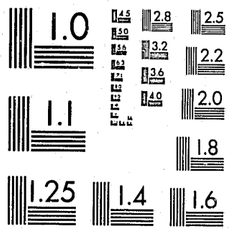

The Contextual Effects of Juvenile Correctional Facilities: Intra-Institutional Change and Post-Release Outcome

FINAL REPORT

To

Office of Juvenile Justice
and Delinquency Prevention
U.S. Department of Justice
Washington, D.C.

By

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A B S T R A C T

The goal of the current research project was to determine the extent to which the presence of violent juvenile offenders influence the effectiveness of correctional programs for juvenile delinquents. Violent offenders, defined in terms of the number of violent crimes on their official records, did not have an effect on intrainstitutional adjustment processes or post-release delinquency. Guided group interaction (a program of intensive group therapy) and community-oriented treatment programs, on the other hand, were effective in influencing the inmate subculture and in lowering (marginally) the probability of subsequent delinquency.

Interviews were completed with 371 representative juvenile males at entry into and exit from the institutions, and six months after release. In addition to this longitudinal sample, a cross-section sample of juveniles were interviewed during their stay in the institution to obtain measures of the correctional environment influencing the longitudinal sample. Official record information was also gathered on offenses and disciplinary behavior.

Two theories of correctional philosophy were tested. The first was the traditional theory of homogeneity that aims at separating violent offenders from non-violent ones in order to create homogeneous populations within separate correctional programs or units. The presumption of this philosophy is that the violent or serious offenders contaminate the other inmates and have negative effects on the success of a program. The second theory, on the other hand, argues that a heterogeneous mix of violent and

non-violent offenders has no adverse effects and may even have beneficial consequences, particularly in group-based programs such as guided group interaction. This theory of heterogeneity assumes that programs that are effectively organized can have positive effects with both violent and non-violent juveniles.

Overall, our results did not conclusively support either theory. Many hypothesized relationships did not prove to be statistically significant, or if significant, were of a small magnitude.

We argue, however, that in general, and with some exceptions, our results are more supportive of the heterogeneity than of the homogeneity philosophy. Within the institution, inmates in guided group interaction and community-oriented units were found to be more likely to develop positive attitudes toward the staff, the institution, themselves and toward "going straight" upon release. Violent offenders were found to have virtually no influence (positive or negative) on any of these attitudes. Previously incarcerated juveniles, however, did influence negatively other inmates by fostering an anti-staff inmate subculture, resulting in their self-derogation, and increasing of their criminal value orientation.

After release from the institution, juveniles who were in GGI and community-oriented programs were less likely to commit offenses or to be rearrested within six months of release. Furthermore, those juveniles in GGI programs were more likely to return to school or be employed and to have higher self-esteem after six months. Violent offenders were no more likely to commit subsequent crimes or to be rearrested after release than non-violent offenders, nor did the violent offenders adversely influence

other inmates in the units. Previously incarcerated juveniles, by fostering an anti-staff inmate subculture, did influence negatively other inmates by increasing the probability of their committing subsequent crimes and of being rearrested. Juveniles in the units with high percentages of previously incarcerated youths were also more likely to be arrested for violent crimes within six months of release.

In summary, we find support for the continued use of GGI and community-based juvenile correctional programs. Furthermore, we find that when considering "outcome" effects alone, there is no reason for separating violent offenders from non-violent offenders within correctional programs. Our findings show that caution should be exercised, however, in the handling of those inmates who were previously incarcerated since they may impair the effectiveness of a program. It must be noted, however, that the recommendation regarding violent offenders does not apply to offenders considered to be pathologically violent, nor does it apply to specific individuals for whom information from alternate sources may indicate that the person is violent-prone. Rather, it should be considered as a research finding subject to the broader debate of other legal and ethical considerations surrounding the issues of mixing violent and non-violent offenders. Despite these qualifications, our results provide some grounds for suggesting that society may have gone too far in its proper concern about mutual contamination within correctional institutions. The limits of heterogeneity may be wider than has been believed.

Chapter One: Juvenile Corrections -- Separation or Heterogeneity?

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I. Introduction

A substantial shift in the emphasis of research and policy about juvenile treatment programs has occurred in the past decade. While most studies in the 1950s and 1960s focused on correctional institutions, recent work has emphasized the study of community-based treatment programs (i.e., Ohlin et al., 1975; Warren, 1971). Several reasons account for the recent neglect of juvenile correctional facilities. First, many states have shifted their policies from placing juveniles in correctional institutions to placing them in community-based programs. Community treatment, rather than custodial care, has become the method of choice in the placement of delinquents. Second, especially after the publication of the influential "Martinson report," (Lipton, Martinson, and Wilks, 1975) the belief that treatment programs, especially within correctional institutions, cannot be effective has become commonplace. Third, the rise of labeling theory as a dominant theory in criminology in the 1960s led many researchers to conclude that correctional institutions led to criminalizing, rather than to therapeutic, effects. The result has been that few recent studies have been conducted of treatment programs within correctional facilities.

The major thrust of juvenile correctional programs over the past decade in the United States has been the trend toward deinstitutionalization (Scull, 1977). More and more juveniles are being removed from large custodial correctional facilites and placed in smalier treatment programs in more open settings. Despite these trends, many

thousands of juveniles are still sent to correctional institutions each year, and it is certain that many more will continue to enter these facilities in the future. Therefore, it is important to obtain more knowledge about the kinds of offenders who should be placed in each type of setting and the types of therapeutic change that can be implemented within correctional as well as within community-based programs.

At the same time as the juvenile correctional systems in many states have shifted their emphasis to community care, there has been increasing public concern for the secure custody of serious juvenile offenders. Violent juvenile crime, in particular, has become a source of worry to the general public, the media, and law enforcement and treatment agencies, who would like serious offenders to be securely confined and separated from the community. Clearly, this desire is difficult to integrate with trends toward community care. The result is that the correctional system faces a problem in deciding how to deal with the worst juvenile offenders. Can they be trusted within community-oriented programs or must they be confined within custodial institutions? Although all our conclusions must be qualified by mention of the methdological limitations of the study, in general we find that serious juvenile offenders can be handled more easily in community-oriented programs than has been supposed.

The combination of the policy trend toward deinstitutionalization and of public concern with securely confining juvenile offenders raises the question of the types of youths that deinstitutionalization programs can safely contain and manage and the types who must be confined within secure correctional programs. Can deinstitutionalization be viable with all

kinds of offenders or will some offenders corrupt others, be impossible to manage within community settings, and hamper the effectiveness and viability of programs? We find that too many juveniles with previous incarcerations placed on the same unit may have detrimental effects.

Traditionally, treatment-oriented programs have been reluctant to accept the worst offenders, assuming that serious offenders are harmful influences on the climate of the institution. They corrupt and "criminalize" the better offenders, are disruptive to the program, and diminish the success-rate of a therapeutic program. Because of these beliefs, the most serious juvenile offenders are typically isolated in reformatories. In addition, the public demand to incarcerate serious offenders is growing as is the claim that there should be a lower age when juveniles may be tried as adults.

This project focuses on the kinds of offenders who potentially present particular problems within programs and who cannot be maintained without harming other offenders. In particular, we are concerned with the possible effect that "serious" offenders may have on the effectiveness of treatment programs. While the notion of "seriousness" of an offender is very difficult to specify, we assume that it is approximated by the degree of seriousness of past criminal offenses and the chronicity of these offenses. Therefore, a central question in this study is the effect a particular unit's composition of offenders -- those who have committed numerous serious criminal (violent) offenses relative to those who have a less chronic and severe offense records -- has on processes critical to maintaining successful programs. (It should be noted that throughout this

work we will use terms such as "predatory", or "worse", or "violent" or "severe" offenders, to refer to those offenders who have more chronic, severe offense records than other inmates.)

There are two levels at which the question of integrating serious offenders into programs can be addressed. The first is the individual level. To what extent can individuals who have frequently committed serious offenses be integrated into programs with less severe offenders? Second, at the aggregate level, is there a certain "tipping point" beyond which serious offenders cannot be contained within programs? While programs might be able to contain several serious offenders within them, beyond a certain point they might disintegrate if too many of these offenders enter them. Although our data do not allow us to specify any precise "tipping point," we do find that the percent of serious offenders in a program generally has no ill effect.

There are, of course, many variables in addition to the seriousness of offenders that influence correctional outcomes. The treatment orientation of programs, the quality and quantity of staffing, the degree of integration into the community setting, the availability of funding, etc., all affect the quality of the correctional experience. In addition, characteristics of offenders such as their age, race, social class, etc., affect the extent to which inmates are influenced by their correctional experiences. The predatory character of offenders is but one variable among many others that render correctional programs more or less viable. To examine the impact of violent offenders on correctional programs requires a more general study of change processes within correctional

facilities. Therefore, we examine numerous other variables characteristic of both programs and offenders that, independently and in interaction with offender seriousness, were hypothesized to influence change processes within correctional and therapeutic programs.

II. Justification for Separation

The prevailing philosophy within juvenile corrections is one that emphasizes the need to separate the "worst" offenders from other juveniles. Most existing programs emphasize either the need for or the benefits from homogeneous treatment programs that separate better from worse offenders (Ohlin, Coates, and Miller, 1975). The policy of separation, or homogeneity, is based on two major considerations: the benefits derived from specialized programs and the harmful effects that predatory offenders may have on less predatory offenders. First, predatory offenders are believed to have special etiological problems at the root of their behavior so that specialized programs created to deal with these problems should be the most beneficial ones. A maximum amount of specialization in treatment programs is thought desirable, and thus populations are grouped by type of problem and given appropriate treatment.

In addition to specialization, which is based on what is thought best for the predatory offender himself, a second premise of the policy of homogeneity is that mixing worse with better offenders will be harmful to the better offenders and to the program itself. Predatory offenders are thought to be a corrupting influence on other inmates, leading them to

become more likely to adopt criminal self concepts, teaching them "the tools of the trade," and influencing them toward disrespect for authority and law-abiding behavior. In addition, the mixing of worse offenders in heterogeneous programs is thought to be a corrupting influence on the program itself. Boys who have committed serious offenses in the community are thought to carry over this behavior into the treatment program. They will disrupt the program and hamper the viability of treatment activities. Finally, predatory offenders may attain positions of leadership within the subculture of the program. In this way they can come to dominate the normative climate of the program, creating hostile attitudes toward the program and its staff. For all of these reasons pradatory offenders must be segregated in custodial institutions in order for non-custodial programs to regain maximum effectiveness with better offenders.

The policy of homogeneity assumes that youngster's behavior in treatment settings will be similar to their prior behavior in the community, that the problems leading youths to commit serious offenses in the community are deep-rooted and "carry-over" into a treatment setting. These problems require special treatment programs; without such treatment, perpetrators would present unmanageable problems in a residential setting. Alternatively, predatory offenders must be isolated from others in custodial settings. While this principle underlies the policy of homogeneity, it has not been explicitly tested. There is, however, some basis for making the opposite assumption: behavior in the treatment setting and in the community are uncorrelated.

III. Justification for Heterogeneity

The first theoretical perspective that might challenge the principle of homogeneity is that of learning theory as applied to behavior modification (Milan and McKee, 1974). The basic principle of behavior modification is that the environmental circumstances that shape and reinforce behavior must be changed in order for the individual to change. The individual is seen as responding to immediate reinforcers in the environment and not to deeply-rooted psychic "needs." Thus, the environment and not the individual is the focus of change, and the use of common methods to change environmental reinforcers may be a more effective way to produce behavioral change than a focus on the specific etiological roots of delinquency. Individuals with a wide range of prsenting problems, when placed in similar environments will respond similarly regardless of their initial problems. For example, a number of programs utilizing the "token economy" have been effective in some circumstances with a wide range of offender types (Milan and McKee, 1974; Dean and Reppucci, 1974).

In addition to behavior modification approaches, the labeling or interactionist approach (Schur, 1973) supports the assumption that behavior inside the treatment setting will not necessarily be correlated with behavior in the community. This approach emphasizes the situational, rather than the deeply-rooted, sources of law-breaking behavior. Even violent juvenile offenders may not be radically distinguishable from other youngsters; environmental contingencies, not ingrained personality characteristics, are responsible for their behavior. If this is actually

so, the implication for treatment is that even the worst offenders need not be segregated from other offenders and from the community.

Finally, Parsons (1961) suggests that a wide range of adolescent difficulties stem from common problems of adolescence. Such disturbances as emotional difficulties, running away, petty crime, and violent offenses all may have common roots in the circumstances surrounding the transition from childhood to adulthood rather than having specific and non-generalizable roots (Coleman, 1974). Therefore, treatment programs should be less focused on specific etiological sources of particular problems than on common efforts to allow troubled adolescents to make a successful transition from childhood to adulthood. While there is as yet little empirical evidence regarding the impact of heterogeneous treatment programs, the behavior modification, interactionist, and Parsonian approaches all imply that the common tasks of treatment programs are to change a wide range of non-conforming behaviors, not to segregate more serious juvnenile offenders in specialized programs.

While the policy of homogeneity assumes behavior in the community will carry over to behavior in the treatment setting, the policy of heterogeneity hypothesizes that characteristics of the treatment organization, not the characteristics of its residents, will fundamentally shape the viability of the program. This sociological perspective implies the idea that socio-cultural structures have an impact on behavior independent of the personality system (Toby, 1974). The structure, forms, and functions of the organizational system will to a great degree infuence behavior independent of the particular persons who fill organizational

roles. A large body of research regarding treatment agencies has accumulated that documents the effect of the organization on its clients, independent of the characteristics of the clients themselves. For example, Moos (1975: 325) summarizing his research on a large number of treatment settings concludes that:

> "We found that patients' behavior in treatment settings often differs markedly from their behavior in out-of-hospital community settings. Thus the common assumption that adjustment in the treatment milieu is highly related to adjustment in the community is not correct. Second, both naturalistic descriptive studies and comparative program evaluations emphasized the importance of distinctive treatment milieus in accounting for the beneficial treatment outcome, thereby pointing to the necessity of measuring and comparing these milieus."

To the extent that organizational characteristics, independent of offender types, best predict outcomes, heterogeneity would be possible within settings effectively organized for treatment. If, however, the principle of homogeneity is correct, the composition of the offender population, independent of organizational characteristics, would best predict program outcomes. In fact, a combination and interaction of the characteristics of the organization and offender population, is likely to influence program effectiveness. For example, effective treatment programs may integrate a number of serious offenders while weak programs may collapse when even a few "problem" youths enter the program. A major question of this research project is to delineate the relative contributions and interactions of organizational and personality characteristics in leading to program effectiveness.

Moving from the theoretical to the empirical level, there may even be certain benefits from heterogeneous programs. First, the inclusion of predatory offenders in a treatment program may be making a symbolic statement about the program to clients which says: "This is a meaningful program; the staff here believe in their program and feel that it can help even hardened offenders." The attitude of staff in thinking the program is effective can be a self-fulfilling prophecy by increasing the commitment of youngsters to self-improvement. Second, worse offenders may benefit from the presence of more positive role models found among the less predatory residents. Third, the inclusion of predatory offenders may have some benefits for programs based on a group-therapy model. The presence of several more "aggressive" personalities can sometimes help draw out quieter personalities to talk about their problems and interact with the group. In sum, there are some plausible positive as well as negative results of including predatory offenders in heterogeneous treatment programs. Whether positive or negative results predominate should not be assumed; it is something which should be empirically tested.

In Chart One the basic assumptions of the homogeneous and heterogeneous models are compared. These models are presented as ideal types, and it is unlikely that anyone fully believes all of the assumptions of one model to the exclusion of the assumptions of the other model. However, belief in the benefits of homogeneity has traditionally shaped the policies of the juvenile justice system. Rather than taking for granted the common-sense model of the benefits of homogeneity, we will look at the relative strengths and weaknesses of homogeneous programs.

Chart One
Assumptions of the Homogeneous and Heterogeneous Models

Homogeneous Model	Heterogeneous Model
Characteristics of the offender population predict program effectiveness	Characteristics of the treatment program predicts program effectiveness.
Problems in the community indicate underlying specific problems to be treated by specialized programs.	Problems in the community indicate either common underlying problems (Parsons) or problems which can be changed by changing the environment (behavior modification and interactionist schools) and in either case can be treated by similar treatment programs.
Youngsters who have caused serious trouble in the community will cause serious trouble in treatment.	Youngsters who have caused serious trouble in the community will not necessarily cause serious trouble in the treatment programs.
Predatory offenders are a corrupting influence by providing criminal role models to be emulated.	Non-predatory offenders may have a beneficial influence on predatory offenders by providing models to be emulated.
Predatory offenders hamper the viabiity of treatment programs by engaging in aggressive and troublesome behaviors.	Predatory offenders increase the viability of treatment programs by increasing beliefs in the effectiveness of programs among staff and residents.

Although research that tests the assumptions of homogeneity is scarce, one important empirical exploration of the feasibility of integrating predatory offenders into treatment programs is the Masssachusetts program of deinstitutionalization where even very serious offenders have been integrated into treatment settings. Our project hopes to build on the research efforts in that state (Ohlin, Coates, and Miller, 1975) and in other states such as Pennsylvania where efforts to reduce the proportion of youngsters in custodial settings are being made. Our study will provide some preliminary answers to the possiblities of heterogeneity, a question relevant to the juvenile justice system not only in New Jersey but also in the entire country.

IV. The Independent Variables

A central question in this research is how the presence of predatory offenders influence the operation of treatment programs. The effects of predatory offenders can be measured at three different levels: the individual; the associational; and the aggregate. We will examine each of these levels.

To the extent that the philosophy of homogeneity in treatment programs is correct, the characteristics of individuals at entry into programs will predict their behavior within the program and their subsequent community adjustment. In particular, the chronicity and seriousness of their past criminal behavior should predict their amenability to change in the program. The most hardened offenders will be the most difficult to change, create the most disruption, and have the

most negative attitudes toward the program. If these indicators of predatory character predict negative results, the hypotheses regarding the feasibiity of heterogeneity would be rejected.

A second consideration regarding the effect of predatory offenders within programs is the kind of position they assume within the interactional structure of the correctional programs or units. One of the reasons for the presumed harmful effects of worse offenders within programs is the leadership role that they may assume within programs. The most criminalized offenders might provide role models within the unit, thus corrupting the less hardened juveniles. In this research we test whether the worse inmates do in fact attain leadership positions within the inmate subculture. In addition, we examine what effect varying leadership patterns have on other processs within the unit such as the degree of order maintenance, residential climate, and amenability to change processes.

The final type of heterogeneity can be examined at the unit-level. Here, the focal point is the relative <u>proportion</u> of predatory offenders within units. According to the philosophy of homogeneity, units with few or no seriously predatory offenders should have fewer problems than units with more predatory offenders. Units with worse offenders, on the other hand, may have residential climates that feature negative attitudes toward the staff and a great deal of disruptive behavior on the unit as well as little amenability to change. If heterogeneity theory is correct, units with greater numbers of worse offenders, compared to those with a predominance of better offenders, should have the fewest number of

management problems, the most positive attitudes toward the program, and the greatest degree of positive change.

In our study we examine how individuals of varying predatory character respond differently to the correctional experience; the kinds of leadership positions predatory offenders assume within programs; and how programs with different numbers of predatory offenders have varying types of treatment climates. In addition, we consider how these aspects of offender character are related to a number of other variables, considered below, such as the demographic and social-psychological characteristics of offenders, and the treatment and organizational aspects of the programs.

In addition to the offense histories of individuals, we examine a number of demographic and social psychological characteristics. Of particular importance should be the age and race of individuals. In addition, factors such as juveniles' social class background, or neighborhood, may affect change processes within units. Several other factors may influence youths' amenability to change within the institution. In particular, previous studies have found that levels of self-esteem (Rosenberg, 1979), and attitudes toward criminalization (Harris, 1975) predict many other social behaviors, and we expect they will be related to institutional change as well.

In addition to the heterogeneity variables and the demographic and social psychological characteristics of offenders, there are variables that measure the organizational context of programs. These include:

a) treatment activities: treatment programs vary in the degree to which their activities focus on rehabilitative, punitive, or purely

custodial functions. In the New Jersey juvenile correctional system, particular emphasis in many programs is placed on the therapeutic technique of "guided group interaction" -- a technique that involves small, intense group interaction in daily sessions. We expect that programs which utilize guided group interaction techniques will be more successful than ones with punitive or custodial emphasis. The major research question is the extent to which therapeutic objectives can be accomplished with serious, as well as non-serious offenders.

b) community integration: we assume that effective institutional programs prepare individuals, not for further institutional life, but for conventional, socially responsible roles in the community. There are several aspects of community integration. These include the degree of contact with members of the community, and the type of contacts with the community (recreational, employment, etc.).

V. The Dependent Variables

There are four major categories of dependent variables to be tested in this study. These are: (A) social-psychological processes; (B) attitudes of the offenders toward the staff; (C) the viability of the program itself; and (D) adjustment in the community after release from the program.

A. Social-psychological processes

1. criminal self-labeling: One of the tenets of the policy of homogeneity is that the integration of less-hardened juvenile offenders will increase the pressures on the better youths to define themselves as criminal. Exposure to serious offenders leads to an immersion in the values of a criminal subculture. Yet no systematic attempt has been made to measure whether the presence of worse offenders in treatment programs actually has this "criminalizing" effect on other youngsters. On the other hand, the policy of heterogeneity would predict that worse offenders may become less likely to develop or maintain a criminal self-image if they are placed in heterogeneous programs. To measure this variable, we use an index derived from Harris' (1975) study of youthful offenders' expectations concerning the payoff value of "going straight" and "going crooked," as well as an index of identity as a "criminal." Our goal is to discover the maximal degree of integration of offenders which leads to the lowest expectation of future criminal careers and criminal self-concepts among both worse and better offenders. The design of the study allows us to measure the effect of both the organization of the treatment program and the presence of predatory offenders as influences on the residents' criminal self-labeling.

2. self-esteem: The way individuals feel about themselves has been shown to be correlated with a number of behaviors including delinquency, drug-use, educational performance, etc. (Rosenberg, 1979; Kaplan, 1980). Many prominent theories of delinquency postulate that low self-esteem is one of the basic causes of delinquent behavior (Schwartz and Stryker,

1974; Kaplan, 1980). Correspondingly, many treatment programs strive to raise self-esteem. We are interested in how the presence of predatory offenders within programs affects this process.

B. Attitudes of Program Participants

It is unlikely that any treatment program can be effective unless the attitudes of the participants in the program are relatively congruent with the aims of that program. When there is a high degree of congruence between the values and attitudes of the staff and the youngsters in treatment programs we expect that program goals can be implemented with maximal effectiveness. It is possible that the presence of worse offenders in treatment programs will represent a "corrupting" influence on residents and subvert the aims of the program. If this is so, heterogeneous programs would have more negative attitudes among residents toward staff than would homogeneous programs. On the other hand, the presence of worse offenders may not pose a threat to the implementation of program goals. We will look at whether the worse offenders placed in heterogeneous programs have the effect of increasing the overall negative attitude toward the staff.

We also ask residents who the leaders of the peer subculture are. Do the worse offenders, as the policy of homogeneity predicts, actually set the norms of and dominate the peer subculture? Who are the leaders in different mixes of better and worse offenders? A study of the peer networks in each program can determine an important effect that worse offenders may or may not have in various kinds of treatment programs. Of particualar importance will be the extent to which predatory offenders assume dominant roles in tne peer subculture of heterogeneous programs.

C. Program Viability

The final process we measure is the effect of worse offenders on the viability of treatment programs. One source of resistance to heterogeneous programs is the feeling that offenders who have committed serious offenses in the community will create difficult management problems within the treatment program. They are thought to be more disruptive, aggressive, likely to run away, and to rob and rape the other inmates. On the aggregate level, this would imply that programs which include a large number of worse offenders would have more management problems than programs without such offenders. On the other hand, the policy of heterogeneity assumes that worse offenders can be integrated into programs with better offenders without hampering the viability of the program. It is likely that the type of program will affect the degree of successful integration of serious offenders. "Strong" programs with therapeutic orientation, low staff-resident ratios, large resource allocations, structured and meaningful activity programs, etc., should have fewer problems in implementing heterogeneity than programs with the opposite characteristics. We do not expect that heterogeneity will be successful wherever it occurs, but rather that it will be more successful in certain treatment settings than in others. While the labeling and attitudinal variables will rely on resident perceptions, program viability will be measured by examining official records of youths to determine who are particular mangement problems in the institution. The major issue regarding program viability is the extent to which the most troublesome youths within treatment programs are also the youths who have committed the most serious offenses in the community.

Through the measurement of labeling, attitudes of residents toward the program, and management problems in the program, we have several indicators of the effects of integrating predatory offenders into treatment oriented programs. We also follow the study population after it leaves the institution to measure the effect of heterogeneous and homogeneous programs on outcomes in the community.

D. Outcome in the Community

The ultimate measure of success of a treatment program is the adjustment of residents in the community, especially as indicated by recidivism rates. Through interviews and official records we examine what organizational settings are most likely to change the behavior of their residents. In this phase of the research, we measure the relative contributions of individual offender characteristics (type of offense, race, social class, etc.), heterogeneity of program population, organization of the treatment program, and the labeling and attitudinal variables discussed above, on the ultimate social adustment of the youth in the study.

VI. Problems with Research

As with any study of correctional outcomes, it will not be easy to specify the unique effect of each variable which influences adjustment in the community. However, the relatively large number of different treatment programs in our sample should enable us to overcome some common problems of outcome studies through the use of multivariate analysis. One value of our study will be in providing some preliminary answers to the

question of optimum treatment setting for the handling of serious juvenile offenders.

Several problems involved in testing our hypotheses should be mentioned. An ideal test of our hypotheses assumes that there is a wide variation in the degree of heterogeneity in treatment programs so that there are homogeneous programs that contain only worse and only better offenders, as well as programs with varying degrees of heterogeneity. In fact, heterogeneity exists only to a limited extent. The New Jersey system, like virtually all others in this country, makes a conscious effort to segregate the most disruptive inmates, as well as the most passive inmates, from others. This naturally leads to a fairly high degree of homogeneity within programs. While we find a certain degree of heterogeneity within the New Jersey system, we also find a system largely designed on the philosophy of homogeneity. This limits the extent to which it is possible to test our hypotheses regarding the effects of heterogeneity.

An additional problem we face is that of selection bias. Individuals are not randomly assigned to the various programs without regard to their offense seriousness and history but a conscious effort is made to select the "best" inmates for the "best" programs and to segregate the "worst" inmates in the most custodial and non-therapeutic programs. This means that if, for example, we find that the most therapeutic programs produce the most change in their residents, this might be either because of the effectiveness of the program or because of the initial amenability to change of the juveniles selected to enter the program. While we will

introduce a number of measures and use a number of techniques to control for selection bias, none are entirely satisfactory and our findings will be open to varying interpretations.

The problem of selection bias leads to a third problem: that of multicollinearity. We use multivariate analysis to separate the effects of our various independent variables. Multivariate techniques assume, however, that there is not a very high interrelationship between the different independent variables used. Because of selection bias, however, each of our major sets of independent variables are intercorrelated. Inmates who have not been previously incarcerated are likely to enter the most therapeutically-oriented programs with small populations and a fairly high integration into the community. In addition, these residents enter with the highest level of self-esteem, lowest level of criminalization, etc. As with the problem of selection bias, we will use a number of techniques to attempt to control for problems of multicollinearity. Again, none of these techniques is entirely successful and our results are open to more than one interpretation.

Each of these problems is common in social-scientific research. Since we must examine the social world as we find it, and since this world operates under the assumptions of the benefits of homogeneity, it is impossible to conduct a pure test of the benefits of heterogeneity. Fortunately, there is enough variation in the New Jersey system to make this study worthwhile and to allow us to formulate some tentative conclusions about the costs and benefits of policies of heterogeneity. Throughout, however, we will be emphasizing the limitations of our data and the tentative nature of the generalizations we establish.

VII. Summary

The particular concern of this study is with how worse juvenile offenders are handled in a treatment-oriented correctional system and the effect of mixing worse offenders with better offenders. In particular, we wish to compare predictions from policies stressing the benefits of homogeneous programs with those from policies stressing the benefits of heterogeneous programs. We correlate a number of organizational and individual variables with the dependent variables of criminal self-labeling, attitudes of residents toward the program, and the viability of each program. We also follow up the study population to test the effect of these variables on youngsters' adjustment in the community. The methods and sample we use allow us to provide some preliminary answers to important questions regarding the juvenile justice system both in New Jersey and in the rest of the country.

Chapter Two: Description of the Sample, Data Collection, Measurement, and Analysis Problems

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- D. Representativeness of the Sample

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- A. Multilevel Analysis--Overview
- B. Problems with Multilevel Analysis
- C. Non-random Assignment of Juveniles

Chapter Two: Description of the Sample, Data Collection, Measurement and Analysis Problems

I. Design and Sample

A. Design of the Study

To test the hypotheses outlined in the first chapter, we adapted a longitudinal study design in which individuals were interviewed at three points in time: shortly after arrival at the institution, just before leaving it, and after six months in the community. This provided us with base-line measures at the time of individuals' entry into the program, as well as with exit measures at the time of their departure from the program, and with follow-up measurements after individuals have returned to the community.

To assess the impact of inmate subculture and mixes of offenders, we also obtained cross-sectional information about the program population interaction patterns and the nature of the programs. This allowed us to correlate these characteristics with the changes that occurred in the members of the longitudinal sample.

Intake. Figure 2-1 is a diagram of the several data sets constituting the bases for subsequent analysis.[1] The first longitudinal data set (L1) consists of information gathered from two sources: interviews and official Juvenile Court records. Interviews were done with every new inmate, excluding parole violators, between the ages of 13 and 18, who entered the New Jersey Juvenile Corrections system between October 1977 and December 1978.

The first interview generally took place within one week of the juvenile's arrival at the facility, during the period when he is housed in a reception area and has not yet become involved in the subculture of a program. In the

group residential centers included in the study, however, there is no special reception unit, and arriving inmates were interviewed within the first two days of their arrival in the program, before they were exposed to the group climate of the centers. In this first interview, base-line data were gathered regarding the degree of criminalization, self-concept, the potential for violent behavior, values toward family and friends, educational aspirations, expectations of the program, and criminal history as a self-reported measure.

In addition to the longitudinal interviews, information was gathered from institutional records for each member of the sample. These records provide information regarding official criminal history, past institutional experience, psychiatric and diagnostic reports, intelligence evaluations, and summaries of school, family, and drug and alcohol problems. (See Appendix A for a copy of all instruments used.)

Cross-Section. To evaluate the effects of various program contexts, we obtained cross-section interviews of all the juveniles on a unit were done. These data were aggregated to construct contextual scores for each unit.[2] These unit scores were entered on the data cards of each member of the longitudinal sample and correlated with other longitudinal variables. Contextual measures for each unit such as measures of offender heterogeneity, subcultural climate, attitudes toward the program, average severity of punishment in a program, and other program characteristics were correlated with variables measuring attitudes and behavior of each member of the longitudinal sample.

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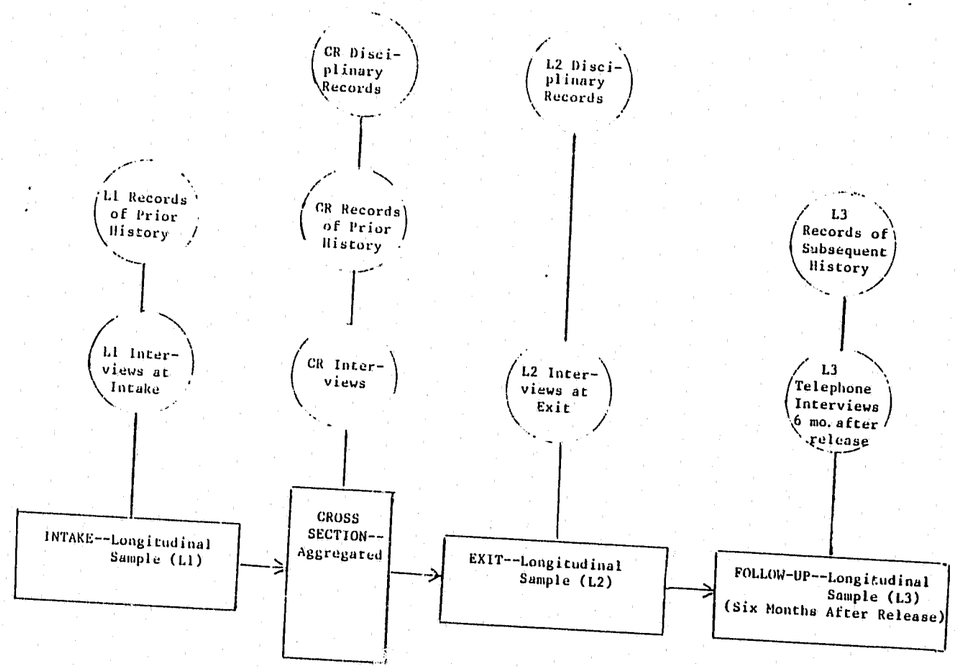

Figure 2-1. Depiction of data sets and research design for the present study. Circles mark base data sets which were merged to form four data sets for the four points in time studied (rectangular boxes)

Three data sets constituted the basis for the cross-section aggregation --disciplinary records (used to compute variables such as "percent of inmates on a correctional unit disciplined during their stay"), cross-section juvenile court records (used to compute variables such as "percent of inmates on a correctional unit with official arrests for a violent crime") and the cross-section interviews (used to compute variables such as "mean negative attitude toward staff" on a unit).

Exit. To measure institutional change from the time of intake, it was necessary to interview the juveniles shortly before departure. Thus, "exit" interviews were conducted within two weeks of the juvenile's leaving the institution (most were done within a few days of "exit"). Many of the same questions asked at intake were again asked at exit, along with additional questions concerning the juvenile's perception of his incarceration experience. Also, data on officially-known delinquent activities in the various programs were collected. Two categories of disciplinary problems were distinguished: adjustment or "behavioral" or "minor" problems (e.g., disobeying staff orders) that are specific to an institutional setting, and criminal or "major" problems (acts that would be legally defined as criminal in the community, e.g., stealing). Unfortunately, we were not able to collect information on disciplinary problems in some of the residential group centers included in the study because no information on this subject is systematically recorded in this type of program.

Six-Month Follow-up. Finally, follow-up data were collected in the form of telephone interviews and official records (probation, parole and Division of Youth and Family Services records). Thus, the behavior and attitude change of

each individual during the six months following his departure from the program was ascertained.

In summary, the advantages of our longitudinal study design are that we have measures of each of the dependent variables prior to any substantial effect of the institutional experience, immediately before release into the community, and after release into the community. We are therefore in a position to measure changes that occur over the course of the correctional experience. In addition, the contextual variables derived from the cross-sectional data provide measures of subcultural and institutional variables that could not be obtained by a longitudinal design alone. While this procedure considerably increased the problems of data gathering and data analysis, the potential benefits are such that the complexities of analysis seem worth the additional effort. The result should be a specification of institutional effects, in particular, the effects of resident heterogeneity, on the change processes in individuals that could not be obtained from either a cross-sectional or a longitudinal design alone.

Before discussing measurement and analysis problems, we will provide an overview of, first, the various units included in the sample, and second, the individuals in the longitudinal sample. We will describe the methods used to gather the samples, and the attrition problems encountered.

B. The Sample of Institutions

Juveniles sentenced under the auspices of the New Jersey juvenile justice system may be placed in a number of State-run facilities. The types of programs within the correctional system range from small residential group centers to large correctional institutions. While very few offenders are sent

to treatment institutions outside of the correctional system, within this system there has been a trend toward deinstitutionalization. Several programs are small, rehabilitation-oriented, and community-based, while others are under the administrative control of larger institutions but run as "satellites" of the larger institutions (physically separated from the main institution). Still other programs feature intensive and innovative rehabilitation orientations but are located within the confines of large, custodial institutions. Finally, a number of units are traditional, custodially-oriented programs. Our initial sample contained seven institutions: Yardville and Annandale reformatories, Jamesburg Training School for Boys and Girls, Highfields, Warren and Ocean Residential Group Centers (male) and Turrell Residential Group Center (females). The description of these institutions and the various units within larger facilties or satellite programs described below indicates the status of the system during the period from October 1977, the time of the first intake interview, to October, 1979, the time of completion of all the exit interviews.

The major problem encountered in the institutional sample were changes that took place in the New Jersey correctional system during the period of data collection. Several factors caused change in the system at that time. First, because of the court-ordered separation of juveniles from adults in the system, part of the population shifted from one unit to another. Some units that in the beginning of our study housed juveniles, no longer contained our respondents at the time of exit due to transfers to newly created "juvenile" units. Other alterations in the system arose because some programs underwent a change in treatment orientation, while other programs were closed. Some of our

unit sample, therefore, was diminished due to internal movement, while other units were eliminated for analysis purposes because it would not be possible to attribute any variation in outcome to a program or a unit that underwent basic changes during the period of data collection. Our purpose here is to indicate as clearly as possible what the system was that we were studying and to give some description of the range of units, the type of individuals placed in these units, and the variation in program orientation.

At the inception of our study we began data collection at three residential group centers for males 16 to 18-years old and one group center for 16-18-year-old females. During the course of data collection the group center for females was changed into a JINS (Juveniles-in-Need-of-Supervision) shelter, and one of the male group centers was closed and then re-opened as a Yardville satellite program.

The Residential Group Centers. Two residential group centers, Highfields and Warren, containing about 20 residents each, are included in the study. Residents are sent as a condition of probation for an average stay of 4-5 months. Because our data collection period covered over a year's time, we were able to interview two cohorts of juveniles passing through each of these residential centers. Thus, for analysis purposes we have, in effect, four residential group centers in the sample. The central orientation of the Highfields and Warren programs is the method of Guided Group Interaction (GGI) which was developed at Highfields in the early 1950's. The focus of Guided Group interaction is intensive, nightly group sessions in which all members of the group confront each other with their problems. During the day, residents of each group center work at state institutions and return to the center at

night for therapy sessions. Contact with community is also maintained through weekend furloughs. There is no educational component at these centers.

Jamesburg Training School for Boys and Girls. The Jamesburg Training School for Boys and Girls contains about 300 juveniles of both sexes between the ages of 13 and 17. There are two cottages for girls while the other eight regular cottages and one maximum-security unit are utilized for boys. The girls' units contain a number of individual cells for girls in need of maximum security custody. There is clearly some attempt on the part of the Jamesburg classification committee to develop homogeneous groupings among the inmates in terms of housing units. The range runs from one honor cottage set aside for those who "earn" this status, via the token system and cottage officer approval, to the special treatment unit (S.T.U.) which is designated for those who are weaker, less stable emotionally and likely to be abused in other cottages. Aside from the guidance (i.e. disciplinary) unit, utilized for repeated misbehavior and isolation from the regular cottage population, the other six cottages divide the population on a continuum of age and aggressiveness. Here the range goes from the "baby" cottage, which contains the youngest, least sophisticated and least aggressive youngsters, to the cottage designated for the oldest, most sophisticated and aggressive juveniles. From this description it can be seen that heterogeneity of offender population is limited by the conscious decisions to separate the weak from the aggressive at the time of placement. To a great extent both the toughest and the weakest offenders are segregated from other inmates at the onset of treatment.

Youth Reception and Correction Center at Yardville (YRCC). The Yardville Youth Correctional Institution encompasses traditional correctional units,

intensive therapy programs within the larger correctional institution, and a number of satellite programs as well as the reception units. A juvenile receiving a reformatory sentence goes through reception classification at YRCC. During the three-week stay on the reception units the inmates are given their introduction to the system, and take educational and psychological tests in preparation for appearance before the classification committee. The classification committee, utilizing intake information, history of offenses, behavior in reception, availability of space, and to some extent the individual's preferences, assigns the new inmate to a particular unit. A new inmate coming through YRCC may be assigned to regular correctional units, special programs, or a satellite unit.

The five Yardville satellite units we examined (Camden House, Yardfields-Stuyvesant, Cottage 3, PIE II and Wharton Tract Unit), represent a wide range of interaction with the community; however, each utilizes the basic treatment technique of Guided Group Interaction. Camden house is located in the urban community of Camden and contains juveniles admitted through Yardville as well as juveniles placed as a condition of their probation status with a suspended sentence to YRCC. The program also includes additional juveniles who participate in the program during the day but return to their homes at night. All the juveniles in this program participated in work-related activities in the community during the day, including work with welfare clients, the Police Athletic League, and cleaning up the city. The length of stay in this unit averages about five months. The program accepts only 16 to 18-year-olds who express an interest in a community program and have no psychiatric or offense record requiring close supervision. The program includes work in the community

and GGI but no educational component. Yardfields is a section of the Wharton Tract Unit (W.T.U., to be discussed below) which contained 12 juveniles. These juveniles included the population designated to move to the Stuyvesant Avenue Project located in Trenton, a large urban community. Each day they were bused from the W.T.U., located in a large state forest, into Trenton for school, work and GGI sessions. These youngsters, though housed at W.T.U., were helping to renovate the building which was to become the Stuyvesant Avenue Project. The Yardfields-Stuyvesant unit contained the youngest population to go through YRCC, the age ranged from 14 to 18-years-old. The new program was aimed at property offenders who were considered relatively stable and able to deal with the group process.

The Wharton Tract Unit also contained a number of juveniles who were mixed in with a young adult population in a larger unit averaging 48 residents. The residents of the W.T.U. worked in the State forest and remained isolated from the community except for furloughs. The average stay in both Yardfields-Stuyvesant and the W.T.U. ranged from six to eight months. Acceptance into these programs demanded minimum security status, no rapes, arsons or serious assaults in their offense histories, and no severe emotional or medical problem requiring close supervision. These programs, due to their funding source, also included a requirement that each inmate be working toward a G.E.D. (graduate equivalency diploma); therefore, those with a high school diploma or G.E.D. were precluded. The other two satellites of Yardville are located on the campus of the Jamesburg Training School. PIE II (Program of Intensive Education) and Cottage 3, although they are situated on the grounds of Jamesburg, function quite independently of that institution. These two

programs deal with youngsters from 15 to 19-years-old, again the average length of stay is six to eight months. Residents of PIE II work on the grounds of the Jamesburg campus, while those in Cottage 3 work in the community. During our study, Cottage 3 residents were working in a nursing home and a day-care center in a small city nearby. Both programs include work, education and GGI sessions as part of their treatment program.

Within the Yardville institution two units are designated as PIE units. These units, as mentioned above, cannot accept inmates who have graduated from high school or have a G.E.D.. Intake criteria also eliminate those who have homosexual tendencies, or who are extremely passive, inadequate, or psychotic. Residents of these programs participate in intensive GGI therapy programs as well as work and school programs during the day and live in units separated from other inmates (although they do interact with non-group members at meals, during recreation, etc). The remaining Yardville units are of the more traditional correctional type. Here, as at Jamesburg, passive, inadequates are separated from hostile, aggressive types, and inmates who present management problems are segregated from the rest of the population. The therapy programs in these other units do not utilize the intensive Guided Group Interaction technique but do involve some less structured counseling and supervision.

Youth Correctional Institution - Annandale. The Annandale Youth Correctional Institution is a more traditional correctional complex for male juveniles and young adults up to the age of 30, holding about 600 inmates. There is a centralized staff for the whole institution, which functions out of the central administration building. Although Annandale has traditionally separated juveniles from older inmates, that separation became more advanced

during the period of our research. Annandale has eight cottages and two satellite units. Most of the juveniles from our sample were in three of the eight cottages, with two of these specifically designated for juveniles. Although juveniles were for the most part separated from adults, those who were more aggressive and created management problems were likely to find themselves in mostly adult units. Here, as in other correctional facilities in the State, the weak and inadequate juveniles are separated from the hostile and aggressive types. Annandale maintains two satellite programs, one for juveniles, Stokes Forest, and one for adults, High Point.[3] At the beginning of our study some juveniles were still at High Point but, shortly after we started interviewing, that satellite became an all-adult unit.

In sum, our unit sample consists of eight programs physically separated from the large correctional institutions (two residential group centers and six satellite programs). There are 24 units located within the large correctional facilities that, to varying degrees, operate under a traditional juvenile corrections model (eight at each institution, Jamesburg, Yardville and Annandale). In addition there are two units within the larger institution which are based on intensive GGI programs.

Finally, two girls' cottages (at Jamesburg), were initially included in our study, but since they underwent dramatic changes during the time that the data collection took place, they were dropped from the study.

Table 2-1 gives an overview of the institutions and units that were included in the study. Although 36 units were part of the original sample, a number of them had to be dropped from our subsequent analysis. As mentioned

Table 2-1. Institutions and Units in the Sample

1. Residential Group Centers
   Highfields (a)
   Warren

2. Jamesburg
   1 Honor Cottage
   1 Special Treatment Unit
   6 Traditional Cottages (b)

3. Yardville
   2 PIE Units
   8 Traditional Units (c)
   5 Satellite Programs
     a. Camden House
     b. Yardsfield-Stuyvesant
     c. Cottage 3
     d. PIE II (on Jamesburg Campus)
     e. Wharton Tract

4. Annandale
   8 Traditional Cottages (d)
   1 Satellite Program
     a. Stokes Forest

Summary of Units Used in the Analysis:

4 Residential GGI Programs - Highfields, Warren (twice each)
7 Satellite GGI Programs - Yardville, Annandale
12 Correctional Units - Jamesburg, Yardville, Annandale
23 TOTAL

(a) Both Highfields and Warren were included in the cross-sectional interviews. Because the average stay is only 4-5 months, there is a high turnover. The cross-sectional sample was entirely different at these two points in time resulting in possible different contextual effects for individuals with longitudinal interviews done early or late in the study.
(b) Only 4 of these units were included in the cross-sectional part of the study.
(c) Only 3 of these units had cross-sectional interviews.
(d) Only 2 of these units had cross-sectional interviews.

before, both the Ocean and Turrell Residential Group Centers went through changes that were significant enough to warrant leaving them out of the study. Also a number of units were not included in the cross-sectional part of the study because very few of our longitudinal sample entered these units.

Because some members of the sample entered units for which we have no cross-sectional surveys, there is some missing information about contextual measurements for a number of individuals that were included in the entire longitudinal part of the study. Finally, cross-sectional measures were gathered twice at both Highfields and Warren. This was done because turnover in these Residential Group Centers is rather high (the average stay is 4-5 months), so it was necessary to acquire contextual measurements more than once. Individuals that had early intake interviews possibly lived in a different group climate than individuals that were interviewed later.

