

NEW HAMPSHIRE DEFENDER

SOCIAL SERVICE MANUAL

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DEFENDER ASSOCIATION

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SOCIAL SERVICE MANUAL

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ACQUISITIONS

Consultants

A. David Davis
John Evans
Prescott Eaton

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NATIONAL CENTER FOR DEFENSE MANAGEMENT
2100 M Street, N.W., Suite 601
Washington, D.C. 20037

A Project of the
National Legal Aid and Defender Association

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Preface

The National Center for Defense Management is grateful to Mr. George Bruno, former Director, New Hampshire Legal Assistance, for his role in making this project possible.

James Duggan, Esq., current Director, New Hampshire Legal Assistance, collaborated closely with the consultant team and was a invaluable local resource.

NCDM must also acknowledge the generous assistance provided by Samuel L. Hays, Esq., Executive Secretary, Administrative Committee for District and Municipal Courts.

Finally, thanks are also due Patricia Scallet, Wendy Woodley and John Shortall of the NCDM staff for thier persistent efforts with respect to this report.

Foreword

The National Center for Defense Management (NCDM) was established in 1974 by a grant from the Law Enforcement Assistance Administration (LEAA) to the National Legal Aid and Defender Association (NLADA). NCDM's objective is to improve the efficiency of systems for the defense of the poor, to maximize their quality and to maintain their cost-effectiveness through sound planning, management assistance and management training.

Under the terms of the LEAA grant, the principal goals of the National Center for Defense Management are:

- To establish statewide appellate defender programs.
- To develop inservice training programs.
- To provide systems development studies of statewide public defender systems.
- To provide management evaluations of defense delivery programs.

INTRODUCTION

A. Background

The New Hampshire Public Defender provides representation to indigent criminal defendants in the most populous county of the state, Hillsborough, and in the third most populous county, Merrimac. The public defender office is a contracted component of New Hampshire Legal Assistance, authorized by the New Hampshire Legislature. The contract governing the Public Defender office in Merrimac County has been in effect since January, 1972, and employs one full-time attorney; the contract for Hillsborough County has been in effect since September, 1974, and allows for three full-time attorneys. In the remaining eight New Hampshire counties, counsel in indigent criminal cases is provided by private attorneys, assigned by the court, who are paid from an assigned counsel fund. Initially created as an experimental project to test the feasibility and effectiveness of a public defender system, the Defender project has clearly demonstrated its ability to provide high-quality legal representation. This is documented in a recent evaluation by the National Center for Defense Management.

"We found highly dedicated attorneys and supporting personnel, working diligently and effectively to protect their clients' rights. We found a proper concern for the administration of justice and recognition of the need for efficiency and dispatch lest justice be unduly delayed and denied. We found lawyers with not only legal talent but also a compassion for the citizens they represent and a desire to do the utmost to insure their rights were protected." 1

1 Evaluation of the Offices of the New Hampshire Public Defender, National Center for Defense Management, 1975, p.28

During its first full year of operation in 1975, 450 clients were represented in the two counties.

B/ Nature of the Request

With the development of the Defender program, a desire arose to expand the dispositional alternatives available to defense attorneys in making sentencing recommendations. Definite benefits resulted from the full-time criminal specialization of four attorneys. Yet, despite the dedication of the attorneys involved, there was no systematic improvement in the quality of representation at disposition. The need for a consistent and effective approach prompted New Hampshire Legal Assistance's request for technical assistance.

In October, 1975, George Bruno, Director of New Hampshire Legal Assistance, initiated a request to the Governor's Commission on Crime and Delinquency, Concord, New Hampshire; the request was transmitted through the Law Enforcement Assistance Administration (LEAA) Regional Office in Boston, Massachusetts and referred by the Courts Division, LEAA, to the National Center for Defense Management (NCDM). In late January, 1976, NCDM (a project of the National Legal Aid and Defender Association) received approval from LEAA to provide technical assistance in the development of post-conviction sentencing alternatives (See Appendix A for T.A. request materials).

C. The Planning Process

Planning for this technical assistance project was conducted in two stages. The first stage involved a day-long site visit to New Hampshire, followed by a full day of discussion in Washington at NCDM. It was at

this point that the broad nature of the initial request was reduced to working goals and priorities.

The second stage extended over the three month period between the preliminary visit and the three-day site visit in May. This stage was devoted to the preparation of those project components identified as independent of the site visit, particularly research, and the planning of those components based upon the site visit.

D. The Site Visit

In preparation for the on-site interviews in May, interview formats were designed to gather information on sentencing practices in New Hampshire and to identify those practices most susceptible to change to the benefit of offenders.

Key decision-makers in the New Hampshire criminal justice system with direct interests in sentencing practices were identified. This group included judges, probation officers, attorneys, law enforcement personnel and court administrators. They were divided into categories (judiciary, attorneys, probation and human services), with specific interview formats for each category (see Appendix B). Specific objectives of the interviews focussed on two areas: current sentencing practice and new programs for the system.

Following a schedule developed by New Hampshire Legal Assistance, the NCDM consulting team visited New Hampshire May 3-5, 1976, in order to make an in-depth study of sentencing practices. In addition to the considerable preparatory work that preceded the site visit, the study team met for an orientation session to discuss and coordinate assignments. Then the team visited the "decision-makers", classified by function during the planning

process. They included members of the judiciary, private bar, prosecution and social services communities (a list of person interviewed can be found at Appendix C).

The study team (resumes are attached at Appendix D) concluded the field visit with a comprehensive discussion of all material, notes, observations and opinions derived from their on-site experience.

E. Scope of the Report

This report's main components are (1) a design for a social service component; and (2) a manual for training the attorney and the social services worker to shape dispositional decision-making.

The social services component design addresses the need for this type of program in a public defender office regardless of the size of the attorney staff or the lack of a full-time social service worker.

The training manual is intended to introduce to attorneys and/or social service workers the basic skills necessary for consistent and appropriate client intervention and referral to suitable services. The assessment tools proposed are valuable in both initial and on-going training programs. Although the individual training topics described are of general utility, they would be used to best advantage by an experienced trainer as part of a formalized training schedule, rather than by random individual distribution as general reading.

In the area of bail reform, the planning process and the recommendations emanating from the on-site visit were considerably affected by the discovery that bail practices in New Hampshire were currently under close scrutiny by the state's Judicial Council. Given both the demonstrable breadth of the council's investigative and planning efforts and also the time limitations

on the NCDM team, it was inappropriate and unnecessary for the survey team to continue its research on bail.

Under separate cover, NCDM has assembled a series of representative program formats to assist the Public Defender in initiating the development of programs geared to their clients' needs. This supplementary material focuses on the basic elements of representative projects in bail and pre-trial release, diversion and probation, and the use of volunteers in the criminal justice system.

A PUBLIC DEFENDER SOCIAL SERVICE COMPONENT

A. Introduction

The goal of a social service component in a public defender office is to provide clients and attorneys with a broad range of services which will assist in the resolution of cases and in the reduction of future involvement in the criminal process.

A social service capacity affects the attitudes and approaches of the attorney in the relationship with the client. Typically, it is only with considerable difficulty and unusual initiative that the attorney can transcend the immediate, strictly legal aspects of the case. The presence of a social service component affords the opportunity to go beyond the particulars of the criminal incident and to address the broader social needs of the accused. This serves both the short and the long-term interests of the client. It also enables the attorney to provide effective and comprehensive representation at all stages of the proceedings.

In addition, the information compiled during the process of assessment, referral and disposition preparation will be of value to all decision-makers in the system. Gaps in services will be recognized. Coordination among human service agencies will be stimulated. Courts' sentencing options will be expanded. Indeed, the routine introduction of such alternatives to incarceration may serve as an impetus toward greater scrutiny of the sentencing process and as a check against arbitrary behavior by the judge. This is consistent with recent proposed standards relating to representation of indigent defendants and to reduction of arbitrary sentencing procedures. (See Appendix E: A.B.A. Sentencing Standards, §5.3; N.A.C. Courts Standards, § 2.1, § 2.2; N.A.C. Corrections Standards § 3.1, §§.2.)

This manual is designed as a conceptual and working model for the implementation of a public defender social service component. It also suggests the specific tools whereby a public defender office can enhance the quality of defense representation and break or slow a cycle of offenses.

B. Social Service Division Activity

The following material describes the sequence of events in the social service process. (A diagrammatic representation of case flow is at page 12a) The use of a color-coded system to maintain records and facilitate access to information is urged.

1. Referral

The attorney determines during the interview that social service input may be beneficial. He then completes a referral form giving as thorough an assessment of client needs as possible. (A sample referral form is attached at Appendix F).

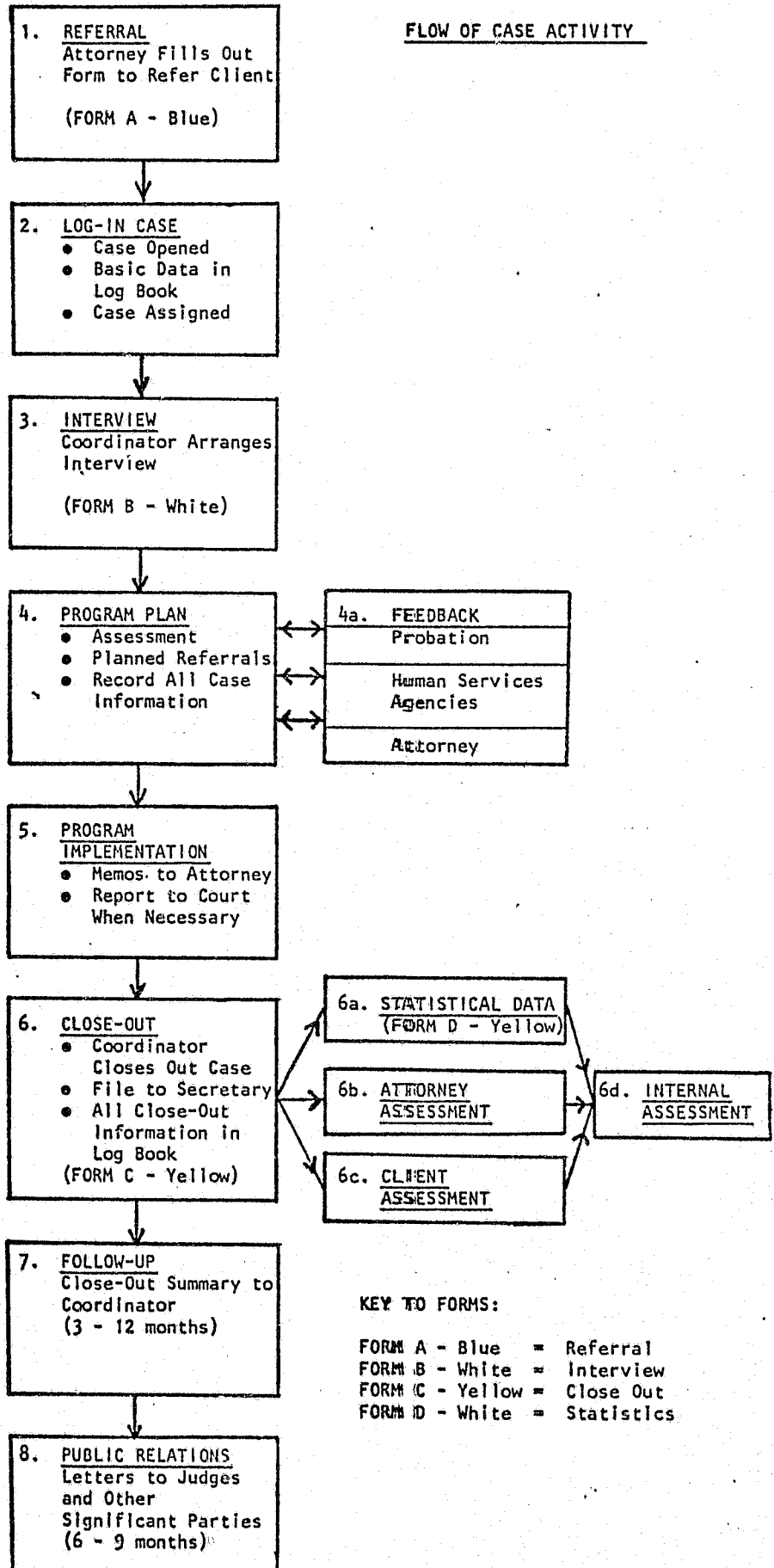
2. Log-In Case

If personal contact with a social service coordinator is not possible at the point of initial referral by the attorney, a secretary can be used as a liaison. The referral sheet information should be sufficient. The acceptance of the case will be recorded. The case is given a number; basic data is recorded in a log book; a client card is completed; and a client file is opened. (See Appendix G for sample material).

3. Interview

Assignment of the case to a coordinator may be done by matching the client's needs with the individual coordinator's specialty area, by court subject matter jurisdiction, by linkages with specific attorneys, through a supervisor, or at random. (Sample referral letters can be found at Appendix H).

FLOW OF CASE ACTIVITY



4. Program Plan

The initial social service interview takes place if the client has not previously been visited at court or in jail. An interview sheet is used to record facts and impressions for subsequent interviews (see sample interview sheet at Appendix I). The attorney's referral sheet is reviewed by the coordinator either before or during the session to contact individuals and agencies with prior involvement with the client. Information gathered from third-party sources (attorney, agencies, courts), the client (needs, expectations, experience) and the coordinator's assessment form the basis for a program plan which includes short-term referrals and possible long-term goals. (See Appendix J).

4a. Feedback

A critical function of the coordinator is to ensure the endorsement of the client's plan by the other principals; that is by the assigned attorney, prosecutor, judge, probation officer and whatever social agencies may be involved.

5. Program Implementation

The coordination of those parties interested in the client's program leads to the development of the best available plan; however, it should be understood that this process may not satisfy all components of the original program or all the parties involved. Whenever possible, the plan is implemented so that the client can present a record of program acceptance - and some success-when he goes before the court. A representative of the specific program should be in attendance at disposition whether the client actually enrolled in that program or is merely an eligible and acceptable candidate.

Memoranda to attorneys should be sent on a regular basis; at least monthly, where there are few new developments, but weekly where there are

more rapid changes. These supplement any verbal contact between attorney and coordinator pertaining to their client's program, complete the file and can be used for future reference. The memoranda should contain program changes, program contacts, names, telephone numbers, and appointments. They should be kept as short as possible, preferably in numbered sequential format for ease of reference.

The regular attendance to memoranda fills several needs:

1. pulling together work on the case by the coordinator,
2. updating the attorney,
3. assessing progress toward the client goal, and
4. providing the coordinator the opportunity to review the progress and perhaps assess its validity or prepare for a case presentation.

6. Close-Out

The case is formally closed out in the files, noting the result of the intervention, the statistical data necessary for reporting purposes, and attorney and client assessments of case activity. These activities are important as indicators of the internal efficiency of the unit and as justification for the continued support of the unit. (Refer to Appendix K for case close-out procedure and close-out sheet.)

7. Follow-Up

A copy of the close-out summary for each case is retained by the coordinator so that a series of follow-up contacts can be made. These satisfy the objective of measuring the program's success in breaking a cycle of offenses or reducing the recidivism of the client (see Appendix L).

8. Public Relations

In those cases where judges, prosecutors, defense attorneys, probation officers, or others have displayed a personal interest in the case, a

follow-up letter should be sent after an extended period (6-12 months) advising them of the client's progress. (See Appendix M). This is a courteous practice - and prudent public relations for subsequent cases where the coordinator may need assistance or support.

C. Intake Process

1. Eligibility

The Social Service Unit is designed to provide services to clients of the Public Defenders office who have expressed a service need beyond that of a strictly legal defense. Once identified by the attorney, the need triggers the sequence of referral, interview, assessment, evaluation, treatment plan, plan implementation, and follow-up. Each of these should be treated as a separate and distinct stage.

There are two recognizable screening criteria which the attorney must consider prior to referral: client social need and client legal interest. Other criteria (such as the fact that the client's case is a delinquency, misdemeanor or felony complaint) are given less weight. Nevertheless, because of a predisposition against incarceration, a target client population should include felony trial and/or felony plea cases and repeat offenders where social service intervention promises some reduction or slowing of the cycle of recidivism. Of course, when caseloads allow, social services should be provided to any client who requests assistance.

