
Makes available (to youths) "who he is" as a person. Gives youths opportunities to get to know "how he really feels about life", "what he thinks about things", etc. Gives youths opportunity to "latch on to" him, to "model self after" him, to "identify with" him. (085)

use 4 point scale

PRE-HIRING INTERVIEW GUIDE FOR
POTENTIAL GROUP HOME PARENTS

Part E

Instructions

On items #51 and #52, please rate the individual on the following, 4 point scale. The dimension (theme) in question:

- 1 = appears to be a major theme or concern
- 2 = is present to some degree; theme or concern is somewhat present
- 3 = is not present; there is an absence, or virtual absence, of this theme or concern
- 4 = is "conspicuously absent" in terms of remaining contexts or remarks; or, the theme/concept/concern is explicitly stated as being "not present"; the individual may express "contempt" for, or may clearly "reject", the given dimension. (Thus, in effect, the theme evidently does seem to be of considerable concern to the individual; but the individual apparently has denied its personal significance or has blocked-out its existence.)

Example of use of the scale: On item #51, if the concept of 'obedience' appears to be a major "theme" in this individual's verbalizations - or otherwise appears to be a major concern to him - you then should mark a "1"; if this theme or concern does not appear to be present you should mark a "3"; and so on, for the remaining points on the scale.

51. 'Obedience': Explicitly Verbalizes, Or Otherwise Manifests Concern With, Theme/Concept Of 'Obedience'

Or, also (at level of seeming denial): "Disobedience".

(089)

52. 'Punishing': Explicitly Verbalizes, Or Otherwise Manifests Concern With, Theme/Concept Of 'Punishing'

Or, also (at level of seeming denial): "Not Punishing". Also: Revenge, making one pay. Both themes ('punishing', 'revenge') have emphasis on interpersonal...but they should not be limited to matters involving behavioral expression, or even to thoughts concerning possible behavioral expression.

(091)

INTRODUCTION:

The purpose of our getting together is to help us to get to know you a little better so that we can be able to know more about where your areas of interest are and how you view some things pertaining to having youngsters placed in your home.

Explanation of the Group Home Project and research role.

I am tape recording the interview, primarily for my use in the research part of the Group Home Project. No one else will be allowed to listen to the tape. I will be meeting with Miss H. (the Coordinator) and other members of the Project to talk about my impressions of your views on working with youngsters and of some of the things you think youngsters need.

None of the questions I will be asking have any "right" or "wrong" answers. What we are really interested in is how you, as a person, really feel at this point in time. Try not to answer in terms of what you feel would be a "right" or an appropriate answer or in terms of what you think I or someone else might want to hear. I will try to answer any questions that you have at any point along the way.

Do you have any questions right now? (If no questions, then proceed with the questionnaire.)

INITIAL GROUP HOME RESEARCH INTERVIEW SCHEDULE
FOR POTENTIAL GROUP HOME PARENTS

1. Where or how did you first learn of the Youth Authority's Group Home Project?
2. How did you come to ask to be considered as a group home parent?
3. Whom have you talked to about being a group home parent up until today (both in and outside of the Youth Authority)?
4. What is your impression or understanding about where things stand right now so far as your possibly becoming a group home parent with the Community Treatment Project is concerned? In other words, what's going to happen next as far as you know?

Do you have any questions at this point?

5. First of all, what are your feelings or thoughts about being a group home parent?
 - a. What are your feelings or thoughts about being a foster home parent for just one youngster?
6. (At this point, give interviewee legal definitions of dependent and delinquent youngsters.) What are your feelings or thoughts about having dependent (as I've defined dependent) youngsters as compared to delinquent (as I've defined delinquent) youngsters in your home?
7. (In conjunction with this question, a reference card -- which specifies six different age-groupings -- will be given to the subject.)

Which one of the following six age groups do you feel you would most like, that is, prefer, to have in your home: (1) Under five years of age; (2) Between about five and nine years of age; (3) Between about ten and twelve years of age; (4) Between about thirteen and fifteen years of age; (5) Between about sixteen and eighteen years of age; (6) Over eighteen years of age?

- a. Why, in general, do you feel you would most like, or prefer, that age group in your home?
8. Which of the same age groups as mentioned in the last question do you feel you would least like, that is, least prefer, to have in your home?
 - a. Why, in general, do you feel you would least like, or least prefer, to have that age group in your home?

9. Now, with the remaining four age groups, I'd like you to rank them in order from the age groups you would most like, or prefer, to have in your home to the age groups you would least like or least prefer, to have in your home. (Further explain the ranking process by using the reference card, if necessary. Go over the completed rankings to see if it "sets right" with the interviewee.)
10. What are your feelings or thoughts about having both boys and girls placed* in your home at the same time?
 - a. What are your feelings or thoughts about having either boys or girls (either one, but not the other) placed in your home?
11. What are your feelings or thoughts about having or not having in your home youngsters of various religious backgrounds, races, etc.? (Ask for elaboration if this seems appropriate or necessary.)
12. How does your spouse seem to feel about the idea of his/her becoming a group home parent?
 - a. Do you have any guesses as to why this may be, or is, the way he/she seems to feel?
13. Do you have any children? Are they living at home -- ages, sexes, etc.? How do your children (whether living with you or not) seem to feel about the idea of your taking youngsters into your home?
 - a. Do you have any guesses as to why this may be, or is, the way he/she/they seem(s) to feel?
 - b. How do you think your children will probably respond to having youngsters placed in the home, and how do you feel about this?

Are there any questions you would like to ask me at this point? (Take a possible break at this point.)

14. Would you describe in a general way the kinds of youngsters you feel you would really want and personally prefer to have living in your home? (Give gross examples of different kinds of youngsters only if this seems necessary; and, in any event, allow for the maximum possible amount of free expression which reflects the interviewee's frame of reference.) Could you say or speculate as to why it is that (you feel this way) this may be?

*To distinguish from opposite sex, own kids.