C. The Sample of Individuals

Intake Interviews. From October, 1977 to December, 1978, 796 intake interviews were completed with 744 males and 52 females (See Table 2-2). Although we were interviewing youngsters coming into 36 different units, the centralized reception units at Yardville and Jamesburg considerably eased the difficulties involved in that task. With the cooperation of the staff of each institution, arrangements were made for administration of the intake interview to each incoming resident participating in the study. The intake interviews at Yardville (for Yardville, Annandale, and their satellite programs) and Jamesburg took place while the subjects were still in reception facilities and had not yet been assigned to a particular unit. At each of these institutions we trained several older "paraprofessional" inmates to help conduct these

Table 2-2. Intake Interviews by Institution

		Absolute Frequency	Pct.
Yardville and satellite programs	Males	235	29.5
Jamesburg	Males	233	
	Females	42	34.5
Annandale and satellites	Males	177	22.2
Highfields	Males	43	5.4
Warren	Males	35	4.4
Turrell	Females	10	1.3
Ocean	Males	21	2.6
	Total	796	100.0

interviews. Procedures were developed so that a staff member would contact the juvenile in the reception area, explain the purpose of the project, and answer any questions the potential respondent may have had. All interviews were conducted in private areas with only the interviewer and respondent present. The interview took about 45 minutes to complete, and although it contained some difficult material, we feel that respondents took the task quite seriously and were extremely cooperative.

At the residential group centers, the administrative procedure was somewhat different. Arriving residents immediately enter the program population; therefore, at these centers we wanted the intake interviews to be completed as soon as possible. At each center we trained a staff member to administer the interview. He or she contacted each incoming resident on the day of their arrival at the center and the interview itself was conducted on the first or second day of residency.

The number of intake interviews is far more than we anticipated in our initial plan. As we realized that there was going to be considerable movement due to the separation of juveniles from adults, changes in program orientation,

the closing of certain units and the creation of new ones, we felt it would be appropriate to expand the initial sample in order to meet our goal of a total sample of approximately 400 individuals for whom we would have intake, exit and follow-up interviews. Table 2-3 presents the total number of completed interviews at each stage of the data collection process.

Exit Interviews

Although we anticipated some of the problems that were created by examining a system in transition, we did not foresee the extent of the difficulties involved in collecting the exit data. Procedurally we kept records of the movement of each member of the longitudinal sample to the various units and lists of the parole dates of each subject. When the name of a sample member appeared on the parole list, he or she was contacted by a project staff member and re-interviewed utilizing the same procedure outlined above. The procedure worked well for those who followed the anticipated pattern; however, between the time of intake and release from the institution a number of difficulties arose which made it difficult, impossible, or inappropriate to complete an exit interview. All together, 451 exit interviews were done of males (60% of the original sample). A number of factors explain the failure to complete more exit interviews: 1) one barrier to completion of an exit interview was the subsequent refusal of the parent or guardian to give consent. Our procedure for consent, approved by the University Committee on Human Subjects, allowed for the initial (intake) interview to be completed prior to receiving consent from parents. However, the agreement stipulated that a subsequent parental refusal would end the interview process. Parental refusal accounted for approximately twenty per cent of the loss in the original

sample. This loss is not particularly surprising in that delinquents are often involved in precarious or problematic relationships with their parents. 2) A second loss of subjects is accounted for by subject refusal. In some cases respondents who consented to be interviewed at intake refused to be interviewed at exit. Although it was rare for subjects to refuse at exit, this did account for an additional four per cent of the loss in the sample from intake to exit. 3) Another loss of subjects came not from subject refusal but rather from a decision on our part not to utilize some of the data that were collected. Although, as mentioned above, most respondents were conscientious and cooperated fully, some few lacked the ability or did not apply themselves to the task. Unusable data accounted for an additional six percent loss of subjects. 4) Others who were interviewed at intake were not available for exit interviews since their exit from the institution did not follow the anticipated pattern--they escaped. This was particularly true in the residential group centers and in some of the satellite programs, but subject losses at Jamesburg also occurred because of escapes. In all, nearly eighteen percent of the loss in sample occurred because no exit interview was possible under the circumstances. 5) An additonal four percent loss in the sample took place because the superintendent of the residential group centers had the option to expel youngsters who were not cooperating in the treatment program. 6) In over twenty percent of the cases we were unable to complete exit interviews due to recalls or parole updates (i.e., being released prior to scheduled release dates). Although we developed a very intricate monitoring system, we were not in a position to learn about a recall and conduct the interview in the short period prior to release. In many cases a judge would order a recall and the

subject would be released on the following morning. Our general procedure of interview within the two-week period prior to release was also disrupted when a parole update was orderd by the classification committee or the parole board. Since many of the exit interviews were conducted by people working for us on a part-time basis, they could not leave their other work on a moment's notice to complete an exit interview. Finally, although we did the best we could to be constantly aware of movement, early releases and recalls, subjects were missed due to time pressures of trying to cover a large number of units in institutions throughout the State with a small field staff and a few institutional staff members and para-professional inmates hired on a part-time basis. The time problem was, of course, exacerbated by the decision to attempt to interview subjects as close to their release date as possible (i.e., within two weeks of exit). 7) Another confounding problem of dealing with a system in transition was that several programs were closed, others were opened and many housing changes took place during the period of data collection. In cases when internal movement or population shifts took place, the subject was sometimes released before we were made aware of his/her movement to a new housing unit. In some cases subjects were moved to adult institutions, or from a large facility or a satellite program or the reverse. In about thirty percent of the cases that were lost, our exit procedure either did not pick up the movement until after release or a decison was made not to complete exit interviews on those transferred to separate adult institutions.

Follow-up Interviews in the Community

Six months after the exit interview we began the follow-up process. The follow-up interviews were conducted through a 15 to 20 minute telephone conversation. To contact respondents we started with the information provided by the subject at the exit interview. If this was incomplete or inaccurate, the interviewer would call the institution from which the respondent was released to obtain or verify information as to the subject's expected future address. If this process did not yield sufficient information to locate the respondent, several alternatives were available. These included information from the original consent form, telephone directories, or information from institution staff. Of course, our best source of information came from those officially charged with the responsibility of keeping track of those previously incarcerated. Parole officers, probation officers, and D.Y.F.S. caseworkers turned out to be the most reliable source of information about the current location of the subjects in the sample. We had the full cooperation of these three sources in tracking down respondents. In some cases parole officers or casewokers asked their client to call us and provided the immediate opportunity to do so. In many cases our message "to call us" was relayed by the parole officer, probation officer or caseworker and the subject called us collect. Our attempts to contact respondents by phone were backed up by letters mailed to the subject's current address, containing a brief reminder about the project and asking that he call collect to be interviewed.

Once a respondent was reached by phone, he was reminded about the survey, told that the follow-up interview would take about 15 to 20 minutes, that the information, as before, would be kept strictly confidential and that he would be paid for his help in this phase of the study.

The ideal situation, of course, was to be able to contact each respondent promptly and directly based solely on the information supplied at the exit interview. This was often not possible. A variety of problems arose which made the process of contacting subjects a difficult and time-consuming task. At the time of follow-up, information supplied six months earlier was often no longer accurate. Phones had been disconnected, changed to unlisted numbers, or assigned to other parties. Respondents had moved to new addreses, gone to live with other relatives or friends, or been put on "missing" status. Even if a phone could be reached, that did not necessarily guarantee an interview. It was often necessary to make numerous attempts to reach the respondent.

For 371 of the 451 respondents with both intake and exit interviews we also obtained a follow-up interview, an 82% completion rate (or 50% of the original 744). Of the ones for whom we failed to obtain a third longitudinal interview, about 75% were "dead ends," 18% refused to be interviewed in the community, and two subjects were killed since their release. In addition, some of our subjects (about four) have not yet left the institution so it would not be appropriate to do a follow-up interview.

Table 2-3 shows how the third-wave interviewees of the longitudinal sample were distributed over the five institutions and satellite programs. It indicates that all of the attrition from the original Annandale sample is due to to losses between intake and exit from the institution. In most other institutional contexts we followed-up between 50 to 60 percent of the original sample.

Table 2-3. Attrition by Institution (Males only)

Institution	Intake (L1) Absolute and Relative Frequency	Exit (L2) Absolute and Relative Frequencies	Follow-up (L3) Absolute and Relative Frequencies
Yardville	235 (31.6%)	173 (38.4%)	124 (33.4%)
Jamesburg	233 (31.3%)	164 (36.4%)	138 (37.2%)
Annandale	177 (23.8%)	69 (15.3%)	69 (18.6%)
Highfields	43 (5.8%)	29 (6.4%)	26 (7.0%)
Warren	35 (4.7%)	16 (3.5%)	14 (3.8%)
Total	744	451 (62.2% of 744)	371 (51.3% of 744)

D. Representativeness of Sample

Race. Table 2-4 shows the ethnic composition of the longitudinal sample at three points in time: intake, exit, and follow-up. We lost slightly fewer whites than blacks and Hispanics. The ethnic differences, however, seem too small to have a significant influence on the final results.

Distribution of Individuals by Unit. As mentioned earlier in this report, a number of units were not included in the cross-sectional part of the study because it seemed initially that very few of the incoming individuals who we sampled were entering these units. Thus, a total of 24 units were involved in the cross-sectional interviews, one of which (N-2-BA at Yardville) was later dropped from the final analysis because none of the subjects who had three longitudinal interviews spent most of his time in this unit (see also Table 2-1). It was decided that the cross-sectional information from the unit in which a subject spent the longest time during his stay in the correctional facility would be used to provide contextual measurements. This stems from the assumption that the subculture of the unit to which a subject was exposed for the longest time would have the most influence on him, regardless of which unit he entered or exited from, or in how many units he was housed during the entire stay.

Table 2-4. Racial Composition of the Longitudinal Sample at Intake, Exit and Follow-up

	Absolute and relative frequency at intake	Absolute and relative frequency at exit	Absolute and relative frequency at follow-up
Black	356 (47.8)	207 (45.8)	170 (45.8)
White	292 (39.2)	186 (41.3)	159 (42.9)
Hispanic	94 (12.6)	56 (12.4)	40 (10.8)
Other	2 (.3)	2 (.5)	2 (.5)
	744	451	371

The units that were included in the cross-sectional part of the study were ranked by our staff into six different program types on a scale of custodial to community orientation. Table 2-5 shows in which units the subjects of the exit sample and the subjects of the follow-up sample spent most of their time while in the institution. Although some of these units lost more subjects by attrition than others in the time between the time of exit from the facility and the time of follow-up interview in the community, the percent distribution over the six program types is generally the same. Overall, we can say that with regard to availability of contextual measurements, it does not appear that the follow-up sample is systematically different than the exit sample.

Table 2-5. Distribution of Exit and Follow-up Samples in Institutions and Units included in the Analysis (The Institutions are ranked generally from Custodial to Community-Oriented Institutions).*

		Sample Exit (N=450)	Sample	Follow-up (N=371)	Sample
Annandale (most custodial)	C-7	16	4.0	11	3.3
	C-8	26	6.6	22	6.7
	Stokes Forest	39	9.8	30	9.1
Yardville (Non-GGI)	N-1-A	2	.5	2	.6
	N-2-B(A)	3	.7	0	0.0
	R-2-B	11	2.8	11	3.3
Jamesburg	C-4	11	2.8	8	2.4
	C-5	47	11.9	40	12.1
	STU	12	3.0	10	3.0
	C-11	36	9.1	31	9.4
	C-6	28	7.1	22	6.7
	C-2	6	1.5	5	1.5
Yardville (GGI)	N-1-B	13	3.3	13	3.9
	N-1-C	14	3.5	12	3.6
Yardville at Jamesburg (GGI)	PIE II	22	5.6	21	6.4
	C-3	16	4.0	12	3.6
Community (GGI)	Warren 1	9	2.3	8	2.4
	Warren 2	7	1.8	6	1.8
	Highfields 1	14	3.5	13	3.9
	Highfields 2	15	3.8	13	3.9
	Wharton Tract	31	7.8	26	7.8
	Camden House	11	2.8	9	2.7
	Warren	7	1.2	6	2.8
	Stuyvesant	6	1.5	4	1.2
TOTAL IN UNITS ANALYSED		402 (88.8%)	100.0%	335	100.0% (88.8%)

*Only 402 of the 451 individuals interviewed at intake and exit were actually used for most of the analysis because 49 of the 451 were scattered across numerous units for which it was impossible to obtain contextual measures. Similarly, only 335 of the 371 follow-up interviews were used for most of the analysis.

Demographic and Criminal History Characteristics. Table 2-6 shows the mean level on numerous variables that characterize the sample at intake, exit, and follow-up interviews. Each of the mean levels are remarkably similar from wave to wave of the study, suggesting that the loss of respondents was random across the waves of data collected. Of course, this conclusion must always be qualified by the fact that nonmeasured or untested differences may exist between the waves of the sample. Nevertheless, the comparisons in Table 2-6 on education, social class, prior arrests, prior incarceration, prior probation, prior parole, prior offense seriousness, age at first arrest, IQ, number of offenses, etc., show that the waves of the sample are virtually identical on these characteristics.

In summary, we have found that the loss of individuals over the course of the waves of the interviews has not been systematic -- at least as far as our measured and tested variables indicate. In the next section of this chapter, we will discuss the measurement of concepts used later in the analysis section of the report (Chapters IV and V).

Table 2-6. Demographic Characteristics and Criminal History of the Longitudinal Sample Over Three Waves (Males only -- Total N = 767)*

	Mean score at Intake	Mean Score at Exit	Mean Score a at Follow-up
Self Report:			
Highest grade completed	8.94	8.96	8.91
Father's Occupation (prestige score) (See Appendix D)	35.74	35.82	36.00
Mother's Occupation Prestige Score	36.39	36.39	35.57
No of Prior Arrests	6.22	6.13	6.17
No of Prior Incarcerations	0.39	0.36	0.34
No of Months previously on probation	15.79	15.83	15.46
No of Times previously on parole	0.16	0.14	0.12
Arrest History Seriousness (Rossi) (See Appendix E)	24.20	24.47	24.34
Current Arrest Seriousness (Rossi)	7.05	7.38	7.42

Table 2-6 (continued)

From Official Records:	Mean Score at Intake	Mean Score at Exit	Mean Score at Follow-up
Age at First Arrest	13.15	13.09	13.11
No. of Times on Probation	1.60	1.59	1.56
No. of Months on Probation	19.15	19.56	19.21
No. of prior Incarcerations	0.29	0.25	0.22
Total Months Incarcerated	2.77	2.48	2.55
No. of Months on Parole	0.91	0.93	0.71
IQ Test Score	91.53	91.22	91.63
Total Number of all Offenses	8.44	8.54	8.58
Arrest History Seriousness (Rossi)	18.42	18.22	19.66

II. Measurement

Having outlined the major theoretical premises (concepts and hypotheses) of our research in Chapter One, we are faced with the task of finding measurable, empirically-grounded indicators of these abstract concepts. There is always what Blalock (1968) called "the measurement problem"--the gap between theoretical concepts and empirical indicators. A central realization in this process is that we cannot test directly abstract hypotheses. We need to rely on indicators that measure to varying degrees the abstract concept. Interpretations of the interrelationships are not always self-evident, in part because the concept being measured is vague or ambiguous, especially when the theory is not well developed.

In the research effort here, the theory is not well developed in a formal sense. While most correctional practitioners generally follow the homogeneity model's "point of view," it is not a formally developed theory. As a matter of fact, as we will argue later, homogeneity theory, as formulated here, borrows from what has been called in the literature "importation" theory (Irwin and Cressey, 1962), as well as from prisonization theory (Sykes and Messinger, 1960). Heterogeneity is even less formally developed as a theory and owes its origins to assumptions from several theoretical points of view--behaviorism, Parsonian theory, interactionism, etc. Consequently, the concepts being measured are not as clearly differentiated as ideally might be the case.

Further problems with indicators concern the everyday practice of social science in its current state-of-the-art. Response bias, coding errors, missing data, etc., plague almost every research project, including this one. Typical data cleaning processes of surveying frequencies and eliminating outliers were followed in the current analysis to purge the data of various errors.

A. Contextual Variables

In addition to these general difficulties with measurement concerns, the present research had to address the specific problem of determining what aspect of the correctional environment was influencing the inmate during his stay in the institution. Difficulties arise when an attempt is made to measure what are assumed to be the primary characteristics of the correctional environment that have potential influences on the inmate. The approach which we have utilized here involves both so called subjective (attitudinal) and objective measures of the overall climate of the unit. On the subjective side, we are referring to how the inmates themselves perceive the staff and the institution. On the objective end, we are concerned with characteristics of the inmates such as their race, age, prior criminal and correctional involvement as well as with objective characteristics of the unit such as whether or not a unit uses GGI as a therapeutic technique.

Anti-Staff Subculture. In terms of the subjective, attitudinal aspect, we initially factor analyzed 40 questions on the cross-section interview in which inmates were asked about the staff, the institution, the other inmates and the inmates own experiences at the institution. Eleven interpretable factors emerged in an oblique rotation (orthogonal rotations were also done). Three factors characterized the other inmates; three measured general attitudes toward crime; punishment and fighting; two measured the perceived qualities of "influential" inmates; and three measured the inmates' own attitudes toward staff and the institution. We decided to focus on one of the factors measuring the negative attitudes toward the staff and the institution as the most theoretically interesting of the measures. There were several reasons for this

choice. For one, this factor most clearly measured anti-staff and institutional attitudes--which has been used by several researchers (Street, Vinter, and Perrow, 1966, for example) to characterize inmate subculture (Berk, 1966; Sykes and Messinger, 1960). In fact, the "prisonization" literature in general focuses on this anti-staff component of the inmates life in the institution. Secondly, when aggregate scores (means) were computed for each of the units and these aggregate scores were correlated, most of the eleven factors were highly correlated (above .65). Thus, empirically, it would be difficult to differentiate the several factors at the aggregate level. Finally, the factor of negative attitude toward staff has construct validity in that hypothesized relationships with other variables were supported.

Offender Seriousness. Turning now to the so called "objective" measures of unit context, we decided that the best way to measure the characteristics of age, race, serious violent offenders, etc., at the aggregate level was through the proportion of the members of a unit who possessed the characteristics in question, e.g., proportion who are white, older than 17, etc. We decided on using the proportion (as opposed to means or standard deviations, for example) as the appropriate measure because previous researchers in similar research endeavors used it, and secondly, it lent itself to a relatively straightforward theoretical and policy interpretation. Research studying the group or normative contraints (Kanter, 1977; Bowers, 1968) have successfully used proportion of individuals having a particular characteristic within a group as the measure of the context or climate. Where characteristics are discrete, such as race or having a previous incarceration, this approach seems to make sense. It is perhaps more ambiguous, however, in cases in which

characteristics are continuous. Thus, for example, it is perhaps not self-evident that proportion is a preferred measure to the mean or standard deviation of a unit's aggregate age. It would seem, however, that policy implications are more clearly derived from proportion measures, since it is relatively easier to alter the number of predatory offenders on a unit than to ascertain a more abstract quality of a unit--its "badness" as an average of each individual's predatory character measured on a continuous scale. Thus, when we speak of heterogeneity, we are referring to mix in the sense of the proportion of members on a unit possessing a particular characteristic (e.g., proportion who are violent offenders).

Having decided to use proportion as the principle means of measurement of aggregate characteristics, we turned to the selection of the specific aggregate characteristics of the units. Of central importance, of course, is the measurement of the proportion of offenders who are predatory offenders. After considerable empirical work as well as conceptual development, we decided on using the proportion on a unit who had been arrested for more than one violent offense as our primary measure of the mix or "heterogeneity" of predatory and non-predatory offenders. The primary reasons for using this measure are as follows: (a) continuous measures of offense seriousness, e.g., Sellin and Wolfgang, 1964 and Rossi et al., 1974, were inadequate in measuring offender seriousness primarily because of the additivity problem. Thus, two burglaries would receive a higher score than one homicide. This seemed counterintuitive. (b) factor analysis of official records of arrests produced a factor (for both the cross-section and longitudinal samples) that consisted of four offense types that measured serious crimes against persons assault and battery,

homicide, robbery and possession of weapons (rape did not measure this dimension and was not included in the violence measure). (c) when self-reported offenders were compared to official arrests, inmates were found to be underreporting their past criminal involvements to a substantial degree (in terms of number of offenses and seriousness of offenses). Thus, we decided that official record information gave a more accurate picture of past criminal involvement than did the self-reported measure.

Prior Incarceration Experience. In addition to measuring the proportion of offenders who have committed violent offenses resulting in arrest, we measured the proportion on a unit who had prior experience in a juvenile correctional facility. It was assumed that those with prior incarceration experience would be most likely to hold cynical, hardened, anti-institutional points of view and thus be most likely to disrespect rehabilitative goals of the institution. Secondly, the very fact that these youths were deemed culpable to the extent that they were reinstitutionalized, revealed a possible commitment to delinquent activities and roles which could have a contaminating effect on other inmates.

Age. The correctional system segregates younger inmates from older inmates on the assumption that older inmates aid in the delinquent socialization of the younger inmates. Older inmates are assumed to be more committed to delinquent values and attitudes because of their generally longer careers as delinquents. After examining the distributions of percentages across units using various age cut-off points, we decided to use the percent older than 17 years of age as the best available measure of the age constitution of a unit. Using a lower or a higher age cut-off point (e.g., 16

or 18) resulted in severe bimodal distribution of percentages (either near zero or 100%). Such an indicator would not be useful as a variable, whereas the age of seventeen results in a reasonable mix of percentages across units.

Race. Racial differences among inmates are a basic prior characteristic influencing an inmate's adjustment in the institution. Black inmates have been defined as more aggressive, dominant, articulate, mature, etc., than white inmates (Feld, 1977). We chose to measure the percent white on a unit, which in almost all instances is just the reciprocal of percent black since there are relatively few Hispanics on the units. According to homogeneity theory, the higher the percentage black on a unit, the more difficult it is for rehabilitative strategies to have an effect.

Community Orientation. To take into account the various components of the community orientation of a unit, we created an additive index of the frequency and extent of involvement in several community-based activities. We added together the number of times per week and the proportion of inmates involved in (all, some, none) each of the following activities: worked at jobs in the community, used community parks, playgrounds, recreation centers, attended church or Sunday school in the community, attended school sports events, dances, etc., attended movies or other entertainment. As such this index was quite collinear with the use of GGI, but not entirely so. In the analysis later we attempt is made to differentiate the effects of one from the other.

Guided Group Interaction. If a unit used guided group interaction as a therapeutic technique it was coded as a "1" on this dummy variable. Use of GGI was considered the major treatment strategy that could have substantial impact (as opposed to individual counseling or therapy or other group counseling or

psychotherapy techniques). The aim of GGI is to attack the pro-criminal attitudes of juveniles, change their attitudes toward conventional behavior, and raise their self-esteem. Frequent group sessions (daily) and intense interaction among inmates characterize the GGI approach.

B. Individual-Level Variables

In addition to using aggregate-level independent variables for the analysis of contextual effects, it is necessary to control for individual-level characteristics. We followed the general rule of controlling for the individual-level equivalent of the aggregate-level variable whenever possible. Thus, we included race, age, prior violent offense resulting in arrest, prior incarceration and negative attitude toward staff. The inclusion of these variables is based on the same general rationale as that of their aggregate-level counterparts. In addition, it is important to ascertain the effects of being a leader (looked up to by ones peers), of being regarded as the toughest on a unit, and of having associates who are tough. To ascertain who are the leaders on a unit, we used responses to the question "Of all the inmates in this place who would you say are the ones who are most admired by the other inmates?" After carefully looking over the number of choices inmates received and comparing frequencies across units, we decided that anyone receiving two choices or more should be considered as one of the most admired on a unit. Using one or three choices resulted in too conservative or too liberal an estimate of the number of leaders in a unit.

In addition to choice as admired, we were concerned with who was considered the toughest inmates. Once again we used two or more choices as an indication that someone was indeed among the toughest on a unit. As for peer

associates, we factor analyzed eleven items which asked the inmate to identify characteristics of inmates "whom you personally hang around with most often." One of the factors that emerged consisted of several items measuring the proportion of inmates one "hangs around with" who will "do time again" after they get out, who are into being tough guys or who will go straight on the outside or are liked by the staff. These items were combined in an additive index measuring the extent to which one associated with peers perceived by the inmate to have these qualities.

C. Outcome

In addition to the above mentioned variables, which constitute the primary independent variables in the study, we collected outcome variables consisting of two general types: intra-institutional outcome and outcome in the community.

Intra-institutional Outcome. Within the institution we are concerned with behavior, attitudes toward crime and identity as a criminal. From an interventionist perspective, it would be expected that, minimally, the correctional system should be able to influence the juvenile during his stay in the institution, even if these effects did not persist in the community. We attempt to demonstrate the juveniles' adjustment in the institution by how they behaved as well as how they changed in their self-esteem, identity as a criminal and in their valuation of a career as a criminal.

In measuring behavior in the institution we relied primarily on two measures. One is of the number of disciplinary actions taken against an individual for behavior that would constitute criminal behavior in the outside community. The second is a measure of the number of disciplinary actions taken

against a person for activities that were infractions of institutional rules, e.g., disobeying orders, being in the wrong place at the wrong time, etc. Because this type of information was only kept systematically for some units (mostly custody-oriented units), we only analyze behavioral adjustment in the institution for these units.

We also measured numerous attitudes and values at intake and exit from the institution, as well as six months after release. Approximately 20 items from the Rosenberg self-esteem scales, and two items measuring the extent to which one "feels like a criminal" were measured. In addition several items measuring the expected value of pursuing a criminal career (Harris, 1975) were asked. All the items were factor analyzed, and as a result of this analysis, we created the following additive indices: a nine-item index of self-esteem, a two-item index of identity as a criminal, and a three-item index of the perceived risk of a criminal career. The latter two indices were used to measure the extent to which the inmates internalize identity as a criminal and the extent to which they adopt a more favorable conception of following a career as a criminal. If juveniles leave the institution "more criminal" than they entered it, the interventionist strategy of the correctional program fails. Similarly, if a juvenile's self-esteem is lowered, the correctional program fails in its goal of providing the juvenile a positive conception of his self.

Outcome in the Community. For most observers of the juvenile correctional system, the critical test of the effectiveness of a correctional facility is the extent to which a juvenile is deterred from committing additional offenses after release. Measurement of this phenomenon is not self-evident, however,

because recidivism may be affected by the type of environment the juvenile returns to upon release from the institution. We decided to measure outcome in the community in terms of two types of measures. One, the more traditional measure, is the number of crimes a juvenile commits within six months of release. To measure this, we relied on two indicants: the number of official arrests and the number of self-reported crimes. The second type of outcome variable that we used was the extent to which the juvenile was successful in adjusting to life on the outside, apart from any consideration of criminal involvement. We measure this adjustment in terms of (1) holding a job and or returning to school and (2) increases in self-esteem between exit from the institution and the follow-up interview. The latter concept is measured according to the same nine-item index used to measure intra-institutional outcome. Holding a full-time job or being in school full-time was considered an indication of post-release adjustment, while part-time employment or part-time enrollment in school was considered less of an adjustment to the community and an absence of either was considered to indicate a lack of involvement in traditional conventional institutions.

III. Problems of Analysis

A. Multilevel Analysis -- Overview

Social research which involves individuals and groups is often called multilevel analysis. In the context of the present research, this implies explaining variation in an individual-level variable by way of explanatory variables at the individual-level and at the group level. For example, in this research we try to explain negative attitudes toward staff (an individual-level

dependent variable) by using explanatory variables such as number of prior incarcerations (individual level independent variable) and the percent of inmates in a correctional unit with prior incarceration (group-level or unit-level independent variable). The latter type of variable (group-level) is perhaps the most unfamiliar and confusing type of variable. For most of our purposes, the group-level variables refer to variables that characterize a juvenile correctional unit as a whole. (A correctional unit consists of the group of inmates who live together, often work, go to school, paprticipate in group therapy, etc., together.) Thus, the percentage of juveniles on a unit who are over the age of 17 would characterize that unit as a whole relative to the percentage over 17 in other units. Every individual within a unit is assigned the same score on a given group-level variable, e.g., if 75 percent of the juveniles in a unit are over 17, everyone on the unit is assigned a score of 75.

There are two basic types of group-level or unit-level variables --integral and compositional (Boyd and Iversen, 1979: 57). Group properties such as type of correctional unit (GGI vs. non-GGI) are integral-type group variables because they do not need to be derived from individual-level charactersitics of the individuals in the unit. By contrast, a compositional-type variable is derived from an individual variable characteristic that is aggregated in some fashion, e.g., the percent black in a unit. Means and percentages are two common types of compositional group variables. (See the following for discussion of the formulation of variables used here: Boyd, 1971; Hanushek et al., 1974; Przeworski, 1974; Alwin, 1976; Firebaugh, 1978; Boyd and Iversen, 1979; Selvin and Hagstrom, 1963).

In addition to the individual and group-level variables, we tested for cross-level interaction effects. This type of variable shows the influence, for example, of being young and being in a unit of younger or older inmates on a given independent variable. Thus for each individual-level independent variable and its compositional group-level equivalent, there is a cross-level interaction variable computed as a product of the two.

B. Problems with Multilevel Analysis

Evaluating the Relative Importance of Independent Variables

The difficulties of evaluating complex models of social reality involve some seemingly mundane practices of deciding on which variables to retain in the model. One such practice is to use the amount of variance explained by each variable when entered last in the regression equation as a measure of relative importance. Another common practice is to eliminate variables that do not contribute a statistically significant amount to the explained variance when entered last. For each variable kept or deleted from the model there are effects on the model as a whole, and these must be evaluated relative to established theory. Sometimes substantively important variables contribute little to explained variance, yet to omit it would possibly bias the other estimates. Unfortunately the relevant sociological theory is often not well established to help in the decision to keep a variable. This may lead to the use of rather mechanical rules-of-thumb in the decision to keep a variable or not.

One of the issues of selecting variables centers around whether to enter individual-level variables or group-level variables first in a regression equation with the aim of partitioning the variance of the dependent variable.

Many researchers argue that individual-level variables should be entered first because explanations of behavior at the individual level are more important than explanations based on group variables. Often the individual level explains a substantial amount of variance if entered first, resulting in group variables that explain relatively little.

Selection of Groups. When trying to explain individual behavior in terms of group properties, the effect of the movement of individuals into groups must be taken into account. To varying degrees some juveniles have a choice over the specific correctional unit where they live. In practice, choices are limited by the availability of space. The more desirable units are well-known, and usually juveniles will choose them if given the opportunity. The central question is whether individuals select or are selected on the basis of an independent or dependent variable. If individuals are selected or select themselves on the basis of the dependent variable, then the causal ordering is implicitly in the direction of the dependent to the group variable. In the present longitudinal analysis, however, it is doubtful, for example, that the primary dependent variables -- self-esteem at exit and follow-up and subsequent arrests -- are "causing" selection or assignment to a GGI program at intake. The temporal ordering of the variables allows for making assumptions about the causal order.

There is more concern, however, for the movement of juveniles between units. Often the basis for such movement is that an individual is so "inadequate," passive and weak that they must be removed from a unit with "tough" juveniles and sent to a unit with other similarly "inadequate" youths. To the extent that this occurs, there would seemingly be a problem

because the criterion for selection into the weak, inadequate unit seems to be something very close to low self-esteem, a dependent variable. Fortunately, there was little by way of movement from more aggressive to "inadequate" units such that the problem is minimal in terms of number of individuals. (Also, only Jamesburg has special units for "inadequates" -- some of which were included in our analysis.) Finally, because our data are longitudinal, we can control for self-esteem at intake, enabling us to test for group-level effects after entering the variable measuring self-esteem at intake.

Oversimplification and Causal Specification. All theories, particularly early in development, tend to oversimplify reality. And theories involving multilevel analysis are no different. There are two problems related specifically to multilevel analysis. One is the problem of controlling for an adequate number of individual-level variables to allow a conservative test of the group-level variables. The second is the problem of testing for an adequate number of levels of group variables. Related tc both these issues are problems of multicollinearity, which will be addressed later. The question of an "adequate" number of individual-level variables is, of course, contingent upon theoretical considerations, e.g., how elaborated and detailed specific theories are. The omission of important variables from the model results in biased estimates. With regard to the multilevel analysis, however, there is the added consideration that individual-level variables are superior measures generally to group-variables in that they more directly measure influences on an individual's behavior. Group-level variables, on the other hand, generally require the added assumption that some unmeasured causal connection exists "between" the group-level independent variable and the individual-level

dependent variable. In other words, how does the normative context of the unit, for example, actually affect individuals within the unit? Is it interpersonal influence processes or pressures that mediate the group effect? Presumably this effect would vary from individual to individual within a unit, yet there is usually no direct measure of the group-variable is mediated. Thus, there is usually posited an interlevel mediating variable which is not measured.

Some researchers have cautioned against the general use of contextual analysis (See Hauser, 1970), whereas others have argued its merits (Farkas, 1974; Barton, 1970). This debate indicates that it is advisable to exercise care in the specification of the individual-level variables to minimize the charge that most direct influences on the individual have not been measured in the analysis.

The second problem of causal specification concerns oversimplification in the level of group variables. It might be argued that there are several group-levels influencing inmates -- peer groups, unit-level characteristics and institutional-level characteristics. We argue here that generally the peer and unit-level groups are the theoretically influential group-levels, although from time to time we may use an institutional-level characteristic, such as the use or non-use of GGI techniques.

Measurement Error. Measurement error differentially influences estimates of individual and group effects. Generally, when individual and group effects have the same sign (i.e., when the group-level version of the individual-level variables and the individual-level variables themselves are affecting the dependent variable in the same direction), random measurement error in the

individual variable will inflate its estimate and deflate the estimate of the group effect. When the signs are opposite, the estimate of the group effect will be inflated.

Multicollinearity. High correlation among independent variables (multicollinearity) is a crucial problem in multilevel analysis. Generally, if there is a high degree of collinearity, regression coefficients tend to fluctuate from sample to sample, i.e., the less the reliability of the partial regression coefficients. In multilevel analysis the situation is compounded by the relatively high correlations between the individual-level, group-level and interaction effects.

To aid in disentangling these correlations across levels, researchers have used techniques such as "ridge regression," principal component regression, latent root regression, and a "centering" technique described by Boyd and Iversen (1979: 65-76).

This latter technique preserves the values of group intercepts and slopes of the regression lines, while "centering" the independent variable in each group on the axis of the dependent variable. All the new means of the independent variables equal zero and the dependent variable has new values. As a consequence, the correlations of the transformed explanatory variables are equal to zero. By comparing the relative amounts of explained variation attributable to the individual level, group level, and interaction level, we are aided in making decisions about their respective contribution. Unfortunately, the implementation of the centering procedures is very complicated for multivariate regression analysis, especially where the number of aggregation categories (here, correctional units) is large.

Practical guidance in using ridge regression procedures has not yet been established concerning the chain of restrictions on the regression parameter estimates (Draper and Smith, 1966: 324). Principal component regression was attempted in the present research, but it proved difficult to attach meaning to the eigenvectors at the unit level. Latent root regression appears to offer little advantage over other techniques (Draper and Smith, 1966: 337).

We chose to handle the problem of multicollinearity in an ad hoc way. If a situation arose in which there were two collinear variables, we evaluated one variable, then the other, in separate regressions and then compared the results in terms of the relevant hypotheses and theories. In situations where there were more than two collinear vriables, we often had to omit several variables. In such situations, it is not always practical to evaluate empirically all the possible regression equations. Thus, we selected the most theoretically relevant variables and evaluated the comparative consequences of omitting or retaining these most important variables. At times we simply had to admit that we could not truly test an hypothesis or that we could only evaluate the effect of a collinear variable on a dependent variable by looking at zero-order correlations or misspecified models, i.e., models in which variables known to be theoretically relevant were omitted from the regression equation.

C. Non-Random Assignment of Juveniles

If juveniles were randomly assigned to facilities, the tasks of evaluating the effectiveness of particular programs would be made substantially easier. Because assignment is non-random, however, there is departure from a true experimental design since the individuals in one type of unit differ in non-random ways from individuals in other types of units. Whereas non-random

assignment is a detriment to the researcher's work, it is the goal of the correctional system. To an extent, their failure to match correctly the right individual with the right facility is beneficial to a research design aimed at testing the explanatory capacity of both individual and facility-level variables.

From the researcher's point of view, it is fortunate that there are numerous difficulties in ascertaining the appropriate treatment for a juvenile delinquent. Matching the selection of a facility to a juvenile's needs is often a process in which objective standards are difficult to identify. Despite the difficulties involved, certain patterns of selection may be identified. An attempt will be made here to discuss the selection criteria of placement, as well as transfers from one unit to another after initial placement.

Age is one of the criteria employed prior to final placement in a correctional institution. Youth under the age of sixteen are usually sent to the Jamesburg facility. (None of the juveniles in any of the other facilities in the study are under the age of sixteen.) Thus, Jamesburg residents are generally younger than residents of other facilities (see Table 2-7). The older inmates in our sample are more likely to be in the Annandale facility, where the mean age is between 18 and 19. Yardville units and the community-GGI units fall in between with average ages of 17 and 18 years.

In addition to age, juveniles are selected for units on the basis of whether or not they are likely to adjust well in a GGI program. Concretely, this means that juveniles with relatively high degrees of prior incarceration experience are more likely to be sent to an Annandale or a Yardville non-GGI

unit. Jamesburg units, as well as all GGI units, tend to have juveniles with less prior institutional experience and fewer prior arrests (see Tables 2-8 and 2-9). Juveniles who are judged to be sex offenders, emotionally disturbed, arsonists, or high escape risks are generally unacceptable to GGI units and therefore are likely to be placed in an Annandale or a Yardville non-GGI unit.

Although juveniles with prior incarcerations are considered less desirable for GGI treatment, this is not to say that residents in GGI programs are less "aggressive" than their non-GGI counterparts. Because of the nature of GGI, it is essential that relatively aggressive, verbal youngsters be included in the units to make the group dynamics work. Thus we see that juveniles in many of the GGI programs have average offense seriousness scores as high as the custodial units of Annandale and Yardville (see Table 2-10). Community GGI programs, for example, have relatively high averages of violent offenses (7.53) as well as prior offenses (1.21).

In addition to the assignment of juvenles to units, there is also movement of juveniles from one unit to another. Generally, intra-institutional movement can be defined in terms of "promotions" or "demotions." An example of a promotion is movement from an undesirable unit to a more desirable unit. Unit C-2 at Jamesburg, for example, is a unit juveniles can "earn" by way of the token system. Other units, such as C-4 at Jamesburg and C-7 at Annandale, have the youngsters most difficult to control and are generally considered the least desirable units to be sent to. A third category of units might be called "protective custody" units for the weak and inadequate, i.e., youngsters who are pushed around or otherwise victimized in the more aggressive units. Movement to these units would not normally be defined as a promotion or demotion.

Table 2-7. Age of Residents of Unit

Institution	Unit	Age	Percent Older Than 16.0 Yrs.
Annandale	C-7	18.8	100
	C-8	19.4	100
	Stokes Forest	18.1	100
Yardville	N-1-A	17.6	100
	N-2-B(A)	18.1	100
	N-2-B	17.6	100
	R-2-B	18.7	100
Jamesburg	C-4	16.0	44.4
	C-5	15.6	33.3
	STU	15.5	31.3
	C-11	15.3	19.4
	C-6	15.8	30.0
	C-2	16.8	61.5
Yardville	[illegible]-B	17.3	100
	N-1-C	18.0	100
Yardville (GGI at Jamesburg)	PIE-II	17.8	100
	C-3	17.4	100
Community	Warren-1	17.0	100
	Warren-2	17.2	100
	Highfields-1	17.2	100
	Highfields-2	17.1	100
	Wharton Tract	18.1	100
	Camden House	17.9	100
	Stuyvesant	17.6	100

Table 2-8. Prior Offenses

	Mean--Total Number of Violent Prior Offenses (Official Records)*	Mean--Total Number of Non-Violent Offenses (Official Records)*	Mean--Total Number of All Offenses (Official Records)*	Mean--Total Number of Recorded Incidents (Official Records)*	Percent with record of Using Drugs (not marijuana)
Annandale	1.49	10.37	11.84	11.45	40.9
Yardville (non-GGI)	1.59	9.15	10.85	10.61	50.0
Jamesburg	.71	5.84	6.55	6.52	20.8
Yardville GGI	.89	7.08	7.97	6.94	39.3
Yardville GGI at Jamesburg	1.03	5.54	6.54	5.76	17.6
Community GGI	1.21	7.53	8.75	7.88	31.6

* = F - Test significant at .05 level.

Table 2-9. Prior Arrest and Incarceration Experience

	Mean--Age at First Arrest *	Mean--Number of Prior Incarcerations *	Mean--Number of Prior Months Incarcerated *	Mean--Number of Months in Placement *
Annandale	13.37	.82	7.05	1.25
Yardville (non-GGI)	13.30	.79	8.34	3.03
Jamesburg	12.37	.23	3.38	2.64
Yardville GGI	14.11	.42	2.67	2.52
Yardville GGI at Jamesburg	14.26	.03	.03	2.31
Community GGI	13.95	.17	1.30	.74

* = F-Test significant at .05 level

Table 2-10. Offense Seriousness By Unit

Institution	Unit	Mean Rossi Offense History (Self-Report) Seriousness	Mean Rossi Current Offense (Self-Report)
Annandale	C-7	13.4	17.7
	C-8	14.8	16.6
	Stokes Forest	12.2	13.8
Yardville (Non-GGI)	N-1-A	12.3	5.9
	N-2-B(A)	17.1	8.8
	N-2-B	17.4	27.2
	R-2-B	22.0	22.6
Jamesburg	C-4	11.6	19.8
	C-5	16.6	17.2
	STU	15.1	19.6
	C-11	14.2	16.4
	C-6	17.4	16.6
	C-2	15.4	18.6
Yardville (GGI)	N-1-B	17.3	20.7
	N-1-C	16.2	16.7
Yardville (GGI at Jamesburg)	PIE-II	15.8	17.6
	C-3	12.1	17.4
Community	Warren-1	13.0	22.0
	Warren-2	9.6	17.4
	Highfields-1	13.9	3.3
	Highfields-2	15.7	18.3
	Wharton Tract	21.2	20.9
	Camden House	11.8	16.3
	Stuyvesant	12.0	14.0

There were essentially two problems posed by the movement of individuals from one unit to another. The first was the extent to which a promotion or demotion affected the various outcome variables. The second was the problem of deciding which unit should be considered for the unit influencing the juveniles. As for the first problem, our initial analysis of promotions and demotions revealed that there was no significant effect on any of the dependent variables. We subsequently dropped the problem from further consideration. As for the second problem, we decided to use time as the criterion by which a unit would be deemed the primary unit affecting the juvenile during his stay in the institution. The unit which the juvenile was on the longest was the unit that was considered the primary unit of influence.

In summary, to varying degrees there is a selection problem. That is, juveniles are selected and placed in different types of units according to certain characteristics such as age and prior incarceration experience. We attempt in our analysis to control for as many of these variables on which juveniles are selected as we thought possible. By including control variables such as age, prior arrests and prior incarcerations in the analysis, we try to measure the effects of these individual-level characteristics (that were used in the placement of the juveniles) on the dependent variables and thereby allow for evaluation of the effectiveness of the variables of interest (e.g., being in a GGI program or not).

Footnotes -- Chapter Two

1. For the sake of brevity, we will refer to the different points of time as follows: "intake interview" refers to the interview done shortly after arrival; the "exit interview" refers to the interview done shortly before release from the facility; the "follow-up interview" refers to a telephone follow-up done six months after release from the facility; the "cross-section interview" refers to the interview of all inmates on a unit during their stay in the institution. This last sample consists of some individuals who were not in the longitudinal sample (they entered the correctional facilities before or after the period of time in which we did our intake interviews, or they were parole violators returned to the institution.)

2. What is called a composite aggregate file was created in which all individuals in the longitudinal sample within the same correctional unit received the same score on a particular aggregate variable. Thus, for example, if 45 percent of a unit was over the age of 17, all individuals on that unit received the score of "45" for that aggregate-level variable.

3. At the beginning of our study some juveniles were still at Highpoint but, shortly after we started interviewing, that satellite became an all-adult unit.

Chapter Three -- Behavior and Attitudes Within the Institution

Chapter Three: Attitudes and Behavior Within the Institution

In this chapter we test several hypotheses based on the theoretical questions raised in Chapter One by utilizing the cross-section data collected on the juveniles during their stay in the institution. Ideally, we would have liked to test more completely the issues raised here with longitudinal data, but the nature of the data collection process, as well as various cost and time contingencies made this impossible. Unique to this data set are variables measuring (a) degree of prisonization of individuals, (b) friendship and associational networks and (c) peer leadership. In addition to the unique contributions the cross-section data provide, we will analyze the data here with the long-term goal of aiding in the interpretation of the longitudinal data, presented in Chapters Four and Five.

This chapter is divided into three sections. First, we test homogeneity model hypotheses interrelating prior characteristics of the inmates with intra-institutional attitudes and behavior. Second, we expand the focus of the analysis to a multilevel analysis using all the institutions in the sample to test homogeneity/heterogeneity theory at the aggregate level (correctional unit level), as well as at the individual level. In this way we simplify the focus by excluding from consideration behavior in the institution, and the effects of peer association and leadership position, each of which proved difficult to analyze in a straightforward way. In the third section, however, we attempt to incorporate these aspects of the inmate social structure into the analysis.

I. Behavior and Attitudes Within the Institution: Pre-Institutional Predictors

A. Elaboration of Hypotheses of the Homogeneity Model. In approaching the theoretical questions raised in Chapter One of this report, we refined our two working models of juvenile correctional institutions (homogeneous vs. heterogeneous) to include hypotheses concerning inmate associational patterns, i.e., who the inmates "hang around with," and informal leadership structure, i.e., who becomes a leader within a unit. Thus, we attempt to give a more complete test of the homogeneity model by going beyond the initial hypotheses concerning the relationship between serious offenders and intra-institutional management and attitudinal problems.

The predominant correctional philosophy has been based on the assumption that violent, aggressive youngsters in the community would have a corrupting and criminalizing influence on other inmates, leading to a diminishing of the overall effectiveness of the correctional program. Those who have exhibited patterns of physical aggression in the community prior to incarceration are assumed to be more likely to play dominant roles in an inmate social structure which is rooted in toughness and aggression. Specifically, the more serious offenders are more likely to become the leaders, to be considered by other inmates to be "tough," and to be able to get what they want from other inmates. Their associates are also more likely to be "tough," and together they form the predominant inmate social system in which the serious offenders are well-integrated into the interaction patterns of the inmates. These interaction patterns are presumably geared to the expression of opposition toward staff and

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institutional rules. According to the homogeneity model, anti-staff attitudes and institutional rule violations should be most prevalent among the serious offenders. In summary, the homogeneity scenario is one in which serious, violent offenders enter a correctional facility and become the central figures in an inmate culture based on violence and aggression.

