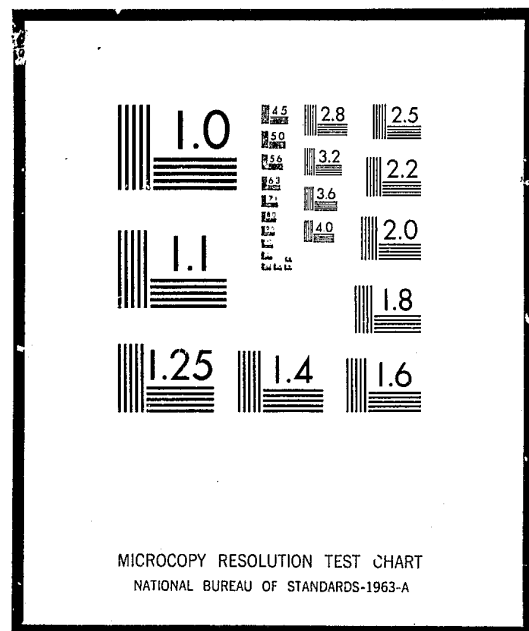


# NCJRS

This microfiche was produced from documents received for inclusion in the NCJRS data base. Since NCJRS cannot exercise control over the physical condition of the documents submitted, the individual frame quality will vary. The resolution chart on this frame may be used to evaluate the document quality.



Microfilming procedures used to create this fiche comply with the standards set forth in 41CFR 101-11.504

Points of view or opinions stated in this document are those of the author(s) and do not represent the official position or policies of the U.S. Department of Justice.

**U.S. DEPARTMENT OF JUSTICE  
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION  
NATIONAL CRIMINAL JUSTICE REFERENCE SERVICE  
WASHINGTON, D.C. 20531**

Date filmed 9/11/75

## PARA-PROFESSIONALS IN PROBATION AND PAROLE: T

**A Manual for their Selection, Training, Induction  
and Supervision in Day-to-Day Tasks**

by

Raymond D. Clements, Ph.D.

(Edited by Hans W. Mattick)

July 1, 1972

(Based on the experience of the Probation Officer-Case Aides Project and the Probation Officer-Case Aides Continuation Project, both conducted by the United States Probation Office, Northern District of Illinois and the Center for Studies in Criminal Justice, The Law School, University of Chicago; 1967-1972. The Projects were funded by the National Institute of Mental Health, the Federal Judicial Center and the Ford Foundation.)

## TABLE OF CONTENTS

Forword by Hans W. Mattick, Editor	1
Preface by Raymond D. Clements, Ph.D.	2
I. Why the Professional Probation-Parole Officer Needs the Help of the Para-Professional	3
II. Introducing a Para-Professional Program Into A Local Probation or Parole Office	4
A. Preparing the Professional Staff for Change	7
B. Position Description of the Probation or Parole Officer-Assistant	8
1. Introduction	8
a. Position Responsibilities	9
b. Specifications	9
2. Application Forms	10
C. Recruitment of Para-Professionals	11
1. Introduction	11
2. Sources for Recruitment	11
a. Professional Probation-Parole Officer Recommendations	12
b. Local Social Service Agency Referral	12
c. Word-of-Mouth	12
d. Neighborhood/Community Support	12
e. Local Media Coverage	12
f. Brochure/Leaflet Distribution	13
D. Selection Criteria and Process	13
1. Introduction	13
2. Selection Stages and Basic Criteria	14
a. Screening the Writte Application	14
i. Age	14
ii. Residence	14
iii. Current Socio-Economic Status	15

iv. Ethnic	15
v. Ex-Offender Status	15
vi. General References	16
vii. Police Check	16
b. Screening Interviews	16
i. Rating Scale	17
ii. Selection Criteria	18
c. Final Pre-Hiring Screening	23
i. Attendance	24
ii. Participation	24
iii. Role-Playing	24
iv. Report Writing or Dictating	24
v. Rapport with Others	24
vi. Examinations	25
 III. Orientation and Training of the Para-Professional	 25
A. The Criminal Justice System as Perceived by the Client	27
1. The Police and Arrests	28
2. The Prosecution	30
3. The Trial	30
4. Sentencing	30
5. Some Effects of the Penal System on the Client	31
B. Orientation to Probation and Parole	31
1. Probation	31
2. Parole	32
3. Probation-Parole Office	32
C. Para-Professional Responsibilities and Functions	33
1. Introduction	33

2. Responsibilities	33
a. Surveillance	34
b. Investigative	37
c. Concrete Needs-Counseling	39
i. Employment	39
ii. Education and Training	40
i. Housing	41
iv. Clothing	42
v. Financial	42
vi. Medical and Dental	43
vii. Legal	43
viii. Automobiles	44
d. Emotional Needs-Counseling	44
D. Informing the Para-Professional about the Client	46
1. Social Adjustment	48
2. Familial and Marital Readjustment	50
a. Familial Readjustment	51
i. Child Discipline Problems	51
ii. Family Shame and Apprehension	52
iii. Debts and Income	53
b. Marital Readjustment	54
3. Feelings of Rejection and Suspicion	56
 IV. Induction, Assignment and Development of the Para-Professional	 57
A. Induction	57
B. Assignment	58
C. Supervision	59
D. Career Development	60

V. Conclusions and Summary	61			
Appendix A: A Summary of the Probation Officer-Case Aides (PO-CA) Project	63			
A. The Subject Sample	65			
B. The Probation Officer Assistant (POA)	66			
C. Orientation	66			
D. The POA in Action	67			
E. Comparison of Experimental and Control Subjects	69			
1. Recidivism	69			
2. Social Adjustment	70			
F. Conclusion	70			
Appendix B: Summary of the Probation Officer-Case Aides (PO-CA) Continuation Phase	73			
A. Goals of Continuation Phase	75			
B. Basic Structure of Continuation Phase	75			
C. Selection and Assignment of Probation-Parole Officer Assistants	76			
D. Supervision and Communication	76			
E. Education	77			
F. Special Assignments	77			
G. Payroll	77			
H. Problems and Issues	78			
I. Subjects	80			
J. Demographic Data on Probation-Parole Officer Assistants	80			
K. Probation-Parole Officers' General Impressions of Results	80			
L. Probation-Parole Officer Assistant Work Assignments	81			
M. Increasing the Workload	83			
N. Probation-Parole Officers' Recommendations	83			
O. Probation-Parole Officer Assistants' Recommendations	85			
			Appendix C: Sample Training Kit	86
			A. Course Outline	86
			B. Case Training Material	88
			Richard Roe — A Case Study	88
			Some Questions About Richard Roe As A Parolee	90
			C. Community Resources	91
			1. Illinois State Employment Service	91
			2. Private Employment Agencies	91
			3. Public Transportation	92
			4. Medical Resources	92
			5. Alcoholism	93
			6. Emergency Shelter and Housing	93
			7. Legal Aid	94
			8. Welfare and Miscellaneous	94
			9. Urban Progress Centers	95
			D. Sample Forms as Instruction Material	96
			E. Reading List of Articles from FEDERAL PROBATION QUARTERLY	97
			F. Useful Training Films	100
			G. Some General Readings in Criminal Justice and Corrections	102

## FOREWORD

This Manual was written to help address the manpower crisis in corrections by encouraging the employment of para-professionals (including eligible ex-offenders) in the fields of probation and parole. It is based on the experiences of the Probation Officer-Case Aides Project and the Probation Officer-Case Aides Continuation Project, conducted in Chicago during the period 1967-1972. It describes a new division of labor between professional probation and parole officers and para-professional assistants working together as a team. The successful organization and operation of the experimental projects led to the establishment of a new career line for para-professionals in the Federal Probation Office. During the life of the experimental projects so many requests for information about its operation were received from state, county and municipal supervision agencies (and a few private social agencies as well) that this Manual was developed to answer what was, apparently, a widespread demand for practical help. Although this Manual is primarily addressed to the tasks of selecting, training, inducting and supervising para-professionals in the fields of probation and parole, the experience it reflects has applications as well in other "helping professions" and the use of volunteers.

Many persons have contributed to the contents of this Manual. The author, Raymond D. Clements, came to the task of producing it, uniquely qualified to do so by training and experience. Unfortunately, personal circumstances made it necessary for him to sever his connections with the projects after he had had time to formulate only a first rough draft with some incomplete sections. Others who made contributions to the contents of this Manual were Donald W. Beless, William S. Pilcher, and Ms. Ellen Jo Rest, the research and action directors and research assistant respectively of the Probation Officer-Case Aides Project and the Probation Officer-Case Aides Continuation Project. Judson Tomlin, a University of Chicago law student, provided invaluable assistance during final revision and editing of this Manual. In the final analysis, however, this Manual is based on the day-to-day experience and reports of forty to fifty para-professionals and their professional supervisors. In the editorial task that confronted me, I hope I have done justice to all of them and to the future readers of this Manual as well.

Hans W. Mattick, Director  
Center for Studies in  
Criminal Justice  
The Law School  
The University of Chicago

July 1, 1972

## PREFACE

This Manual is designed to provide the administrator or supervisor of a probation-parole office with some practical suggestions for effectively organizing and integrating a para-professional probation-parole officer-assistant program into an existing local office. Emphasis is placed on the rationale of using para-professionals, including ex-offenders, and suggested methods for recruiting, selecting, and training such personnel.

The implementation of this program in a local office is envisioned as a means of enhancing the professionalism of the regular probation-parole officer in dealing with his clients. Included in this area primarily is the sharing of tasks related to the professional's case load—ranging from pre-sentence investigations to close supervision of the client.

Much of the material used in this Manual reflects the experience gained from the Probation Officer-Case Aide (PO-CA) Project jointly undertaken in 1968 by the United States Probation Office of the Northern District of Illinois and the Center for Studies in Criminal Justice, The Law School, The University of Chicago, as well as the day-to-day experiences of county, state and federal probation-parole offices. Brief descriptions of the Probation Officer-Case Aide Project and the Probation Officer-Case Aide Continuation Project as well as summaries of their findings can be found in Appendices A. and B.

June 1, 1972

Raymond D. Clements, Ph.D.

## I. Why the Professional Probation Parole Officer Needs the Help of the Para-Professional

Public attention in recent years has been focused on rising crime rates, prison and jail conditions, and rehabilitation, rather than on the punishment of the offender. A less dramatic, but nonetheless critical, problem has developed in the administration of American criminal justice; this is the problem of adequately supervising and helping the probationer or parolee to modify his behavior to conform to conventional community and legal standards. In many cases, the modern probation-parole officer<sup>1</sup> is so overwhelmed with paper work and investigative functions that he has little time to bring his professional skills to bear in the rehabilitative process. The social distance between the probation-parole officer and many of his clients is an added problem. The net effect has been recidivism rates higher than an adequate supervision program should tolerate. Hence more tax dollars are devoted to police and incarceration functions that might otherwise be required.

Many management improvement techniques, as well as lay volunteer programs, have been found useful in other fields to try to meet similar problems. Only recently, however, has the concept of using paid para-professionals—a practice already implemented in other professions—begun to be integrated into the probation-parole field to complement the role of the professional.

When John Augustus, a cobbler, first volunteered as a probation officer in 1841, his background recommending him to the court was that of an upstanding, responsible and stable community volunteer. This requirement has gradually evolved into that of a professionally qualified worker in the corrections field. Today some offices in urban areas commonly require a Master's Degree in Social Work as a minimum qualification for employment as a probation-parole officer.

The probation-parole officer has been trained by profession to function as client helper and counselor. By statute, and in reality in many cases, he is required to function in a surveillant capacity also; i.e., he is required to conduct pre-sentence as well as pre-parole investigations. He has the responsibility of protecting the public by reporting probation and parole violations or requesting and justifying to the court a revocation of probation. His discretion in many jurisdictions is large and subject only to a perfunctory review and his own conscience. He also has the responsibility, if he can

<sup>1</sup>Although professional title of such an officer may vary according to locale, the usage throughout this Manual will be "probation-parole officer" and will include both fields.

find the time, to serve as an employment, housing, marital, educational and psychological counselor.

With caseloads of 70 to more than 100 clients in many jurisdictions, it is small wonder that many attempts have been made in recent years to find ways to free the probation-parole officer from the many tasks that do not make use of his full professional skills. These attempts have included work-release programs and half-way houses, monthly client "paper-only" reports, recommendations for early termination of the probation or parole period for those not requiring close supervision, and use of lay volunteers. The usual lay volunteer, however, has too often simply shared the same class biases and life-style as the professional probation-parole officer without benefit of the professional's training. Rather than being able to influence the client, the usual lay volunteer has had limited insight into client problems and minimal abilities to "rap" with the client on the client's own level.

Nevertheless, like a pendulum, the probation-parole work concept has shifted from the lay volunteer to the full-time, trained professional and is now swinging back to a more effective division of labor between the two. Both the professional and para-professional work roles have their strengths and weaknesses in the rehabilitative process; together, however, they can complement each other. By carefully planning, organizing and integrating the para-professional into the work functions of an existing probation or parole office, the para-professional can supplement the role of the professional, and the professional can support and back up the role of the para-professional. Together they can each make their unique contribution to the rehabilitative process and cooperate in reducing recidivism rates.

## II. Introducing a Para-Professional Program into a Local Probation or Parole Office

Introducing any innovation into a functioning office, particularly one having definite statutory responsibilities to other agencies and well-defined civil service career lines, requires advance preparation. The supervisor must inform all concerned about the new program to be introduced. The parent agency, the legislative body charged with approval and funding and the immediate office personnel who will share the responsibility for implementing the program and making it a success must be included in the advance planning. Some salient points to be considered in adopting a para-professional probation-parole program are:

1. Determination of local needs in terms of case loads. Optimally this should range from 35 to no more than 45 clients per probation-parole officer.

2. A cost analysis of using professional officers alone as compared to using a combination of professionals and para-professionals per given task can be conducted to demonstrate the nature of the program needed for the local office and the number of para-professional positions to be sought. For example, using a professional for forty monthly, routine surveillance visits taking one hour travel and interview time at five or six or more dollars per man-hour when the same task can be effectively accomplished by a para-professional at four dollars per man-hour represents a total monthly savings ranging from forty to eighty dollars per probation-parole officer for a single task normally performed by the professional alone. Assigning such tasks as close surveillance, employment counseling and other quasi-professional duties to a full-time para-professional can represent a net savings of two thousand to four thousand dollars per year. In urban offices supervising a large case load on probation and parole, the savings could be considerable.

3. Sound management planning must determine what tasks should be allocated to the para-professional, particularly during the in-service training phase of his employment (normally one to two years). The para-professional should not, however, be arbitrarily limited in his career growth by assigning him only routine and menial tasks.

4. Enhancing the use of professional skills by freeing the professional from non-professional tasks should be stressed. For example, probation or parole revocation determinations vis-a-vis alternative treatment plans require the full interviewing, counseling and agency alternative skills of the professional if more than a peremptory decision is to be made. If decisions are to be made consistent with public safety and justice to the client, such tasks should not be delegated to an unskilled para-professional. As para-professionals accumulate experience and expertise in this area, however, their advice and counsel may contribute to such decisions.

5. Bridging the communication barrier between the probation-parole officer and minority or sub-cultural groups is particularly vital in the urban ghetto, ethnic enclaves or depressed rural areas.

6. Changing the client's concept of the probation-parole officer from that of a punitive-restrictive authority figure to that of a therapeutic or helping agent is particularly important if the rehabilitative

aspects of the probation-parole process are to become a realistic policy in a local office.

7. Channelling minority groups into career lines from which they may have been barred due to lack of formal education or other factors can be a particularly useful goal in urban and/or depressed areas with large minority groups. Since most penal systems are not yet sufficiently well-staffed to effectively evaluate minority groups from a social and psychological point of view, nor to formulate realistic educational, vocational and re-socialization plans, it becomes important to have minority participation in supervision. The probation-parole officer who is not, himself, a minority group member may be doubly handicapped in his rehabilitative efforts.

8. A plan should also be devised to enable para-professionals, including minority group members and ex-offenders, to qualify for professional status. This may be done through the accumulation of experience and normal attrition, or by providing opportunities for training and formal education that lead to promotion based on successful performance.

9. Reducing recidivism rates by more effective probation-parole supervision, and hence reducing costs to the tax-payer, is the ultimate goal in implementing a para-professional program.

Before adopting a para-professional program, the supervisor should determine the characteristics of his client population in terms of ethnicity, social and psychological attributes, age distribution, geographical residence, offense categories and other relevant factors. These considerations have a very practical import on management planning for such a program if maximum benefits are to be derived since one of the major reasons for initiating a para-professional program is "to bridge the gap" between the probation-parole officer and the client. In large urban areas, for example, with a heavy black ghetto client population, a middle-class white para-professional will add little to the effectiveness of the existing professional staff. Similarly, a black or white with no knowledge of street Spanish or the Spanish culture will be at an equal loss in dealing with the Spanish ghetto client population. A rule of thumb, then, is to tailor the position description and plan to recruit, select and assign according to local needs and client population characteristics. This rule, however, need not be so rigid that it automatically excludes anyone who has socially moved from such a background, since it is more important that he have the ability to understand and empathize with his client than that he share the same value system and currently live in the same neighborhood.

#### A. Preparing the Professional Staff for Change

Successfully integrating a para-professional program into a local office depends upon adequate orientation of the professional staff to the purpose of the program and the role function of the para-professional vis-a-vis the professional. The following orientation points for the professional staff should be kept in mind:

1. The basic purpose of the program is not to supplant the professional staff, but to provide a team approach between the professional and para-professional.

2. The professional provides direct supervision to the para-professional in using the para-professional's skill in concrete problem areas and retains ultimate control over the client's rehabilitation process. This is particularly important in areas where an unskilled person may lack insight into the client's welfare, such as the more subtle or complex forms of emotional problems.

3. The professional should not use the para-professional as a mere errand boy; e.g., for routine police checks or simple fetch-and-carry tasks only. Such usage is uneconomical and fails to maximize the social-psychological background of the para-professional.

4. Particular attention should also be paid to the fact that many professionals have not been in the habit of sharing their relationships with clients and may regard the team approach as an intrusion into a professional relationship. Such attitudes are not characteristic among the best qualified professionals; e.g., as between doctors and nurses.

5. If only a few para-professional personnel positions are proposed in relation to the total professional staff, the work load of the para-professional should be distributed among the professional staff members. Failure to do so can alienate those staff members who do not have the benefit of a para-professional team member.

6. In-service training should be the responsibility of the professional so that he not only enhances the team effort but experiences a teacher-pride in the professional development of the para-professional. Moreover, in-service training is a natural part of supervising para-professionals.

7. The professional should always discuss the client's salient problem areas with the para-



professional before directing him to contact a client. It may be necessary at times to conduct an initial joint interview between the professional, para-professional and the client. This is particularly true in those cases where the client is accustomed to dealing with the professional and may become apprehensive about the new division of labor between professional and para-professional. Client apprehensions may vary from simple fear of the newness of the relationship to resentment that he does not have a "regular" officer.

