

Data Resources Program of the
National Institute of Justice

Data Set JU.6773

**REDUCING PRISON VIOLENCE BY MORE
EFFECTIVE INMATE MANAGEMENT: AN
EXPERIMENTAL FIELD TEST OF THE
PRISONER MANAGEMENT
CLASSIFICATION (PMC) SYSTEM**

James Austin

**A User's Guide
To the Machine-Readable Files and Documentation**

U.S. Department of Justice
National Institute of Justice

146243
(pts 1,2,3)

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December 1990

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146243
Pt. 1

CONTENTS OF THE DATA SET

Machine-Readable

- (1) Inmate Characteristics Data File (1 data file; 500 records; 500 cases; 14 variables)
- (2) Work Assignment Data File (1 data file; 840 records; 840 cases; 5 variables)
- (3) Disciplinary Record Data File (1 data file; 759 records; 759 cases; 6 variables)
- (4) Assignment Record Data File (1 data file; 724 records; 724 cases; 5 variables)
- (5) Housing Assignment Data File (1 data file; 1,384 records; 1,384 cases; 5 variables)
- (6) Long Interview Data File (1 data file; 310 records; 310 cases; 90 variables)
- (7) Short Interview Data File (1 data file; 317 records; 317 cases; 48 variables)

Paper

- User's Guide to the Machine-Readable Files and Documentation (this document; 28 pages)
- Original Codebook (28 pages)
- Inmate Characteristics Instrument (1 page)
- Work Assignment Instrument (1 page)
- Disciplinary Record Instrument (1 page)
- Assignment Record Instrument (1 page)
- Housing Assignment Instrument (1 page)
- Long Interview Instrument (14 pages)
- Short Interview Instrument (12 pages)

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146243

P. 1

Data Set JU.6773

**Reducing Prison Violence by More Effective Inmate
Management: An Experimental Field Test of the
Prisoner Management Classification (PMC)
System**

Award No. 87-IJ-CX-0014

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Users of the data are strongly urged to inform the Data Resources Program of any errors or discrepancies. They are further urged to bring to the attention of the Data Resources Program all problems and difficulties encountered, particularly those that may prevent effective and convenient use of the data.

All manuscripts based on data made available through the Data Resources Program should acknowledge that fact as well as cite the data set (see suggested citation format, inside front cover). Users of these data are urged to follow some adaptation of the following statement.

The data used in this publication were made available by the Data Resources Program of the National Institute of Justice, Sociometrics Corporation, 170 State Street, Suite 260, Los Altos, CA 94022-2812. The study entitled *Reducing prison violence by more effective inmate management: An experimental field test of the Prisoner Management Classification (PMC) system* was conducted by James Austin, National Council on Crime and Delinquency, 685 Market Street, Suite 620, San Francisco, CA 94105. Data collection was funded by the National Institute of Justice (Award No. 87-IJ-CX-0014). Funding support for preparing the revised documentation for public distribution was provided by a contract (OJP-89-C-008) between the U. S. Office of Justice Programs and Sociometrics Corporation. The original investigators, funding agency, and the Data Resources Program are not responsible for the analyses or interpretations presented here.

In order to provide funding agencies with essential information about use of archival resources and to facilitate the exchange of information about Data Resources Program participants' research activities, each user of these resources is requested to send a copy of each completed manuscript, thesis abstract, or reprint to the Data Resources Program of the National Institute of Justice, Sociometrics Corporation, 170 State Street, Suite 260, Los Altos, CA 94022-2812.

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SUMMARY

This study examined the extent to which the Prisoner Classification Management (PMC) system improved prison operations and reduced violence between inmates. The PMC system classifies inmates into one of five categories: *selective intervention -- situational (SI-S)*; *selective intervention -- treatment (SI-T)*; *casework control (CC)*; *environmental structure (ES)*; and *limit setting (LS)*.

Data were collected from records kept by the Research and Planning Section of Washington's Department of Corrections. Data included inmate characteristics (JU67W.DAT), work assignment records (JU68W.DAT), disciplinary records (JU69W.DAT), assignment records (JU70W.DAT), and housing assignment records (JU71W.DAT). Data were also collected from a long (JU72W.DAT) and short (JU73W.DAT) PMC questionnaire.

Checks for out-of-range values revealed that the data are free of detectable coding errors.

GENERAL STUDY OVERVIEW

Source:

- (1) Austin, J., Holien, D. A., Chan, L., & Baird, C. (1990). *Reducing prison violence by more effective inmate management: An experimental field test of the Prisoner Management Classification (PMC) system* (Final report to the National Institute of Justice). San Francisco, CA: National Council on Crime and Delinquency.
- (2) Austin, J., Holien, D. A., Chan, L., & Baird, C. (1990). *Reducing prison violence by more effective inmate management: An experimental field test of the Prisoner Management Classification (PMC) system* (Executive summary submitted to the National Institute of Justice). San Francisco, CA: National Council on Crime and Delinquency.