To test these aspects of the homogeneity model, we begin by specifying several hypotheses that relate pre-institutional behavior and charactersitics with behavior and attitudes within the institution. Figure 3-A presents several hypotheses of the homogeneity model (the heterogeneity model predicts no relationship or even the opposite relationship for each of the homogeneity predictions).

Figure 3-A. Predictions of Homogeneity Model

The more serious, violent offenders in the community are expected to do the following in the institution:

a. become leaders on the unit
b. become known as the "toughest" on the unit
c. become influential with other inmates
d. become well-integrated into the informal social system
e. have "tough" friends or associates
f. have a greater anti-staff attitude
g. commit more institutional rule-violations (adjustment problems, e.g., disobeying staff)
h. commit more "criminal" institutional rule-violations (acts that would be considered crimes on the outside)

Before discussing the empirical results, we should make clear that in this chapter the discussion will utilize the cross-sectional data (except where otherwise indicated) because this is the only data set in which it was feasible to collect associational and leadership data for a substantial number of inmates. Furthermore, wherever possible, we present our findings by distinguishing between three institutional contexts: (1)

Annandale/Yardville non-GGI, (2) Jamesburg, and (3) GGI units.[1] The first institutional context Annandale/Yardville non-GGI units, are custodial-oriented units, whereas the GGI units have a group-treatment orientation. Jamesburg is distinguished from the other two since its population is substantially younger than the other inmate populations, and, since its token system of reward and punishment represents a different treatment philosophy. By testing certain of our hypotheses <u>within</u> each of these three institutional contexts, we hope to refute any charge that the type of institutional context is masking the true relationship among the variables tested. For example, we may find that prior characteristics are predictive of intra-institutional processes in Annandale, but not in the other two institutional contexts. Examining correlations for all institutional contexts combined could erroneously lead us to conclude that there is no relationship whatsoever between these variables.

<u>Measurement of Variables</u> -- Measurement of the various variables utilized in this section of the report is also discussed in Chapter Two. We will briefly describe the measures here. They can be categorized into four types: pre-institutional characteristics, associational choices, leadership positions, and intra-institutional attitudes/behavior. The first category, pre-institutional characteristics, consists of demographic variables (i.e., age, race, and occupational prestige of parents), prior incarceration variables (i.e., number of incarcerations in a correctional institution, and number of months of such incarceration), and prior offense characteristics i.e., number of prior offenses, number of prior violent offenses, seriousness of prior offenses (seriousness weights

adapted from Rossi et al., 1974). All prior offenses measured are taken from official records unless otherwise noted.

Associational patterns are measured here by seven items which were computed from five "sociometric" questions in which inmates were asked to name whom on their units is "most admired," the "toughest," "gets what he wants from the staff," "gets what he wants from other inmates," and "whom do you hang around with." Four of the measures computed from these items consist of the proportion of the inmates named as "hang around with," who are also chosen as "most admired," "toughest," etc. (as above), by two or more of the inmates of the unit. Of the remaining associational measures, one consists of the proportion of one's named associates who an inmate himself chooses as "toughest." The other two associational measures are the number and proportion of associates reciprocating the choice "hang around with."

Leadership measures are simply the number of times an inmate is chosen for each of the five original "sociometric" items, divided by the number of other inmates on the unit (an inmate cannot choose himself). The fifth of these items--times chosen as "hang around with" -- is more properly interpreted as a measure of social integration than of leadership.

The central dependent variables consist of an index of five items measuring negative attitude toward staff and institution (referred to at times as NATS--negative attitude toward staff), number of rule-infractions resulting in disciplinary action ("minor" disciplinary problems), number of more serious violations ("major" disciplinary problems), seriousness of "major" disciplinary problems (sum of seriousness weights adapted from

Rossi, et al., 1974), and the severity of the punishments imposed for the violations (as measured by an ordinal ranking of punishments). None of the disciplinary measures is used for any of the GGI units since most GGI units do not keep systematic records of any disciplinary action.

In the presentation we distinguish between three substantive areas in which the homogeneity model makes predictions about serious offenders: (1) leadership status, (2) associational patterns, and (3) anti-institutional attitudes and behavior.

A. Predatory Offenders: Leadership and Integration into Social Networks

One central assumption of the homogeneity model is that serious, violent offenders in the community will become leaders of the inmate social structure and criminalize the other inmates. Table 3-1 shows the zero-order correlations between measures of prior criminal behavior and several measures of leadership taken from the sociometric questions on the cross-sectional interviews. The results show little support for the homogeneity model in any of the three institutional contexts. In GGI programs and in Jamesburg, there are no statistically significant positive correlations between any of the measures taken from official records and any of the leadership or social integration measures. At Jamesburg, in fact, violent offenders were less likely to be chosen as "most admired" and as "getting what they want from staff."

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Table 3-1. Zero-Order Pearson Correlations Between Individual-Level Prior Characteristics and Leadership Variables By Three Types of Institutions (CS)

Institutional Type	Dependent Variables	Previous Incarcerations		Prior Offenses		
		No. of Prior Incarcera-tions	No. of Months Prior Incar-cerations	No. of Prior Offenses (OR)	No. of Prior Violent Offenses (OR)	Seriousness of Prior Offenses (OR)
Annandale/ Yardville Non CGI	Times Chosen Most Admired	.010	-.034	.042	.010	-.053
	Times Chosen Toughest	.073	.053	.170*	.122*	-.064
	Times Chosen Get What Want from Staff	-.059	-.070	-.058	-.089	.096
	Times Chosen Get What Want from Inmates	-.020	-.040	-.012	-.024	.010
	Times Chosen Hang Around With	.003	-.020	.024	.016	-.012
Jamesburg	Times Chosen Most Admired	.118	.109	-.057	-.142*	-.064
	Times Chosen Toughest	-.033	-.056	.039	.008	-.035
	Times Chosen Get What Want from Staff	-.095	-.086	-.150*	-.171*	-.047
	Times Chosen Get What Want from Inmates	-.121	-.087	-.019	-.054	-.061
	Times Chosen Hang Around With	.055	.016	-.049	-.065	-.056
CGI	Times Chosen Most Admired	-.058	-.089	-.023	-.054	-.032
	Times Chosen Toughest	.053	.006	.017	-.013	-.039
	Times Chosen Get What Want from Staff	-.061	-.067	-.078	-.074	.082
	Times Chosen Get What Want from Inmates	-.091	-.085	-.042	-.049	-.053
	Times Chosen as Hang Around With	-.026	-.024	-.059	-.106	-.090

*Significant at .05 level.

In Annandale/Yardville non-GGI units, there is some support for the homogeneity model since there are significant relationships between number of prior offenses, number of prior violent offenses, and seriousness of prior offenses and being chosen as the "toughest" on the unit. Other correlations, however, were small and statistically insignificant. It should be pointed out that the most probable institutional context in which the homogeneity model should receive empirical support is in the Annandale/Yardville non-GGI units where the inmate subculture is most likely to flourish, unimpeded by treatment strategies such as GGI or a token economy. Despite the relatively ideal conditions for the confirmation of the homogeneity model in Annandale and Yardville, there is little empirical support for it.

B. Predatory Offenders: Associational Networks

It follows from the homogeneity model that the more serious offenders would associate with inmates who are tougher, considered to be leaders and well-integrated into the peer social structures. The results in Table 3-2 suggest again that there is little support for these hypotheses. In GGI programs there are significant negative correlations between several prior offense and associational variables. In Jamesburg there are no significant relationships between any of the associational measures and prior offenses, with the exception of a significant positive relationship between seriousness of prior offenses (official records) and reciprocity of associational choice. At Annandale/Yardville non-GGI,

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Table 3-2. Zero-Order Pearson Correlations Between Individual-Level Prior Characteristics and Sociometric Variables By Three Types of Institutions (CS)

		Previous Incarcerations		Prior Offenses		
Institutional Type	Proportion of Associates...	No. of Prior Incarcerations	No. of Months Prior Incarcerations	No. of Prior Offenses (OR)	No. of Prior Violent Offenses (OR)	Seriousness of Prior Offenses (OR)
Annandale/ Yardville Non-CGI	Named Toughest by R	.006	-.022	.060	.001	.083
	Named Toughest by 2+	.042	.008	.099	.097	-.008
	Reciprocating Choice as Assoc.	-.110	.047	.118	.111	.003
	Named Most Admired by 2+	.178*	.120*	.156*	.158*	.038
	Named Get What Want from Staff	.132*	.052	.143*	.093	.052
	Named Get What Want from Inmates	.042	.024	.046	.011	-.013
	Number of Assoc. Reciprocating Choice As Assoc.	.049	-.009	.037	.041	.064
Jamesburg	Named Toughest by R	-.144*	-.119	-.160	-.143	-.079
	Named Toughest by 2+	.114	.140	.005	-.027	.006
	Reciprocating Choice as Assoc.	-.002	.045	-.034	-.031	.184*
	Named Most Admired by 2+	.049	.085	.062	.010	-.021
	Named Get What Want from Staff	-.031	.038	.019	.031	-.001
	Named Get What Want from Inmates	.077	.085	-.028	-.093	.075
	Number of Assoc. Reciprocating Choice as Assoc.	-.009	-.002	-.067	-.025	.295*
CGI	Named Toughest by R	.002	-.088	-.028	-.088	-.033
	Named Toughest by 2+	.005	-.046	-.031	-.036	-.178*
	Reciprocating Choice as Assoc.	.016	.066	-.127*	-.155*	-.083
	Named Most Admired by 2+	-.058	-.091	-.128*	-.125*	-.192*
	Named Get What Want from Staff	-.150*	-.120*	-.069	-.065	-.051
	Named Get What Want from Inmates	-.096	-.128*	-.117	-.090	-.118*
	Number of Assoc. Reciprocating Choice as Assoc.	-.102	-.089	-.101	-.149*	-.119*

*Significant at .05 level.

number of prior offenses and number of prior violent offenses do predict who is admired and who is thought to get what they want from the staff. All the correlations among those in these units, however, are small (<.20). Nevertheless, as the results indicate, some variables do appear to be related to associational patterns, and thus some support is found for homogeneity theory among juveniles placed in the most custodial of institutional contexts -- Annandale or Yardville.

C. Predatory Offenders: Anti-Institutional Attitudes and Management Problems

A crucial test of the homogeneity model is the extent to which pre-institutional characteristics are predictive of intra-institututional behavior (as measured by the disciplinary action taken on an individual) and attitude toward staff and institution. The five dependent variables presented in Table 3-3 -- negative attitude toward staff and four measures of the extent of institutional rule-violation -- are central to the logic of the homogeneity model in that there should be a carry-over of behavior and attitudes from the community to the institution.

The empirical results shown in Table 3-3, however, provide little support for the homogeneity hypotheses. None of the correlations between individual-level characteristics and the intra-institutional measures are above +.25, suggesting that prior characteristics are not very predictive of attitudes or behavior in the institution.

Looking at the demographic variables, one finds that age is negatively related to negative attitude toward staff in the GGI programs

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Table 3-3. Zero-order Pearson Correlations Between Several Independent Individual-Level Variables and Dependent Variables By Three Types of Institutions (CS)

		Demographic Characteristics					Previous Incarcerations	
Institutional Type	Dependent Variable	Age	Black	White	Father's Occupation Prestige	Mother's Occupation Prestige	No. of Prior Incarcerations	No. of Months Prior Incarcerations
Annandale/ Yardville Non-GGI	Negative Attitude Toward Staff	.005	.106	-.195*	-.07	.250*	.164*	.116
	No. Adjustment Disciplinaries	-.047	-.088	-.047	-.005	.061	.074	.110
	No. Criminal Disciplinaries	.024	-.038	.079	.220*	-.062	.018	.067
	Seriousness of Criminal Disciplinaries	.031	-.039	.066	.180*	-.070	-.005	.050
	Severity of Punishments	-.036	-.082	.014	.141	-.051	.035	.105
Jamesburg	Negative Attitude Toward Staff	.055	-.048	.083	-.067	-.012	.090	.092
	No. Adjustment Disciplinaries	-.023	-.081	.066	.015	.055	-.024	-.014
	No. Criminal Disciplinaries	-.193*	-.037	.113	.032	-.230*	-.019	-.026
	Seriousness of Criminal Disciplinaries	-.197*	-.034	.101	.021	-.205	.007	-.002
	Severity of Punishments	-.104	-.104	.080	-.018	-.170	.083	.123
GGI	Negative Attitude Toward Staff	-.134*	.154*	-.147*	.068	.121	.095	.034

*Significant at .05 level.

Table 3-3 continued

Institutional Type	Dependent Variable	Prior Offenses: No. of Prior Offenses (OR)	No. of Prior Violent Offenses (OR)	Seriousness of Prior Offenses (OR)	Seriousness of Prior Offenses (SR)
Annandale/ Yardville Non-GGI	Negative Attitude Toward Staff	.119	.071	.092	-.059
	No. Adjustment Disciplinaries	.017	.071	.001	.167*
	No. Criminal Disciplinaries	.069	.202*	.065	.065
	Seriousness of Criminal Disciplinaries	.054	.186*	.055	.065
	Severity of Punishments	.051	.162*	.048	.148*
Jamesburg	Negative Attitude Toward Staff	-.111	-.005	-.134	-.021
	No. Adjustment Disciplinaries	.055	.017	.031	-.084
	No. Criminal Disciplinaries	.019	.134	-.032	.059
	Seriousness of Criminal Disciplinaries	.008	.137	-.035	.035
	Severity of Punishments	.053	.048	.021	.128
GGI	Negative Attitude Toward Staff	-.036	-.000	-.080	-.113

*Significant at .05 level.

and to two of the four measures of behavior (disciplinary action) in Jamesburg. Younger inmates tend to have more hostile attitudes and to exhibit more disruptive behavior than older inmates. Being white is negatively related to negative attitude toward staff in Annandale/Yardville and in GGI programs. Occupational prestige of father is positively related to criminal behavior in Annandale/Yardville, while mother's occupational prestige is positively related to negative attitude toward staff. Mother's occupational prestige is also negatively related to the more serious "criminal" disciplinaries at Jamesburg. Because of the large number of missing cases, however, we will not pursue interpreting the relationships involving the occupational prestige variables. In general, however, there is little support for the hypothesis that prior characteristics are predictive of adaptation in the institution.

Perhaps most indicative of the limited predictive power of prior characteristics are the low and mostly insignificant correlations between prior incarcerations, prior offenses and the five intra-institutional attitudinal/behavior measures (Table 3-3). Only at Annandale/Yardville non-GGI units is there a significant relationship with negative attitude toward staff. Prior offenses are only predictive of behavior in Annandale/Yardville where the seriousness of the prior offenses and the number of violent prior offenses are predictive of some of the behavioral variables. This suggests (in support of heterogeneity theory) that prior characteristics may be superceded by treatment programs (such as GGI) and, possibly, may be less important among the younger inmates at Jamesburg.

D. Summary of Zero-Order Tests of Homogeneity Model

Thus far we have found little overall support for the homogeneity model in terms of predictions about intra-institutional associational patterns, leadership positions, anti-staff attitudes or behavioral problems. There is virtually no support for the various hypotheses in two of the three institutional contexts studied here--Jamesburg and GGI programs. Some of the homogeneity hypotheses concerning associational patterns, leadership and attitudinal/behavioral problems are suppported in the custody-oriented units. Even here, however, the relationships are small, and only some of the hypotheses of the homogeneity perspective are supported.

II. Behavior and Attitudes Within the Institution: Multilevel Analysis

In the previous section we presented results that call into question the predictive power of pre-institutional characteristics on intra-institutional behavior and attitudes. According to the heterogeneity model as discussed in Chapter One, the structure of the organizational system is a more important determinant than prior individual characteristics of intra-institutional attitudes and behavior. This structure can be analytically divided into (a) intrinsic or formal organizational characteristics, e.g., utilizing GGI techniques or not and (b) compositional characteristics, e.g., proportion of a unit who are "violent" offenders. In the present section we discuss the intrinsic and compositional variables and subsequently present a path analysis of all the individuals in the cross-section data across all institutional contexts.

A. Intrinsic Characteristics of the Units

Custody vs. Treatment -- The twenty-four units that comprise the focus of our research can be descriptively categorized according to their organizational character. Initially, we discuss the units according to the extent to which the primary organizational purpose is to "retain" the juveniles as opposed to "treat" them according to therapeutic or counseling techniques. The units are classified in three divisions (custodial, mixed-goal and treatment oriented) and are presented in Table 3-4.

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Table 3-4. Institutions and Units Classified According to Custodial-Treatment Orientation. (Units included here consist of those with five or more in the longitudinal sample).

	CUSTODIAL		M I X E D (Custodial and Treatment)			TREATMENT
	Annandale	Yardville	Jamesburg	Yardville GGI	Yardville GGI at Jamesburg	Community-Based
Units						
.	C-7	N-1-A	C-4	N-1-B	PIE II	Warren-1*
.	C-8	N-2-B (A)	C-5	N-1-C	C-3	Warren-2
	Stokes Forest	N-2-B	STU			Highfields-1
		R-2-B	C-11			Highfields-2
			C-6			Wharton Tract
			C-2			Camden House
						Stuyvesant

*Warren and Highfields were each studied twice, at two different times, several months apart. As such they are counted twice to make up the 24 units included in the analysis.

At one end of the treatment continuum are the custodial units of the Annandale facility (C-7, C-8, and Stokes Forest). These units best approximate a traditional correctional environment in which the primary goals are prevention of escape and the maintenance of order within the unit. Similar to the Annandale units are the four Yardville (non-GGI) units (N-1-A, N-1-B(A), N-A-B, and R-2-B). Because the Yardville facility itself contains a range of units from these four with custodial orientations to institutional guided-group interaction (GGI) programs, we consider these four units to be less custodial than Annandale's units.

The Jamesburg facility is classified as having mixed goals -- both custodial and treatment. The young offenders are generally sent to Jamesburg and participate in a treatment program based on a token penalty/earning system. An attempt is made to define their stay as a "residency" rather than an incarceration. Furthermore, unlike the most custodial facilities, the juveniles reside in separate housing units (with one maximum security unit). Along with Jamesburg, we classify two types of GGI programs as having a mixed-goal climate. First, there are two units (N-1-B and N-1-C) that operate within the context of a traditional custodial institution (Yardville), but which, nevertheless, are guided-group interaction programs. Second, there are two Yardville units (PIE-II and C-3) that are geographically located at the Jamesburg campus, but practice guided-group interaction.

The treatment-oriented facilities are located apart from any traditional facility--Highfields, Warren, Wharton Tract, Camden House and Stuyvesant. These units are located, for the most part, in non-urban areas, have low security restrictions, mostly treatment staff and practice GGI.

Overall, we distinguish three types of units according to their treatment/custodial orientation: (1) custodial, (2) mixed (custodial and treatment) and (3) treatment.

Institutional vs. Community Orientation -- In addition to delineating a custody vs. treatment continuum, we give considerable importance to the "deinstitutional" or community orientation of a correctional milieu. In our sample there is a considerable overlap between the custody/treatment and institutional/community dimensions in that the GGI treatment strategy is found in the more deinstitutionalized settings. Nevertheless, we can distinguish degrees of community orientation within the GGI programs, and test if community-orientation contributes to the explanation of outcome variables.

We are limited in the analysis of the many important issues surrounding deinstitutionalization by the fact that all of the units in our study fall short of an ideal community-oriented program. Most of the community-oriented units in reality are placed in rural settings and have limited interaction with individuals in the community.

It is difficult to measure community orientation. We try to incorporate several indicators of community-orientedness into an overall measure. Items include the frequency with which a community-oriented activity occurs as well as the proportion of the members of a unit involved in such activities (e.g., work, recreation, church, shopping in the community, etc.--see Chapter Two).

Although the custodial vs. treatment and institutional vs. community orientation dimensions do not exhaust the possible intrinsic characteristics of the programs, they are the most important focus of

recent research. For the most part, we focus on these two aspects as determinants of the inmate culture and social structure as well as of various outcome measures.

B. Compositional Characteristics of the Units

In addition to the intrinsic characteristics, units can be characterized according to the make-up of the individuals within the unit. We refer to these characteristics as compositional. The immediate problem with compositional measures is that there are many plausible measures of the "climate" of a unit. Choices must be made, not only as to what "climates" are theoretically important, but what statistics should be used to summarize the characteristic in question. For example, to measure the "mix" or heterogeneity of serious and non-serious offenders, one could use the mean, median, standard deviation, proportion who are predatory offenders, etc. The problems of choosing the best statistic relates directly to the discussion of the problem of interpreting aggregate-level variable effects on individual-level dependent variables. Since this issue is discussed in greater detail elsewhere, suffice it to say here that we chose the proportion of the unit's population with a particular characteristic as the most interpretable measure of unit-level features.

According to the homogeneity model, the compositional characteristics of the units should determine: (1) the "climate" of the unit, (2) the extent to which there are corrupting or criminalizing effects, (3) the viability of the program and (4) the overall effectiveness of the program in diminishing the probability of rearrest. The theoretically important compositional characteristics which we have focused on here include (a) the proportion of a unit's population who are serious, violent offenders,

(b) proportion who have prior correctional experience, (c) proportion older than 17 years of age and (d) proportion who are black or Hispanic.

Predatory Offenders -- Since the central substantive concerns of this research concern the effects of mixing predatory and other offenders, we are especially concerned about the determination of who is a predatory offender and who is not. Theoretically, as well as empirically, there is good justification to differentiate two components of seriousness: (a) violent, aggressive offenders and (b) chronic offenders. The first category is most essential to the homogeneity/heterogeneity discussion since it is the violent offenders who are seen as most likely to have a criminalizing influence vis-a-vis adherence to violence-based prison subculture. The second component of seriousness is chronicity. Repeated offenses and arrests characterize the juvenile committed to delinquent roles and activities. These repeaters may influence the institutional climate, pass their values and techniques on to others, and diminish the viabiliity and effectiveness of the programs.

Prisonized Offenders -- A second feature of correctional units relevant to our hypotheses is the proportion of offenders who have been previously incarcerated. This is a particularly important consideration since several GGI units exclude juveniles with prior incarceration experience. Inmates who have been in a correctional institution before and who have been possibly "prisonized" by their experience, i.e., learned to dislike staff, acquired knowledge of inmate norms and values, etc., are potentially most likely to "contaminate" the other inmates with their attitudes, values, norms, etc.[2]

Age of Offenders -- The significance of the age of the juvenile touches on complex interpretational issues regarding personality development, maturity, cognitive ability, identity, life experiences, etc. This is dramatized by the fact that age is a major criterion for the classification of juveniles into one type of institution over another. Two ways of thinking seem to predominate concerning the age composition of a unit. On the one hand, the older inmates are more committed to criminal identities and practices due to a combination of personality formation, identity stabilization, internalization of others' label as "criminal" and the like over time. On the other hand, younger inmates may be the most problematic in that they are the most immature and difficult to control. This is demonstrated by the existence of special correctional units for the young "immature" juveniles, e.g., at the Jamesburg facility. Thus, the age composition of the unit should be important, although it is not clear if the older or the younger inmates would be expected to have the most criminalizing influence and present the most behavior problems within the institution.

Race of Offenders -- The racial makeup is also considered to be an important influence in the culture and social structure of the unit (Feld, 1977). Some would argue that the black and Hispanic inmates have different prior social experiences and perceive and respond differently to the same social situation. Race is also an important consideration associational patterns. Inmates tend to segregate themselves racially in many of their activities. Furthermore, black inmates may be more integrated into the central inmate group, particularly in a custodial unit. Whites, on the other hand, may be less integrated and perhaps more vulnerable to exploitation.

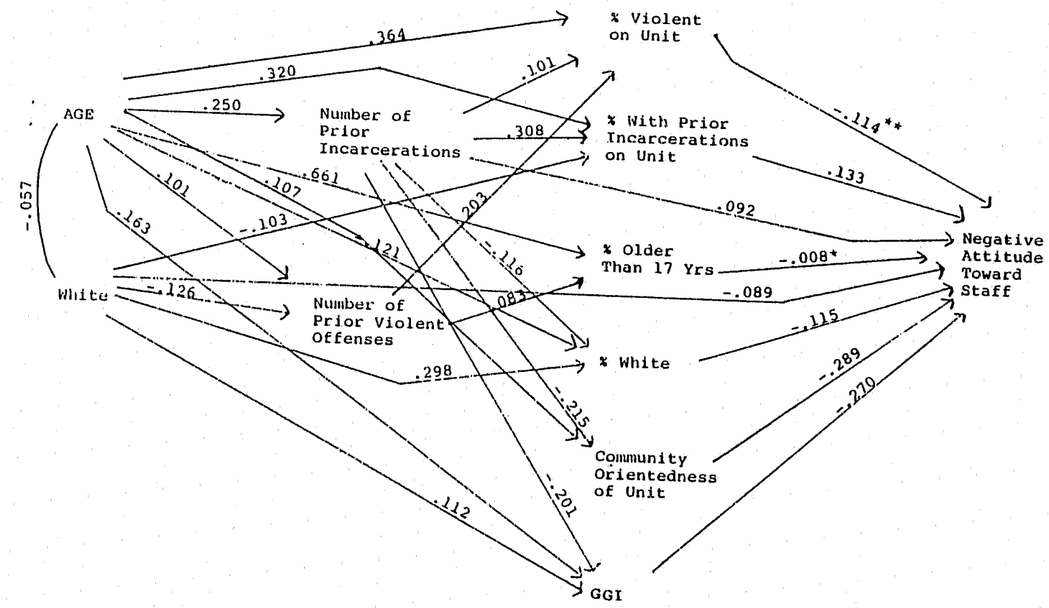
C. Multilevel Analysis of Negative Attitude Toward Staff:

Empirical Results

The diagram in Figure 3-B presents the overall results of a path analysis showing the relative strengths of the homogeneity and heterogeneity conceptual models in explaining the primary dependent variable of interest -- "negative attitude toward staff." We focus on this variable because it is (a) central to the homogeneity model concerning the effects serious offenders have on intra-institutional processes and (b) it is the only primary dependent variable in the cross-section data available for all units (disciplinary records, the other source of major dependent variables, are not available or comparable for many of the GGI units). The diagram and its theoretical significance should be interpreted with caution since there are many limitations in the data analysis that will be discussed in making substantive conclusions about the analysis.

The analysis depicted in Figure 3-B has two exogenous variables (age and race)--variables that we assume to be causally prior to all the other variables in the model. Each of these demographic variables is used to predict violent offenses and number of prior incarcerations (two endogenous variables). All these four variables (age, race, violent offenses and prior incarcerations) are then used to predict assignment to

Figure 3-B. Summary Path Model of Individual-Level and Unit-Level Predictors of Negative Attitude Toward Staff and Institution (N = 410)



*Not significant at .05 level.
**Statistically significant, but not a true estimate. See text.

units as these units are characterized by six measures--four compositional measures and two integral measures. Thus we attempt to control for the fact that juveniles are assigned to different types of institutions and units on the basis of prior charactersitics. Finally, all the prior characteristic and unit-level variables (compositional and integral) are used to predict negative attitude toward staff--our principal measure of intra-institutional adjustment.

In general, there are several interesting findings presented in Figure 3-B.

1. Offenders with serious, violent offenses in their records have virtually no effect (in terms of individual or aggregate-level effects) on the attitudes of the inmates toward staff.

2. The degree of community-orientation and use of GGI are, relatively speaking, the best predictors of inmate's negative attitude toward staff. Both greater community-orientation and the use of GGI decrease negative attitudes toward staff.

3. Number of prior incarcerations is related to negative attitude toward staff both directly (.092) and indirectly through the selection process in which the reincarcerated are less likely to be sent to a GGI, community-based unit or to a unit with a relatively high percent white and more likely to be sent to a unit with violent and other reincarcerated offenders.

4. The "demographic" variables of race and age are predictive of prior violent offenses and number of prior incarcerations as well as of the compositional and integral features of the units the inmates are placed in.

Generally, there is considerable support for the heterogeneity model since the integral characteristics of the units (GGI and

community-orientation) are relatively good predictors (-.270 and -.289) of inmate's negative attitudes, controlling for all other variables in the model, and this is what the heterogeneity model predicts. (Non-significant relationships were deleted from the diagram and from the final regression equations unless there were strong substantive reasons for their retention.) Homogeneity theory also receives support, however, in that those with prior incarceration experiences are (a) more likely to have negative attitudes toward staff and (b) at the aggregate level, contribute to the negative attitudes of the inmates. That is, the more inmates with prior incarcerations on a unit, the more likely that individuals on those units will develop a greater degree of negative attitude toward staff, controlling for all other variables in the model. Number of prior incarcerations is also indirectly related to negative attitude by way of the compositional and integral-level variables (total indirect effects = .148). Some of the main variables predicted by homogeneity theory to be related to the intra-institutional processes -- number of prior violent offenses and percent violent, for example, -- are not related to negative attitude toward staff.

Some additional support for the homogeneity model is found in the negative relationship between percent white and inmate's negative attitude toward staff. The more black and Hispanic inmates on a unit (most of the minority inmates are black), the more likely a negative attitude toward staff will be prevalent on a unit. Damaging to the homogeneity model, however, is the negative effect of percent violent on negative attitude toward staff. Although the strength of this negative effect is questionable (as will be discussed below), the lack of a direct positive

effect of number of prior violent offenses on negative attitude toward staff is clearly counter to the homogeneity model predictions.

Summary. In this second section of Chapter Three we have shown by use of multilevel analysis that, in support of the heterogeneity model, the organizational characteristics of the units are the best predictors of an individual inmate's developing a negative attitude toward the staff and institution. Furthermore, the proportion of violence on a unit does not have the consequence of increasing negative attitude toward the staff. Juveniles with prior incarcerations, however, are (in support of homogeneity theory) more likely to develop negative attitudes and are more likely to be placed in units which have the effect of furthering the development of these negative attitudes.

In the next section of this chapter we further specify the overall path analysis model by taking into consideration peer leadership and associations. We will expand the scope of the model by applying it to disciplinary behavior within the unit.

III. Multilevel Analysis -- Behavior Within the Institution and Negative Attitude Toward Staff -- Separate Analyses Within Two Institutional Types

The initial bivariate analysis of the cross-section data, (Section I of this Chapter) showed that the peer leadership structure of units seemed qualitatively different in the GGI units as opposed to the custody-oriented units (including Jamesburg and Yardville-Annandale). As

a result, we decided to analyze our models separately for GGI and non-GGI units. Performing a separate analysis on the non-GGI units additionally allowed us to test our hypotheses by using data on disciplinary action as dependent variables (GGI units keep few or no disciplinary records, making analysis of this information meaningless).

In Chapter One, we argued that the organizational structure (integral characteristics of the units) was more important than prior individual characteristics in predicting intra-institutional adjustment. In the first section of this chapter we found little support for homogeneity theory, even in the non-GGI units. In this section, we further explore the limits of the heterogeneity and homogeneity models by way of a multi-level analysis within two institutional types. If the homogeneity model is not supported in the custody-oriented units, it would be strong disconfirming evidence of this perspective.

Table 3-5 presents the variables used to test our hypotheses in this section of the chapter. Compared to the path diagram for the simultaneous analysis of all institutions (Figure 3-B), measures of peer association and leadership, as well as of behavioral problems on units (for non-GGI units only) have been added to the present analysis, in which GGI and non-GGI units are analyzed separately. Assumptions of ordinary least squares (OLS) path analysis are made. Variables in categories on the left of other categories are generally considered predictors (causally exogenous) of variables in columns to the right. (Tables 3-7 and 3-8 show the unstandardized and standardized regression coefficients for the path analysis within non-GGI and GGI units respectively.) For presentational purposes, only direct causal paths to endogenous variables measuring

Table 3-5. Path Analysis Variables for Separate Regression Analysis of Two Institutional Types (GGI and non-GGI)--Variables on the left are considered predictors (exogenous) of variables on the right (endogenous).

A. Demographic Characteristics	B. Offenses and Incarcerations Prior to Intake into Correctional Unit	C. Compositional and Integral Characteristics of the Units	D. Associational/ Leadership Patterns in the Units	E. Attitudinal and Behavioral Problems on Unit
1. Age	1. Number of Prior Violent Offenses	1. Percent Violent on a Unit	1. Associates (Inmates one hangs around with) Perceived as "Tough," Disliked by Staff, etc.	1. Having a Negative Attitude Toward the Staff and Institution
2. Race (White)	2. Number of Prior Incarcerations in a Correctional Institution	2. Percent with Prior Incarcerations on a Unit	2. Proportion of Unit Choosing Inmate as Toughest on Unit (Chosen Toughest)	2. Number of "Adjustment" Disciplinary Problems on Unit
		3. Percent White on a Unit	3. Proportion of Unit Choosing Inmate as "Most Admired" on Unit (Chosen Most Admired)	3. Number of "Criminal" Disciplinary Problems on Unit
		4. Percent Older Than 17 Years of Age on Unit		
		5. Community Orientation of Unit		

leadership, associations, negative attitude toward staff and behavioral problems on the unit are shown. (See Appendix I to compare the remaining coefficients.) Initially each variable of each column in Table 3-5 was regressed on all possible antecedent predictor variables (e.,g., column E variables were initially regressed on all the variables in A through D). Significant variables were retained in subsequent equations. Other non-significant variables were deleted and their coefficients are represented by a zero. At times, because of problems of instability of regression coefficients, path coefficients are not presented. Instead, zero-order Pearson correlations are given in order to give the reader some indication of the strength of the relationship between the variables in question. (Thus, where there is only one non-zero number in a cell of the Tables 3-7 and 3-8, it is a zero-order correlation.)

A. Elaboration of the Hypotheses

One of the assumptions of homogeneity theory is the criminalizing role played by the more delinquent inmate sub-groups or cliques and their leaders. Specifically, it is the assumption of homogeneity theory that inmates join together in opposition to the institution's staff and goals, and an inmate subculture is formed in which the leaders are the principal proponents of anti-staff values and attitudes. The leaders function also as delinquent role models by way of their delinquent behavior, often resulting in disciplinary action on the leaders as well a their emulators. Because of the presumed prevalence of "bad" juveniles in the custodial units, it is hypothesized that the criminalizing process should be more evident there than in the treatment oriented units. The specific hypotheses of the homogeneity model are summarized in Table 3-6.

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Table 3-6. Hypotheses of Homogeneity Theory Regarding Leadership, Peer Association, Negative Attitude Toward Staff and Behavioral Problems on Unit

Exogenous (Predictor) Variables)	Predicted Direction	Endogenous (Predicted) Variables
Individual Level		Leadership/Associational Variables, Negative Attitude Toward Staff and Behavior Problem on Unit
Age	+	
Race (White)	-	
Prior Incarcerations	+	
Prior Violent Offenses	+	
Aggregate (Unit) Level		
% Violent	+	
% with Prior Incarcerations	+	
% White	-	
% Older Than 17	+	
Leadership/Associational Variables		Negative Attitude Toward Staff and and Behavior Problem on Unit
Chosen Toughest	+	
Chosen Most Admired	+	
Associate w/ Tough Peers	+	

According to homogeneity theory, demographic characteristics are deemed important predictors of adaptation within the institution. Being black or older are specifically likely to be positively related (at the individual and aggregate level) to the endogenous variables in Table 3-6. Older inmates are assumed to be more committed to delinquent roles by way of their maturation over the years of their delinquent careers (Schwartz and Stryker, 1970). Black inmates are generally assumed to be more street-wise, from large urban areas and more dominant in peer interaction processes (Feld, 1977: 180-187).

Central to the homogeneity argument is the relationship between prior violent offenses and prior incarcerations to the endogenous variables in Table 3-6. Violent or previously incarcerated youths should become the leaders on the units and be the predominant influencing agents of the criminalization process if the basic mechanism of homogeneity theory is operable. Furthermore, the greater the percentage of such inmates on a unit, the more likely individuals are in general to be named as toughest, and the more likely inmates are to associate with tough peers and to develop negative attitudes toward the staff. Finally, those chosen as toughest or most admired or who associate with tough peers should be more likely to develop negative attitudes toward the staff and to exhibit behavioral problems on the unit. This is central to the homogeneity theory argument that the peer structure, which is presumably dominated by tough, violent, black, and previously incarcerated youths, must have a prisonizing or criminalizing effect on juveniles in a unit, resulting in behavioral and attitudinal problems for all inmates subject to the influence of the worst inmates. All of the above mentioned hypotheses

should be more operative in the custody-oriented units, where presumably the worst juveniles are sent.

Heterogeneity theory, as presented in Chapter One, hypothesizes that organizational characteristics of the units are the most important influences on the various outcomes discussed. As such, heterogeneity theory simply posits that across all units there is no relationship between prior characteristics (at the individual level or aggregate level) and the endogenous variables in Table 3-6.

The postulate of heterogeneity theory, that prior characteristics are of negligible importance, even in custody-oriented units, is based on the assumption that immediate environmental circumstances are the main determinants of individual change. That is to say, the environmental circumstances of prison itself have greater influence than personality characteristics, which are presumed by homogeneity theory to carry over into the correctional setting. If this is so, it may be that there is only a stochastic process involved between pre-institutional characteristics and intra-institutional adaptation. By making the hypothesis that there is no relationship between prior characteristics (at the individual and at the aggregate level) and intra-institutional adaptation in non-GGI units, heterogeneity theory is put to a strong test. If homogeneity theory fails here, then there is persuasive evidence that the contrary propositions of heterogeneity theory receive support.

B. Empirical Results

The analysis to follow is complex. On the surface results may seem confusing or even contradictory. Consequently, we will initially summarize the major findings of this section in which a separate analysis is performed for GGI and non-GGI units.

In the analysis to follow, homogeneity theory is supported in the custody-oriented units in two principal ways: (1) major behavior problems in the unit are related to being black, to having prior violent offenses, and to being recognized as "tough" on the unit; (2) inmate subculture, as measured by negative attitudes toward the staff, is related to prior incarcerations and association with the "tough" inmates. Heterogeneity theory, on the other hand, is supported in that behavior problems on the unit are not related to having prior incarcerations, nor are they related to anti-staff attitudes (inmate subculture). Corroboration is also evident for heterogeneity theory in that inmate subculture is unrelated to prior violent behavior in the community. Heterogeneity theory is additionally supported in non-GGI units in that community orientaton is negatively related to behavior and inmate subculture (See Table 3-7).

Turning to the analysis of the GGI units, we also find support for homogeneity theory. The principal finding in support of homogeneity theory is that the inmate subculture is affected by being black, by the proportion of inmates with prior incarcerations and by association with tough peers (Table 3-8). Heterogeneity theory is supported, however, in that inmates subculture is most strongly predicted by the community orientations of the unit. Secondly, the higher the percentage of violent

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Table 3-7. Unstandardized and Standardized Regression Coefficients--Annandale, Yardville and Jamesburg--Non-CGI Units Only--Cross Section*

	Prior Demographic Characteristics		Prior Offenses/ Incarcerations		Compositional Unit Level Variables				Community Orientation
Predictor Variables / Predicted Variables	Age	White	No. of Prior Violent Offenses	No. of Prior Incarcerations	% Violent on a Unit	% With Prior Incarcerations	% White	% Older Than 17 Yrs	Community Orientation
Having Associates Perceived as Tough	0	0	-.024* (-.084)	0	0	.066 (.173)	0	0	0
Chosen Toughest	0	-.037 (-.189)	.006* (.149	0	-.001 (-.165)	-.166**	.001 (.117)	-.188**	.003 (.201)
Chosen Most Admired	0	0	.007* (.159)	0	-.000* (-.018)	-.001 (-.202)	0	-.173**	.004 (.236)
Negative Attitude toward Staff	0	0	.016* (.017)	.246* (.108)	0	.014 (.123)	-.222*	.111**	-.089 (-.278)
Adjustment Disciplinary Problems	.058 (-.137)	0	-.015* (-.034)	0	-.134**	0	0	-.178**	-.024 (-.178)
Criminal Disciplinary Problems	0	0	.044* (.099)	0	-.083**	-.013 (-.231)	0	-.232**	-.033 (-.207)

*Not significant at .05 level
**Zero-Order Correlations Partial B's not presented because of multicollinearity problems

Table 3-7 cont'd.

Predictor Variables / Predicted Variables	Associational/Leadership Variables: Having Associates Perceived as Tough	Associational/Leadership Variables: Chosen Toughest	Associational/Leadership Variables: Chosen Most Admired	Attitude Toward Staff: Negative Attitude Toward Staff	Behavioral Problems on Unit: Adjustment Disciplinary Problems	Behavioral Problems on Unit: Criminal Disciplinary Problems
Negative Attitude toward Staff	.389 (.127)	-.103**	-.163**	1.00		
Adjustment Disciplinary Problems	0	0	0	.085**	1.00	
Criminal Disciplinary Problems	0	2.29 (.218)	0	.048**	.094**	1.00

*Standardized Betas appear in parentheses, unstandardized b's appear on top
Non-significant but theoretically important coefficients are starred.
**Zero-order correlations. Partial B's not presented because of multicollinearity problems, or the relationship was not included in the model.

offenders in GGI units, the less negative attitude toward staff. Thus, GGI seems able to handle violent offenders so that they add to the pro-staff attitudes on the unit. Thirdly, leadership on the GGI units is generally unrelated to prior behavior. The most "admired" on the GGI units are more likely to have pro-staff attitudes.

Summarizing over both analyses, one could say that GGI techniques are less successful with black and previously incarcerated juveniles. Nor is GGI completely able to mitigate the "prisonizing effects" that association with "tough" peers has on inmates. Homogeneity theory, on the other hand, fails to account adequately for inmate subculture and behavior problems in the custody-oriented units since prior violent behavior is unrelated to inmate subculture, and inmates with prior incarceration experience are not likely to display behavior problems on the custody-oriented units.

Support for Homogeneity Theory--Custody-Oriented Units Only

In our analysis of the custody-oriented units (Table 3-7) we found that (similar to our findings in the GGI units) blacks are more likely to be chosen as the "toughest" on the units. Unlike our findings in GGI units, however, violent offenders were also more likely to be chosen as "toughest" on the unit and "most admired" on the unit. (The regression coefficients in the GGI units between number of prior violent offenses and the endogenous varibles are of similar magnitude to those in the custody-oriented units, but they are not statistically significant.) Those chosen "toughest," in turn, are more likely to get into serious trouble on the unit (i.e., be involved in serious, "criminal" disciplinary action). Thus some of the central hypotheses of homogeneity theory are supported in that black and violent offenders on custody-oriented units are more likely

to be chosen as "toughest" on the unit, and those chosen as toughest are more likely to get into serious trouble on the units.

In further support of homogeneity theory, those with prior incarcerations on a unit are more likely to develop a negative attitude toward staff. Also, the higher the percentages of previously incarcerated juveniles, the more likely one is to associate with tough peers and to develop a negative attitude toward staff. Having tough associates, moreover, is related to having negative attitude toward the staff, providing an indirect link between percent with prior incarcerations and negative attitude toward staff (total direct and indirect effects = .236 between percent with prior incarcerations and negative attitudes toward the staff).

In summary, although none of the standardized regression coefficients are above .25, the pattern of interrelationships of variables provides some support for the homogeneity model within the custodial units. Being black, violent, or previously incarcerated seems to be related to peer leadership and peer association, which, in turn, are related to behavioral problems and negative attitude toward staff, respectively.

Support for Heterogeneity Theory--Custody-Oriented Units Only

Although we have found considerable support for the homogeneity model in the custody-oriented units, there is also support for the heterogeneity model in these types of units. First of all, relatively few of the posited relationships of homogeneity theory were supported (12 percent of the relationships involving leadership, associational, attitudinal and behavioral dependent variables with the independent prior characteristic variables, or seven out of 57 bivariate predictions were supported).

Secondly, the community orientation of the facility was strongly related (negatively) to negative attitude toward staff and to behavioral problems in the units. Third, violent offenders are not more likely to have tough peer associates on the unit or to develop a negative attitude toward staff or to develop behavioral problems (unless they also are chosen as "toughest" on the unit, in which case they indirectly have an effect of .032 on major disciplinary problems.) Furthermore, even in units with high percentages of violent offenders, an inmate is no more likely to develop a negative attitude toward staff or to be disciplined for misbehavior.

One can also challenge the homogeneity model in that those previously incarcerated are not more likely to become leaders or to associate with those perceived as tough inmates. Furthermore, the previously incarcerated are not more likely to be disciplined for misbehavior on a unit. Higher percentages of previously incarcerated youths on a unit do not result in increased chance of behavioral problems for an individual. Finally, having associates perceived as tough is unrelated to behavioral problems on a unit, and being chosen as toughest or as most admired on a unit is negatively related to a negative attitude toward staff.

In summary, even in the custody-oriented units some important hypothesized relationships of homogeneity theory are not supported. Community orientation is the strongest overall predictor of negative attitude and misbehavior, lending support to the heterogeneity model's argument that type of organizational structure is more important than background characteristics of the juveniles. Violent offenders are more likely to be admired and chosen as toughest, but as a whole, they are not appreciably more likely to have negative attitudes toward staff and and to

present behavioral problems except indirectly (via being chosen as "toughest" on the unit). Those juveniles who have been previously incarcerated are more likely to develop a negative attitude toward the staff and to affect other attitudes by way of an aggregate-level effect, but they are not more likely to be involved in misbehavior and (through an aggregate effect) have a negative effect on serious misbehavior. Furthermore, the leaders on a custody-oriented unit would be expected to espouse negative attitudes toward the staff. The results show the opposite. Association with tough inmates also is expected to result in behavioral problems on a unit. It does not.

Support for Homogeneity Theory--GGI Units Only

From our separate analysis of the GGI units (see Table 3-8), we found some support for both homogeneity and heterogeneity perspectives. In support of homogeneity theory, we found that blacks are more likely to assume leadership positions in GGI units. That is, they are more likely to be chosen as the "toughest" on the unit. Additionally, blacks are more likely to have "tough" associates. Furthermore, blacks are more likely to develop a negative attitude toward the staff. (The total direct and indirect effect of being black on negative attitude toward the staff is .255.) Thus, race, an important prior characteristic, is found to be a relatively strong influence in unit leadership, peer association and attitude toward the staff.