15. Now would you describe in a general way the kinds of youngsters you feel you would really not want and personally prefer not to have living in your home? (Give gross examples if necessary...etc.)
16. What do you feel or think you might or quite probably will be able to offer youngsters who might be living in your home?
17. What do you feel or think you probably might not or quite probably will not be able to offer youngsters who might be living in your home?
18. What have been your feelings about having been (or not having been) a mother/father?
19. Do you foresee any particular problems or kinds of problems, concerns or difficult issues arising for you if you had youngsters (whether delinquent or not) placed in, or living in, your home?
 - a. What would be your feelings or thoughts in this regard if all the youngsters that were placed in, or living in, your home were "delinquent" (as defined in a previous question)?
20. All things considered, do you have any reservations or doubts -- whether minor or major -- about becoming a group home parent?
 - a. As another example along this same line, would you have any reservations or doubts about becoming a foster parent for an individual youngster?
21. What kinds of things do you feel would be of the greatest satisfaction or enjoyment to you personally when it comes to being a group home parent?
 - a. What would be your feelings in regard to the same question as far as being a foster home parent for an individual youngster? (Repeat Question No. 21, if necessary.)
22. Generally speaking, what do you feel that most adolescent youngsters -- whether delinquent or not -- fundamentally want and need -- particularly need?
 - a. As you see it, are there any differences in regard to these fundamental wants and needs as far as most "delinquent" (as it's been defined previously) adolescent youngsters are concerned?

23. What types of needs do you feel most adolescent youngsters have as far as rules are concerned?
 - a. As you see it, what would be the needs of delinquent adolescent youngsters as far as rules are concerned, as compared to your comments about youngsters in general?
 - b. What types of rules or structure, or general expectations (or understandings) do you feel you would set up or establish if you were a group home parent?
24. How well, or how poorly, do you think most parents respond to -- and meet -- the needs of adolescent youngsters in general?
25. How well, or how poorly, do you think society-in-general (that is, everything outside of the home and parents) responds to -- and meets -- the needs of adolescent youngsters in general?

Do you have any questions you would like to ask me at this point? (Take a break in the interview.)

26. How would you see your relationship with the Parole Agents who are assigned to the youngsters who might be in your home? (If necessary, add: what sort of relationship do you think is called for, or would be appropriate?)
 - a. How would you see your relationship with the Group Home Coordinator (Miss H.) (If necessary, add: same as above.)
27. Tell me how you feel or what your thoughts are about the idea of being "researched"; that is, being what at least some people might view as a "guinea pig" in that you would have to spend some time thinking about what you are doing, about yourself, about the way different things are going or developing in your home; and the idea of your taking various tests and in general trying to describe, to someone else, the things that are happening in your home?
28. Would you tell me a little bit about some of your general plans for the future -- including, and/or in addition to, your interest in having a group home?
29. Is there anything that you would like to add to what we have talked about?
30. This concludes the questions that I have. Do you have any questions that you would like to ask me?

FOLLOW-UP GROUP HOME
PARENT INTERVIEW SCHEDULE
(Open-Ended)

1. Can you recall what led up to your original decision to operate a group home and in effect become a group home parent?
 - a. How do you feel about that decision at this point?
 - b. What things have turned out pretty much as you thought they would?
 - c. What things have not turned out pretty much as you thought they would?
2. What do you enjoy about operating a group home and being a group home parent?
 - a. What do you not enjoy about operating a group home and being a group home parent?
3. Operating a group home and being a group home parent might have brought you into new contacts that you did not have before (for example: with probation officers, parole officers, police, etc.). It might, for example, have had some effect on your relationships with neighbors, relatives and friends.

In view of this, what do you feel the community at large (for example, your neighbors, friends, relatives, police, etc.) should reasonably expect from you as a group home parent?

 - a. What is not reasonable for them to expect from you?
4. How has operating a group home and being a group home parent affected your personal life - that is, your home life and/or your social life. As an example, how does your wife (husband) and family feel about having youngsters living in your home; and, how does the group home youngsters' presence in your home influence your social contacts with friends, or pattern of recreation, contacts with relatives or the kind of plans that you and your family usually make for yourself?
5. What basic things do you think you try to accomplish with youngsters who live in your home?
6. In the case of youngsters who have lived and are living in your home, what do you consider to be a real change for the better, a "movement in the right direction", or a real improvement?
 - a. What seems to be the main thing you do that you feel needs to be done in order to try to bring about this kind of change or improvement?
 - b. What sort of basic "plan of action", if any, do you like to follow in order to try to bring about this kind of change or improvement? (Get "abstract statement" plus concrete examples.¹)

¹What things do you find useful to do that helps to try to get this done?
(Footnote questions are suggested follow-up questions for that particular question.)

*Indicates points where a break can be taken (about an hour into the interview).

7. What do you feel is reasonable for the Youth Authority and the Community Treatment Project to expect from you as a group home parent? (And vice versa)
 - a. What do you feel is not reasonable for them to expect from you as a group home parent? (And vice versa)
8. From your experience, how would you describe the role(s) of the parole agent(s) with you and the youngsters who have been, or are, living in your home?
 - a. In what ways, if any, do you feel the role(s) should be any different?
9. In general, how have things gone and how are things going in working with the parole agents and the Coordinator?²
10. If you could do so, what changes, if any, would you make as far as decision-making or responsibility for any of the youngsters is concerned? In other words, this involves the question of who has the "final" responsibility for making a decision where the youngster is concerned or where it affects you or the operation of your home, and so forth.
11. What youngsters, or "kinds" of youngsters, have you found to be the easiest to deal with? Why do you think or feel this is so?³
12. What youngsters, or "kinds" of youngsters, have you found to be the most difficult to deal with? Why do you think or feel this is so?⁴
13. What sorts of things in a person do you feel are really necessary for doing a good job in operating a group home and being a good group home parent?
14. How do your own teenage experiences compare and contrast to those of the youngsters whom you have had living in your home?
15. In what ways are you dealing with youngsters who have lived or are living in your home either differently or the same as the ways you were brought up or dealt with during your own teenage years? (Ask for some elaboration, or examples...if not spontaneously offered.)