8. The professional should also notify other agencies of the para-professional's future role so that the personnel of those agencies with which the para-professional will normally deal will expect him. This will facilitate the para-professional's use of other agencies and expand his knowledge of the probation-parole process. In some cases, it may be beneficial to have the para-professional accompany the professional on agency visits.

9. During the orientation process due recognition should be given to the fact that, initially at least, in-service training will consume professional time. The professional should use this in-service training period to determine the capacity of the para-professional assigned to him, to re-define his own tasks accordingly, and to work out a new division of labor in order to look at the long term benefits of a team approach.

10. The professional should discuss with the para-professional both immediate and long-term expectations, particularly from a career development point of view. Early tasks assigned to the para-professional should be simple and then increase in complexity according to his demonstrated ability. With cumulative experience and opportunities for more advanced training, some of the more highly motivated and talented para-professionals should be extended the opportunity to qualify as professional workers on the merits of their achievements.

## **B. Position-Description of the Probation or Parole Officer-Assistant (POA)**

### **1. Introduction**

Most agencies require a definite job description and specifications to conform to civil service regulations or other personnel policies as well as to serve as guidelines

for the actual hiring process. The following description, which should be modified to conform to local administrative policies, has been derived from the Probation Officer-Case Aide Project (PO-CA):

**a. Position Responsibilities:** The Probation or Parole Officer-Assistant (POA) should assist the probation-parole officer in the supervision of probationers, parolees and mandatory (conditional) releasees under the guidance of a professional probation officer supervisor.

The POA would be responsible for a delegated caseload with emphasis on dealing with the client's routine problems. He should learn the functions, purposes, structure, policies and procedures of the agency while attending agency in-service training sessions. In addition, he will make frequent reports to supervisors on the progress of cases and perform other record-keeping duties as required by the agency.

**b. Specifications:** The POA should be twenty-one years of age or over and a United States citizen. He should be mature and responsible and have a knowledge of the community and its resources. He should be a person with a positive feeling for people and possess sensitivity, concern, compassion, and understanding for people.

A previous criminal conviction will not be an automatic impediment to employment unless such conviction occurred within a period of \_\_\_\_\_ (specify time) prior to application (if desired). Because of \_\_\_\_\_ (specify federal or state) regulations, anyone having been convicted of \_\_\_\_\_ (specify crimes excluded by statutes or regulations) cannot be considered for employment as a POA. There are no formal education requirements, but the applicant must be able to read and write.

Minimum starting salary is \_\_\_\_\_.

## 2. Application Forms

Most jurisdictions require formal civil service applications. For a para-professional program, however, the supervisor will find it advisable to ask the applicant to fill out a supplementary application when the applicant comes in for the interview. Such a supplementary application should show the interviewer the applicant's degree of literacy when the applicant has no one helping him. The application should include the following items in addition to the usual personnel data questions on an application:

First, a listing of previous employment or experience which the applicant feels will be of help to him in working as a POA. This will often alert the interviewer to the applicant's preconceptions about the nature of the job for which he is applying.

Second, the applicant's prior arrest record. This will test the applicant's integrity if there is a prior record and also provide the interviewer an opportunity to evaluate the applicant's insight into his own past and willingness to accept responsibility for his own actions. This can also save processing time if pre-employment checks such as a routine police check involve considerable delay. An applicant who has misrepresented his status should be barred after an employment fingerprint check.

Third, access to, or use of, an automobile. Not only are an automobile and valid driver's license indispensable in probation and parole work, but proof of liability insurance should be required. Both the POA and his passengers should be covered by insurance.

Fourth, availability on evenings and weekends. Many para-professional applicants will have no idea of the amount of after-hours time required in probation or parole work. A failure to ascertain a willingness to perform such work can seriously impede job performance.

Fifth, the applicant's source of knowledge of the para-professional program. The answers to this item should provide the program administrators with some knowledge of the effectiveness of recruitment activities.

Finally, the applicant's interest in the para-professional program. The form

should also ask the question, "Why are you interested in employment as a Probation or Parole Officer-Assistant?" and space should be left for an essay type of answer. The answer to this question would not only test the applicant's literacy level for report writing, but would provide the interviewer with a point of departure for ascertaining the applicant's motivation and his conception of the para-professional's role in the rehabilitation process.

## C. Recruitment of Para-Professionals

### 1. Introduction

Most volunteer programs have experienced little difficulty in recruiting, particularly after knowledge of the program has been spread by word of mouth. Many such programs have, however, been heavily slanted toward juvenile and non-ghetto populations. Recruiting para-professionals to work with adult offenders, including a disproportionate number of minority group members, requires more care and selectivity. The PO-CA Project had little difficulty in recruiting paid, part-time para-professionals. Initially, the project directors experienced some difficulty in recruiting white non-offenders; but as word of the Project spread the problem diminished. The PO-CA Project employed no female or middle-class para-professionals, nor did it recruit outside of Chicago. In the experimental phase of the PO-CA Project, para-professionals were tested against what was considered to be the most difficult task: working with urban, male adults from the inner-city. In other jurisdictions, however, females and middle-class para-professionals may be appropriate. These points are mentioned simply to alert the supervisor that his recruiting should be tailored to client needs as well as to matching para-professional availability with client characteristics.

### 2. Sources for Recruitment

The following types of sources for recruiting have generally been found to be

productive:

**a. Professional Probation-Parole Officer Recommendations:** This type of recommendation is particularly helpful when recruiting ex-offenders since the professional can screen out undesirables from both his own knowledge and the individual's institutional history and record. This can also be a source for recruiting non-offenders from areas with which the officer is familiar and has established contacts.

**b. Local Social Service Agency Referral:** Referrals should be sought from local social service agencies such as state employment centers and public aid departments as well as from other municipal and county agencies. Private agencies located in the area to be served by the para-professional should also be consulted.

**c. Word-of-Mouth:** Word-of-mouth, particularly that spread by the para-professional who has already been employed, should also prompt self-referrals.

**d. Neighborhood/Community Support:** Leaders in neighborhood organizations or chapters of organizations located in the area to be served should be briefed on the program. Community support can be a powerful tool in the rehabilitative process. The same organization that provides a source for recruiting para-professionals may also provide a client with support in the rehabilitation process.

**e. Local Media Coverage:** Press and television coverage can be a great aid in the initial phase of recruitment. If the local needs involve minority group recruitment, however, the supervisor might well consider using a minority group member for such a presentation. The presentation should describe the para-professional program and the employment opportunities it offers in

simple equal opportunity terms so that no potential recruit feels he is excluded. Similarly the recruitment efforts should not portray the program as a panacea for all correctional problems.

**f. Brochure/Leaflet Distribution:** A brochure or leaflet may be prepared describing the program and the employment opportunities it offers to para-professionals. Such a publication can be distributed to public and private agencies from whom applicants may be sought as well as placed conspicuously in public areas frequented by large segments of the immediate community.

The recruiting experiences of the PO-CA Project directors indicate that the supervisor of a local office recruiting for a para-professional program will receive more than enough applications once the process has begun. Indeed, the number of applicants should be sufficient to enable the supervisor to screen and select his para-professional employees from a large number of candidates.

Although the PO-CA Project limited the hiring of ex-offenders to those off supervision for at least one year, the supervisor of a local office can adopt any legal criterion he finds suitable to his needs. Probationers, for example, might be suitable for the para-professional supervision of parolees; or parolees who have been convicted of less serious offenses might be suitable for the supervision of more serious offenders. Experience and experiment within the bounds of local constraints are the best guide for using as para-professionals former offenders who are still under supervision.

#### **D. Selection Criteria and Process**

##### **1. Introduction**

Most para-professional applicants will not have had previous work experience related to the field they now seek to enter and little, if any, formal education along

these lines. The selection criteria and process, therefore, must seek to determine their potential. Moreover, even after the selection criteria and process have resulted in preliminary selection, employment should be offered on a probationary basis until the applicant has undergone the orientation and initial training program. Applicant response to the training sessions and early evaluation of his on-the-job performance will test his motivation and adaptability to the program and serve to adjust the screening process to conform to local office needs. This procedure should also tend to ease the applicant's transition into the new experience, dispel any misconceptions about the client population and minimize the possibilities of counter-productive relationships between the client and the probation-parole office.

## 2. Selection Stages and Basic Criteria

The selection process should be divided into three stages: first, screening the written applications; second, interviewing those selected from the written applications; and third, final selection of the new para-professionals after an orientation and training program.

**a. Screening the Written Application:** The basic screening criteria which should be reviewed from the written applications are:

**i. Age.** Successful applicants should be 21 or older. Experience with similar programs indicates that a minimum age of 25 years yields more mature and effective individuals, even when dealing with youthful clients.

**ii. Residence.** While the administrator or supervisor of a local office may wish to employ para-professionals familiar with certain geographic areas, he should also be aware of the applicant's possible social mobility; i.e., that the applicant may have grown up in a certain neighborhood, but now lives in another. It is knowledge

of the community rather than temporary residence that is important.

**iii. Current Socio-Economic Status.** In most cases both the salary range and job description will tend to limit the type of applicant to the socio-economic level sought. Occasionally, however, "over-qualified" applications will be received. The suitability of such applicants should be determined during the interview.

**iv. Ethnicity.** While civil rights statutes explicitly forbid discrimination, the interviewers can describe the characteristics of the client population and the kinds of neighborhoods in which the applicant will be expected to serve.

**v. Ex-Offender Status.** In the case of ex-offender applicants, the supervisor or agency might wish to set limits as to types of offense and length of time since the applicant has been placed on parole or probation when reviewing the application. An example of this in the federal system is a record of treason or bribery of a government official which automatically excludes an applicant. Statutory limits, as well as civil service provisions and waiver processes for hiring ex-offenders, vary from state to state. The "rap" sheet or FBI file and the prosecutor's statement-of-facts to the institution to which the individual was committed should not of themselves be determinative since they are frequently ambiguous, incomplete, or out-of-date. The institutional job supervisor can often be most helpful in ascertaining the applicant's job habits and adjustment flexibility. This is particularly useful when the applicant has been incarcerated for a number of years and has no recent "free world"

employment history.

On the other hand, while an ex-offender may empathize with a client because of a shared experience, in similar programs some ex-offenders have been harder on clients than the non-offender. The applicant's ex-offender status should be considered potentially useful, but insufficient, as a determining factor.

**vi. General References.** When possible, general references supplied by the applicant should be checked for any negative community references before the screening interview. Prior employment should also be checked as is customary when hiring other staff members. While the para-professional may come from a last-to-be-hired-first-to-be-fired group, employment stability is of primary concern in the rehabilitative process and cannot be supported by a para-professional who is unstable in this area himself; nor will such instability enhance the program.

**vii. Police Check.** A police check should be conducted routinely as is done for pre-sentence investigations.

Notification of those not acceptable at this stage should be made as quickly as possible to reduce unnecessary inquiries. A letter should also be sent to those selected for interviewing. This letter should contain an explicit time, place, and person to see. If the applicant is late or fails to appear without an adequate excuse, he will probably be unreliable on the job.

**b. Screening Interviews:** Candidates for para-professional positions should be interviewed and rated according to relevant criteria in order to bring several independent judgments to bear on the applicant's qualifications. These criteria are described in more detail below. These interviews should be

rotated among the professional staff so that all may participate in the selection and screening and thus develop a sense of responsibility for the success of the program. After two preliminary interviews, the supervisor should interview the applicant and rate him independently. After the interviews of the staff and the supervisor have been reviewed and a preliminary judgment is agreed upon, the applicant should be advised that he will be notified whether he has been selected for the Orientation and Training Program. The applicant should also be advised that selection for the Orientation and Training Program is still a probationary employment status depending upon satisfactory performance in that program. If the applicant is not selected after the interviewing stage, he should be notified immediately.

The rating scale and criteria described below should be used not only after the initial interviews, but at every point of evaluation thereafter.

**i. Rating Scale.** Each applicant should be rated on a one (1) to five (5) scale as follows:

- (1) Excellent: applicant displays excellent qualities.
- (2) Very good: applicant displays trainability and good motivation.
- (3) Acceptable: applicant is deficient in some qualities but appears to be trainable.
- (4) Marginal risk: applicant is deficient in many qualities, displays ambiguous motivation and has marginal trainability.
- (5) Unacceptable.

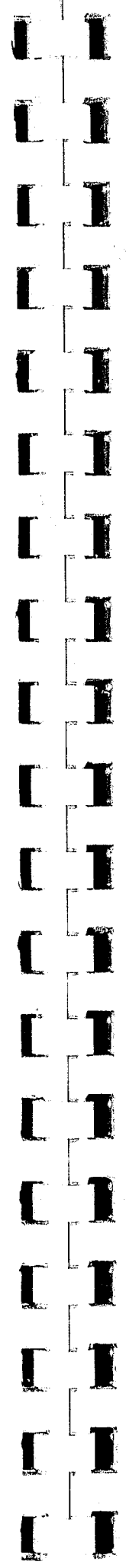
ii. **Selection Criteria.** The criteria discussed below are useful in judging the potential of any person who would enter the helping professions. They are not absolutes but standards of good human judgment about the characteristics a person should possess to deal effectively with other human beings in a helping and supervisory capacity.

When these aspects of the applicant's personality are probed and a high correlation among the findings of the interviewing team results, the supervisor can expect that an adequate initial judgment can be made. Based on the experience of the PO-CA Project some typical grounds for rejection will tend to be:

- serious physical or emotional handicaps;
- alcoholic or narcotic problems;
- histories of assaultive behavior;
- failure to disclose probationary or parole status;
- demonstrated poor motivation and performance during orientation and training;
- new arrests;
- failure to contact clients or attend group meetings; or
- refusal to accept a client.

The median educational level of PO-CA candidates was high school, and the age level was 30 years or over. When applicants were psychologically tested in the PO-CA Project, they tended to score high average on the Revised Beta I.Q. test and to demonstrate high manipulative (leadership) qualities on the Minnesota Multiphasic Personality Inventory test. These tests, given after the screening interviews, confirmed the validity of the screening criteria.

The criteria are:



**(1) What is the source and level of motivation for the applicant becoming involved in this type of helping relationship?** This facet of the applicant can be revealed from the supplementary application, discussion with him during the interview, and from his participation during the Orientation and Training Program. The applicant with poor or little motivation will tend to stress his need for a job—any job—and dwell mainly on salary, hours and perquisites, and have few, if any, references related to past experiences in helping situations; e.g., participation in neighborhood organizations or helping friends or family members to meet problems. Conversely, the applicant with a high level of motivation will tend to stress how he can help others because he has learned from his own past experience. He will feel he can influence others and be sympathetic to the plight of others while indicating a desire to lend a helping hand.

**(2) Is the applicant literate and capable of following instructions?** The interviewer should review the supplementary application prior to the interview. If the applicant's literacy is insufficient to enable him to read written instructions or to write future client contact summaries, as judged from the essay question, he should be given one more chance to demonstrate his ability. The interviewer, therefore, might find it advisable to have the applicant write a single paragraph summary of what has taken place in the interview in order to test his ability to later summarize client contacts. The interviewer, however, should not expect the report writing skills of a professional, but rather a basic ability to communicate with an emphasis on the concrete. An inability to meet minimum literacy

standards should be grounds for rejection of the application.

**(3) Does the applicant display emotional stability?** An applicant's employment history is often a good clue to his level of emotional stability. Has he frequently changed jobs after short periods of employment? Why? How did he get along with his supervisor or co-workers on such jobs? Other clues include history of frequently disrupted marital or common-law relationships, an evasive or defensive attitude during the interview or role playing and a tendency to excess in recreational pursuits involving drinking, gambling or promiscuity.

**(4) Does the applicant accept responsibility for his own actions?** The interviewer should be alert to an applicant's tendency to blame other persons, social prejudice, or such abstractions as "the establishment or system" for all his vast problems. A supervisor may find it advisable to use a minority group member on his staff to help in the interviewing in order to differentiate allegations of prejudice from social realities. Such attitudes toward self-responsibility and the tendency to project blame will be especially noticeable during open discussion periods in the Training Program.

**(5) Does the applicant seem to have the strength to become involved in a helping process for the benefit of the client?** Would he be willing to persist in helping a client who is slow to respond to his efforts? Does he have the capacity to formulate alternative approaches? Would he tend to take the easy way out by reporting the client to his supervisor instead of going out of his way to contact the client further? Does he become easily frustrated when the client responds negatively to his contacts?

**(6) Does the applicant display the perceptiveness necessary for close interpersonal relationships?** Does the applicant respond appropriately to the interview situation or the role he is playing? Does he adjust his attitude and choice of language in order to facilitate communication and interaction in a social situation? Is he sensitive to signs of approval or displeasure on the part of others, particularly during role playing? Does he compliment or disparage his former or present associates?

**(7) Does the applicant have the capacity to empathize?** Can the applicant put himself in his client's shoes and appreciate his client's feelings without losing his own ability to be helpful? Does he try to draw analogous feelings from his own life experiences? Simple questions can often be posed by the interviewer to elicit the applicant's capacity to empathize such as:

(a) "What feelings do you think a parolee experiences when he goes job hunting or is being interviewed by a prospective employer, or has secured a job without telling his employer about his record?" and

(b) "Can you describe a minority group parolee's feelings about applying for a job in a middle class suburban store?"

An applicant with little empathy will tend to lack insight into the plight or feelings of others. He will tend to focus on the client's non-compliance with technical rules or regulations and unwillingness or inability to help himself.

**(8) Will the applicant view his clients as persons of individual worth?** Can the applicant see through the facade of bravado often posed by an insecure client; i.e., the mannerisms of gait, "hip" street

talk, ornate dress and over-casualness? Is his emphasis in discussing a client's past behavior mainly on the side of negative traits or potentialities or does he lay emphasis on the positive possibilities for the client's future? Regardless of the client's past or what is in the record, can the applicant still focus on the client's redeeming qualities? Can the applicant control his personal feelings about the client's past behavior, e.g., crimes of a sexual nature or those involving inter-racial assaults, in order to work with the client? John Doe social histories can be effectively used during the interviews or role playing to elicit responses to such kinds of cases.

**(9) How appropriately will the applicant respond to the client's problems and predicaments?** Does the applicant tend to regard a client's problems as "real" even if they are subjective or generated by the client's own behavior, such as the client's failure to anticipate and deal with what others regard as "normal", everyday problems? Does the applicant recommend analyzing a client's problems and devising a step-by-step procedure to overcome them? Budgeting problems fall particularly into this category, such as the client wanting to buy a car when he is doing well to have food on the table, or the desire to buy a home when he is barely able to meet his monthly rent.

**(10) How will the applicant respond to crisis situations?** This is a particularly important area to explore during the interview and training sessions. Many parolees, especially during the early period of their release, are highly sensitive to real or implied criticisms and to the apparent necessity for finding immediate solutions to their re-adjustment problems. They cannot be helped by those who take

such reactions personally and respond by anger or avoidance or who so over-identify with the client that they, themselves, become panicky. In attempting to determine the applicant's response pattern to crisis situations, the interviewer should be particularly aware of an applicant's tendency to have an immediate answer to every question or problem posed. The applicant who quickly takes exception to any real or implied criticism of his views during the training sessions may also be a poor risk for successfully meeting crisis situations. The applicant who tends to dramatize his own personal problems as major crises will probably also be a poor risk. A skillful interviewer will elicit such responses by an encouraging air of attentive listening.