The attorney should bypass the social services coordinator and make a direct referral in situations involving employment and welfare. He should also be cautious about referring clients who are already involved in treatment plans under the auspices of established agencies. Only when the attorney determines that such agencies are failing in their responsibilities to the client should a referral to social services be made. A proper instance for referral might be where a juvenile committed to the state's juvenile authority

has been directed to a residential facility about which the attorney and/or client have serious misgivings. Similarly, a client temporarily and involuntarily sent for observation to a state hospital may be a good referral for social services to follow and apprise the hospital of its recommendations to the court.

2. Social Service Conflict With Attorney

Client involvement within a public defender setting must be voluntary. Nevertheless, it is naive to say that a defendant facing criminal charges cooperates with his attorney "voluntarily." He cooperates because he believes his attorney can do something for him or because he fears the consequences of non-cooperation.

As an extension of the lawyer's function, Social Services, (although motivated by professional concerns and responsibilities independent of the attorney) can exert similar leverage to obtain cooperation. Yet, while the reality of a client's court status must be confronted, the client's vulnerability should not be exploited. Therefore, to preserve the voluntary nature of the service, the emphasis should be upon persuasion, not coercion. The temptation to threaten the use of sanctions - as frequently occurs in probation - must be resisted.

Finally, a persistent complaint by defendants about the criminal justice system is the lack of continuity during the court process: the fragmented stages of the proceedings; the long continuances; the changes of attorney, etc. Here, a compelling argument for social services can be made because a treatment plan which provides the necessary continuity of service, can be formulated and implemented prior to disposition. Clients can be instructed that social service remains available for consultation and referral assistance, albeit on a limited basis, even after the legal aspects of the case are resolved. And, a client is in no way jeopardized before the court in those instances where the referral proves unsuccessful, since this need not be brought to the court's attention.

Occasionally, attorney goals and social service goals conflict.

While cognizant of attorney objectives at disposition, the social service goal is to effect longer-range impact on those client problems identified as potentially leading to criminal behavior. An example illustrates the conflict:

A young unemployed alcoholic who mixes alcohol with pills is accused of several breaking and enterings. He lives with his girlfriend, who is also unemployed and a regular alcoholic and pill-user. In a prior case, as a condition of probation, the defendant had been required to attend an outpatient alcohol counseling group. His attendance was erratic; his level of participation, poor. Referred to social services, the worker feels that a residential setting is needed even if the defendant has to suffer the dislocation of being sent out of state. To the social service worker, outpatient treatment will fail because of the infrequency of involvement, several hours per week, at most, and the pressure his girlfriend's continued use of alcohol and drugs will place on him. The defendant rejects inpatient; the attorney feels that outpatient might be acceptable to the court, and since it is what his client wants, he wants services. The social service worker firmly believes that social service's advising outpatient treatment to the court would be a misrepresentation.

In this situation, social services has to take a position independent of the attorney. Social service withdraws from the case, perhaps giving information on outpatient services, and the attorney conducts his own dispositional planning and referral.

Similarly, social services may propose a dispositional plan which the attorney considers unrealistically lenient or inappropriate. If the client supports the social service plan, the attorney should allow that plan to be offered to the court by the social service worker as a witness at disposition. Every effort should be made to ensure the impartiality of the social service unit. Social services may manipulate the human resource system as an advocate to obtain services not otherwise forthcoming, but even the semblance of manipulating the court for a more lenient sentence must be assiduously avoided.

D. Agency/Program Utilization

1. Coordinator-Agency Relationship

The function of the social service worker is to help the client identify the service needed and then either to provide the service or to make an appropriate referral. Two critical factors in a good referral are the acceptability of the client to the agency and the quality of the services that the agency offers. The key to a successful referral is matching the client with the agency. This requires an assessment of client and agency to ascertain their compatibility and may include negotiations of a compromise solution to the identified problem.

Compromise is not easy, but some mutually acceptable program must be created. Generally, this results in the worker and client modifying their expectations and the agency providing services that are at the limit of their range (even though they may never have serviced this type of client or provided this particular service before). The worker may need to remain closely involved during initial intake and orientation phases to smooth out adjustment wrinkles. As the program gets underway and common goals and expectations are more clearly identified, the worker can withdraw from active participation.

The worker should serve as a resource person who can be used as an intermediary or, should the relationship become untenable, as a source for another referral. This gives both parties a "grievance" procedure if they are unable to work things out, and it maintains a contact for the client so that he does not feel abandoned by the worker.

2. Agency Evaluation

Assessment and evaluation (both of the client's strengths and needs, and also of the agency's services and limitations) are essential components of the referral process. (Client assessment is discussed above in Section III - C Intake Process).

- i. Most agencies publish a program description containing basic information which will serve as the first level of identification and classification (e.g., Mental Health Center--outpatient services).
- ii. Identify a person within the agency who is a decision-maker, sympathetic to your clients, knowledgeable about your function as a social service unit, and willing to give you a tour of the agency or an interview. This is usually the director, director of client services, or an influential senior worker; the critical variable in identifying a strong, efficient agency is the staff and its leadership.
- iii. Arrange for a tour (if you have a client in mind, take him along). Prepare yourself: be aware of the agency's stated objectives, services provided, client population served, and what you want from the agency.
- iv. The tour should: establish an accurate picture of the agency, its services, limitations, client population, goals, and success; and identify a contact person who can expedite intake or referral. (See Appendix N, Program Description Form, for descriptive data).
- v. Analysis of the visit should include the evaluation form, plus personal impressions:
 - (a) Of the physical setting (not just old and dirty, but rather open, relaxed, and nonthreatening);
 - (b) Of the staff (Are they cold and distant? What do they expect of clients? Were they drinking coffee apart from clients?);

¹During the tour, the worker should determine the characteristics of the clients serviced and whether these include his own client population. An extension of the client population can be in the best interests of the agency, provided it can adequately service the new population with minimal change. The role that clients play in the agency can often be determined by asking embarrassing or "dumb" questions: who decided to accept or reject a referral? What clients do you NOT want? What do you do when you terminate a client prematurely?

(c) Of the program and services (Is it rigid? Is there client, community and consumer input? Is it stable and permanent? New, experimental and resented in the community? Are the rules written? vague? restrictive?).

vi. Reassessment should be done at least once each year. A new director or decision-maker in the agency will change many things, and re-evaluation may be necessary once the dust has settled.

3. Information Recording and Distribution

Perhaps the most frustrating aspect of referral work is the need to have at one's disposal a current, accurate compendium of all available resources and contact persons. Manuals and directories are apt to contain out-of-date, incomplete information and to lack subjective qualitative impressions.

Nevertheless, the office should maintain all manuals, directories and resource identification materials available locally (e.g., United Way, Mental Health, Corrections, Youth Services, Education), since these materials do provide basic information and can be used to initiate contacts with resources.

Preparing a specialized manual for the office is both time-consuming and of minimal value. A preferred method is a file and card index recording those agencies contacted, visited and evaluated, and those selected for placements. Each time an agency is contacted, the following information is put on a card:

Name of Program:

Address:

Telephone:

Director or Contact:

A file is also opened on the program and an agency evaluation form (see Appendix 0) is completed with all available information, plus any

published material.

As agencies are visited and evaluated, the files are updated and oral reports can be made to fellow coordinators and attorneys. Consequently, within the office there should be at least three sources of resource information: outside directories; a file and card index; and individuals who have contacted or visited agencies.

Workers often have an area of expertise which they develop through experience or choice, e.g., drug treatment programs. These sources of specialized knowledge can assist program identification for referral, help to speed the process, and maximize the probability of successful referral. Such contact persons need not be co-workers but may come from other agencies (probation, Mental Health, etc.); all that is necessary is a good working relationship and feedback on results.

Information obtained through agency evaluation should be made available to other agencies and individuals. A word of caution: limit the external use of such information to objective data obtained on the agency evaluation form. Personalized perceptions and subjective evaluation of the agency's usefulness to your own client population should not be disseminated. This information might be given orally if requested, but it could disrupt relations between agencies and impair your use of the resource at some later date. Nevertheless, subjective and critical evaluations are an important aspect of resource utilization for in-house use and should not be neglected.

E. Presentation to the Court

The critical measure of the effectiveness of social service intervention is the court's reaction to the dispositional plan. The worker must clearly communicate an appreciation of the perspectives of judge, prosecution, and probation. He must also be attentive to the fact that, as a witness, he must arrive at an opinion based on fact.

For purposes of court presentation, programmatic information should be tailored to the individual client's needs and to the court's expectations. Thus, should the client's family need counselling as well as the client, the program must suggest this service. Whenever possible, a representative of the agency should be present in court; if not, a letter of intent or of attendance by the client should be available for presentation to the court. These letters, while perhaps addressed to the judge, should be sent to the social service coordinator for presentation and should be carefully screened before being offered to the court (or to the defense attorney). Let the agency know what is required; usually a straight-forward letter of acceptance on official stationery with the client's name will be sufficient.

If no single agency has been selected, but a program involving several informal resources has been developed, the following format may be of assistance:

1. family ties (importance of your client)
2. employment (or attempts being made)
3. school or training with a vocational objective
4. community service
5. membership in community organizations
6. professional associations
7. medical history
8. age
9. other mitigating circumstances, disabilities, problems
10. military service (where applicable)

Letters to the court should be concise, orderly, and build logically to your recommendation. The probation department should be apprised of any recommendations and, hopefully, favorably persuaded. (see Appendix P).

The social service report to the court should reflect all major contacts made by the worker that are relevant to a social history and support a dispositional plan. The following factors should be considered:

- a. duration of worker contact with client;
- b. the nature of the relationship established;
- c. the initial assessment and the recommendations that flowed from the assessment;
- d. the client's activities in following a plan; the worker's activities in facilitating the implementation of a plan;
- e. employment, school, agency involvement;
- f. home, family investigation;
- g. the client's prospects if the plan is followed;
- h. awareness of the criminal record and the needs of the community;
- i. an indirect rebuttal or supportive comment on aspects of probation's anticipated recommendations; and
- j. a detailed description and assessment of the specialized services of those agencies and/or programs to be utilized in the plan.

Statements of fact should be verified and substantiated. For example, if the report alludes to a conversation with a school guidance counsellor or to an agency representative, the person's name, title, telephone number, and degree of knowledge of the client should be included.

The report should not offer any "surprises" to the client or his attorney; all information should be cleared in advance and reworked where necessary. Reporting style should be authoritative, direct, and succinct. While the social service worker may be in "healthy competition" with probation, this potentially antagonistic role should not prevent him from consulting with probation and jointly pursuing a plan that is in the best interest of the defendant. At the very least, the worker wants to know probation's recommendation as soon as possible.

Social service workers should realize that probation officers often feel that they know the defendant best. It is the probation officer who backs the defendant in open court and who will be accountable for errors in judgement--not the defense attorney, not the prosecutor. A strong defense

position evincing depth of interest, balanced judgement, willingness to work hard on a plan, and particularly the willingness to speak in a defendant's behalf without going through a routinized presentation will earn probation's respect. Even only tacit approval from probation constitutes highly influential support.

Recommendations to the court concerning a specific sentence of probation, week-end incarceration, restitution, etc., should be made by the attorney, not directly by social services. It is also the attorney's decision whether the report should be presented in writing and/or orally or not at all.

In summary, a report to the court should identify the problem, present evidence of the defendant's inclination to resolve the problem, and, lastly, propose a schedule to accomplish the plan. (See Appendix Q for sample report to Court).

TRAINING MANUAL

A. Introduction:

In the adversary system, the attorney works on behalf of a client who remains essentially passive and non-involved. On the other hand, the social service caseworker operates on a consensual basis: the client being an active participant in program development and implementation; the caseworker then acting as an advocate for the client both for acceptance into the program and also for approval by the court.

Therefore, the presence of a social service unit brings to the legal setting novel skills and perspectives. Assuming that this role is different than others within the court system, there is a need to develop competencies relating to effective advocacy as well as client assessment, program development, and service referral.

The following scheme is not exhaustive and cannot substitute for the individual creativity, contact, and initiative which underlie successful advocacy.

1. Orientation to the legal system, legal issues, and court function.
2. Introduction to social services, issues, roles
3. Interpersonal skills--meeting and assessing the client
4. Advocacy, manipulation of alternatives, resources, systems
5. Counselling techniques available to caseworkers
6. The interview--its purposes, components, and techniques
7. The client--disability evaluation, assessment, needs
8. The client--personality traits, assessment of, dealing with
9. Family and social issues; support systems of people
10. Job readiness and referral
11. Agency evaluation
12. Sexuality in counselling
13. Termination placement and referral issues.

Video-tape, audio-tape, etc., may be used to emphasize the training principles.

B. Techniques for Training

- Didactic: Information is conveyed to the training session by oral or written presentation. This type of training has limited value since it does not change skills or behavior without reinforcement, practice, etc.
- Experiential: A trainer models the skill while the trainee acts as the client. This is not role play here, the experience is genuine, not fabricated.
- Role Play: The part of a client is played by a trainer or trainee as realistically as possible so that the interaction can be observed and new skills acquired. An exchange of roles can facilitate learning and better understanding of client perspectives.
- Live Session: A client or a trainee with an actual problem may be willing to be interviewed by the trainer in front of trainees. This is more difficult to arrange, but it has the advantage of reality and the constraints that it imposes.
- Case Report: A completed case report shows development of case, techniques used, time schedules, and outcome. A sample case may be presented at first to shape trainee case recording skills.
- Discussion: Feedback can be given on all the above formats.

C. Client Interviews

Interviewing skills are often overlooked in the training of attorneys and counsellors. While individual styles may vary, the interviewer should be alert to certain general considerations.

At the outset, the interviewer should recognize the importance to the client of non-verbal qualities, such as the office setting. Is there a quiet, private room with a door to enhance confidentiality? Are there comfortable chairs? Is the client's chair too far away from the interviewer? Too close? Does the interviewer's style make it desirable to have a desk between client and interviewer? Might this be a barrier to communication?

Visual contact is a major facet of interviewing. Eye contact or the lack of eye contact relates directly to impressions and expectations. Information is quickly gleaned from clothing, posture, physical health, cleanliness, emotional state, etc. The interviewer must bring these usually unconscious impressions to a conscious level. In fact, important impressions may be founded upon whether physical contact is made by a handshake or a guiding hand. Physical contact is a complex issue. Any physical contact during a first interview may be too threatening. On the other hand, avoidance of a natural handshake may be interpreted as rejection. A simple non-verbal way of reducing tension is a smile.

Verbal clues become important from the first statements of introduction. Some counsellors frown on the articulation of the client's name in first interviews on the theory that it is too threatening--the choice being between the use of a first name (too informal) or the use of Mr. "X" (too formal). Emphasis must be placed on the style that makes the counsellor/interviewer comfortable.

Especially in the initial interview, the interviewer should be sensitive to the crisis that a pending court case brings to the client's life and to the anxiety that an interview may cause him. The inexperienced counsellor's first interviews are anxiety-provoking for all concerned; the referring attorney may participate in the interview. Previously agreed upon signals can be utilized to allow the attorney to exit gracefully (e.g., "I see that you're in good hands now; I'll leave you to talk together

and if you want to talk to me before you go, I'd be happy to see you in my office," or for the caseworker to ask the attorney "I think we're set for now; it might be easier for me if we could speak together alone for a little while, etc.").

In preparing for an interview, one must anticipate potential barriers which may be put forward by the client. Typical defenses are listed below, together with suggestions for coping with them:

Denying: Example: The alcoholic, "I don't have any problem; everything is under control." When it is clear from his history that he is an alcoholic, it is important to respect his need to deny, thereby winning his trust, so that the reality of the situation can be confronted later on.

Unmotivated: 1) One approach is to discover an area of importance to the client and to build on it, eliciting as many positive and enthusiastic comments as possible. Rank them in a hierarchy. Work on areas of greatest interest. 2) Another method is to pursue questions on why and when motivation was abandoned.

Angry: Respond to the anger. Suggest a right to anger. Give it validation. Perhaps, if appropriate, go so far as to say, "Let's both go get the system". Find a way to channel the energy elsewhere; let them see they have the energy and can release it.

Withdrawn: 1) Take them out of the counselling situation for a walk or a cup of coffee to minimize anxiety. 2) Threatening--play the parent; be strict, demanding, "It's impolite to sit that way; it's childish. Please, look at me when I'm talking to you or when you're talking to me." 3) Non-threatening--(entice) be patient; probe around over a vast array of topics looking for a reaction. 4) Feedback--share what it's like to be sitting there when the client is acting withdrawn; immediacy - address what's going on right now between client and counsellor.