²How - (description and/or evaluation) - have situations been handled when you and the parole agents differ in your points of view?

³Is there anything different that you would try to do or would not try to do with these youngsters if they were less easy to deal with? Why do you think this might (or, if the individual seems to feel sure about his statement - would) be so?

⁴Is there anything different that you would try to do or would not try to do with these youngsters if they were less difficult to deal with? Why do you think this might (or, if the individual seems to feel sure about his statement - would) be so?

16. What do you think teenagers really want and need - particularly need?
- a. Now consider for a moment delinquent teenagers as a whole: in what ways do you think any of their wants and needs are different from those that you described for all teenagers in general?
17. As you may know, we have some other "types" of group homes where either the kind of youngster living there or the kind of home that it is, is in some ways different from your home in what it attempts to do or provide (give "standard" examples if necessary).
- In thinking of this, what have been your feelings about having provided the kind of home that you have?
- a. Do you think you might enjoy "running" one of the other kinds of homes?
18. On the basis of your experiences to date, what specific or general suggestions do you have for us as far as making the group home idea really work well or making it better all around?
19. So far as the operation of your group home is concerned, what sort of goals or plans or ideas do you have for the future?
20. What sort of goals or plans do you have for yourself or your family for the future?

CONTINUED

1 OF 2

ADDITIONAL ITEMS FOR THE
FOLLOW-UP GROUP HOME PARENT
INTERVIEW SCHEDULE*

21. Are there any sort of things that personally, or in any other way, seem to keep you from doing what you would like to do with youngsters who have lived in or are living in your home?
 - a. How does this seem to actually effect the things that you try to do with or for them?
22. Are there any youngsters that you have known or dealt with that seem to require some sort of definite change on your part in terms of what you do with them or what you expect, or what you try to accomplish with them?
23. What has been the most difficult decision that you have had to make, in being a group home parent, in dealing with the youngsters who have lived in your home?
 - a. What was it that made that decision difficult for you to make?
24. What do you feel is the worst decision that you have ever made, in being a group home parent, in regard to youngsters who have lived in your home?
 - a. How did it come about; and how did things seem to work out in the long-run?
25. Do you see yourself - that is, as an individual or as a personality - as being any different outside of the time that you are a group home parent - or are you pretty much the same in these different sorts of situations?
26. Consider for a moment that if you had not been a group home parent in what ways, if any, do you feel that you, as an individual or as a personality, would have been (or would now be) any different that you are?
27. What in your personal background or experiences do you think has been of benefit - that is, useful to you - in being a group home parent and in dealing with youngsters (for example: academic training, job experiences, volunteer work, special interests or hobbies, etc.)?

*Some of these may be asked by interviewer (if appropriate and if time allows) following completion of the basic 20 questions; or, the interviewee can be handed this list and asked if there are items he would care to respond to.

1. There are so many things a youngster has to learn in life, that there is no excuse for him sitting around with time on his hands.
2. A youngster will be grateful later on for strict training.
3. A mother should make it her business to know everything the youngsters are thinking.
4. Youngsters would be happier and better behaved if parents would show an interest in their affairs.
5. If a mother doesn't go ahead and make rules for the home, the youngsters and husband will get into trouble they don't need to.
6. People who think they can get along in marriage without arguments just don't know the facts.
7. Youngsters should be allowed to disagree with their parents if they feel their own ideas are better.
8. One of the worst things about taking care of a home is that a woman feels she can't get out.
9. A good mother should shelter a youngster from life's little difficulties.
10. If a father doesn't go ahead and make rules for the home, the youngsters and wife will get into troubles they don't need to.
11. Parents should adjust to the youngster some, rather than always expecting the youngster to adjust to the parents.
12. Youngsters will get on any woman's nerves if she has to be with them all day.
13. Youngsters who don't try hard for success will feel they have missed out on things later on.

14. Strict discipline develops a fine, strong character.
15. A youngster should never keep a secret from his parents.
16. Laughing at youngsters' jokes and telling youngsters jokes make things go more smoothly.
17. Youngsters and husbands do better when the mother is strong.
18. Sometimes it is necessary for a wife to tell off her husband in order to get her rights.
19. Youngsters should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.
20. Having to be with children all the time gives a woman the feeling her wings have been clipped.
21. A mother should do her best to avoid any disappointment for a youngster.
22. Youngsters and wives do better when the father is strong enough to settle most of the problems.
23. Parents must earn the respect of their youngsters by the way they act.
24. Mothers very often feel that they can't stand the youngsters a moment longer.
25. Parents should teach youngsters that the way to get ahead is to keep busy and not waste time.
26. Youngsters who are held to firm rules grow up to be the best adults.
27. An alert parent should try to learn all about the youngster's thoughts.

28. Parents who are interested in hearing about their youngster's parties, dates, and fun help them to grow up right.
29. A mother has to do the planning because she is the one who knows what is going on in the home.
30. No matter how well a married couple love one another, there are always differences which cause irritation and lead to arguments.
31. A youngster has a right to his own point of view and ought to be allowed to express it.
32. Most young mothers are bothered more by the feeling of being shut up in the home than by anything else.
33. A youngster should be protected from jobs which might be too tiring or hard for him.
34. A father has to do the planning because he is the one who knows what is going on in the home.
35. Youngsters are too often asked to do all the compromising and adjusting, and that is not fair.
36. It's a rare mother who can be sweet and even-tempered with the youngsters all day.
37. Youngsters who are "on the go" all the time will most likely be happy.
38. Most youngsters should have more discipline than they get.
39. A mother has a right to know everything going on in a youngster's life because that youngster is part of her.
40. If parents would have fun with their youngsters, youngsters would be more apt to take their advice.