Secondly, in support of homogeneity theory, having peer associates who one perceives as tough (also disliked by staff, likely to recidivate,

Table 3-8. Unstandardized and Standardized Regression Coefficients--
GGI Units Only--Cross Section

Predictor Variables / Predicted Variables	Prior Demographic Characteristics		Prior Offenses/ Incarcerations		Compositional Unit Level Variables				Community Orientation
	Age	White	No. of Prior Violent Offenses	No. of Prior Incarcerations	% Violent on a Unit	% With Prior Incarcerations	% White	% Older Than 17 Yrs	Community Orientation
Having Associates Perceived as Tough	0	-.299 (-.213)	.027* (.083)	0	-.016 (-.270)	.377		-.254	-.053 (-.286)
Chosen Toughest	0	-.048 (-.206)	.008* (.152)	0	-.003 -.305	-.003 (-.281)	.003 (.171)	0	0
Chosen Most Admired	.046 (.298)	0	.011* (.143)	0	-.004 (-.289)	-.003* (-.214)	0	0	.002* (.045)
Negative Attitude toward Staff	0	-.899 (-.219)	-.038* (-.039)	0	.046 (-.259)	.347	0	-.294**	-.159 (-.290)

*Standardized Betas appear in parentheses, unstandardized b's appear on top.
Non-significant but theoretically important coefficients are starred.
**Correlation coefficients presented because of multicollinearity problems.

Table 3-8 cont'd.

Predictor Variables / Predicted Variables	Associational/Leadership Variables		
	Having Associates Perceived as Tough	Chosen Toughest	Chosen Most Admired
Negative Attitude toward Staff	.832 (.284)	0	-.151* (-.124)

etc.), is strongly related (positively) to having a negative attitude toward staff. It should be pointed out, however, that relatively few inmates in GGI units have a strong negative attitude toward staff. Association with peers who are perceived to have similar attitudes (tough, "delinquent" orientation) seems to be an important influence on those few in GGI units who do have a negative attitude toward the staff. It is interesting to note that the unstandardized regression coefficient is over twice as large as the corresponding coefficient in the custody-oriented units (.832 vs. .389). Thus, association with tough peers is more detrimental to attitudes toward the staff in GGI units than it is on custody-oriented units. This may not be surprising, considering that inmates in GGI units interact with individuals on their unit with greater intensity and frequency than inmates in custody-oriented units (based on observational evidence and examination of network choser-chosen matrices). The results, however, support the homogeneity model's hypotheses concerning the effect of association with tough peers.

A third finding in support of homogeneity theory in GGI units is the positive relationship between being in a unit with relatively high perentages of individuals with prior incarcerations and having tough associates and a negative attitude toward staff. Whe· juxtaposed with the finding of a lack of significant relationship on the individual level between prior incarcerations and negative attitudes toward the staff (Table 3-8), this finding seems to point toward a contextual effect that having a relatively high percentage of previously-incarcerated juveniles has on individuals within a GGI unit. Unfortunately, because of multicollinearity problems we were unable to estimate the path coefficient

of percent with prior incarcerations. But in a regression equation with no other unit-level predictors, the standardized beta of "percent with prior incarcerations" was +.374 with having tough associates and +.342 with having a negative attitude toward staff. Thus, GGI units with higher percentages of previously incarcerated youths have more associations with tough associates, as well as more negative attitudes toward staff.

This interpretation must be qualified, however, in that the primary collinear variable is the community orientation of the unit, which is a stronger predictor (in the opposite direction) than percent on a unit with prior incarcerations (in terms of explaining the variance of associating with tough peers and negative attitude toward staff). Thus, it is the case that units with higher percentages of previously incarcerated youths are also the least community-oriented units, and thus we do not know conclusively the consequences of placing relatively high percentages of previously incarcerated juveniles in highly community-oriented GGI units (Pearson r = -.772 between community orientation and percent with prior incarcerations.)

Support for Heterogeneity Theory -- GGI Units Only

Within GGI units, we found that only about 11 percent of the hypotheses generated by homogeneity theory concerning prior characteristics (at the individual and aggregate level) and leadership, associational and attitudinal measures were supported, or four out of 35 possible relationships (Table 3-8). Degree of community-orientation is negatively related to having tough associates and to having a negative attitude toward staff (it is the highest single standardized beta in the analysis). Those with prior violent offenses are not more likely to have

tough associates, be chosen as "toughest" or most admired, or to have more of a negative attitude toward staff. (Although these relationships appear on the positive side of zero, they are not statistically significant). Those with previous incarceration experience do not assume leadership roles, nor do they even develop a negative attitude toward staff. Placement on a GGI unit with high percentges of violent offenders results in less association with tough peers, less chance of being chosen as toughest or most admired and less chance of developing a negative attitude toward staff. Thus, GGI techniques seem able to handle effectively violent offenders, and, in fact, they seem to enhance the effectiveness of GGI, especially because association with tough peers is lessened -- as is negative attitude toward staff -- in units with higher percentages with violent offenders.

Additional support for heterogeneity theory in GGI units is evident in that being chosen as "toughest" on the unit is unrelated to negative attitude toward staff, and being chosen as "most admired" is also negatively related to negtive attitude toward staff. Also, the toughest on the GGI units are not the most admired (r - .058). Thus, in GGI units the toughest are not the most admired, nor are they more likely to adapt an anti-staff attitude.

In summary, in GGI units, as in non-GGI units, community orientation is the strongest determinant of adaptation processes within the facility. Violent offenders seem to adapt well in GGI and seem to have a positive effect on GGI's strategy of reducing negative attitudes toward staff. Even inmates with prior incarcerations seem not to adversely affect the GGI process, except possibly at the aggregate level, in which case,

multicollinerity problems with community orientation leaves the issue of GGI's ability to handle large percentages of previously incarcerated youths unclear. Leadership among inmates seems to be characterized by a pro-staff attitude among the most admired on the units. Even the toughest inmates in GGI units are no more likely to develop negative attitudes toward staff than those who are not considered tough.

Conclusions

To summarize the results of this chapter, we found substantial support for heterogeneity theory. In the first section of this chapter, we discovered that prior characteristics of individuals were not strongly predictive, at the bivariate level, of intra-institutional adjustment (i.e., leadership, associational patterns, attitude toward staff, and discipline problems). In the second section, using a multilevel, multiple-variable analysis, we found that GGI and community orientation of units were the most important predictors of adaptation within the institution. Violent offenders do not seem to pose a serious threat to GGI programs, nor do they seem to contribute to the inmate subculture, even in custody-oriented units. Peer leadership in GGI units is generally pro-staff in orientation. Finally, most hypotheses of homogeneity positing relationships between prior characteristics or compositional unit-level variables and problems with behavior or attitudes are not supported.

There is support for homogeneity theory, however, which should not be overlooked. Serious behavior problems on non-GGI units are related to prior characteristics of inmates. Secondly, inmates who have been

previously in the correctional institution seem to have an effect on inmate subculture, even in GGI units (at the aggregate-level).

The significance of these results from the analysis of the cross-section data is that they show the extent to which homogeneity and heterogeneity perspectives are supported in predicting leadership, peer association processes, as well as intra-institutional attitudes ("prisonization") and disciplinary problems on the units. All but the last of these measures are unique to the cross-section data because they could not be collected or directly incorporated into the data analysis process of the longitudinal sample. Overall, heterogeneity theory is more strongly supported than homogeneity theory, but insights have been gained as to the possible limitations of heterogeneity theory. Juveniles with prior incarceration experience seem to pose a challenge from an interventionist point of view, even in GGI units. Also, in the absence of a strong interventionist strategy, such as GGI, several of the hypotheses of homogeneity theory seem to hold true. Finally, insights gained from this analysis can help us in our subsequent analysis of change between intake and exit from the correctional environment.

IV. Summary of Chapter Three

Perhaps the main finding of this chapter is the importance of organizational characteristics of the institutions in affecting the inmate's adjustment in the institution. This can be seen in a number of ways. First, in two institutional contexts (GGI and Jamesburg), prior characteristics of the inmates were found to be generally unpredictive of various measures of adaptation in the institution. Some support is found, however, for homogeneity theory, primarily in custody-oriented units,

where some prior individual-level charactersitics were found to be modestly predictive of certain types of leadership and of associational adaptation. The most predictive prior characteristic variable seems to be prior incarceration --since it has a strong unit-level effect on negative attitude toward staff in both GGI and non-GGI units. By far, however, the type of institutional context -- both in terms of use of GGI and community-orientation of the program -- is the most important factor in predicting adaptation in the institution.

In terms of our over-all assessment of the two theoretical perspectives -- homogeneity and heterogeneity theories -- we think the evidence weighs in favor of heterogeneity theory because (a) the generally poor predictive value of prior characteristic variables , and (b) the strength of GGI and community-orientation variables. Significant failures of the heterogeneity model consist of (a) the general predictive ability of the percent with prior incarcerations on a unit, and (b) limitations on GGI techniques to adequately integrate blacks and previously incarcerated juveniles.

Chapter Three Footnotes

1. Although we differentiate three types of units here, in the analysis to follow we decided to focus on the GGI units in comparison to all the other units in the sample.

2. By "degree of prisonization" we are referring to the extent to which inmates hold an anti-staff attitude, as measured by an index of "negative attitude toward staff."

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Chapter Four: Change in Self-Esteem and Criminality Between Intake and Exit from the Institution

I. Theory and Hypotheses

A. Theory
B. Hypotheses
C. Analysis Strategy

II. Self-Esteem

III. Criminal Identity and Risk of a Criminal Career

IV. Summary

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Chapter Four: Change in Self-Esteem and Criminality Between Intake and Exit from the Institution

I. Theory and Hypotheses

Both the homogeneity and heterogeneity theories assume that the correctional experienceis a major influence on individuals during their stay in the prison or cottage milieu. In this chapter we turn to an analysis of change in an individual's self-esteem, identity as a criminal, and perceived risk of a criminal career.[1] As we will see, homogeneity and heterogeneity theories argue that quite different factors are responsible for changes in these aspects of identity and value orientation.

A. Theory

Chapter One outlined the basic tenets of the philosophy of heterogeneity. This philosophy indicates that it is feasible to mix offenders who have committed violent offenses with others who are incarcerated for non-violent offenses. In contrast to the heterogeneity philosophy is the notion that characteristics of offenders have a deleterious impact on their behavior within the institution. This idea is consistent with what is called "importation" theory (Irwin and Cressey, 1962; Akers, 1977), which states that inmates bring subcultural values from the outside world into the prison setting. Chapter Three presented evidence which showed characteristics of offenders, such as the type of offense they committed, were poor predictors of their behavior or attitudes within correctional facilities. This contradicts the importation model and provides indirect support for the heterogeneity

model. The present chapter provides some further tests of these models, as well as of the widely-known "prisonization theory" that predicts that characteristics of the inmate subculture have a criminalizing effect on juveniles during the period of incarceration.

We limit our analysis to three dependent variables: self-esteem, criminal identity, and the perceived risk of pursuing a criminal career. Each of these variables was measured at intake and at exit from the institution. In the analysis to follow, the intake measure is entered as a type of control variable in the regression equations in which the exit measure is the dependent variable (predicted variable). Each of these three variables are relevant for the theoretical interests expressed earlier (in Chapter One). The individual's perception of his own self-worth (self-esteem) has long been considered central to the process whereby in individuals are motivated to commit delinquent acts (Kaplan, 1979; Hepburn and Stratton, 1977). Homogeneity theory predicts that self-esteem will increase in the institution because of criminalization processes experienced by the inmate exposed to the inmate subculture.[2] Heterogeneity theory, on the other hand, predicts that a forceful treatment program such as GGI will raise self-esteem over the course of the inmate's stay in the program.[3] Criminal identity and perceived risk of a criminal career are general indicators of the extent to which an individual's identity and value orientation are criminal or not. According to homogeneity theory, inmates should increase in these two measures. According to heterogeneity theory, treatment programs should decrease these tendencies.

Before discussing the hypotheses to be tested in this chapter, we will clarify any confusion that may arise because of the use of terms like "importation theory," "prisonization theory," or "homogeneity theory." We argue that homogeneity theory eclectically draws on the other two theories in its assumptions and hypotheses. Because of its emphasis on an individual's prior characteristics, homogeneity theory owes its hypotheses to importation theory. Once the inmate subculture is "formed" (actually an ongoing process that never "crystallizes"), however, the focus shifts to the "prisonizing" aspect that is assumed to result from the mixing of worse and better offenders on a unit. As such, homogeneity theory borrows from prisonization theory. We are aware, however, that organizational characteristics constitute an important aspect of prisonization theory, and it thus could be argued that heterogeneity theory also borrows from prisonization theory (since heterogeneity theory aruges that organizational characteristics are more important predictors than individual-level characteristics). We are not so concerned about the origins of homogeneity or heterogeneity theory as we are with their ability to explain social phenomena. In the discussion to follow, we occasionally will state that a hypothesis is drawn from importation or prisonization theory. As such, we are stating indirectly that it is a hypothesis of homogeneity theory as well.

B. Hypotheses -- We focus here on three aspects of personal identity and value orientation as these change between intake and exit from the institution: self-esteem, criminal identity, and the perceived value of pursuing a criminal career. If the heterogeneity model is correct,

characteristics of program organization rather than of inmates will predict these social-psychological factors. According to the importation model, on the other hand, characteristics of inmates will be most highly related to these variables. Finally, prisonization theory predicts that aspects of the inmate subculture affect self-esteem, identity, and criminal values. In particular, proponents of prisonization theory argue that an anti-staff value orientation within the inmate subculture maximizes inmate self-esteem. Negative orientations toward staff allow inmates to reinforce their own sense of self-worth against the contrasting model presented by the staff. In addition, the prisonization theory expects that the inmate subculture has a criminalizing effect that results in establishing a criminal identity and commitment to a criminal career.

C. Analysis Strategy -- Table 4-1 and Figure 4-A present the relevant variables used in the path analysis. The analysis assumes that demographic characteristics of offenders, in particular their age and ethnicity, are related to their offense histories as indicated by their number of prior incarcerations and of violent offenses. These characteristics that are "imported" into the institution are, in turn, related to the intake measure of self-esteem. Then six characteristics of programs -- whether they utilize GGI, the degree of community orientation, the percent of white inmates on the unit, the percent of inmates older than seventeen, the percent who have been previously incarcerated, and the percent with violent prior offenses -- are entered into the model. Finally the mean level of negative attitudes toward staff on a unit is considered as an intervening variable between program

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Table 4-1. Overview of Variables Used in the Analysis of Change in Self-Esteem and Criminality Between Intake and Exit From the Institution

Demographic Characteristics	Prior Offenses, Incarceration	Identity, Attitude at Intake	Compositional and Integral Unit-Level Variables	Unit-Level Anti-Staff Inmate Sub-Culture	Identity, Attitudes at Exit From Institution
1. Age 2. Race	1. Number of Prior Violent Offenses 2. Number of Prior Incarcerations	1. Positive Self-Esteem 2. Identity as a Criminal 3. Perceived Risk of a Criminal Career	1. Percent Violent on a Unit 2. Percent with Prior Incarcerations on a Unit 3. Percent White on a Unit 4. Percent Older Than 17 Years 5. Community Orientation 6. GGI	1. Mean of Negative Attitude Toward Staff	1. Positive Self-Esteem 2. Identity as a Criminal 3. Perceived Risk of a Criminal Career

characteristics and the dependent variable of self-esteem at exit.

In Figure 4-A, all the variables used in the analysis in this section of the report are classified for presentational purposes into six categories (A through F) as presented in Table 4-1. As such, the diagram in Figure 4-A represents a model in which all endogenous variables (variables with arrows pointing toward it) are regressed on all causally prior variables (variables which have an arrow emanating from it). The diagram shows all possible direct and indirect relationships of variables used in the analysis. Initially, we tested for all possible relationships. Table 4-2 shows the results of the analysis after subsequent regressions were run in which non-significant paths were deleted from the regression equations and assumed to be zero.[4] If there was a compelling theoretical reason for showing the non-significant path, it is shown and marked with an asterisk. If a path could not be estimated because of multicollinearity problems, the zero-order correlation is presented and marked by double asterisks.

The variables in the C and F categories represent the same measures taken at two different points in time--intake and exit from the institution. The exit version is always regressed on the intake version (the predictor variable) prior to all other predictor variables. Thus, what the other predictor variables are attempting to explain is the residual variance of the dependent variables at exit (i.e., variance unexplained by the intake measure -- See Appendix I). The advantages of this analysis are that certain individuals would normally be expected to manifest changes in their self-esteem over time (See Appendix H for a discussion of correlated

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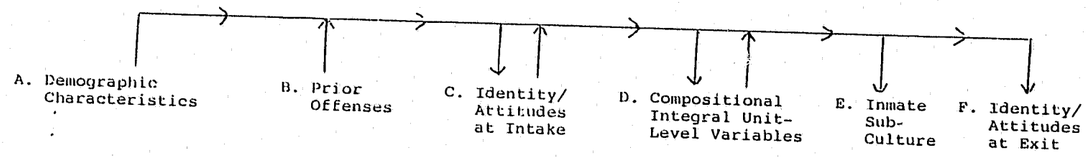
Figure 4-A. Summary Diagram of Longitudinal Panel Design From Intake to Exit from the Correctional Unit*



*This diagram depicts six categories of variables corresponding to the variables listed in Table 4-1. Arrows linking types of variables A through F represent direct effects (that were tested for) concerning causally prior variables on subsequent (endogenous) variables. Thus, for example, all A-variables were tested for direct effects on all variables from B through F. B-variables were tested for effects on all variables from C through F, but not for effects on A.

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error terms). By regressing the time two (exit) version on the time one (intake) variable, we remove that portion of change that could have been linearly predicted from the intake status (Cronbach and Furby, 1970: 74).[5]

II. Self-esteem

We highlight here the most important findings indicated in Table 4-2(a, b, c).

1) The percentage of violent offenders on a unit is not related to change in inmate self-esteem (Table 4-2c). This contradicts the homogeneity model, which predicts that the presence of violent offenders should increase the self-esteem in a unit. In further disconfirmation of the homogeneity model, neither the percent of inmates who have prior incarcerations, the percent over seventeen, nor the percent with prior incarcerations has a direct effect on self-esteem (Table 4-2c).

2) The results also contradict the notion of prisonization theory that anti-staff attitudes raise inmate self-esteem (Table 4-2c). In contrast, there is a strong negative relationship (-.448) between the correctional unit mean of anti-staff attitudes and the inmate's self-esteem at exit. Inmates on units where there is a positive attitude toward staff are also likely to have high self-esteem, while those on units with a high level of dislike for staff are prone to have low self-esteem.

3) Juveniles in guided group interaction programs are considerably more likely than others to develop positive self-esteem (Table 4-2c).[6] Participation in guided group interaction leads to high self-esteem both directly and through its indirect effect on mean levels of attitude toward

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Table 4-2a Standardized Regression Coefficients Analysing Change in Self-Esteem, Identity as a Criminal and Perceived Risk of a Criminal Career Between Intake and Exit (OLS Estimates)

	Prior Demographic Characteristics		Prior Offenses/ Incarcerations		Intake, Identity and Attitudinal Variables		
Predictor Variables / Predicted Variables	Age	White	No. of Prior Violent Offenses	No. of Prior Incarcer-ations	Self-Esteem at Intake	Criminal Identity at Intake	Risk of Criminal Career at Intake
No. of Prior Violent Offenses	.175	-.258	1.00				
No. of Prior Incarcerations	.116	-.116	0	1.00			
Self-Esteem at Intake	.214	0	.131	0	1.00		
Criminal Identity at Intake	-.162	0	0	0	-	1.00	
Risk of Criminal Career at Intake	0	.197	0	0	-	-	1.00
Percent Violent on Unit	.441	0	.193	.092	0	0	0
Percent with Prior Incarcerations	.126	-.156	0	.285	0	0	0
Percent White	0	.323	-.100	0	0	0	0
Percent Older Than 17 Years	.770	0	.084	.070	0	0	0
Community Orientation	.447	0	0	-.136	0	0	0
GGI	.301	.155	.029*	-.162	0	0	0

Table 4-2b

Predictor Variables / Predicted Variables	Prior Demographic Characteristics: Age	Prior Demographic Characteristics: White	Prior Offenses/ Incarcerations: No. of Prior Violent Offenses	Prior Offenses/ Incarcerations: No. of Prior Incarcerations	Intake - Identity Attitudinal Variables: Self-Esteem Intake	Intake - Identity Attitudinal Variables: Criminal Identity Intake	Intake - Identity Attitudinal Variables: Risk of Criminal Career Intake
Unit Mean of Negative Attitude Toward Staff	0	0	0	0	0	0	0
Self-Esteem at Exit	.097	.107	0	0	.290	0	0
Criminal Identity at Exit	0	0	-.026*	0	0	.291	0
Risk of Criminal Career at Exit	.284	.097	-.072*	0	0	0	.273

* Not significant at .05 level.
** Pearson r given because Beta was unstable due to multicollinearity problems.

Table 4-2c

Predictor Variables / Predicted Variables	Compositional Unit Level Variables				Community Orientation		Inmate Subculture
	Percent Violent on Unit	Percent with Prior Incarcer-ations	Percent White	Percent Older Than 17 Yrs	Community Orienta-tion	GGI	Unit Mean of Negative Attitude Toward Staff
Unit Mean of Negative Attitude Toward Staff	-.041*	.154	-.244	-.207	0	-.492	-
Self-Esteem at Exit	.042*	0	.100	0	.292**	.232	-.448
Criminal Identity at Exit	-.058*	-.021**	0	0	-.146**	-.313	.184
Risk of Criminal Career at Exit	.072*	.031**	0	.242**	.182**	.217	-.307

*Not significant at .05 level, but estimates are presented for theoretical reasons.
**Zero-order correlations presented because partial-B would be misleading because of problems of multicollinearity.

staff. Controlling for all other variables, including the initial level of self-esteem, there is a .232 direct and .220 indirect effect (-.492 x -.448 = .220) of guided group interaction (assuming GGI is exogenous to mean negative attitude toward staff).

4) Not surprisingly, the level of self-esteem at intake is related to the level of self-esteem at exit (.290). Of more interest is the finding that program effects such as participation in guided group interaction and negative attitudes toward staff have a greater overall effect than initial self-esteem on self-esteem at exit. This strongly indicates that programs can have a powerful effect on inmates, one that over-shadows inmate characteristics and aspects of the inmate subculture.

In addition to these major findings, there are several specific findings of interest in Table 4-2(a, b, c) that shed light on some theoretical issues in corrections research. Demographic characteristics (age, race) predict the number of previous incarcerations, previous violent offense, and self-esteem at intake. For example (Table 4-2a), older inmates are more likely to have been previously incarcerated (.116) and more likely to have committed violent offenses (.175). They also have a higher self-esteem at intake (.214). White inmates are generally less likely than blacks to have prior incarcerations and prior violent offenses.

Demographic characteristics of the inmates prior to incarceration are generally predictive of the type of correctional unit to which an inmate is referred. Older inmates are more likely than younger ones to be referred to units with a high percentage of violent offenders, of inmates

with prior incarcerations, of older inmates and to units using GGI. White inmates are more likely than black ones to be sent to GGI units, units with high percentages of whites and low percentages of inmates with prior incarcerations. Through indirect effects, white inmates are less likely than blacks to be placed in the more violent units, as well as in units with high percentages of previously incarcerated and older inmates. Older inmates and white inmates are more likely to have self-esteem increases between intake and exit from the institution (in terms of direct effects), although these increases are small ones.

The more violent prior offenses an inmate has, the higher the self-esteem (.131) at intake and the more likely will he be referred to units with high percentages of violent offenders (.193), as well as to units with older, non-white offenders (.084 and -.100, respectively). They are not less likely to be sent to a GGI or community-oriented unit. There is no direct effect between prior violent behavior or prior incarcerations and self-esteem at exit. Self-esteem at intake is related to self-esteem at exit (.290) (See Table 4-2b -- two stage least squares solution resulted in a lower estimate of .116 -- See Appendix H), but is unrelated to any of the unit-level measures.

Unit-level compositional variables have some predictive value. The percent of inmates who are white, older than 17 years, and with prior incarcerations are related to the unit-level measure of anti-staff attitudes (-.244, -.207 and .154, respectively -- see Table 4-2c). The higher the percentage of whites, older inmates, and juveniles who have not been previously incarcerated, the less the negative attitude toward staff.

The percent of violent inmates on the unit is not significantly related to the unit-level negative attitude toward staff, nor to an individual's self-esteem at exit.

Generally, integral unit-level variables have better predictive value than the compositional or individual-level variables. GGI has a strong negative relationship with the unit's mean level of negative attitude toward staff and a strong positive relationship with individual's positive self-esteem at exit. Juveniles who participate in GGI programs are considerably more likely to be in a unit with high levels of favorable attitudes toward staff and individually to have higher self-esteem when they leave the program. The community orientation of the unit has a negative relationship with mean negative attitude toward staff. The greater the community orientation of a unit, the more likely are its inmates to feel positively toward staff members. The relationship with positive self-esteem at exit was not estimable because of the collinearity with the aggregate measure of negative attitude toward staff. Negative attitudes toward staff, which we consider to be a summary index of the inmate subculture of a unit, is strongly related (negatively) to change in inmate self-esteem between intake and exit. Inmates are more likely to suffer a reduction in self-esteem when they are in units with higher levels of negative attitudes toward staff.

In summary, our analysis of the intrainstitutional processes affecting self-esteem in the institution has revealed several interesting findings. Perhaps most surprising to the present authors is the strong negative relationship between an anti-staff inmate subculture and inmate

self-esteem at exit from the institution. This tends to refute homogeneity theory. According to homogeneity theory (as borrowed from prisonization theory) the prevalence of an anti-staff inmate subculture should foster inmate self-esteem in that this deviant subculture would provide the necessary environment for reinforcing deviant identities, expectation of deviant (anti-conventional) behavior, and in general allow a deviant reference group to flourish. The fact that the more anti-staff the subculture is, the worse the effect on inmate self-esteem is a major defeat for homogeneity theory. Less surprising --but perhaps equally damaging -- is the lack of relationship between the percent violent on a unit and self-esteem at exit. According to homogeneity theory, self-esteem should be raised by the prevalence of violent offenders because these offenders would (a) affect the inmate subculture by making it more anti-staff in orientation, (b) create a general environment in which inmates could "prove themselves" through violent behavior -- thus, personally raising their self-esteem.

A third major finding is also surprising, given the predominant pessimism in the literature -- GGI units seem to be successful in enhancing the self-esteem of inmates. We assume, given our analysis in Chapters Three and Five, that the self-esteem enhancement is not based on participation in an anti-staff subculture (since such a subculture is not prevalent in GGI units), but rather is a genuine effect of the rehabilitative goals of GGI itself. We will see in the next chapter, that GGI effects seem to persist in the community after release.

III. Criminal Identity and Risk of Criminal Career

Tables 4-2b and 4-2c also present the major results of intra-institutional changes in juveniles' conception of themselves as criminal and of their evaluation of perceived criminal career risks. As with the previous section on self-esteem, findings are presented in terms of standardized betas. Measures of identity and criminal career risk obtained at exit were regressed on demographic characteristics, measures of identity and perceived risk at intake, and unit-level variables obtained from the cross-sectional study as dependent variables. The major findings regarding changes in criminal identity and the risk of a criminal career are similar to those regarding self-esteem.

1) There is no relationship between the percentage of violent inmates on a unit and the dependent variables at exit (Table 4-2c). Contrary to the homogeneity and prisonization perspectives, a greater percentage of violent inmates is not associated with increases in criminal identity nor to a perception that a criminal career is less risky. The prevalence of violent inmates on a unit is not predictive of changes in identity or perceptions of a criminal career.

2) In contrast to the findings about the effect of inmate type, there is a significant relationship between program type and both dependent variables -- criminal identity, and perceptions of a criminal career (Table 4-2c). Juveniles who participate in guided group interaction programs have a substantially lower perception of themselves as a criminal when they leave the program and a perception that a criminal career is more risky than do those in traditional correctional programs.

3) In addition, individuals in units with positive attitudes toward staff have lower criminal identity and perceived risk scores than those with negative attitudes (Table 4-2c). At the zero-order level, the same finding holds for the degree of community orientation of programs: programs oriented toward the community, compared to isolated programs, would have lower criminal identity and higher perceptions of criminal career risks. However, in this analysis paths between community orientation and the dependent variables are not estimable because of the high degree of collinearity between community oriented programs and guided group interaction programs. We can say, however, that programs utilizing guided group interaction that also have positive attitudes toward staff, and an orientation toward the community produce lowered perceptions of criminal identity and heightened perceptions of the risks of a criminal career. In general, the characteristics of the program are considerably more predictive of changes in attitude and values than are the characteristics of the juvenile population within the program.

Some additional relationships between the variables in Tables 4-2b and 4-2c are as follows. Several factors are related to the intra-institutional change in criminal identity. However, neither age nor race is related to criminal identity at exit. In addition, neither prior incarcerations nor prior arrests for violent crimes is related to criminal identity at exit. Hence, no indicator of individual characteristics is predictive of change in criminal identity. Criminal identity at intake is positively related, although moderately so, (.291) to the same measure at exit. This estimate drops to .074, however, when two stage least squares solution is followed (See Appendix H).

At the unit level, percent of inmates with a history of violent offenses has no significant effect on criminal identity at exit. The effect of the variables, percent of inmates with prior incarcerations, and community orientation could not be estimated because of collinearity with negative attitude toward staff. Both GGI and positive attitudes toward staff negatively related to criminal identity at exit.

Somewhat different findings emerge for intra-institutional change in perceived risk of criminal career. Unlike the prior results, age is positively related (.284) to perceived risk of criminality. Older inmates are more likely to develop perceptions of criminal careers as having high risks. White inmates also are more likely (to a small extent) than black inmates to develop the perception that a criminal career has a high risk (.097). On the other hand, violent offenders and those with prior incarcerations are no more likely to see a criminal career as having low risks than non-violent offenders and those without prior incarcerations. Again, we find that worse and better offenders from the point of view of life histories do not differ from each other on intra-institutional change processes. Perceived risk of a criminal career is positively related (.174) to this same measure at exit although the strength of the relationship is not large (two stage least squares estimate remains at .174).

On the unit level, the percent of violent inmates on a unit has no significant effect on change in perceived risk of a criminal career. The effect of percent of inmates with prior incarcerations could not be estimated because of collinearity with negative attitude toward staff.

Its correlation is .031 and when entered alone on residual change in perceived risk, its Beta is .006. The effect of percent of inmates older than 17 also could not be estimated because of multicollinearity problems.

In addition, the effect of the community orientation variable on perceived risk of a criminal career is not determinable because of the collinearity problem (zero order r = .182). Participation in GGI program has the effect of increasing the perceived risk of criminal career (.217). The strongest unit-level predictor is that inmates on units with high degrees of anti-staff attitudes see less risk in a criminal career (-.307). Therefore, for both changes in criminal identity and the risks of a criminal career GGI and attitudes toward staff have the strongest effects. (For a rather technical discussion of the proportion of variance explained in the three dependent variables -- see Appendix I.)

In summary, analysis of identity as a criminal and perceived risk of a criminal career has shown three major findings of interest to the theoretical concerns expressed in earlier chapters. First, the percent with violent criminal hsitories on a unit is unrelated to either dependent variable. Second, GGI units have the effects of lowering criminal identity and increasing perceived risk variables -- in support of heterogeneity theory. Third, in support of homogeneity theory, the prevalence of an anti-staff inmate subculture tends to increase criminal identity and lower the perceived risk of a criminal career.

IV. Summary

The analysis of this chapter indicates that participation in certain types of programs leads to several positive changes during the period of incarceration. Programs that utilize guided group interaction and those that are oriented toward the community nudge juveniles toward higher self-esteem, less identity as criminal, and less favorable attitudes toward a criminal career. Contrary to the expectations of homogeneity theory, these programs are able to mobilize the inmate subculture in a positive manner and create a residential climate of favorable attitudes toward staff. Because programs of this sort maintain their positive impact even when previously incarcerated juveniles who have committed violent offenses are included within them, the tenets of the heterogeneity model are more supported than those of the homogeneity model. Regardless of the composition of the inmate population, programs utilizing GGI and those that are oriented to the community can produce changes in inmate identity and attitudes during the period of incarceration. It remains to be seen, however, whether or not these changes are maintained once individuals are released into the community. We turn to this issue in the next chapter.

Footnotes--Chapter IV

1. For the analysis of Chapter IV, we will employ the longitudinal data involving those inmates with both intake and exit interviews. The three variables discussed--self-esteem, identity as a criminal and the perceived risk of a criminal career--were measured at intake and just prior to exit from the institution. Increases in self-esteem and in the perceived risk of a criminal career are considered "positive" from an interventionist point of view. Decreases in identity as a criminal are also considered positive from this point of view.

2. There is some ambiguity as to whether homogeneity theory posits an increase or a decrease in positive self-esteem with exposure to the inmate subculture. The issue comes down to the basis of self-esteem -- is it based on criminal or conventional values? We assume that homogeneity theory posits that if an inmate is exposed to a prevalent inmate anti-staff subculture, he will "use" the subculture to enhance his self-evaluation. Homogeneity theory would predict that where the subculture is prevalent, the individual will subscribe to the inmate subculture in order to protect his self from the "pains of imprisonment."

3. It may be questioned that heterogeneity theory posits an increase in the self-esteem of inmates who experience a GGI program. Weeks (1958) has argued, for example, that the self-esteem of the more hardened offenders should fall. However, by the time of release, the inmates should experience an increase in self-esteem, based on a conventional value orientation.

4. Constant attention had to be paid to multicollinearity effects which artificially increase the standard errors, and consequently the F-tests would tend to show a regression coefficient as insignificant.

5. While the order of entry of the variables in the regression coefficient affects the amount of variance explained by any one of the variables, it does not affect the magnitude of the regression coefficients in the final equation.

6. We were initially concerned that the incresed self-esteem of the GGI inmates was due to a greater tendency on their part (relative to inmates in non-GGI units) to answer the Rosenberg self-esteem scale items positively. GGI programs try to build the self-confidence of the inmates and thus it is plausible that the GGI indoctrination would influence responses. We discount this interpretation on the basis of several considerations: (1) we build our argument on the positive effect of GGI in part on the direct effect of being in a GGI program, but also on the basis of being on a unit with an anti-staff peer subculture -- which negatively impacts inmate self-esteem, according to our results -- a finding that we think cannot be explained by response bias. (In a separate analysis, we removed individuals from the sample who generally gave "negative" responses to most other questions, and found that the zero order correlations remained the same.) (2) Using a semantic differential

measure of self-evaluation, we found similar results. Given the nature of the semantic differential items, (hot-cold, soft-hard, etc.) we doubt that the "socially acceptable" resonse is clear to the inmate. (3) The inmate is interviewed after it is clear to him that he is leaving the facility, and his answers are guaranteed to remain confidential. This would lessen te likelihood that GGI inmates would give a "socially acceptable" response for the purpose of getting out -- but we cannot rule it out completely.

Chapter Five: Adjustment in the Community after Release

I. Measurement and Hypotheses

II. Zero-Order Correlations of Post-Release Adjustment

III. Regression Analysis of Post-Release Adjustment

IV. Conclusions

Chapter Five: Adjustment in the Community After Release

The findings presented in the previous two chapters indicate that certain kinds of correctional programs can make significant positive impacts on juvenile offenders during the period of incarceration. The major question, however, is the extent to which the changes produced within programs have any lasting effect after they are released into the community. This chapter addresses the issue of whether different kinds of correctional intervention have any measurable impact on the releasees who have experienced the correctional milieu. Interpretations made here must be tempered by the realization that many juvenile offenders in the original sample were lost by attrition (See Chapter Two) and that unbiased data collection on post-treatment delinquency is difficult to accomplish. These general qualifications of the findings should be kept in mind as results are presented.

For the most part, the voices that have been raised on the issue of intervention have been pessimistic. Lipton, Martinson and Wilks examined 231 treatment projects (evaluated between 1945 and 1967) and found that: "with few and isolated exceptions, the rehabilitative effects that have been reported so far have had no appreciable effect on recidivism" (Martinson, 1974: 25) (emphasis in original). Numerous other researchers generally agree, (See, for example, Bailey, 1966; Gendreau and Ross, 1979; Lerman, 1968), although some researchers find that for some types of offenders, certain forms of therapeutical practices may be effective Glaser, 1974).

Many of the problems of evaluating the effectiveness of correctional institutions concern the measurement of success. Most often, subsequent rearrest or imprisonment is considered the primary indicator of failure. In the present research, we take the position that several criteria of successful or unsuccessful outcomes need to be evaluated and that even a small difference in outcome that can be attributed to intervention is noteworthy. Underlying our theoretical approach to measuring intervention success is the assumption that upon return to the community there are numerous reasons to believe that the releasees will commit delinquent acts and be rearrested. The causal factors operative before intervention usually remain operative afterwards. There are few good reasons for believing that the intervention effects will persist in the community and affect the probability of committing subsequent crimes. We also assume that because of the prevalence of delinquent acts among juveniles, even a lessening in the rate of subsequent delinquent acts should be considered an intervention success or gain (Wilson, 1980). Although we cannot truly test whether there is an effect on an individual's delinquency rate (we lack prior offense rates), we do employ a measure of the number of subsequent arrests (within six months of release from the incarceration studied in this research) as a central dependent variable as opposed to a dummy variable for whether they were rearrested or not.

I. Measurement and Hypotheses

In choosing measures of success or failure of intervention strategies, we distinguish between five types of outcome measures: (1) whether the juvenile returns to school or takes a job, (2) how many times he is rearrested in a six-month time period after release from an institution, (3) his self-esteem after six months in the community, (4) how many subsequent delinquent acts he admits to, and (5) how many subsequent arrests are for violent crimes. We also test to see if success on the first measure affects the other four outcome measures. That is, does returning to school or taking a job affect subsequent arrest, self-esteem, self-reported delinquent acts, or subsequent arrest for violent crimes?

In terms of heterogeneity and homogeneity theories, we expect that, to the extent that characteristics of the inmates (at the individual or aggregate level) are positively related to four of the five dependent variables (2, 3, 4, and 5) and negatively to the fifth (1), homogeneity theory is corroborated. That is, according to homogeneity reasoning, inmate characteristics and compositional features of the unit should result in greater probability of subsequent offenses and arrests because of the importance of prior characteristics and the criminalizing effect of the prison environment. According to our homogeneity theory hypotheses in Chapter Four, self-esteem should also reflect individual characteristics and compositional unit-level variables. Furthermore, these variables should have an inverse influence on having a job or returning to school. Heterogeneity theory, on the other hand, predicts that individual and

compositional characteristics should be unrelated to outcomes. The integral characteristics of the units, however, should be negatively related to subsequent crimes and positively related to self-esteem, work placement, and education after release.

II. Zero-Order Correlation of Post-Release Adjustment

Table 5-1 shows the zero-order Pearson correlation between five key unit-level independent variables and the five outcome variables discussed above. The results are surprisingly strong, given that most previous studies generally find no intervention effects.

The results indicate that GGI and community orientation are inversely related to overall number of subsequent arrests (after six months of release), and subsequent arrests for violent crimes. These two integral characteristics are positively related to self-esteem six months after release. Also predictive of outcome, although not as strongly as the integral characteristics of the unit, are the unit-level measures of inmate anti-staff attitudes and percent with prior incarcerations on the unit. Each of these variables is positively related to subsequent arrests and negatively related to the other outcome variables. A dummy-variable indicating whether one is in school or working after release was not significantly predicted by any of the predictor variables in Table 5-1.

Bear in mind that Table 5-1 is a table of zero-order correlations and, as such, does not measure the true effects of the

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Table 5-1. Correlations Between Select Unit-Level Independent Variables and Five Post-Release Outcome Variables

Independent / Dependent Variables	Percent Violent in Unit	Percent with Prior Incarcerations	Mean Negative Attitude Toward Staff on Unit	GGI	Community Orientation
No. of Subsequent Arrests	-.019	.048	.129*	-.165*	-.197*
No. of Self-Reported Arrests	-.117	-.045	-.004	.035	.004
No. of Arrests for Subsequent Violent Crimes	-.036	.168*	.087*	-.032	-.103
Positive Self-Esteem after Six Months of Release	.047	-.126*	-.268*	.359*	.246*
Working or in School after Release	-.016	-.104	.030	-.093	-.036

* = significant at .05 level.

incarceration experience on post-release adjustment. In order to better measure the true effects, it is necessary to control for several prior characteristics of the juveniles and thus determine whether the unit-level effects (compositional and integral) are spurious or not. In the next section, we discuss our strategy for testing more adequately the intervention effects.

III. Regression Analysis of Post-Release Adjustment

Generally, we followed a similar strategy in analyzing post-release outcome as with intra-institutional change (in Chapter Four). The analytic strategy is to test the relative strengths of compositional and integral variables while controlling for several individual-level measures of prior characteristics as well as individual-level post-release measures of work, school, and home situation. By doing so, we attempted to test for unit-level effects conservatively by allowing individual-level variables priority in explaining the variances of the dependent variables. An overview of all the variables used in the regression equations appears in Table 5-2.

Individual-level variables measuring age, race, prior violent offenses and prior incarcerations were entered in the regression equation along with intake and exit measures of positive self-esteem, perceived risk of a criminal career, and identity as a criminal. Also considered was the number of prior offenses would be predictive of the number of subsequent offenses. However, this variable was not predictive of any of the outcome variables and was ultimately dropped from all the

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Table 5-2. Overview of Variables Used in the Analysis of Outcome after Six Months of Release*

Prior Characteristics of Offenders		Social Psychological Variables at Intake	Unit-Level Characteristics	Anti-Staff Attitude of Unit	Social Psychological Variables at Exit	Post Release Home, Work School Situation	Outcome at Six Months
1. Age 2. Race	1. No. of Prior Violent Offenses 2. No. of Prior Incarcerations 3. No. of Prior Offenses	1. Self-Esteem 2. Criminal Identity 3. Perceived Risk of Criminal Career	1. Percent Violent on Unit 2. Percent with Prior Incarceration 3. Percent White 4. Percent Older Than 17 5. Community Orientation 6. GGI	1. Mean Negative Attitude Toward Staff	1. Self-Esteem 2. Criminal Identity 3. Perceived Risk of Criminal Career	1. Home Situation 2. Working or in school	1. No. of Subsequent Arrests 2. No. of Self-Reported Arrests 3. No. of Arrests for Violent Crimes 4. Self-Esteem

*Categories are intended to follow a time dimension from left to right.

equations. Compositional and integral unit-level measures were entered in the regression equations respectively, as was our summary measure of negative attitudes toward staff. These unit-level variables were entered after all the individual-level variables in order to test more conservatively for unit-level effects (whether compositional or integral). Successive regression equations generally excluded predictor variables that were not significantly different from zero. These relationships are assumed to be zero in Table 5-3. In some instances the non-significant variables were retained in the equation for compelling theoretical reasons (e.g., prior violent offenses and percent violent on the unit).

For post-release work, school, and living situation, we used two variables to summarize these aspects of post-release life. A dummy variable was employed for whether or not a juvenile was working or going to school after release as both a predicted (endogeneous) variable and as a predictor of other dependent variables. We assumed that it would be predictive of subsequent offense and self-esteem variables. Secondly, a dummy variable was used for whether or not the juvenile returned to a family environment in which both parents were present. Both of the above post-release measures were included on the assumptions that they broadly measured forces of social control in the life of the released juvenile. The first variable turned out to be a better predictor of recidivism than the family situation variable.

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Table 5-3. Standardized Beta's Between Predictor Variables and Post-Release Outcome Variables

Predicted Variables \ Predictor Variables	Age	White	No. of Prior Violent Crimes	No. of Prior Incar-cera-tions	Positive Self-Esteem at Exit	Perceived Risk of a Criminal Career at Exit	Percent Violent on Unit	Percent with Prior Incarcer-ations	% White	% Over 17 Yrs. Old
No. of Subsequent Arrests	0	0	-.096*	0	0	0	0	0	0	0
No. of Self-Reported Arrests	0	.147	-.120*	0	0	0	-.060	0	0	0
No. of Arrests for Violent Crimes	0	0	0	0	0	0	0	.168	0	0
Positive Self-Esteem after Six Months	0	0	0	0	.292	.178	-.015*	0	0	.219**
Working or in school after release	0	0	-.056*	0	.199	0	.076	0	0	-.215

* = Not statistically significant at .05 level.

** = Pearson r; Betas not estimable because of multicollinearity.

Table 5-3 continued

Predictor Variables / Predicted Variables	Mean Negative Attitude Toward Staff	GGI	Community Orientation	Working or in School after Release	Living with Both Parents after Release
No. of Subsequent Arrests	.129**	-.176	-.165**	-.112*	0
No. of Self-Reported Arrests	-.004**	.086	-.004	-.201	0
No. of Arrests for Violent Crimes	0	0	-.103**	0	0
Positive Self-Esteem after 6 Months	-.268**	.121	.246**	0	.145
Working or in school after release	0	-.093**	-.036**	1.00	0

* = Not statistically significant .05 level

** = Pearson r; Betas not estimable because of multicollinearity.

The results of this regression analysis on post-release outcome measures appear in Table 5-3. The main findings of the follow-up results are:

1. Guided group interaction (GGI) is strongly related to two of the five outcome variables. That is, juveniles in GGI are less likely to be arrested within six months, and more likely to have higher self-esteem at follow-up. Although the effects of community orientation could not be estimated, the zero-order correlation shows that the more community-oriented a unit, the less the subsequent arrests, as well as arrests for violent crimes and the higher the self-esteem after six months.

2. Those having a job or being in school after release from the institutions had fewer subsequent arrests.

3. Living with both parents after release is positively related to self-esteem of the inmate at the time of follow-up.

4. A stay on units with a prevalence of negative attitudes toward the staff increases the chance of subsequent arrests and of lowering self-esteem between exit and follow-up.

5. The percent violent on a unit has no significant effect on subsequent arrests, offenses (self-reported), arrests for violent crimes or on self-esteem at follow-up.

6. The higher the percent on a unit with prior incarcerations the larger the number of arrests for subsequent violent crimes. 7. Age, race, prior violent offenses and prior incarceration experience (at both individual and aggregate levels) generally have no effect on outcome, with

the exception that whites are more likely than others to report that they committed offenses after release.