Blaming: "They did this to me; it was a set-up," or "I had a bad judge; my probation officer was out to get me." Allow the blamer the opportunity to sound off on his complaints. Listen, respond, and then retreat from past issues. Work toward having him take responsibility for some part of his present and future behavior, not past behavior. One approach is to enter into a "contract" whereby the client agrees to assume responsibility for performing certain acts - such as attending counselling sessions or job interviews.

In order to maintain client interest and to explore general informational areas the interviewer may use fantasy (what would you like to be doing two years from now? If you could be anything, what would you be?), pursuing the expressed interest of the client no matter how unreasonable it might sound. Ample leeway must be left to the client to express his problems, fears, and expectations. Listening and responding skills are critical in this process and help to gain the client's trust. Success comes from accepting the client as he is and recognizing his right to control his own life.

The client's ability to control his own life and plan realistically may depend upon his intelligence and experiences. This will influence the amount of testing needed to complete a program plan.

Essentially, the interviewer should state what he is there to do (depth of explanation will vary); define the situation; and ascertain from the client why he feels he is there. From this introduction, one proceeds to information-gathering on a more formalized basis. This is a necessary but often tedious process. An interviewing form may be a useful supplement. One has to be careful about overlooking critical issues (for example, short military service sufficient to qualify for veteran's benefits), losing control of the session, and bouncing aimlessly from topic to topic.

D. Counselling Technique

.As we have seen in the section on interviewing, there is a core of elements essential to a good interview: consideration of eye contact; body posture; ability to listen and respond; and assisting the client in exploring his problem. One means to develop technique is triad role-play training. Here, the object is to elicit feedback from peers.

The roles played in the triad are: a) a client, with a definite problem area; b) a counsellor who interviews the client and attempts to identify a problem area and work with it; and c) a consultant who will observe the interaction, ask questions of the client via the counsellor, and give feedback to the counsellor regarding his intervention and interviewing style.

After about ten minutes, the counsellor and consultant switch roles.

Group feedback is focussed on the counsellor and process--NOT on the client and problem.

The client: How did you perceive the counsellor change?
Could you define your comfort, discomfort,
exploration, avoidance, stress in the two
sessions? Did you feel safe? Did you feel
understood?

The counsellor: Problems in the session with client or self;
did the interview go the way you wanted/
expected, or was there tension and anxiety?

The consultant: Did you see anything about the client that
you were unaware of as the counsellor? What
were the feelings toward the counsellor's
approach? Did you learn anything from being
an observer? How would you have conducted
the interview?

This session expands the repertoire of all the participants, exposing each to a wider range of approaches in client counselling.

E. Assertiveness Training

Many clients have problems resolving situations which are stressful or promote anxiety (such as interviewing for a job, meeting with groups of people, or responding to others who are being rude or who blatantly ignore one's rights). Each situation triggers a specific response; thus, any reaction is situationally specific. That is, we cannot say a person is completely non-assertive, but we can say that within a given context, he is unable to act in a manner that gets him what he wants.

If there is a question of lack of assertiveness, a) define the specific situation in need of correction; b) determine why the client feels badly about the situation; c) discuss possible alternative responses; d) role-play the situation; e) give feedback on the client's behavior and solicit the client's response to the feedback; f) switch roles so that the client can use the interviewer as a model for responding, g) practice the new behavior until the client feels less anxious and more capable of repeating the behavior in a reality setting.

To be assertive is to be honest and direct. Questionnaires may be used with clients or in training to illustrate situations in which people feel anxious, i.e., being ignored, put down, angry , helpless, or frustrated .

For example, the Lazarus series of questions² can help to locate specific situations which are troublesome for the individual. Similarly, the Rathus schedule¹ can aid in locating areas of difficulty and also in determining how extensive the problem of lack of assertiveness is to the client.

² See Appendix A.

F. Case Presentation

Case presentation is a widely accepted method of in-service training. It enables the presenting worker to assemble a written case record. This material (whether strictly chronological or process-oriented) traces the development of a case from the initial interview to the formulation of goals for the client. By compiling the material, the worker integrates outside evaluations with his own perceptions.

Preparation of the case presentation forces the worker to remove himself from the intensity of on-going client contact and to develop a broader perspective on the case. It permits the worker to be critiqued by supervisor and peers on the management of a case, to "defend" why specific plans were made, and to reflect upon the implications of actions taken or planned. The group provides fresh insight into the case in an atmosphere which is open and accepting.

Case presentation can also serve as an on-going evaluation component for the agency and provide a means for ensuring a minimum standard of work quality. It can allow for behavior shaping by a supervisor in situations where a case is poorly presented. Deficiencies can be pointed out and corrected. On the other hand, an excellent presentation by a supervisor or more experienced worker can serve as a role model in early training sessions. Not only does this process reduce anxiety, but it also clarifies agency expectations.

Case Presentation Format

1. Reasons for Presenting
 - a. test appropriateness of plan, strategy, counseling
 - b. feedback on style, program features, rationale
 - c. alternatives to present program
2. History
 - a. Personal Data: age, sex, marriage, family...
 - b. Social: developmental, previous agency involvement, cultural

- c. Vocational: educational, job skills, vocational interests, employment history
- 3. Statement of Problem
 - a. the counsellor's analysis
 - b. the client's analysis
 - c. contributing factors, e.g., recent death of a close friend or relative; loss of job, etc.
 - d. prior success, involvement
- 4. Current Status
 - a. social, employment, interpersonal, skills, personality, limitations
- 5. Treatment Plan
 - a. alternatives, preferred mode of treatment
 - b. program to meet goals
 - c. prognosis

During the case presentation, it is important to specify the method of collecting information, the initial and subsequent plans, the nature of outside intervention, and the final assessment.

G. Client Assessment

An accurate assessment by the counsellor is crucial to a productive treatment plan for a client. The counsellor must learn to focus on the client's verbal and non-verbal clues, distinguishing the trivial and exploring the significant, in order to develop a treatment plan.

Brief (approximately five minutes) role-play situations between client and counsellor are valuable training tools. After the role-play is concluded, the observers write an assessment of each client, noting especially: a) strengths; b) weaknesses, limitations; c) future directions; and e) whether the client should be seen by a male or female counsellor.

The role-play should be a "real client" with whom the counsellor has had difficulty assessing or developing a program plan. This structures the role-play exercise and may generate for the counsellor valuable feedback from the group.

Each assessment is read and discussed. By exchanging ideas, participants have an opportunity to observe each other's methods and styles, thereby gaining

insight into aspects of the interview process which they may have overlooked. Explorations of how each person arrived at his assessment are particularly helpful.

Once the observers' reactions have been exchanged, role-play participants (both interviewer and client) give their feedback. Similarities and differences in assessment are discussed.

If the fictitious "client" is directly modeled on an actual client, it may be valuable to compare the ideas and impressions of the group with the actions taken by the case-worker who handled the real case.

H. Family Counselling Skills

Participation of one or both parents is encouraged for the initial attorney interview with juveniles and young adults. This is done both to substantiate information and also to assess the degree of parental involvement. The level of parental concern is an important indicator and can be a useful tool in working with the youthful client. The question is how best to utilize the family as one of the major resources of the client.

It is advantageous to examine family rules and roles and to determine their influence upon the client's attitudes and behavior. Once the counsellor has identified the roles, the family system can be broken down into four general categories: "placator", "blamer", "distractor", and "computer".

Briefly, the "placator" is the one in the family who attempts to make everything all right, to bridge communication, and to keep controls on anger and conflict. This is the family figure who tends to speak for other family members.

The "blamer" points a finger and continually assigns fault to others for conflicts within the family structure.

The "distractor" attempts to minimize family interaction and contact by bringing up irrelevant information.

The "computer" functions in a completely non-emotional, organized manner, focussing on one particular area, to the exclusion of existing feelings and surrounding chaos.

In a training program, individuals assume one of these four roles in a hypothetical "family" event. Participation in this process enables one to experience both what it is like to be trapped in a particular role within a family system and also the fears and feelings that the rigid role structure conceals.

Discussion after role-playing facilitates an analysis of each role, the dynamics of the interaction, and the potential options. Further role-playing can explore possible interventions within the system which allow the individual to graduate from these roles and ultimately to restructure the family system.

It is important to realize that these four character types are not exclusive in real life, even though an individual may identify with a particular role.

The practical application of this exercise is that even a minor change in one family member's communication process or role identity alters the entire family dynamic and structure. A consequence of this intervention might be to reduce the pressure upon the client and to relieve him of his scapegoat role.

1. Termination

Termination is an integral and often neglected factor in counselling.

In order to minimize regret and resentment by counsellor or client, termination should be a negotiated process. It should represent for both parties the culmination of a relationship and the summation of the counsellor's

hopes for the client. Briefly, the client should be left with the ability, 1) to seek help independently, and 2) to engage in purposeful relationships. The client should possess skills relating to primary needs, such as channelling anger and asserting oneself in a job interview.

A common issue is "to whom does termination belong--the counsellor or the client?" Termination usually belongs to the client, since a client would not be engaged in counselling were it not for a sense of powerlessness within the system and difficulty in making choices among the available legitimate alternatives. Clearly, if these problems have been addressed and resolved, the total control of termination by the counsellor would negate, in principle, much of what had been attempted. Therefore, the counsellor should discover clues that problem areas have been confronted successfully. From a point of mutual respect, the basic issues of control, fear, anger, sadness and regression can be assessed and discussed. In this way, regret and resentment can be avoided. Termination can be a positive process.

In addition, one should take into account external factors that affect the timing of the termination process. Some of these factors are: 1) court resolution of the client's case, thereby removing the pressure for regular contact; 2) lack of counselling time due to caseload constraints and work schedule; 3) rearrest; 4) failure by the client to comply with the oral or written contract used as a basis for the relationship; 5) change in counsellor's job; and 6) after referral, the need for one primary counselling relationship.

In short, successful termination includes a validation of the needs, goals and plans originally established.

AGENCY: FUNDING, RECRUITMENT AND POLICY

A. Findings

The best method to operate a social service unit is to obtain funds sufficient to support one or more full-time staff positions, secretarial assistance, office space, and allowances for travel costs. Work-study money and short-term money are also possible categories to include in funding requests. At present there are only two established sources for this type of comprehensive funding: the Law Enforcement Assistance Administration (LEAA) and the American Bar Association's BASICS program.

However, based on our interviewing in New Hampshire, it appears that LEAA is not a likely source for funding at this time since current LEAA grant policy emphasizes the expansion of the strictly legal capacity of the Defender organization. Of course, extra monies or special funding categories may arise that are particularly well suited to an application.

The A.B.A.'s BASICS (Bar Association Support to Improve Correctional Services) program may provide support for the creation of a social service unit, the major objective of which is the avoidance of incarceration at all levels in the system. Yet BASICS funding is designed to assist in the implementation of a program on a short-term basis, generally for one year.

On a less comprehensive level, there are several funding sources for which the Public Defender office clearly is eligible. However, this funding is primarily for staff positions. For example, there are various categories of CETA (Comprehensive Employment Training Act) funding which could be used to secure full-time staff for both professional social service and clerical staff positions.

Although the application process is cumbersome, with considerable time lag for approval and again for placement, ACTION is also a source for full-time professional positions in the social service area.

Obtaining Title XX funding from the Department of Health, Education and Welfare is complicated by the requirement to become part of a state plan

created annually by the state's major funding recipient (in this case the Department of Public Welfare). Once included in the state plan, a position could be created for which the federal government would reimburse the state for staff costs. The basis for this funding would be that the social service unit contributes to the reduction of avoidable institutionalization in a state/county correctional or mental health facility.

Work-study programs could also be explored. Under work-study, the Financial Aid offices of colleges and universities pay students approximately 2/3 to 3/4 of placement-costs at an established rate (usually \$2.30/hour to \$3.50/hour for a 20 - to - 40 hour week). The university is subsequently reimbursed by federal funds from the Department of Labor. The costs to the agency employing the student are 1/4 to 1/3 of the total wage, depending on whether that agency must pay workman's compensation costs. In some cases, additional funds are provided for summer employment. All financial support is designed to assist a student to meet educational costs while enrolled in college.

B. Recruitment

1. Sources

Volunteers are an excellent resource for inaugurating specialized projects where funding support for full-time positions is unlikely. Volunteers can typically be found in three sources: 1)graduate school programs; 2)undergraduate programs; and 3)interested individuals from the community. Although each of these three groups has different levels of expectation, ability to contribute, etc., there are common considerations in interviewing an applicant, determining acceptability, and structuring work duties and responsibilities.

Although a job description is an essential first step in identifying specific roles, prior to an interview, all candidates should submit a resume and review a packet of information describing the Public Defenders

office and the social service unit. This process applies equally to paid staff and to volunteers. (The interview and selection process will be discussed more fully below.)

It is strongly urged that graduate students be the primary target area for volunteer recruitment. Many graduate programs require a field work or practicum experience to fulfill academic credit requirements for a degree. A practicum placement usually entails not less than two full days a week and generally extends over the entire academic year. Although they are not "volunteers" in the strictest sense, these students are compensated through useful training, experience, and supervision received--all related to their career objectives.

Graduate students in educational counselling, theology, social work, rehabilitation counselling, law, etc., are highly desirable. More often than not, this type of student has prior experience, a strong interest in the field and an academic program that is relevant to the placement.

Graduate schools' requirements for placement are often a barrier to placing students. The major requirement is that the placement agency for the practicum program provide two to four hours of supervision each week by the masters-level supervisor in that field. Generally, that supervisor must either have prior supervisory experience or be approved by the graduate placement program. An added complication is that practicum placements are frequently determined in the spring for the following academic year. Most schools seeking practicum placement have a bias toward well-established, larger programs with a variety of experienced personnel who hold advanced professional degrees.

Despite the barriers, the effort is well worth it. One outstanding advantage of casework advocacy in a public defender office is that students are given responsibilities that generally exceed those in conventional settings. Since the acquisition of valuable experience is the major goal

of field work placement, graduate programs may be flexible in their adherence to standards.

Supervision of students is one aspect of a student program that should not be neglected. Students need to relate their placement work to their academic work. This need is best served in individual supervision and group training programs conducted by a supervisor trained in one of the human service fields. Nevertheless, this substantial burden should not be placed on an attorney, since it would more than off-set any possible time and energy savings that the student would provide to the agency. A good solution is to obtain the volunteer services of a person with supervisory skills whose role would be to supervise and provide on-going training. This option appears to have considerable support among the student programs contacted (see Appendix S).

Undergraduate programs are generally a less reliable source of volunteers than graduate programs. They typically sponsor short-term field placements that offer a student mere exposure to work situations rather than responsible work positions where the student is a vital part of the agency. To the degree that this assumption is valid, it is because age is an important factor and experience is the critical factor. Undergraduates do not have the strong, motivational impetus of career plans. Because they are still involved in the learning process, they are less suited than graduate students to the kind of social service work described in this manual. Certainly, students with good experience, academic training, and definite career plans can be stable contributors to an office. If the counseling process is ruled out for a volunteer, because of age or other concerns, undergraduates can still be utilized to catalogue and evaluate resources suitable for use by the office.

Volunteers can also be obtained from other community sources. Ironically, one source consists of individuals who want paid work but are unable to

find it. The social service component can give them valuable work experience and continuing exposure to the human service field in which they might subsequently find work. One should not shy away from making such offers.

Other volunteers may be persons with extensive experience who want to alter their career orientation. For example, an institutional social worker might want a non-institutional job, even as a volunteer. In the use of non-academic related volunteers, the opposite end of the age spectrum can become a factor. Experience is again important, but particularly as it reflects flexibility of ideas and values.

In sum, volunteers are an excellent resource. They can relieve workloads of attorneys and improve the quality of attorney representation at disposition.

2. Initiation

Depending on the stability of the cycle for new volunteers coming to the office, initiation of new volunteers can be extremely taxing. Therefore, emphasis should be placed on students who can readily assume responsibility and commit themselves to periods of time not less than six months and preferably nine months to a year.

The qualities sought in a candidate are discretion and tact; the ability to assert oneself; the ability to work independently and under stress; the ability to work with a client without developing an overly emotional attachment; ability to listen and respond; the ability not to impose values on a client or to use a client as a means of solving the worker's problems. An interviewer can seek clues to these characteristics through questioning and observing behavior. How good was a candidate in setting up an appointment? Was the candidate prepared for the interview (read the orientation material and brought a resume)? Good questions can be generated by a case example; good insight on formulating and presenting ideas can be gained from previously submitted written material. Prior experience can stimulate questioning or discussion of methods used for

resolving the problems. For full-time staff positions, exhaustive references should be required.