41. The whole family does fine if the mother puts her shoulders to the wheel and takes charge of things.
42. There are some things which just can't be settled by a mild discussion.
43. A youngster's ideas should be seriously considered in making family decisions.
44. One of the bad things about raising children is that you aren't free enough of the time to do just as you like.
45. Parents should know better than to allow the youngsters to be exposed to difficult situations.
46. The whole family does fine if the father puts his shoulders to the wheel and takes charge of things.
47. As much as is reasonable, a parent should try to treat a youngster as an equal.
48. Raising children (i.e., youngsters) is a nerve-racking job.
49. The sooner a youngster learns that a wasted minute is lost forever, the better off he will be.
50. Youngsters are actually happier under strict training.
51. It is a mother's duty to make sure she knows the youngster's innermost thoughts.
52. When you do things together, youngsters feel close to you and can talk easier.
53. A married woman knows that she will have to take the lead in family matters.

54. It is natural to have quarrels when two people who both have minds of their own get married.
 55. When a youngster is in trouble he ought to know that he won't be punished for talking about it with his parents.
 56. A young mother feels "held down" because there are lots of things she wants to do while she is young.
 57. Youngsters should be kept away from all hard jobs which might be discouraging.
 58. A married man knows that he will have to take the lead in family matters.
 59. There is no reason parents should have their own way all of the time, anymore than youngsters should have their own way all of the time.
 60. It's natural for a mother to "blow her top" when youngsters are selfish and demanding.
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"IMPORTANCE" QUESTIONNAIRE FOR GROUP HOME PARENTS

INTRODUCTION

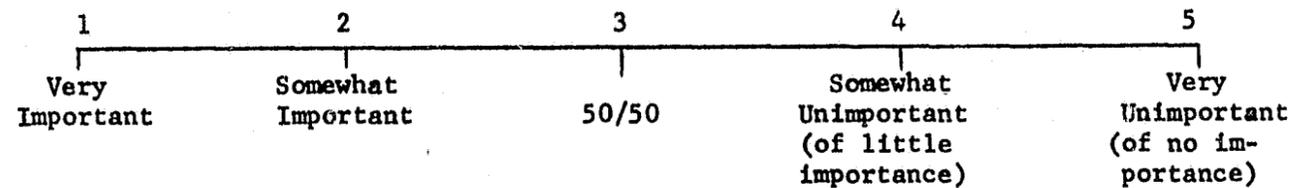
In this questionnaire, we are trying to get at how important or unimportant certain things are to you - particularly in relation to youngsters living in your home. We will be asking you about 200 questions, most of which can probably be answered quite simply and quickly. The first part of each question ("How important or unimportant is it to you that...") is the same for all questions. As you will see, each item or issue will then complete each of the questions. The person giving the questionnaire will give you a card with a scale of responses numbered 1 through 5. After reading each question, choose the response that comes closest to describing how you personally, really feel or think at this point in time. Using this scale, tell the person who is giving the test the number which corresponds to your response, and he will record that number on his sheet. Again, we are interested in your personal opinions; and as a result, there are no "right" or "wrong" answers to these questions.

A final comment: some questions or items may seem to be similar; however, each has its own particular point or emphasis. We have tried to group together all of the questions that appear similar so that the distinction between questions may be clearer. Feel free, on this point or any other, to ask questions that you may have as you are going through the questionnaire.

Thank you for your cooperation.

The Group Home Project

How important or unimportant is it to you that ...



HOW IMPORTANT, OR UNIMPORTANT, IS IT TO YOU THAT:

A.

1. Youngsters in your home do not drink until they are twenty-one?
2. Youngsters in your home conform to "common" standards about dress (that is, nothing really radical or really way out)?
3. Youngsters in your home bring friends home (rather than not bring them home)?
4. Youngsters in your home make their own decisions (not just in minor matters)?
5. Youngsters in your home have the things a youngster needs to be popular (clothes, car, money, etc.)?
6. Youngsters in your home do not smoke?
7. Youngsters in your home do not fight in your home?
8. Youngsters in your home do not fight away from your home?
9. Youngsters in your home do not read comic books, movie magazines, or reading material that you do not approve of?
10. Youngsters in your home do not watch T.V. programs or movies or go to activities that you do not approve of?
11. Youngsters in your home stand up for their "rights" (not just defending oneself against insults, hurt, etc., but standing up for things which they might feel they have rightfully earned and/or ought to expect)?
12. Youngsters in your home have a good "citizenship" record when it comes to general work habits, conduct, attitude, responsibility, etc.?
13. Youngsters in your home do not cheat?

HOW IMPORTANT, OR UNIMPORTANT, IS IT TO YOU THAT:

14. Youngsters in your home look out for themselves even if it means getting a friend in trouble?
15. Youngsters in your home legally make a lot of money someday?
16. Youngsters in your home go out and legally get what they want?
17. Youngsters in your home do not hang around with kids who are known to the police (except other youngsters placed in your home)?
18. Youngsters in your home do not hang around with kids who get into trouble (whether they are known or not known to the police)?
19. Youngsters in your home know their own limits, their capacities, short-comings or what they are capable of doing and not capable of doing?
20. Youngsters in your home make the most of their ability?
21. Youngsters in your home be satisfied with what comes their way in life?
22. Youngsters in your home be happy (that is, content, well satisfied while they are in your home)?
23. Youngsters in your home prepare for their future (that is, start preparing right now)?
24. Youngsters in your home get farther in life than you have?
25. Youngsters in your home have a better time of things than you did?
26. Youngsters in your home have the best of everything even if it means you must sacrifice?
27. Youngsters in your home be self-sufficient, independent persons?

HOW IMPORTANT, OR UNIMPORTANT, IS IT TO YOU THAT:

28. Youngsters in your home be leaders (in a general sense, not just in your home)?
29. Youngsters in your home either go to school or work (that is, one or the other)?
30. Youngsters in your home have a happy family life of their own someday?
31. Youngsters in your home marry someone who will help them get ahead in the world?
32. Youngsters in your home have a big job someday?
33. Youngsters in your home be really good athletes?
34. Youngsters in your home get along well with other boys in your home?
35. Youngsters in your home get along well with boys?
36. Youngsters in your home get along well with girls?
37. Youngsters in your home get along well with your friends?
38. Youngsters in your home get along well with your relatives?
39. Youngsters in your home get along well with adult people outside of your home?
40. Youngsters in your home make a good impression upon people?
41. Youngsters in your home be able to get people to give them what they (the youngsters) want?
42. Youngsters in your home get along well with authorities (for example, police, employers, teacher, etc.)?