The findings generally support the hypotheses of the heterogeneity perspective in that measures of organizational characteristics (GGI and community orientation) are the strongest overall predictors of the five outcome measures. Negative attitude toward staff (at the unit level) is also strongly related to subsequent arrests, as well as to self-esteem after six months. (Since GGI and community orientation are also predictive of negative attitude toward staff, their total effect is augmented by the latter's relationship with the outcome measures.) Homogeneity theory was not generally supported, however, in that most of the compositional unit-level variables were not predictive of the outcome measures. Two of the central homogeneity predictors--percent violent on a unit and percent with prior incarcerations--matter little in predicting post-release outcomes. The percent with prior incarcerations is predictive, however, of subsequent violent offenses, a finding that should not be overlooked, given the strength of this predictor variable as discussed in earlier chapters. Its significance is evident: juveniles are more likely to be arrested for committing a violent offense within six months of release after having been in a unit with high percentages of previously incarcerated youths (Note that this effect is found after controlling for prior violent offenses). This partially corroborates our earlier finding of the criminalizing potential on other inmates of units with high percentages of previously incarcerated youths. We argue that homogeneity theory is incompatible with the lack of compositional effects,

as well as with the lack of any significant effect of any of the individual-level prior characteristics on any of the outcome measures. Thus, age, race, number of prior offenses, prior violent offenses and prior incarcerations do not aid in predicting outcomes when all the other variables are in the regression equations (with the exception that whites are more likely to self-report subsequent offenses). Living with both parents after release was not found to be predictive of any outcome measure except self-esteem at follow-up. Thus, while the home environment relates to self-esteem between exit and follow-up, it does not significantly alter chances of rearrest or of committing offenses. Having a job or going back to school, however, has the effect of lessening the chances of subsequent rearrest or of committing subsequent offenses. It should also be noted that neither GGI nor degree of community orientation of the unit affect the chances for the post-release job or of returning to school. Thus there is virtually no indirect effect of GGI or community orientation on outcome via post-release job or school involvement.

Summary

Little is lost in summarizing the results of the follow-up analysis by stating that participating in GGI programs predicts outcome. The prevalent attitude toward staff on the units is also important, but in part as an intervening variable for GGI or community orientation effects. Homogeneity theory does not usually effectively predict outcome after release. This is a major disconfirmation for homogeneity theory because one of the central reasons for classifying and separating types of offenders is the assumption that mixing more serious offenders has

long-term criminalizing effects. We found limited evidence to give support to this policy, within the limits of our six-month follow-up analysis. The positive changes produced by programs utilizing GGI techniques found in Chapters 3 and 4 are, for the most part, maintained in the community for a six-month follow-up period. Juveniles who participate in these programs are less likely than others to be rearrested and more likely to maintain higher levels of self-esteem than others. These findings contradict the widespread notion that correctional programs are unable to produce effects. Of course, we do not know whether the positive changes we have found after a six month period in the community are maintained for a longer period of time. Our findings do indicate, however, certain kinds of correctional programs are able to change inmates during their stay in the program and that these changes persist for at least several months after release. It may be the case that effects disappear after the juveniles are in the community for longer periods of time, but since we were limited to a six month follow-up timetable, we were not able to ascertain how long these effects last.

IV. Conclusions

We attempt here to draw some inferences from the analysis of the previous four chapters and suggest some direction for future correctional policy. We have found support for the hypotheses of the heterogeneity model regarding the importance of the organizational character of the institutions. Specifically, units which use guided group interaction are able to foster pro-staff, pro-rehabilitative and anti-criminal attitudes,

raise the self-esteem of juveniles and lessen chances of subsequent rearrest. To a considerable degree GGI programs are also community-oriented programs, and thus it was not possible to disentangle unambiguously the two analytically. Nevertheless, we were able to find support for the notion that units with higher degrees of community orientedness lessen the chance that an anti-staff inmate subculture develop in correctional facilities, increase the chances of positive intra-institutional change, and, additionally, lessen the chance of subsequent recidivism. The homogeneity model, on the other hand, was not strongly supported in that individual characteristics and the compositional features of a unit are not as successful as organizational characteristics in predicting intra-institutional change or outcome in the community. Specifically, violent offenders seem to have no detrimental effect on the rehabilitation of juveniles nor are they anymore likely to recidivate within six months. In general, characteristics of the individual (such as age and race, as well as prior offense experience) are not good predictors of intra-institutional change or post-release outcome. Juveniles with prior incarcerations, however, seem able to affect adversely attitudes toward the staff and thereby indirectly increase the likelihood of subsequent offenses as well as self-derogation.

Advice for Policy Makers

On the basis of our analysis, we make several suggestions regarding juvenile correctional practices.

1) The use of guided group interaction as a treatment strategy should be fostered. Throughout the analysis we have found that the GGI programs

offer the best chance for the juvenile to adopt a pro-staff attitude, to enhance his self-esteem and to "go straight" upon release. Both GGI programs within larger institutions and those that are self-contained appear to foster positive changes.

2) Community-based or "deinstitutionalized" programs have also been found to be effective and although we were not always able to ascertain the independent effect of community orientedness, there is support for the claim that the more community-oriented a program, the less likely that an anti-staff attitude will develop. Primarily through this indirect effect, deinstitutionalization seems beneficial in that recidivism is less likely for those juveniles in a pro-staff unit.

3) Our analysis suggests that there is no good reason to exclude violent offenders (as defined in this study) from treatment programs such as guided group interaction. Juvenile offenders who commit violent crimes in the community are not more likely to be disruptive in the institution. Nor do they affect the inmate subculture or the effectiveness of the treatment program. However, it is also the case that they do not help in the effectiveness of a program, as was tentatively hypothesized in the first chapter within the general outline of heterogeneity theory.

4) Caution should be exercised in the placement of juveniles who were previously incarcerated. Inmates on units with high percentages of previously incarcerated individuals are more likely to have anti-staff orientations and to be rearrested for violent crimes after release from the institution. This was the major finding in support of the homogeneity model and the primary qualification to the general pattern we found in

which the characteristics of individual offenders are not important predictors of adjustment in the institution or of subsequent outcome.

5) In general, our conclusions about the effectiveness of juvenile correctional institutions are more optimistic than most prior studies. If programs are effectively organized for treatment, they appear to have positive effects on attitudinal and behavioral change both within the period of incarceration and after release into the community.

Suggestions for Researchers

Our analysis raises many more questions than it answers about the effects of correctional environment. At the outset we challenged the prevailing philosophy that separation of the more serious and violent delinquents from other delinquents is beneficial from an interventionist perspective. Within the limitations of our study, we have shown that the philosophy of homogeneity is not empirically well founded. Prior behavioral characteristics of the inmates -- prior violent offenses and chronicity of offenses -- were found generally to be unrelated to intrainstitutional adaptation and post-release outcome. As a result of our study, we make the following suggestions for future research.

1) The dynamics of Guided Group Interaction programs should be further studied in order to better understand who benefits the most from suc programs and to determine the extent to which GGI programs can better integrate the repeatedly incarcerated offender.

2) There should be further study of the causes and effects of what is known as "prisonization". Our findings suggest that the prison subculture may not actually protect the self-esteem of the incarcerated youth, but rather damage it.

3) Further study of the "limits of heterogeneity" is necessary in order to determine if indeed structured programs (such as GGI) are viable with all types of offenders -- more varied types than those studied here.

Notes for Philosophers

The progressive philosophy of juvenile corrections which was seemingly popular in the first half of this century has apparently been replaced by a set of pessimistic and even cynical philosophies from both ends of the political spectrum. Liberal philosophies call for what might be called the four D's --decriminalization, diversion, due process and deinstitutionalization -- because juvenile correctional institutions presumably label and criminalize the juveniles (Empey, 1979). At the opposite end of the political spectrum is the belief that, since the rehabilitative goals of correctional facilities cannot be reached, justice sould be administered fairly in "proportion" to the seriousness of the crime committed ("just deserts") -- irrespective of any deterrent impact or rehabilitative prospects.

Interestingly, the same empirical evidence is assumed from either political perspective -- the assumption that "nothing works" in juvenile corrections as far as rehabilitation of the institutionalized (Martinson, 1974). Yet the claim that "nothing works" is far from univerally accepted. Many of the studies reviewed by Lipton et al., 1975 were so seriously flawed methodologically that they should be rejected outright --with no bearing on the question of rehabilitative effectiveness (Sechrest et al., 1979).

Two studies that were relatively sophisticated methodologically merit mention. The first, reported by Coates, Miller and Ohlin, found that the more "normalized" or community-based systems in Massachusetts had positive short-term effects (improved self-image, perception of others, enhanced expectations and aspirations), but generally no long-term gains -- due in part to the youths returning to their old peer networks. The Massachusetts experience is significant because a positive effect was found -- if only to be eradicated by post-prison experiences. This may not seem surprising to many, but it is important to distinguish "nothing works" from "nothing works in the long run".

A second study that merits mention is the UDIS/DOC (Unified Delinquency Intervention Services and Department of Corrections) study in Illinois reported by Murray and Cox (1979), in which they find a post-release reduction in individual's crime rates relative to their pre-incarceration crime rates. Thus, these authors demonstrate that a shift in measuring recidivism from cessation to rate reduction may result in the finding that delinquency programs have a deterrent effect.

We cite both of these studies because they suggest that some rehabilitative/deterrent effects of incarceration are possible. Our findings suggest that the short-term effects of incarceration may extend to six months after release. Since we do not have systematic data beyond six months, we do not know if the rates for individuals in different programs would be equal after six months. Yet, our findings indicate some grounds for optimism in the area of juvenile corrections.

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Appendix A: Research Instruments

DATE OF INTERVIEW _____
MONTH DAY YEAR

NAME OF INTERVIEWER _____
FACILITY _____
FACILITY ID _____
RESPONDENT ID _____

First Longitudinal Questionnaire

Hello, my name is _____ and I'm involved in a study of correctional facilities conducted by Rutgers University. We're interested in your opinions and experiences here at _____. There are no right and wrong answers and the information you give us is completely confidential so please feel free to answer the questions the best you can.

This interview will take about one hour and you will be paid $2.00 for your time. This money will be put into your account.

1. INTERVIEWER OBSERVATION: CHECK ONE

16 RESPONDENT IS: 1 _____MALE 2 _____FEMALE

First, I'd like to ask you a little about your background:

2. When were you born?

17-22 _____
MONTH DAY YEAR

23 3. Were you going to school during the past year?

1 _____YES 2 _____NO

24-25 4. What is the highest grade of school you have completed?

_____GRADE

25 5. ASK ONLY IF UNCERTAIN: What do you consider your ethnic or racial background?

1 _____BLACK
2 _____WHITE
3 _____HISPANIC
4 _____OTHER: SPECIFY_____

27-28 6. In the last two years before you came here who were you usually living with?

1 _____MOTHER AND FATHER
2 _____MOTHER AND STEPFATHER
3 _____FATHER AND STEPMOTHER
4 _____MOTHER ONLY
5 _____FATHER ONLY
6 _____OTHER RELATIVES
7 _____FOSTER PARENTS
0 _____GIRL/BOYFRIEND
9 _____SPOUSE
10 _____ON OWN
11 _____WITH FRIENDS
12 _____GROUP HOME/RES. TREATMENT
13 _____CORRECTIONS
14 _____OTHER (SPECIFY)_____

29 7. Do you have any children? IF YES: How many.

1 _____NO 2 _____ONE 3 _____TWO OR MORE

30-31 8. a. What kind of job does your (father/stepfather) have?
PROBE: What does he make or do?

_____

32-33 b. What kind of job does you (mother/step-mother) have?

_____

34-35 c. What was the last year of school your father/step-father completed?

_____GRADE

36-37 d. What was the last year of school your mother/step-mother completed?

_____GRADE

38 10. How many brother and sisters do you have?

39
40
41 _____BROTHERS _____SISTERS _____STEP_BROTHERS ___STEP_SISTERS

42-44

13. What is your religion?

1 _____NONE 4 _____MUSLIM
45
2 _____CATHOLIC 5 _____JEWISH
3 _____PROTESTANT 6 _____OTHER: SPECIFY_____

14. On an average day how many hours a day did you spend watching TV?

46-47 _____HOURS

15. What is the longest time you have held a full-time job?

48-49 _____NEVER HAD A FULL-TIME JOB: GO TO Q. 19 _____WEELS OR ___MONTHS

16. What kind of job was it?

50-51 _____

52-53 17. How many full-time jobs have you had?

_____JOBS

54-55 18. How many times have you been laid off or fired from a full-time job?

_____TIMES

56-57 19. How many times have you tried to get a full-time job but were turned down?

_____TIMES

Now I have a few questions to ask about your friends outside this place.

58 20. How many of your friends are still going to school? Is it:

1 _____None 2 _____Some 3 _____Half 4 _____Most 5 _____All

59 21. How many of your friends are working at jobs?

1 _____None 2 _____Some 3 _____Half 4 _____Most 5 _____All

60 22. How many of your friends have spent time in correctional institutions?
(NOTE: Do not include places like a shelter, youth house or residential treatment facility.)

1 _____None 2 _____Some 3 _____Half 4 _____Most 5 _____All

61 23. How many of your friends will look down on you because you're here?

1 _____None 2 _____Some 3 _____Half 4 _____Most 5 _____All

62-63 24a) About how many people do you hang around with on the outside?

_____PEOPLE

64-65 24b) How many of these people do you consider as your close friends?

_____PEOPLE

Getting back to what you think:

66 25. What do you think are the chances that you will be incarcerated again? Is it:

1 _____No Chance 2 _____Low Chance 3 _____50/50 4 _____Good Chance 5 _____Definite Chance

67 26. What do you think are the chances that you can be straight outside?

1 _____No Chance 2 _____Low Chance 3 _____50/50 4 _____Good Chance 5 _____Definite Chance

68 27. What are the chances that it will be harder for you to get a job because you've been here?

1 _____No Chance 2 _____Low Chance 3 _____50/50 4 _____Good Chance 5 _____Definite Chance

69 28. What are the chances that people will give you an even break after you get out of here?

1 _____No Chance 2 _____Low Chance 3 _____50/50 4 _____Good Chance 5 _____Definite Chance

I'd like to ask you a few questions about your family.

70 29a) On the outside, did your mother know where you were when you left the house?

1 _____Never 2 _____Sometimes 3 _____Half the Time 4 _____Usually 5 _____All the Time

71 29b) How about your father?

1 _____Never 2 _____Sometimes 3 _____Half the Time 4 _____Usually 5 _____All the Time

72 30a) Could you share your thoughts and feelings with your mother?

1 _____Never 2 _____Sometimes 3 _____Half the Time 4 _____Usually 5 _____All the Time

73 30b) How about your father?

1 _____Never 2 _____Sometimes 3 _____Half the Time 4 _____Usually 5 _____All the Time

74 31a) Would your mother stick by you if you got into really bad trouble?

1 _____Never 2 _____Sometimes 3 _____Half the Time 4 _____Usually 5 _____All the Time

75 31b) How about your father?

1 _____Never 2 _____Sometimes 3 _____Half the Time 4 _____Usually 5 _____All the Time

76 32a) Would you like to be the kind of person your mother is?

1 _____Yes 2 _____No 3 _____Unsure

77 32b) How about your father?

1 _____Yes 2 _____No 3 _____Unsure

70 33a) Does your mother look down on you because you were sent here?

1 ____Yes 2 ____No 3 ____Unsure

79 33b) How about your father?

1 ____Yes 2 ____No 3 ____Unsure

The next few questions are about school and what you would like to do in the future.

Card 11

16-17 34. What is the highest grade of school you would like to complete?

____GRADE

35. What is the highest grade of school you think you will complete?

18-19 ____GRADE

20 36. Did you like school?

1 ____A lot 2 ____Some 3 ____Not Much 4 ____Not at all 5 ____Didn't Care

21 37. Were you ever suspended from school?

1 ____Never 2 ____Once 3 ____Several times 4 ____Often

22 37 (a) IF YES: What for

_____

24 38. What kind of job would you like to get when you leave here?

PROBE: What do you have in mind exactly?

_____

25 39. What are your chances of actually getting a job like this?

1 ____No Chance 2 ____Low Chance 3 ____50/50 4 ____Good Chance 5 ____Definite Chance

26-27 40. Being for real, what kind of job do you think you will actually get when you leave here? PROBE: What do you have in mind exactly?

_____

28 41. When you had money on the street, how much of it came from crime?

1 ____None 2 ____Some 3 ____Half 4 ____Most 5 ____All

29 42. How many of your friends do you think will be involved in crime ten years from now?

1 ____None 2 ____Some 3 ____Half 4 ____Most 5 ____All

30 43. How many of your friends do you think will be in prison ten years from now?

1 ____None 2 ____Some 3 ____Half 4 ____Most 5 ____All

31 44. How would you rate your friends on the outside who have been in trouble with the law? (PROBE: I mean, how would you rate them as people.)

Would you say they are . . .

1 ____Not Good At All 2 ____Fair 3 ____Pretty Good 4 ____Very Good 5 ____Excellent

32 45. How would you rate your friends on the outside who have not been in trouble with the law?

1 ____Not Good At All 2 ____Fair 3 ____Pretty Good 4 ____Very Good 5 ____Excellent

46. Pretend you have a steady job. People say that certain bad things can go along with this, like bills, taxes, and not having enough money.

33 a. What would be the chances of things like this happening to you if you had a steady job?

1 ____No Chance 2 ____Some Chance 3 ____50/50 4 ____Good Chance 5 ____Definite Chance

34 b. How unhappy would you be if things like these happened to you?

1 ____Not Unhappy At All 2 ____A Little Unhappy 3 ____Somewhat Unhappy 4 ____Pretty Unahppy 5 ____Completely Unhappy

47. Along with having a steady job, people say that other bad things can happen, like having to keep a schedule and punching a time clock, having too much responsibility and not being your own boss.

35 a. What would be the chances of things like these happening to you if you had a steady job.

1 ____No Chance 2 ____Some Chance 3 ____50/50 4 ____Good Chance 5 ____Definite Chance

36 b. How unhappy would you be if things like these happened to you?

1 ____Not Unhappy At All 2 ____A Little Unahppy 3 ____Somewhat Unhappy 4 ____Pretty Unhappy 5 ____Completely unhappy

48. Finally, people say that along with having a steady job, some other bad things can happen like boredom and frustration and worrying too much.

37 a. What would be the chances of things like these happening to you if you had a steady job?

No Chance	Some Chance	50-50	Good Chance	Definite Chance
1 ___	2 ___	3 ___	4 ___	5 ___

38 b. How unhappy would you be if things like these happened to you?

Not Unhappy At All	A Little Unhappy	Somewhat Unhappy	Pretty Unhappy	Completely Unhappy
1 ___	2 ___	3 ___	4 ___	5 ___

49. Pretend you have a criminal career. People say that certain good things can go along with this, like having good money, a good car and a nice house.

39 a. What would be the chances of things like these happening to you if you had a criminal career?

No Chance	Some Chance	50-50	Good Chance	Definite Chance
1 ___	2 ___	3 ___	4 ___	5 ___

40 b. How happy would you be if things like these happened to you?

Not Happy At All	A Little Happy	Somewhat Happy	Pretty Happy	Completely Happy
1 ___	2 ___	3 ___	4 ___	5 ___

50. Along with having a criminal career, people say that other good things can happen, like being your own boss, not having to keep to a schedule, and freedom.

41 a. What would be the chances of things like these happening to you if you had a criminal career?

No Chance	Some Chance	50-50	Good Chance	Definite Chance
1 ___	2 ___	3 ___	4 ___	5 ___

42 b. How happy would you be if things like these happened to you?

Not Happy At All	A Little Happy	Somewhat Happy	Pretty Happy	Completely Happy
1 ___	2 ___	3 ___	4 ___	5 ___

51. Finally, people say that along with having a criminal career some other good things can happen, like being cool, hustling, adventure, and kicks.

43 a. What would be the chances of things like these happening to you if you had a criminal career?

No Chance	Some Chance	50/50	Good Chance	Definite Chance
1 ___	2 ___	3 ___	4 ___	5 ___

44 b. How happy would you be if things like these happened to you?

Not Happy At All	A Little Happy	Somewhat Happy	Pretty Happy	Completely Happy
1 ___	2 ___	3 ___	4 ___	5 ___

52. Now, I'm going to ask you some questions about yourself. For each statement that I read, I'd like you to tell me if you strongly agree, agree, disagree, or strongly disagree.

		Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
45	A. Generally, I'm satisfied with myself.				
46	B. I wish I could have more respect for myself.				
47	C. I feel that nothing, or almost nothing, can change the opinion I hold of myself.				
48	D. What happens to me is my own doing.				
49	E. I feel that I'm a person who's worth something, at least equal to others.				
50	F. I certainly feel useless at times.				
51	G. I've noticed that my ideas about myself seem to change very quickly.				

		1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree
52	H. I have often found that what is going to happen will happen.				
53	I. I feel I have a number of good qualities.				
54	J. At times, I think I'm no good at all.				
55	K. Some days I have a very good opinion of myself; other days, I have a very poor opinion of myself.				
56	L. When I make plans I am almost certain I can make them work.				
57	M. I am able to do things as well as most people.				
58	N. Being here makes me feel like a criminal.				
59	O. I don't feel I have much to be proud of.				
60	P. I find that on one day I have one opinion of myself and on another day I have another opinion.				
61	Q. In my case getting what I want has little or nothing to do with luck.				
62	R. I take a positive attitude toward myself.				
63	S. Even before I was sentenced here, I felt like a criminal.				
64	T. All in all, I tend to think I'm a failure.				
65	U. My opinion of myself seems to change a good deal.				
66	V. Many times I feel that I have little influence on what happens to me.				

VI. Perceptions.

Now we want to find out what you think about certain kinds of things. We have made lists of some words. You will find these words have opposites (like: up-down). Would you please mark the box which you think is closest to your feelings about these things. When we ask you to think about police, for example, we do not want you to just think about the best or worst policeman you have ever known. Just think about policemen as a group. Some of the words may not seem to say anything about the group of persons, but mark your first feeling anyway. There are no right or wrong answers, so mark the box that seems best to you.

Here is how to mark your answers.

How I Feel About POLICE

Good 1 1 1 1 1 1 1 1 Bad

If you are real sure you like POLICE, you would put an X near the Good.
Like this:

Good 1 X 1 1 1 1 1 1 1 Bad

If you are real sure you don't like POLICE, put an X near the Bad.
Like this:

Good 1 1 1 1 1 1 1 X 1 Bad

If you are pretty sure you like POLICE, or pretty sure you don't like POLICE, make your X:

Good 1 1 X 1 1 1 1 1 1 Bad

OR

Good 1 1 1 1 1 1 X 1 1 Bad

If you like them a little or don't like them a little, mark:

Good 1 1 1 X 1 1 1 1 1 Bad

OR

Good 1 1 1 1 1 X 1 1 1 Bad

If you are sure you don't feel one way or the other about POLICE, then make your X in the center box:

Good 1 1 1 1 X 1 1 1 1 Bad

(B) How I feel about ME

Good	_____:_____:_____:_____:_____:_____:_____:	Bad
Soft	_____:_____:_____:_____:_____:_____:_____:	Hard
Active	_____:_____:_____:_____:_____:_____:_____:	Passive
Cruel	_____:_____:_____:_____:_____:_____:_____:	Kind
Strong	_____:_____:_____:_____:_____:_____:_____:	Weak
Hustling	_____:_____:_____:_____:_____:_____:_____:	Hard-working
Clean	_____:_____:_____:_____:_____:_____:_____:	Dirty
Hot	_____:_____:_____:_____:_____:_____:_____:	Cold
Slow	_____:_____:_____:_____:_____:_____:_____:	Fast
Important	_____:_____:_____:_____:_____:_____:_____:	Unimportant
Violent	_____:_____:_____:_____:_____:_____:_____:	Non-violent
Small	_____:_____:_____:_____:_____:_____:_____:	Large
Foolish	_____:_____:_____:_____:_____:_____:_____:	Wise
Healthy	_____:_____:_____:_____:_____:_____:_____:	Sick

(C) How my FRIENDS feel about ME

Good	_____:_____:_____:_____:_____:_____:_____:	Bad
Soft	_____:_____:_____:_____:_____:_____:_____:	Hard
Active	_____:_____:_____:_____:_____:_____:_____:	Passive
Cruel	_____:_____:_____:_____:_____:_____:_____:	Kind
Strong	_____:_____:_____:_____:_____:_____:_____:	Weak
Hustling	_____:_____:_____:_____:_____:_____:_____:	Hard-working
Clean	_____:_____:_____:_____:_____:_____:_____:	Dirty
Hot	_____:_____:_____:_____:_____:_____:_____:	Cold
Slow	_____:_____:_____:_____:_____:_____:_____:	Fast
Important	_____:_____:_____:_____:_____:_____:_____:	Unimportant
Violent	_____:_____:_____:_____:_____:_____:_____:	Non-violent
Small	_____:_____:_____:_____:_____:_____:_____:	Large
Foolish	_____:_____:_____:_____:_____:_____:_____:	Wise
Healthy	_____:_____:_____:_____:_____:_____:_____:	Sick

(c) How MY FAMILY feels about ME

Good	____:____:____:____:____:____:____:	Bad
Soft	____:____:____:____:____:____:____:	Hard
Active	____:____:____:____:____:____:____:	Passive
Cruel	____:____:____:____:____:____:____:	Kind
Strong	____:____:____:____:____:____:____:	Weak
Hustling	____:____:____:____:____:____:____:	Hard-working
Clean	____:____:____:____:____:____:____:	Dirty
Hot	____:____:____:____:____:____:____:	Cold
Slow	____:____:____:____:____:____:____:	Fast
Important	____:____:____:____:____:____:____:	Unimportant
Violent	____:____:____:____:____:____:____:	Non-violent
Small	____:____:____:____:____:____:____:	Large
Foolish	____:____:____:____:____:____:____:	Wise
Healthy	____:____:____:____:____:____:____:	Sick

(c) How Society feels about ME

Good	____:____:____:____:____:____:____:	Bad
Soft	____:____:____:____:____:____:____:	Hard
Active	____:____:____:____:____:____:____:	Passive
Cruel	____:____:____:____:____:____:____:	Kind
Strong	____:____:____:____:____:____:____:	Weak
Hustling	____:____:____:____:____:____:____:	Hard-working
Clean	____:____:____:____:____:____:____:	Dirty
Hot	____:____:____:____:____:____:____:	Cold
Slow	____:____:____:____:____:____:____:	Fast
Important	____:____:____:____:____:____:____:	Unimportant
Violent	____:____:____:____:____:____:____:	Non-violent
Small	____:____:____:____:____:____:____:	Large
Foolish	____:____:____:____:____:____:____:	Wise
Healthy	____:____:____:____:____:____:____:	Sick

53. Now again pretend you have a steady job. People say that certain good things can go along with this, like having a nice house, a good car, and good money.

67 a. What would be the chances of things like these happening to you if you had a steady job?

No Chance	Some Chance	50/ 50	Good Chance	Definite Chance
1	2	3	4	5

68 b. How happy would you be if things like these happened to you?

Not happy At All	A Little Happy	Somewhat Happy	Pretty Happy	Completely Happy
1	2	3	4	5

54. Along with having a steady job, people say that other things can happen like staying out of trouble, not going to jail, and having the freedom to go where you want.

69 a. What would be the chances of things like these happening to you if you had a steady job?

No Chance	Some Chance	50/ 50	Good Chance	Definite Chance
1	2	3	4	5

70 b. How happy would you be if things like these happened to you?

Not Happy At All	A Little Happy	Somewhat Happy	Pretty Happy	Completely Happy
1	2	3	4	5

55. Finally, people say that along with a steady job some other good things can happen like being respected by yourself and others, advancement, and achieving a good position in the community.

71 a. What would be the chances of things like these happening to you if you had a steady job?

No Chance	Some Chance	50/ 50	Good Chance	Definite Chance
1	2	3	4	5

72 b. How happy would you be if things like these happened to you?

Not Happy At All	A Little Happy	Somewhat Happy	Pretty Happy	Completely Happy
1	2	3	4	5

56. Now again imagine you have a criminal career. People say that certain bad things can go along with this, like having no money, no decent place to live, and having bad debts.

73 a. What would be the chances of things like these happening to you if you had a criminal career?

No Chance	Some Chance	50/ 50	Good Chance	Definite Chance
1	2	3	4	5

74 b. How unhappy would you be if things like these happened to you?

Not Unhappy At All	A Little Unhappy	Somewhat Unhappy	Pretty Unhappy	Completely Unhappy
1	2	3	4	5

57. Along with having a criminal career, people say that other bad things can happen like getting caught, being in jail, and having a record.

75 a. What would be the chances of things like these happening to you if you had a criminal career?

No Chance	Some Chance	50/ 50	Good Chance	Definite Chance
1	2	3	4	5

76 b. How unhappy would you be if things like these happened to you?

Not Unhappy At All	A Little Unhappy	Somewhat Unhappy	Pretty Unhappy	Completely Unhappy
1	2	3	4	5

58. Finally, people say that along with having a criminal career some other bad things can happen, like not being respected by yourself and others, shame and being looked down on.

77 a. What would be the chances of things like these happening to you if you had a criminal career?

No Chance	Some Chance	50/ 50	Good Chance	Definite Chance
1	2	3	4	5

78 b. How unhappy would you be if things like these happened to you?

Not Unhappy At All	A Little Unhappy	Somewhat Unhappy	Pretty Unhappy	Completely Unhappy
1	2	3	4	5

Here, we're interested in what you feel should be done about crime.

Card III

15 59. Most inmates in prison didn't do anything worse than most people on the outside, they were just unlucky to get caught.

1 ___ Strongly Agree 2 ___ Agree 3 ___ Disagree 4 ___ Strongly Disagree

17 60. People who commit serious crimes deserve to do to prison.

1 ___ Strongly Agree 2 ___ Agree 3 ___ Disagree 4 ___ Strongly Disagree

18 61. The major cause of serious crime is poverty.

1 ___ Strongly Agree 2 ___ Agree 3 ___ Disagree 4 ___ Strongly Disagree

19 62. If there was tougher punishment for people who commit serious crimes there would be less crime.

1 ___ Strongly Agree 2 ___ Agree 3 ___ Disagree 4 ___ Strongly Disagree

20 63. Society is more to blame than the individual for most crimes.

1 ___ Strongly Agree 2 ___ Agree 3 ___ Disagree 4 ___ Strongly Disagree

21 64. There is no justification for committing a crime that hurts other people.

1 ___ Strongly Agree 2 ___ Agree 3 ___ Disagree 4 ___ Strongly Disagree

22 65. People are likely to look down on someone who backs down from a fight.

1 ___ Strongly Agree 2 ___ Agree 3 ___ Disagree 4 ___ Strongly Disagree

23 66. When things aren't going well, winning a fight can make a person feel really good.

1 ___ Strongly Agree 2 ___ Agree 3 ___ Disagree 4 ___ Strongly Disagree

24 67. If you need money badly enough, it's allright to use force to get it.

1 ___ Strongly Agree 2 ___ Agree 3 ___ Disagree 4 ___ Strongly Disagree

Now, I'm going to ask you some questions about how you might feel if you were in the situations I am going to describe.

68. You talk to a man about a job in his place. He doesn't seem to be listening to you, and treats you like you're unimportant. Finally, he says there are no job openings for you and turns away.

25 a. What do you think the chances would be that you would punch him out?

1 ___ No Chance 2 ___ Some Chance 3 ___ 50/50 4 ___ Good Chance 5 ___ Definite Chance

26 b. What are the chances that your friends would approve of your fighting

1 ___ No Chance 2 ___ Some Chance 3 ___ 50/50 4 ___ Good Chance 5 ___ Definite Chance

69. Your friends are talking about fighting some guys who have been giving all of you a hard time. These guys are tough, and you know someone is going to get hurt in the fight. You are asked if you are going to join in the fight.

27 a. What do you think the chances would be that you would fight these other guys?

1 ___ No Chance 2 ___ Some Chance 3 ___ 50/50 4 ___ Good Chance 5 ___ Definite Chance

28 b. What are the chances that your friends would approve of your fighting

1 ___ No Chance 2 ___ Some Chance 3 ___ 50/50 4 ___ Good Chance 5 ___ Definite Chance

70. Suppose one of your friends tells you about a guy who is selling grass. You both think it would not be hard to steal his supply, since he is not too tough. When you try, he puts up a fight. You know you can still get the grass if you use force.

29 a. What do you think the chances would be that you would use force to get the grass?

1 ___ No Chance 2 ___ Some Chance 3 ___ 50/50 4 ___ Good Chance 5 ___ Definite Chance

30 b. What are the chances that your friends would approve of your using force.

1 ___ No Chance 2 ___ Some Chance 3 ___ 50/50 4 ___ Good Chance 5 ___ Definite Chance

Here we'd like to find out some things about your contacts with the police and correctional system.

31-32 71. How many times have you been arrested?

0 1 2 3 4 5 6 7 8 9 10 or more

33-34 72. How old were you when you were arrested for the first time?

_____YEARS OLD

35-54 73. Which of the following have you ever been arrested for? (Check as many as you need to.)

35	Drunk and disorderly	____	44	Assault	____
36	Possession of drugs	____	45	Battery	____
37	Selling drugs	____	46	Car Theft	____
38	Robbery	____	47	Possession of stolen goods	____
39	Breaking and entering	____	48	Carrying concealed weapons	____
40	Larceny	____	49	Homicide	____
41	Burglary	____	50	Manslaughter	____
42	Embezzlement	____	51	Rape	____
43	Forgery	____	52-54	Other (which?)	____

55-74 74. What conviction or convictions got you in here this time?

55	Drunk	____			
56	Possession of drugs	____	64	Assault	____
57	Selling drugs	____	65	Battery	____
58	Robbery	____	66	Car Theft	____
59	Breaking and entering	____	67	Possession of stolen goods	____
60	Larceny	____	68	Carrying concealed weapons	____
61	Burglary	____	69	Homicide	____
62	Embezzlement	____	70	Manslaughter	____
63	Forgery	____	71	Rape	____
			72-74	Other (which?)	____

75-76 75. How many months on probation have you spent altogether in you life?

_____MONTHS

77 76. Before you came here this time, how many times were you incarcerated in a correctional institution?

0 1 2 3 4 5 or more

Card IV

16-29 77. Which of the following correctional institutions have you ever been in?

16	Never been in one before this	____	21	Bordentown	____
17	Skillman	____	22	Highfields	____
18	Jamesburg	____	23	Warren	____
19	Yardville	____	24	Ocean	____
20	Annandale	____	25	New Jersey State Prison	____
			26-29	Other (which)	____

30 78. How many times have you been on parole?

0 1 2 3 4 5 or more

31-32 79. How many months on parole have you spent altogether in your life?

_____MONTHS

33-34 80. Before you came here this time, how many months have you spent altogether in correctional institutions?

_____MONTHS

35-36 81. How long were you on the streets before you were arrested this time?

A. Was never incarcerated before____

B. _____MONTHS

37-38 82. How long have you been here on this conviction?

_____DAYS

97. During the last six months that you were <u>on the streets</u>, how often did you <u>do</u> each of the following, whether or <u>not you were</u> arrested for them?

		1 Never	2 Once or Twice	3 Three to Five	4 More than Five
57	Stole a car				
58	Destroyed or damaged someone's property on purpose				
59	Stole something from a store worth less than $50 (shoplifing)				
60	Stole something from a store worth more than $50 (shoplifting)				
61	Broke into a place to steal something (b and c)				
62	Robbed someone when you didn't have a weapon				
63	Robbed someone when you had a weapon				
64	Beat up or physically attacked another person (a and b)				
65	Hit a parent or teacher				
66	Sold any illegal drugs (including marijuana)				
67	Used any hard drugs such as heroin, cocaine, etc.				
68	Carried a concealed weapon				
69	Tried to buy or sell some stolen goods				

Now we want to find out what you think about three more things. Remember here is how to mark your answers.

How I Feel About POLICE

Good 1 1 1 1 1 1 1 1 Bad

If you are real sure you like POLICE, you would put an X near the <u>Good</u>.
Like this:

Good 1 X 1 1 1 1 1 1 Bad

If you are real sure you don't like POLICE, put an X near the <u>Bad</u>.
Like this:

Good 1 1 1 1 1 1 1 X 1 Bad

If you are pretty sure you like POLICE, or pretty sure you don't like POLICE, make your X:

Good 1 1 X 1 1 1 1 1 1 Bad

OR

Good 1 1 1 1 1 1 X 1 1 Bad

If you like them a little or don't like them a little, mark:

Good 1 1 1 X 1 1 1 1 1 Bad

OR

Good 1 1 1 1 1 X 1 1 1 Bad

If you are sure you don't feel one way or the other about POLICE, then make your X in the center box:

Good 1 1 1 1 X 1 1 1 1 Bad

(A) VIOLENCE

Good	_____:_____:_____:_____:_____:_____:_____:	Bad
Soft	_____:_____:_____:_____:_____:_____:_____:	Hard
Active	_____:_____:_____:_____:_____:_____:_____:	Passive
Cruel	_____:_____:_____:_____:_____:_____:_____:	Kind
Strong	_____:_____:_____:_____:_____:_____:_____:	Weak
Clean	_____:_____:_____:_____:_____:_____:_____:	Dirty
Hot	_____:_____:_____:_____:_____:_____:_____:	Cold
Slow	_____:_____:_____:_____:_____:_____:_____:	Fast
Important	_____:_____:_____:_____:_____:_____:_____:	Unimportant
Small	_____:_____:_____:_____:_____:_____:_____:	Large
Foolish	_____:_____:_____:_____:_____:_____:_____:	Wise
Healthy	_____:_____:_____:_____:_____:_____:_____:	Sick

CRIME

(A)	Good	_____:_____:_____:_____:_____:_____:_____:	Bad
	Soft	_____:_____:_____:_____:_____:_____:_____:	Hard
	Active	_____:_____:_____:_____:_____:_____:_____:	Passive
	Cruel	_____:_____:_____:_____:_____:_____:_____:	Kind
	Strong	_____:_____:_____:_____:_____:_____:_____:	Weak
	Clean	_____:_____:_____:_____:_____:_____:_____:	Dirty
	Hot	_____:_____:_____:_____:_____:_____:_____:	Cold
	Slow	_____:_____:_____:_____:_____:_____:_____:	Fast
	Important	_____:_____:_____:_____:_____:_____:_____:	Unimportant
	Small	_____:_____:_____:_____:_____:_____:_____:	Large
	Foolish	_____:_____:_____:_____:_____:_____:_____:	Wise
	Healthy	_____:_____:_____:_____:_____:_____:_____:	Sick

(A) STEADY JOB

Good	____:____:____:____:____:____:____:	Bad
Soft	____:____:____:____:____:____:____:	Hard
Active	____:____:____:____:____:____:____:	Passive
Cruel	____:____:____:____:____:____:____:	Kind
Strong	____:____:____:____:____:____:____:	Weak
Clean	____:____:____:____:____:____:____:	Dirty
Hot	____:____:____:____:____:____:____:	Cold
Slow	____:____:____:____:____:____:____:	Fast
Important	____:____:____:____:____:____:____:	Unimportant
Small	____:____:____:____:____:____:____:	Large
Foolish	____:____:____:____:____:____:____:	Wise
Healthy	____:____:____:____:____:____:____:	Sick

Finally, we have a few questions about what you expect from your stay at this institution.

39-40 83. How do you think this place can help you the most?

_____

41 84. How much do you want to understand why you did the things that got you into trouble?

1 Not At All 2 A Little 3 Some 4 Much 5 A lot

42 85. How much do you think being here will actually help you understand why you did the things that got you into trouble?

1 Not at All 2 A Little 3 Some 4 Much 5 A Lot

43 86. How much do you want to improve your schooling while you're here?

1 Not at All 2 A Little 3 Some 4 Much 5 A Lot

44 87. How much do you think being here will actually help you improve your schooling?

1 Not At All 2 A Little 3 Some 4 Much 5 A Lot

45 88. How much do you want to learn some job skills while you're here?

1 Not At All 2 A Little 3 Some 4 Much 5 A Lot

46 89. How much do you think being here will actually help you improve your job skills?

1 Not At All 2 A Little 3 Some 4 Much 5 A Lot

47 90. How many of the other inmates here do you expect you'll be able to trust?

1 None 2 Some 3 Half 4 Most 5 All

48 91. How many of the staff here do you expect you'll be able to trust?

1 None 2 Some 3 Half 4 Most 5 All

49 92. How safe do you expect you'll feel here?

Not Safe At All	A Little Safe	Pretty Safe	Very Safe	Completely Safe
1	2	3	4	5

50 93. How much do you think the other inmates here will teach you about how to get away with crimes while you are here?

None	A Little	Some	Pretty Much	A Lot
1	2	3	4	5

51 94. Do you think you'll learn more from the staff or from the other inmates while you are here?

Staff	Inmates	Both	Neither
1	2	3	4

52-53 95. How many guys do you know here?

_____

54-56 IF KNOW ANYONE: Where do you know them from?

_____ _____ _____

96. Who is there on the outside that always knows where you are? Could you give me their name and address? RECORD ON BACK SHEET.

Do you have any comments about this interview?

_____

_____

_____

DATE OF INTERVIEW _____
MONTH DAY YEAR

NAME OF INTERVIEW _____
FACILITY _____
FACILITY ID _____
RESPONDENT ID _____

(on these lines please print clearly parent's or guardian's NAME, ADDRESS and PHONE NUMBER)

Name: _____ (Parents or Guardian)

Address: _____

City, State _____

Telephone No. _____

96. _____

_____

_____

RECORD INFORMATION - DEMOGRAPHIC

NAME OF RESPONDENT _____

FACILITY _____

I.D. NUMBER _____

UNIT _____

DATE ENTERED _____

1-2	CARD NUMBER
3-7	INSTITUTION I.D. NUMBER
8	FACILITY
9-10	UNIT
11-14	PROJECT I.D. NUMBER
15	RESPONSE STATUS

CARD 1
1-15 (I.D. INFORMATION)

16 1. Sample Location of Subject

1 _____Longitudinal (only)

2 _____Cross-Sectional (only)

3 _____Longitudinal/cross-sectional

17-18 19-20 2. (3) Date of Birth_____

21-22 3. Race

23

1 _____Black 3 _____Hispanic

2 _____White 4 _____Other: Specify:_____

24 3(a) Religion

1 _____None 2 _____Catholic 3 _____Protestant

4 _____Muslim 5 _____Jewish 6 _____Other

25-26 27-28 29-30 4. (6) Date Entered_____

31-32 5. (7) Home Address (City)_____

33 6. Type of City

1 _____rural 4 _____suburb

2 _____small city 5 _____suburb of large city

3 _____medium city 6 _____large city

9 _____unknown

34-35 7. (11) Presiding Judge_____

36-37 8. (10) County of Conviction_____

38-39 9. (13) Age at First Arrest_____

40-41 10. (14) Number of times on probation

_____

42-43 11. (15) Total number of months on probation_____

44-45 12. (16) Number of prior incarcerations_____
(excluding detention)

46-47 13. (17) Total months incarcerated_____

14. (18) Past Institutions (Code # of times)

48 _____None

49 _____Skillman

50 _____Jamesburg

51 _____Yardville

52 _____Annandale

53 _____Bordentown

54 _____Highfields

55 _____Warren

56 _____Ocean

57 _____Turrell

58 _____N.J. State Prison

59 _____Other (Specify)_____

_____

60-61 15. (19) Number of times on parole_____

62-63 16. (20) Total months on parole_____

64-66 17. Jail Credit (Days) _____

67-68 17(a) _____Length of time here on this conviction.
(Code as of time of CROSS-SECTION)

69-70 17(b) _____Length of time on unit .
(Cross-Section Unit at time of CROSS-SECTION)

71-72 17(c) _____Number of units on since at institution.
(At time of CROSS-SECTION)

73 18. (23) Drug and Alcohol use

Marijuana

1 _____Yes 0 _____No 9 _____Unknown

74 19. Heroin

1 _____Yes 0 _____No 9 _____Unknown

75 20. Other Drugs

1 _____Yes 0 _____No 9 _____Unknown

76 21. Alcohol

1 _____Yes 0 _____No 9 _____Unknown

CONTINUED

3 OF 5

77-79 22. (24) I.Q. Test (Most recent SCORE - Institution)

SCORE _____

00 TYPE OF TEST

1 _____Rev. Beta

2 _____Stanford Binet

3 _____Wisc

4 _____Alpha

5 _____Wais

6 _____Other

CARD II
1-15 (I. D. INFORMATION)

16 22(a) Has resident attended school in institution?

1 _____Yes 0 _____No 9 _____Unknown

17 22(b) Has resident had vocational or job training experience?

1 _____Yes 0 _____No

18 22(c) Participation in group counselling

1 _____Yes 0 _____No 9 _____Unknown

19 22(d) Participation in individual therapy

1 _____Yes 0 _____No 9 _____Unknown

20-21 22-24 23. (26) Highest Grade Completed _____

25-26 23(a) Father/Stepfather occupation _____

27-29 23(b) Mother/Stepmother occupation _____

30-31 32 24. (27) Assaultive Potential

0 _____No

1 _____Yes, slight

2 _____Yes, moderate

3 _____Yes, severe

9 _____Unknown

33 25. (28) Suicidal Potential

0 _____No

1 _____Yes, slight

2 _____Yes, moderate

3 _____Yes, severe

9 _____Unknown

34 26. (29) Exploitability

0 _____No

1 _____Yes, slight

2 _____Yes, moderate

3 _____Yes, severe

9 _____Unknown

27. (8) Present Convictions

/List in order of seriousness, up to 5./

35-37 INFOR 1 _____

38-40 INFOR 2 _____

41-43 INFOR 3 _____

44-46 INFOR 4 _____

47-49 INFOR 5 _____

28. (12) Previous Offense(s)

/List from first up to 25./

50-52 PRE 1 _____

53-55 PRE 2 _____

56-58 PRE 3 _____

59-61 PRE 4 _____

62-64 PRE 5 _____

65-67 PRE 6 _____

68-70 PRE 7 _____

71-73 PRE 8 _____

CARD III
1-15 (1 D)

74-76	PRE 9	_____
77-79	PRE 10	_____
16-18	PRE 11	_____
19-21	PRE 12	_____
22-24	PRE 13	_____
25-27	PRE 14	_____
28-30	PRE 15	_____
31-33	PRE 16	_____
34-36	PRE 17	_____
37-39	PRE 18	_____
40-42	PRE 19	_____
43-45	PRE 20	_____
46-48	PRE 21	_____
49-50	PRE 22	_____
51-53	PRE 23	_____
54-56	PRE 24	_____
57-59	PRE 25	_____

60-61 29. (12) _____Year of first recorded incidence

62-63 30. (12) _____Age at first recorded incidence for violent offense.

64-65 31. (12) _____Total number violent offenses

66-67 32. _____ Total number non-violent offenses

68-69 33. (12) _____Total number of all offenses

70 33(a) Type of Offender (Current offenses and History combined)

1 _____Violent only

2 _____Non-violent only

3 _____Mixed violent and non-violent

71-72 34. _____Total number of recorded incidences.

73-74 35. _____Number of violent offenses in which outcome was "Dismissal."

75-76 36. _____Number of appearances (offenses) prior to first incarceration.

77 37. (21, 12) Previous Placement:

1 _____Yes 0 _____No 9 _____No Mention

78 38. (21) Past Therapeutic Intervention

1 _____YES 0 _____NO 9 _____NO MENTION

79-80 39. _____Number of months spent in placements

CARD IV
1-15 (1 D)

40. Type of Placement

16 _____Residential Treatment Center

17 _____Special School

18 _____Rehabilitation Program (Drug, Alcohol, etc.)