**(11) Does the applicant have the ability to differentiate his own judgmental attitudes from those of his client?** In other words, does the applicant tend to project his own values on those of his clients? Does he assume that his client's reactions will, or should, be the same as his own? Such an ability to differentiate may, to some extent, be determined by presenting the applicant with some likely hypothetical situations in order to see whether he has the ability to project himself into the viewpoint of others and can respond from the other's viewpoint. While it may be difficult to assess this ability on the part of the applicant early in his career, such an assessment can and should be made during the training period; e.g., in role-playing situations.

**c. Final Pre-Hiring Screening:** This stage is reached after the applicant has completed the Orientation and Training Program and should represent a consensus of the selection criteria ratings of the initial interviewers, the



supervisor, and training personnel. In addition, the training personnel should score the following functioning capacities of the applicant. Successful applicants should exhibit high average abilities in these areas.

**i. Attendance.** Did the applicant show up promptly and attend all the training sessions? If the applicant was unavoidably late or absent, did he attempt to make up for such tardiness or absence by attempting to learn what he missed?

**ii. Participation.** Did the applicant ask questions or otherwise indicate that he was interested in the topics being discussed; e.g., asking for clarification of the more complex or subtle points of a presentation? Did he make any suggestions or contribute positively to the discussion? Was his contribution relevant?

**iii. Role-Playing.** Was the applicant able to assume a role during role-playing sessions? Such participation is often a good index of an applicant's capacity to empathize or to stand his ground in the face of negative responses from clients or others.

**iv. Report Writing or Dictating.** How effectively did the applicant summarize sessions devoted to interviewing a client or others having information about a client? Did he cover "the 5 W's", Who, What, Where, When and Why, so that the reader of his report was fully informed about the event reported?

**v. Rapport With Others.** Did the applicant establish rapport easily with others in the training group, or did he tend to be withdrawn and fail to participate in group discussions. A mature self-confidence is an important asset in helping activities.

**vi. Examinations.** The applicant should be tested from time to time and his performance grade should be recorded. The tests should include both multiple choice and essay types of questions in order to test the range of his knowledge, the depth of his understanding, and his ability to communicate.

### III. Orientation and Training of the Para-Professional

Although orientation is followed by training, together they constitute a continuous process in which the para-professional is introduced to some of the basic concepts and contents of the field of corrections and then is increasingly taught to develop his skills in helping clients. Such orientation and training is primarily a supervisory responsibility which enters into the continuing relationship between the supervising professional and the learning para-professional. At all stages of the orientation and training, the para-professional should be impressed with the fact that he is a necessary and valuable team member who has an important role to play in the functions of the agency.

The more formal Orientation Program should consist of four to six lectures presented by persons who are well-informed on the range of topics to be covered, such as introductory materials to the organization and functions of the agency. It is well to remember that too much formal training delivered too quickly, and in too concentrated a form, may overwhelm para-professionals who may not be as conditioned to the classroom setting as are most professionals. For this reason, lectures should be supplemented by films and other visual aids, examples of reporting and other forms used in office tasks, and reprints of articles describing good practice. All such educational aids should serve as a focus and point of departure for group discussions. In all subsequent supervisory conferences and relations, the professional should constantly reinforce and elaborate on the materials related to the organizational functions and client problem areas covered during the Orientation Program.

If the orientation and training serves merely to deliver the vocabulary of professionalism without increasing the insight and sophistication of the para-professional, it will have been a failure. For instance, it may have prematurely cancelled out some of the very non-professional qualities that make the para-professional a valuable adjunct to the professional in bridging the gap between himself

and the client, without having really increased the competence of the para-professional. The skillful supervisor will not only help the para-professional develop his full potential, but will also help him to recognize his own normal limitations in the helping process. For example, a para-professional may be so eager to achieve change in the attitudes and behavior of his clients, that he becomes frustrated if the client does not readjust as rapidly as he may have expected. Or, the para-professional may tend to be so overhelpful that his client becomes overly dependent upon him. Para-professionals have to be carefully taught that the achievement of rehabilitative goals requires both a firm patience about the expectancy of change and a measured helpfulness in achieving it.

As a supplement to the orientation, or relatively early in the on-going supervisory training, field trips should be organized to enable the para-professional to have some personalized exposure to the institutions and agencies that are related to the work of the probation-parole office. These should include visits to the criminal courts, jails, and prisons that are the source of clients. A morning spent in a criminal court to observe the routine processing of cases or a visit to a penal institution, including some discussion with court functionaries, custodial and treatment staff, and inmates, can be particularly enlightening to the para-professional whose previous knowledge of criminal justice consists of mass-media stereotypes.

The topics covered during the orientation should be discussed in weekly or bi-weekly conferences or group discussions that serve as the on-going training sessions. The para-professional's own cases should be the center of discussions of principles or problem areas. The para-professional should be encouraged to present his reasons for management of a given case and discuss it with the professionals and other para-professionals. Such combined sessions serve as a two-way street for the communication of instructive materials. The professional can correct and instruct the para-professional while also learning from the life style and experience of the para-professional. This will not only serve as a supportive tool for the para-professional, but also as a means of helping the professional better understand such areas as minority group attitudes and mores, as well as client attitudes and problems. Such sessions can, in effect, also be seen as professional staff development training sessions and can serve broader functions by having other agency personnel sit in on the sessions; e.g., employment and vocational rehabilitation personnel. The confidentiality of the client's file however,

should not be compromised in such sessions. Moreover, the positive contribution of simple human warmth in the helping process should not be devalued by stressing an impersonal objectivity in case management. Such impersonality may be functional for the overburdened probation-parole officer, but that is precisely one of the disadvantages of professionalism that the use of para-professionals is designed to overcome.

Finally, but not least important, the supervisor should stress throughout the orientation and training process that clients represent a heterogeneous population. Ill-defined and poorly understood labels, like psychopath or socio-path, serve mainly to stigmatize rather than contribute to understanding human behavior. If para-professionals are merely trained to apply labels to their clients, they will have been furnished with a reason for not trying to help those clients. What could a para-professional, or anyone else for that matter, do for a psychopath? It is much more useful to view clients as people who have unsuccessfully adjusted to life's problems. They were either inadequately trained or could not compete to find a legitimate niche. A few may well have psychological problems that require professional help; but, by and large, clients represent all personality types and all behavior patterns found in the human race. What clients have in common is the fact of their conviction for crime and the many disabling consequences that flow from that fact. In most cases, adequate counseling and guidance, plus assistance in alleviating concrete problems, will effect changes.

This does not mean, however, that the client does not have special problems. He does. He has the problem of overcoming his past and adjusting to his future. Acquainting the para-professional with these special problems and the methods of successfully coping with them is the function of the Orientation and Training Program as delivered by the professional supervisory personnel. It is the goal of the rehabilitation effort. A suggested orientation schedule and the contents of a useful training kit are described in Appendix C.

#### **A. The Criminal Justice System as Perceived by the Client**

Perceptions and experiences of the criminal justice system differ. It is important that the para-professional, especially the former offender, be given an objective overview of the system. It is equally important for the para-professional without such personal experience to be made aware of how his client may see this system. The client's perception of this system is often conditioned by his experiences and may include feelings of resentment, betrayal and

embitterment. Indeed, many clients genuinely feel that the word "justice" improperly describes the system.

Clients' concepts of the system also condition their attitudes toward the probation-parole officer long before they see him. Such attitudes often "predispose" the client to recidivism by fostering feelings of defiance toward authority and society in general. Since these feelings are disruptive of the rehabilitative process, they cannot simply be ignored. They are real to the client, and the para-professional must take them into account if he is to be effective. Due to large work loads, the pressures of time, and the vulnerability of ex-offenders, the overall system lends itself to inequities. The exercise of discretion by the police, prosecution, judiciary and corrections, combined with variations in the qualities of personnel and situational factors, tends to reinforce the client's attitude in an "objective" way. If the para-professional has insight into such feelings, he will understand that the client's attitude is not directed solely toward him in a personal and malicious way. Such insights can help the para-professional establish and maintain rapport with the client.

In the course of training the para-professional, it is, therefore, necessary to review the criminal legal process from the standpoint of the client's past experience or future apprehensions about it.

### 1. The Police and Arrests

Most jurisdictions notify the local police department of a parolee's release to the community. Similarly, the local police frequently have knowledge about probationers. Even without such notification, the local police often maintain a file which includes "mug shots" and fingerprints of all known offenders within the district. When an offense occurs in the neighborhood for which a probationer or parolee could be a likely suspect, it is not unusual for the police to focus their investigations accordingly. Many clients, particularly those from metropolitan ghetto or depressed areas, will already have experienced "stop and search" or "pick-up-for-questioning" police operations.

Regardless of the objective necessity for the police to exercise such discretionary

powers, the fact remains that if such "street contacts" are too casually or frequently used, they induce negative, anti-authority attitudes. Moreover, if the client was hostile, orally abusive, or drunk at the time of such a police contact, and thus provoked a reaction by the police, he may see himself as a victim of police brutality. If a racial difference exists between the policeman and the client, the feeling of resentment may be further intensified.

Experiences of this kind, early in the supervision period, will often produce the client's first feelings of alienation from society and contribute toward feelings of helplessness, inadequacy and dependency. Such feelings may discourage him from applying for a job for fear that a routine police check may result in his being picked up for questioning for some unsolved crime.

The para-professional should be cautioned against taking the client's version of such experiences as an objective accounting; he should, however, realize that the client's feelings are real in the sense that they represent his perception of the reality of such a situation.

An actual arrest, booking, and setting of bail is an even more traumatic event in the life of a client who may be improperly accused. Even the client who deserves to be arrested is unhappy and resentful. The para-professional, however, should be reminded that there are many more arrests than convictions, and that he should not too readily desert his client. It is at such a time of crisis that the para-professional can often play a useful role, for it may be now that an innocent client needs support rather than condemnation. The experience of the PO-CA Project indicates that the para-professional can often perform a real service to a client who has been arrested. When a client has been arrested mainly on grounds of suspicion, the para-professional can often intervene on the client's behalf. Such intervention tends to reassure the police because they learn that the client is being supervised, and it tends to counteract the client's feeling of harassment. A client who feels he has some support in such a time of crisis can develop a more positive attitude toward his own

possibilities of rehabilitation.

## 2. The Prosecution

Next to the police, the prosecutor often looms as a personally motivated villain in the memory of many clients. Even though they may freely admit their guilt, some clients harbor the suspicion that they could have done better if the prosecutor had not been so determined, or if their defense attorney had tried harder. These feelings may not be objectively true; but they are real and engender corresponding reactions of having been persecuted and resentment toward authority figures in the criminal justice system.

Again, it is important to realize that such sentiments may have been formulated in the client's mind long before he met his probation or parole officer. These feelings, depending upon the client's personality, are sometimes expressed as open verbal hostility; more frequently they are reflected in a passive defiance. The para-professional should be briefed on the prosecutorial component of the criminal justice system so he can understand these sources of his client's feelings.

## 3. The Trial

Most para-professionals form their notions of what a trial is through the mass media. They have no appreciation of choices available or the discretionary powers given to both judge and jury. They also fail to realize that most defendants plead guilty without a trial and many others choose a bench trial for a variety of tactical reasons, just as others choose a jury trial. Regardless of his degree of guilt, a client will often not appreciate the legal or other reasons his attorney chose a bench or jury trial. After conviction, he will begin to think of all the alternative strategies he might have used and how he might have perhaps fared better. As a result, he becomes filled with self-recriminations for not knowing better. The para-professional must be taught to realize that such recriminations are often turned into projected blame on others.

## 4. Sentencing

The sentencing process itself, may have a serious emotional impact on a client who

is not often aware that the judge in most felony trials has wide discretionary powers in sentencing. The para-professional should be made aware of the possible emotional impact of the sentencing procedure on some clients' attitudes of resentment since those attitudes may be a serious handicap to the rehabilitation process. While the process may not be objectively true as the client portrays it, his reactions are nonetheless genuine feelings.

## 5. Some Effects of the Penal System on the Client.

Few para-professionals, except the ex-offender, will have any idea of the emotional resentment and sense of alienation engendered in clients by prison. A typical inmate is constantly apprehensive about the potential power of those who have power over him, and he often fears they will prevent his release from prison. As a result, he tends to withdraw from such potentially "dangerous" contacts. He withdraws into a private fantasy life which protects him from the challenges of a problematic reality. The time spent in such fantasy while in prison fosters the view that life on the outside is beautiful and without problems. His former interpersonal relationships become idealized. By the time he is released he has become conditioned to expect no problems beyond the prison walls and is determined to enjoy life. The realities of life in the free community soon come crashing through and can lead to a variety of unstable behaviors. The para-professional should be oriented to these facets of the impact of prison life on the attitudes and behavior of some clients and realize that they are not unique to a particular client.

## B. Orientation to Probation and Parole

The supervisor should brief the para-professional on the overall concepts of probation and parole and on the differences between the two types of supervision. He should also clarify the role of the probation-parole officer and the statutory and regulatory requirements of the particular jurisdiction.

### 1. Probation

The para-professional should be introduced to the pre-sentence investigation and

report, as they may affect the discretionary decisions of the sentencing judge. Emphasis should be on the necessity for attempting to include confirmed data in the report rather than mere allegations. Although different judges have different standards, every effort should be made to include circumstances of the offense, the defendant's prior arrest record, his community reputation, his familial and personal resources, his job stability, and the like. An evaluation of the defendant's likely future behavior should also be included. As regards the supervision of clients, the para-professional should be instructed that probation consists of more than a routine monthly written report. Probation is primarily a technique for assisting a convicted person in his rehabilitation effort and for the protection of society against the recurrence of a crime.

## 2. Parole

Great care should be taken to instruct the para-professional about the parole process, the terms and conditions of parole, and the possible conditions under which enforcement of rules might lead to parole revocation. The role of the pre-parole report in granting a parole and, hence, the necessity for a thorough investigation and report should also be emphasized. Similarly, the para-professional should be informed of the necessity for conducting more than cursory investigations of alleged violations of parole conditions and the necessity of thorough and accurate reports of such incidents. Since parole revocation in many jurisdictions is an administrative rather than a judicial process, the due process protections of an accused parolee must be included in such reports. In any event, a para-professional's recommendation for revocation should be thoroughly scrutinized by the professional supervisory personnel.

## 3. Probation-Parole Office

The para-professional training kit should include an organizational chart of the local office and its relationship to the central office of the particular jurisdiction. The chart should be explained and it should be pointed out that, while the local office and

officers have some discretionary powers in the application of rules such as curfew time and the like, by and large the basic rules of probation and parole are fixed by statute, the court, and the central office. Similarly sample forms and reporting formats should be included in the training kit and their use fully explained. The professional should not assume that such forms and their purpose are self-explanatory to the para-professional.

## C. Para-Professional Responsibilities and Functions

### 1. Introduction

The delegation of responsibility to a para-professional should be a gradual and incremental process. In the initial stages, a para-professional may tend to be overly idealistic and assume more role functions than he can realistically fulfill. The professional or training supervisor should attempt to delineate the para-professional's responsibilities and functions without unduly dampening his natural enthusiasm. There may also be an element of bewilderment on the part of a new para-professional which can be eased by graduating his level of responsibilities and functions as he progresses in his in-service training.

### 2. Responsibilities.

The para-professional should be informed that his basic responsibility is to his professional supervisor and to his clients. This means that the ultimate decision-making must always be coordinated with his supervisor's concept of the client's rehabilitation and treatment needs and that he, the para-professional, is a team member in effecting or carrying out such plans. As regards his clients, the para-professional's responsibility is to make his client aware of the rationale for treatment and seek his participation in such plans. In order to carry out these basic responsibilities, the para-professional must discuss his client's needs with his professional supervisor prior to contacting the client. He must contact his client as frequently as his supervisor advises and must summarize and report such contacts

within a reasonable time to prevent losing the memory-freshness of the contact. A suggested reporting deadline is twelve hours. The report should be promptly reviewed by the para-professional's supervisor and if questions arise, they should be brought immediately to the attention of the para-professional by the supervisor.

The professional should take the time during the early in-service training period to instruct the para-professional on basic report-writing techniques. Because a telephonic dictating device was used, the supervisors on the PO-CA Project experienced little difficulty in this regard. A few para-professionals, however, had to be cautioned either to elaborate on their contact reports or to condense them. Several para-professionals initially dictated every attempt at contact instead of summarizing the attempts and concentrating on the contact that was made. One also tended to report contacts with more than one client in the same report, resulting in confusion as to which client did what. In general, however, the para-professionals rendered satisfactory reports on their contacts.

The case load responsibility of the para-professional initially should be task-oriented. Surveillance and listening types of assignments should be given to him. As he progresses (in four to six months) his responsibilities should be gradually increased to helping the client meet concrete or environmental needs, such as housing and employment. Between the first and second years, his area of responsibility should be gradually widened to include investigative and counseling responsibilities.

Although there will be some overlap, these responsibilities can be considered four sequential categories which form the basis for the in-service development of the para-professional. These primary categories are:

Surveillance

Investigative

Concrete Needs Counseling

Emotional Needs Counseling

a. **Surveillance:** While the term "surveillance" usually means simply

"watching," in a police sense, the supervisor will find it advantageous to point out that a helping purpose is intended and that the para-professional can prove a very valuable team member in this respect. First, effective client surveillance consumes much more time than most probation-parole officers can devote to it. Second, surveillance is not intended to serve the sole purpose of catching a client in the act of committing a crime or violating technical rules. Rather, it is a form of continuous support to a client who is trying to re-establish himself in a threatening environment in which his past behavior has resulted in personal disaster. When properly carried out, the client is continually sensitized to the possible results of a course of action that has made him vulnerable in the past. Just as an alcoholic or narcotic addict who is trying to change his life derives support from frequent contact with others who have successfully conquered their problems, so also can many clients derive beneficial results from frequent meetings with the para-professional.

Surveillance that takes only the form of unannounced visits at any hour of the day or night may cause the client to feel that it is only a suspicious checking-up. Such unannounced visits may alienate the client and tend to induce defiance. They prevent the establishment of a close or warm relationship with the para-professional and deprive the client of the benefits to be derived from such a relationship. Moreover, they tend to result in token compliance with the rules and regulations of probation or parole.

Some basic "Do's and Don'ts" for effective surveillance are:

**DO** attempt to arrange most contacts by telephone or letter; unannounced visits should be infrequent.

**DON'T** announce to family, friends, or co-workers the purpose of the visit. The client's status may not be known to others. A careless

disclosure can only embarrass or harm the client.

**DON'T** attempt to talk with the client in the presence and hearing of others unless the client indicates his approval.

**DO** seek the client's preference for the location of visits, particularly if the home or job conditions preclude privacy.

**DON'T** openly or loudly express annoyance if the client is not at home or where he is expected to be. Reserve judgment until the contact is established; the client may be able to offer an explanation.