Since case examples may be invaluable to applicants, two hypothetical cases are attached. (See Appendix T). In each instance, the interviewer should attempt to create an atmosphere of immediacy: "If I gave you this case, with just this amount of information, what would you do with it?" By creating a challenging situation, the interviewer can measure an applicant's skills, fund of information, and self-sufficiency. To take a situation and "run with it" is a critical counter-balance to measure how much energy will be required of a supervisor for assistance and training.

When a new member joins the staff, supervisors should give feedback on the student's skills. There will be an initial, hopefully short, period where even the best new staff feel inadequate to the tasks at hand because of the vast and unfamiliar material to be assimilated. This sense of incompetence should be discussed; veteran staff (and particularly the initial interviewer(s)) should give feedback on the strengths that the individual had when hired, and build from there. This affirming process is all the more necessary when one considers the degree to which the formal training emphasizes matters that new staff do not already know.

C. Policy

A statement of policy prescribing attorney expectations of the social service coordinator is essential. (See Appendix U for job description).

The goal of a social service coordinator is to assist his client in obtaining a service. The social service function will therefore assist the attorney by creating a program plan and initiating its implementation to support an attorney's dispositional recommendation.

Counseling alone, is not the goal; therefore, the issues of ego-building

and motivation do not arise except as necessary by-products of assisting a coordinator to assess and prepare a client for a referral. It is because of this goal orientation that the attorney assessment of the social service need is an important statement of expectation. Caseworkers will be encouraged to carefully limit their emotional involvement with a client, keeping in mind the difference between detachment and indifference.

The coordinator may be called upon to provide resource information to members of the private bar requesting assistance in dispositional planning for their clients. This service should be provided on a consultation basis only and should rarely include a client interview. It should not include greater involvement without special justification and approval by the chief attorney in the office.

Referrals to the social service unit should come primarily from public defender attorneys. However, there should be latitude for initial referrals coming from probation officers and agency representatives who know that a particular individual is represented by the Public Defender office. The decision to accept a case should rest with the social service coordinator. When attorney and coordinator disagree, the coordinator should defer decision until after an initial interview.

Attorneys should consider the possibility of referral at the initial interview, as soon after arrest as possible. The attorney should assess client need and attempt to refine his expectations of the social service coordinator. In determining need, the attorney should briefly explore the client's family, employment, and agency history as well as his interests.

Where the client's failure to cooperate with social services is likely or where incarceration is inevitable and cannot be reduced (e.g., House of Correction instead of State Prison), referral should not be made.

The attorney should not use social service to make referrals that he can make himself -- for example, to local employment agencies like the Division of

Employment Security (DES).

At referral, the attorney should explain to his client the social service function. He should bridge the gap between client and coordinator. Obviously, the attorney should encourage his client to cooperate with the social service unit.

Caseload limits should be determined as part of a process involving both coordinator and referring attorney. As a rule, coordinator should not have more than four active cases for every full day in the office.

Scheduling of hours for work and training is critical to a dependable program. Volunteers should be warned that caseload responsibilities may cut into vacation and other time. Direct supervision of volunteers should not be the responsibility of an attorney. Ideally, a social service worker in a full or half-time position can perform the necessary supervision. However, attorneys and volunteers should work closely together. For example, a social service volunteer might be assigned to each attorney for orientation to the law and the court and for consultation when problems arise.

Volunteers should be included regularly in office staff meetings in order to diminish the feeling of isolation that part-time work often creates.

Volunteers, no matter what their experience, should not compromise their credibility by describing themselves as "volunteers" or students" when introducing themselves to agencies and clients.

D. Evaluation

Evaluation is an on-going process designed to facilitate decision-making. It can be performed on individuals, units, or whole programs. It can justify the status quo; it can spur change. One of the drawbacks of evaluation is that it has been irregular, externally motivated and executed, and threatening to those being evaluated. We urge that evaluation be an on-going process, internally motivated and executed, which will give objective feedback to the

individuals on their performance and the effectiveness of the unit.

To be effectively evaluated, the unit must have stated goals and objectives that are quantifiable:

Goals:

1. To offer social services to indigent defendants.
2. To provide service plans for dispositional hearings.
3. To break the cycle of crime.
4. To lower recidivism.

Objectives:

- To establish an in-house capability to assess the social service needs of clients.
- To identify community social service resources with the capability and desire to service indigent defendants.
- To create a system for applying these services to the needs of defender clients.
- To develop in conjunction with the social agency and the client a detailed program that meets the needs of each client.
- To provide defenders, and where appropriate, court personnel with reports on the development of the client program and to solicit their advice.

Basically, your components are evaluated as follows:

- A. Social service impact on the attorney.
- B. Social service impact on the client
- C. Social service impact on the court.
- D. Amount of work done by the coordinator.

Assessment of these components is achieved by asking:

- A. Was the courts disposition changed by the presentation of a social service plan?
- B. What was the effect of the social service plan on the client? After six months?
- C. How many clients were interviewed?
- D. How many successful referrals were made?
- E. What types of referrals were made?

The data for this aspect of the unit's evaluation is compiled on statistics sheets (see Appendix V).

Evaluation of personnel within the unit can be done several ways:

1. Types of cases serviced; number; successful referrals.
2. By supervisor, on a case review basis or on a subjective supervisor-satisfaction scale
3. Self-evaluation based on pre-determined goals and expectations (with a work component and a personal growth factor)
4. Client satisfaction

Individual evaluation within this type of unit is a difficult task-- the stress of working with a high-risk population can be intensified by anxiety over client placement success. However, some type of evaluation is needed so that accurate feedback on job success and satisfaction can be used to promote unit efficiency and individual growth.

VI

STATEMENT OF TRANSFERABILITY

The social service component described in this report is a conceptual and working model suited to broad application. By design, this component can be effectively introduced into any public defender setting, regardless of size. Additionally, the conceptual framework is sufficiently flexible to be utilized by probation officers and by community agencies working with offenders.

APPENDIX A

Technical Assistance Request

NEW HAMPSHIRE LEGAL ASSISTANCE

MAIN OFFICE

88 Hanover Street

Manchester, New Hampshire 03101

Telephone (603) 668-2900

September 30, 1975

Center for Defense Management
2100 M Street, N. W.
Washington, D. C.

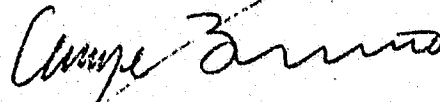
Gentlemen:

Our office would be interested in availing ourselves of your services for a problem of growing proportions in New Hampshire.

Our state Judges rely very heavily upon the recommendations of prosecutors when handing down a sentence. This generally means that the defendant is sent to jail. Despite good legal argument made by our office, we have been unable to effectively change this system. We are, however, taking a number of further approaches. One thing that we would like to do would be to have a study conducted in New Hampshire of the various sentence alternatives available to the Judge. This has never been done in this state and it is the feeling that if a Judge understood the full range of alternatives that less defendants would wind up going to jail. I am requesting then that a person from the Center for Defense Management come to New Hampshire and conduct such a study.

I look forward to hearing from you.

Sincerely,



George Bruno
Director

GB:am

cc: James Duggan, Esq.

SEARCHED	INDEXED
SERIALIZED	FILED
OCT 06 1975	
FBI - MANCHESTER	
[Handwritten initials and signatures]	

NEW HAMPSHIRE LEGAL ASSISTANCE

MAIN OFFICE

88 Hanover Street

Manchester, New Hampshire 03101

Telephone (603) 668-2900

October 20, 1975

Roger Crowley, Director
Governor's Commission on Crime and Delinquency
169 Manchester Street
Concord, New Hampshire 03301

Dear Mr. Crowley:

Our office recently has been in contact with the National Center for Defense Management for the purpose of seeking its assistance in developing sentencing alternatives for persons convicted of criminal acts. This would not only be of great aid to our public defender service but would benefit the administration of justice as a whole in New Hampshire.

Our request has met with a favorable response from the National Center and your permission is sought to request the National Center to engage in this study. I have enclosed a copy of the response I have received from the National Center for Defense Management.

Your earliest consideration of this request is appreciated.

Sincerely,



George Bruno
Director

NATIONAL CENTER FOR DEFENSE MANAGEMENT	
OCT 22 1975	
<i>Gus</i>	FOR: <i>File</i>
	FOR:
	FOR:

GB:am
Enclosure

✓ cc: Gustav Goldberger, Esq.
James Duggan, Esq.

November 4, 1975

Mr. Francis T. Burke
N H State Representative
LEAA Regional Office
147 Milk Street
Boston, Massachusetts 02109

Dear Mr. Burke:

Attached hereto is a request for technical assistance from New Hampshire Legal Assistance, the organization that has responsibility for the Public Defenders in Hillsborough and Merrimack Counties.

As stated in the enclosure of the request, the National Center for Defense Management is prepared to render the requested assistance. I have been advised that the said Center has an LEAA grant to provide such assistance.

Recommend that you provide the technical assistance requested, at no cost to this agency.

Sincerely,

R. J. Crowley, Jr.
Director

RJC:dtc

Enclosure

cc/Mr. George Bruno, NH Legal Assistance

NEW HAMPSHIRE LEGAL ASSISTANCE

MAIN OFFICE

88 Hanover Street

Manchester, New Hampshire 03101

Telephone (603) 668-2900

November 21, 1975

Mr. Gustav Goldberger
Associate Director
National Center for Defense Management
The National Legal Aid and Defense
Association
Suite 601, 2100 M Street, N.W.
Washington, D. C. 20037

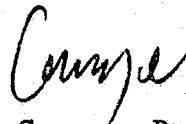
Dear Gus:

Roger Crowley, Jr., the Director of our State LEAA Planning Agency, has recommended approval of our request for technical assistance.

Could you provide me with some indication as to when your office might undertake this research project.

I look forward to hearing from you.

Sincerely,



George Bruno
Director

GB:am

cc: Edward W. Gallagher
Francis T. Burke

NATIONAL CENTER FOR DEFENSE MANAGEMENT	
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November 26, 1975

George Bruno, Director
New Hampshire Legal Assistance
88 Hanover Street
Manchester, New Hampshire 03101

Dear George:

I received your letter with the attachment from
R.J. Crowley, Jr.


You inquired as to a date when we might start; as soon
as we receive final approval from Washington LEAA we will plan
a pre-site visit to New Hampshire.

The purpose of said visit will be to assess further the
objectives of the study; meet with key people in the Judiciary,
Attorney General's Office, Probation Department and such other
persons that figure prominently in such a study.

On the basis of the pre-site visit, we will determine
who is best suited to serve on the study team; we are already
in the process of sifting out our contacts in that regard.

We will keep you further informed.

Sincerely yours,


GUSTAV GOLDBERGER
Associate Director
National Center for Defense Management

GG/ne

APPENDIX B

Interview Formats

Name: _____

Courts of Activity: _____

1. ISSUES:

- A. How long have you been a judge?
- B. What was your criminal law background prior to appointment?
- C. Had you either specific training or experiences to prepare you for the sentencing process?
- D. What importance do you attach to each of the classical purposes of sentencing?
 - a. reformation
 - b. general deterrence
 - c. individual deterrence
 - d. incapacitation
 - e. punishment
- E. In arriving at a sentencing decision, what information do you weigh most heavily?
- F. In arriving at a decision to incarcerate, what information do you weigh most heavily?
- G. Whose recommendation do you value most (prosecutor, defense attorney, probation officer, other)?
- H. What type and quality of dispositional information do you require from:
 - prosecutor?
 - defense attorney?
 - probation?
 - other?

- I. Are the dispositional resources available to the court adequate?
- J. Have you visited:
the state prison?

a county house of correction?

any offender rehabilitation programs?
- K. What type of offender do you feel should benefit from diversion or alternatives to incarceration: juveniles, young adults (17-25), repeat offender(s) who has had few services, first offenders?
- L. What types of services do you feel should be available to these offenders: employment, drug, alcohol, etc.?
- M. How should these services be undertaken by a judge, probation officer, defense attorney, other?
- N. If there is a goal for the entire court in seeking change in its work with offenders, what is that goal?

INTERVIEW FORMAT
PROBATION OFFICER

DATE _____

Name: _____

Court: _____

1. PROFESSIONAL EXPERIENCE:

- A. How long have you been a probation officer?
- B. What was your work experience prior to becoming a probation officer?
- C. What academic training did you receive that relates to probation?
- D. Do you specialize in any particular field of probation speciality, e.g. juveniles, car thieves, retarded, etc.?
- E. Do you perform a defendant intake assessment function for the court; for example, in the setting of bail? Please describe.
- F. Do you use a form of probation officer surety for defendants who otherwise might not be released pending final resolution of their case?
- G. What factors make up your recommendations to the judge at the time of sentencing? Are there significant variables?
- H. Do you consider the use of other community resources as an integral part of probation service?
- I. What are your primary goals as a probation officer?
- J. Are there enough resources available to you?

If yes: Which human service resources do you use?

If no: What resources would you like to see created?
i.e. employment, psychiatric diagnosis, psychiatric
counseling, vocational training, drug services,
alcoholism services, intensive probation (larger
probation staff), or specialized probation services

- K. Do you feel that these services should be part of
(a) the court, (b) required by sanction of the court
i.e., condition of probation, and if so located at the
court, (c) under what part of the court: i) judge;
ii) probation; iii) defender; iv) other _____?
- L. If independent of the court, where would these programs
operate?
- M. Do you feel that the exclusive discretion a judge has at
sentencing is something that needs to be changed?

Name of Attorney: _____

Address: _____ Tel: _____

Courts of Primary Practice: _____

1. PROFESSIONAL EXPERIENCE:

- A. How long have you practiced law?
- B. What is your law specialty?
- C. What percentage of your practice involves criminal defense work?
- D. What percentage of your criminal work is representation of indigents?
- E. What percentage of your caseload representation is:
misdemeanor _____ juvenile _____
felony _____ adult _____
- F. What percentage of your indigent clients require bail review hearings?

2. DISPOSITIONAL ISSUES:

- A. Do you prepare a dispositional plan in plea situations?
- B. Do you ask for time to prepare a dispositional plan in the event of a guilty finding subsequent to a trial?
- C. Do you prepare a written or oral dispositional plan?
- D. Do you receive assistance from a source other than the defendant in preparing a dispositional plan? If so, who?

- E. Do you feel comfortable in your training and skills to provide an effective dispositional argument?
- F. Do you feel the dispositional resources available to you are adequate?
- G. What type of defendant do you feel should receive alternative dispositional resources? [i) employment, public/private; ii) special educational programs, public/private; iii) recreational/public service work; iv) mental health programming, public/private]
- H. What agency do you feel should take leadership in creating these services for defendants? [i) judge; ii) probation; iii) public defender; iv) bar association; v) human service agencies; vi) private agencies]
- I. Where should alternate dispositional services be located? In court? Outside of court?
- J. Should these alternatives be arranged in conjunction with court sanctions in probation with suspended sentence, requiring restitution, etc., or with no sanction?

INTERVIEW FORMAT
BAIL/DISPOSITIONAL ISSUES

DATE _____

Name of Prosecutor: _____

Court: _____ Tel: _____

ISSUES:

- A. What are the major factors you take into account in bail recommendations?
- B. Are these factors similar to the factors you consider in sentencing?
- C. Do you feel support services could be provided at a bail review that would alter a recommendation that effectively results in pre-trial detention up to final resolution of the case?
- D. What would those services need to provide? [Information (indirect service); direct services (counseling, other)]
- E. In a plea situation, do you prepare a dispositional recommendation? Based on what factors? What are mitigating factors?
- F. In a trial situation, do you prepare a dispositional plan in advance to a finding?
- G. What sources of information do you use in arriving at a recommendation? (Police, Probation, other)
- H. What type of defendant do you feel is suited for diversion?
- I. Have you recommended incarceration at a time when the availability of a service might have altered your recommendation?

- J. In those instances, what were the kinds of services required to make you feel comfortable with a recommendation that did not include incarceration?
- K. If a defendant prior to trial has demonstrated good intention or cooperatives or rehabilitation by complying with program plans of his attorney or probation officer, would you alter a recommendation of incarceration? Even if those services had been successfully completed?
- L. Are there certain types of offenders who do not merit probation?