19 _____Institution for Mental Illness

20 _____Institution or Program for Mental Retardation

21 _____Other

22 41. Has DYFS been involved in this case.

1 _____YES 0 _____NO 9 _____Unknown

23-24 42. _____Age at First Placement

(32) Characteristics of Present Offense

Violent Offenses

25 43. Alcohol Influence

1 _____YES 0 _____NO 9 _____NO MENTION

26 44. Victim known to offender

1 _____YES 0 _____NO 9 _____NO MENTION

27-28 45. _____Number of Codefendents

Non-Violent Offenses

29 46. Alcohol Influence

1 _____YES 0 _____NO 0 _____NO MENTION

30 47. Victim known to Offender

1 _____YES 0 _____NO 9 _____NO MENTION

31-32 48. _____Number of Codefendents

49. (30) Psychiatric/Psychological Diagnosis

33 _____Psychotic
34 _____Anxiety Neurosis (Agitated, irritable, etc.)
35 _____Character disorder
36 _____Neurological disorder
37 _____Passive personality (Aggressive dependent)
38 _____Schizoid
39 _____Sociopath
40 _____Psychopath
41 _____Paranoid
42 _____Manic
43 _____Depressive
44 _____Sexual Identity Problem
45 _____Reaction to Adolescence (Behavior, etc.)
46 _____Other

47 50. (30) Level of Development

1 _____Immature
2 _____Normal
3 _____Precocious
9 _____No Mention (N./A.)

48 51. (30) Impulse Control

1 _____Poor
2 _____Normal
3 _____Over-Control
9 _____No Mention

49 52. (30) Sense of Adequacy

1 _____Poor
2 _____Normal
3 _____High
9 _____No Mention

50 53. (30) Feelings of hostility, anger, negativity (Excessive)

1 _____Yes
0 _____No
9 _____No Mention

51 54. (33) Is current status of family intact?

1 _____YES 0 _____NO 9 _____NO MENTION

52 55. (33) Permanent loss of natural father

1 _____Death
2 _____Desertion
3 _____Divorce
4 _____Father never known (born out of wedlock)
5 _____Institutionalization
6 _____Other
9 _____No mention/Not Apply

53-54 56. _____Age at which loss occurred

55 57. Permanent loss of natural mother

1 _____Death
2 _____Desertion
3 _____Divorce
4 _____Never known (Left at birth)
5 _____Institutionalization
6 _____Other
9 _____No mention/Not Apply

56 58. _____Age at which loss occurred

57 59. Indication of child abuse in history

1 _____YES 0 _____NO 9 _____NO MENTION

58 60. (33) Indication of criminal history for father/mother

1 _____YES 0 _____NO 9 _____NO MENTION

59 61. (33) Indication of alcohol abuse father/mother

1 _____YES 0 _____NO 9 _____NO MENTION

60 62. (33) Indication of criminal history for any siblings

1 _____YES 0 _____NO 9 _____NO MENTION

61 63. (33) Source of Family Income

1 _____Employment of one parent

2 _____Employment two parents

3 _____Public Assistance

4 _____Disability

5 _____Other

9 _____No Mention

62 64. (33) Relationship with mother

1 _____Poor

2 _____Normal

3 _____Good

9 _____No mention

63 65. (33) Relationship with father

1 _____Poor

2 _____Normal

3 _____Good

9 _____No mention

64 66. (34) Indication of problems in academic performance

1 _____YES 0 _____NO 9 _____NO MENTION

65 67. (34) Behavior problems in school

1 _____YES 0 _____NO 9 _____NO MENTION

66 68. (34) Attendance problems

1 _____YES 0 _____NO 9 _____NO MENTION

67 69. (34) Learning disabilities diagnosed

1 _____YES 0 _____NO 9 _____NO MENTION

68 70. (34) Mention of Retardation

1 _____YES 0 _____NO 9 _____NO MENTION

Cross-Section Interview

CARD 1
(1-15)

1. Are you?

16 1 ____MALE 2 ____FEMALE

2. When were you born?

17-22 _____

MONTH DAY YEAR

3. What is the highest grade of school you have completed?

23-24 ____GRADE

4. What is your racial or ethnic background?

25 1 ____BLACK 2 ____WHITE 3 ____HISPANIC 4 ____OTHER: SPECIFY _____

5. Do you have any children?

26 1 ____NO 2 ____ONE 3 ____TWO OR MORE

6. What kind of job does your father or step-father have?

27-28 _____

7. What kind of job does your mother or step-mother have?

29-30 _____

8. What was the last year of school your father or step-father completed?

31-32 ____GRADE

9. What was the last year of school your mother or step-mother completed?

33-34 ____GRADE

10. What is your religion?

35 1 ____NONE 2 ____CATHOLIC 3 ____PROTESTANT 4 ____MUSLIM

5 ____JEWISH 6 ____OTHER: 7 SPECIFY _____

11. What is the highest grade of school you think you will complete?

36-37 ____GRADE

12. What is the highest grade of school you would like to complete?

38-39 ____GRADE

13. What kind of job do you think you will get when you leave here?

40-41 _____

41-43 14. What kind of job would you like to get when you leave here?

_____

44-45 15. How many times have you been incarcerated before this time?

_____TIMES

46-47 16. How many total months have you spent in correctional institutions? (include each time you have been incarcerated).

_____MONTHS

17. What conviction or convictions got you in here this time? (check as many as you need to)

48	Possession of drugs	____	57	Drunk and disorderly	____
49	Selling drugs	____	58	Car theft	____
50	Robbery	____	59	Battery	____
51	Breaking and entering	____	60	Possession of stolen goods	____
52	Larceny	____	61	Carrying concealed weapons	____
53	Burglary	____	62	Homicide	____
54	Embezzlement	____	63	Manslaughter	____
55	Forgery	____	64	Rape	____
56	Assault	____	65-	Other (list what)	____
			70	_____	

CARD 11 (1-15) 18. Which of the following have you ever been arrested for? (Put in how many times for each)

16	Possession of drugs	____	25	Drunk and disorderly	____
17	Selling drugs	____	26	Car theft	____
18	Robbery	____	27	Battery	____
19	Breaking and entering	____	28	Possession of stolen goods	____
20	Larceny	____	29	Carrying concealed weapons	____
21	Burglary	____	30	Homicide	____
22	Embezzlement	____	31	Manslaughter	____
23	Forgery	____	32	Rape	____
24	Assault	____	33-	Other (list what)	____
			39	_____	

40-41 19. How long have you been here on this conviction?

_____MONTHS or _____YEARS

42-43 20. How much longer do you expect to do on this conviction?

_____MONTHS or _____YEARS

44 21. What do you think are the chances that you will be incarcerated again after you leave here?

NO CHANCE	LOW CHANCE	50-50	GOOD CHANCE	CERTAIN CHANCE
1 ____	2 ____	3 ____	4 ____	5 ____

45 22. What do you think are the chances you can make it going straight on the outside?

NO CHANCE	LOW CHANCE	50-50	GOOD CHANCE	CERTAIN CHANCE
1 ____	2 ____	3 ____	4 ____	5 ____

46 23. When you had money on the street, how much of it came from crime?

NONE	SOME	HALF	MOST	ALL
1 ____	2 ____	3 ____	4 ____	5 ____

Now, we'd like to get your opinions about the staff and this institution. There are no right or wrong answers, and we're just interested in your own opinions.

First, think about the treatment staff here, the counselors, social workers, teachers, etc.

47 24. Most of the treatment staff don't care what happens to the inmates.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1 ____	2 ____	3 ____	4 ____

48 25. Most of the treatment staff know how to help you.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1 ____	2 ____	3 ____	4 ____

49 26. The treatment staff seems more concerned with keeping the inmates under control than with helping them.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1 ____	2 ____	3 ____	4 ____

50 27. Most of the treatment staff can be trusted.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1 ____	2 ____	3 ____	4 ____

51 28. The treatment staff and the inmates get along well together.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1 ____	2 ____	3 ____	4 ____

29. On the whole, I like the treatment staff here.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1 ____	2 ____	3 ____	4 ____

53 Now, think about the custodial staff here.

53 30. Most of the custodial staff don't care what happens to the inmates.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1 ____	2 ____	3 ____	5 ____

54 31. Most of the custodial staff can be trusted.

1 ___ STRONGLY AGREE 2 ___ AGREE 3 ___ DISAGREE 4 ___ STRONGLY DISAGREE

55 32. The custodial staff and the inmates get along well together.

1 ___ STRONGLY AGREE 2 ___ AGREE 3 ___ DISAGREE 4 ___ STRONGLY DISAGREE

56 33. The custodial staff have the respect of the inmates.

1 ___ STRONGLY AGREE 2 ___ AGREE 3 ___ DISAGREE 4 ___ STRONGLY DISAGREE

57 34. On the whole, I like the custodial staff here.

1 ___ STRONGLY AGREE 2 ___ AGREE 3 ___ DISAGREE 4 ___ STRONGLY DISAGREE

58 35. Who do you think has more of a say in the day-to-day life here, the treatment staff or the custodial staff?

1 ___ TREATMENT STAFF 2 ___ CUSTODIAL STAFF 3 ___ BOTH EQUAL

59 36. On the whole, this place is more interested in helping inmates than in punishing them.

1 ___ STRONGLY AGREE 2 ___ AGREE 3 ___ DISAGREE 4 ___ STRONGLY DISAGREE

60 37. This place talks rehabilitation but really doesn't do much to help a person.

1 ___ STRONGLY AGREE 2 ___ AGREE 3 ___ DISAGREE 4 ___ STRONGLY DISAGREE

61 38. Being in this place has helped me get a better understanding of myself.

1 ___ STRONGLY AGREE 2 ___ AGREE 3 ___ DISAGREE 4 ___ STRONGLY DISAGREE

62 39. It would help someone who got into the same kind of trouble I did to come to this place.

1 ___ STRONGLY AGREE 2 ___ AGREE 3 ___ DISAGREE 4 ___ STRONGLY DISAGREE

63 40. Compared to other institutions in corrections, how would you rate this place?

1 ___ BETTER THAN MOST 2 ___ THE SAME AS MOST 3 ___ WORSE THAN MOST

Here, we're interested in what you've been doing at this place and how much you think it has helped you.

64 41. a. Have you gone to school here?

1 ___ YES 2 ___ NO

65 b. If yes, how much do you think it has helped you?

1 ___ A LOT 2 ___ SOME 3 ___ A LITTLE 4 ___ NOT AT ALL

66 42. a. Have you gotten any vocational or job training/experience here?

1 ___ YES 2 ___ NO

67 b. If yes, how much do you think it has helped you?

1 ___ A LOT 2 ___ SOME 3 ___ A LITTLE 4 ___ NOT AT ALL

68 43. a. Have you participated in any group counseling / sessions here?

1 ___ YES 2 ___ NO

69 b. If yes, how much do you think it has helped you?

1 ___ A LOT 2 ___ SOME 3 ___ A LITTLE 4 ___ NOT AT ALL

70 44. a. Have you gotten any individual therapy here?

1 ___ YES 2 ___ NO

71 b. If yes, how much do you think it has helped you?

1 ___ A LOT 2 ___ SOME 3 ___ A LITTLE 4 ___ NOT AT ALL

Perceptions.

Now we want to find out what you think about certain kinds of things. We have made lists of some words. You will find these words have opposites (like: up-down). Would you please mark the box which you think is closest to your feelings about these things. When we ask you to think about police, for example, we do not want you to just think about the best or worst policeman you have ever known. Just think about policeman as a group. Some of the words may not seem to say anything about the group of persons, but mark your first feeling anyway. There are no right or wrong answers, so mark the box that seems best to you.

Here is how to mark your answers.

How I Feel About Police

Good 1 1 1 1 1 1 1 1 Bad

If you are real sure you like POLICE, you would put an X near the Good. Like this:

Good 1 X 1 1 1 1 1 1 1 Bad

If you are real sure you don't like POLICE, put an X near the Bad. Like this:

Good 1 1 1 1 1 1 1 X 1 Bad

If you are pretty sure you like POLICE, or pretty sure you don't like POLICE, make your X:

Good 1 1 X 1 1 1 1 1 1 Bad

OR

Good 1 1 1 1 1 1 X 1 1 Bad

If you like them a little or don't like them a little, mark:

Good 1 1 1 X 1 1 1 1 1 Bad

OR

Good 1 1 1 1 1 X 1 1 1 Bad

If you are sure you don't feel one way or the other about POLICE, then make your X in the center box:

Good 1 1 1 1 X 1 1 1 1 Bad

CARD 1 V

I D (1-15)

How I feel about this place

16	Good	: : : : : : :	Bad
17	Soft	: : : : : : :	Hard
18	Active	: : : : : : :	Passive
19	Cruel	: : : : : : :	Kind
20	Strong	: : : : : : :	Weak
21	Hustling	: : : : : : :	Hard-working
22	Clean	: : : : : : :	Dirty
23	Hot	: : : : : : :	Cold
24	Slow	: : : : : : :	Fast
25	Important	: : : : : : :	Unimportant
26	Violent	: : : : : : :	Non-violent
27	Small	: : : : : : :	Large
28	Foolish	: : : : : : :	Wise
29	Healthy	: : : : : : :	Sick

How this place feels about me

30	Good	_____:_____:_____:_____:_____:_____:_____:	Bad
31	Soft	_____:_____:_____:_____:_____:_____:_____:	Hard
32	Active	_____:_____:_____:_____:_____:_____:_____:	Passive
33	Cruel	_____:_____:_____:_____:_____:_____:_____:	Kind
34	Strong	_____:_____:_____:_____:_____:_____:_____:	Weak
35	Hustling	_____:_____:_____:_____:_____:_____:_____:	Hard-working
36	Clean	_____:_____:_____:_____:_____:_____:_____:	Dirty
37	Hot	_____:_____:_____:_____:_____:_____:_____:	Cold
38	Slow	_____:_____:_____:_____:_____:_____:_____:	Fast
39	Important	_____:_____:_____:_____:_____:_____:_____:	Unimportant
40	Violent	_____:_____:_____:_____:_____:_____:_____:	Non-violent
41	Small	_____:_____:_____:_____:_____:_____:_____:	Large
42	Foolish	_____:_____:_____:_____:_____:_____:_____:	Wise
43	Healthy	_____:_____:_____:_____:_____:_____:_____:	Sick

How I feel about ME

44	Good	_____:_____:_____:_____:_____:_____:_____:	Bad
45	Soft	_____:_____:_____:_____:_____:_____:_____:	Hard
46	Active	_____:_____:_____:_____:_____:_____:_____:	Passive
47	Cruel	_____:_____:_____:_____:_____:_____:_____:	Kind
48	Strong	_____:_____:_____:_____:_____:_____:_____:	Weak
49	Hustling	_____:_____:_____:_____:_____:_____:_____:	Hard-working
50	Clean	_____:_____:_____:_____:_____:_____:_____:	Dirty
51	Hot	_____:_____:_____:_____:_____:_____:_____:	Cold
52	Slow	_____:_____:_____:_____:_____:_____:_____:	Fast
53	Important	_____:_____:_____:_____:_____:_____:_____:	Unimportant
54	Violent	_____:_____:_____:_____:_____:_____:_____:	Non-violent
55	Small	_____:_____:_____:_____:_____:_____:_____:	Large
56	Foolish	_____:_____:_____:_____:_____:_____:_____:	Wise
57	Healthy	_____:_____:_____:_____:_____:_____:_____:	Sick

Here, we're interested in getting to know some of your feelings about the other inmates here.

72 45. The inmates here are really loyal to each other.

1 STRONGLY AGREES 2 AGREE 3 DISAGREE 4 STRONGLY DISAGREE

73 46. Most inmates here stick together with others of their same race.

1 STRONGLY AGREE 2 AGREE 3 DISAGREE 4 STRONGLY DISAGREE

74 47. The younger inmates here cause more trouble than the older inmates.

1 STRONGLY AGREE 2 AGREE 3 DISAGREE 4 STRONGLY DISAGREE

75 48. Inmates who have committed serious crimes are more likely to be admired by other inmates than those who have committed less serious crimes.

1 STRONGLY AGREE 2 AGREE 3 DISAGREE 4 STRONGLY DISAGREE

76 49. Most inmates here are inclined to look out for themselves rather than help each other.

1 STRONGLY AGREE 2 AGREE 3 DISAGREE 4 STRONGLY DISAGREE

77 50. Some inmates here are not treated strictly enough by the staff.

1 STRONGLY AGREE 2 AGREE 3 DISAGREE 4 STRONGLY DISAGREE

78 51. On the whole, I have liked the inmates that are here.

1 STRONGLY AGREE 2 AGREE 3 DISAGREE 4 STRONGLY DISAGREE

CARD 1 16 ID (1-15) 52. How many of the other inmates here do you feel you can trust?

1 ALL 2 MOST 3 HALF 4 SOME 5 NONE

17 53. How many of the inmates here do you think will do time again after they get out this time?

1 ALL 2 MOST 3 HALF 4 SOME 5 NONE

18 54. How many of the inmates here do you think will go straight on the outside?

1 ALL 2 MOST 3 HALF 4 SOME 5 NONE

Now, think of the inmates here who you personally hang around with the most often: How many of them:

19 55. Are the same race as you are?

1 ALL 2 MOST 3 HALF 4 SOME 5 NONE

20 56. Are older than you are?

1 ALL 2 MOST 3 HALF 4 SOME 5 NONE

21 57. Are younger than you are?

1 ALL 2 MOST 3 HALF 4 SOME 5 NONE

22 58. Have been in correctional institutions before?

1 ALL 2 MOST 3 HALF 4 SOME 5 NONE

23 59. Will do time again after they get out this time?

1 ALL 2 MOST 3 HALF 4 SOME 5 NONE

24 60. Will go straight on the outside?

1 ALL 2 MOST 3 HALF 4 SOME 5 NONE

25 61. Are really trying to improve themselves while they're here?

1 ALL 2 MOST 3 HALF 4 SOME 5 NONE

26 62. Are into being tough guys?

1 ALL 2 MOST 3 HALF 4 SOME 5 NONE

27 63. Just want to do their time and get out?

1 ALL 2 MOST 3 HALF 4 SOME 5 NONE

28 64. Are liked by the staff?

1 ALL 2 MOST 3 HALF 4 SOME 5 NONE

29 65. Are liked by the other inmates?

1 ALL 2 MOST 3 HALF 4 SOME 5 NONE

66. Of all the inmates in this place who would you say are the ones who are most admired by the other inmates. (You may put the names of more than one inmate but don't put yourself. Please put both their first and last names.)

_____

_____

_____

67. Of all the inmates here, who are the toughest inmates?

_____

_____

_____

68. Who are the inmates most likely to get what they want from the staff?

_____

_____

_____

69.. Who are the inmates most likely to get what they want from the other inmates?

_____

_____

_____

70. What inmates here do you go around with most often?

_____

_____

_____

In the next set of questions, please check what you feel about an inmate who does the following:

71. Starts a fight with another inmate.

30 1 STRONGLY APPROVE 2 APPROVE 3 DISAPPROVE 4 STRONGLY DISAPPROVE

72. Always does what the staff tells him to do.

31 1 STRONGLY APPROVE 2 APPROVE 3 DISAPPROVE 4 STRONGLY DISAPPROVE

73. Uses illegal drugs while he's here.

32 1 STRONGLY APPROVE 2 APPROVE 3 DISAPPROVE 4 STRONGLY DISAPPROVE

74. Talks back to a staff member.

33 1 STRONGLY APPROVE 2 APPROVE 3 DISAPPROVE 4 STRONGLY DISAPPROVE

75. Teaches other inmates how to get away with crimes.

34 1 STRONGLY APPROVE 2 APPROVE 3 DISAPPROVE 4 STRONGLY DISAPPROVE

76. Tells a staff member that some inmates are planning to beat up another inmate.

35 1 STRONGLY APPROVE 2 APPROVE 3 DISAPPROVE 4 STRONGLY DISAPPROVE

77. Tells a staff member that one of the inmates is planning to escape from here.

36 1 STRONGLY APPROVE 2 APPROVE 3 DISAPPROVE 4 STRONGLY DISAPPROVE

How much of a problem would you say the following things are on this unit?

37 78. The amount of fighting between inmates.

1 A BIG PROBLEM 2 SOMEWHAT OF A PROBLEM 3 NOT A PROBLEM AT ALL

38 79. The amount of stealing of inmates' things.

1 A BIG PROBLEM 2 SOMEWHAT OF A PROBLEM 3 NOT A PROBLEM AT ALL

39 80. The use of illegal drugs here.

1 ____A BIG PROBLEM 2 ____SOMEWHAT OF A PROBLEM 3 ____NOT A PROBLEM AT ALL

40 81. The amount of racial hostility here between the inmates.

1 ____A BIG PROBLEM 2 ____SOMEWHAT A PROBLEM 3 ____NOT A PROBLEM AT ALL

41 82. The amount of racial hostility between the guards and the inmates.

1 ____A BIG PROBLEM 2 ____SOMEWHAT OF A PROBLEM 3 ____NOT A PROBLEM AT ALL

42 83. Some inmates pushing other inmates around.

1 ____A BIG PROBLEM 2 ____SOMEWHAT OF A PROBLEM 3 ____NOT A PROBLEM AT ALL

43 84. Some inmates sexually abusing other inmates.

1 ____A BIG PROBLEM 2 ____SOMEWHAT OF A PROBLEM 3 ____NOT A PROBLEM AT ALL

44 85. Some staff members beating up inmates.

1 ____A BIG PROBLEM 2 ____SOMEWHAT OF A PROBLEM 3 ____NOT A PROBLEM AT ALL

45 86. Not being able to feel that you're physically safe here.

1 ____A BIG PROBLEM 2 ____SOMEWHAT OF A PROBLEM 3 ____NOT A PROBLEM AT ALL

Now think of the inmates here who nave the most influence over the other inmates. These are the people who are most likely to get their way and to have the other inmates listen to them.

46 87. These inmates are likely to start fights with other inmates.

1 ____STRONGLY AGREE 2 ____AGREE 3 ____DISAGREF 4 ____STRONGLY DISAGREE

47 88. These inmates are likely to help other inmates with their personal problems.

1 ____STRONGLY AGREE 2 ____AGREE 3 ____DISAGREE 4 ____STRONGLY DISAGREE

48 89. These inmates are likely to get along well with staff.

1 ____STRONGLY AGREE 2 ____AGREE 3 ____DISAGREE 4 ____STRONGLY DISAGREE

49 90. These inmates are likely to be tougher than most inmates.

1 ____STRONGLY AGREE 2 ____AGREE 3 ____DISAGREE 4 ____STRONGLY DISAGREE

50 91. These inmates are more likely than other inmates to have spent a lot of time in corrections.

1 ____STRONGLY AGREE 2 ____AGREE 3 ____DISAGREE 4 ____STRONGLY DISAGREE

51 92. These inmates are likely to be older than most inmates.

1 ____STRONGLY AGREE 2 ____AGREE 3 ____DISAGREE 4 ____STRONGLY DISAGREE

52 93. These inmates are likely to try and stop other inmates from getting into trouble.

1 ____STRONGLY AGREE 2 ____AGREE 3 ____DISAGREE 4 ____STRONGLY DISAGREE

53 94. These inmates are likely to be:

1 ____BLACK 2 ____WHITE 3 ____HISPANIC 4 ____ALL EQUALLY

Perceptions.

Now we want to find out what you think about certain kinds of things. We have made lists of some words. You will find these words have opposites (like: up-down). Would you please mark the box which you think is closest to your feelings about these things. When we ask you to think about police, for example, we do not want you to just think about the best or worst policeman you have ever known. Just think about policemen as a group. Some of the words may not seem to say anything about the group of persons, but mark your first feeling anyway. There are no right or wrong answers, so mark the box that seems best to you.

Here is how to mark your answers.

How I Feel About Police

Good 1 1 1 1 1 1 1 1 Bad

If you are real sure you like POLICE, you would put an X near the Good. Like this:

Good 1 X 1 1 1 1 1 1 1 Bad

If you are real sure you don't like POLICE, put an X near the Bad. Like this:

Good 1 1 1 1 1 1 1 X 1 Bad

If you are pretty sure you like POLICE, or pretty sure you don't like POLICE, make your X:

Good 1 1 X 1 1 1 1 1 1 Bad

OR

Good 1 1 1 1 1 1 X 1 1 Bad

If you like them a little or don't like them a little, mark:

Good 1 1 1 X 1 1 1 1 1 Bad

OR

Good 1 1 1 1 1 X 1 1 1 Bad

If you are sure you don't feel one way or the other about POLICE, then make your X in the center box:

Good 1 1 1 1 X 1 1 1 1 Bad

How I feel about the other inmates here

58	Good	_____:_____:_____:_____:_____:_____:_____:	Bad
59	Soft	_____:_____:_____:_____:_____:_____:_____:	Hard
60	Active	_____:_____:_____:_____:_____:_____:_____:	Passive
61	Cruel	_____:_____:_____:_____:_____:_____:_____:	Kind
62	Strong	_____:_____:_____:_____:_____:_____:_____:	Weak
63	Hustling	_____:_____:_____:_____:_____:_____:_____:	Hard-working
64	Clean	_____:_____:_____:_____:_____:_____:_____:	Dirty
65	Hot	_____:_____:_____:_____:_____:_____:_____:	Cold
66	Slow	_____:_____:_____:_____:_____:_____:_____:	Fast
67	Important	_____:_____:_____:_____:_____:_____:_____:	Unimportant
68	Violent	_____:_____:_____:_____:_____:_____:_____:	Non-violent
69	Small	_____:_____:_____:_____:_____:_____:_____:	Large
70	Foolish	_____:_____:_____:_____:_____:_____:_____:	Wise
71	Healthy	_____:_____:_____:_____:_____:_____:_____:	Sick

CARD V
I D (1-15)

How the other inmates feel about ME

16	Good	_____:_____:_____:_____:_____:_____:_____:	Bad
17	Soft	_____:_____:_____:_____:_____:_____:_____:	Hard
18	Active	_____:_____:_____:_____:_____:_____:_____:	Passive
19	Cruel	_____:_____:_____:_____:_____:_____:_____:	Kind
20	Strong	_____:_____:_____:_____:_____:_____:_____:	Weak
21	Hustling	_____:_____:_____:_____:_____:_____:_____:	Hard-working
22	Clean	_____:_____:_____:_____:_____:_____:_____:	Dirty
23	Hot	_____:_____:_____:_____:_____:_____:_____:	Cold
24	Slow	_____:_____:_____:_____:_____:_____:_____:	Fast
25	Important	_____:_____:_____:_____:_____:_____:_____:	Unimportant
26	Violent	_____:_____:_____:_____:_____:_____:_____:	Non-violent
27	Small	_____:_____:_____:_____:_____:_____:_____:	Large
28	Foolish	_____:_____:_____:_____:_____:_____:_____:	Wise
29	Healthy	_____:_____:_____:_____:_____:_____:_____:	Sick

How I feel about VIOLENCE

30	Good	_____:_____:_____:_____:_____:_____:_____:	Bad
31	Soft	_____:_____:_____:_____:_____:_____:_____:	Hard
32	Active	_____:_____:_____:_____:_____:_____:_____:	Passive
33	Cruel	_____:_____:_____:_____:_____:_____:_____:	Kind
34	Strong	_____:_____:_____:_____:_____:_____:_____:	Weak
35	Clean	_____:_____:_____:_____:_____:_____:_____:	Dirty
36	Hot	_____:_____:_____:_____:_____:_____:_____:	Cold
37	Slow	_____:_____:_____:_____:_____:_____:_____:	Fast
38	Important	_____:_____:_____:_____:_____:_____:_____:	Unimportant
39	Small	_____:_____:_____:_____:_____:_____:_____:	Large
40	Foolish	_____:_____:_____:_____:_____:_____:_____:	Wise
41	Healthy	_____:_____:_____:_____:_____:_____:_____:	Sick

How I feel about CRIME

42	Good	_____:_____:_____:_____:_____:_____:_____:	Bad
43	Soft	_____:_____:_____:_____:_____:_____:_____:	Hard
44	Active	_____:_____:_____:_____:_____:_____:_____:	Passive
45	Cruel	_____:_____:_____:_____:_____:_____:_____:	Kind
46	Strong	_____:_____:_____:_____:_____:_____:_____:	Weak
47	Clean	_____:_____:_____:_____:_____:_____:_____:	Dirty
48	Hot	_____:_____:_____:_____:_____:_____:_____:	Cold
49	Slow	_____:_____:_____:_____:_____:_____:_____:	Fast
50	Important	_____:_____:_____:_____:_____:_____:_____:	Unimportant
51	Small	_____:_____:_____:_____:_____:_____:_____:	Large
52	Foolish	_____:_____:_____:_____:_____:_____:_____:	Wise
53	Healthy	_____:_____:_____:_____:_____:_____:_____:	Sick

How I feel about a STEADY JOB

54	Good	_____:_____:_____:_____:_____:_____:_____:	Bad
55	Soft	_____:_____:_____:_____:_____:_____:_____:	Hard
56	Active	_____:_____:_____:_____:_____:_____:_____:	Passive
57	Cruel	_____:_____:_____:_____:_____:_____:_____:	Kind
58	Strong	_____:_____:_____:_____:_____:_____:_____:	Weak
59	Clean	_____:_____:_____:_____:_____:_____:_____:	Dirty
60	Hot	_____:_____:_____:_____:_____:_____:_____:	Cold
61	Slow	_____:_____:_____:_____:_____:_____:_____:	Fast
62	Important	_____:_____:_____:_____:_____:_____:_____:	Unimportant
63	Small	_____:_____:_____:_____:_____:_____:_____:	Large
64	Foolish	_____:_____:_____:_____:_____:_____:_____:	Wise
65	Healthy	_____:_____:_____:_____:_____:_____:_____:	Sick

Here we're interested in your attitudes about crime.

54 95. Most inmates in prison didn't do anything worse than most people on the outside, they were just unlucky to get caught.

1	2	3	4
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

55 96. People who commit serious crimes deserve to go to prison.

1	2	3	4
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

56 97. The major cause of serious crime is being poor.

1	2	3	4
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

57 98. If there was tougher punishment for people who commit serious crimes, there would be less crime.

1	2	3	4
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

58 99. Society is more to blame than the individual for most crime.

1	2	3	4
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

59 100. There is no excuse for committing a crime that hurts other people.

1	2	3	4
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

60 101. Rich people actually commit as many crimes as poor people, they just don't go to jail for them.

1	2	3	4
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

61 102. If you need money badly enough, it's alright to use force to get it.

1	2	3	4
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

62 103. People are likely to look down on someone who backs down from a fight.

1	2	3	4
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREF

63 104. When things aren't going well, winning a fight can make a person feel really good.

1	2	3	4
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

64-65 105. How long have you been on this unit?

_____WEEKS _____MONTHS

66-67 106. How many units have you been on since you have been here?

_____NUMBER OF UNITS

68 107. What did you think of this questionnaire?

_____

_____

_____

_____

_____

Movement and Disciplinary - Longitudinal Sample

Card V

1-2	Card Number
3-7	Institutional I. D.
8	Facility
9-10	Unit
11-14	Project I. D.
15	Response Status
16-17	Date of Committment
18-19	Month of Committment
20-21	Year of Committment
22-23	Date of Termination of Sentence
24-25	Month of Termination of Sentence
26-27	Year of Termination of Sentence
28	Type of Termination

1____ Parole 2____Recall 3____Max Out
4____ Escape 5____Expulsion 6____Other

29-30	Longitudinal Unit (Unit on for longest time)
31-32	Time on Unit (Months)
33-34	1st. Unit
35-36	Time on Unit (Months)
37-38	Last Unit -
39-40	Time on Unit (Months)
41-42	Total number of units
43-44	Date of Entry. Longitudinal Unit
45-46	Month of Entry. Longitudinal Unit
47-48	Year of Entry. Longitudinal Unit
49-50	Total # Offenses prior to Longitudinal Unit
51-52	Total # offenses on Longitudinal Unit
53-54	Total # Offenses after Longitudinal Unit
55-56	Offense - 1st. Prior
57-59	Penalty - 1st. Prior
60-61	Offense - 2nd. Prior
62-64	Penalty - 2nd. Prior

65-66 Offense - 3rd. Prior
67-69 Penalty - 3rd. Prior
70-71 Offense - 4th. Prior
72-74 Penalty - 4th. Prior

\- - -

Card VI

1-15 (I.D. Information)

16-17 Offense - 1st. on Unit
18-20 Penalty - 1st. on Unit
21-22 Offense - 2nd on
23-25 Penalty - 2nd on
26-27 Offense - 3rd. on
28-30 Penalty - 3rd. on
31-32 Offense - 4th. on
33-35 Penalty-- 4th. on
36-37 Offense - 5th. on
38-40 Penalty - 5th. on
41-42 Offense - 6th. on
43-45 Penalty - 6th. on
46-47 Offense - 7th. on
48-50 Penalty - 7th. on
51-52 Offense - 8th. on
53-55 Penalty - 8th. on
56-57 Offense - 9th. on
58-60 Penalty - 9th. on
61-62 Offense - 10th. on
63-65 Penalty - 10th. on

Card III

1-15 (I.D. Information)

16-17 Offense - 1st. after Unit
18-20 Penalty - 1st. after
21-22 Offense - 2nd. after
23-25 Penalty - 2nd. after
26-27 Offense - 3rd. after
28-30 Penalty - 3rd. after
31-32 Offense - 4th. after
33-35 Penalty - 4th. after
36-37 Adjustment problems on Long. Unit.
38-39 Total # Adjustment problems.

DATE OF INTERVIEW _____
MONTH DAY YEAR

NAME OF RESPONDENT _____

NAME OF INTERVIEWER _____
FACILITY _____
FACILITY ID _____
COTTAGE OR UNIT ID _____
EXIT DATE _____

EXIT INTERVIEW - GROUP CENTERS
(February, 1978)

Hello, my name is _____, and I'm involved in a study of correctional facilities conducted by Rutgers University. Somebody from our project spoke to you when you first came here. We're interested in your experiences and opinions since you've been here. There are no right and wrong answers, and the information you give us is completely confidential. So please feel free to answer the questions the best you can.

This interview will take about one hour, and you will be paid $2.00 for your time. This money will be put into your account.

/Omit asking Questions 2, 12, 14 and 77 at Highfields, Warren Ocean and Turrell./

16 1. How much did being here help you understand why you did the things that got you into trouble?

1 ____NOT AT ALL 2 ____A LITTLE 3 ____SOME 4 ____MUCH 5 ____A LOT

17 2. How much did you improve your schooling while you were here?

1 ____NOT AT ALL 2 ____A LITTLE 3 ____SOME 4 ____MUCH 5 ____A LOT

18 3. How much did you improve your job skills while you were here?

1 ____NOT AT ALL 2 ____A LITTLE 3 ____SOME 4 ____MUCH 5 ____A LOT

19 4. Do you think this place has helped you in any way?

1 _____YES 2 _____NO 3 _____CAN'T SAY

20-22 5. If yes, how?

_____

23 6. Do you think this place has hurt you in any way?

1 _____YES 2 _____NO 3 _____CAN'T SAY

24-26 7. If yes, how?

_____

27 8. Do you think you're a tougher person now than when you came here?

1 _____YES 2 _____NO 3 _____CAN'T SAY

28 9. Do you think you're more or less likely to get into trouble again because you've been here?

1 ____MORE LIKELY 2 ____LESS LIKELY 3 ____NO DIFFERENCE 4 ____CAN'T SAY

29-31 10. What was it about this place that has made you (more/less) likely to get into trouble?

_____

_____

32 11. On the whole, the treatment staff was helpful to me.

1 ____STRONGLY AGREE 2 ____AGREE 3 ____DISAGREE 4 ____STRONGLY DISAGREE

33 12. On the whole, the custodial staff was fair to me.

1 ____STRONGLY AGREE 2 ____AGREE 3 ____DISAGREE 4 ____STRONGLY DISAGREE

34 13. How many of the treatment staff here did you trust?

1 ____NONE 2 ____SOME 3 ____HALF 4 ____MOST 5 ____ALL

35 14. How many of the custodial staff here did you trust?

1 ____NONE 2 ____SOME 3 ____HALF 4 ____MOST 5 ____ALL

36 15. How many of the other inmates/residents here did you trust?

1 ____NONE 2 ____SOME 3 ____HALF 4 ____MOST 5 ____ALL

37 16. Did you learn more from the staff or from the other inmates/residents while you were here?

1 _____STAFF 2 _____RESIDENTS/INMATES 3 _____BOTH 4 _____NEITHER

38 17. How much did the other inmates/residents teach you about how to get away with crimes?

1 ____NONE 2 ____A LITTLE 3 ____SOME 4 ____PRETTY MUCH 5 ____A LOT

39 18. How safe did you feel while you were here?

1 ____NOT SAFE AT ALL 2 ____A LITTLE SAFE 3 ____PRETTY SAFE 4 ____VERY SAFE 5 ____COMPLETELY SAFE

40 19. The inmates/residents here were tougher than I expected them to be.

1 ____STRONGLY AGREE 2 ____AGREE 3 ____DISAGREE 4 ____STRONGLY DISAGREE

41 20. How many of the other inmates/residents would you like to see on the outside?

1 ____ALL 2 ____SOME 3 ____HALF 4 ____A FEW 5 ____NONE

42 21. How many close friendships did you make while you were here?

1 ____NONE 2 ____ONE OR TWO 3 ____THREE TO FIVE 4 ____MORE THAN FIVE

43 22. How often did your family visit you while you were here?

1 ____EVERY WEEK 2 ____SEVERAL TIMES A MONTH 3 ____ONCE A MONTH 4 ____LESS THAN ONCE A MONTH 5 ____NEVER 6 ____N.A

44 23. How often were you in touch with your family by letter or phone while you were here?

EVERY WEEK	SEVERAL TIMES A MONTH	ONCE A MONTH	LESS THAN ONCE A MONTH	NEVER	N.A.
1	2	3	4	5	6

45 24. How often did anyone other than your family visit you while you were here?

EVERY WEEK	SEVERAL TIMES A MONTH	ONCE A MONTH	LESS THAN ONCE A MONTH	NEVER
1	2	3	4	5

46 25. How often were you in touch with anyone other than your family by letter or phone while you were here?

EVERY WEEK	SEVERAL TIMES A MONTH	ONCE A MONTH	LESS THAN ONCE A MONTH	NEVER
1	2	3	4	5

47 26. Do you expect to have the same friends you had before you came here after you leave?

1 ____YES 2 ____NO 3 ____UNSURE

48 27. Overall, how much would you say this place has helped you?

1 ____A LOT 2 ____SOME 3 ____A LITTLE 4 ____NOT AT ALL

49 27a. How do you think this place could have helped you more?
51

_____

_____

_____

52 28. Do you look down on yourself because you've been here?

1 ____YES 2 ____NO 3 ____UNSURE

53 29. What do you think are the chances that you will be incarcerated again?

NO CHANCE	LOW CHANCE	50-50	GOOD CHANCE	DEFINITE CHANCE
1	2	3	4	5

54 30. What do you think are the chances that you can be straight outside?

NO CHANCE	LOW CHANCE	50-50	GOOD CHANCE	DEFINITE CHANCE
1	2	3	4	5

55 31. What are the chances that people on the outside will give you an even break if they know that you've been here?

NO CHANCE	LOW CHANCE	50-50	GOOD CHANCE	DEFINITE CHANCE
1	2	3	4	5

56 32. What are the chances that it will be harder for you to get a job because you've been here?

NO CHANCE	LOW CHANCE	50-50	GOOD CHANCE	DEFINITE CHANCE
1	2	3	4	5

57 33. How many of your friends will look up to you because you've been here?

1 ____ALL 2 ____MOST 3 ____HALF 4 ____SOME 5 ____NONE

58 34. How many of your friends will look down on you because you've been here?

1 ____ALL 2 ____MOST 3 ____HALF 4 ____SOME 5 ____NONE

59 35. Will your mother or step-mother look down on you because you've been here?

1 ____YES 2 ____NO 3 ____UNSURE 4 ____N.A.

60 36. Will your father or step-father look down on you because you've been here?

1 ____YES 2 ____NO 3 ____UNSURE 4 ____N.A.

61 37. On the whole, has being here helped you more or hurt you more?

HELPED MORE	HURT MORE	NO DIFFERENCE	CAN'T SAY
1	2	3	4

62 38. It would help someone who got into the same kind of trouble I did to come to this place.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1	2	3	4

63 39. Compared to other institutions in corrections, how would you rate this place?

1 ____BETTER THAN MOST 2 ____THE SAME AS MOST 3 ____WORSE THAN MOST

The next few questions are about what you would like to do in the future.

64-65 40. Where do you expect to be living when you leave here?

____MOTHER AND FATHER
____MOTHER AND STEPFATHER
____FATHER AND STEPMOTHER
____MOTHER ONLY
____FATHER ONLY
____OTHER RELATIVES
____FOSTER PARENTS
____GIRL/BOYFRIEND
____SPOUSE
____ON OWN
____WITH FRIENDS
____DON'T KNOW
____OTHER (SPECIFY)

66 41. Do you expect to return to school in the near future?

1 ____YES 2 ____NO 3 ____UNSURE 4 ____N.A.

67-68 42. What is the highest grade of school you would like to complete?

1 ____GRADE

69-70 43. What is the highest grade of school you think you will complete?

____GRADE

71-72 44. WHAT kind of job would you like to get when you leave here?

_____

73 45. What are your chances of actually getting a job like this?

1 ____NO CHANCE 2 ____LOW CHANCE 3 ____50-50 4 ____GOOD CHANCE 5 ____CERTAIN CHANCE

74-75 46. Being for real, what kind of job do you think you will actually get when you leave here?
PROBE: What do you have in mind exactly?

_____

76 47. When you get out, how much of your money do you think will come from crime?

1 ____NONE 2 ____SOME 3 ____HALF 4 ____MOST 5 ____ALL

77 48. How many of your friends do you think will be involved in crime ten years from now?

1 ____NONE 2 ____SOME 3 ____HALF 4 ____MOST 5 ____ALL

78 49. How many of your friends do you think will be in prison ten years from now?

1 ____NONE 2 ____SOME 3 ____HALF 4 ____MOST 5 ____ALL

79 50. How would you rate your friends on the outside who have been in trouble with the law?
PROBE: I mean, how would you rate them as people.
Would you say they are . . .

1 ____NOT GOOD AT ALL 2 ____FAIR 3 ____PRETTY GOOD 4 ____VERY GOOD 5 ____EXCELLENT

80 51. How would you rate your friends on the outside who have not been in trouble with the law?

1 ____NOT GOOD AT ALL 2 ____FAIR 3 ____PRETTY GOOD 4 ____VERY GOOD 5 ____EXCELLENT

CARD II

52. Pretend you have a steady job. People say that certain bad things can go along with this, like bills, taxes, and not having enough money.

16 a. What would be the chances of things like this happening to you if you had a steady job?

1 ____NO CHANCE 2 ____SOME CHANCE 3 ____50-50 4 ____GOOD CHANCE 5 ____DEFINITE CHANCE

17 b. How unhappy would you be if things like these happened to you?

1 ____NOT UNHAPPY AT ALL 2 ____A LITTLE UNHAPPY 3 ____SOMEWHAT UNHAPPY 4 ____PRETTY UNHAPPY 5 ____COMPLETELY UNHAPPY

53. Along with having a steady job, people say that other bad things can happen, like having to keep a schedule and punching a time clock, having too much responsibility and not being your own boss.

18 a. What would be the chances of things like these happening to you if you had a steady job.

1 ____NO CHANCE 2 ____SOME CHANCE 3 ____50-50 4 ____GOOD CHANCE 5 ____DEFINITE CHANCE

19 b. How unhappy would you be if things like these happened to you?

1 ____NOT UNHAPPY AT ALL 2 ____A LITTLE HAPPY 3 ____SOMEWHAT UNHAPPY 4 ____PRETTY UNHAPPY 5 ____COMPLETELY UNHAPPY

54. Finally, people say that along with having a steady job, some other bad things can happen like boredom and frustration and worrying too much.

20 a. What would be the chances of things like these happening to you if you had a steady job?

NO	SOME	50-	GOOD	DEFINITE
1 ___CHANCE	2 ___CHANCE	3 ___50	4 ___CHANCE	5 ___CHANCE

21 b. How unhappy would you be if things like these happened to you?

NOT UNHAPPY AT ALL	A LITTLE UNHAPPY	SOMEWHAT UNHAPPY	PRETTY UNHAPPY	COMPLETELY UNHAPPY
1 ___	2 ___	3 ___	4 ___	5 ___

55. Pretend you have a criminal career. People say that certain good things can go along with this, like having good money, a good car and a nice house.

22 a What would be the chances of things like these happening to you if you had a criminal career?

NO	SOME	50-	GOOD	DEFINITE
1 ___CHANCE	2 ___CHANCE	3 ___50	4 ___CHANCE	5 ___CHANCE

23 b. How happy would you be if things like these happened to you?

NOT HAPPY AT ALL	A LITTLE HAPPY	SOMEWHAT HAPPY	PRETTY HAPPY	COMPLETELY HAPPY
1 ___	2 ___	3 ___	4 ___	5 ___

56. Along with having a criminal career, people say that other good things can happen, like being your own boss, not having to keep to a schedule, and freedom.

23 a. What would be the chances of things like these happening to you if you had a criminal career?

NO	SOME	50-	GOOD	DEFINITE
1 ___CHANCE	2 ___CHANCE	3 ___50	4 ___CHANCE	5 ___CHANCE

24 b. How happy would you be if things like these happened to you?

NOT HAPPY AT ALL	A LITTLE HAPPY	SOMEWHAT HAPPY	PRETTY HAPPY	COMPLETELY HAPPY
1 ___	2 ___	3 ___	4 ___	5 ___

57. Finally, people say that along with having a criminal career some other good things can happen like being cool, hustling, adventure and kicks.

26 a. What would be the chance of things like these happening to you if you had a criminal career?

NO	SOME	50-	GOOD	DEFINITE
1 ___CHANCE	2 ___CHANCE	3 ___50	4 ___CHANCE	5 ___CHANCE

27 b. How happy would you be if things like these happened to you?

NOT HAPPY AT ALL	A LITTLE HAPPY	SOMEWHAT HAPPY	PRETTY HAPPY	COMPLETELY HAPPY
1 ___	2 ___	3 ___	4 ___	5 ___

58. Now, I'm going to ask you some questions about yourself. For each statement that I read, I'd like you to tell me if you strongly agree, agree, disagree, or strongly disagree.