**DO** regularize visits on a weekly, monthly, or other basis.

**DO** arrive promptly or phone ahead if possible when there is to be a delay.

**DON'T** take a friend along in your visits to clients.

**DO** accept the client as he is, as long as he behaves legally.

**DON'T** attempt to enforce a different value system on the client, except along legal dimensions.

**DO** provide empathy; not sympathy.

**DON'T** be discouraged by initial sullenness or apathy.

**DO** help the client complete his required monthly report form.

**DON'T** do all the talking or questioning.

**DO** notify your professional team member of any pending court appearances.

**DON'T** appear in court with a client without first securing the concurrence of your professional team member.

These guidelines do not mean the client should be permitted to dictate the terms and conditions of the contact or to assume an irresponsible attitude toward keeping appointments. Rather, the para-professional should firmly but politely insist that such contacts are an obligation to be met consistently. Such an attitude will reinforce one of the basic requirements for successful

rehabilitation — the assumption of responsibility.

To serve as an effective tool for rehabilitation, surveillance contacts should be recorded by the para-professional in such a manner that they afford the professional some insight into the client's progress in attaining the goal of the rehabilitation plan. For example: If the rehabilitation plan is designed to foster steady work habits and the client announces that he has changed jobs, merely reporting the fact of the change is not enough. The para-professional should be encouraged to probe for underlying reasons for the change, so that he and the professional can try to determine the kind of job which may sustain the client's interest and work with the client in obtaining such a job or acquiring the training to qualify for the desired kind of job.

The para-professional's surveillance reports should also include comments concerning the client's attitudes, situation and, if a home visit, environmental and familial conditions at the time of the visit. Insistence that the para-professional adequately record such facts and observations and a thorough discussion of them with the supervisor is the best early in-service training device for the later counseling and investigative phases of his job.

**b. Investigative:** The degree to which the para-professional, and particularly the para-professional who is also a former offender, should participate in investigative activities is a question of some sensitivity which must be determined in advance by local policy. The para-professional has the responsibility of reporting what appears to be violative behavior, or actual violations, on the part of the client to his supervisor. The supervisor, in turn, must have the facts to arrive at a judgment about such alleged client misbehavior. If the client has been arrested, there is no reason why the para-professional cannot go to the police station or other authorities in order to

gather the facts about the arrest, the alleged offense and the surrounding circumstances so he can notify his supervisor and seek immediate advice. The para-professional should also make a factual written report about what he learns from the authorities so the supervisor can take this into account when he, in turn, prepares a recommendation report to the head of the local probation or parole office. Such early fact-finding and reporting should not be considered a substitute for police work or the investigation that must be initiated under the full control of the supervisor; it is more in the nature of a notification. The supervisor must then determine just what parts of the investigative task he will allocate to the para-professional.

A more difficult situation arises when the para-professional suspects the client is about to engage in violative behavior, or may already have done so. The question then is who should investigate what, to what degree, and when should external authorities be called in to participate in the investigation. Such questions cannot be answered in the abstract, nor can general principles be formulated to cover every case. What is clear is that the para-professional must report his suspicions to his supervisor at the earliest possible moment so preventive action may be taken to protect the client and the public, if that is still a realistic possibility. If the para-professional's suspicion relates to a deed that is already done, he must report it to his supervisor for an appraisal and to formulate a plan of action. In the supervision of clients, as in life in general, grounds for suspicion should not be confused with attribution of guilt. Even though the client is already under supervision, and thus especially vulnerable to suspicions, the supervisor and the para-professional have an obligation to extend due process protections to the client while trying to protect the interests of both the public and the client. The investigation of such sub-legal or pre-legal suspicions is a very delicate matter requiring the fullest degree of communication between the

para-professional and his supervisor and the highest degree of coordination of efforts since a client's liberty may be at stake. In the last analysis, however, the professional supervisor must have firm control of any investigative processes and his must be the controlling judgment about what is to be done.

**c. Concrete Needs-Counseling:** The absence of concrete-needs counseling can be a contributing factor to high recidivism rates. Such counseling, based on the experience of the PO-CA Project and volunteer groups, represents a most effective and profitable use of a para-professional's services. The para-professional should be made aware that because of post-release bewilderment, shame, or simply lack of knowledge, some clients must be almost led by the hand to avail themselves of community resources. Conversely, he should be warned that it is possible to cause a few clients to become overly dependent, which would waste his time and slow up the rehabilitation process.

The local office will find it useful to prepare a listing of community resources for the para-professional if it does not already have one. The para-professional, in turn, can be expected to develop additional resources as he gains experience on the job. Such a listing is included in the sample training kit in Appendix C. Both the orientation and early in-service training should, therefore, be concentrated on concrete needs-counseling and include the following areas:

**i. Employment.** Based on the experience of the PO-CA Project, employment assistance is one area in which the para-professional can excel. He usually knows the area in which the client resides and can deal with potential employers on a one-to-one basis. Para-professionals should also be encouraged to develop close



relationships with personnel in public and private employment agencies, particularly with the personnel in such agencies who are specialists in placing ex-offenders. The para-professional's services in this area can help save the time of the professional probation-parole officers who can spend more time on such professional duties as emotional needs-counseling which demand formal training in social work or allied fields. The para-professional should, however, be encouraged to learn some elements of emotional needs-counseling for the sake of his own future development.

A client who needs a job may consciously or unconsciously shy away from actively seeking employment for fear that his record will be revealed. Many clients have no particular skills or training and, because of their youth and lack of steady work habits, quickly become bored with jobs they consider routine or menial. The para-professional should be impressed with the necessity for selling such jobs to these kinds of clients as short-term, bread-and-butter incomes and motivate the client to establish more long-term goals through formal education and training or on-the-job training. Since many jurisdictions impose occupational licensing strictures on those convicted of a felony, the para-professional should be briefed on such regulations and methods of having them waived. Some clients, indeed, will be hesitant to apply for such licenses even though they may otherwise qualify.

**ii. Education and Training.** Although many para-professionals will know about adult evening education programs, most will not be familiar with other kinds of educational or training resources. Some State Departments of Vocational Rehabilitation fund not

only the education and training of the physically handicapped but also those who have been convicted of a crime precipitated by an emotional or character disorder. Such education or training may range from on-the-job or trade school training to a full college program. Other resources are the National Defense Training Act, Veterans Administration, state scholarship programs and college tuition assistance programs. Many state employment offices provide the necessary qualifying tests, as well as guidance personnel. Pay-as-you-go, privately operated, training resources may also be appropriate in some cases. The para-professional can provide a real service by encouraging and helping a client to seek all such resources. The para-professional should be cautioned, however, against raising the client's expectations before the particular agency or school has determined a client's eligibility. Moreover, the client's aspirations must be matched with his abilities so that his experience with education or training will be positive.

**iii. Housing.** Although most pre-parole or probation plans require adequate shelter or housing, the para-professional should be told that such plans are often of a temporary nature and that many clients will need further assistance with housing. Such assistance may range from helping to procure a mission shelter to public or private housing. It may also entail helping the client get home furnishings. Some clients may have to be discouraged from high interest installment buying, even though some jurisdictions require a parolee to obtain permission before opening an installment account. Because many clients will be eager to obtain stable housing as rapidly as possible, the para-professional should be alerted to the necessity of steering some clients away from over-committing them-

selves financially to high rentals or inappropriate housing. Finally, the para-professional should be cautioned against inviting a client to stay at his own home since this can have a variety of undesirable consequences.

**iv. Clothing.** The para-professional may not appreciate the significance of the clothing problem in the rehabilitation process. Many clients require emergency clothing assistance, and their families may require such assistance as well. The para-professional should be familiar with the local public and private agencies which provide such assistance, as well as used clothing outlets. Clothing is often a status symbol with the younger and urban ghetto groups, so the para-professional should be advised to caution a client against "easy credit" purchases which may result in serious indebtedness. It is well to note that when a client dresses beyond his means, it may be a clue to a possible resumption of illegal activities.

**v. Financial.** The para-professional should be instructed in the many problems faced by most clients in the area of personal finances. In the immediate post-release period while waiting for the first paycheck, many clients have to recondition themselves to budgeting for everyday living and to becoming accustomed to a higher cost of living. Many clients simply do not know how to budget due to earlier irregular work habits. They are unlikely to have established credit or bank accounts to make even necessary purchases such as clothing for themselves or their families. Moreover, many clients will be reluctant to discuss their financial affairs, while a few may seek to borrow money from the para-professional—a practice to be firmly discouraged. Finally, many clients may be reluctant to apply for credit with reputable companies be-

cause they have a record. Nevertheless, the para-professional should encourage the client to discuss finances, since this experience can contribute substantially to a client's adjustment to the rehabilitation process.

**vi. Medical and Dental.** The para-professional should also be briefed on free, or nominal fee, medical and dental resources available in the community. Among such resources are county hospitals, neighborhood health centers, some medical schools, veterans' hospitals, alcoholic or narcotic centers, and mental health treatment centers. Nor should the positive value of medical or dental cosmetology in the rehabilitation process be forgotten.

**vii. Legal.** The para-professional should be familiar with free or nominal fee legal services in the community. Most city, county and state bar associations, and some law schools, will willingly provide such information or services. In most communities, a legal referral service will be available through the main civic or welfare organization. Many para-professionals should also learn something about the possible range of legal problems faced by clients. Among such problems are:

- creditors wishing to collect on bills incurred prior to incarceration;
- loss of child visiting rights because of divorce while incarcerated;
- restoration of civil rights after completion of parole or probation;
- legal restraints resulting from conviction such as restraints on owning firearms;
- recovery of property seized while incarcerated;

federal taxes on narcotics possessed at the time of arrest; and civil suits arising out of the criminal act, such as recovery of stolen funds or physical or property damage.

**viii. Automobiles.** A recurrent problem of clients, with which the para-professional should become acquainted, is the use of automobiles. Many parole regulations forbid their use without permission, and such permission may be limited to their use for work. Under these circumstances, driving a car may be a violation, particularly if the client is involved in a traffic offense or uninsured accident. Again, the driver's licenses of clients may have been lost or expired. Some clients may be tempted to drive before applying for a license; others may be reluctant to apply for a license and insurance out of fear that their record will be divulged. Even if permission is granted to buy an automobile, the financial status of many clients is usually such that they either cannot afford a car or must purchase one on prohibitive credit terms. The para-professional should recognize that in some cases, an automobile may be a necessity, particularly if the client is employed in an area with no public transportation, or transportation which consumes an inordinate amount of time. On the PO-CA Project, some para-professionals assisted their clients in obtaining licenses and automobiles on equitable credit terms, a task the average professional probation-parole officer would find too time-consuming.

**d. Emotional Needs-Counseling:** It has been repeatedly emphasized that the para-professional, by definition, is not a professionally trained person. His para-professional status is the key to both his value and his limitation. While the para-professional may share many social and psychological qualities

with clients, and while the para-professional may be a very perceptive and socially skilled person, the fact is that he has not been systematically trained in the social and psychological sciences. Consequently, the para-professional must be taught to appreciate his own limitations and must practice some self-restraint when confronted with complex behavior problems on the part of clients. Good intentions and the raw experience of one's own life are not an adequate background to enable one to handle every human problem which comes along; in reality, the well-intentioned sometimes do inadvertent harm to those they seek to help. That a para-professional is employed in one of the helping occupations does not convert him into a lay analyst or any species of psychologist or psychiatrist. There are some human problems which can only be dealt with beyond the realm of common sense; they require special and prolonged training.

At the same time, no para-professional who is working for a probation or parole agency can be shielded from confrontation from time to time with complex, disturbed, or irrational behavior on the part of clients. It is well, therefore, that, as a routine part of supervision and in-service training, the supervisor help prepare the para-professional for such experiences. While it is not contemplated that supervisors should attempt to make amateur psychologists of the para-professionals they are supervising and training, they should strive to impart to them some of the elementary dynamics of human behavior and common symptoms of mental disturbance. Those para-professionals who are going to school to qualify themselves for future professional status will, of course, be exposed to some of the social and psychological materials that may be useful for emotional needs-counseling; but even those para-professionals who are not seeking such status should be given some insight into the dynamics of human behavior as a part of their supervision and in-service training.

It should also be made clear to the para-professional that not all emotional needs of clients require a degree in psychology for an adequate response. In most cases, what is needed between clients and para-professionals, and supervisors as well, is simple human warmth and understanding. It does not require a great deal of training for one human being to respond to another in basic human terms. In that respect, clients are no different than other human beings: they want to talk; they want to be listened to; they want to be understood; and they want to be taken seriously. Clients have everyday problems and ordinary social relations but can frequently benefit from communication with a "friendly outsider" with whom they can share plans and rehearse alternatives. Emotional needs-counseling at that level of human interaction is well within the competence of para-professionals. Some of the most common areas in which clients manifest their emotional needs and in which the para-professional can, with the supervision and training of his supervisor, engage in helpful emotional needs counseling are set forth in section D below.

#### **D. Informing the Para-professional About the Client**

The para-professional, like most people, will tend to stereotype his client population or case load into a mixture of criminal personality types. The supervisor should work to discourage the para-professional from forming such a misleading view that divides the client population into neat classification schemes, with each category in the scheme having definite syndromes and equally definite treatment plans. Instead, the supervisor should emphasize to the para-professional that his client population or case load represents a heterogeneous population with divergent personality types, environmental conditions, and cultural and peer behavior patterns and value systems.

From the standpoint of supervising clients and working out a rehabilitative probation or

parole process for them, the personal qualities of the individual client are far more important than the characteristics of the various groups he may represent. Thus, while it may be important for the para-professional to know about the group characteristics of, for example, first offenders and recidivists, property offenders and offenders against persons, younger and older offenders, and black and white offenders, the primary task of the para-professional is to work with individual clients, whatever their strengths and weaknesses, and to help them maintain a legitimate life style while they are under supervision.

The profile of the adult ex-offender that emerges from the study of group characteristics is not very promising; but it sets the challenge of the task to be shared by the professional supervisor and the para-professional. Population studies of adult prison reception and diagnostic centers in states having large urban ghetto populations typically yield the following types of data:

- about 70% of all incarcerations involve property offenders, e.g., burglars, larcenists, armed robbers, auto thieves, etc.;
- about 60% are under the age of 26;
- blacks and other minorities are represented at about double their proportion in the population of origin;
- at least 60% of all prisoners have not completed high school;
- the Median Beta IQ test is below 100, the score set as the national average;
- the average reading level is below the 6th grade level; and,
- such tests as the General Ability Test Battery, the Minnesota Multiphasic Personality Inventory, and the Minnesota Vocational Interest Inventory Test indicate that difficulties should be anticipated in future trainability and social readjustment.

While prison administrators and legal, social and employment agencies may continue to place limited faith in such tests, it is clear there is still a great dispute just what such tests are "measuring." Most of those tests are not culture free and most require a minimum reading

level. Thus, the tests, crude as they are, may have some indicative value, but should not serve as a conclusive diagnostic or prognostic tool. The individual client's unique combination of personal qualities, including both strengths and weaknesses, is what matters.

After making as careful an assessment of the client's strengths and weaknesses as a preliminary interview and a perusal of the record may permit, the supervisor should encourage the para-professional to concentrate on those problems facing the newly released client in re-adapting to his environment. This is usually the same environment the client resided in before his conviction, but now with the added readjustment problems engendered by his conviction or incarceration. The following are among the more important of these problems:

- social adjustment;
- familial and marital adjustment; and,
- feelings of rejection and suspicion.

The social and familial relationships of the client are the sources of his emotional life; on them depends his morale and happiness. The supervisor must emphasize the importance of friends and family in the life of clients, so that the para-professional becomes self-conscious of the important role they play in the adjustment the client makes. By listening to the client "vent" his feelings in these emotional areas, the para-professional can frequently perform a more significant service than helping to meet concrete needs like employment or housing. This is the area of emotional needs-counseling, much of which is well within the competence of the para-professional, but all of which requires guidance by the professional supervisor.

### **1. Social Adjustment**

Prior to conviction or incarceration, most clients will have developed a variety of social ties ranging from casual friends to strong peer attachments on whom they depend for emotional support, recognition, protection and status. In addition to their familial ties, the clients depend on all of these friendship resources for adjusting

to the ups and downs of daily living. These resources may be constructive or counter-productive to their emotional development, productivity and attitudes to society in general. When a man is suddenly deprived of this socially supportive network through conviction or incarceration, he has a tendency to withdraw into a fantasy life that sometimes regresses to the point of mental illness. While such a disruption of social ties may not be so severe in the case of men who have been convicted and placed on probation, the disruption is complete for those who have been sentenced to prison. For the latter, the disruption is maintained through prison restrictions on letter writing, visits, and other communications with the "outside" world. Added to this may be the shame that he and many of his outside friends may feel at this incarceration

In most cases, the inmate eventually manages to establish new bonds or relationships within the walls. Such friendship groups tend to resemble groups with which the inmate associated before incarceration and serve the same identification and acceptance roles for the individual within prison as they did on the streets. Once again, then, the individual comes to tolerate his environment — some even to the point of being afraid, at least subconsciously, to leave it. In those few cases, these feelings may be a part of the explanation of recidivism.

Upon release, the client is again faced with the destruction of established friendship ties and with the choice of completely re-adjusting himself to new relationships or attempting to re-establish his pre-incarceration bonds. His earliest response to such a disruption, however, may be a tendency to withdraw from such painful experiences, and this can leave the client floundering in a sea of loneliness.

The supervisor should constantly emphasize to the para-professional that this apparent withdrawal of the client from normal human contacts, particularly contacts with persons who can help him in his future adjustment, represents not only a fear of rejection but, many times, the problems of learning to relate to new persons. For the client who has been in prison, it is a new world with a different language,

more choices to make, and less predictability than he has been accustomed to. The para-professional should expect that feelings of "ups and downs" are normal to the process of re-adjustment and will often be expressed by the client through comments such as "I don't 'dig' the job, my foreman, the people, etc.," "I can't work all day and go to school all night.", and "I'm bored." Empathetic listening and encouragement will be helpful here.

The para-professional should be encouraged to withstand the occasional boredom of listening to the same old stories. As any professional knows, however, the client must talk out his problems to gain insight into his own life. Few professional probation-parole officers have this much time; but his para-professional team member can serve as a sounding board to bring into focus the client's basic fears and anxieties, so that the professional can use his own professional skills in attempting to resolve such problems.

## 2. Familial and Marital Readjustment

Prisons and jails are rife with stories of the "faithful" wife or girlfriend who writes often and regularly visits the client, all the while planning the "idyllic" life when they will be reunited on the outside and start anew. If not yet married, they plan to do so as soon as the client can obtain permission from his parole officer. If already married, the wife cannot wait until she can again have a husband to share the daily burdens and joys of family life. While such plans sometimes follow the course outlined, too frequently they do not; and seldom do they do so without difficulties. The realities of courtship and married life soon shatter the fantasy planning separation often produces.

The supervisor should warn the para-professional that many courting or married clients are likely to experience such a "crash of reality" relatively early in the supervision period. The impending or actual break-up of such an ardently wished for relationship as a marriage or reunion can be a very complicated affair. Most para-professionals will not be equipped to constructively intervene in such a process.