INTERVIEW FORMAT
COMMUNITY AGENCIES/SPECIALIZED SERVICE PROVIDERS

DATE _____

Name of Organization: _____

Address: _____ Tel: _____

Individual Interviewed: _____

Contact Person (if different): _____

Service Provided: _____

Geographical Area Served: _____

1. ISSUES:

A. Does your organization have a working relationship with the criminal court; what is the nature of that contact?

B. If not, what services have you offered to offenders? From what sources of referral?

**C. What services can be offered to offenders? Do you see those services taking out a specific structure to meet offender needs?

D. Can you envision a closer relationship, formal or informal, with the court?

E. If social services are a valuable adjunct to the court, what should be their range?

F. Are you interested in participating in the creation of these programs?

APPENDIX C

List of Persons Interviewed

PERSONS INTERVIEWED

Honorable Judge Maurice P. Bois

Paul E. Brodeur, Lieutenant
Manchester Police Department

Thomas E. Craig
Attorney

Honorable Judge Charles Douglas

Vincent D. Dunn
Attorney

Michael Dunphy
Probation Officer

Honorable Judge Charles Flynn

John A. Graf
Attorney

John P. Griffith
Attorney

Paul Gunter
Prisoner Family Center

Honorable Judge Aaron A. Harkaway

Samuel L. Hays
Attorney
Executive Secretary, Admin.
Committee for District &
Municipal Courts
Secretary, Judicial Council

Francis G. Holland
Attorney

Honorable Chief Justice Frank R. Kenison
New Hampshire Supreme Court

Richard W. Leonard
Attorney

Honorable Justice Arthur G. Marx

John Pendleton
Attorney
Chairman, Bar Defense Services

Clifford J. Ross
Attorney
Chairman Oversight Committee, NHPD

L. Jonathan Ross
Attorney

Victor Schyteener
Probation Officer
New Hampshire State Probation

Paul C. Semple
Attorney

Honorable Judge Bernard Snierston

Alan Urquahart
Chief Probation Officer
Nashua District Court

Thomas M. Walsh
Probation Officer
Manchester District Court

Joseph Williams
Attorney

APPENDIX D

Resumes of Consulting Team Members

RESUME

A. David Davis

HOME ADDRESS:

16A Fayerweather Street
Cambridge, MA 02138
Telephone: 547-8122

BUSINESS ADDRESS:

Massachusetts Defenders Committee
120 Boylston Street
Boston, MA 02116
Telephone: 482-6212

PERSONAL DATA: Date of Birth: April 7, 1945
Married: Katherine Beal, 1966
Two children

EDUCATION:

September 1963- June 1967 Harvard College, Cambridge, Massachusetts;
Bachelor of Arts (B.A.) in Modern European History
Coursework included Political Science, Economics,
History and Literature

Sept 1967- June 1968 Graduate: The Fletcher School of International Law
and Diplomacy at Tufts University, Medford, Mass.;
Received Master of Arts (M.A.) Degree in International
Relations, studying particularly Comparative Economic
and Political Systems, also research extensively in area
of population studies.

Sept 1968- June 1969 The Fletcher School; Received Master of Arts Degree in
International Law and Diplomacy (MALD). Emphasis
of year's work was thesis on Aspects of Multilateral
Technical Assistance, courses in Economic Development,
African Studies, and International Organization.

LANGUAGES: Spanish, French

EMPLOYMENT EXPERIENCE:

July 1973- Present Director, Social Service Division of the Massachusetts
Defenders Committee (MDC). Responsible for the design,
implementation and administration of a unique
experimental advocacy program within the State Public
Defender Organization. Responsible for the Division's
relationships with human services agencies, courts,
Boston area graduate schools and attorneys, including
training of attorneys in social service issues relating
to the law and technical assistance to agencies receiving
the Division's referrals.

SPECIFIC RESPONSIBILITIES HAVE INCLUDED:

Hiring, training and supervision of a staff that has
expanded its service from Boston to across the state.

Creation of an intensive volunteer program of supervision and training for 12 students in graduate-level clinical programs.

The devising of a method of program evaluation that has led to thorough documentation of community and agency resources appropriate for MDC referrals.

Feb 1972-
July 1973

Director, Court Liaison Program, Department of Youth Services (DYS). Designed and implemented a statewide program to maximize the introduction of youth-serving agency resources at the crisis point of a child's entrance at the court stage of the justice system.

Supervised and trained court liaison officers concentrated primarily in the Greater Boston area.

Individual casework and casework supervision of workers responsible for Boston and Roxbury, including daily contact with the Boston Juvenile Court, its personnel, attorneys, police and children.

Program planning for community alternatives to the secure detention of juveniles pending court action.

Planning and technical assistance in the area of improved programming for secure detention and secure treatment programs.

April 1971-
Feb 1972

Senior Planner, Department of Youth Services.
Responsibilities included:

Program design and budgeting for Department of Justice LEAA grants to the Department of Youth Services.

Design of a Manual System of personnel effectiveness and distribution in a changed treatment setting.

Planning and proposal preparation for community-based residential treatment programs as alternatives to the state's juvenile institutions.

Program planning for detention services and a wide range of supportive services.

Nov 1969-
May 1970

Management Trainee in the International Division of the First National City Bank of New York; designed a market plan of the bank's services for foreign international corporations with branches in the United States and Canada; and prepared marketing criteria program for the bank's services in Africa.

June 1968-
Aug 1968

Intern at the United Nations Development Program;
co-planned an evaluation program and budgeting standards
for United Nations Technical Assistance funds.

Fall 1968-
1969

Line coach, Somerville varsity football team,
Somerville High School, Somerville, Massachusetts.

CIVIC ACTIVITIES:

Town of Essex Youth Commission Chairman, March, 1972,
to April, 1974. Assisted in the organization of the
Town's first youth commission and the definition of
its mandate, resulting in the Town's hiring of a pro-
fessional worker to assist the Commission and the youth
of the Town.

Town of Essex Conservation Commission Member, September,
1971 to September, 1975. Participated in reshaping the
Town's commission to assume statutory obligations without
jeopardizing long-term conservation objectives.

City of Boston Youth Activities Commission, TASC-Juvenile,
Citizens Advisory Board Member, April, 1974 to present.
Assist the TASC-J administration in setting program standards
and priorities for recipients of federal monies funneled
through the City of Boston for the diversion of juvenile
offenders.

Robert F. Kennedy Action Corps Board of Directors, November,
1975 to present.

January, 1976

RESUME

John Evans
83 Francis Street
Brookline, MA 02146
Tel: 232-3718

PERSONAL: Date of Birth: 22 January 1937
Marital Status: Married to Louise B. Evans
Four children: Maria, Thomas, Andrew, Peter

EDUCATION: 1947-56 High School, Manchester Central Grammar School,
graduated with honors in geography, English, I.A.
Valedictorian and senior prefect.

1958-61 Loughborough Teachers Training College, England,
awarded teaching diploma with distinction in
geography, qualification to teach woodwork,
drawing, metalwork, basic studies.
British teaching certificate #RP58/29404

1966 Loyola College, Montreal, Canada,
courses in psychology, sociology, and economics.

1967-68 State University of New York, Oswego,
B.S. (ed), Industrial Arts, Dean's List.

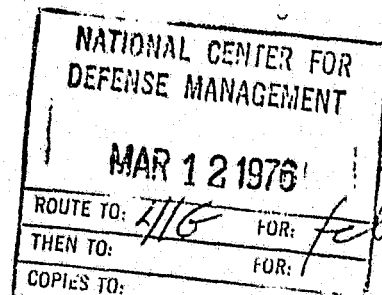
1969-72 S.U.C.O.,
M.A. (History)
Also completed 16 Semester Hours of Graduate
work in education and administration.

1972 Cornell University, Ithaca, New York,
Rehabilitation Management and Professional
Development. Equivalent to 6 Semester Hours

1973- Boston University, Rehabilitation Counseling,
M.S.
C.A.G.S.
Doctoral Candidate, D.Sc. program.

1975 Workshop on the epilepsies, sponsored by the
Epilepsy Foundation of America.

SERVICE: 1956-58 British Army,
Instructor in the Royal Army Ordnance Corps.



PROFESSIONAL:

- 1973- Member of National Rehabilitation Counseling Assn. Mass. R.C.A. Board member 1973-75
Chairman By-Laws and Constitution Committee, 1973
Member of Legislative Committee, 1974-
New England R.C.A. Board member, 1974.
- 1973-74 President Boston University Rehabilitation Counsel'g Association.
- 1970-73 Secretary of the Central New York Committee of Rehabilitation Workshops.
- 1969-73 Member of Oswego C. Assn. for Retarded Children.
- 1971-73 Board of Directors Oswego Co. Mental Health Assn.
- 1964-67 Member of the Quebec Federation of Teachers.
- 1961-64 Member of the National Union of Teachers (England)
- 1963 Area representative of the N.U.T. (England)
- 1962-64 Member of the Sonnenberg Association--educational association of English and German teachers.

EXPERIENTIAL:

- 1974 Guest speaker at Boston University class on "Innovative roles of the Rehabilitation Counselor in a Sheltered Workshop", for Dr. P. Power.
- 1975 Presentation to Rehab Class on "The role of an Advocate in Rehabilitation", for Dr. R. Marinelli.
- 1975 Presentation to graduate rehabilitation counselors, "A role for Rehabilitation Counselors in the Criminal Justice System", for Dr. A. Ramm.
- 1975-76 Teaching assistant in counseling skills training a two semester group training course with faculty supervision.
- 1973- Work at the Massachusetts Defenders Committee, involved in the following:
-Intern supervision, Rehab. Couns. and Social.
-Intern inservice training, organization, planning.
-Staff supervision and training.
-Staff development training at community-based correctional settings for juvenile delinquents.
- 1969-73 Work at the Oswego County Sheltered Workshop:
-Presentations to community industry, businessmen, professional organizations, and volunteers.
-Develop staff work job descriptions, supervise inservice training.
-Develop client programs, supervise progress with staff counselor and work supervisors.
-Write and justify state grants, present these to grant administrators in Albany.
-Coordinate client referral from corrections, school institutions and vocational rehabilitation.

EXPERIENTIAL:

I consider sports and physical fitness to be an integral part of my life style.

Sports interests include: soccer--I have played semi-professionally, and for school and college in England; coached and refereed in Canada, England, and for Oswego State College Varsity team, 1968-70.

Rugby--played, coached and refereed in England, Canada, and the United States.

Trampoline--co-founder of college team at Loughborough, came 4th in all-England meet in 1950, and coached extensively.

Camping, hiking, and rock-climbing in both Europe, Canada, and the United States. I have also skied, skated, played tennis, athletics, and swam as minor sports activities.

- EMPLOYMENT: 1974- Mass. Defenders Committee, Social Service Div., as a caseworker, and supervisor of students and volunteers. Development of rehab. programs for persons in the criminal justice system. This involves working closely with attorneys, judges, probation officers, and community agency.
- 1969-73 Oswego County Association for Retarded Children, as director of a new sheltered workshop I was instrumental in developing agency programs, and activities that affected not only the disabled but the community and businesses. This included eight staff, and a field-work program for students of Industrial Arts from Oswego State, work-study programs with business and schools.
- 1968-69 State University of New York, Oswego, instructor in teacher education in Industrial Arts, drawing. I took part in the development of a new curriculum for these students.
- 1964-67 Protestant School Board of Greater Montreal, Canada, teacher of Industrial Arts (metals, wood, and drawing) at high school level. I set up one renovated metals workshop.
- 1961-64 Marshalswick Boys School, St. Albans, England, teacher of crafts (wood, metal) at secondary level (ages 11 to 18).

PROFESSIONAL OBJECTIVES:

To work in the human services area, particularly in community-based programs. My primary interests are to provide goal-oriented programs that satisfy both client needs and society's expectations. To this end my doctoral focus is on client needs, identification, program development and innovation, and a means of providing evaluation to such programs to facilitate decision-making and continued program development.

PERSONAL RESUME

PRESCOTT EATON

6/18/75

Personal Biography

Born January 29, 1930, in Seattle Washington. Lived in Seattle, Washington to age 23. Entered U.S. Army October 2, 1953 and served until voluntary retirement June 1, 1975 as a Lieutenant Colonel. Served in positions of responsibility at military installations throughout the United States, in Greenland, Europe, Vietnam and Laos.

Education

High School: Shawnigan Lake, British Columbia (graduated 1949)

College: Washington State College (1949-1951)
 University of Washington (1951-1953)
 Bachelor of Arts in Anthropology
 Eastern Washington State College (1965-1967)
 Master of Science in Psychology

Relevant Positions Held

Associate Director, Management Programs, National Center for Defense Management, 2100 M Street, N.W., Washington, D.C. (4/21/75 to present)

Assistant Comptroller, Military District of Washington, Washington, D.C. (June 7, 1974 to April 20, 1975)

Executive Officer, Support Element, Defense Attache Office, Vientiane, Laos (January 16, 1974 to June 6, 1974)

Executive Assistant (Secretary of the General Staff), Commander, U.S. Army Criminal Investigation Command (April 15, 1973 to December 15, 1973)

Graduate Faculty Member, U.S. Army Command and General Staff College, Fort Leavenworth, Kansas (June 6, 1970 to May 15, 1972)

Professional Training

Automatic Data Processing Theory/Applications (Jan-June, 1970/October, 1970)

Operations Research/Systems Analysis Executive Course (November - December, 197

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Prescott Eaton
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Professional Training cont'd.

Application of Behavioral Science Models for Management, U.S. Department
of Agriculture Graduate School (October, 1974)

Organizational Memberships

American Psychological Association (APA)
Division of Industrial - Organizational Psychology (Division 14), APA
American Society of Military Comptrollers
Association of Legal Administrators
Psi Chi (Psychology Honorary)
American Society of Association Executives
Association for Systems Management

Awards

Legion of Merit, Bronze Star
Meritorious Service Medal, Air
Medal, Army Commendation Medal (three awards)

APPENDIX E

NAC and ABA Standards

5.3 Duties of counsel.

(a) The duties of the prosecution and defense attorneys do not cease upon conviction. While it should be recognized that sentencing is the function of the court, the attorneys nevertheless have a duty of assisting the court in as helpful a manner as possible.

(b) The prosecutor should recognize that the severity of the sentence is not necessarily an indication of the effectiveness or the efficiency of his office. In addition, the prosecutor, no less than the judge, has the duty to resist public clamor or improper outside pressure of any sort.

(c) Although there will be occasions when sentencing recommendations by the prosecutor are appropriate; the prosecutor ordinarily should not make any specific recommendations as to the appropriate sentence.

(d) The duties of the prosecutor with respect to each specific sentence should include the following steps:

(i) The prosecutor should satisfy himself that the factual basis for the sentence will be both adequate and accurate, and that the record of the sentencing proceeding will accurately reflect relevant circumstances of the offense and characteristics of the defendant which were not disclosed during the guilt phase of the case:

(A) If the prosecutor has access to the presentence report, he should measure it against information at his disposal and prepare himself to amplify parts which do not sufficiently reveal matters which are relevant to a proper sentence. The prosecutor should also take proper steps to controvert any inaccuracies in the report. The first such step should normally involve an attempt to avoid the formal production of evidence in open court by reaching an informal agreement with the defense attorney;

(B) If the prosecutor does not have access to the presentence report, he should present at the sentencing proceeding those facts at his disposal which are not known by him to be before the court and which are relevant to a proper sentence;

(ii) The prosecutor should disclose to the defense and to the court at or prior to the sentencing proceeding all information in his files which is favorable to the defendant on the sentencing issue;

(iii) If a plea was the result of plea discussions or an agreement which included a position on the sentence, the prosecutor should disclose its terms to the court;

(iv) The prosecutor should determine whether there are grounds for the imposition of a special term based on particular characteristics of the defendant (sections 2.5[b], 3.1[c], 3.3). If he finds such grounds, he should cause the notice contemplated by section 5.5(b)(1) to be served on the defendant and his attorney. He may then prepare a factual case for presentation at the sentencing proceeding.

(e) The defense attorney should recognize that the sentencing stage is the time at which for many defendants the most important service of the entire proceeding can be performed.