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
28	A. Generally, I'm satisfied with myself.				
29	B. I wish I could have more respect for myself.				
30	C. I feel that nothing or almost nothing, can change the opinion I hold of myself.				
31	D. What happens to me is my own doing.				
32	E. I feel that I'm a person who's worth something, at least equal to others.				
33	F I certainly feel useless at times.				
34	G I've noticed that my ideas about myself seem to change very quickly.				

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
35	H. I have often found that what is going to happen will happen.				
36	I. I feel I have a number of good qualities.				
37	J. At times, I think I'm no good at all.				
38	K Some days I have a very good opinion of myself; other days, I have a very poor opinion of myself.				
39	L. When I make plans I am almost certain I can make them work.				
40	M I am able to do things as well as most people.				
41	N Being here makes me feel like a criminal.				
42	O. I don't feel I have much to be proud of.				
43	P I find that on one day I have one opinion of myself and on another day I have another opinion.				
44	Q. In my case getting what I want has little or nothing to do with luck.				
45	R. I take a positive attitude toward myself.				

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
46	S. Even before I was sentenced here, I felt like a criminal.				
47	T. All in all, I tend to think I'm a failure.				
48	U. My opinion of myself seems to change a good deal.				
49	V. Many times I feel that I have little influence on what happens to me.				

Now we want to find out what you think about certain kinds of things. We have made lists of some words. You will find these words have opposites (like: up-down). Would you please mark the box which you think is closest to your feelings about these things. When we ask you to think about police, for example, we do not want you to just think about the best or worst policeman you have ever known. Just think about policemen as a group. Some of the words may not seem to say anything about the group of persons, but mark your first feeling anyway. There are no right or wrong answers, so mark the box that seems best to you.

Here is how to mark you answers.

How I Feel About POLICE

Good 1 1 1 1 1 1 1 1 Bad

If you are real sure you like POLICE, you would put an X near the Good. Like this:

Good 1 X 1 1 1 1 1 1 1 Bad

If you are real sure you don't like POLICE, put an X near the Bad. Like this:

Good 1 1 1 1 1 1 1 X 1 Bad

If you are pretty sure you like POLICE, or pretty sure you don't like POLICE, make your X:

Good 1 1 X 1 1 1 1 1 1 Bad

OR

Good 1 1 1 1 1 1 X 1 1 Bad

If you like them a little or don't like them a little, mark:

Good 1 1 1 X 1 1 1 1 1 Bad

OR

Good 1 1 1 1 1 X 1 1 1 Bad

If you are sure you don't feel one way or the other about POLICE, then make your X in the center box:

Good 1 1 1 1 X 1 1 1 1 Bad

How I feel about ME

Good	_____:_____:_____:_____:_____:_____:_____:	Bad
Soft	_____:_____:_____:_____:_____:_____:_____:	Hard
Active	_____:_____:_____:_____:_____:_____:_____:	Passive
Cruel	_____:_____:_____:_____:_____:_____:_____:	Kind
Strong	_____:_____:_____:_____:_____:_____:_____:	Weak
Hustling	_____:_____:_____:_____:_____:_____:_____:	Hard-working
Clean	_____:_____:_____:_____:_____:_____:_____:	Dirty
Hot	_____:_____:_____:_____:_____:_____:_____:	Cold
Slow	_____:_____:_____:_____:_____:_____:_____:	Fast
Important	_____:_____:_____:_____:_____:_____:_____:	Unimportant
Violent	_____:_____:_____:_____:_____:_____:_____:	Non-violent
Small	_____:_____:_____:_____:_____:_____:_____:	Large
Foolish	_____:_____:_____:_____:_____:_____:_____:	Wise
Healthy	_____:_____:_____:_____:_____:_____:_____:	Sick

How my FRIENDS feel about ME

Good	____:____:____:____:____:____:____:	Bad
Soft	____:____:____:____:____:____:____:	Hard
Active	____:____:____:____:____:____:____:	Passive
Cruel	____:____:____:____:____:____:____:	Kind
Strong	____:____:____:____:____:____:____:	Weak
Hustling	____:____:____:____:____:____:____:	Hard-working
Clean	____:____:____:____:____:____:____:	Dirty
Hot	____:____:____:____:____:____:____:	Cold
Slow	____:____:____:____:____:____:____:	Fast
Important	____:____:____:____:____:____:____:	Unimportant
Violent	____:____:____:____:____:____:____:	Non-violent
Small	____:____:____:____:____:____:____:	Large
Foolish	____:____:____:____:____:____:____:	Wise
Healthy	____:____:____:____:____:____:____:	Sick

How MY FAMILY feels about ME

Good	____:____:____:____:____:____:____:	Bad
Soft	____:____:____:____:____:____:____:	Hard
Active	____:____:____:____:____:____:____:	Passive
Cruel	____:____:____:____:____:____:____:	Kind
Strong	____:____:____:____:____:____:____:	Weak
Hustling	____:____:____:____:____:____:____:	Hard working
Clean	____:____:____:____:____:____:____:	Dirty
Hot	____:____:____:____:____:____:____:	Cold
Slow	____:____:____:____:____:____:____:	Fast
Important	____:____:____:____:____:____:____:	Unimportant
Violent	____:____:____:____:____:____:____:	Non-violent
Small	____:____:____:____:____:____:____:	Large
Foolish	____:____:____:____:____:____:____:	Wise
Healthy	____:____:____:____:____:____:____:	Sick

How Society feels about ME

Good	____:____:____:____:____:____:____:	Bad
Soft	____:____:____:____:____:____:____:	Hard
Active	____:____:____:____:____:____:____:	Passive
Cruel	____:____:____:____:____:____:____:	Kind
Strong	____:____:____:____:____:____:____:	Weak
Hustling	____:____:____:____:____:____:____:	Hard-working
Clean	____:____:____:____:____:____:____:	Dirty
Hot	____:____:____:____:____:____:____:	Cold
Slow	____:____:____:____:____:____:____:	Fast
Important	____:____:____:____:____:____:____:	Unimportant
Violent	____:____:____:____:____:____:____:	Non-violent
Small	____:____:____:____:____:____:____:	Large
Foolish	____:____:____:____:____:____:____:	Wise
Healthy	____:____:____:____:____:____:____:	Sick

good things can go along with this, like having a nice house, a good car, and good money.

a. What would be the chances of things like these happening to you if you had a steady job?

NO CHANCE	SOME CHANCE	50-50	GOOD CHANCE	DEFINITE CHANCE
1	2	3	4	5

b. How happy would you be if things like these happened to you?

NOT HAPPY AT ALL	A LITTLE HAPPY	SOMEWHAT HAPPY	PRETTY HAPPY	COMPLETELY HAPPY
1	2	3	4	5

60. Along with having a steady job, people say that other things can happen like staying out of trouble, not going to jail, and having the freedom to go where you want.

a. What would be the chances of things like these happening to you if you had a steady job?

NO CHANCE	SOME CHANCE	50-50	GOOD CHANCE	DEFINITE CHANCE
1	2	3	4	5

b. How happy would you be if things like these happened to you?

NOT HAPPY AT ALL	A LITTLE HAPPY	SOMEWHAT HAPPY	PRETTY HAPPY	COMPLETELY HAPPY
1	2	3	4	5

61. Finally, people say that along with a steady job some other good things can happen like being respected by yourself and others, advancement, and achieving a good position in the community.

a. What would be the chances of things like these happening to you if you had a steady job?

NO CHANCE	SOME CHANCE	50-50	GOOD CHANCE	DEFINITE CHANCE
1	2	3	4	5

b. How happy would you be if things like these happened to you?

NOT HAPPY AT ALL	A LITTLE HAPPY	SOMEWHAT HAPPY	PRETTY HAPPY	COMPLETELY HAPPY
1	2	3	4	5

62. Now again imagine you have a criminal career. People say that certain bad things can go along with this, like having no money, no decent place to live, and having bad debts.

56 a. What would be the chances of things like these happening to you if you had a criminal career?

NO CHANCE	SOME CHANCE	50-50	GOOD CHANCE	DEFINITE CHANCE
1 ____	2 ____	3 ____	4 ____	5 ____

57 b. How unhappy would you be if things like these happened to you?

NOT UNHAPPY AT ALL	A LITTLE UNHAPPY	SOMEWHAT UNHAPPY	PRETTY UNHAPPY	COMPLETELY UNHAPPY
1 ____	2 ____	3 ____	4 ____	5 ____

63. Along with having a criminal career, people say that other bad things can happen like getting caught, being in jail, and having a record.

58 a. What would be the chances of things like these happening to you if you had a criminal career?

NO CHANCE	SOME CHANCE	50-50	GOOD CHANCE	DEFINITE CHANCE
1 ____	2 ____	3 ____	4 ____	5 ____

59 b. How unhappy would you be if things like these happened to you?

NOT UNHAPPY AT ALL	A LITTLE UNHAPPY	SOMEWHAT UNHAPPY	PRETTY UNHAPPY	COMPLETEL UNHAPPY
1 ____	2 ____	3 ____	4 ____	5 ____

64. Finally, people say that along with having a criminal career some other bad things can happen, like not being respected by yourself and others, shame and being looked down on.

60 a. What would be the chances of things like these happening to you if you had a criminal career?

NO CHANCE	SOME CHANCE	50-50	GOOD CHANCE	DEFINITE CHANCE
1 ____	2 ____	3 ____	4 ____	5 ____

61 b. How unhappy would you be if things like these happened to you?

NOT UNHAPPY AT ALL	A LITTLE UNHAPPY	SOMEWHAT UNHAPPY	PRETTY UNHAPPY	COMPLETEI UNHAPPY
1 ____	2 ____	3 ____	4 ____	5 ____

Here, we're interested in what you feel should be done about crime.

62 65. Most inmates in prison didn't do anything worse than most people on the outside, they were just unlucky to get caught.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1 ____	2 ____	3 ____	4 ____

63 66. People who commit serious crimes deserve to go to prison.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1 ____	2 ____	3 ____	4 ____

64 67. The major cause of serious crime is poverty.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1 ____	2 ____	3 ____	4 ____

65 68. If there was tougher punishment for people who commit serious crimes there would be less crime.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1 ____	2 ____	3 ____	4 ____

66 69. Society is more to blame than the individual for most crimes.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1 ____	2 ____	3 ____	4 ____

67 70. There is no justification for committing a crime that hurts other people.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1 ____	2 ____	3 ____	4 ____

68 71. People are likely to look down on someone who backs down from a fight.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1 ____	2 ____	3 ____	4 ____

69 72. When things aren't going well, winning a fight can make a person feel really good.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1 ____	2 ____	3 ____	4 ____

70 73. If you need money badly enough, it's all right to use force to get it.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1 ____	2 ____	3 ____	4 ____

Now I'm going to ask you some questions about how you might feel if you were in the situations I am going to describe.

74. You talk to a man about a job in his place. He doesn't seem to be listening to you, and treats you like you're unimportant. Finally, he says there are no job openings for you and turns away.

71 a. What do you think the chances would be that you would punch him out?

NO CHANCE	SOME CHANCE	50-50	GOOD CHANCE	DEFINITE CHANCE
1	2	3	4	5

72 b. What are the chances that your friends would approve of your fighting?

NO CHANCE	SOME CHANCE	50-50	GOOD CHANCE	DEFINITE CHANCE
1	2	3	4	5

75. Your friends are talking about fighting some guys who have been giving all of you a hard time. These guys are tough, and you know someone is going to get hurt in the fight. You are asked if you are going to join in the fight.

73 a. What do you think the chances would be that you would fight these other guys?

NO CHANCE	SOME CHANCE	50-50	GOOD CHANCE	DEFINITE CHANCE
1	2	3	4	5

74 b. What are the chances that your friends would approve of your fighting?

NO CHANCE	SOME CHANCE	50-50	GOOD CHANCE	DEFINITE CHANCE
1	2	3	4	5

76. Suppose one of your friends tells you about a guy who is selling grass. You both think it would not be hard to steal his supply, since he is not too tough. When you try, he puts up a fight. You know you can still get the grass if you use force.

75 a. What do you think the chances would be that you would use force to get the grass?

NO CHANCE	SOME CHANCE	50-50	GOOD CHANCE	DEFINITE CHANCE
1	2	3	4	5

76 b. What are the chances that your friends would approve of your using force.

NO CHANCE	SOME CHANCE	50-50	GOOD CHANCE	DEFINITE CHANCE
1	2	3	4	5

Now we want to find out what you think about three more things. Remember here is how to mark your answers.

How I Feel About POLICE

Good 1 1 1 1 1 1 1 1 Bad

If you are real sure you like POLICE, you would put an X near the Good. Like this:

Good 1 X 1 1 1 1 1 1 1 Bad

If you are real sure you don't like POLICE, put an X near the Bad.

Good 1 1 1 1 1 1 X 1 Bad

If you are pretty sure you like POLICE, or pretty sure you don't like POLICE, make your X:

Good 1 1 X 1 1 1 1 1 1 Bad

OR

Good 1 1 1 1 1 1 X 1 1 Bad

If you like them a little or don't like them a little, mark:

Good 1 1 1 X 1 1 1 1 1 Bad

OR

Good 1 1 1 1 1 X 1 1 Bad

If you are sure you don't feel one way or the other about POLICE, then make your X in the center box:

Good 1 1 1 1 X 1 1 1 1 Bad

VIOLENCE

Good	_____:_____:_____:_____:_____:_____:_____:	Bad
Soft	_____:_____:_____:_____:_____:_____:_____:	Hard
Active	_____:_____:_____:_____:_____:_____:_____:	Passive
Cruel	_____:_____:_____:_____:_____:_____:_____:	Kind
Strong	_____:_____:_____:_____:_____:_____:_____:	Weak
Clean	_____:_____:_____:_____:_____:_____:_____:	Dirty
Hot	_____:_____:_____:_____:_____:_____:_____:	Cold
Slow	_____:_____:_____:_____:_____:_____:_____:	Fast
Important	_____:_____:_____:_____:_____:_____:_____:	Unimportant
Small	_____:_____:_____:_____:_____:_____:_____:	Large
Foolish	_____:_____:_____:_____:_____:_____:_____:	Wise
Healthy	_____:_____:_____:_____:_____:_____:_____:	Sick

CRIME

Good	_____:_____:_____:_____:_____:_____:_____:	Bad
Soft	_____:_____:_____:_____:_____:_____:_____:	Hard
Active	_____:_____:_____:_____:_____:_____:_____:	Passive
Cruel	_____:_____:_____:_____:_____:_____:_____:	Kind
Strong	_____:_____:_____:_____:_____:_____:_____:	Weak
Clean	_____:_____:_____:_____:_____:_____:_____:	Dirty
Hot	_____:_____:_____:_____:_____:_____:_____:	Cold
Slow	_____:_____:_____:_____:_____:_____:_____:	Fast
Important	_____:_____:_____:_____:_____:_____:_____:	Unimportant
Small	_____:_____:_____:_____:_____:_____:_____:	Large
Foolish	_____:_____:_____:_____:_____:_____:_____:	Wise
Healthy	_____:_____:_____:_____:_____:_____:_____:	Sick

STEADY JOB

Good	____:____:____:____:____:____:____:	Bad
Soft	____:____:____:____:____:____:____:	Hard
Active	____:____:____:____:____:____:____:	Passive
Cruel	____:____:____:____:____:____:____:	Kind
Strong	____:____:____:____:____:____:____:	Weak
Clean	____:____:____:____:____:____:____:	Dirty
Hot	____:____:____:____:____:____:____:	Cold
Slow	____:____:____:____:____:____:____:	Fast
Important	____:____:____:____:____:____:____:	Unimportant
Small	____:____:____:____:____:____:____:	Large
Foolish	____:____:____:____:____:____:____:	Wise
Healthy	____:____:____:____:____:____:____:	Sick

CARD III

16-17 77. How many different living units have you been on since you've been here (do not count the reception unit or any disciplinary units). /Do not ask at Highfields, Warren, Ocean and Turrel./

	NAME OF UNIT		HOW LONG ON UNIT
16-17	1. _____	24-25	_____ WEEKS
18-19	2. _____	26-27	_____ WEEKS
20-21	3. _____	28-29	_____ WEEKS
22-23	4. _____	30-31	_____ WEEKS

78. Finally, how many of the following did you do while you were here?

		0	1-2	3-5	more than 5
		1	2	3	4
32	Stole something from another inmate /resident				
33	Stole something from the institution				
34	Refused to do something a staff member told you to do				
35	Got into a fight with another inmate /resident				
36	Got into an argument with an officer /staff member				
37	Got into a fight with an officer/ staff member				
38	Sold any illegal goods				
39	Brought in any illegal goods				
40	Used any illegal drugs				
41	Ran away from the institution				
42	Possessed a weapon				
43	Used a weapon				

79. How many times was a disciplinary action taken against you? (removed from cottage, extra work, loss of privileges)

44-45 _____TIMES

What was this for?

46-47 1. _____

2. _____

3. _____

80. While you were here, did any of the following happen to you?

		0	1-2	3-5	more than 5
48	Had something stolen from me	1	2	3	4
49	Was beaten up				
50	Was threatened by other inmates/residents				

DATE OF INTERVIEW: _____
MONTH DAY YEAR

NAME OF RESPONDENT: _____

FACILITY: _____

FACILITY ID: _____

RESPONDENT'S ASSIGNED NUMBER: _____

Please print the following information clearly in the space provided below:

(a) Address where respondent plans to be living immediately after release:

Street address: _____

City, State, Zip: _____

Phone: _____

(b) Respondent's parents or legal guardian: (if different from above)

Name(s): _____

City, State, Zip: _____

Phone: _____

(c) Someone who will know where respondent is one year from now:

Name: _____

Street Address: _____

City, State, Zip: _____

Phone: _____

DATE OF INTERVIEW _____
(MONTH) (DAY) (YEAR)

NAME OF INTERVIEWER _____

FACILITY AND UNIT _____

FACILITY ID _____

RESPONDENT ID _____

TYPE OF DISCHARGE: MAX OUT _____

RECALL _____

PAROLE _____

NOVEMBER 1978

Hello, my name is _____, and I'm involved in a study of correctional facilities conducted by Rutgers University.

You probably remember being interviewed for the study while you were at _____ We are interested in talking to you about your
(ORIGINAL FACILITY)
experiences there and about what you did when you were back in the community.

There are no right or wrong answers, and the answers you give us will be kept completely confidential. The interview lasts about 15-20 minutes and at the end we will send you a $2.00 check for your participation.

1-2

3-7

8

9-10

11-14

15

16 INTERVIEWER INDICATE: RESPONDENT IS 1 _____MALE 0 _____FEMALE

17-18 1. Who were you living with before you came to _____ CURRENT FACILITY

01 _____MOTHER AND FATHER
02 _____MOTHER AND STEPFATHER
03 _____FATHER AND STEPMOTHER
04 _____MOTHER ONLY
05 _____FATHER ONLY
06 _____OTHER RELATIVES
07 _____FOSTER PARENTS
08 _____GIRL/BOYFRIEND
09 _____SPOUSE
10 _____ON OWN
11 _____WITH FRIENDS
12 _____GROUP HOME/RES. TREATMENT
13 _____CORRECTIONS
14 _____OTHER (SPECIFY)_____

2. Have you lived anywhere else since you left _____ ORIGINAL FACILITY

IF YES: How many times have you moved?

19 _____NUMBER OF MOVES

Now I'd like to ask you some questions about school.

3. Did you go back to school after you got out of _____ ORIGINAL FACILITY

20 1 _____YES 0 _____NO

IF YES: GO TO QUESTION 3b.

21 3-a. IF NO: Why not?

1 _____GRADUATED HIGH SCHOOL
2 _____GRADUATED VO. TECH.
3 _____GED
4 _____GRADUATED H.S. (IN FACILITY)
5 _____GRADUATED VO. TECH. (IN FACILITY)
6 _____DID NOT WISH TO CONTINUE SCHOOLING
7 _____OTHER REASON: _____

GO TO QUESTION 5.

22 3-b. Were you going to school before you were arrested?

1 _____YES 0 _____NO

IF YES: GO TO QUESTION 4

23 3-c. IF NO: Why not?

1 _____GRADUATED HIGH SCHOOL
2 _____GRADUATED VO. TECH
3 _____GED
4 _____KICKED OUT
5 _____DROPPED OUT

24 4. Were you suspended from school after you left _____ ORIGINAL FACILITY

1 _____YES 0 _____NO

25 4-a. IF YES: What were you suspended for?

REASON(S) FOR SUSPENSION(S) _____

_____

_____

5. What is the last grade you have completed so far?

26-27 _____GRADE

6. What is the highest grade of school you think you will actually complete?

28-29 _____GRADE

7. What is the highest grade of school you would like to complete?

30-31 _____GRADE

32 8. Would you say that being at _____ has helped you with school in any way? ORIGINAL FACILITY

1 _____YES 0 _____NO

33 8-a. IF YES: How?

_____

_____

The next couple of questions are about work.

34 9. Did you have a job at the time you were arrested?

1 _____NOT WORKING 2 _____PART-TIME 3 _____FULL-TIME

IF NOT WORKING: GO TO QUESTION 12.

10. What kind of job did you have?

PROBE: What did you make or do? _____

35-37 _____

38-39 _____

11. How long did you work at that job?

_____WEEKS

12. Did you have any (other) jobs during the time you were in the community?

IF YES: How many?

42 _____NUMBER OF JOBS

IF NO: GO TO QUESTION 14.

13. Were you laid off or fired from a job during the time you were in the community?

IF YES: How many times?

43 _____NUMBER OF TIMES

14. While you were out how many times did you try to get a job but were turned down?

44 _____NUMBER OF TIMES

45 15. Do you think you had a harder time getting a job because you were at _____ ?
ORIGINAL FACILITY

1 _____NO 2 _____UNSURE 3 _____YES

INTERVIEWER CHECK:

RESPONDENT HAD A JOB: GO TO QUESTION 16a.

RESPONDENT DID NOT HAVE JOB AT ALL: GO TO QUESTION 16c.

46 16-a. Would you say that being at _____ has
ORIGINAL FACILITY
helped you in getting or keeping a job?

1 _____NO 2 _____UNSURE 3 _____YES

47 16-b. IF YES: How?

_____

_____

48 16-c. Would you say that being at _____ could
ORIGINAL FACILITY
have helped you in getting or keeping a job?

1 _____NO 2 _____UNSURE 3 _____YES

49 16-d. IF YES: How?

_____

17. If you could have any job that you wanted what kind of job would you like to have?

50-52 _____

53-54 _____

55 18. What are your chances of actually getting a job like this?

1 No Chance 2 Low Chance 3 50-50 4 Good Chance 5 Definite Chance

19. Being for real, what kind of job do you think you can actually get?

56-58 _____
59-60 _____

61 20. While you were back on the streets about how much of your money came from crime?

1 None 2 Some 3 Half 4 Most 5 All

62 21. Do you think you can make more money from a straight job or from crime?

1 MORE FROM CRIME 2 SAME 3 MORE FROM JOB 4 UNSURE

22. People say that certain good things can go along with a criminal career, like having good money, a good car, and a nice house.

63 a. What would be the chances of things like this happening to you if you had a criminal career?

1 No Chance 2 Some Chance 3 50-50 4 Good Chance 5 Definite Chance

64 b. How happy would you be if things like this happened to you?

1 Not Happy at All 2 A Little happy 3 Somewhat happy 4 Pretty happy 5 Completely Happy

23. People say that certain bad things go along with a criminal career, like having no money, no decent place to live, and having bad debts.

65 a. What would be the chances of things like this happening to you if you had a criminal career?

1 ___ No Chance 2 ___ Some Chance 3 ___ 50-50 4 ___ Good Chance 5 ___ Definite Chance

66 b. How unhappy would you be if things like this happened to you?

1 ___ Not Unhappy at All 2 ___ A Little Unhappy 3 ___ Somewhat Unhappy 4 ___ Pretty Unhappy 5 ___ Completely Unhappy

24. People say that certain good things can go along with a steady job like a nice house, a good car and good money.

67 a. What would be the chances of things like this happening to you if you had a steady job?

1 ___ No Chance 2 ___ Some Chance 3 ___ 50-50 4 ___ Good Chance 5 ___ Definit Chance

68 b. How happy would you be if things like this happened to you?

1 ___ Not Happy at All 2 ___ A Little Happy 3 ___ Somewhat Happy 4 ___ Pretty Happy 5 ___ Completely Happy

25. People say that certain bad things can go along with a steady job like bills, taxes, and not having enough money.

69 a. What would be the chances of things like this happening to you if you had a steady job?

1 ___ NO Chance 2 ___ Some Chance 3 ___ 50-50 4 ___ Good Chance 5 ___ Definit Chance

70 b. How unhappy would you be if things like this happened to you?

1 ___ Not Unhappy At all 2 ___ A Little Unhappy 3 ___ Somewhat Unhappy 4 ___ Pretty Unhapp 5 ___ Completely Unhappy

26. Now I'm going to ask you some questions about yourself. For each statement that I read, I'd like you to tell me if you strongly agree, agree, disagree, or strongly disagree.

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
71	A. In general, I am satisfied with myself	1	2	3	4
72	B. At times I think I am no good at all	1	2	3	4
73	C. I feel that I have a number of good things about me	1	2	3	4
74	D. I am able to do things as well as most people	1	2	3	4
75	E. I feel I do not have much to be proud of	1	2	3	4
76	F. I feel useless at times	1	2	3	4
77	G. I feel I'm a good person, at least as good as others	1	2	3	4
78	H. I wish I could have more respect for myself	1	2	3	4
79	I. All in all, I feel that I am a failure	1	2	3	4
80	J. I take a positive attitude toward myself	1	2	3	4

CARD 2
I D (1-15)

16 27. Having been at _____ (ORIGINAL FACILITY) has made me feel like a criminal.

1 ___ Strongly Agree 2 ___ Agree 3 ___ Disagree 4 ___ Strongly Disagree

17 28. Having been at _____ (ORIGINAL FACILITY) helped me get a better understanding of myself?

1 ___ Strongly Agree 2 ___ Agree 3 ___ Disagree 4 ___ Strongly Disagree

18 29. Was your parole/probation officer helpful to you in any wa.

1 _____NO 2 _____UNSURE 3 _____YES 9 _____N.A.

19 29-a. IF YES: How?

_____

_____

_____

_____

RECORD THE FOLLOWING ON THE BACK PAGE:

Who was your parole/probation officer?

Which office did he work in?

What was his phone number?

20 30. While you were out, when something was bothering you who did you usually talk to about it?

1 _____NO ONE
2 _____FAMILY
3 _____PAROLE OFFICER
4 _____FRIENDS
5 _____OTHER PEOPLE WHO HAVE BEEN IN INSTITUTIONS
6 _____THERAPIST
7 _____GROUP-THERAPY
0 _____OTHER-SPECIFY: _____

_____

21 31. Do you think that _____ could have been
ORIGINAL FACILITY
more helpful to you?

1 _____NO 2 _____UNSURE 3 _____YES

22 31-a. IF YES: How?

_____

_____

_____

_____

23 32. Do you think people expect you to commit crimes because you were at _____?
ORIGINAL FACILITY

1 _____NO 2 _____UNSURE 3 _____YES

24 33. What do you think are the chances that you will be incarcerated again?

1 ___No Chance 2 ___Low Chance 3 ___50-50 4 ___Good Chance 5 ___Definite Chance

34. Now I'm going to ask you some questions about your involvement with the law since you left _____.
ORIGINAL FACILITY

How many times were you arrested and what for?

25-26 _____NUMBER OF ARRESTS

34-a.

27 _____DRUNK AND DISORDERLY
28 _____POSSESSION OF DRUGS
29 _____SELLING DRUGS
30 _____ROBBERY
31 _____ARMED ROBBERY
32 _____BREAKING AND ENTERING
33 _____LARCENY
34 _____BURGLARY
35 _____ARSON
36 _____ASSAULT AND BATTERY
37 _____ATROCIOUS ASSAULT AND BATTERY
38 _____VANDALISM (MALICIOUS DAMAGE)
39 _____CAR THEFT
40 _____POSSESSION OF STOLEN GOODS
41 _____CARRYING CONCEALED WEAPON
42 _____HOMICIDE
43 _____MANSLAUGHTER
44 _____RAPE
45 _____VIOLATION OF PAROLE
46 _____OTHER- SPECIFY: _____
47 _____
48 _____
49 _____
50 _____
51 _____

35. How long have you been at _____?
CURRENT FACILITY

Have you been in any other facility such as a group home or correctional institutions since you left _____
ORIGINAL FACILITY

IF NO: GO TO QUESTION 36.

IF YES: Where have you been?

	NAME OF FACILITY	How long?	Why were you there
52-56 1.	CURRENT FACILITY	WEEKS	
57-61 2.		____WEEKS	
62-66 3.		____WEEKS	

CARD III
(1-15)

36. Which of the following have you done since you left whether or not you were arrested for them?

PROBE: How many times?

READ LIST TO RESPONDENT.

16 ____Drunk and disorderly
17 ____Possession of drugs
18 ____Selling drugs
19 ____Robbery
20 ____Armed robbery
21 ____Breaking and entering
22 ____Larceny
23 ____Burglary
24 ____Arson
25 ____Assault and Battery
26 ____Atrocious assault and battery
27 ____Vandalism (Malicious damage)
28 ____Car theft
29 ____Possession of Stolen goods
30 ____Carrying concealed weapon
31 ____Homicide
32 ____Manslaughter
33 ____Rape
34 ____Violation of parole
35 ____Other-Specify:____
36 _____
37 _____
38 _____
39 _____
40 _____
41 _____

Now I'm going to ask you some questions about family and friends.

42 37. How were you getting along with your family after you left _____?
ORIGINAL FACILITY

1 ____WORSE THAN BEFORE 2 ____SAME
3 ____BETTER THAN BEFORE 9 ____N.A.

43 38. Did your mother look down on you because yo were at _____?
ORIGINAL FACILITY

1 ____NO 2 ____UNSURE 3 ____YES 9 N A

44 39. How about your father?

1 ____NO 2 ____UNSURE 3 ____YES 9 ____N.A.

45 40. Can you share your thoughts and feelings with your mother?

1 ___Never 2 ___Sometimes 3 ___Half the Time 4 ___Usually 5 ___All the Time 9 ___N.A.

46 41. How about your father ?

1 ___Never 2 ___Sometimes 3 ___Half the Time 4 ___Usually 5 ___All the Time 9 ___N.A.

42. How many hours a day did you spend watching T. V.?

47 ____NUMBER OF HOURS

Now I'm going to ask you a little about the people you were hanging around with on the outside.

43. About how many of them	all 1	most 2	half 3	some 4	none 5
48 were in school?					
49 were working?					
50 were doing things that might get them locked up?					
51 looked down on you because you were at _____? ORIGINAL FACILITY					
52 looked up to you because you were at _____? ORIGINAL FACILITY					

53 44. After leaving _____, did you keep in touch with any of the guys you met there?
ORIGINAL FACILITY

1 ____YES 0 ____NO

Here, we're interested in your attitudes about crime. Again I would like you to tell me each time whether you strongly agree, agree, disagree or strongly disagree with each statement.

54 45. Most inmates in prison didn't do anything worse than most people on the outside; they were just unlucky to get caught

1 ___Strongly Agree 2 ___Agree 3 ___Disagree 4 ___Strongly Disagree

55 46. People who commit serious crimes deserve to go to prison.

1 ___Strongly Agree 2 ___Agree 3 ___Disagree 4 ___Strongly Disagree

56 47. The major cause of serious crime is being poor.

1 ___Strongly Agree 2 ___Agree 3 ___Disagree 4 ___Strongly Disagree

57 48. If there was tougher punishment for people who commit serious crimes there would be less crime.

1 ___Strongly Agree 2 ___Agree 3 ___Disagree 4 ___Strongly Disagree

58 49. Society is more to blame than the individual for most crimes.

1 ___Strongly Agree 2 ___Agree 3 ___Disagree 4 ___Strongly Disagree

59 50. There is no justification (excuse) for committing a crime that hurts other people.

1 ___Strongly Agree 2 ___Agree 3 ___Disagree 4 ___Strongly Disagree

60 51. Rich people actually commit as many crimes as poor people, they just don't go to jail for them.

1 ___Strongly Agree 2 ___Agree 3 ___Disagree 4 ___Strongly Disagree

61 52. People are likely to look down on someone who backs down from a fight.

1 ___Strongly Agree 2 ___Agree 3 ___Disagree 4 ___Strongly Disagree

62 53. When things aren't going well, winning a fight can make a person feel really good.

1 ____Strongly Agree 2 ___Agree 3 ___Disagree 4 ___Strongly Disagree

63 54. If you need money badly enough, it's all right to use force to get it.

1 ____Strongly Agree 2 ___Agree 3 ___Disagree 4 ___Strongly Disagree

64-69 DATE OF INTERVIEW

70

71

72

73

74

75

76

77

78

79

80

55. I'd like to be sure I have your correct name, address, so could you please give it to me again?

What is your mother/father's name?

What is their address? RECORD ON BACK PAGE.

56. Could you also give me the name and address of a good friend and of a relative, who will know where you are if we have to get in touch with you again?
RECORD FRIEND AND RELATIVE ON BACK PAGE.

END: Thanks a lot for your cooperation. I hope things will work out for you. You might hear from us again in a year's time just to see how you are managing?

RESPONDENT: NAME _____

NUMBER: _____

INSTITUTION: _____ (Paroled from)

_____ (Current)

---

(29) PAROLE/PROBATION OFFICER: NAME: _____

ADDRESS: _____

_____

PHONE: ( ) _____

RESPONDENT'S PARENT(S) NAME(S): _____

OR LEGAL GUARDIAN(S) ADDRESS: _____

_____

PHONE: ( ) _____

EXPECTED FUTURE ADDRESS:

RESPONDENT'S ADDRESS: _____

_____

PHONE: ( ) _____

SOMEONE WHO WILL KNOW RESPONDENT'S WHEREABOUTS ONE YEAR FROM NOW:

NAME: _____

ADDRESS: _____

PHONE: ( ) _____

RELATIONSHIP: _____

NAME: _____

ADDRESS: _____

PHONE: ( ) _____

RELATIONSHIP: _____

RESPONDENT'S NAME:
INSTITUTIONAL I.D.:

INSTITUTION:
PAROLED FROM:
CURRENT:

CALL #	DATE	TIME OF DAY	PHONE #	PARTY BEING CONTACTED (NAME AND POSITION IF APPLICABLE)	REMARKS	INT.

NOTE: ALL PHONE CONTACTS AND ATTEMPTS SHOULD BE NOTED IN DETAIL.

RECORD REVIEW

Name of Respondent _____

State ID Number _____

Most recent address _____

_____

_____

Parent or Guardian _____

Phone Number _____

1-2 Card Number

3-7 Institution ID Number

8 Facility at Exit

9-10 Longitudinal Unit

11-14 Project ID

15 Response Status

Card 1
I.D. (1-15)

1. Sample Location of Subject

16

1. ____ L1/L2/L3 (Complete Data Set)
2. ____ L1/L2 (Intake-Exit)
3. ____ L1 (Intake only)

17-18 2. Month of Exit from Institution

19-20 Day of Exit from Institution

21-22 Year of Exit from Institution

3. Type of Discharge:

23

1. ____ Parole
2. ____ Recall
3. ____ Max. Out
4. ____ Probation (Fields)
5. ____ Other i.e. _____

24-25 4. If Parole, District Office Number: _____

26-27 Probation District Office _____

5. Type of Post Release Supervision: (If any)

20

1. ____Parole (Parole Officer Supervision)
2. ____Special Parole Program
3. ____Parole (DYFS Supervision)
4. ____Probation
5. ____Probation (DYFS Supervision)
6. ____None

6. Parole/Probation Supervision ·t 6 months

20

____ 1) Discharged
____ 2) N/A
____ 3) Still on

6a. If Discharged:

30-31 ____ ____ Month of Discharge

32-33 ____ ____ Day of Discharge

34-35 ____ ____ Year of Discharge

7. Status at 6 Months Following Release: (longest status)

36

____ 1. Max. Out - No Supervision
____ 2. Discharged from Probation
____ 3. Discharged from Parole
____ 4. Probation
____ 5. Parole Supervision
____ 6. Supervision out-of-State
____ 7. Missing
____ 8. Dead
____ 9. Other

8. If D.Y.F.S. Supervision

37

____ 1. No Parole or Probation
____ 2. Probation Status
____ 3. Parole Status

9. Arrests/Offenses

Date of First

38-39 ____ ____ Month of First Arrest
40-41 ____ ____ Day of First Arrest
42-43 ____ ____ Year of First Arrest

44-45 ____ ____ Number of Arrests in 6 Months
46-47 ____ ____ Number of Arrests 7 through 12 Months
48-49 ____ ____ Number of Arrests after 12 Months

50-51 ____ ____ Number of Offenses in 6 Months
52-53 ____ ____ Number of Offenses 7 through 12 Months
54-55 ____ ____ Number of Offenses after 12 Months

10. Types and Ranking of Offenses:

01. Rape, attempted rape, forcible sex
02. Kidnapping, attempted kidnapping
03. Homicide, attempted homicide, manslaughter
04. Selling drugs (excluding marijuana)
05. Armed robbery, attempted armed robbery
06. Arson, attempted arson
07. Robbery, attempted robbery
08. Atrocious assault & battery, attempted AA & B
09. Possession of drugs (incl. marijuana), poss of drug paraphernalia
10. Carrying concealed weapon, poss. weapon
11. Breaking & Entering, Attempted B & E, B E and larceny
12. Car theft, possession motor vehicle w/o consent
13. Possession stolen property, fraud, embezzlement, (all over $50)
14. Vandalism, malicious damage, mal. mischief
15. Fraud, embezzlement, possession stolen property - Less than $50 (not including larceny)
16. Assault & Battery, resist arrest, drive w/o license
17. Larceny, forgery (under $50)
18. Runaway, incorrigible, fornication
19. Escape, contempt, disorderly person, violation of probation, violation of parole
20. Drunk & disorderly, possession of alcohol

10a. Order and Seriousness of Offenses

56-57 ____ ____ First offense after release _____

58-59 ____ ____ UP 61 _____ (No not incl. 1st off.)
60-61 ____ ____ UP 62 _____
62-64 ____ ____ UP 63 _____
64-65 ____ ____ UP 64 _____
66-67 ____ ____ UP 65 _____
68-69 ____ ____ UP 66 _____
70-71 ____ ____ UP 67 _____
72-73 ____ ____ UP 68 _____
74-75 ____ ____ UP 69 _____
76-77 ____ ____ UP 610 _____

Card 11
ID (1-15)
16-17 ____ ____ F7 to 12 1 _____
18-19 ____ ____ F7 to 12 2 _____
20-21 ____ ____ F7 to 12 3 _____
22-23 ____ ____ F7 to 12 4 _____
24-25 ____ ____ F7 to 12 5 _____

26-27 ____ ____ Aft. 12 1 _____
28-29 ____ ____ Aft. 12 2 _____
30-31 ____ ____ Aft. 12 3 _____
32-33 ____ ____ Aft. 12 4 _____
34-35 ____ ____ Aft. 12 5 _____

11. Detention Since Release:

			Type of Detention
		Date of first _____	_____
36-37	___ ___	Month of first detention	_____
38-39	___ ___	Day of first detention	_____
40-41	___ ___	Year of first detention	_____
			_____
42-43	___ ___	Number of detentions in 6 months	
44-45	___ ___	Number of detentions 7 thru 12 months	
46-47	___ ___	Number of detentions after 12 months	

12. Incarceration Since Release:

			Type of Incarceration
		Date of first _____	_____
48-49	___ ___	Month of first incarceration	_____
50-51	___ ___	Day of first incarceration	_____
52-53	___ ___	Year of first incarceration	_____
			_____
54-55	___ ___	Number of incarcerations in 6 months	
56-57	___ ___	Number of weeks incarcerated in 6 months	
58-59	___ ___	Number of incarcerations 7 thru 12 months	
60-61	___ ___	Number of weeks incarcerated 7 thru 12 months	
62-63	___ ___	Number of incarcerations after 12 months	
64-65	___ ___	Number of weeks incarcerated after 12 months	

66-67 13. Living Arrangement Immediately Following Release from Institution:

01	___	Mother and Father	08	___	Girl/Boyfriend
02	___	Mother & Stepfather	09	___	Spouse
03	___	Father & Stepmother	10	___	On own
04	___	Mother only	11	___	With friends
05	___	Father only	12	___	Group Home/Res. Treatment
06	___	Other relative	13	___	Corrections
07	___	Foster parents	14	___	Other (specify) _____

68-69 14. Living Arrangement at Present: (6 months post-release)

01	___	Mother and Father	08	___	Girl/Boyfriend
02	___	Mother & Stepfather	09	___	Spouse
03	___	Father & Stepmother	10	___	On own
04	___	Mother only	11	___	With friends
05	___	Father only	12	___	Group Home/Res. Treatment
06	___	Other relatives	13	___	Corrections
07	___	Foster Parents	14	___	Other (specify) _____

Appendix B. Major Variables Used in the Analysis

CODE FOR DATA SETS

LS = Longitudinal Sample

L1 = Intake Interview (LS)

L2 = Exit Interview (LS)

L3 = Follow-up Interview (LS)

LR = Longitudinal Records
(Official Records of Prior Arrests) (LS)

FR = Follow-up Records
(Official Records of Arrests, etc., after Release)
for Longitudinal Sample (LS)

LD = Longitudinal Disciplinary Records
(Official Records of Disciplinary Action in
the Institution)

CR = Cross-Section Sample

CRI = Cross-Section Interview (CR)

CRR = Cross-Section Records
(Official Records of Prior Arrests, etc.)

CRD = Cross-Section Disciplinary Records
(Official Records of Disciplinary Action in the
Institution)

Minor Disciplinary Problems (LD & CRD)

A distinction was drawn between disciplinary problems in which the inmate was sanctioned for "criminal" behavior (behavior constituting an adult crime on the outside) or for behavior that more directly involved staff and institutional rules and regulations. Infractions of the latter type are referred to a "minor disciplinary problems." Record information was used to form these measures.

Age (CRR & LR)

The inmate's age was computed for the time of intake in the LS and CRI in the CR. Official record birthdates were used rather than self-reported birthdates. The latter proved to be unreliable.

Associates Perceived as Tough (CRI)

An additive index of several items measuring perceived characteristics of the juveniles that one "hangs around with" was formed. The items included perception of how many of one's associates are "into being tough guys," "will do time again," "liked by staff" and so on. These items formed a factor in an oblique rotation factor analysis.

Chosen Most Admired (CRI)

Each inmate in the CR was asked to name who he admired most of the inmates on his unit. After carefully looking over the frequency of choices on each unit, we decided to consider someone as "most admired" if he was chosen by two or more persons. A dummy variable was computed in which the most admired received a code of 1 and the rest were coded as zero.

Chosen Toughest (CRI)

All inmates in the CR were asked to name who is the toughest on the unit. Those chosen as toughest by two or more individuals were deemed toughest and a dummy variable in which the toughest received a code of 1 and the rest zero was computed.

CONTINUED

4 OF 5

Community Orientation (Staff Interviews)

An additive index was formed of several items measuring both the frequency (times per month) and the proportion of inmates on a unit involved in community activities such as work and recreational activities outside the institution.

Major Disciplinary Problems (LR & CRR)

Disciplinary problems involving action that would be considered a crime for an adult in the community were counted for each individual. Most of these disciplinary problems involved some form of violence (fighting, assault, rape) but crimes against property were also included. Since most GGI units kept few or no records of disciplinary actions, we excluded these from the analysis of disciplinary behavior. (LR and CRR were used.)

Criminal Identity (L1 & L2)

An additive index was created from two items in which the juvenile answered that he "felt like a criminal" both before and during his stay in the institution.

Family Situation After Release (L3)

If a juvenile was living with both parents after release, he was coded a "1" on this dummy variable of living situation. This was assumed to crudely measure the type of living situation the juvenile was involved in after release from the institution. (L3)

Guided Group Interaction (Staff Interviews)

A dummy variable indicating whether or not a unit employed guided group interaction as a formal means of treatment was used throughout the analysis. This was one of the primary measures of treatment orientation, along with community orientation. Both of these measures are often referred to as "integral" aggregate-level variables or measures of organizational characteristics.

Mean Negative Attitude Toward Staff (CRI)

The mean of the individuals' negative attitude (from the factor index) for each unit was computed and every inmate in a unit was assigned the same score. This aggregate variable measures the predominance of anti-staff attitudes within a unit, or the extent to which there is a predominant anti-staff subculture. Data was collected from the CRI.

Negative Attitude Toward Staff (CRI)

This is an index constructed on the basis of an oblique rotation factor analysis of numerous variables measuring attitude toward treatment staff, custodial staff and institution. We use this index as a measure of the extent to which inmates have adopted an anti-staff and anti-institutional attitude. From the "prisonization" point of view, this represents the extent to which a juvenile has been "prisonized," i.e., taken in the anti-staff values and norms of the inmate subculture.

Number of Prior Incarcerations (CRR & LR)

Prior incarcerations refer to number of times before the current institutionalization that the juvenile was placed in a correctional facility--not a detetnion or residential center.

Number of Prior Offenses (CRR & LR)

An individual's official record of offenses was used to measure his chronicity as an offender (LR and CRR). The number of offenses (regardless of seriousness) was counted for each individual. This variable, along with the number of violent offenses, was used to measure the seriousness of offender.

Number of Prior Violent Offenses (CRR & LR)

This variable is based on factor analysis (both orthogonal and oblique rotations were used) in which all offenses (from LR and separately from CRR) were factored. Four violent offenses formed a factor--robbery, assault and battery, homicide and possession of weapons. These four variables were summed to form the measure of arrests for prior violent behavior. (Note that rape is excluded from the measure because of its near-zero correlation with the violence factor.)

Perceived Risk of Criminal Career (L1 & L2)

Three items taken from Harris (1973) were used on the basis of factor analysis results in which these three items measuring the negative aspects of the pursuit of a criminal career formed a factor at L1 and L2. In attempting to shorten L3 only one of these items was asked on the follow-up. We subsequently decided not to pursue the analysis of this single item.

Percent Older Than Seventeen Years (CRR)

Since age is a continuous variable, a cut-off point had to be chosen. We chose 17 because (a) it resulted in a good range of aggregate-level values and (b) seems to have better face-validity as a maturity demarcation than younger ages. (LR and CRR)

Percent on Unit Previously Incarcerated (CRR)

The percent of individuals on a unit who were previously incarcerated in a correctional facility was used to measure the extent to which a unit consists of inmates with previous incarceration experience. Any juvenile with one or more previous incarcerations, as taken from LR and CRR, was counted as having been previously incarcerated and the percentage for a given unit was assigned to each individual in the unit.