HOW IMPORTANT, OR UNIMPORTANT, IS IT TO YOU THAT:

43. Youngsters in your home not let other youngsters push them around?
 44. Youngsters in your home not let other adults push them around?
 45. Youngsters in your home not be angry or hostile youngsters?
- B.
46. Youngsters in your home be completely truthful with you?
 47. Youngsters in your home associate only with those youngsters you approve of?
 48. Youngsters in your home ask your permission when you feel they are supposed to?
 49. Youngsters in your home do not go off without permission?
 50. Youngsters in your home be at home most evenings during the week?
 51. Youngsters in your home come home at the time that you tell them to?
 52. Youngsters in your home let you know where they are going and who they are with?
 53. Youngsters in your home let your spouse know where they are going and who they are with?
 54. Youngsters in your home let other youngsters placed in your home know where they are going and who they are with?
 55. Youngsters in your home do not abuse equipment and furniture?
 56. Youngsters in your home follow rules about taking care of property that belongs to you or the home (car, furniture, T.V., books, etc.)?
 57. Youngsters in your home keep their things clean and tidy?

HOW IMPORTANT, OR UNIMPORTANT, IS IT TO YOU THAT:

58. Youngsters in your home keep themselves clean and tidy?
59. Youngsters in your home take good care of their own things (clothes, personal belongings, etc.)?
60. Youngsters in your home usually have something to do (rather than just "loafing around")?
61. Youngsters in your home have responsibilities around the home (chores, duties, etc.)?
62. Youngsters in your home do more than just enough work around the house?
63. Youngsters in your home do their home chores willingly?
64. Youngsters in your home do a chore even though they dislike the chore?
65. Youngsters in your home get their chores around the house done before going out?
66. Youngsters in your home get their homework done before going out?
67. Youngsters in your home have good table manners?
68. Youngsters in your home do not talk back to you when they are told to do something?
69. Youngsters in your home not use "bad language" or swear in your presence?
70. Youngsters in your home not use "bad language" or swear in the presence of your spouse?
71. Youngsters in your home not use "bad language" or swear in the presence of your own children?

HOW IMPORTANT, OR UNIMPORTANT, IS IT TO YOU THAT:

72. Youngsters in your home not use "bad language" or swear in the presence of other youngsters in your home?
73. Youngsters in your home not use "bad language" or swear when they are away from your home?
- C.
74. You set definite rules for the youngsters in your home to follow?
75. You provide activities (things to do) for youngsters in your home?
76. You always give youngsters in your home an explanation for the things you tell them to do?
77. You give advice and information to youngsters in your home?
78. You show respect for youngsters in your home?
79. You openly show affection for youngsters in your home?
80. You keep promises you make to youngsters living in your home?
81. You listen to the opinions of youngsters in your home?
82. You set an example for youngsters in your home?
83. You practice what you preach to youngsters in your home?
84. You do not shout or raise your voice in your home?
85. You be with or around the youngsters in your home all or most of the time (except for their school, job, etc. time)?
86. You have interests in common with youngsters in your home?

HOW IMPORTANT, OR UNIMPORTANT, IS IT TO YOU THAT:

87. Your spouse have interests in common with youngsters in your home?
88. You expect the same things of youngsters in your home as you expect of your own children and family?
89. You have privacy?
90. You and your spouse (together) have privacy?
91. You have time to yourself (alone) away from the youngsters in your home?
92. You and your spouse (together) have time to yourselves away from the youngsters in your home?
93. Youngsters in your home get along well with you?
94. Youngsters in your home get along well with your spouse?
95. Youngsters in your home get along well with your own children?
96. Youngsters in your home get along well with each other?
97. Youngsters in your home have interests in common with you?
98. Youngsters in your home have interests in common with your spouse?
99. There be very little quarreling in your home?
100. Youngsters in your home do not shout or raise their voice to you?
101. Youngsters in your home not be rude to you?
102. Youngsters in your home not be rude to your spouse?
103. Youngsters in your home not be rude to other youngsters in the home?

HOW IMPORTANT, OR UNIMPORTANT, IS IT TO YOU THAT:

104. Youngsters in your home not be rude to other adults?
105. Youngsters in your home present, defend, or argue their point of view with you (rather than just agree even if they do have different opinions, feelings, etc.)?
106. Youngsters in your home be honest with you?
107. Youngsters in your home keep the promises they make to you?
108. Youngsters in your home feel that you are treating them fairly?
109. Youngsters in your home agree with you?
110. Youngsters in your home disagree with you?
111. Youngsters in your home show you a lot of respect?
112. Youngsters in your home show your spouse a lot of respect?
113. Youngsters in your home show your own children a lot of respect?
114. Youngsters in your home show other youngsters placed in your home a lot of respect?
115. Youngsters in your home be kind, considerate persons (in general)?
116. Youngsters in your home show affection to you?
117. Youngsters in your home show affection to your spouse?
118. Youngsters in your home show affection to your own children?
119. Youngsters in your home show affection to other youngsters placed in your home?

HOW IMPORTANT, OR UNIMPORTANT, IS IT TO YOU THAT:

120. Youngsters in your home bring their problems to you for help?
121. Youngsters in your home bring their problems to your spouse for help?
122. Youngsters in your home never engage in any "sex play" of any kind with other youngsters placed in your home?
123. Youngsters in your home never engage in any "sex play" of any kind with your own children?
124. Youngsters in your home get an equal share of things in the home (T.V., money, clothes, etc.)?
125. Youngsters in your home get an equal share of your time, attention, etc?
126. Youngsters in your home should expect the same "treatment" (rules, standards, discipline, expectations, etc.) that you give your own children and family?
127. Youngsters in your home should expect the same "treatment" (rules, standards, discipline, expectations, etc.) that you give other youngsters placed in your home?
128. Youngsters in your home be able to relax?
129. Youngsters in your home have "time to kill" (that is, time to do whatever they want)?
130. Youngsters in your home have privacy?
131. Youngsters in your home have time away from your home (with their own family, on dates, with friends, etc.)?
132. Youngsters in your home feel that they are every bit as good as anyone else (that is, that they feel they are seen as a person of worth)?