(f) The duties of the defense attorney with respect to each specific sentence should include the following steps:

(i) The attorney should familiarize himself with all of the sentencing alternatives that are available for the offense of which his client has been convicted and with community and other facilities which may be of assistance in a plan for meeting the needs of the defendant. Such preparation should also include familiarization with the practical consequences of different sentences, and with the normal pattern of sentences for the offense involved;

(ii) The attorney should explain the consequences of the likely sentences to the defendant and assure himself that the defendant understands the nature of the sentencing proceeding. The attorney should ascertain the views of his client once such information has been conveyed;

(iii) The attorney should satisfy himself that the factual basis for the sentence will be both adequate and accurate, and that the record of the sentencing proceedings will accurately reflect relevant circumstances of the offense and characteristics of the defendant which were not disclosed during the guilt phase of the case:

(A) If the attorney has access to the presentence report, this duty should at a minimum involve verification of the essential bases of the report and amplification at the sentencing proceeding of parts which seem to be inadequate. The attorney should also take proper steps to controvert any inaccuracies in the report. The first such step should normally involve an attempt to avoid the formal production of evidence in open court by reaching an informal agreement with the prosecutor;

(B) If the attorney does not have access to the presentence report, this duty should at a minimum involve an attempt to the best of the means at his disposal to ascertain the relevant facts. The attorney should also have the obligation to present at the sentencing proceeding all facts which are not known by him to be before the court and which in the interest of his client ought to be considered in reaching a sentence;

(iv) If a plea was the result of pleas discussions or an agreement which included a position of the prosecutor on the sentence, the attorney should disclose its terms to the court;

(v) In appropriate cases, the attorney should make special efforts to investigate the desirability of a disposition which would particularly meet the needs of the defendant, such as probation accompanied by employment of community facilities or commitment to an institution for special treatment. If such a disposition is available and seems appropriate, the attorney, with the consent of the defendant, should make a recommendation at the sentencing proceeding that it be utilized.

(g) It is inappropriate for either prosecution or defense counsel to re-try an individual sentence in the media of public communication.

5.4 Sentencing proceeding.

(a) As soon as practicable after the determination of guilt and the examination of any presentence reports (sections 4.1-4.6), a proceeding should be held at which the sentencing court should:

(i) entertain submissions by the parties which are relevant to the sentence;

(ii) afford to the defendant his right of allocution;

(iii) in cases where guilt was determined by plea, inform itself, if not previously informed, of the existence of plea discussions or agreements and the extent to which they involve recommendations as to the appropriate sentence.

(b) Where the need for further evidence has not been eliminated by a presentence conference (section 4.5[b]), evidence offered by the parties on the sentencing issue should be presented in open court with full rights of confrontation, cross-examination and representation by counsel.

(c) Management of the docket should be controlled by the court and should not be subject to manipulation by either party. Where possible, it is desirable that the same judge sentence all defendants who were involved in the same offense.

Standard 2.1

General Criteria for Diversion

In appropriate cases offenders should be diverted into noncriminal programs before formal trial or conviction.

Such diversion is appropriate where there is a substantial likelihood that conviction could be obtained and the benefits to society from channeling an offender into an available noncriminal diversion program outweigh any harm done to society by abandoning criminal prosecution. Among the factors that should be considered favorable to diversion are: (1) the relative youth of the offender; (2) the willingness of the victim to have no conviction sought; (3) any likelihood that the offender suffers from a mental illness or psychological abnormality which was related to his crime and for which treatment is available; and (4) any likelihood that the crime was significantly related to any other condition or situation such as unemployment or family problems that would be subject to change by participation in a diversion program.

Among the factors that should be considered unfavorable to diversion are: (1) any history of the use of physical violence toward others; (2) involvement with syndicated crime; (3) a history of anti-social conduct indicating that such conduct has become an ingrained part of the defendant's lifestyle and would be particularly resistant to change; and (4) any special need to pursue criminal prosecution

as a means of discouraging others from committing similar offenses.

Another factor to be considered in evaluating the cost to society is that the limited contact a diverted offender has with the criminal justice system may have the desired deterrent effect.

Commentary

This standard advocates diversion as a legitimate and appropriate part of the criminal justice system. It also suggests a general approach toward determining which offenders are appropriate for diversion. The criteria for invoking diversion must vary according to the nature of the program and the type of criminal activity.

Given the limited state of knowledge regarding the effectiveness of diversion and its impact on the ability of the criminal justice system to deter crime, the most appropriate approach is to examine carefully existing programs that have been found acceptable in practice and to develop further programs incorporating the most promising aspects of those which seem successful. This standard embodies the major general considerations for diversion programs that are currently in use.

Most of the current diversion programs are informal and are neither required nor specifically au

Standard 2.2

COURTS

Procedure for Diversion Programs

NAC

The appropriate authority should make the decision to divert as soon as adequate information can be obtained.

Guidelines for making diversion decisions should be established and made public. Where it is contemplated that the diversion decision will be made by police officers or similar individuals, the guidelines should be promulgated by the police or other agency concerned after consultation with the prosecutor and after giving all suggestions due consideration. Where the diversion decision is to be made by the prosecutor's office, the guidelines should be promulgated by that office.

When a defendant is diverted in a manner not involving a diversion agreement between the defendant and the prosecution, a written statement of the fact of, and reason for, the diversion should be made and retained. When a defendant who comes under a category of offenders for whom diversion regularly is considered is not diverted, a written statement of the reasons should be retained.

Where the diversion program involves significant deprivation of an offender's liberty, diversion should be permitted only under a court-approved diversion agreement providing for suspension of criminal proceedings on the condition that the defendant participate in the diversion program. Procedures should be developed for the formulation of such agreements and their approval by the court. These procedures should contain the following features:

1. Emphasis should be placed on the offender's right to be represented by counsel during negotiations for diversion and entry and approval of the agreement.

2. Suspension of criminal prosecution for longer than one year should not be permitted.

3. An agreement that provides for a substantial period of institutionalization should not be approved unless the court specifically finds that the defendant is subject to nonvoluntary detention in the institution under noncriminal statutory authorizations for such institutionalization.

4. The agreement submitted to the court should contain a full statement of those things expected of the defendant and the reason for diverting the defendant.

5. The court should approve an offered agreement only if it would be approved under the applicable criteria if it were a negotiated plea of guilty.

6. Upon expiration of the agreement, the court should dismiss the prosecution and no future prosecution based on the conduct underlying the initial charge should be permitted.

7. For the duration of the agreement, the prosecutor should have the discretionary authority to determine whether the offender is performing his duties adequately under the agreement and, if he determines that the offender is not, to reinstate the prosecution.

Whenever a diversion decision is made by the prosecutor's office, the staff member making it should specify in writing the basis for the decision, whether or not the defendant is diverted. These statements, as well as those made in cases not requiring a formal agreement for diversion, should be collected and subjected to periodic review by the prosecutor's office to insure that diversion programs are operating as intended.

The decision by the prosecutor not to divert a particular defendant should not be subject to judicial review.

NAC Standards and Goals

CORRECTIONS

3.1 Use of Diversion

Each local jurisdiction, in cooperation with related State agencies, should develop and implement by 1975 formally organized programs of diversion that can be applied in the criminal justice process from the time an illegal act occurs to adjudication.

1. The planning process and the identification of diversion services to be provided should follow generally and be associated with "total system planning" as outlined in Standard 9.1.

a. With planning data available, the responsible authorities at each step in the criminal justice process where diversion may occur should develop priorities, lines of responsibility, courses of procedure, and other policies to serve as guidelines to its use.

b. Mechanisms for review and evaluation of policies and practices should be established.

c. Criminal justice agencies should seek the cooperation and resources of other community agencies to which persons can be diverted for services relating to their problems and needs.

2. Each diversion program should operate under a set of written guidelines that insure periodic review of policies and decisions. The guidelines should specify:

a. The objectives of the program and the types of cases to which it is to apply.

b. The means to be used to evaluate the outcome of diversion decisions.

c. A requirement that the official making the diversion decision state in writing the basis for his determination denying or approving diversion in the case of each offender.

d. A requirement that the agency operating diversion programs maintain a current and complete listing of various resource dispositions available to diversion decision-makers.

3. The factors to be used in determining whether an offender, following arrest but prior to adjudication, should be selected for diversion to a noncriminal program, should include the following:

a. Prosecution toward conviction may cause undue harm to the defendant or exacerbate the social problems that led to his criminal acts.

b. Services to meet the offender's needs and problems are unavailable within the criminal justice system or may be provided more effectively outside the system.

c. The arrest has already served as a desired deterrent.

d. The needs and interests of the victim and society are served better by diversion than by official processing.

e. The offender does not present a substantial danger to others.

f. The offender voluntarily accepts the

offered alternative to further justice system processing.

g. The facts of the case sufficiently establish that the defendant committed the alleged act.

CORRECTIONS

5.2 Sentencing the Nondangerous Offender

State penal code revisions should include a provision that the maximum sentence for any offender not specifically found to represent a substantial danger to others should not exceed 5 years for felonies other than murder. No minimum sentence should be authorized by the legislature.

The sentencing court should be authorized to impose maximum sentence less than that provided by statute.

Criteria should be established for sentencing offenders. Such criteria should include:

1. A requirement that the least drastic sentencing alternative be imposed that is consistent with public safety. The court should impose the first of the following alternatives that will reasonably protect the public safety:

- a. Unconditional release.
- b. Conditional release.
- c. A fine.
- d. Release under supervision in the community.
- e. Sentence to a halfway house or other residential facility located in the community.

f. Sentence to partial confinement with liberty to work or participate in training or education during all but leisure time.

g. Total confinement in a correctional facility.

2. A provision against the use of confinement as an appropriate disposition unless affirmative justification is shown on the record.

Factors that would justify confinement may include:

a. There is undue risk that the offender will commit another crime if not confined.

b. The offender is in need of correctional services that can be provided effectively only in an institutional setting, and such services are reasonably available.

c. Any other alternative will depreciate the seriousness of the offense.

3. Weighting of the following in favor of withholding a disposition of incarceration:

a. The offender's criminal conduct neither caused nor actually threatened serious harm.

b. The offender did not contemplate or intend that his criminal conduct would cause or threaten serious harm.

c. The offender acted under strong provocation.

d. There were substantial grounds tending to excuse or justify the offender's criminal conduct, though failing to establish defense.

e. The offender had led a law-abiding life for a substantial period of time before commission of the present crime.

f. The offender is likely to respond affirmatively to probationary or other community supervision.

g. The victim of the crime induced or facilitated its commission.

h. The offender has made or will make restitution or reparation to the victim of his crime for the damage or injury which was sustained.

i. The offender's conduct was the result of circumstances unlikely to recur.

j. The character, history, and attitudes of the offender indicate that he is unlikely to commit another crime.

k. Imprisonment of the offender would entail undue hardship to dependents.

l. The offender is elderly or in poor health.

m. The correctional programs within the institutions to which the offender would be sent are inappropriate to his particular needs or would not likely be of benefit to him.

APPENDIX F

Sample Referral Form

Referred by _____
(MDC Atty) _____
Date Referred _____
Date MDC opened: _____

Date Received _____
Date Assigned _____
SSD Worker _____
1st SSD Interview _____

S.S.D. CLIENT REFERRAL SHEET

Name _____ Age/ _____ Ethnic _____
Sex _____ DOB: _____ Background _____
Address(es) _____ Phone(s) _____

Parents (Address & Phone) _____

Spouse/Children _____

Welfare _____ AFDC/DCG _____ Worker _____ Location _____

Bail _____ (amt./date)

Court _____ Trial Date _____ Custody (Where) _____

Charges (INDICATE IF FIRST OFFENSE, Adult/Juv) _____

Prior MDC Client? _____ If so, name(s) of attorney(s) _____

Did a judge or Court Officer Request SSD services? _____

COMMENTS:

1. COURT HISTORY (Complaints, findings, charges, parole outstanding, name of courts and probation officers, ect.) _____

2. CURRENT/PREVIOUS AGENCY INVOLVEMENT (Dates, Counselors, specific services diagnosis, ect.) _____

3. EDUCATIONAL/VOCATIONAL/PROFESSIONAL TRAINING (Last grade attained, problem areas, special problems; dates, locations, ect.) _____

4. OTHER RELEVANT INFORMATION _____

ATTORNEY ASSESSMENT OF SERVICE NEEDS (Educational, Vocational, Alcoholism, Drug, Psychological, Residential...if unknown, state reasons for referral)

PLEASE PHOTOSTAT ALL PERTINENT INFORMATION FROM MDC FILE WHEN IT IS AVAILABLE. Thank you.

APPENDIX G

Log Book Materials

LOG BOOK ENTRIES

The log book is a record of all cases opened by the unit. Each case requires nineteen statistical entries:

1. Month case number
2. Social Service Unit file number
3. Age of the offender (adult/juvenile, also)
4. Offender's name
5. Offender's ethnic background
6. Charges; felony/misdemeanor
7. Note if case is a transfer, first offense
8. Court where charges are brought
9. Court status (pre-trial/post-trial referral)
10. Youth service status (current, past, none)
11. educational level of offender
12. note if offender has probation in his/her history
13. attorney's name
14. caseworker's name
15. attorney's assessment of offender's needs
16. date case opened
17. date case closed
18. number of weeks case was open
19. note services delivered and agencies used.

To open a case, the secretary enters all available information in the log book. The case is assigned and the file transmitted to a caseworker. Also, an index card is prepared for the card file. A case file should include four forms: the blue sheet (referral sheet), interview information sheet, a release form, and a close-out sheet. The close-out sheet should be filled out as much as possible by the secretary to give her background on the case. Finally, a label is placed on the file.

2

[illegible]

SMITH, John Q.

SSD #

DOB: m-d-y

Referred by: attorney

Date opened: m-d-y

Unit worker: caseworker

Date closed: m-d-y

Assessment: agencies used, services delivered

Index Card filed in Card File

SSD #

John Q. Smith

File Label

APPENDIX H

Initial Client Contact Procedure and Sample Referral Letters

CONTINUED

1 OF 2

Initial Client Contact

Initial client contact may be made by telephone or by letter, depending on the preference of the coordinator. Initial interview letters may be modelled after the attached form letter or may be dictated by the coordinator. Appointments should be noted on the secretary's desk calendar, as this is the central bank of information for the entire office.

Two copies should be made of each client-related letter. The first belongs in the client's active case file kept by the caseworker. The second is placed in the correspondence file of the coordinator (maintained by the secretary in her desk) and assures fast and easy reference for the secretary.

Attorneys should be kept informed in three ways: phone contacts, handwritten notes, and typewritten memoranda from the coordinator. The last two, along with memoranda to the file, keep a running record of activity of a case. Even though an attorney and a caseworker may be in constant verbal contact, written information should be submitted periodically for the records. Written communications assist in formulating client plans.

As with client-related letters, copies of all memoranda and notes to attorneys regarding a case should be made for the records of the Social Service Division.

Date

Dear _____:

Your attorney, _____, has referred your case to the Social Service Unit of the New Hampshire Public Defenders as he thought we could be of assistance to you.

I would like for you to come in to talk with me, and I have scheduled an appointment for you on _____, at _____ o'clock.

I look forward to meeting with you. If you cannot come at that time, please call me at _____, Extension _____, to reschedule. If I am not at the office, please leave a message with my secretary.

Sincerely,

Social Service Coordinator

xx

Date

Dear _____:

Your attorney, _____, has referred your case to the Social Service Unit of the New Hampshire Public Defenders as he thought we could be of assistance to you.

I would like for you to come in to talk with me. Please call my office at _____, Extension ____, to schedule an appointment at a time that is convenient to you.

I look forward to talking with you.

Sincerely,

Social Service Coordinator

XX

APPENDIX I

Interview Sheet

SOCIAL SERVICE DIVISION

Interview Sheet

Client's Name: _____
S.S.D. # _____ Date of Interview: _____ Interviewed by: _____
Unit Worker: _____ Assigned Attorney: _____

Referral Notes: _____

LEGAL SITUATION:

Arrest Date: _____ Initial Charge(s): _____
Current Charge(s): _____
Bond: _____ Court: _____
Misdemeanor: _____ Felony: _____ Trial Date: _____
Pending Charge(s) (Including Status and Attorneys): _____

SOCIAL INFORMATION:

Date of Birth: _____ Age: _____ Place of Birth: _____
How long in Boston (or area) _____
Address: _____
How long at present address? _____ With whom: _____
Phone: _____ Other locations where may be contacted: _____

Previous Address(es) (Past three years): _____

Parents or Guardians:

<u>Name</u>	<u>Address</u>	<u>Telephone</u>	<u>Occupations</u>
-------------	----------------	------------------	--------------------

Siblings and Ages: _____

Other "Relevant" Family Members: _____

Current marital status: _____ Marriage date: _____

Children:

<u>Name</u>	<u>Age</u>	<u>Sex</u>	<u>Lives with</u>
-------------	------------	------------	-------------------

EDUCATION:

Last Grade Completed: _____ Date: _____

School: _____ Address: _____

Interests/Accomplishments: _____

Reason for leaving: _____

Vocational Training:

<u>Type</u>	<u>Where</u>	<u>When</u>	<u>Completed</u>
-------------	--------------	-------------	------------------

Interest in enrolling into a vocational training program? What type?