Rather than risk the possibility of contributing to the damage, it is best for the para-professional to restrict himself to a sympathetic listening role and report the situation to his supervisor for any action he deems appropriate. The supervisor should, however, try to explain the problem to the para-professional on a lay level so he may be sensitized to what is going on and what the supervisor or some other professionally trained person is attempting to do about it. A few of these problems are described below:

**a. Familial Readjustment:** The client and his family will ordinarily expect a joyful reunion upon the client's release. Few relationships, however, can maintain the momentum of the early reunion period. Some marriages will settle down into normal family routines and contribute to the rehabilitative process; others will begin to deteriorate. Disappointment at the disparity between the fantasy relationship fashioned in prison and the realities of married life begin to have a negative impact on family life. Even the parties concerned may be totally unaware of, or be unwilling to admit, the causes of marital difficulties without outside help. Sometimes the causes are so deep-seated, and even antecedent to the incarceration, that they require competent professional help, if, indeed, such marriages are to be salvaged at all.

The areas of family life in which trouble may arise are infinite. Only a few of the more general and common can be discussed here, but all are areas fraught with danger for the married client. As the para-professional may become aware of such problems, he will have to consult closely with his supervisor so that only constructive interventions take place in the family life of clients.

**i. Child Discipline Problems.** Children age in direct proportion to the length of the client's incarceration. The client often acts toward his children as if they were still at the age when he last knew them.

The children, in turn are not used to discipline from someone who has been absent and whose expectations and guidance are unfamiliar or unpredictable. The competition for the mother's attention can result in divisiveness and lead to outright rebelliousness or withdrawal from all but the most perfunctory or necessary interpersonal relationships. Moreover, the client may feel guilty over his incarceration and absence, or feel he has lost his legitimate authority over his children. Such ambivalent feelings are frequently expressed by alternating periods of over-indulgence and over-reaction which the children experience as an unpredictable inconsistency. The results for the child can be disastrous and may often require professional child counseling services. When the common sense or intuitive ability of the para-professional detects such relationships developing, he should consult with the supervisor about referral resources for steering the child or family into professional mental health or family guidance clinics.

**ii. Family Shame and Apprehension.** When the head of a household is incarcerated, the family often experiences an acute sense of shame, even to the point of moving away from the neighborhood. Some even change their surnames. Prison officials sometimes receive letters from spouses and parents urging that the client be kept the maximum length of time and declining visiting and letter writing privileges. Such a reaction on the part of the family compounds the alienation experienced by the client through his incarceration. While such a reaction is extreme, no family wholly escapes from the negative impact of having one of its members convicted or imprisoned. If nothing else, there is the gossip of neighbors, the taunting of children, and a major reorganization of family

life to compensate for the absence of the father.

When the client is released and returns to the family they will feel apprehensive. They may fear being "found out" by new neighbors. They may be afraid the client's behavior will betray his convict status or, indeed, that he may engage in further crime. Such apprehensiveness on the part of the family tends to express itself as a veiled suspicion and a failure to extend trust to the newly returned client's intentions and behavior. Ordinarily, the client gets the message through such questions as "Where are you going?", "When will you be back?", and "Where were you?" While such questioning may be well-intentioned and even protective, when they are overdone the client comes to resent them. When misdirected, such apprehensions tend to undermine the client's self-confidence and may even lead to such repeated expectations.

Due to his closer contact with the client and the family situation, the para-professional should be sensitized to this type of situation by his supervisor. Together they should plan a joint course of action to forestall any further deterioration. This may entail referral to family counseling or simply a joint office visit among all concerned. "Venting" alone can often help to alleviate the situation, particularly if the mate is unaware that what he or she is doing out of love and fear is progressively accomplishing just the opposite.

**iii. Debts and Income.** The debts a client incurs prior to conviction or imprisonment and those accumulated by his family in his absence will often complicate the life of a newly released client. Once he is established in a job, he may be plagued by old debtors. His wife and children will continue to have ordinary living require-

ments. The wife will occasionally nag because the children do not dress as well as other children or she has not had a new coat or dress since he was sent away. If he smokes or wants an occasional beer, he may feel he is depriving his family. A client in such financial straits will suffer from low morale and is highly vulnerable to recidivistic behavior. Such financial difficulties are also highly productive of family strife.

While the para-professional and his supervisor will do what they can to maintain the client in steady employment, they must also do what they can to protect him from old debtors while addressing themselves to the problem of the client's money management. For this reason, the supervisor should include budget management in the training of the para-professional. It will most frequently be the latter who will be trying to help the client spread a low or inadequate income over a range of current living expenses and old debts. The para-professional may also have to try to make "emergency relief" arrangements for the client from time to time. In any case, debt management and income problems will require close coordination between the para-professional and his supervisor; they will not only be trying to preserve family unity, but they will be trying to protect the client from an especially heightened vulnerability to recidivism.

**b. Marital Readjustment:** This is an extremely important area of a client's interpersonal relationships with which the supervisor should familiarize the para-professional. Indeed, it is one of the most emotionally charged aspects of a client's life since the quality of marital adjustment can be the key to the general quality of future life, for good or ill. As with the familial aspects of

the client's life, the supervisor should emphasize the potentially counter-productive effects of a para-professional attempting to probe and counsel in an area which may require highly trained professional help.

Even with the most favorable marital readjustment, the client will face some problems. The idealized marriage anticipated by both parties during the separation period, fueled by deprivation of sexual contact between them, centers on the courtship stages of the marital relationship, and the same pleasureable anticipations are expected. Unfortunately, the realities of human limitations can seldom live up to erotic fantasies; and both the client and his wife may find themselves disappointed. This may lead to recriminations during the separation period. The fact is, fantasies apart, separation and lack of practice often diminishes sexual performance, if not psychological appetite. Lacking such insight, the client may suspect his wife of infidelity, and she may be haunted by the fear her husband has become a homosexual. The resolution of this type of marital readjustment problem depends on the ability and willingness of each of the partners to come to a realistic understanding about their sexual life and may at times require professional marital counseling.

Perhaps the most poignant marital readjustment problem to be faced by a client is where the client has been falsely led to believe his or her mate has remained faithful throughout the entire incarceration period — a belief reinforced by frequent reassuring letters and visits. In such cases, the para-professional's only substantial contribution is patient listening and diversionary conversations and activities until the client has learned to accept the situation.

To summarize, then, the supervisor should alert the para-professional to these kinds of familial and marital problems as constituting some possible emotional bases for a client's failures to cope with his concrete needs and



problems. A para-professional's realization that a client may be facing such underlying emotional problems may prevent a premature judgment about recalcitrance, laziness, stupidity, or lack of interest. Such a realization can produce empathy and a corresponding response of wanting to be helped.

**3. Feelings of Rejection and Suspicion:** The range of potential emotional responses to the fact of conviction and incarceration can be very broad. Some probationers and parolees are able to tolerate such experiences without a great deal of bother to their consciences and to reconcile themselves to the consequences. Others are guilt-ridden and self-consciously aware of the stigma attached to their status as ex-offenders. While clients of the former attitude may seem less problematic to the para-professional, the supervisor should point out that an easy conscience about past criminality is sometimes an indication of a higher degree of vulnerability to recidivism. If the client was not impressed by the fact of his conviction in the past, he may also have less conscience about opportunities for future crime. Such clients may require more surveillance, more frequent contact, and more counseling about a happy-go-lucky attitude concerning their future behavior.

On the other hand, while feelings of guilt and consciousness of stigma may be taken as one indication that some of the client's inner controls are working to restrain his behavior, the supervisor should point out to the para-professional that an overactive conscience can be self-destructive. A client's feelings of guilt can lead to a sense of rejection, a feeling the world is against him, and a sense that he is marked as an ex-offender. Reactions of this nature create different problems for the para-professional and his supervisor. Such clients need encouragement and reassurance. Their resolve to move in the direction of self-improvement is weakened, and they can easily slip into emotional states of depression. Sensitivity to the awareness of stigma sometimes develops into a degree of suspicion bordering on paranoia. At the extreme, there is little the para-professional can do to help such

clients, except to continue to try to bolster self-confidence through reassuring counseling. The para-professional should keep his supervisor closely advised of the emotional state of such clients, and a professional referral may be required. In the PO-CA Project, some of the para-professionals took a few such clients to an Alcoholics Anonymous meeting. There the client could observe others who were experiencing similar emotional problems and could sometimes be brought to recognize that the encouragement received through group identification could serve as a positive emotional support.

#### **IV. Induction, Assignment and Development of the Para-Professional**

After the applicant has been screened and has successfully completed the Orientation and Training Program described in the preceding chapter, his tentative employment status should be considered at an end. He is now a bona fide employee and a member of the team. The supervisor should, therefore, formalize the actual hiring process by appropriate investiture ceremonies. Such a ceremony is an important symbolic affirmation in any occupational work situation where para-professionals are being brought together with professionals for a common work effort. It confers a new recognition and special status on the para-professional. This is particularly important in the case of the para-professional who is also an ex-offender and who will tend to view the process as a "legitimizing" ceremony—the antithesis of his previous experiences with the criminal justice system. It is a positive and rehabilitative counterpart to the earlier legal ceremony (the trial) which deprived him of his former status and left him with a negative stigma, and an overt recognition of a new confidence and trust now being placed in him.

##### **A. Induction**

The supervisor will find it particularly beneficial to have the para-professional sworn in by the senior judge of the jurisdiction, or a comparable figure, with other staff personnel in attendance. This should include a formal oath of office, administered with dignity and

seriousness, to impress the para-professional with the fact he is now a representative of the court, the probation or parole agency, or whatever part of the criminal justice system he now represents.

After the swearing-in ceremony, the para-professional should be fingerprinted on a "job" applicant fingerprint card. Care should be taken to insure that the filing of the fingerprints do not inadvertently appear as a new offense or a probation supervision clearance. This is particularly important in the case of ex-offenders. One way to obviate this possibility is to have the contributor listed as the Chief Judge of the Court.

An appropriate identification card should be issued. This should include a photograph and signature and should read:

"This is to certify that John Doe, whose signature and photograph appear hereon, serves as a Probation-Parole Officer Assistant for the \_\_\_\_\_ District or State."

The supervisor should require the para-professional to execute a name schedule bond. The para-professional, particularly ex-offenders, will generally welcome being bonded, since in many cases inability to secure commercial bonding may have resulted in losing employment opportunities, and once bonded, future bonding should prove less difficult.

### B. Assignment

Optimally, the para-professional should be assigned "new" cases; that is, clients who have not been under the supervision of a "regular" probation-parole officer. This is recommended to avoid the reaction on the part of the client that he is being unnecessarily "shuffled" from hand to hand, or that the quality of his supervision is being reduced in status. As farfetched as it may seem, such feelings were manifested in the experimental PO-CA Project and ranged from negative feelings toward a "new" man, i.e., the para-professional to feelings by blacks that they were being "sold short" by having black para-professional supervision agents assigned to them. Once a para-professional program of this kind is established, however, such reactions do not tend to recur.

The supervisor should then prepare a brief diagnostic summary of the client, paying particular attention to the client's service needs, i.e., problem areas, and his area of residence

plans. The case should then be staffed by the supervisor and the probation-parole officer and matched with the para-professional to whom the client is to be assigned on the basis of such factors as race, the degree of harmony between client service needs and the para-professional's strengths and weaknesses, and residential proximity. For special problem cases, such as narcotics addiction or alcoholism, consideration should be given to assigning a para-professional who has himself experienced such a problem and overcome it.

The supervisor should expect para-professionals to vary markedly in their general approach to the role of change agent. The largest group of para-professionals will be most comfortable and skillful in providing concrete forms of services directly or through formal referrals. Some will be proficient at counseling. A few will function best in a surveillance capacity. All will be good at "rapping" or listening to clients, although they may be less verbal in the office.

The supervisor or professional team member should capitalize on such differences in approach by matching the para-professional's talents with client needs. Matching along racial, ethnic or residential dimensions is easily done; but other kinds of matching must be done by trial and error until experience reveals the range of skills possessed by para-professionals. The para-professional's ability to empathize and simply listen, however, is of paramount importance in accelerating the positive aspects of the rehabilitation process. A high degree of motivation, involvement and enthusiasm may be characteristic of the para-professional, particularly when he deals with a client on a regular weekly basis. If it is feasible, the number of clients assigned to para-professionals should enable them to make such weekly contacts; in any case, the number should not be overwhelming.

### C. Supervision

Professional monitoring of the para-professional's client supervision should be a continuous and on-going process. The supervisor should never assume that an "all's well" report is to be taken simply at face value. The supervisor should be alert to the possibility that the para-professional may not be recognizing potential problem areas. He should be patient

larly insistent that the para-professional always be prepared to discuss a client's case, situation, and progress under supervision. Scheduled contacts with the supervisor and systematic reporting are mandatory during the earlier training phases of the para-professional's career. Without such continuous feedback and discussions, the team member relationship between the professional and para-professional will tend to become formalized, bureaucratic and hierarchical, and degenerate into a "fetch and carry" operation, thus destroying the reason for adopting a para-professional program in the first place.

#### **D. Career Development for the Para-Professional**

In addition to the para-professional's occupational growth through on-the-job training, the supervisor should encourage him to map out a part-time educational development program. The usefulness of such programs will depend on the resourcefulness of the local agency administrator. Much can be done to encourage promising para-professionals to take advantage of educational opportunities at local community colleges or even by correspondence course. Para-professionals should participate in special training opportunities that become available to the agency staff from time to time. In the larger urban areas, programs in the correctional field are beginning to be developed, especially geared to the mature, full-time employed adult. At first, few para-professionals will be familiar with such programs and the tuition funding policies or grants that may be available to subsidize such educational opportunities. The administrator interested in staff development should make work-release time programs available to eligible para-professionals. In locales where programs in corrections do not exist, the para-professional may be able to take courses in such related fields as psychology or sociology, and may still qualify for grant assistance programs. This is particularly important for the para-professional with dependents. The supervisor should, however, caution the para-professional against overloading himself with a combination work-study program which can lead to career discouragement and familial discord.

#### **V. Conclusions and Summary**

The experience of the PO-CA Project, and similar experience in other professional fields such as medicine, dentistry and related social service areas, has amply affirmed the utility and productivity of para-professional probation-parole officer programs at all jurisdictional levels. The successful implementation of such para-professional programs depends upon five primary considerations:

A. A determination of local needs in terms of client population characteristics (i.e., ethnicity, geographical location, social distance, etc.); the current case load of the professional staff; and the ability of the local supervisory personnel to demonstrate such a need to both an authorizing agency and to the in-house professional staff.

B. The planning and establishment of adequate recruitment, selection, orientation and in-service para-professional training programs. Previously successful techniques for carrying out such programs have been discussed in this Manual. Special emphasis must always be placed on the team approach, rather than on the "assistant" or "routine task" approach. A para-professional who has been converted into a messenger or a porter is of little use to the tasks of a probation or parole office.

C. The most valuable aspects of the para-professional's service will, initially at least, lie in the areas of concrete needs-counseling and empathy. Other skills may develop through further training and experience. In-depth emotional counseling should be referred to the professional probation-parole officer for appropriate action.

D. While the decision-making process should represent a team effort, the final decision-making authority must remain vested in the professional staff. The reasons for such decisions should, however, be communicated to the para-professional in order to contribute to his training and career development.

E. The benefits to be derived from the adoption of a para-professional program should not

be predicated upon an expectation of an early reduction in the local recidivism rates. Such a reduction may, in fact, take place in the long run; but the real value to be realized by the use of para-professionals, including ex-offenders, lies in their ability to communicate with, and relate to, clients in terms of human warmth and understanding. A proper division of labor between the professional and the para-professional will extend more time, surveillance, services and counseling to clients and make the best use of the skills and training of a working team of professional and para-professional.

**APPENDIX A:  
A Summary of the Probation Officer-Case Aides  
(PO-CA) Project<sup>1</sup>**

by  
Donald W. Beless,  
Dean of Students and Assistant Professor,  
School of the Social Service Administration,  
the University of Chicago and  
Research Director, Probation Officer-  
Case Aides Project

<sup>1</sup>Appendix A is a written modification of a talk delivered by the author to a Congress of Corrections sponsored by The American Correctional Association on August 23, 1972.

## Para-Professionals in Probation and Parole<sup>1</sup>

An experimental field-study of the use of part-time, indigenous, para-professionals in federal probation and parole is being conducted in the Northern District of Illinois, United States Probation Office<sup>2</sup>. Recently, Phase One of the two-phase project was concluded. The results are encouraging for those of us who have suggested that non-professionals represent a realistic and promising solution to manpower shortages in the areas of probation and parole supervision.

A major objective of the PO-CA Project was an examination of the feasibility of using para-professionals — about one-half of whom are ex-offenders themselves — as assistants to probation officers. In Phase One, a 26-month period ending in May, 1972, 52 POAs (probation officer assistants) supervised a total of 161 federal probationers, parolees, and mandatory releasees. An additional 141 federal offenders were designated control subjects and received normal supervision from regular probation officers.

### A. The Subject Sample

The research sample was selected from recently referred probation, parole, and mandatory releasee cases. An effort was made to select a sample that was representative of the group of offenders generally described by such terms as hard-core, conventional, and resistive. In contrast to white-collar criminals and racketeers, most offenders in this group are poor, uneducated, and non-white. Accordingly, selection into the research sample was restricted to members of the low socio-economic class<sup>3</sup> who had committed the following federal offenses: postal theft, interstate auto theft, interstate shipment theft, narcotics violations, forgery, counterfeiting, and bank robbery. Once selected, subjects were randomly assigned to either

<sup>1</sup>The material contained in the sections entitled, "The Subject Sample", "The Probation Officer Assistant", "Orientation", and "The POA Role", was published previously — D.W. Beless, W.S. Pilcher, and E.J. Ryan, "Use of Indigenous Non-Professionals in Probation and Parole", *FEDERAL PROBATION* 36 (1), March 1972, pp. 10-15.

<sup>2</sup>The Probation Officer-Case Aide Project was sponsored by the Center for Studies in Criminal Justice of the University of Chicago Law School, and is supported by the National Institute of Mental Health and the Federal Judicial Center.

<sup>3</sup>Determination of social class was based on Hollingheads' *Two Factor Index of Social Position*, 1965, Yale Station. New Haven, Conn., 1957 (Mimeographed, copyright by author). This instrument provides a means of arriving at a rough but useful classification of social position through categorization of an individual's educational and occupational level.

the experimental unit for POA supervision or to the control unit for regular probation officer supervision<sup>4</sup>.

### **B. The Probation Officer Assistant (POA)**

Each subject in the experimental unit was assigned to a POA. Two professionally trained probation staff officers each supervised approximately 20 POAs. While POAs provided direct correctional services, the supervisors retained legal responsibility for all subjects assigned to POAs.

Applicants for the position of POA were recruited primarily from neighborhoods having high proportions of project-offender clients. The majority of applicants came to the Project via recommendations of probation staff officers, referrals from local social service agencies, and self-referrals prompted by word of mouth. Because recruitment never presented any serious problems, the Project staff was always able to maintain a rather sizeable waiting list of applicants. Occasional difficulty in recruiting white applicants was alleviated by preparation of a recruiting leaflet which described the Project and POA position, and gave a telephone number. The leaflet was distributed widely among service agencies and offices of the State employment service.