Study Identification

Reducing Prison Violence by More Effective Inmate Management: An Experimental Field Test of the Prisoner Management Classification (PMC) System

James Austin

National Council on Crime and Delinquency

Award No. 87-IJ-CX-0014

Key Words

Prison management, inmate violence, offender personality.

Purpose of the Study

In Washington, the state selected for this study, the legislature passed legislation that increased the likelihood and length of incarceration for persons convicted of violent crime. Because of longer sentences, violent offenders are increasing as a percentage of Washington's prison population. With more violent offenders in the prison population, concerns about the safety of inmates and prison staff emerge. The Prisoner Management Classification (PMC) system was adopted from an offender management system developed originally in the late 1970s for probation and parole. The PMC system classifies inmates into one of five categories: *selective intervention -- situational (SI-S)*; *selective intervention -- treatment (SI-T)*; *casework control (CC)*; *environmental structure (ES)*; and *limit setting (LS)*. The PMC system (1) separates inmates according to their PMC classification, (2) employs PMC inmate management guidelines in each PMC-defined housing unit, and (3) uses PMC to determine appropriate placement in counseling and other institutional programs.

The purpose of this study was to measure the extent to which the PMC system improved overall operations of a prison facility and reduced the safety risk of inmates and staff. The investigator employed an experimental design in which inmates were randomly assigned to a corrections center using the PMC system or other prisons using traditional classification systems. The data address the following questions:

- (1) To what extent does the PMC reduce rates of assaults on staff and inmates?
- (2) To what extent does the PMC reduce rates of other serious misconduct?

- (3) To what extent does the PMC increase rates of inmate participation in work or vocational programs?
- (4) To what extent does the PMC increase staff job satisfaction, morale, and staff performance?

Methods

Sources of Information

Data were collected continuously during each sampled inmate's first six months of residence in the correctional facility. Data were extracted from records kept by the Research and Planning Section of Washington's Department of Corrections (DOC). The Research and Planning Section of the DOC maintained a comprehensive tracking system for all DOC inmates, including various inmate characteristics (JU67W.DAT), work assignment records (JU68W.DAT), disciplinary records (JU69W.DAT), assignment records (JU70W.DAT), and housing assignment records (JU71W.DAT). Data were also collected from a long (JU72W.DAT) and short (JU73W.DAT) version of the PMC questionnaire.

Sample

The Department of Corrections received approximately 200 admissions per month, with roughly 20% (40 cases) eligible for inclusion in the experiment. Sample sizes, however, varied across data files. File 1 (JU67) contains 500 cases. Files 2 through 7 (JU68-JU73) contain multiple records for some inmates, and as a result, contain more than 500 cases. Data within these files can be linked using the DOC variable.

Research Design

The investigator employed a research design with two stages: (1) Department of Corrections screening for eligibility for the study; and (2) random assignment of eligible participants to either the Clallam Bay Corrections Center (CBCC)¹ or to one of several control prisons.

Stage 1. The target group for the experiment comprised newly-admitted inmates classified as medium security by the Department of Correction's classification system. Inmates were coded "medium security" shortly after admission to the DOC. At that time, all inmates are classified into four security categories: *maximum*, *close*, *medium*, and *minimum*. This classification system relies upon "objective" measures of the inmate's offense severity; prior criminal history; family and social stability; and institutional conduct. These measures designate appropriate levels of institutional security. The classification system's function is to identify factors associated with risk of assaultive behavior, repeated involvement in prison misconduct, or escape. And these factors are used to determine facility assignments and the level of freedom of movement within a prison (e.g., mandatory security staff escort, required physical restraints during transferral to another facility, etc.).²

To be eligible for Stage Two of the experiment, the investigator established six criteria for randomization. Inmates had to be classified initially as medium-security³; could not have been selected for treatment in the

¹ The investigator notes that the experimental design did not control for the effects of the CBCC facility architecture. CBCC was a newly constructed 571-bed, medium-security prison. Because of the spatial characteristics of the prison, efficient allocation of inmates according to their PMC classification was possible. As a result, the observed differences between the experimental and control groups may have been a result of facility design or the net result of facility design and the PMC.

² The initial classification score is adjusted six months after admission to prison. Adjustment is made on the basis of responses to the Security Designation Review Form.

³ Despite the intention to include only medium-security inmates, 84 control and 9 experimental cases were classified as minimum-security prior to transfer to CBCC or other correctional facilities. This happened because some staff randomized cases *before* those cases were categorized in the DOC classification system.

state's Sex Offender Program; could not be psychotic; had to be sentenced to two to nine years; could not be developmentally disabled; and could not have medical needs CBCC was unequipped to handle.