Percent on Unit Who Are Violent Offenders (CRR)

This represents our primary measure of the heterogeneity of serious and non-serious offenders. The percent of individuals on a unit who have committed more than one violent offense (from LR and CRR) was computed for each of the units in the sample. Each individual in a particular unit received the same score or value on this variable, forming what is typically called a "compositional" aggregate file.

Percent White (CRR)

Individuals generally fell into three racial categories: black, white and Hispanic. Since there were relatively few Hispanics, we decided to utilize the percent white (or percent non-minority) to summarize the racial composition of a unit.

Race (CRR)

A dummy variable for being white was coded from the L1 interviews for the LS and from CRI for the CR. All whites received a code of 1; everyone else received a zero. Most of those coded as zero were blacks.

Self-Esteem (L1 L2 L3)

An additive index of nine items taken from Rosenberg's self-esteem measures was used to measure self-esteem at L1, L2 and L3. The same items, of course, were used at all these points in time.

Self-Reported Subsequent Offenses (L3)

The number of self-reported subsequent offenses from L3 was compiled and used as one of the outcome variables.

Severity of Punishment (CRR LR)

In parts of the bivariate analysis, we used an ordinal measure of the severity of the punishment for the disciplinary behavior. This varied from losing tokens (at Jamesburg) to being placed in solitary confinement. Again LR and CRR were used.

Subsequent Arrests in First Six Months of Release (FR)

The number of official arrests in the first six months after release constitutes this principle measure of outcome in the community. Primarily probation files, as well as juvenile court and Division of Youth and Family Services files were used to get information on the juveniles within the first six months of release (the largest number of months for which data could be gathered for all the juveniles who were released and for whom we had record information.

Working or in School After Release (L3)

A variable measuring one's involvement in work and school after release was computed. If a youth was working part-time or if he was in school or working full-time he received a "1".

Appendix C--Measurement of Select Variables

Minor Disciplinary Problems

1. Escape
2. Attempting or planning escape
3. Possession of money or currency, unless specifically authorized
4. Possession of anything not authorized for retention or receipt by the inmate, and not issued to him through regular channels
5. Possessing any staff member's clothing and/or equipment
6. Encouraging others to riot
7. Engaging in, or encouraging, a group demonstration
8. Refusing to work or to accept a program assignment
9. Encouraging others to refuse to work or participation in work stoppage
10. Refusing to obey an order of any staff member
11. Violating a condition of any community release program
12. Conduct which disrupts or interferes with the security or orderly running of the institution
13. Participating in an unauthorized meeting or gathering
14. Interfering with the taking of count
15. Preparing or conducting a gambling pool
16. Possession of gambling paraphernalia
17. Giving or offering any official or staff member a bribe or anything of value
18. Giving money or anything of value to, or accepting money or anything of value from an inmate, a member of his family, or his friend
19. Tampering with or blocking any locking device
20. Adulteration of any food or drink
21. Rioting
22. Possession of property belonging to another person
23. Misuse of authorized medication
24. Tattooing or self-mutilation
25. Unauthorized use of mail or telephor
26. Unauthorized contacts with the public
27. Correspondence or conduct with a visitor in violation of regulations
28. Failing to stand count
29. Gambling
30. Using abusive or obscene language to a staff member
31. Lying or providing a false statement to a staff member
32. Failing to perform work as instructed by a staff member
33. Unexcused absence from work or any assignment
34. Malingering, feigning an illness
35. Being in an unauthorized area
36. Failure to follow safety or sanitation regulations
37. Using any equipment or machinery which is not specifically authorize
38. Using any equipment or machinery contrary to instructions or poste safety standards
39. Smoking where prohibited
40. Being unsanitary or untidy: Fail- to keep one's person and one's quarters in accordance with posted standards
41. Mutilating or altering clothing issued by the government
42. Possessing unauthorized clothing
43. Attempting to commit any of the abc acts, aiding another person to comm any of the above acts, and making plans to commit any of the above ac shall be considered the same as a commission of the act itself.

(LD and CRD)

Associates Perceived as Tough

Now, think of the inmates here who you personally hang around with the most often: How many of them:

59. Will do time again after they get out this time?

___ALL ___MOST ___HALF ___SOME ___NONE

60. Will go straight on the outside?

___ALL ___MOST ___HALF ___SOME ___NONE

61. Are really trying to improve themselves while they're here?

___ALL ___MOST ___HALF ___SOME ___NONE

62. Are into being tough guys?

___ALL ___MOST ___HALF ___SOME ___NONE

64. Are liked by the staff?

___ALL ___MOST ___HALF ___SOME ___NONE

(CRI)

Chosen Most Admired

66. Of all the inmates in this place who would you say are the ones who are the most admired by the other inmates. (You may put the names of more than one inmate but don't put yourself. Please put both their first and last names.)

(CRI)

Chosen Toughest

67. Of all the inmates here, who are the toughest inmates?

(CRI)

Community Orientation

Please indicate any community facilities which are utilized by residents/inmates.

	How often Utilized	How many residential inmates are involved		
		All	None	Some
Do paid chores or have paid jobs in the community	___	___	___	___
Use community parks, playgrounds, recreation centers	___	___	___	___
Attend church or Sunday School in community	___	___	___	___
Attend community or school sports events, dances, etc.	___	___	___	___
Go to movies or other entertainment in community	___	___	___	___
Shop in neighborhood stores	___	___	___	___

(Staff interviews)

Major Disciplinary Problems

Crimes

1. Killing
2. Assaulting any person with a weapon
3. Assaulting any person
4. Threatening another with bodily harm, or with any offense against his person or his property
5. Extortion, blackmail, protection: Demanding or receiving money or anything or value in return for protection against others, to avoid bodily harm, or under threat of informing
6. Wearing a disguise or mask
7. Possession or introduction of an explosive or any ammunition
8. Possession or introduction of a gun, firearm, weapon, sharpened instrument, knife or unauthorized tool
9. Possession, introduction, or use of any narcotic paraphernalia, drugs, or intoxicants not prescribed for the individual by the medical staff
10. Loaning of property or anything of value for profit or increased return
11. Counterfeiting, forging, or unauthorized reproduction of any document, article of identification, money, security, or official paper
11. Making intoxicants or alcoholic beverages
12. Being intoxicated
13. Fighting with another person
14. Setting a fire
15. Destroying, altering, or damaging government property or the property of another person
16. Stealing (theft)
17. Stealing Auto
18. Engaging in sexual acts with others
19. Making sexual proposals or threats to another
20. Indecent exposure.

(LD and CRD)

Criminal Identity

Even before I was sentenced here, I felt like a criminal.

___Strongly Agree ___Agree ___Disagree ___Strongly Disagree

Being here makes me feel like a criminal.

___Strongly Agree ___Agree ___Disagree ___Strongly Disagree

(L1 and L2)

Family Situation After Release

Who are you living with right now?

__Mother and Father
__Mother and Stepfather
__Father and Stepmother
__Mother only
__Father only
__Other Relatives
__Foster Parents
__Girl/Boyfriend
__Spouse
__On Own
__With Friends
__Group Home/Res. Treatment
__Corrections
__Other (Specify)_____

(L3)

Negative Attitude Toward Staff

24. Most of the treatment staff don't care what happens to the inmates.

__STRONGLY AGREE __AGREE __DISAGREE __STRONGLY DISAGREE

26. The treatment staff seems more concerned with keeping the inmates under control than with helping them.

__STRONGLY AGREE __AGREE __DISAGREE __STRONGLY DISAGREE

36. On the whole, this place is more interested in helping inmates than in punishing them.

__STRONGLY AGREE __AGREE __DISAGREE __STRONGLY DISAGREE

37. This place talks rehabilitation but really doesn't do much to help a person.

__STRONGLY AGREE __AGREE __DISAGREE __STRONGLY DISAGREE

40. Compared to other institutions in corrections, how would you rate this place?

__BETTER THAN MOST __THE SAME AS MOST __WORSE THAN MOST

(CRI)

Perceived Risk of Criminal Career

56. Now again imagine you have a criminal career. People say that certain bad things can go along with this, like having no money, no decent place to live, and having bad debts.

a. What would be the chances of things like these happening to you if you had a criminal career?

No	Some	50/	Good	Definite
__Chance	__Chance	__50	__Chance	__Chance

57. Along with having a criminal career, people say that other bad things can happen like getting caught, being in jail, and having a record.

a. What would be the chances of things like these happening to you if you had a criminal career?

No	Some	50/	Good	Definite
__Chance	__Chance	__50	__Chance	__Chance

58. Finally, people say that along with having a criminal career some other bad things can happen, like not being respected by yourself and others, shame and being looked down on.

a. What would be the chances of things like these happening to you if you had a criminal career?

No	Some	50/	Good	Definite
__Chance	__Chance	__50	__Chance	__Chance

(L1 and L2)

Self-Esteem

J. At times, I think I'm no good at all.

Strongly __Agree	__Agree	__Disagree	Strongly * __Disagree

I. I feel I have a number of good qualities.

M. I am able to do things as well as most people.

O. I don't feel I have much to be proud of.

F. I certainly feel useless at times.

E. I feel that I'm a person who's worth something, at least equal to others.

B. I wish I could have more respect for myself.

T. All in all, I tend to think I'm a failure.

R. I take a positive attitude toward myself.

*[For all of above items, scale was repeated.]

Severity of Punishment

Rank Order	Code of Penalties
1	100-999 Tokens
2	1000-1999 "
3	2000-2999 "
4	3000-3999 "
5	4000-4999 "
6	5000-5999 "
7	6000-9999 "
8	10,000-14,999
9	15,000 "
10	1-2 days in G.U.
11	3-4 " " "
12	5-6 " " "
13	7-8 " " "
14	9-10 " " "
15	11-12 " "
16	13-14 " "
17	15 " " "
18	Room lockup, 24 hrs., 5+ days
19	Room lockup after 5 p.m., 5+ nights
20	Room lockup, 24 hrs., 3-4 days
21	Room lockup after 5 p.m., 3-4 nights
22	Room lockup 24 hrs., 1-2 days
23	Room lockup after 5 p.m., 1-2 nights
24	Loss of furlough/privileges
25	Extra duty/work

(LD and CRD)

Working or in School After Release

SCHOOL3 3. Did you go back to school after you got out of _____(ORIGINAL FACILITY)?

__Yes __No

WORKING3 9. Are you working now?

__Not working __Part-time __Full-time

(L3)

Appendix D. Scale of Occupational Prestige Scores*

Physicians, including Osteopaths	82
Judges	76
Physicists and Astronomers	74
Airplane Pilot	70
Mathematicians	65
School Administrators, college	61
Veterinarians	60
Librarians	55
Foresters and Conservationists	54
Computer Programmers	51
Engineering and Science Technicians	47
Secretaries	46
Office Machine Operators	45
Teachers, except college and university	43
Sales Clerk, retail trade	40
Miscellaneous Clerical Workers	36
File Clerks	30
Dyers	25
Warehousemen	20
Produce Graders and Packers, except factory and farm	19

*A sampling of scores were selected to provide the reader with a range of scale values.

Appendix E. Scale of Seriousness of Offenses

Rape	7.98
Kidnapping	7.93
Homicide	7.80
Selling Narcotics	7.70
Armed Robbery	7.46
Arson	7.35
Robbery	6.84
Attrocious Assault	6.76
Possession of Narcotics	6.68
Possession of Weapons	6.57
Breaking and Entering	6.10
Car Theft	5.99
Larceny ($50.00 or more)	5.94
Fraud	5.79
Resisting Arrest	5.45
Prostitution	5.14
Assault and Battery	5.03
Larceny	4.82
Incorrigible	4.42
Truancy	3.57

Appendix F: Comparison of Attrition and Non-Attrition Groups

One of the problems of a longitudinal study design is attrition. Although one would expect this problem to be limited when dealing with subjects who are confined within correctional institutions, this did not turn out to be the case.

Because of the age composition of the population, we were required to obtain parental consent for each case. During the time of the intake interviews, we received 66 parental refusals.

The question we have to ask is how did these parental refusals affect the representativeness of the sample? Using information from the institutional records, we checked for a number of variables for significant differences between the group of parental refusals and the remainder of the first longitudinal sample. As Table F-1 indicates, the racial composition of the two groups differed somewhat: relatively more parents of white inmates refused permission for their child's interview to be used for the study, while relatively few parents of Hispanic inmates did not give their permission.

Table F-1. Racial Composition of the Group of Parental Refusals and the First Longitudinal Sample.

Race	First Long. Sample (N=744)	Refusals (N=66)
Black	47.8	41.5
White	39.2	52.3
Hispanic	12.6	6.3
Other	0.3	0
TOTAL	100.0	100.0

We performed t-tests for a number of variables that were obtained from official records to find possible differences between the group of parental refusals and the intake sample.

Table F-2 shows that there was no significant difference between the mean age at the time of arrival at the institution for the two groups. Also, the age at the time of the first arrest and seriousness of current and prior offenses were very much the same between the two groups. The parental refusal group, however, generally did have fewer recorded incidences of delinquent behavior, as well as a lower occurrence of probation and a lower mean number of refusals from white, middle-class parents. It seems, though, that the two groups are not different enough to conclude that significant bias was introduced due to parental refusal.

The original sample included 744 subjects. However, we obtained usable exit interviews for only 450 inmates. This 40% attrition introduces a bias problem into our data. In addition, our exit sample consists of 371 juveniles so there was a further 17.5% loss that occurred between the time of exit from the institution and the time of follow-up in the community 6 months later.

Tables F-3 and F-4 show that there are no significant differences between the exit sample and the drop-outs with the exception that the drop-outs had a greater number of prior incarcerations. But in 20 of 21 comparisons there are no significant differences between the exit sample and the drop-out group both for the variables obtained from official records and those obtained from the intake interview. There are no significant differences between the follow-up sample and its drop-out group.

Table F-3. Mean Scores and t-tests Results for Selected Variables from Institutional Records, Comparing Exit Sample with Drop-outs and Follow-up Sample with Drop-Outs

	L1 Sample with Exit Interview (450)	L1 Sample without Exit Interview (294)	Is difference significant?	L2 Sample with Follow-up (371)	L2 Sample without Follow-up (79)	Is difference significant?
From Official Records:						
Age at 1st Arrest	13.09	13.24	NO	13.11	12.97	NO
No. of Times on Probation	1.59	1.65	NO	1.56	1.74	NO
No. of Months on Probation	19.56	18.61	NO	19.22	21.00	NO
No. of Prior Incarcerations	0.25	0.36	YES	0.22	0.34	NO
Total Months Incarcerated	2.48	3.33	NO	2.13	4.06	NO
No. of Months on Parole	0.93	0.90	NO	0.71	1.81	NO
I.Q. Test Score	91.22	92.45	NO	91.63	89.63	NO
Total No. of All Offenses	8.54	8.41	NO	8.58	8.41	NO
Total No. of recorded Incidences	7.78	7.67	NO	7.79	7.77	NO
Arrest History Seriousness (Rossi)	18.22	18.90	NO	29.66	29.66	NO
Current Arrest Seriousness (Rossi)	9.74	9.79	NO	12.94	13.15	NO

Table F-4. Mean Scores and t-tests Results for Selected Variables from the Intake Interview, Comparing the Exit Sample with the Drop-outs, and the Follow-up Sample with the Drop-outs

VARIABLE	L1 Sample with Exit interview (450)	L1 Sample without Exit Interview (294)	Is difference significant? at .01 level	L2 Sample with Follow-up (371)	L2 Sample without Follow-up (79)	Is difference significant? at .01 level
Self Report:						
Age at 1st Arrest	12.96	13.12	NO	12.93	13.10	NO
Highest Grade Complete	8.92	8.95	NO	8.91	8.97	NO
Father's Occupation (Prestige score)	35.82	35.65	NO	36.00	34.98	NO
Mother's Occupation (Prestige Score)	36.39	36.08	NO	35.57	41.75	NO
No. of Prior Arrests	6.13	6.35	NO	6.17	5.95	NO
No. of Prior Incarcerations	0.36	0.44	NO	0.34	0.45	NO
No. of Months previously on Probation	15.83	16.13	NO	15.46	17.58	NO
No. of Times previously on Parole	0.14	0.20	NO	0.12	0.22	NO
Arrest History Seriousness (Rossi)	24.47	23.94	NO	24.34	25.06	NO
Current Arrest Seriousness (Rossi)	7.38	6.76	NO	7.42	7.20	NO

Appendix G -- Basic Model of Contextual Analysis

In the multilevel analysis sections of Chapter III, IV, and V, we have approached the study of the dependent variables by specifying a multiple-regression model that contains individual, group, and interaction variables. The basic form of the model is:

$$Y_{ic} = b_0+b_1X_{ic}+b_2C_c+b_3X_{ic}C_c+e_{ic}$$

Continuous individual-level scores on dependent variables such as negative attitude toward staff, self-esteem, number of subsequent offenses in the community, are represented by Yic for the ith individual in the cth correctional unit. Individual-level predictor variables (such as number of prior violent offenses, number of prior incarcerations, age, etc.) are represented by Xic. The variable C stands for the unit-level varibles or contextual variables such as percent of inmates on a unit who had prior incarcerations, percent over the age of 17, etc. Thus, Cc represents the effect that exposure to the group has on the individual's Y (some outcome variable). Interaction effects associated with these variables were tested for -- the product of the individual and group variables. The assessment of the existence of interation effects was only tested for variables at the individual level for which there was a composite variable at the aggregate level. For example, an interaction term for age and percent older than 17 was entered in the equation in order to determine if there was an interaction effect of these variables on various outcome variables. Interaction terms between some individual characteristics X and an aggregate characteristic C based on an aggregation of some other

individual-level variable was not routinely entered in the equations because there were too many possibilities in the early regression equations which had ten to fifteen individual-level variables as well as several aggregate-level variables.

Appendix H -- Two Stage Least Squares Discussion

One of the problems with using repeated measures (panel design) is making the assumption that the residual (or disturbance) in the equation involving the intake measure is uncorrelated with the disturbance term of the same measure at exit. This is the problem of serial dependence or auto correlation (Markus, 1979: 50). Basically what the problem involves is violating one of the assumptions of OLS (Ordinary Least Squares) path analysis--that the error or disturbance terms in two causally related variables be uncorrelated. There are two good reasons for believing that the same measures collected over relatively short time intervals have correlated error terms. One is that the disturbance term is in part a composite of any unmeasured variables that influence the dependent variable but which are not included in the analysis for one reason or another. It is quite probable that the same omitted variables are absent at each point in time (here intake and exit). A second reason for correlated error terms is the fact that errors in measurement of the dependent variables at one point in time are likely to be repeated at a second point in time. For both of these reasons we think it reasonable to assume that our dependent variables have correlated error terms and that this problem must be addressed.

One of the consequences of autocorrelated disturbances is that the variances of the error terms for the variables with autocorrelated disturbances will be <u>underestimated</u>. Consequently, statistics such as R^2 and F ratios will be <u>inflated</u> (Markus, 1979: 50). A consequence of

inflated R^2 or F ratios may be erroneously concluding that a variable is significantly related to a dependent variable when, in fact, it is not (Hibbs, 1973). In order to avoid this problem, researchers have commonly used a process called two-stage least squares (2SLS). The details of this technique may be found in statistical textbooks, but in a nutshell what is done is that a surrogate variable for the "time one" measure of the dependent variable is used in the regression of the "time two" variable. This surrogate or instrumental variable has the characteristics of being uncorrelated with the error term of the time two measure, yet still a good measure of the "time one" version of the variable. In practice, this involves regressing the "time one" variable on independent variables and using the resulting estimated "time one" variable as a predictor of the "time two" variable in a second regression--hence the method is referred to as two-stage least squares (2SLS).

In the present research we performed 2SLS on each of the three dependent variables discussed in this chapter--self-esteem, criminal identity and perceived risk of a criminal career. Individual-level prior characteristics were used as predictors in the first stage for each of the three dependent variables. In the second stage, the estimate of the intake measure (as opposed to the intake measure itself) is used as a predictor of the exit measure, along with all the unit-level predictors but without the individual-level measures used in the first stage. As a result of this analysis on each of the three dependent variables, we found that the only major difference between our initial OLS analysis and the 2SLS analysis was that the regression estimates between the "time one"

surrogate and the exit measure was substantially lower in the 2SLS analysis than in the OLS analysis. Unit-level effects on the exit measure did not differ substantially from the OLS estimates. In the analysis to follow, we only present the OLS estimates for the path coefficients. 2SLS coefficients are mentioned for the "time one" (intake) parameters.

Appendix I. Methodological Considerations: Chapter III

Order of Entry of Variables As mentioned in the text, caution must be exercised in interpreting the results of the path diagram in Figure 3-B of Chapter III. There are several reasons for concern over the analysis represented in the diagram. The usual assumptions made in recursive path analysis are made -- error terms have a mean of zero, are homoscedastic, and are uncorrelated. Relationships among variables are assumed to be linear, additive and causal. One-way causal flow is also assumed.

One of the serious problems we encountered in the analysis was multicollinearity among predictor variables. Especially difficult is the correlations among the unit-level varibles and to a lesser extent correlations between an individual-level variable and its aggregate-level version, e.g., prior incarcerations and percent on a unit with prior incarcerations. Nothing could be done to alter this reality. Previously incarcerated juveniles tend to be placed with other previously incarcerated juveniles. GGI units tend not to have previously incarcerated juveniles and tend to be community-oriented units (r - .626). Our analysis to follow attempts to address these problems.

Of critical importance in the evaluation of the present model is the extent to which the relative strengths of the predicting variables is an arbitrary result of the order of entry of variables in the equations. Secondly, we will discuss the problem of the stability of the B coefficients as collinear variables enter the regression equations. Table I-1 shows the squared semipartial correlations (also called part-correlations) for several of the key independent variables in the

model. The squared semipartial correlation represents the absolute increment in explained variance attributable to the variable in question when entered in a particular order in a regression equation. (The larger the magnitude of the coefficient, the more variance of the dependent variable is uniquely explained by that variable given the other variables preceding it in the equation. The squared semipartial correlation represents a more direct measure of the strength of a predicting variable than does the Beta coefficient.)

Although not all possible orders of entry of varibles are presented in Table I-1, four orders of entry that are theoretically relevant are shown. In all four orders of entry the total R^2, of course, remains the same (.428). In all four orders of entry, the individual prior characteristic variables (not shown) were entered prior to the aggregate-level variables. These prior characteristics include age, race, prior incarcerations and prior violent offenses. Together they explain .088 of the variance in the dependent variable -- negative attitude toward staff. In the first order of entry shown in Table I-1, the compositional variables of percent violent and percent with prior incarcerations are entered hierarchically prior to the remaining compositional unit-level variables. Community orientation and GGI (integral variables) are entered last in the first row. The results show that percent with prior incarcerations and percent older than 17 yeaers of age explain .101 and .009 of the variance respectively, while the integral-level measures explain .087 and .028 of the variance in negative attitude toward staff. In the second order of entry, community orientation and GGI

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Table I-1. Squared Semipartial Correlations, Individual-Level and Aggregate-Level Independent Variables, Negative Attitude Toward Staff Dependent Variable (CR) Four Orders of Entry

	Individual-Level Prior Characteristics	% Violent	% With Prior Incarcerations	% Older Than 17 Yrs.	% White	Community Orientation	GGI	Total R^2
sp^2	I-Level (sp^2) .088	.004	.101	.009	.020	.087	.028	.428

	Individual-Level Prior Characteristics	Community Orientation	GGI	% With Prior Incarcerations	% Violent	% White	% Older Than 17 Yrs.	Total R^2
sp^2	I-Level (sp^2) .088	.263	.052	.009	.007	.009	.000	.428

	Individual-Level Prior Characteristics	% With Prior Incarcerations	% Older Than 17 Yrs.	% White	% Violent	Community Orientation	GGI	Total R^2
sp^2	I-Level (sp^2) .088	.101	.101	.023	.000	.087	.028	.428

	Individual-Level Prior Characteristics	% With Prior Incarcerations	% Older Than 17 Yrs.	% White	% Violent	GGI	Community Orientation	Total R^2
sp^2	I-Level (sp^2) .088	.101	.101	.023	.000	.072	.043	.428

(guided group interaction) variables explain .263 and .052 of the variance when entered prior to the compositional variables. Percent with prior incarcerations and percent older than 17 years drop to .009 and .000 in their squared semi-partials.

In the third order of entry, the integral unit-level variables (community orientation and GGI) drop back to their position as in the first order of entry. Percent with prior incarcerations and percent older than 17 years are entered prior to all other unit-level varibles and each explains .101 of the variance. In the fourth order of entry, as in the third, the integral unit-level variables are entered last -- only GGI is entered before community orientation. The result is that GGI increases its contribution to explained variance to .072 and community orientation drops to .043.

Looking at the comparative contributions to explained variance, one sees that the community orientation and GGI variables explain most of the variance in negative attitude toward staff. Their respective squared semi-partials are .087, .263, .043, and .028, .052, .072 for the three orders of entry presented in which their SP2 can vary. Percent with prior incarcerations is the nearest rival in explaining variance with values of .101 and .009 in the two orders of entry presented in which its values can vary. Percent older than 17 years is next with .099, .000, .101. Percent violent has the poorest explanatory power of the six variables being compared with values of .004, .007, and .000.

In summary, the examination of the squared semi-partials for the different orders of entry provides support for the argument that the

integral unit-level variables of community orientation and GGI are the best predictors of a low negative attitude toward staff. Percent with prior incarcerations, the strongest of the compositional unit-level variables, contributes virtually nothing to explained variance when the integral unit-level varibles are entered first. When percent with prior incarcerations is entered first among unit-level measures, it explains less than half of what community orientation explains when it is entered first among unit-level measures. Thus, further support is provided for the heterogeneity model in that measures of program types are better predictors than compositional unit-level measures in contributing to the explanation of negative attitude toward staff.

Variability of Betas. A second major consideration in interpreting the 3-B is also directly linked to the problem of collinearity or redundancy among independent variables. The size of the B's (Beta coefficients) are in part a function of the number of other independent variables with which a given variable is correlated and with the degree of corrlation. Table I-2 shows the consequences of the collinearity on the B's for all the variables for which there is a substantial change

Table I-2. Change in B's as Collinear Variables are Entered the Regression Equation, Compositional Variables Entered Step-Wise in Block after Individual-Level Characteristics, Community Orientation of Unit and GGI Variables Entered Last

Variable Subject to B Change of Greater Than .03	B for Variable Before Collinear Variable Entered Equation	Collinear Variable Causing B Change	Correlation of Original Variable and Collinear Variable	Resulting B of Original Variable	Change in B	Final B
Number of Prior Incarcerations	.233	% with Greater Than Zero Prior Incarcerations in Unit	.398	.099	-.165	.092
White	-.133	% White	.310	-.086	-.047	-.089
% with Prior Incarcerations in Unit	.350	% Older than 17 Years	.431	.492	+.142	.133
% with Prior Incarcerations in Unit	.492	% White	-.423	.415	-.077	.133
% with Prior Incarcerations in Unit	.411	Community Orientation of Unit	-.435	.195	-.216	.133
% with Prior Incarcerations in Unit	.195	GGI	-.382	.132	-.063	.133

Table I-2 continued

Variable Subject to B Change of Greater Than .03	B for Variable Before Collinear Variable Entered Equation	Collinear Variable Causing B Change	Correlation of Original Variable and Collinear Variable	Resulting B of Original Variable	Change in B	Final B
% Older Than 17 Years	-.343	Community Orientation of Unit	.202	-.149	-.194	-.008
% Older Than 17 Years	-.149	GGI	.290	-.008	-.141	-.008
% White	-.151	GGI	.403	-.115	-.036	-.115
Community Orientation	-.378	GGI	.626	-.289	-.089	-.289
% Violent	-.015	GGI	-.302	-.114	.099	-.114

in the size of the B when another variable is entered in the equation. The order of entry for the variables is one designed to test conservatively the hypotheses that the compositonal unit-level variables have little or no effect on the dependent varible -- negative attitude toward staff. (Of course, the order of entry does not affect the size of the final B's.) Thus the integral unit-level varibles are entered last in the equation and each of the compositonal variables are entered step-wise after the individual-level background characteristics are entered.

Looking at Table I-2, one can see that the B for percent with prior incarcerations is the most unstable of all the variables entered in the equation. When the variable percent older than 17 enters, the partial B of percent incarcerations increases. When percent white, community-orientation and GGI enter the B drops to -.007, -.216, and -.063, respectively.

Looking at the size of the multicollinearity of these variables, one can understand why the B fluctuates to this extent. Thus, the relatively small size of the final B of percent with prior incarcerations (.133) can, in part, be attributed to the fact that it correlates highly with several other independent variables which has the overall effect of lowering its B value.

Because of the theoretical importance of the percent previously incarcerated variable, an attempt was made to evaluate its strength when the debilitating effects of the other compositional unit-level variables are removed. The argument here is that percent white, percent older than 17, as well as percent violent, because they are empirically redundant

with percent with prior incarcerations, are lowering the magnitude of the variable's B. A separate regression analysis was performed in which, after the initial individual-level prior characteristic variables were entered, only two unit-level variables were entered -- percent with prior incarcerations and community-orientation.

The results of this analysis with only two unit-level variables appear in Table I-3. With the redundancy of the other compositional variables removed (because they are not in the equation), we see that the B value is .350. When community orientation enters the equation, the B for percent with prior incarcerations drops to .150. This is approximately equal to the B in the model in Figure 3-B. Thus the collinearity of the variable percent with prior incarcerations with other compositional variables is not causing the drop in the B when the community orientation variable is entered. Replacing community orientation with the GGI dummy variable results in a similar effect on the B of percent with prior incarcerations, which drop to .186. Conversely, when community orientation is entered as the sole unit-level variable, its value is -.523. With percent with prior incarcerations added to the equation, the B drops only to -.468. Substituting GGI for community orientation results in a similar small reduction from -.503 to -.445.

It might be argued that it is the collinearity with the individual characteristics that is causing the instability of the B's of percent of inmates with prior incarcerations. By removing from the regression equation those individual varibles with even a low level of collinearity

Table 1-3. Effect of Omitting Redundant Independent Variables from Regression Equation of Negative Attitude Toward Staff

Variable Subject to B Change	B Value Before	Entering Collinear Variable	Resulting B Value	Change in B	B for Collinear Variable
% with Prior Incarceration	.350 (.403)*	Community Orientation	.150 (.197)	-.200 (-.206)	-.468 (Community Orientation)
Community Orientation	-.523	% with Prior Incarcerations	-.468	-.055	.150
GGI	-.503	% with Prior Incarcerations	-.445	-.058	.186
% with Prior Incarceration	.350 (.385)	GGI	.186 (.218)	-.164 (-.199)	-.445

*Numbers in parentheses are B when no individual-level control variables are included in the equation.

(.20 to .35), one can test for collinearity of effects between percent with prior incarcerations and each of the integral unit-level measures. Table I-3 shows that either GGI or community orientation causes a significant reduction in the B for percent with prior incarcerations. By and large, it is the collinearity of the community orientation or the GGI variables that results in the drop for the B for percent with prior incarcerations.

In summary, the collinearity of percent with prior incarcerations and community orientation or GGI results in a lowering of the B for the former variable when either of the latter are entered in the regression equation. Both community orientaion and GGI remain relatively stable when percent with prior incarcerations is entered. This indicates that the organizational characteristics of the unit are more important predictors of inmates attitudes toward the staff. To a lesser extent, however, inmates who have been previously incarcerated contribute to creating hostile attitudes toward staff.

Unequal n's Across Units

The estimates presented in Figure 3-B could be biased because of unequal numbers of individuals within correctional units. In order to address the consequences of unequal n's for the aggregate measures, we excluded the two smallest units and took a random sample of about twenty individuals from the largest units. Thus the n per unit varied only from about 16 to 20 individuals per unit. The B's for the approximately equal n's are presented in Table I-4. Three separate samples of approximately equal n's were drawn, each with randomly chosen individuals (not

necessarily the same individuals in each of the samples). The results show that there appears to be no serious bias introduced by the unequal n's in the analysis. The statistical significance of some of the estimates drops to below the .05 level, a reflection of the increased standard error of the coefficients, which would be expected given the smaller overall N of cases.

Table I-4. Effect of Unequal n's in Units in Regression Coefficients for Model in Figure 3-A. (CR)

	B's for Model in Figure 3-A, Unequal n's Across Units (N=410)	B's for Model in Figure 3-A Approximately Equal n's Across Units (N=313, n's=20)	B's for Model in Figure 3-A--Second Sample of Approximately n's Across Units (N=322, n's=20)	B's for Model in Figure 3-A--Third Sample of Approximately Equal n's Across Units (N=316, n's=20)
Number of prior Incarcerations	.092	.116	.093	.105
White	-.089	-.069	-.113	-.120
Number of Violent Offenses	.001 (n.s.)	.016 (n.s.)	.024 (n.s.)	-.008 (n.s.)
Percent on Unit With Prior Incarcerations	.133	.158	.161	.171
Percent Older than 17 Years	-.008 (n.s.)	-.122 (n.s.)	-.145 (n.s.)	-.106 (n.s.)
Percent White on Unit	-.115	-.118	-.097	-.082 (n.s.)
Percent Violent on Unit	-.114	-.062 (n.s.)	-.064 (n.s.)	-.049 (n.s.)
Community Orientation	-.289	-.384	-.398	-.338
GGI	-.270	-.097 (n.s.)	-.068 (n.s.)	-.123 (n.s.)

Appendix J -- Order of Entry of Variables in Analysis of Chapter IV

Tables J-1, J-2 and J-3 show the squared semipartial correlations between five central unit-level measures and each of the three dependent variables analyzed in this section. Four different orders of entry are presented, corresponding to theoretically important alternative ways of partitioning variance in the dependent variables in question. The squared semipartial represents the absolute increment to the total R^2 that a variable accounts for when entered in a particular order with all the other variables controlled for. In all three tables, relevant individual-level variables are entered first, and their combined share of explained variance appears in each table. In Table J-1, the individual-level variables explain .208 of the variance of self-esteem.

Table J-1 is indicative of all three tables in that the measure of inmate subculture--the mean negative attitude toward staff--is predictive of self-esteem, as it is of the other two dependent variables presented in Tables J-2 and J-3. The unit-level subculture measure explains .133, .131, .044 and .119 of the variance of positive self-esteem, depending on its order of entry. GGI is the next strongest variable; it explains .106 and .013 of the variance of self-esteem in the two orders of entry in which its share of self-esteem variance may vary. Percent violent on a unit explains less than .003 of the variance for any order of entry. Percent white on a unit explains .018 when entered first, but explains less than one percent when entered in the other positions listed. In

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Table J-1. Squared Semipartial Correlations Between Several Unit-Level Independent Variables and Change in Self-Esteem Between Intake and Exit (L1-L2) Four orders of Entry

Individual Level Prior Characteristics	Mean Negative Attitude Toward Staff	% White	% Violent	Community Orientation	GGI
SP^2 I-Level (SP^2) .208	.133	.004	.000	.017	.013

Individual Level Prior Characteristics	% Violent	Mean Negative Attitude Toward Staff	% White	Community Orientation	GGI
SP^2 I-Level (SP^2) .208	.002	.131	.003	.017	.013

Individual Level Prior Characteristics	GGI	Community Orientation	Mean Negative Attitude Toward Staff	% White	% Violent
SP^2 I-Level (SP^2) .208	.106	.008	.044	.007	.001

Individual Level Prior Characteristics	% White	% Violent	Mean Negative Attitude Toward Staff	Community Orientation	GGI
SP^2 I-Level (SP^2) .208	.018	.000	.119	.017	.013

summary, mean negative attitude toward staff and GGI are the strongest predictors of change in self-esteem between intake and exit from the institution.

In evaluating the predictors of the dependent variable of criminal identity, we similarly controlled for all individual-level variables which together explain .106 of the variance. Once again, the measure of anti-staff attitudes is a strong predictor, explaining .044, .010, and .073 of the variance of criminal identity. GGI is also a good predictor, explaining .017, .026 and .058 in the three orders in which its values may vary, whereas community orientation is a less powerful predictor with .010, .001 and .017. Percent violent again explains less than one percent of the variance regardless of the order of entry. Percent with prior incarcerations explains .032, .028, .015 and .000 of the variance of criminal identity, suggesting that it also is a relatively strong factor in explaining criminal identity.

Mean negative attitude toward staff is stronger than any other predictor of perceived risk of a criminal career (Table J-3), explaining .026, 026, .012 and .066 of the variance in its different orders of entry. GGI and community orientation are less strong, with GGI explaining .010 and .022 and community orientation .001 and .012 in its entries. Percent with prior incarcerations is also a strong predictor, explaining .030, .030, .018 and .001 of the variance of perceived risk of a criminal career. Percent violent on a unit once again explains less than .01 of the variance, regardless of order of entry.

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Table J-2. Squared Semipartial Correlations Between Several Unit-Level Independent Variables and Change in Criminal Identity Between Intake and Exit (L1-L2) Four Orders of Entry

Individual Level Prior Characteristics	Mean Negative Attitude Toward Staff	% Prior Incarcerations	% Violent	GGI	Community Orientation
SP^2 I-Level (SP^2) .106	.044	.032	.000	.017	.010

Individual Level Prior Characteristics	% Violent	Mean Negative Attitude Toward Staff	% Prior Incarcerations	Community Orientation	GGI
SP^2 I-Level (SP^2) .106	.003	.046	.028	.001	.026

Individual Level Prior Characteristics	GGI	Community Orientation	% Prior Incarcerations	Mean Negative Attitude Toward Staff	% Violent
SP^2 I-Level (SP^2) .106	.058	.017	.015	.010	.002

Individual Level Prior Characteristics	% Violent	% Prior Incarcerations	Mean Negative Attitude Toward Staff	GGI	Community Orientation
SP^2 I-Level (SP^2) .106	.003	.000	.073	.017	.010

Table J-3. Squared Semipartial Correlations Between Several Unit-Level Independent Variables and Change in Perceived Risk of Criminal Career Between Intake and Exit (L1-L2) Four Orders of Entry

Individual Level Prior Characteristics	Mean Negative Attitude Toward Staff	% Prior Incarcer-ations	% Older Than 17 Years	% Violent	GGI	Community Orientation
SP^2 I-Level (SP^2) .159	.026	.030	.012	.001	.010	.001

Individual Level Prior Characteristics	% Violent	Mean Negative Attitude Toward Staff	% Prior Incarcer-ations	% Older Than 17 Years	GGI	Community Orientation
SP^2 I-Level (SP^2) .159	.000	.026	.030	.012	.010	.001

Individual Level Prior Characteristics	GGI	Community Orientation	Mean Negative Attitude Toward Staff	% Prior Incarcer-ations	% Older Than 17 Years	% Violent
SP^2 I-Level (SP^2) .159	.022	.012	.012	.018	.012	.003

Individual Level Prior Characteristics	% Prior Incarcer-ations	% Violent	% Older Than 17 Years	Mean Negative Attitude Toward Staff	GGI	Community Orientation
SP^2 I-Level (SP^2) .159	.001	.001	.001	.066	.010	.001

To summarize the results of the analysis of the squared semipartial correlations: inmate subculture is overall the strongest predictor of changes in self-esteem, criminal identity and value of a criminal career when other unit and individual-level variables are controlled. GGI is also important as is, but to a lesser extent, community orientation. Despite the strength of the inmate subculture variable, however, the results do not consistently support homogeneity theory, because of the negative relationship with the self-esteem measure at exit (contrary to the hypothesis of prisonization theory). The direction of the predictions does hold, however, for the other two dependent variables (identity as a criminal and perceived risk of a criminal career), providing support for prisonization theory. Heterogeneity theory, on the other hand, is systematically supported by the overall strength and direction of the GGI and community orientation variables. It is also the case, as we argued earlier, that GGI and community orientation are causally prior to the inmate subculture measure. Thus, GGI and community orientation are affecting each of the dependent variables indirectly through their negative effect on inmate subculture.

Appendix K -- Order of Entry of Variables in Chapter V

The relative strength of the predictor variables may be more directly evaluated by comparing their squared semi-partial correlations. Table K-1 shows the results for five different orders of entry of unit-level variables after relevant individual-level variables were controlled for. (For clarity of presentation, only the three most central dependent variables are chosen.) Several results merit scrutiny.

When the percent violent on the unit is entered prior to other unit-level measures, it explains less than .01 of the variance of the three dependent variables in Table 5-4 (number of subsequent arrests, self-esteem at the follow-up interview, and number of self-reported offenses). The prevalence of negative attitude toward staff does not explain more of the dependent variable than does the community-orientation variable, even though community orientation is entered fourth in the equation, after the unit-level measure of negative attitude toward staff. Percent with prior incarcerations, when entered first, explains less than .01 of the variance in any of the three dependent variables. Regardless of the order of entry, the composition and negative attitude variables explain very little variance of the dependent variables, and in no case do they explain more than two percent of the variance in any of the dependent variables.

Looking at the squared semipartial correlations of the integral characteristics of the units, we see that relatively speaking, they explain considerably more variance in the three dependent variables

presented. When entered prior to the other unit-level variables, community orientation explains about four percent of the variance of number of subsequent arrests and five percent of self-reported offenses, while GGI, when entered first, explains three and four percent respectively. Because of their high intercorrelation, neither variable explains more than one percent of any of the dependent varibles when entered in the second position, after the other integral unit-level measure. Comparing GGI and community orientation when entered after the compositional variables reveals that the two integral measures are similar in strength.

In summary, an examinatioin of the squared semipartial correlation adds further support to our interpetation of the comparative strength of the integral characteristics of the units (GGI and community orientation).

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Table K-1. Squared Semipartial Correlations, Five Different Orders of Entry - Three Follow-up Outcome Measures

First Order of Entry / Three Outcome Variables	Mean Negative Attitude Toward Staff	Percent with Prior Incarcerations	Percent Violent on Unit	Community Orientation	GGI
1. No. of Subsequent Arrests	.016	.001	.000	.033	.001
2. Self-Esteem at Follow-up	.001	.003	.000	.001	.012
3. No. of Self-Reported Offenses at Follow-up	.024	.000	.004	.024	.004
Second Order of Entry / Three Outcome Variables	**Percent with Prior Incarcerations**	**Mean Negative Attitude Toward Staff**	**Percent Violent on Unit**	**GGI**	**Community Orientation**
1. No. of Subsequent Arrests	.002	.016	.000	.015	.019
2. Self-Esteem at Follow-up	.004	.000	.000	.001	.012
3. No. of Self-Reported Offenses at Follow-up	.009	.015	.004	.019	.009
Third Order of Entry / Three Outcome Variables	**Percent Violent on Unit**	**Percent with Prior Incarcerations**	**Mean Negative Attitude Toward Staff**	**GGI**	**Community Orientation**
1. No. of Subsequent Arrests	.000	.002	.016	.015	.019
2. Self-Esteem at Follow-up	.000	.004	.000	.012	.001
3. No. of Self-Reported Offenses at Follow-up	.004	.012	.013	.019	.009

Table K-1 continued

Fourth Order of Entry / Three Outcome Variables	GGI	Community Orientation	Percent Violent on Unit	Percent with Prior Incarcerations	Mean Negative Attitude Toward Staff
1. Number of Subsequent Arrests	.030	.009	.000	.012	.000
2. Self-Esteem at Follow-up	.010	.001	.000	.001	.005
3. No. of Self-Reported Offenses	.043	.009	.002	.002	.001

Order 5 Independent Variables / Three Dependent Ourcome Variables	Community Orientation	GGI	Percent Violent on Unit	Percent with Prior Incarcerations	Mean Negative Attitude Toward Staff
1. No. of Subsequent Arrests	.038	.001	.001	.012	.000
2. Self-Esteem at Follow-up	.003	.008	.000	.001	.005
3. No. of Self-Reported Offenses at Follow-up	.050	.003	.002	.002	.001

Appendix L -- Simulated Results on Questions of the Robustness of GGI Effects

In this appendix we attempted to determine the extent to which some of the results from Chapter V could be explained by measurement error differentially associated with the subsequent arrests and subsequent self-reported arrests between GGI and non-GGI subgroups. That is, perhaps GGI releasees are less likely to be rearrested or to have their arrests reported back to parole or probation officers than non-GGI releasees (other sources of measurement error are possible, e.g., coding, keypunching errors, etc.). If there are systematic errors in the measurement of the main dependent variable -- number of official arrests -- then our results would be a product of this artifact. To ascertain the extent to which there would have to be systematic measurement error in the dependent variable, creating the illusion of an intervention effect, we randomly selected 5, 10, 15 and 20 percent, respectively, of the GGI releasees in the sample who had no recoded subsequent arrests and we temporarily recoded their score on this variable from "0" to a "1". As a further check, we followed the same procedure for a number of self-reported arrests. The results are reported in Table L-1. One can see that by randomly recoding 5% of the GGI releasees with no official arrests, the probability level (F-test) of there being a difference between the mean number of subsequent arrests in GGI vs. non-GGI groups is .10. At first glance this seems discouraging, yet one must also consider (a) even by recoding 20% of the target cases, the absolute level

difference between GGI and non-GGI is .09 (.90 - .81) (probability level jumps to .43), (b) as argued below, GGI releasees may be more likely to have their arrests result in official arrests that are referred back to parole or probation than are non-GGI releasees -- thus biasing our results against finding GGI intervention effects in subsequent arrests.

The three right-handed columns show that the GGI releasee's self-report about 15% more arrests than are officially reported with probation/ parole. Non-GGI releasees, however, self-report 43% more arrests than contained in official parole records. It is doubtful that non-GGI releasees are overreporting arrests since, if they were, we would expect that they would also overreport subsequent offenses (regardless of whether or not they were arrested), but, in fact, non-GGI releasees self-report fewer subsequent offenses (average = 13.1) than GGI releasees (average = 16.0) in the six months after release.

Further examination of the three right-hand columns of Table L-1, reveals that between 15-20% of the self-reported arrests would have to be in error to eliminate the between group statistically significant (.05 level) difference, and, even at 20%, the probability level is only .07.

In conclusion, we think it reasonable to assume the results of the analysis on the number of subsequent official arrests are robust enough to warrant the claim that there is an intervention effect that is real and not an artifact of systematic measurement error across GGI vs. non-GGI subgroups.

Table L-1 Mean No. Arrests and Self-Reported Crimes — Simulated Results

% of GGI Releasees Simulated to have Arrest/Crime	No. Official Arrests			No. Self-Reported Arrests		
	$\bar{X}$ GGI	$\bar{X}$ non-GGI	Prob.	$\bar{X}$ GGI	$\bar{X}$ non-GGI	Prob.
0% Recoded	.66	.90	.04	.77	1.29	.01
5% Recoded	.71	.90	.10	.82	1.29	.02
10% Recoded	.73	.90	.14	.84	1.29	.03
15% Recoded	.77	.90	.25	.87	1.29	.04
20% Recoded	.81	.90	.43	.91	1.29	.07

END