HOW IMPORTANT, OR UNIMPORTANT, IS IT TO YOU THAT:

D.

133. Youngsters in your home have interests in common with each other?
134. Youngsters in your home have interests in common with all other youngsters in general?
135. Youngsters in your home have interests in common with your own children?
136. Youngsters in your home like to do things with you?
137. Youngsters in your home like to do things with your spouse?
138. Youngsters in your home like to do things with you and your spouse together?
139. Youngsters in your home like to do things with you and your spouse and your own children (all together)?
140. Youngsters in your home like to do things with other youngsters placed in your home?
141. Youngsters in your home like to do things with you and your spouse, your own children, and other youngsters placed in your home (all together)?
142. Youngsters in your home have dinner with you and your spouse nearly every night?
143. Youngsters in your home have dinner with you and your spouse and other youngsters placed in your home nearly every night?
144. Youngsters in your home have dinner with you and your spouse and your children and other youngsters placed in your home (all together) nearly every night?

HOW IMPORTANT, OR UNIMPORTANT, IS IT TO YOU THAT:

145. Youngsters in your home spend holidays with you and your spouse?
146. Youngsters in your home spend holidays with you and your spouse and other youngsters placed in your home?
147. Youngsters in your home spend holidays with you and your spouse, your own children and other youngsters placed in your home (all together)?
148. Youngsters in your home do things with you on weekends?
149. Youngsters in your home do things with you and your spouse on weekends?
150. Youngsters in your home do things with you and your spouse and your own children on weekends?
151. Youngsters in your home do things with you and your spouse, your own children and other youngsters placed in your home on weekends (all together)?
152. You and youngsters in your home be in on problems and try to solve them together?
153. You and your spouse and youngsters in your home be in on problems and try to solve them together?
154. You and your spouse and your own children and youngsters in your home be in on problems and try to solve them together (all together)?
155. Youngsters in your home talk over things (communication problems, activities, etc.) with you?
156. Youngsters in your home talk over things (communication problems, activities, etc.) with your spouse?

HOW IMPORTANT, OR UNIMPORTANT, IS IT TO YOU THAT:

157. Youngsters in your home talk over things (communication problems, activities, etc.) with you and your spouse together?
158. Youngsters in your home talk over things (communication problems, activities, etc.) with you and your spouse and other youngsters placed in your home?
159. Youngsters in your home talk over things (communication problems, activities, etc.) with you and your spouse, other youngsters placed in your home, and your own children (all together)?
- E.
160. Youngsters in your home get and keep a job (if youngster is of working age)?
- Note: In the following questions, answer how you would feel if youngsters in your home actually were working:
161. Youngsters in your home remain working on a job even if they wanted to quit?
162. Youngsters in your home work at a job even if they dislike their employer?
163. Youngsters in your home go to a job even if they dislike the work?
164. Youngsters in your home go to work even if they say they are afraid of something or someone (employer, fellow worker, their own abilities, etc.)?
165. Youngsters in your home work hard even on jobs that they don't like or are not good at?
166. Youngsters in your home show enthusiasm and interest in their job?
167. Youngsters in your home do really good at their job (whatever you think good is)?

HOW IMPORTANT, OR UNIMPORTANT, IS IT TO YOU THAT:

168. Youngsters get to work on time?
169. Youngsters in your home never miss a day of work?
170. Youngsters in your home go to work even if they say they are too tired?
- F.
- Note: If a question refers to school, answer how you would feel if youngsters in your home actually were in school:
171. Youngsters in your home participate actively in school athletic events and sports?
172. Youngsters in your home participate actively in athletic events and sports where youngsters are not in school?
173. Youngsters in your home participate actively in school social events?
174. Youngsters in your home participate actively in school clubs and/or extra-curricular activities?
175. Youngsters in your home participate actively in social events outside of your home (dances, parties, etc.)?
176. Youngsters in your home participate in some kind of organized activity (for example, Boy Scouts, YMCA, etc.) outside of your home?
177. Youngsters in your home never miss some kind of pre-planned activity (recreation, dates, etc.)?
178. Youngsters in your home participate well even in activities (recreational) that they do not like or are not good at?
179. Youngsters in your home attend a recreational sort of activity even if they dislike the activity leader?

HOW IMPORTANT, OR UNIMPORTANT, IS IT TO YOU THAT:

180. Youngsters in your home attend a planned recreational activity even if they say they are afraid of something or someone (activity leader, tough kid, their abilities, etc.)?
181. Youngsters in your home go to a planned recreational activity even if they say they are too tired?

G.

182. Youngsters in your home graduate from high school?
183. Youngsters in your home become well educated?
184. Youngsters in your home prepare for a skilled trade (required in-service training or apprenticeship)?
185. Youngsters in your home prepare for college?
186. Youngsters in your home prepare for a profession (that would require special college training)?
187. Youngsters in your home go to and stay in school (considering youngsters of school age)?

Note: In the following questions answer how you would feel if youngsters in your home actually were in school:

188. Youngsters in your home remain in school even if they wanted to quit?
189. Youngsters in your home do more than just enough work to stay in school?
190. Youngsters in your home work hard even in school subjects they don't like or are not good at?
191. Youngsters in your home get really good grades in school (whatever you think good is)?

HOW IMPORTANT, OR UNIMPORTANT, IS IT TO YOU THAT:

192. Youngsters in your home show enthusiasm and interest in school work?
193. Youngsters in your home never miss a day at school?
194. Youngsters in your home attend a class even though they dislike the subject?
195. Youngsters in your home attend a class even though they dislike the teacher?
196. Youngsters in your home get to school on time?
197. Youngsters in your home attend school even if they say they are afraid of something or someone (teacher, tough kid, their own abilities, etc.)?
198. Youngsters in your home attend school even if they say they are too tired?
199. Youngsters in your home not let teachers push them around?
200. Youngsters in your home conform to school standards about dress?