EMPLOYMENT HISTORY:

Present Employer: _____

Address: _____ Phone: _____

Supervisor: _____

Work Performed: _____

Take Home Pay: _____ Starting Date: _____

Previous Employer: _____

Address: _____ Phone: _____

Supervisor: _____

Work Performed: _____

Take Home Pay: _____ Dates: _____

Previous Employer: _____

Address: _____ Phone: _____

Supervisor: _____

Work Performed: _____

Take Home Pay: _____ Dates: _____

MILITARY SERVICE:

Current Draft Status: _____

Branch: _____ Date Entered: _____

Date Discharged: _____ Type: _____

Special Notes: _____

Training/Education Received: _____

Problems: _____

PRIOR LEGAL INVOLVEMENT:

Adult:

Dates

Age

Charge

Disposition

Juvenile:

Dates

Age

Charge

Disposition

Institutional Experience: _____

Probation or Parole Experience:

Dates

Court

Officer

PHYSICAL HEALTH:

Last Physical: _____

Alcohol Problems: _____

Treatment: _____

Drug Problems: _____

Treatment: _____

MENTAL HEALTH:

Psychological Testing: _____

Psychiatric Examination: _____

OTHER AGENCIES INVOLVED (WITH CLIENT OR FAMILY):

OTHER:

APPENDIX J

Home Visit and Assessment

HOME VISIT

RESIDENCE

F L and J G
105 W Street
S , MA

Telephone:

PLACE OF WORK

F L G
S Motor Sales
37 Pond Street
S , MA

Telephone:

Visited F G 's house and place of work to consider feasibility of A 's residing in his brother's home during his release program from Bridgewater Treatment Center.

The six-room, two-year-old house is located south of S , near , on a remote paved country road. The physical environment is comfortable and inviting. The house is carpeted throughout, has new furniture, admits considerable daylight, and is most definitely neat and clean. Mrs. G , with whom I spoke for an hour, is a full-time housewife tending to her two children, aged 2 and 4. During the day she seldom leaves the house except for infrequent errands and visits. She also performs the bookkeeping and billing responsibilities for her husband's business from the house. Mrs. G is 26 years old; her husband, F , is 28. They have been married for six years.

Mrs. G is very supportive of A 's coming to live in a spacious panelled and carpeted room in the basement. This room of the house will afford A ample privacy and is more than sufficient to have a bedroom-living room combined in the one space, allowing A to have friends in independently. Mrs. G anticipates no problems in having A in the house, including feeding him, transporting him occasionally, and allowing him use of the laundry machinery.

I spoke with F G , A 's brother, at S Motor Sales. A centrally located gasoline service station with mechanic shop where he works six days a week. Mr. G purchased the business two years ago. Except for the problem all gasoline sellers are having now, his business is doing well. He employs his father, age 55, who is an alcoholic and is a source of tension to F and his family. It is because of the father's general antipathies and specific feeling of anger/embarassment for A that F and his wife strongly felt that it would far better for A to live with them. It is important to say that neither F G or J G feel any embarassment or hesitate in any way at having A live with them.

Because of the father's presence at S Motor Sales, I would not recommend having A work there. F G has stated his willingness to assist in finding A a job.

In conclusion, I found A 's brother and his wife extremely supportive. They are warm, candid people who have a comfortable house that should be excellent as a transitional residence for A .

S. L
B : N.
W
March 4, 197

At our initial interview on 2/17/7, D indicated the following:

1. His immediate goal is to return to R High School and complete his education. His long-term goals are to attend college on a football scholarship and pursue a career in professional football.
2. If he cannot attend R , he wants to enroll in night school and secure a full-time job for during the day.

To assist D in reaching his immediate goal, I secured the following information:

1. D cannot attend R High School since he is not from that school district (he is from the H district).
2. A transfer to R might be possible if an opening becomes available However, to be eligible for a transfer, D must be in attendance at H , and presently he refuses to attend.
3. The headmaster at H indicated to me that D has a record of behavior and attendance problems at that school. His recommendation will be that D be given a evaluation with a subsequent referral for an alternative education program.

Given the above information, I learned the following about the possibility of D's attending night school and securing employment:

1. It is too late for D to enroll in the city's night school. The program started over six weeks ago, and at this date, no one can participate in it for credit. The next semester begins in September, 197 .
2. I referred D to the Offenders Unit of DES. The employment counselor there told D that she could not refer him to jobs until he obtained a social security number. D did not follow those instructions, nor did he keep his next appointment with the employment counselor.

Conclusions:

1. I have had three interviews with D, and to each appointment he has arrived at least an hour late. D clearly shows a lack of responsibility, and his apparent laziness indicates to me that he is not job-ready.
2. I confronted D with my feelings about his lack of responsibility and unwillingness to make efforts on his own behalf. However, he refuses to admit that he is demonstrating a lack of responsibility when he doesn't arrive on time and when he doesn't attend scheduled appointments.
3. I told D that I could no longer make any referrals until he demonstrated responsibility in his dealings with me. D's response was that he could find a job without me.
4. My only concrete plan of action at this time is to have a meeting at H. High School with D, the headmaster, and the evaluation team. The purpose at this meeting would be to find out what problems D is encountering at the school, and whether or not his participation in the regular day program can be contracted before resorting to a . D is willing to attend such a meeting if I arrange it and attend with him. He understands that the only way he could possibly return to R is if he actually attends H first. However, his feelings towards H are extremely bitter at this point, and it will take a great deal of convincing and support before D would be willing to agree to return to the school.

APPENDIX K

Case Close-Out

CASE CLOSE-OUT

When a coordinator is ready to close a file, the file is returned to the secretary with a close-out summary (handwritten) and a completed close-out sheet. The secretary then completes the following procedure:

1. enter necessary data into the log book: date closed, weeks open, and services delivered.
2. enter necessary data on file card: date closed, assessment.
3. remove unused forms from file.
4. enter close-out in close-out log with necessary information: SSD case number, offender's name, coordinator's initials, number of weeks open, Youth Service status, and date closed.
5. enter pertinent information on monthly statistics sheet.
6. file closed case in file cabinet; return case file card in cabinet.

Date closed _____
Weeks open _____
Unit worker _____
SSD Case # _____

CLOSE-OUT SHEET

Name _____ Age _____ Sex _____ Ethnic _____

Education _____ Juv/Adult _____ Misd/Felony _____

Transfer Hearing _____

Concurrent Jurisdiction _____

<u>Attorney Assessment</u>	<u>SSD Assessment</u>	<u>Services Delivered</u>	<u>Court Disposition</u>

Service Plan Was:

	Accepted	Not Accepted
CLIENT		
Court:		
P.O.		
D.A.		
JUDGE		
AGENCY		

SSD Involvement Avoided:

	Yes	No
DETENTION		
WAS BAIL		
REDUCED?		
COMMITMENT		
TRANSFER		
OTHER:		

CRIMINAL HISTORY:

PRIOR OFFENSES: Misdemeanors _____ Felonies _____
(# and Dates) Complaints _____ Findings _____
Transfers _____ Incarceration _____

PRIOR COMMITMENTS: DYS _____
(Dates and Worker) DPW _____
DMH _____

PROBATION: Prior (terminated) _____
Current _____

PRIOR AGENCIES/TREATMENTS _____

FOLLOW-UP COMMENTS:

<u>3 Months</u>	<u>6 Months</u>	<u>9 Months</u>	<u>12 Months</u>

APPENDIX L

Case Summary Materials

CASE SUMMARY SHEETS

Summary sheets are maintained for opened cases and for those closed during the month. These sheets assemble the statistical data necessary for the quarterly data sheet and the quarterly report prepared for the Federal Grant Administrator.

Quarterly statistics sheets can be filled out more easily if the necessary information is kept up at a regular pace. It takes approximately two hours to prepare monthly summary sheets; quarterly require eight to ten hours.

[illegible]

[illegible]

APPENDIX M

Sample Courtesy Letter

Dear Honorable Justice

INRE: D

I would like to inform you of the progress of the above-named who was before your court on July 22, 197 , and was accepted at the in Providence, Rhode Island, on August 6, 197 .

In speaking with the Medicaid consultant involved in funding this program (Ms. D.), she is satisfied that the program is developing according to her best hopes. D. is due to start a part-time job placement under supervision at Co. in Attleboro, Massachusetts. This is the first step of her reintegration into the community as a productive citizen.

I want to thank you for your interest and assistance in creating this exciting opportunity for D.

Please find enclosed the latest bi-monthly report received by me on March 26th.

Sincerely,

J. E.
Caseworker/Program Developer

meac
Enclosure

APPENDIX N

Program Description Form

Name:
Address:

Phone:
Capacity:
Sex:

Ages:

Profile of Clients Served:

Average Length of Stay:

PROGRAM DESCRIPTION:

(1) Objective

(2) Client Services:

Referral

Counselling (Individual, Family) -- Out patient/In patient
Group Treatment

Health:

Diagnostic

Medical

Dental

Psychiatric

Education:

Tutorial

Classroom

Educ. Release

Recreation

Vocational Train.

Inst. Pgms.

Community Pgms.

Voc. Release

Special Services

Drug Therapy

Other (specify)

(3) Agency Relationships:

(a) Agency Identification

Type of Agency:

Federal

State

Local/Community (Public/Private)

Other: (Specify)

(b) Agency Relationships:

Type:

Statutory

Contractual Services

Informal

By written agreement

Not by written agreement

Other: (Specify)

(4)

Location:

Type:

Institution

Community

Public Facility

Private

Group Facility

Family

Other (Specify)

Professional Staff:

Staff/Client ration:

Intake Criteria:

Costs:

Funding Source:

APPENDIX 0

Agency Evaluation Procedure and Form

Date _____

By _____

AGENCY EVALUATION FORM

GENERAL:

NAME: _____

LOCATION: _____

TELEPHONE: _____ CAPACITY: _____

DIRECTOR: _____

DESCRIPTION:

CLIENTS SERVED (male/female, ages, disabilities)

FACILITY (location, condition, privacy, movement)

RESIDENTS' ROOMS (location, condition, privacy, movement)

RECREATION AREA (location, condition, privacy, movement)

ATMOSPHERE EVALUATION (stigma, staff/client rapport)

STAFF:

NUMBER; RATIO OF STAFF/CLIENT

QUALIFICATIONS

ORIENTATION, INSERVICE TRAINING

INTAKE:

FORMAL PROCEDURE

CHARACTERISTICS OF PROGRAM

TREATMENT PLAN'S CLIENT INPUT

LENGTH OF STAY (maximum and minimum)

SUCCESS CRITERIA, FOLLOW-UP

sit in on intake--atmosphere, present, approach

PROGRAM COMPONENTS:

EDUCATIONAL _____

OCCUPATIONAL ASSESSMENT _____

VOCATIONAL TRAINING _____

CLINICAL _____

CONTROLS--MEDICATION, PHYSICAL _____

TERMINATION _____

COMMUNITY RELATIONS _____

PROGRAM FILES

Whenever new information on a program is received, there are three procedures to follow:

1. Check in Rolodex for cards on the program. Be sure name, address, phone number, and contact names are correct. If no cards exist, make them up and file. Cross-reference whenever possible, as this facilitates finding information when it is essential for a case. Cross-reference should be made for all contact persons, and also any second names for a program.
2. Compose a file for the information if one is not in the program file. Label folder and place in alphabetical order in the file.
3. Type a program card for index file. It is wise to circulate folders of new programs among staff members before filing. By doing so, the secretary is no longer the only person familiar with a program.

Program files should be kept up to date. If in doubt as to the existence of an old program, try to contact them. It does no good to have information on programs if they cannot be used.

APPENDIX P

Sample Letter to Court/Probation

January 13, 1976

Probation Department

Boston, MA

Dear :

INRE:

is currently residing temporarily at Project Place House on Dwight Street and attending the Center for Alternative Education in Kenmore Square, Boston. He will be living at Project Place for about three months, or until such time as we can find placement for him at Manchester By The Sea.

The Center for Alternative Education has as its focus reality therapy, which attempts to bring a student to grips with his or her irresponsible behavior and shows them how they can attain their goals realistically, i.e. hard work, schooling, and discipline. The Center for Alternative Education is a highly regarded education facility, and many of its graduates who were once problems for the criminal justice system have successfully gone on to higher education and/or skilled jobs.

I have been working with for about six months and have watched his development from an individual who could not deal with authority to one who is growing and learning to accept that life isn't pretty and the only way he can make it is to work.

I have enclosed a letter from myself, dated , regarding ; also, another letter from Dr. , Pediatrician-in-Chief at Hospital, to Court and is basically the plan we have set up for . It is my profound opinion

that has one of the best chances for rehabilitation that I have seen in my clients for many a year. It is hoped that the enclosed information will be of help. If you need any further assistance, please do not hesitate to write or call.

Sincerely,

Caseworker/Program Developer

Enclosures

APPENDIX Q

Sample Report to Court

TO: PRESIDING JUSTICE,

MUNICIPAL COURT

FROM: , ATTORNEY

RE: SOCIAL HISTORY REPORT

Record: No prior record.

Parents:

Age: . D.O.B.: . Age at Offense: .

Address: , Mass.

Phone:

Occupation:

Introduction:

was referred to the Social Service Department of Massachusetts Defenders for assistance in disposition on a charge. He was seen by and . A home visit was made by . He was referred to Children's Hospital and New England Medical Center for further evaluation. Copies of some preliminary evaluations are attached to this report. Should the court require more detailed psychiatric evaluations, additional time will be needed.

Social History:

is the third of four children born to his parents. His parents separated in 1963 and were finally divorced in 1968. had only occasional contact with his own father until this case. Since then, his father has begun to actively participate in life; he would be willing to participate actively in any rehabilitation efforts.

mother remarried, , in 1970. lives with his mother and stepfather. There are two step-siblings, one 2 years old and one two weeks old. works as a paper cutter for . His take-home pay is per week. receives of bi-weekly for the children.

In a home visit by , seemed uncommunicative. She stated she did not have time for a long visit; she did

not seem interested in court case. When residential placement was suggested as one of the court's options, she seemed willing to accept it. has not given much time or thought to court case; she states that her new baby is taking much of her time and she had an uncomfortable pregnancy. has assumed most of the responsibility for preparation for this case.

has strong relationships with an older brother and sister and with his grandmother, lived with for a few months, but because she has heart trouble and lives in a project, our social service office does not see this as a viable long-range placement.

When was two years old he was treated for meningitis at Hospital. He apparently recovered, but the doctors warned his mother to watch his behavior and to take him to a psychiatrist if he misbehaved or acted strangely. In 1968, after behavior problems in school and at home, his mother took him to the psychiatric unit at Children's Hospital. After several months of testing, the hospital diagnosed him as emotionally disturbed and recommended that his mother begin a regular program of therapy for him at Children's Hospital. She never followed through on that recommendation. The evaluation by Children's Hospital is discussed further in an addendum to this report.

Although intelligence tests are in the normal to bright-normal range, he has not done well in school. He will repeat the seventh grade this year. He was suspended several days for fighting. He does not express much interest in school. will be at the at the School this year.

Psychiatric Evaluations:

first involvement with psychiatrists was in at the age of . Because of a series of problems, including fights, headaches, hallucinations and hyperactivity, he was referred to Children's Hospital for testing. After extensive testing, it was determined that he was not psychotic but was seriously disturbed. Children's Hospital states that his mother was asked to follow up the testing with intensive therapy at Children's; she states that she was told he would not have to come back. In any case, there was no follow-up.

When case was assigned to Massachusetts Defenders it was decided that he should be interviewed by a psychiatrist in preparation for disposition of his case. Since there was no preliminary indication of active psychosis, and since denies this offense, there was never any intention of preparing an insanity defense.

Because of his prior testing there, was re-interviewed at Children's Hospital. The "interview" lasted most of one day. A report by Dr. , prepared for the Court, is enclosed.