### **C. Orientation**

After being interviewed, applicants attended an Orientation and Training Program which consisted of four evening meetings spread over a two-week period. Each session lasted approximately 2½ hours. The men were introduced to the purposes, policies, and procedures of the probation office; and the envisioned role of the POA was discussed extensively.

Care was taken throughout orientation and training to avoid emphasizing status distinctions between the professional probation officer and POA. In order that the POA not perceive himself as a second-class provider of services, orientation and training emphasized that quality services required a high level of team work. The use of POAs was presented to the trainees from a positive perspective. The professional staff shared with them the conviction that use of POAs was based on a belief that the POAs have much to contribute to the

<sup>4</sup>Of course, the regular probation officers were not aware which 3 or 4 subjects among their total caseload of about 100 were part of the research sample.

rehabilitation of offenders, rather than employment simply because there was a manpower shortage. POAs were made aware of the staff's hope that their contributions in correctional services would result in significant new career lines, as has been the case in other fields such as medicine and education. In short, the Project staff was careful to minimize the possibility of dealing with POAs in a condescending fashion, emphasizing instead the cooperative aspects of the POA-probation officer relationship.

The expectations of orientation were not great. The Project staff planned for the essential learning to take place during in-service individual and group supervision meetings. Project staff members had been advised in earlier exploratory contacts with other agencies using the indigenous non-professionals to avoid the dangers of extended, formal training programs. Too much formal programming at the outset presented the possibility of intimidating or boring the trainees; and furthermore, such intensity might "bleed out" the very qualities which make indigenous workers valuable.

### **D. The POA in Action**

All POAs worked on a part-time basis and were paid according to the number of cases supervised, three being the maximum POA caseload. POAs were varied in their general approach to the role of change agent. Some appeared quite proficient at counseling. A larger group was more skilled in providing concrete services either directly or through referrals to appropriate resources. Examples of tasks handled include: assistance with securing adequate housing and welfare benefits; referral for medical and mental health services; and help with locating employment and training. A few POAs functioned primarily as surveillants.

The actual selection of POAs was perhaps the most critical point. In a program aimed at re-orienting offenders to an acceptable and constructive role in society, the staff sought persons with basic integrity whom subjects could trust. The Project staff tried to select those applicants who, according to professional judgment, possessed personal characteristics considered essential for successful participation in the helping process. Few POAs below the age of 25 were selected; younger applicants did not seem to possess a sufficient degree of

maturity. POAs were recruited from the same socio-economic level as experimental subjects. Because facilitating communication is often the key to the problem of establishing a mutually satisfactory relationship between worker and client, it seemed likely that communication between subject and POA could be enhanced if they shared a common socio-economic base.

POA selection was limited to white Americans and black Americans, with POAs matched to subject by race. The assumption was made that, at least in the lower socio-economic class from which both subjects and POAs were drawn, there is less social and cultural distance among members within each racial group, than between the two groups. Since a primary object of the PO-CA Project was to reduce social distance between the correctional worker and the recipient of correctional services, matching along the dimension of race was essential. One potential problem with this policy was that it might appear discriminatory to the casual observer. However, matched assignments were made on the basis of diagnostic considerations, not discrimination. Diagnostic considerations were those factors drawn from the information available for the POAs (application, interview, and routine background check) and assignees (generally release file and various agency reports). Matches were also made along other dimensions considered relevant. For example, rehabilitated alcoholics and drug users were paired with subjects afflicted with these problems.

Both POA and subject groups were also restricted to men only. Women constitute less than 10 percent of the client population served by the probation office in Chicago and, since these were such small numbers of subjects potentially eligible, matching would have proved difficult.

Applicants for the position of POA were interviewed by a selection committee composed of the action director and a training consultant. Each wrote a brief summary and made an independent rating on a 5-point overall evaluation scale ranging from very high to very low<sup>5</sup>. Among the characteristics considered were level of motivation, degree of empathy, capacity for relationship, emotional stability, maturity, perceptiveness, and sensitivity. It is interesting to note that of 12 applicants receiving the highest rating and accepted for assignment of cases, all were black. Completion of high school was the median level of POA

education, with nearly half the group having some college credits. While there were no minimum educational requirements for POAs, it was apparent that those applicants with more education tended to fare better in the overall selection process.

#### **E. Comparison of Experimental and Control Subjects**

The central goal of the Project was to discover whether the indigenous para-professional could perform effectively as a rehabilitative agent in probation and parole. The measure of performance and determination of effectiveness in corrections is at best a very inexact and elusive undertaking. Ultimately, the investigator attempting to evaluate outcome is left with only two general types of evidence: recidivism rates of one sort or another; and inferences about "social adjustment." Neither is wholly adequate; but taken together they may afford some measure of relative success or failure. On this basis, we proceeded.

##### **1. Recidivism**

The primary measure of recidivism was a new arrest of the releasee. Because recidivism data was gathered only seven months after the close of the action phase, it was impossible to rely solely on new convictions as a solid measure of recidivism. In far too many cases information concerning disposition was unavailable or charges were still pending.

The data reveal marked similarities between the experimental and control groups. Seventy percent of the experimental group had not been arrested subsequent to the current offense and 72% of the controls were arrest-free. In both groups, the majority of subjects who were arrested had only one arrest. The 75 recidivists from both research groups accounted for 120 subsequent arrests encompassing a wide range of offenses. In all, twenty different types of offenses were committed. The experimental and control recidivists did not significantly differ in the length of time which elapsed between the beginning of community supervision and the first new arrest. Neither did they differ significantly in the seriousness of the offenses committed. Similar proportions (about 42%) of recidivists in each research group

were arrested for major offenses (e.g., narcotics, murder, burglary, sex assault, robbery, etc.).

Thus, experimentals and controls were found to be quite similar when compared by various commonly employed recidivism measures such as new arrest, seriousness of arrest, and length of time between release and first arrest.

## 2. Social Adjustment

The use of social adjustment as an outcome measure is based on the assumption that improvement of the quality of life (as the subject views it) is an important element in rehabilitation and an appropriate goal for correctional practitioners. Social adjustment in this sense does not imply conformity to a middle-class, establishmentarian life-style. It does not necessarily mean success. Rather, social adjustment properly conceived implies a degree of maturity in confronting life's problems and responsibilities.

In this study the concept of social adjustment was operationalized along a number of important dimensions of living: marital and family life, employment, housing, and community involvement and leisure time activities. In this context, data were also gathered relating to the nature of the subject's relationship with his POA or probation-parole officer.

In none of the major areas of social functioning examined was a significant difference between the two research groups found. Characteristics of family living, employment, housing and use of leisure time were generally similar for controls and experimentals. On the average, control subjects did enjoy a slightly higher monthly income - \$595.00 compared with \$561.00, a difference of \$34. This was probably due to the fact that controls possessed slightly more education and more job skills than did the experimentals.

## F. Conclusion

In conclusion, neither arrest rate nor length of time between release and social adjustment

revealed significant differences between the two research groups at the end of the Project. There is, therefore, no reason to doubt that certain carefully selected subjects can be supervised effectively by para-professionals.

The major question addressed by the Project, whether indigenous para-professionals could deliver probation-parole services without adverse affect on recidivism or social adjustment of clients, was therefore answered affirmatively. Para-professional probation officer assistants, effectively supervised, can relieve the probation officers of some responsibilities and deliver services at salary costs much below those required to employ professionals.

Perhaps one of the most important findings is the general receptiveness of probationers, parolees, and mandatory releasees to POA supervision. Subjects in the experimental group accepted supervision by indigenous para-professionals readily and almost without incident. The employment of indigenous para-professionals in federal probation is operationally feasible and represents a promising adjunct to professional correctional supervision. It compromises neither the potential rehabilitation of subjects nor the general professionalization of correctional practice.

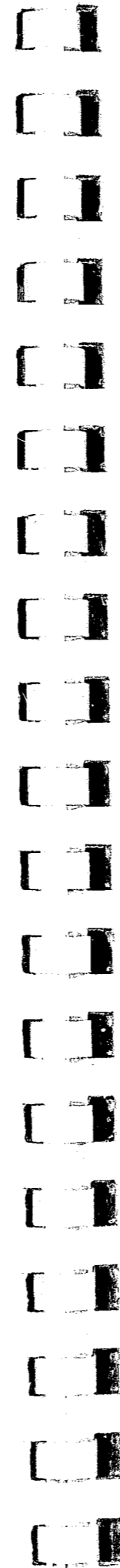
Indigenous para-professionals bring to the correctional system many important perspectives which are not generally familiar to middle-class professionals. The social and cultural distance between middle-class professionals of any race and lower-class minority group subjects is a growing problem in corrections, especially in major urban areas. Large proportions of subjects in most cities are non-white, but only a very small fraction of professional correctional staffs are minority group members. Attempts to correct this imbalance through aggressive recruitment of non-white professionals has been only minimally successful. The simple fact is that any non-white qualified for employment as a federal probation officer is also qualified for countless other, often more lucrative, positions in education, welfare, and industry.

The development of a para-professional career line presents a realistic and practical means of providing increased job opportunities for minorities in corrections. The para-professional position can serve as a new entry point with advancement to professional status dependent



upon experience, good performance, in-service training, and formal education. The pay-off, in addition to effectively opening up the correctional system to minorities, is improved services, particularly to that segment of the caseload which needs it most — the angry and socially alienated offenders. The indigenous para-professional is not only better able to reach such subjects socially and therapeutically by bridging communication gaps, he is often far more willing and able to reach them physically. Many probation officers are reluctant, if not unwilling, to venture alone into ghetto areas of the city at any time of the day or night. Consequently, investigative reports and supervisory contacts requiring potentially risky community visits are given short shrift or become inordinately expensive if conducted by two-or-more-man probation officer teams. Indigenous para-professionals are, by contrast, often members of such communities and have little difficulty conducting official business in them.

In summary, then, the use of indigenous para-professionals holds the promise of increasing the effectiveness of the correctional system in both its rehabilitative and protective functions. It also provides a new career line for many individuals currently cut off from normal participation in the "main-stream" of American life by virtue of their poverty, lack of education, or criminal record.



**APPENDIX B:**

**Summary of the Probation Officer-Case Aides (PO-CA)**

**Continuation Phase**

by

Ellen Jo Ryan Rest,

Research Assistant,

Probation Officer-Case Aides

Continuation Project

## SUMMARY OF PO-CA CONTINUATION PHASE

### A. Goals of Continuation Phase

The Continuation Phase of the Probation Officer-Case Aides (PO-CA) Project was undertaken to further study the use of para-professionals in probation and parole work and to serve as a mechanism through which a permanent para-professional position could be established within the United States Probation Office. Like the original project, the Continuation Phase had both action and research components headed by separate Action and Research Directors. The Continuation Phase looked at the following areas:

1. using both full- and part-time Probation Officer Assistants (POAs) as aides to officers with normal caseloads;
2. finding both investigation and supervision tasks which could be handled effectively by POAs;
3. operating probation officer — POA teams as mechanisms for service delivery;
4. responses of professional officers to the use of POAs; and
5. advantages and disadvantages of full- and part-time positions for POAs.

### B. Basic Structure of the Continuation Phase

The Continuation Phase differed from the initial operational phase in several important respects. First, both full- and part-time POAs were employed in the Continuation Phase. Second, the entire probation office field staff was involved in making assignments and supervising the work of POAs. Third, POAs were given investigative as well as supervisory assignments. Fourth, the Continuation Phase began with para-professionals who had a wealth of previous experience in their POA roles. In this phase, only the professional staff supervisors lacked experience in working with para-professionals or working in teams. Thus, the POAs knew to a considerable extent what would be expected of them — at least with respect to supervisory responsibilities.

**C. Selection and Assignment of POAs**

Sixteen POAs were employed: twelve part-time and four full-time. POAs hired for the Continuation Phase were all employed in the initial phase. The final choices were made by the PO-CA staff, which considered length and variety of previous PO-CA experience, reliability, industry, race, background and life experience in the selection.

Prior PO-CA participation and attendance at the group supervision meetings was a leading factor in recommendations by supervisors, since it was primarily through these meetings that the supervisors became well-acquainted with the POAs. The size of the professional field staff was such that all officers were able to have working contact with a POA. Each of the four full-time men was paired with an officer expressing a particular interest in the PO-CA Project. Each part-time man was assigned to two staff officers, dividing his time between them.

**D. Supervision and Communication**

To assist both the officers and POAs in forming partnership teams, some structure was given to supervision. The four full-time POAs attended the monthly office staff meetings, taking an active part in group discussions and not hesitating to ask questions or offer a point of view. The part-time men did not attend staff meetings because of scheduling difficulties.

Meetings between full-time POAs and professional team partners were usually held following the general staff meeting. No formal agenda was prepared; but the Project Action Director, officers, and POAs discussed various matters of general interest or concern which had arisen during the month. These occasions became the forum at which POAs voiced complaints about incidents of perceived injustice to themselves.

Other lines of communication existed as well. The Action Director held periodic spontaneous conferences with individual teams as the need arose. Often the Action Director met individually with POAs and Professional officers. Team partners were in constant daily contact. The four full-time POAs held regular sessions in which they exchanged various kinds of information among themselves, e.g., the community resources, successful techniques, and the like.

**E. Education**

The PO-CA staff tried to provide POAs with educational opportunities of a more formal nature, but without success. Nevertheless, several POAs continued to take college work on their own; two part-time men received bachelor's degrees during the Continuation Phase. Despite the apparent lack of success in this endeavor by the PO-CA staff, this important area should be given serious attention by all staffs employing the para-professional as an aid.

**F. Special Assignments**

POAs also assisted in "spreading the word" about the PO-CA Project. Several individuals made presentations at refresher courses offered to probation officers from around the country who had expressed great interest in the PO-CA Project experience. The POAs were very effective in their presentations, earning many favorable comments.

An event extremely important to the future of the para-professionals within the United States Probation Service took place mid-way through the Continuation Phase when the Chief United States Probation Officer, the PO-CA Action Director, and one full-time POA were called to Washington, D.C. to report to a congressional subcommittee on the judiciary on parole problems and procedures. The committee listened with special interest when the POA told of his experiences as a recipient of correctional services. Materials relating to the PO-CA Project were presented to the committee which later made a favorable recommendation for inclusion of a para-professional position in the permanent organizational chart of the United States Probation Service.

**G. Payroll**

Full-time POAs received \$7,727 per year, the salary of a federal employee at level JSP-6. In addition to this salary, full-time POAs also received fringe benefits. Hourly pay for part-time POAs was computed on the above base salary; they received \$3.71 per hour for up to fourteen hours of work per week. Both POA groups were allowed reimbursement for travel expenses at the rate of eleven cents (11¢) per mile, the same rate permitted professional staff officers.

In the Continuation Phase, the Action Director found it necessary to pay the part-time POAs by the hour because of the diversity of their duties. In the initial phase, the staff had found this system

unworkable and instead adopted a system of payment which set a fixed amount for each subject supervised. Since the POA handled virtually all the supervision for a given subject, the Action Director and supervisors in the PO-CA Project could safely estimate how much time would be required. In the Continuation Phase, however, the staff officers gave the POAs differing assignments, with some requiring only one contact and some requiring many. The part-time POAs saw varying numbers of subjects in the Continuation Phase, making the fixed-amount-per-subject system of payment unworkable. In addition, as they gained experience, the POAs were able to assume the responsibility of reporting and budgeting their time in a more acceptable way than had been the case early in the initial phase.

#### H. Problems and Issues

In the course of the Continuation Phase certain minor questions and annoying problems arose. At one time several POAs wanted to drop the word "assistant" from their title, become in effect "probation officers". At another time early in the Continuation Phase competition began to develop among the full-time case aides and between them and the professional probation officers.

A series of incidents concerned with the title "probation officer assistant" and involving only the full-time men arose in relation to authority and status within the PO-CA Project. Without discussing the matter with the Action Director, several full-time POAs instructed a secretary to omit the word "assistant" from the job title appearing below their signatures on all correspondence. The secretary refused, explaining that she was instructed by the Action Director to use the correct title which included the term "assistant". She later brought the matter to the Director's attention, and it was resolved in a discussion with the POAs explaining the necessity for distinguishing between the two positions.

Shortly after operations began, the Project staff began to notice competition was developing among the full-time POAs for certain assignments to which that group attributed more status. Especially favored were investigative tasks and participation in writing pre-sentence reports. The men had not had experience in these areas in the initial phase, and they wanted to extend the breadth of their experience as rapidly as possible so that they might be better qualified for a job when the

Project ended. All were aware of the possibility for permanent POA positions in the United States Probation Office. Since each man worked as part of a different team, there was really no way to ensure uniformity of assignments, nor would it have been desirable to do so. The Action Director handled this competition problem in group meetings with the POAs by pointing out that one of the matters under study was the variety of work assignments made by the officers and the kinds of team relationships which developed from those assignments. The men were further reassured that the teams were not competing. Other status symbols included badges, possession of a dictaphone, file cabinet, or "better" office furniture, all of which were currently possessed by professional staff officers but not by the POAs.

Another source of identification between the professional staff and the POAs was the matter of salary. When the full-time POAs accepted the position for a stated salary, there was no provision in the budget for raises. The Action Director made every effort to ensure that the men understood this clearly. Nevertheless, when the entire United States Probation Office staff (all federal employees) received a scheduled five percent raise in the fourth month of the Continuation Phase, the full-time POAs became upset.

Another issue related to the question of a salary raise had to do with the size of salary for full-time POAs. Although the salary of \$7,727 was quite good for a para-professional, the men nonetheless made comparisons with the salaries of professional staff officers, which were substantially higher. The frequently disgruntled POAs described themselves as overworked and underpaid. Some professed to be doing the same work as the professional officer, and thus saw themselves entitled to more money. Apparently the professional staff officers rather than another group of para-professionals whose duties and responsibilities were less clear served as the reference group for the full-time POAs. None of the full-time POAs, however, had complained about the size of the salary when the offer was made.

The full-time POAs needed considerable assistance in learning to budget time so that assigned tasks would be completed. Much of this responsibility was given to the probation officer team partners with the result that each man adopted somewhat different procedures. In meetings with the POAs, the Action Director continuously emphasized they were accountable for their time. They were

required to keep a detailed record of their travel, including even a trip of a few blocks. A further control on use of time for all staff members was the check-in system with the receptionist. POAs were required to leave word personally about arrival and departure from the premises. It should be noted that complete records were required of the professional staff also. No more restrictions were placed on POAs than on other staff members.

#### **I. Subjects**

In the Continuation Phase no strict subject selection criteria were imposed as had been done in the initial phase. Selection of subjects or clients was at the discretion of the probation officer. Only a very few subjects in the Continuation Phase were under supervision for "white collar crime," a category excluded from the initial phase.

#### **J. Demographic Data on Probation-Parole Officer Assistants (POAs)**

All the full-time assistants were black. Four of the part-time assistants were white, and the rest were black. Racial matching between the POA and subject was not attempted in the Continuation Phase. The average age for the part-time men was 41 years; for the full-time men, it was 37 years. Each group was older than the mean age of the subjects under supervision. One full-time POA and six part-time POAs were former offenders. Three full-time men and seven part-time men had some college training. None had less than a ninth grade education.