H.

Note: Several questions on laws and rules will now follow. Rules can be thought of as prescribed guides for conduct - definite expectations people have for one another, or about how to act. Laws generally have to do with rules; but rules themselves (as used here) are not actual laws:

201. Youngsters in your home do not get into any further trouble with the law?
202. Youngsters in your home obey even those laws they think are unfair?
203. Youngsters in your home obey even those laws which most people might ignore?

HOW IMPORTANT, OR UNIMPORTANT, IS IT TO YOU THAT:

204. Youngsters in your home do not try to get around the law even when they think they can get away with it?
205. Youngsters in your home observe the law even when it means giving up a good time?
206. Youngsters in your home follow curfew laws?
- I.
207. Youngsters in your home not be caught breaking rules?
208. Youngsters in your home obey even those rules which they think are unfair?
209. Youngsters in your home obey even those rules in your home that other youngsters in your home might feel are unfair?
210. Youngsters in your home obey even those rules that most youngsters might ignore?
211. Youngsters in your home obey even those rules in your home that other youngsters in your home might ignore?
212. Youngsters in your home obey even those rules in your home that might be different from rules in most other homes (whether other group homes or not)?
213. Youngsters in your home obey even those rules that pertain to your own family (that is, rules that may be different from or in addition to rules that are for youngsters placed in your home)?

YOUNGSTER BEHAVIOR INVENTORY¹

This questionnaire lists several characteristics (behavior, attitude, etc.) that a youngster might have exhibited, which you might have been aware of. There are two parts to the questionnaire.

We will go through the questionnaire for each youngster who has been in your home during the last two months (all or part of the time). Try, as best you can, to consider each youngster's behavior, attitude, etc. only during the last two months.

The person administering the questionnaire will supply you with a scale of four possible responses. For each statement choose (from the scale) the response that best describes the youngster -- describes to what extent the statement does or does not apply to him.

Give the number of the response that you select to the person administering the questionnaire and he will write it down.

Thank you.

¹ Group Home Parents Form
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YOUNGSTER BEHAVIOR INVENTORY

Part I (continued)

- * 13. Tries not to do or say things which would hurt others.
- 14. Seeks friendly contact with you or your spouse (group home parent or parents).
- 15. The work he does, and the way he does it, is steady and consistent.
- 16. Completes his work (chores, etc.), whether someone checks on him or not.
- * 17. Tries to do better on something than he did the last time.
- * 18. Sticks with a job until it's finished, even if it is difficult for him.
- * 19. Is not afraid to try to do new things.
- * 20. Appears to trust (to have confidence) in his own abilities.
- 21. Develops more original ideas or solutions than other youngsters in the home.
- * 22. Listens carefully when a question is asked, so that it doesn't have to be repeated.
- * 23. Laughs and smiles easily and spontaneously.
- * 24. Seems to enjoy almost anything he is doing.

YOUNGSTER BEHAVIOR INVENTORY

PART II

- 1. Often sits and stares blankly when he should be working (for example, on chores or homework).
- * 2. Questions which are asked of him must often be repeated for him -- as though his thoughts are elsewhere.
- * 3. Is sleepy-looking; rarely looks alert.
- 4. Often acts low or tired (even when there is no task to do); he often seems to "drag" through the day.
- 5. Frequently does not function effectively (when there is a task to do) because of fatigue or sleepiness.
- * 6. Is quickly distracted by things which are going on around him.
- * 7. Is easily excited or agitated by stressful situations (whatever you think might be stressful to a "typical" adolescent).
- * 8. Bites his nails, chews pencils, makes tapping noises or has other nervous habits.
- * 9. Startles easily and/or is overly responsive to unexpected noises or interruptions.
- * 10. Acts on the spur of the moment without thinking things over.
- 11. Picks on or threatens other youngsters in the home.
- * 12. Says things like, "You want to make something of it?"; "Try and make me"; "I'll fix you for that".

13. Has little respect or consideration for the rights or property of other youngsters, adults, or children in the home.
14. Damages or mars furniture, equipment, or the building.
15. Handles the group home's property (possessions) roughly and carelessly (may not damage or mar it).
- * 16. Uses any means, right or wrong, to try to get what he wants.
- * 17. Is a poor loser.
- * 18. Is easily upset if other youngsters and/or adults disapprove of something he has done.
- * 19. Can't take a bit of teasing in stride.
- * 20. Gets annoyed by trivial things.
- * 21. Gets angry quickly when other youngsters and/or adults do not agree with his opinion.
- * 22. Is inclined to flare up if other youngsters reproach or tease him.
- * 23. Seems on guard for fear that other youngsters and/or adults will take advantage of him.
24. Thinks that you or your spouse (group home parents), or other youngsters in the home, have it in for him.
- * 25. Makes cruel, spiteful or critical remarks to other youngsters.
- * 26. Laughs at the mistakes of other youngsters.
- * 27. Ridicules and mocks other youngsters in an attempt to out-do them.
28. Often bosses other youngsters around.

- * 29. Often insists that his way of doing something is better.
- * 30. Tries to have his own way without much consideration for other youngsters.
- * 31. Tries to always be "the one" to do something, or "the one" who is singled out in some way.
- * 32. Tries to get the attention of other youngsters and/or adults by asking unnecessary questions, making irrelevant remarks, etc.
- * 33. Tells exaggerated stories about his skills, abilities, or achievements.
- * 34. Tries to get other youngsters and/or adults to notice him by means of grimaces, body movements or inappropriate actions.
- * 35. Takes it very seriously if the least little thing goes wrong.
- * 36. Talks more than other youngsters about being concerned with his health, or about being concerned that he might get sick, catch cold, etc.
- * 37. Continues to worry about earlier embarrassing or humiliating experiences.
- * 38. Remains angry for a long time after a little quarrel.
- * 39. Sulks when he is not given his own way.
40. With almost anything that you (group home parent) say to him, he takes the other side.
41. Makes an issue over who is to be allowed to go first, or who is to be the first to get something.
- * 42. Argues and won't accept a "no", when he is told not to do something.
43. Picks petty quarrels with other youngsters in the home.
44. Doesn't quiet down when he is expected to do so -- as, for example, when other youngsters who are present are asked (by group home parent) to pay attention.