On the recommendation of our Social Service Department, a second series of interviews was scheduled at New England Medical Center. case has been assigned to Dr. His social worker is appears to have established a strong relationship with and says he would like to continue working with

does not feel he knows well enough yet to make an accurate report to the Court. He plans to re-interview next week and has scheduled a full day of psychological testing for father accompanied him to the first interview, August 1, and an interview with his mother is essential to complete the evaluation.

feels tentatively, that strengths include an ability to socialize, concern for other people, strong ties with his older brother and his intelligence. He states that is not psychotic, but that his family background and perhaps his education situation may be causing "character problems which could get worse" if not treated now. states that the Court, as an authority figure, could greatly facilitate rehabilitation by impressing on and his parents that serious consequences will result if they fail to complete a psychiatric program for him.

Conclusion:

is a boy with some strong personal resources in his intelligence and his ability to relate to others. His father has expressed a willingness to be involved in whatever rehabilitation the court directs. However, receives little support from his mother and has grown up without much contact with his father.

It is the feeling of our Social Service Unit that would benefit from residential placement in a small setting of no more than 12 boys. Such a program can be funded by the Division of Child Guardianship (DCG). If the Court feels that a non-residential program is appropriate, then we would suggest a program which keeps Darnell out of the home for most of the day and provides him with an adult male to relate to and to provide him with emotional support. Both and his mother seem interested in residential placement.

has established a positive relationship with Dr. of New England Medical Center. He is less comfortable with the psychiatrist who interviewed him at Children's Hospital. Although is not psychotic, preliminary evaluation indicates that he would benefit from psychotherapy; is willing to accept this and his father has agreed to assist in whatever program is provided. Further testing will be needed before a specific recommendation can be made.

Funding for placement, special schooling or psychiatric treatment can be provided by, among others, DCG, Chapter 766 and the Department of Welfare.

Enclosed:

Diagnostic Evaluation, Children's Hospital; Initial interview,

APPENDIX R

Lazarus Assertiveness Questionnaire

Rathus Assertiveness Schedule

LAZARUS ASSERTIVENESS QUESTIONNAIRE

When a person is blatantly unfair, do you usually fail to say something about it to him?

Are you always very careful to avoid all trouble with other people?

Do you often avoid social contacts for fear of doing or saying the wrong thing?

If a friend betrays your confidence, do you tell him how you really feel?

If you had a roommate, would you insist that he or she do their fair share of cleaning?

When a clerk in a store waits on someone who has come in after you, do you call his attention to the matter?

Do you find that there are very few people with whom you can be relaxed and have a good time?

Would you be hesitant about asking a good friend to lend you a few dollars?

If someone who has borrowed \$5 from you seems to have forgotten about it, would you remind this person?

If a person keeps on teasing you, do you have difficulty expressing your annoyance or displeasure?

Would you remain standing at the rear of a crowded auditorium rather than look for a seat up front?

If someone keeps kicking the back of your chair in a movie, would you ask him to stop?

If a friend keeps calling you very late each evening, would you ask him or her not to call after a certain time?

If someone starts talking to someone else right in the middle of your conversation, do you express your irritation?

In a plush restaurant, if you order a medium steak and find it too raw, would you ask the waiter to have it recooked?

If the landlord of your apartment fails to make certain necessary repairs after promising to do so, would you insist upon it?

RATHUS ASSERTIVENESS SCHEDULE

Directions: Indicate how characteristic or descriptive each of the following statements is of you by using the code given below.

- _____ 3 very characteristic of me, extremely descriptive
- _____ 2 rather characteristic of me, quite descriptive
- _____ 1 somewhat characteristic of me, slightly descriptive
- _____ 2 rather uncharacteristic of me, quite nondescriptive
- _____ 3 very uncharacteristic of me, extremely nondescriptive

1. Most people seem to be more aggressive and assertive than I am.
2. I have hesitated to make or accept dates because of "shyness".
3. When the food served at a restaurant is not done to my satisfaction, I complain about it to the waiter or waitress.
4. I am careful to avoid hurting other people's feelings, even when I feel that I have been injured.
5. If a salesman has gone to considerable trouble to show me merchandise which is not quite suitable, I have a difficult time in saying "no".
6. When I am asked to do something, I insist upon knowing why.
7. There are times when I look for a good, vigorous argument.
8. I strive to get ahead as well as most people in my position.
9. To be honest, people often take advantage of me.
10. I enjoy starting conversations with new acquaintances and strangers.
11. I often don't know what to say to attractive persons of the opposite sex.
12. I will hesitate to make phone calls to business establishments and institutions.
13. I would rather apply for a job or for admission to a college by writing letters, than by going through with personal interviews.
14. I find it embarrassing to return merchandise.
15. If a close and respected relative were annoying me, I would smother my feelings rather than express my annoyance.
16. I have avoided asking questions for fear of sounding stupid.
17. During an argument I am sometimes afraid that I will get so upset that I will shake all over.
18. If a famed or respected lecturer makes a statement which I think is incorrect, I will have the audience hear my point of view as well.
19. I avoid arguing over prices with clerks and salesmen.
20. When I have done something important or worthwhile, I manage to let others know about it.
21. I am open and frank about my feelings.
22. If someone has been spreading false and bad stories about me, I see him (her) as soon as possible to "have a talk" about it.
23. I often have a hard time saying "no".
24. I tend to bottle up my emotions rather than make a scene.
25. I complain about poor service in a restaurant and elsewhere.
26. When I am given a compliment, I sometimes just don't know what to say.
27. If a couple near me in a theatre or at a lecture were conversing rather loudly, I would ask them to be quiet or to take their conversation elsewhere.
28. Anyone attempting to push ahead of me in a line is in for a good battle.
29. I am quick to express an opinion.
30. There are times when I just can't say anything.

APPENDIX S

List of College Programs

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The following schools are potential sources of student interns and volunteers for social service units of the Public Defender offices in Manchester, Concord, and other locations. All were contacted during the consultant team site visit.

1. Hawthorne College
Antrim, NH
588-6341
Dr. Smith, Dean of Faculty

An undergraduate school. Dr. Smith expressed interest in the idea of internship placements but needs more specifics. He is willing to meet and discuss details for an internship program for his students.

2. Antioch College
Elm Street
Keene, NH
357-3122
Susan Weed, Administration Program
Don McMurray, Counseling Program

Both programs are graduate level; administration tends to have more mature students. Their field placements are for 30 hours per week; they require supervision at the placement site. There is a question of need for stipends for administrative students who might act as supervisors for counselling interns. They requested contact when the program is solidified, with specific program, dates, etc.

3. Franklin Pierce College
899-5111
Dean David Smith, Academic Affairs

Graduate students who are interested in working in the criminal justice field might be available. There was no financial concern. Dr. Sinclair might coordinate such a program (his interests are prison reform and alcoholism programs, both highly relevant to the New Hampshire situation). Dean Smith asked to be contacted regarding details and dates.

4. New England College
Henniker, NH
428-2211
Dr. Rutledge, Dean of Continuing Education
David Brody, Supervisor of Field Placements 1976

An undergraduate program in Human Service has an internship component which is a 13-week, full-time, on-site placement with weekly meetings on campus. The placement must provide supervision and tasks which are professional, not clerical or "busy work." He needs further details of program and possible starting dates.


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5. University of New Hampshire
Durham, NH
862-1234
Pauline Soukaris, Asst. Professor, Social Service (862-1799)
Betty Roberts, Supervisor of Field Placements //

This program has already successfully been used by the Public Defenders office in Manchester. It is an undergraduate program which has a field placement of 14 weeks for 16 to 20 hours per week and includes a weekly group meeting on campus. They would like contacting in June or July to arrange a meeting to set-up details for the internship program.

6. St. Anselm's College
Manchester, NH
669-1030
Mr. Hammond, Chairman, Criminal Justice Program

An undergraduate program stressing traditional police and corrections programs. Mr. Hammond would offer the program to students, but unenthusiastically because he foresees a lack of potential jobs after graduation.



APPENDIX T

Two Hypothetical Cases

NHPD Atty)
Date Referred _____
Date NHPD opened: _____

Date Assigned _____
SSU Worker _____
1st SSU Interview _____

S.S.U. CLIENT REFERRAL SHEET

Name JAMES SMITH Age/ 43 Ethnic _____
Sex M DOB: _____ Background CAUCASIAN
Address(es) 14 CENTRAL AVENUE, MANCHESTER Phone(s) NONE

Parents (Address & Phone) DECEASED
Spouse/Children VIRGINIA SMITH, 81 HIGH STREET, CONCORD (SEPARATED FROM D)
Welfare YES AFDC/DCG _____ Worker G. JONES Location WASHOBA RD.
Bail \$500
Court HILLSBORO SUP. Trial Date _____ Custody (Where) MET RAIL (amt./date) _____
Charges (INDICATE IF FIRST OFFENSE, Adult/Juv) B&E n/t w/ int. to
commit a felony, A&B on a POLICE OFFICER

Prior NHPD Client? YES If so, name(s) of attorney(s) J. JAMES
Did a judge or Court Officer Request SSU services? NO

COMMENTS:

1. COURT HISTORY (Complaints, findings, charges, parole outstanding, name of courts and probation officers, ect.) LONG RECORD OF DRUNKENNESS.
BREAKING GLASS, LARCENY, B&Es
2. CURRENT/PREVIOUS AGENCY INVOLVEMENT (Dates, Counselors, specific services diagnosis, ect.) LOCAL COMMUNITY MENTAL HEALTH CLINIC, MAYBE
AA; BRIEF PERIOD AT STATE HOSPITAL--ALL SEVERAL YEARS AGO
3. EDUCATIONAL/VOCATIONAL/PROFESSIONAL TRAINING (Last grade attained, problem areas, special problems; dates, locations, ect.)
DOUBTFUL FORMAL SCHOOLING: SOME TRAINING AS TRUCK DRIVER--CURRENTLY
LICENSE SUSPENDED BECAUSE OF A DRUNK DRIVING CHARGE--MAY NEED TO
RETAKE TEST
4. OTHER RELEVANT INFORMATION PROBATION OFFICER L. HENRY at SUPERIOR
COURT SUGGESTS ALCOHOLIC RESIDENTIAL PROGRAM

ATTORNEY ASSESSMENT OF SERVICE NEEDS (Educational, Vocational, Alcoholism, Drug, Psychological, Residential...if unknown, state reasons for referral)
ADDRESS ABOVE IS TEMPORARY: NEEDS RESIDENCE: APPEARS TO HAVE MODERATE
MOTIVATION: BECAUSE OF PRIOR HISTORY AND RECORD OF INCARCERATION, A
JAIL TERM LIKELY UNLESS SOMETHING SOLID IS OFFERED.
POSSIBLE PSYCHIATRIC PROBLEMS FROM ALCOHOLISM
MAY HAVE A DEFAULT OUTSTANDING IN CONCORD UNDER AN ALIAS--WILL KEEP
YOU POSTED

PLEASE PHOTOSTAT ALL PERTINENT INFORMATION FROM NHPD FILE WHEN IT IS AVAILABLE. Thank you.

NHPD Atty) _____ Date Assigned _____
Date Referred _____ SSU Worker _____
Date NHPD opened: _____ 1st SSU Interview _____

S.S.U. CLIENT REFERRAL SHEET

Name JEFFREY JONES Age/ 18 Ethnic _____
Sex M DOB: _____ Background CAUCASIAN
Address(es) 19 PUTLAND ST., MANCHESTER Phone(s) 925-4308

Parents (Address & Phone) SAME (lives w/parents)

Spouse/Children NONE

Welfare -- AFDC/DCG -- Worker -- Location --

Bail -- (amt./date)

Court _____ Trial Date _____ Custody (Where) _____

Charges (INDICATE IF FIRST OFFENSE, Adult/Juv) DWI, DRIVING TO ENDANGER.

TRESPASS, THREATS, A&B by means of a DANGEROUS WEAPON (bottle)

Prior NHPD Client? _____ If so, name(s) of attorney(s) _____

Did a judge or Court Officer Request SSU services? NO

COMMENTS:

1. COURT HISTORY (Complaints, findings, charges, parole outstanding, name of courts and probation officers, ect.) CURRENTLY ON PROBATION IN NASHUA: FORMERLY ON PROBATION--PRIOR ARSON CHARGE, NUM. M/V OFFENSES
2. CURRENT/PREVIOUS AGENCY INVOLVEMENT (Dates, Counselors, specific services diagnosis, ect.) _____
3. EDUCATIONAL/VOCATIONAL/PROFESSIONAL TRAINING (Last grade attained, problem areas, special problems; dates, locations; ect.) SPECIAL CLASSES UP TO THE 9TH GRADE
4. OTHER RELEVANT INFORMATION APPEARS TO HAVE SOME CONFLICTS AT HOME--
STAYS OUT WITH FRIENDS FOR DAYS AT A TIME ACCORDING TO MOTHER.

ATTORNEY ASSESSMENT OF SERVICE NEEDS (Educational, Vocational, Alcoholism, Drug, Psychological, Residential...if unknown, state reasons for referral)

JOB TRAINING; CLINICAL EVALUATION--MAY BE EMOTIONALLY DISTURBED--
MAYBE BORDERLINE INTELLIGENCE?

PLEASE PHOTOSTAT ALL PERTINENT INFORMATION FROM NHPD FILE WHEN IT IS AVAILABLE. Thank you.

APPENDIX U

Job Description for the Position of Social Services Coordinator

The position of social services coordinator is a staff position within the social service component of the New Hampshire Public Defender Office. In general, a social services coordinator will: maintain an active caseload of clients referred by Public Defender attorneys; develop a resource plan and assist in effecting appropriate placement; regularly submit written reports on case progress and resource evaluations; perform certain office duties.

Specifically, a social services coordinator will be responsible for the following functions related directly to his/her work:

I. CASEWORK/PROGRAM DEVELOPMENT

- A. Conduct client interviews at office, court, client's home or place of confinement.
- B. Confer with the assigned attorney on disposition strategy.
- C. Investigate social background of client by contacting all agencies/ persons involved or recently involved with client; including home investigation when necessary.
- D. Maintain written files on all case activity.
- E. Submit to the assigned attorney written status reports on all formal cases at least once a month.
- F. Initiate/maintain continuing relationships with clients by phone or visit during the pendency of a case.
- G. Contact, by phone and in person, resources appropriate for referral.
- H. Arrange transportation and/or accompany client to interviews and/or placement at appropriate resource(s).
- I. Prepare written dispositional plans for the use of the attorney.

This title, "Social Services Coordinator," is purposely vague because the terms "social worker," "caseworker," etc., imply formal counseling within the social work discipline. "Program Developer" and similar titles imply the creation of on-going programs, whereas the intention here is the

development of disposition plans utilizing programs. "Social services coordinator" is inclusive without suggesting a level of academic or professional accomplishment that might be misleading.

The job description should be generally applicable for volunteers as well as staff, although for volunteers, it will not include the training and volunteer supervision categories.

APPENDIX V

Statistics Sheets

MONTH _____
 QUARTER _____
 YEAR _____

[illegible]

STATISTIC	To Age 17		Ages 17-25		Ages 25-35		Ctr.	Year	%
	M	F	M	F	M	F			
Cases Opened									
Cases Closed									
Currently Open									
Caucasian									
Black									
Hispanic									
No Shows									
Lack of Interest									
Success Cases									
Court Acceptance									
Client Acceptance									
Agency Acceptance									
Successful Referrals									
Alcohol IN-PAT									
Alcohol OUT-PAT									
Counseling IN OFFICE									
Counseling AGENCIES									
Drug IN-PAT									
Drug OUT-PAT									
Education RES									
Education NON-RES									
Employment JOBS									
Employment REFERRALS									
Medical Attention									
Mental Health IN-PAT									
Mental Health OUT-PAT									
Vocational RES									
Vocational NON-RES									
Prior DMH Commitments									
Prior DPW Commitments									
Prior DYS Commitments									
FIRST OFFENSES									
Misdemeanors									
District Court									
Superior Court									
Felonies									
District Court, Conc.									
Superior Court, Conc.									
Superior Court									
Prior Incarceration									
Prior Probation									
Current Probation									
<p>Monthly Summary Sheet To Be Worked On For Quarterly Report Sheet</p> <p>Month, Year</p>									

STATISTICS	Age 17			Age 18-25			Age 26 and up			TOTALS		
	M	F		M	F		M	F		M	F	
DISPOSITIONS:												
Incarceration												
Probation												
Probation and Suspended Sentence												
CWOF												
Dismissed												

Month, Year

END