#### **K. Probation-Parole Officers' General Impressions of Results**

All the probation officers reported POAs were successful at least to some extent in their assignments. Six officers attributed responsibility for POA success in part to personal characteristics of the POAs, but a much greater proportion of the credit for success was given to extrinsic factors by other officers. Previous life experiences of the POAs were also frequently cited in success ratings as was knowledge and use of community resources. Among those life experiences considered significant were familiarity with lower-class life styles, similar previous employment, and prior volunteer experience. Several officers gave credit to POA experience gained in the initial phase of the PO-CA Project through training and supervision. Other factors mentioned were the ability to be a good

listener, amount of formal education, knowledge of human behavior, eagerness to get involved in the work, and putting in enough time. Some officers attributed POA success, at least in part, to themselves, i.e., making POAs accountable and providing effective supervision.

Officers mentioned a variety of ways in which POAs were used. Among them were:

1. direct and ongoing supervision of cases, including special problem cases, i.e., drug addicts and alcoholics;
2. special services such as employment assistance, help with housing, community contacts with courts, family, and police on behalf of the client; and
3. special assistance to the professional officer in the form of
  - a) locating and interviewing clients out of contact;
  - b) investigations such as pre-parole, pre-sentence, and pre-release;
  - c) checking on new client arrests;
  - d) verifications; and
  - e) handling phone calls when the professional was out of the office or on vacation.

#### **L. Probation-Parole Officer Assistant (POA) Work Assignments**

Only 8% of those tasks completed by full-time POAs (147 tasks) and 3.5% of those tasks completed by the part-time men (37 tasks) were investigative in nature. These contacts were made to obtain information for pre-sentence, pre-release, and various other reports and for development of employment or community resources.

Table I sets forth the frequency per area of discussion during client contacts classified as supervisory assignments. In the most frequent assignment, "Routing Information," POAs were instructed to contact the subject, establish rapport, and determine the client's current activities in order to discover if any changes or problems had occurred since the last contact. If there had been any significant adverse changes, the information would be forwarded to the professional for initiation of remedial action.

The second assignment category included requests for services, such as employment or vocational assistance, financial aid, therapy for an addiction, welfare, and the like. Since the service agencies accounted for only 4.4% of the persons interviewed by the full-time assistants and 3.7% of the part-

**Table I**

Area of Discussion for Full- and Part-Time POA's in Supervisory Assignments

Discussion Area	Probation Officer Assistants			
	Full-Time		Part-Time	
	No.	Pct.	No.	Pct.
Routine Information	435	26.4	523	33.7
Services	409	24.8	275	17.7
Technical Violations	346	21.0	308	19.8
Arrest-Disposition	178	10.8	142	9.1
Verification	154	9.3	229	14.7
Conditions of Supervision	87	5.3	49	3.2
Potential Problem	39	2.4	28	1.8
	<u>1,648</u>	<u>100.0%</u>	<u>1,554</u>	<u>100.0%</u>

time assistants' interviews, one must assume that, after determining the need, either the assistants made a referral through written correspondence or forwarded the request to the professional.

A "technical violation" of probation-parole conditions called for supervisory assignments by POAs when clients failed to keep appointments, failed to inform the probation officer of a change in residence, and when similar other "failures" occurred. Specifically, the POA would be requested to locate the individual, determine the cause for the client's laxness, and issue a warning as to the consequences of any future laxity. Several of the POAs compared this assignment to police surveillance since it required interviewing neighbors, associates, relatives, and others in an effort to locate the client.

No difference was noted between the two POA groups in acquiring arrest reports or disposition information. Tasks assigned to a POA for "Verification" necessitated a personal visit to verify the place of residence, a death, employment, and so forth. The purpose was to confirm information

provided by the client or an interested party.

"Conditions of Supervision," the sixth category of discussion, dealt with special conditions of supervision, restitution, travel permission, and the like. A "Potential Problem" often included family or marital problems and emotional disorders.

**M. Increasing the Workload**

Among the relatively few investigative tasks assigned, there was an inverse relationship between the complexity of the task and the willingness of the officer to make the assignment. An attempt, however, was made to determine the criteria used by officers for assigning POAs more difficult tasks or clients. The conclusion was that two dimensions appear throughout these assignments: increasing evaluative skills; and increasing verbal skills. In regard to supervision tasks, the officers were asked to specify criteria used for increasing the number of assignments and assigning "more difficult" clients such as those emotionally disturbed, addicted, or manipulative clients and recidivists to the POAs. Although many answers were somewhat general and unresponsive, the most frequent responses were that the POA had success in the past when handling similar, though less complex, cases, that the POA had a substantial amount of time available, and that the POA possessed the necessary information, whether street jargon or academic training, to handle the task.

**N. Probation-Parole Officers' Recommendations**

When considering previous life experiences, several officers recommended that POAs have experience in public contact work, with social services strongly preferred. Although only a few officers expressed themselves, opinions were divided on the subject of a POA's criminal record. One officer was firmly against hiring ex-offenders; one thought a record irrelevant to an individual's becoming a good POA; and three or four officers saw the record as helpful to the role assumed by the POA.

Several officers noted that most POAs should be members of minority groups, since contact and interaction with clients from minority populations was best carried out on a "peer" level. A further clarification in this area expressed by most officers was that a POA must be familiar with the life-style of the urban poor, the hardships and deprivations found in urban slums, and be able to move about

freely in those areas.

A number of officers indicated that a good deal of significance should be attached to the POA's behavior while he was being interviewed for the position. Some saw this as an opportunity to learn about the POA's perceptions of treatment and subject supervision. Others wanted to make observations about his personality characteristics and the ease with which he handled himself in this unfamiliar situation.

The officers also attached considerable significance to education — not so much to the level attained (although one officer wanted the POAs to have two years of college), as to the skills acquired. Two skills mentioned as being especially important were literacy sufficient to understand materials in files and to write reports of one's own work and the ability to verbally express one's ideas clearly. Proficient office skills were mentioned by one officer; another held the view that education was not a major factor to be considered in hiring a POA.

In addition, a number of excellent suggestions for training POAs were made by the officers. One officer thought it important to provide some kind of positive court experience for ex-offender POAs. Another wanted to use the records of POA involvement in various assignments as sample cases and training materials. A third officer thought that in both training and supervision the POA's own work could be used as a teaching device. A number of officers recommended that frequent supervisory conferences be scheduled and conducted both individually and in groups.

Finally, two other general suggestions have a bearing on all POA training and supervision. First, the officers warned against over-training POAs; and second, they recommended that one thrust of the program be to impart to POAs a sense of themselves as an integral part of the office. Several officers were in favor of having POAs try a variety of tasks to find the areas in which they were most effective. Other officers recommended the POAs observe them conducting client interviews in the office and the field, followed by discussions between the officers and POAs. After these discussions, the officer would then observe the POAs conducting interviews. One thought was that it might be possible to determine from these second observations the client group with which the POA would be most effective. Another officer wanted to make work assignments (at least initially) closely aligned with the POA's previous life experience. The officers repeatedly mentioned the necessity of

combining the didactic and experiential portions of the Training Program as a means of holding interest and facilitating learning among the POAs.

These suggestions, however, present a mild paradox for the professional officers. On one hand, the officers want POAs assigned to them only after training is completed. On the other hand, the same officers recommend an almost tutorial approach to field work training. Perhaps, the answer, then, is an individual on the professional staff whose major responsibility for a time would be to train new POAs.

#### **O. Probation-Parole Officer Assistants' (POAs') Recommendations**

The POAs were also asked for suggestions to improve the program. In particular, they were asked what additional training, experience and skills they needed to handle each of their assignments. For 25% of the assignments, no response was given. For 37% of the assignments, the POAs responded that no additional preparation was needed. For 38% of the assignments, the needs indicated were grouped into the following areas:

1. more knowledge about federal prisons and the probation and parole systems;
2. more knowledge about court procedures in criminal cases;
3. knowledge of narcotics laws as well as other laws;
4. the ability to speak Spanish;
5. professional studies in criminal behavior;
6. more knowledge of social work and psychology; and
7. investigative training.

Following the termination of the PO-CA Continuation Phase, money was made available by congressional appropriation to make the POA position a permanent one within the United States Probation Service. The four full-time men in the PO-CA Continuation Phase were retained on a permanent basis. In addition, sixteen other POA positions were authorized and assigned to several major cities across the country.

**Appendix C:**  
**Sample Training Kit**

As any experienced training specialist or conference leader knows, attendees at a conference or orientation training program often equate the success of the program with hand-out materials, ranging from pencils and writing pads to outlined and scheduled reproductions of presentations, case samples and resource suggestions, whether the latter be lists of referral agencies or bibliographic references. Such hand-outs do not need to be elaborately printed and bound; but they do need to convey to the attendee the essence of the program. The following represents a simple, but quite effective, mimeographed material hand-out employed by the PO-CA Project staff:

**A. Course Outline**

(This sample or model course outline represents a four session, part-time para-professional training program.)

**U.S., STATE, OR LOCAL PROBATION-PAROLE OFFICE**

**Outline of Orientation Course for Probation-Parole Officer Assistants**

**FIRST SESSION**

First Period (50 Min.): Presentations followed by discussion.

1. Welcome and General Orientation to the Agency.
2. The Probation-Parole Officer Role: (statutory responsibilities; historical development of the agency's service; the function of the Probation-Parole Office in relation to the court, the client, and the community).
3. How the Probation-Parole Officer carries out his role.
4. 15 Minute Break (Coffee and Rolls are suggested).

Second Period (50 Min.): Film and discussion.

1. "The Price of a Life": a 25-minute film of a young offender placed on probation.
2. Discussion of the film as it relates to the role of a Probation-Parole Officer Assistant (POA).

**SECOND SESSION**

First Period (50 Min.): Presentations followed by discussion.

1. The Role of Probation-Parole Officer Assistants and Expectations of the Agency.
2. The Working Relationship between the Professional Probation-Parole Officer and the Para-Professional Assistant.
3. 15 Minute Break (Coffee and Rolls are suggested).

Second Period (50 Min.): Case Presentation and Discussion of a Typical Case.

**THIRD SESSION**

In the PO-CA Project the third session was devoted to a variety of performance and evaluative tests. The purpose of those tests was twofold: (1) to gain some insight into the potential of the para-professional assistants for helping clients; and (2) the PO-CA Project research team used the data from such tests to evaluate the potential and performance of the para-professionals. The main tests employed were the Revised Beta Intelligence Test and the Minnesota Multiphasic Personality Inventory. The testing was combined with the collection of demographic and background information about the para-professional, as well as a variety of attitudinal and "true-false" data. (Much of this information and data gathering was repeated at a later date to "test" for knowledge, measure progress and assess changes.) Although the test results of individuals were kept confidential, the score distributions and summated results of group profiles were used to help improve the in-service training of para-professionals.

**FOURTH SESSION**

First Period (50 Min.): Film and discussion.

1. "The Revolving Door": a 30-minute film describing the work of a Probation Officer Volunteer in a Court Setting.
2. Discussion of the film (further discussion of the Probation-Parole Officer Assistant as a "helping person").
3. 15 Minute Break (Coffee and Rolls are suggested).

Second Period (50 Min.)

1. Procedural and administrative matters: Discussion of the Content of the



2. Brief test relating to the Content covered in the completed three sessions.

\*It should be noted that "Discussion of the Content of the Probation-Parole Officer Assistant's Manual" may be discussed over the course of one or more training sessions. In the PO-CA Project the more systematic and detailed coverage of the Manual was a part of the on-going in-service training conducted by the supervisors.

#### **B. Case Training Material**

(Sample client case presentations should correspond to local client population characteristics and be followed by a guided discussion period. Attendee participation during the discussion period should be noted by the training officer or supervisor for later tutorial work.)

#### **RICHARD ROE:**

This man is a native born American. He is the product of a broken home or marginal economic status. He was the second of three children and was eight years old when his father died. The mother remarried about four years later to a man who was reputed to be a bootlegger. There were no children by the second marriage. Neither his natural parents nor his step-father ever paid much attention to Richard. He stayed in school only because of the compulsory education law. As a boy he was involved in thefts which resulted in his commitment to the state training school at the age of thirteen. Within a year after his release from there at the age of fifteen, he left home and wandered about the country for five years. During that period, he was involved in a burglary in another state and served two and one-half years in a reformatory. He only occasionally returned to his home community, and it was during such a visit at the age of twenty-two that he was convicted of murder. According to his account, a disturbance had arisen among the guests at a party where he was present. There was a shooting; and, because he was carrying a concealed weapon, he was charged with and convicted of the murder. He always denied the shooting, even while in prison, and also when released on parole. He was sentenced to life imprisonment.

**CONTINUED**

**1 OF 2**

He states his family made no contact with him during the trial, nor did they offer any help. Likewise, they (the mother, step-father, brother and sister) had no contact with him while he was in prison and refused to offer any help when he was being considered for parole. While in prison, the institutional parole officer indicated his interest in Richard and realized the need to restore Richard's self-confidence. When Richard was paroled after serving fifteen years, it was necessary to release him to a community other than his home town, since that was the only program that could be developed. Employment had been arranged in a bakery shop and a room had been rented for him at the YMCA. At the time Richard was released, his problems were compounded because he was a thirty-seven year old man with little confidence in himself, and he was to go live in a strange community.

His first parole officer appeared to have little awareness of the problems confronting Richard. This officer also appeared to be more concerned with the surveillance aspects of his job. He kept a close watch on Richard, going so far as to inquire about his eating habits in a cafeteria where he took his meals. Word of these inquiries got back to Richard, who thought it meant he was being suspected of parole violation. According to his account, Richard was required to work from three in the morning until mid-afternoon without any break or food. The parole officer did nothing about this.

After several months of this type of living, Richard wrote to the institutional parole officer, stating that he wanted to turn himself in and return to the prison. He was convinced he could no longer live up to the parole rules and the working and living conditions tolerated by his parole officer. The institutional parole officer brought this case to the attention of the parole supervisor and a transfer of the case was arranged.

The new parole officer described Richard, after the first contact, as very nervous, timid and unsure. He invited Richard to talk about his problems and feelings. The first thing Richard revealed was his belief that he had to account exactly for every penny he spent. He was informed that this was not required and that he had certain rights, including the fact that some things are personal. It would be up to him whether he wanted to discuss them with the parole officer.

He was encouraged to improve himself economically and eventually found a better paying job in State service. This occurred about a year after he had been on parole. Six months later, there were some layoffs and he had to take a reduction in salary in order to stay on the payroll. He had, however, progressed to the extent that he was not discouraged, and took this set-back in good spirits, stating he was certain he would be promoted soon if he did a good job.

About the time Richard got the job with the State Conservation Service, he met and became interested in a widow, the mother of a grown son. She was aware of Richard's status even before she met the parole officer. The officer met both of them on several occasions at the woman's home and has had dinner with them. On one occasion, the couple went to the parole officer's home for coffee and a social visit. After four months of courtship, Richard asked permission to marry. The parole officer obtained the clearance in the belief it would help Richard make progress in his efforts to rehabilitate himself.

#### **SOME QUESTIONS ABOUT RICHARD ROE AS A PAROLEE:**

1. What problems were facing this parolee at the time of his release?
2. Are these typical of the problems facing many parolees?
3. What are other problems that may face Richard Roe?
4. What goals would you have set for yourself if you had had this case from the outset?
5. This parolee had a misconception of his responsibility to the parole officer regarding his accounting of his money. How can an officer avoid creating a misconception of parole rules (or conditions of probation)?
6. The parole officer had the parolee visit him at the officer's home. Is this a practice to be encouraged? Are there other ways the officer could have demonstrated an interest in the parolee?
7. What gains had been made by the parolee and what had the second parole officer done that contributed to those gains?

#### **C. Community Resources**

(Community resources will necessarily vary with the size and locale of the community. However, it is important that the para-professional be made aware of resources of employment, medical, housing, legal, and other problems. The following kinds of materials were distributed to para-professionals in the PO-CA Training Program.)

##### **1. Illinois State Employment Service:**

(The services of the Illinois State Employment Service are available to any citizen or resident of Illinois.)

General Industrial  
321 South State (7th Fl.)  
WE 9-7602

Hotel & Restaurant  
608 S. Dearborn (15th Fl.)  
HA 7-9568

Service  
608 S. Dearborn (14th Fl.)  
HA 7-9568

Professional  
208 S. La Salle  
782-0715

Clerical & Sales  
40 W. Adams (9th Fl.)  
FI 6-3960

Metal Trades  
321 S. State (7th Fl.)  
WE 9-7602

Ill. State Employment Day Labor  
10 S. Jefferson  
332-1278

##### **2. Private Employment Agencies:**

Hart Employment Agency  
537 S. Dearborn, Rm. 403  
427-2891

(Call Mr. Hart regarding factory, general labor, office, and hospital work as well as room and

board. For most jobs, a fee will be taken out of salary. He will furnish fare to job.)

Kelly Labor Division  
834 W. Madison  
666-1343  
—also—  
948 W. Wilson  
561-5541

(Factory, warehouse, inventory, semi-skilled and unskilled. Paid daily and weekly. *No Fees.*)

Nugent American Contractors  
116 West Kenzie  
527-5313

(Day/ Weekly pay for skilled and unskilled males, will advance carfare or send employee in Nugent bus. *No Fees.*)

### 3. Public Transportation

Telephone: MO 4-7200 or MO 4-7220 for travel information regarding best bus or subway to use to get to a Chicago address or suburban connection.

### 4. Medical Resources:

Cook County Physician Service  
608 S. Dearborn  
WE 9-3280

(Free service to persons who need a doctor and are unable to pay. It may take 1/2 day before doctor is able to go to patient's home.)

Cook County Hospital  
1835 W. Harrison  
SE 8-2500

(Available to all citizens and residents of Chicago and Cook County.)

Social Service Division of  
Cook County Hospital  
SE 3-2728

Presbyterian-St. Luke's  
Hospital  
1753 W. Congress  
SE 8-4411

(Emergency room for medical and psychiatric evaluations.)

V.A. (West Side) Hospital  
820 S. Damen  
TA 9-2800

(In-patient and out-patient services intake workers, Ext. 722.)

V.A. Research Hospital  
333 E. Huron  
MO 4-6600

Hines (V.A.) Hospital  
Hines, Illinois  
261-6700

### 5. Alcoholism:

Chicago Alcoholic Treatment  
Center  
3026 California  
CL 4-3681

(Operated by city. No charge to residents. 72 beds, male only. Duration: 2 to 8 weeks. Admitting: Monday through Friday, 9 A.M. - 4:00 P.M.)

For transportation for alcoholics to State Hospitals, telephone 738-2475. (CCMHC has buses leaving about 1:30 P.M. each day for Elgin, Kankakee and Manteno. If an alcoholic has not been in these hospitals for at least 30 days, he is eligible for the bus if he will sign himself into the hospital.)