- * 45. Breaks rules when he is not watched.
- 46. Stops working (on chores, etc.) when he thinks he won't get caught.
- 47. Begins discussions with other youngsters at the same time you or your spouse (group home parents) are talking (for example, he distracts from or disrupts on-going conversations).
- 48. Continues talking when it is time for him and/or other youngsters to settle down and get to work (for example, on chores or homework).
- * 49. Frequently lets other youngsters boss him around.
- * 50. Lets other youngsters get away with putting him in a bad light, or with blaming things on him.
- * 51. Relies on other youngsters and/or adults to organize activities for him.
- * 52. Asks for help whether or not he needs it.
- * 53. Sticks to old ways of doing thing; hates to make changes.
- * 54. Thinks he can't do anything very well.
- * 55. Expects that other youngsters and/or adults won't think much of him.
- * 56. Responds to frustration or disappointment by becoming depressed and by withdrawing.
- 57. Spirits seem "low", even when other youngsters around him are peppy.
- * 58. Shows little change in outward expression when someone is nice to him.
- * 59. Doesn't seem to get very excited or glad when special events come up -- for example, a chance to go on trips (visits), to go to the movies, etc.
- 60. Shows little interest in what other youngsters are doing, and has to be prodded into thinking and participating.
- 61. Tends to withdraw and isolate himself, even when he is supposed to be working with a group of other youngsters (for example, on chores or on a project).

GROUP HOME INTAKE DATA SHEET

Date _____
Office _____
Screened By _____

HUSBAND _____; _____;
Last Name First Middle Birthdate Birthplace
Education _____ CII Clearance _____

WIFE _____; _____;
Maiden Name First Middle Birthdate Birthplace
Education _____ CII Clearance _____

ADDRESS _____, Telephone _____

Previous Address _____, Dates of Occupancy _____

Race _____, Religion _____, Participation? _____

Marital Status: Years _____ Previous Marriages: _____

Others in Home _____

HOUSING Own Rent Buying

Type of Dwelling _____, No. of Rooms _____

State of Repair _____

Neighborhood _____

Will Accept: Sex _____, Ages _____, Race _____

HEALTH Present : Mr. _____ Mrs. _____

Past : Mr. _____ Mrs. _____

Mental Illness: Mr. _____ Mrs. _____

EMPLOYMENT Husband, where? _____, How long? _____

Wife, where? _____, How long? _____

INCOME _____

Prior group home or foster home experience? _____

Previous Licenses: _____

Comments: _____

GROUP HOME REGISTER

Office _____
Assigned Agent _____
Supervisor _____
Office Phone _____

Ward's Name _____, YA# _____, BD _____, Comm.Co. _____

Name of Parent or Guardian _____, _____, _____
Address _____ Telephone _____

| Brothers & Sisters | BD or Age | Address | Telephone |
|--------------------|-----------|---------|-----------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Emergency Information

Person to be called in emergency: _____

Address _____, Telephone (Home) _____ (Work) _____

Physician to be called in emergency: _____

Address _____, Telephone (Office) _____ (Exch) _____

Physical or health problems: _____

Special needs (dietary, other): _____

Comments (special instructions to managers): _____

Signature of Placing Agent: _____

Date of Placement: _____

Signature of Removing Agent: _____

Date of Removal: _____

New Placement Address: _____

WARD PLACEMENT EVALUATION

Date _____
Office _____
Agent _____
Pre-Release _____
Post-Release _____

WARD _____ YA# _____ I-LEVEL _____

AGE _____ PRESENT PLACEMENT _____

- Is there any doubt where ward should be placed?
 - If yes, what? reasons?
 - If no, describe placement, how, why appropriate?
 - Do SPA and PA agree on above? * If no, how differ, why?

- In space No. 1 indicate Yes or No to each of the following as possible alternatives to present placement:

| | | | |
|-------------|-------------------------------------|--------------------------|----------------------------|
| Foster Home | 1) _____ 2) _____ 3) _____ | Independent Placement | 1) _____ 2) _____ 3) _____ |
| Own Home | 1) _____ 2) _____ 3) _____ | Temporary Community Care | 1) _____ 2) _____ 3) _____ |
| Group Home | 1) _____ 2) _____ 3) _____ 4) _____ | Institution | 1) _____ 2) _____ 3) _____ |
| Relative | 1) _____ 2) _____ 3) _____ | Other | 1) _____ 2) _____ 3) _____ |

In space No. 2 rate each according to (a) Very Seriously Considered, (b) Somewhat Seriously Considered.

In space No. 3 rate each according to (a) Not At All Appropriate, (b) Somewhat Appropriate, (c) Very Appropriate, if it is believed ward should not remain in present placement.

Which of the above is most appropriate? Why?

Which of the above is least appropriate? Why?

- In space No. 4, group home only, indicate most appropriate Home Type, I, II, III, IV, V.

*Supervising Parole Agent . . . and Parole Agent

**GROUP HOME ACCOUNTING:
HOME COSTS**

| (7) TIME PAYMENT (OR CHARGE) ACCOUNTS | | | | | | (8) MILEAGE | | COMMENTS | | |
|--|------|------|------------------|------------------|--------------|----------------|--------------------|----------|---|--|
| Account With: | Date | Item | Amt. Of Purchase | Account Balance* | Payment Date | Amount | Date | | Miles | |
| A) | | | . | | | | 1 | | 1. How adequate or inadequate has the State's payment been this month for operating your home and maintaining the youngsters? 2. List (with estimated cost) anything that could not be done or bought because of a lack of funds. 3. List (with estimated cost) any extra or unusual expenses coming up in the near future. 4. Other Comments: | |
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| C) | | | . | | | | 13 | | | |
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| TOTALS | | | | | | | Total Miles | | | |
| BUDGETED | | | | | | | | | | |

-128-

* As of current billing.

END