### 6. Emergency Shelter and Housing:

Cathedral Shelter  
207 S. Ashland  
MO 6-3645

Chicago Christian Industrial  
League  
12 S. Peoria  
MO 6-2474 (men only)

Pacific Garden Missions  
646 S. State  
WA 2-1463

(Housing for men. Breakfast at  
5:00 A.M., lunch Noon. Women  
and children three meals.  
Separate sleeping facilities.  
Church attendance required.)

Salvation Army Lodge  
432 W. Wisconsin  
MI 2-9317

(Minimum fee. Will not take  
single men or childless couples.)

Chicago Housing Authority  
55 W. Cermak Road  
225-9700

(Low budget housing for legal  
residents. Waiting list. Write  
for Registration blanks.)

#### 7. Legal Aid

Civil Matter  
United Charities-Legal  
Aid Bureau  
123 W. Madison (11th Fl.)  
ST 2-9700

Criminal Cases  
Public Defender's Office  
26th & California  
BI 7-6600

Chicago Bar Association.  
Lawyer Reference Service  
29 S. La Salle Street  
ST 2-7340 (\$5.00 fee)

#### 8. Welfare and Miscellaneous:

Cook County Department of  
Public Aid  
1943 W. Madison  
CH 3-4600 (Emergency funds)

Social Security  
111 N. Wabash  
ST 2-9135

(Provides applications for new  
cards, duplicates issued for

lost cards immediately when  
applying in person.)

V.A. Regional Office  
2030 W. Taylor  
TA 9-2800

(Application and Information  
regarding benefits, etc.)

Family Financial Counseling  
of Greater Chicago  
218 S. Wabash (5th Fl.)  
922-3633

(Open 9 A.M. to 5:00 P.M.,  
Monday through Thursdays;  
8:00 P.M. Fridays, small fee,  
if any, client calls for  
appointment and takes list of  
all creditors and bills. Also  
have Spanish speaking counselors.)

#### 9. Urban Progress Centers

(Neighborhood Municipal Services Centers in Chicago):

Montrose  
901 W. Montrose  
327-2103

Englewood  
839 W. 64th Street  
873-9600

Montrose Area: Cabrini-Green  
Unit  
1161 N. Larrabee  
944-7301

South Park Way  
4622 S. King Drive  
548-6715

Midwest  
3952 W. Jackson Blvd.  
826-2929

South Park Way: Robert Taylor  
Unit  
4848 S. State  
268-6384

Lawndale  
3138 W. Roosevelt Rd.  
638-2520

Woodlawn  
1030 E. 63rd Street  
684-7801

Halsted  
1935 S. Halsted  
733-7310

(Ask for intake workers).

In addition to the foregoing, the PO-CA Project trainers of the para-  
professionals were constantly alert to the development of new community  
resources, or the extension of old services into new functional or geographic  
areas. When government agencies developed new manpower training

opportunities or churches or social agencies developed new programs that could benefit either the Probation Officer Assistants or their clients, mimeographed material giving full, concrete details (such as the foregoing) were distributed. Such new materials became a part of the training kit given to each para-professional. Similarly, obsolete material was removed.

#### D. Sample Forms as Instructional Material

(It is not only necessary that para-professionals have knowledge of the kinds of forms used in Probation and/or Parole work, but the forms themselves make excellent training materials. It should never be assumed that either the questions asked on forms or the responses they require are self-evident or self-explanatory. Supervisors who are training para-professionals should rehearse the contents of forms in detail in order to clarify the meaning of key terms related to office functions. At almost every stage in his career, the probationer or parolee client has his activities or status made a matter of record on some kind of form; thus the forms become a way of explaining what is involved in the supervision of clients. Similarly, in many aspects of his efforts to cope with adjustment to the community, the client may be faced with the necessity of filling out forms; e.g., applications for employment, training or a variety of services. The para-professional should be trained in the content and purpose of such forms, so he will be able to understand and help the clients assigned to him. In the PO-CA Project, every para-professional was given a set of such forms in his training kit and instructed in their uses. While the range of forms which may be used or useful in various jurisdictions will differ, the following kinds of forms were distributed and used for training purposes in the PO-CA Project.)

1. The Court-issued form releasing a client to probation and setting forth the conditions of that probation;
2. A Penal Institution form releasing a client on Mandatory Release and setting forth the conditions of such mandatory release;
3. The Parole Board form granting parole and setting forth the conditions of that parole;

4. The pre-sentence investigation report form;
5. Weekly and Monthly Supervision Report form;
6. Forms used to record violations of probation or parole; and
7. Forms recording the termination of supervision.

In addition to the above "office" forms, there are many "service" forms with which the POA should be familiar. Among the more important "service" forms are:

1. Application forms of the State Employment Service;
2. The application form of a private employment agency;
3. The application form of a major industrial employer in the local area;
4. Forms for applying for Social Security cards, and the W-4 form for tax withholding in employment;
5. The application form for Unemployment Compensation;
6. The registration form for a local Manpower Development and Training Act program;
7. The registration form for a local Industrial Arts Training Institute (private); and
8. The application form for the Department of Public Aid.

#### E. Reading List of Articles from FEDERAL PROBATION QUARTERLY (Address: Supreme Court Building, Washington, D.C. 20544.)

All of the articles listed below are from *Federal Probation*. Many of them were used as training materials in the PO-CA Project; others were simply distributed as "hand-outs" for home reading by para-professionals. They later served as a basis for the discussion of probation-parole problems and methods between the para-professional and his supervisor; or as subject matter to be discussed in the group in-service training and supervision sessions. The articles are listed chronologically by the issue of *Federal Probation* in which they were printed.

June 1945, Kenneth Pray, "The Principles of Social Case Work as Applied to Probation and Parole," Vol. 9, No. 2, p. 25.

June 1948, Ben S. Meeker, "Probation is Casework," Vol. 12, No. 2, p. 51.

March 1950, Louis Ziskind, "Social Work and the Correctional Field," Vol. 14, No. 1, p. 46.

Sept., 1951, Arthur E. Fink, "Parole Supervision — A Case Analysis," Vol. 15, No. 3, p. 39.

June 1953, W. L. Keyser, "Some Guideposts in Interviewing," Vol. 16, No. 2, p. 17.

June 1953, Alex C. Sheriffs, "The Authority Aspect of the Worker-Client Relationship — Asset or Liability," Vol. 17, No. 2, p. 22.

June 1954, E. G. Burbank & E. W. Goldsborough, "The Probation Officer's Personality: A Key Factor in Rehabilitation," Vol. 18, No. 2, p. 11.

Sept., 1954, Elliot Studt, "Casework in the Correctional Field," Vol. 18, No. 3, p. 19.

March 1956, Henry P. Chandler, "Probation and Parole Officers: The Importance of Their Work," Vol. 20, No. 1, p. 9.

Dec., 1956, John C. Burke, "We've Got One of Those Coddling Prisons," Vol. 20, No. 4, p. 34.

Dec., 1956, John J. Galvin, "Correctional Treatment of the Federal Youth Correction Center," Vol. 20, No. 4, p. 21.

Dec., 1956, David H. Gronewold, "The Probation Officer as a Helping Person," Vol. 20, No. 4, p. 5.

Sept., 1957, Ben S. Meeker, "The Social Worker and the Correctional Field," Vol. 21, No. 3, p. 32.

March 1958, John A. Sprague, "I Don't Want Anybody Monkeying With Me," (a case study), Vol. 22, No. 1, p. 7.

June 1958, Charlie E. Holbrook, "She Finally Grew Up," (A case study), Vol. 22, No. 2, p. 6.

March 1959, James W. Wiggins, "Some Considerations in Interviewing," Vol. 23, No. 1, p. 36.

June 1959, Kenyon J. Scudder, "In Opposition to Probation With a Jail Sentence," Vol. 23, No. 2, p. 12.

Dec., 1959, Alexander Holtzoff, "The Criminal Law and the Probation Officer," Vol. 23, No. 4, p. 3.

Dec., 1959, William C. Nau and Heyward W. Hudson, "The Human Side of Lower Caseloads," Vol. 23, No. 4, p. 3.

June 1960, Bernard F. McSally, "Finding Jobs for Released Offenders," Vol. 24, No. 2, p. 12.

Sept., 1960, Dale G. Hardman, "The Function of the Probation Officer," Vol. 24, No. 3, p. 3.

Dec., 1960, Sanford Bates, "When Is Probation Not Probation?," Vol. 24, No. 4, p. 13.

June 1961, Walter Evans, "The Probationer's Job: An Essential Factor in His Rehabilitation," Vol. 25, No. 2, p. 30.

Sept., 1961, Herbert Vogt, "Group Counseling in Probation," Vol. 25, No. 3, p. 49.

Dec., 1961, Bernard F. McSally, "What's So Good About Parole?," Vol. 25, No. 4, p. 20.

June 1962, F. Lovell Bixby, "Probation is Not Freedom," Vol. 26, No. 2, p. 47.

Sept., 1962, Leon J. Sims, "Supervision: An Opportunity For Rehabilitation," Vol. 26, No. 3, p. 37. (Offers realistic guidelines to use.)

Dec., 1962, Harvey Treger, "The Alcoholic and the Probation Officer: A New Relationship," Vol. 26, No. 4, p. 23.

March 1963, Henry L. Hartman, M.D., "Interviewing Techniques in Probation and Parole — Building the Relationship," Vol. 27, No. 1, p. 14.

June 1963, Henry L. Hartman, M.D., "Interviewing Techniques in Probation and Parole — The Art of Listening," Vol. 27, No. 2, p. 15.

Sept., 1963, Henry L. Hartman, M.D., "Interviewing Techniques in Probation and Parole — The Initial Interview (Part I)," Vol. 27, No. 3, p. 8.

Dec., 1963, Henry L. Hartman, M.D., "Interviewing Techniques in Probation and Parole — The Initial Interview (Part II)," Vol. 27, No. 4, p. 17.

Dec., 1963, Gloria Cunningham, "Supervision of the Female Offender," Vol. 27, No. 4, p. 12.

Sept., 1964, Andre Cailliet, "Treatment of a Juvenile Delinquent: A Probation Officer's View," Vol. 28, No. 3, p. 47.

March 1965, Arthur P. Miles, "The Reality of the Probation Officer's Dilemma," Vol. 29, No. 1, p. 18.

Dec., 1965, Senator Edward V. Long, "The Prisoner Rehabilitation Act of 1965," Vol. 29, No. 4, p. 3.

June 1966, Eugene C. DiCerbo, "When Should Probation Be Revoked?," Vol. 30, No. 2, p. 11.

June 1967, Gaylord L. Thorne, R. G. Tharp, and R. J. Wetzel, "Behavior Modification Techniques: New Tools for Probation Officers," Vol. 31, No. 2, p. 21.

Sept., 1967, Olive T. Irwin, "Group Therapy with Juvenile Probationers," Vol. 31, No. 3, p. 57.

Dec., 1967, Alexander Holtzoff, "The Power of Probation and Parole Officers to Search and Seize," Vol. 31, No. 4, p. 3.

Sept., 1968, Alex K. Gigeroff, J. W. Mohr and R. E. Turner, M.D., "Sex Offenders on Probation: The Exhibitionist," Vol. 32, No. 3, p. 18.

Dec., 1968, Gigeroff, et al, "Sex Offenders on Probation: Heterosexual Pedophiles," Vol. 32, No. 4, p. 17.

March 1969, Gigeroff, et al, "Sex Offenders on Probation: Homosexuality," Vol. 33, No. 1, p. 36.

June 1969, Gigeroff, et al, "Sex Offenders on Probation: An Overview," Vol. 33, No. 2, p. 22.

June 1969, Norman Holt and Rudy Renteria, "Pre-release Program Evaluation: Some Implications of Negative Findings," Vol. 33, No. 2, p. 40.

June 1970, Ivan H. Scheier, "The Professional and the Volunteer in Probation: Perspectives on an Emerging Relationship," Vol. 34, No. 2, p. 12.

Dec., 1970, Herbert S. Miller, "The American Bar Association Looks at Probation," Vol. 34, No. 4, p. 3.

March 1971, David P. MacPherson, "Probation and Corrections in the Seventies," Vol. 35, No. 1, p. 14.

March 1972, Donald W. Beless, William S. Pilcher and Ellen Jo Ryan, "The Use of Indigenous Non-professionals in Probation and Parole," Vol. 36, No. 1, p. 10.

### F. Useful Training Films

(Most of the following films are available for nominal fees through commercial film distributors, or through the Film Library of Southern Illinois University, Carbondale, or the American Foundation of Corrections, Philadelphia, Pennsylvania. The film titles marked with an asterisk were used in the PO-CA Project.)

1.\* "THE ODDS AGAINST"

Running time: 32 minutes — 16 mm. black and white.

This is a documentary film which portrays the story of a 20 year-old male from arrest through a parole hearing. The viewer is taken through each of the procedures from arrest, detention, trial, sentencing, imprisonment, and parole.

2.\* "TWO YEARS PROBATION"

Running time: 30 minutes — black and white slides and tape recording.

This documentary, produced by the Federal Probation Training Center, illustrates the role of the probation officer in conducting pre-sentence investigation activities, as well as the supervision of a client placed on probation. It interprets the work of the probation officer to the court, to the Parole Board and the Bureau of Prisons, as well as local community agencies.

3.\* "PAROLE GRANTED"

Running time: 50 minutes — 16 mm. black and white.

This film was presented on the Armstrong Circle Theatre with Douglas Edwards as the narrator and is devoted primarily to explaining and illustrating the duties of the United States Probation and Parole Office. It shows the probation officer working with an offender's family, engaging in parole supervision, and advising the court through the medium of the pre-sentence investigation.

4.\* "THE PRICE OF LIFE"

Running time: 29 minutes — 16 mm. black and white.

A documentary on probation portraying the pre-sentence investigation, sentencing, and problems of supervision and revocation as revealed in the work of a probation officer with a young adult offender.

5. "APPLES DON'T FALL FAR FROM THE TREE"  
Running time: 55 minutes — 16 mm. black and white.

This film was produced by the Four Star Theater and stars David Wayne as a prisoner in a California state institution. The film shows a parole officer attempting to locate the father of a young boy. Also shown are some of the activities of the California Adult Authority working to place a parolee who is physically handicapped in meaningful employment.

6. "THE DANGEROUS YEARS"

Running time: 27 minutes — 16 mm. black and white.

A documentary portraying, through actual life situations, the current problems of the juvenile and youthful offender, and the role played by the law enforcement officer, judge, probation officer, and correctional worker in the apprehension, adjudication, and rehabilitation processes. The film is suitable primarily for lay audiences.

7. "IT TAKES A LOT OF HELP"

Running time: 27 minutes — 16 mm. color.

A documentary on community drug abuse action, narrated by Lorne Greene. This film is one of the first to actually document and explore the numerous avenues available to individuals and communities combating local drug abuse. The film involves the viewer in an in-depth analysis of citizen initiated programs in Cedar Rapids, Iowa; group therapy sessions in Chicago; a dramatic conversation on Boston's narcotics "hot line;" and an actual drug free sensitivity trip in the forests near Tucson, Arizona.

8. "THE THIN BLUE LINE"

Running time: 26 minutes — 16 mm. black and white.

A documentary which takes a look at the law enforcement officers who man "The Thin Blue Line" between law and order and criminal chaos. The film is a study of the policeman today — his training, his objectives and his working conditions. The inner workings of police departments across the country are shown. Actual calls are heard as they come into the Communications Center of the Chicago Police Department. The latest training methods of police officers are presented, and the viewer goes on the 8:00 P.M. to 4:00 A.M. tour of duty with a policeman in Rochester, New York. This film provides insight into problems facing the police today.

9. "THE REVOLVING DOOR"

Running time: 28½ minutes — 16 mm. black and white.

A documentary depicting the problems faced by the lower courts in dealing with the 5 million misdemeanants arrested each year in the United States and the limitations in facilities and programs in most jails.

10. "THE SCAR BENEATH"

Running time: 30 minutes — 16 mm. black and white.

This film depicts some of the behavioral changes brought about in a parolee after he has gone through a period of incarceration and has had facial surgery. Various roles of the probation officer, the Bureau of Prisons, the Board of Parole and the Vocational Rehabilitation Agency are depicted. The team approach to working with offenders is stressed.



11. "THE EYE OF THE BEHOLDER"

Running time: 27 minutes — 16 mm. black and white.

This film is concerned with portraying the life in a day of Michael Gerrard, an artist, as seen through the eyes of five persons. The film has two parts; and in the second part, the film illustrates how Michael Gerrard sees himself. This film is particularly helpful in working with small discussion groups, students, and individuals interested in attitude formation.

**G. Some General Readings in Criminal Justice and Corrections**

1. The reports of the President's Commission on Law Enforcement and Administration of Justice, 1967 (available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402).

- a. The general report: *The Challenge of Crime in a Free Society*, \$2.25.

- b. The Task Force Reports:**

- i. The Police, \$1.50;
    - ii. The Courts, \$1.00;
    - iii. Juvenile Delinquency and Youth Crime, \$2.00;
    - iv. Corrections, \$1.25;
    - v. Drunkenness, \$.65;
    - vi. Narcotics and Drug Abuse, \$1.00;
    - vii. Crime and Its Impact — An Assessment, \$1.25;
    - viii. Science and Technology, \$1.25; and
    - ix. Organized Crime, \$.65.

2. The publications of the Joint Commission on Correctional Manpower and Training, 1967-1969 (available from The American Correctional Association, 4321 Hartwick Road, L-208, College Park, Maryland 20740).

- a. Differences that Make the Difference.
  - b. Targets for In-Service Training.
  - c. Research in Correctional Rehabilitation.
  - d. The Public Looks at Crime and Corrections.
  - e. Developing Correctional Administrators.
  - f. The Future of the Juvenile Court.
  - g. Offenders as a Correctional Manpower Resource.
  - h. Criminology and Corrections Programs.

- i. Corrections 1968: A Climate for Change.
      - j. The University and Corrections.
      - k. Volunteers Look at Corrections.
      - l. The Legal Challenge to Corrections.

3. The following books are recommended because they raise fundamental issues, (sometimes) propose innovative solutions, and generally are designed to stimulate thought:

- a. Norval Morris and Gordon Hawkins, *The Honest Politician's Guide to Crime Control*, University of Chicago Press, Chicago, 1970.
  - b. *Struggle for Justice: A Report on Crime and Punishment in America*. (Prepared for the American Friends Service Committee), Hill and Wang, Inc., New York, 1971.
  - c. Richard Quinney, *The Social Reality of Crime*, Little, Brown and Co., Boston, 1970.
  - d. Austin T. Turk, *Criminality and the Legal Order*, Rand-McNally Co., Chicago, 1969.
  - e. Edwin M. Schur, *Our Criminal Society: The Social and Legal Sources of Crime in America*, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1969.
  - f. Michael Phillipson, *Sociological Aspects of Crime and Delinquency*, Routledge and Kegan Paul, London, 1971.
  - g. David J. Rothman, *The Discovery of the Asylum*, Little, Brown and Co., Boston, 1971.
  - h. George B. Vold, *Theoretical Criminology*, Oxford University Press, New York, 1958.
  - i. Frank Tannenbaum, *Crime and the Community*, Ginn and Co., Boston, 1938; Columbia University Press, New York, 1951 and 1957.

**END**