Stage 2. Stage Two of the experiment involved random assignment of medium security inmates to either the Clallam Bay Corrections Center (CBCC) or other, control correctional facilities. The control inmates were identical to the experimental inmates except that they were housed in other facilities and managed by established procedures at those institutions.⁴

When inmates were declared eligible for the experiment, their names were sent weekly to the DOC research staff. The staff used a systematic randomization method in which a number between one and ten was assigned to each person on the list of eligibles. The first person was assigned "1," the second "2," and so forth. A random number (starter) was then generated. The eligibles who were positioned at the starter and its multiples were assigned to the experimental prison (CBCC). For example, if there were ten eligibles in a particular week and 4 was chosen as the starter, the cases were counted sequentially and those on "4" and its multiples became experimental cases. The counting proceeded until half of the eligibles for that week were assigned to the experimental group.

Once the inmate was assigned randomly to one of the two experimental conditions, inmates were placed in one of five Prisoner Management Classification (PMC) categories. Placement in the appropriate PMC category was determined by a 45-minute interview with the inmate.⁵ Interviews were conducted by a specially trained classification officer (see the *Implementation of the PMC System* section below for details about the training). The interview was conducted upon admission to the prison reception center or upon arrival at the prison. The questionnaire contained 45 attitudinal items that dealt with the inmate's attitudes about the present offense(s); criminal history (including juvenile criminal history); family relationships; relationships with staff and other inmates; current difficulties (psychological, sexual harassment, etc.); and future plans after release from prison. In addition to the 45 interview items, there were (1) 11 factual ratings of the inmate's social status and offense history, (2) eight behavior ratings based on the inmate's behavior during the interview itself, and (3) seven ratings of the interviewer's impressions of the inmate's problem areas. After the interview was complete, the classification officer had 10 minutes to score the rated items and reach a PMC decision. The five PMC groups were characterized according to criminal sophistication, attitudinal development, and institutional needs.

The PMC Categories. Categories 1 and 2 comprise *Selective Intervention -- Situational (SI-S)* and *Selective Intervention -- Treatment (SI-T)*, respectively. Both the SI-S and SI-T groups are characterized by a generally positive, pro-social value structure and stable lifestyle. For the SI-S inmates, the criminal offense history is limited. The current offense is usually the first and is the result of an isolated and stressful life event. The criminal behavior is therefore at odds with the individual's usual, non-criminal value structure. SI-S inmates usually have no special programming or supervision needs and require minimal intervention by staff. SI-S inmates are low risks for assaults or escape. The SI-T group is different from the SI-S group because of the presence of one or more of the following: sexual offense history, serious drug or alcohol abuse, serious emotional disturbances, or assaultive offense history. SI-T inmates present chronic emotional or psychological problems that will continue without intervention. SI-T inmates function vocationally and

⁴ Equivalency between the two groups was tested by comparing the demographic variables on the DOC inmate tracking file and from the PMC interviews. The investigator compared the experimental and control group on race; age; minimum current sentence; violent offender status; commitment offense type; marital status; education; number of prior offenses; number of imprisonments; age of earliest court appearance; and time spent under probation or parole supervision. The first six variables were extracted from the DOC tracking file and the remaining variables from the PMC interviews. The investigator concluded that, based on these comparisons, the two groups were statistically equivalent.

⁵ Prisoners in the control group were classified according to PMC categories but were not *managed* according to PMC guidelines. This (1) facilitated comparisons between control and experimental groups according to the PMC classification, and (2) allowed the investigator to attribute observed differences in inmate behavior between the two groups to the implementation of the PMC system.

interpersonally, but the likelihood of continued criminal behavior is high unless emotional or psychological needs are handled appropriately before release. In general, both of these inmate types present the fewest problems, make good use of insight and reality-oriented counseling, and are more honest and reliable in their reporting than other PMC groups.

Category 3 includes the *Casework/Control (CC)* group. The CC individual is characterized by chronic instability that extends to relationships, residence, and vocational activities. This instability is often the result of an unstable and abusive childhood and, in adulthood, is manifested frequently in drug abuse, frequent changes in residence and employment, and attachment to others who are equally unstable. Emotional problems are evident and periods of depression may result in suicide attempts. The CC individual frequently encounters problems with other inmates and staff. Prison misconduct ranges from the trivial to the serious. Misconduct is often the result of chemical, emotional, or interpersonal problems.

Category 4 comprises the *Environmental Structure (ES)* group. The ES individual is characterized by a lack of social, vocational, and intellectual skills. Involvement in crime is generally impulsive and motivated by a desire to be accepted by others. The ES individual is difficult to work with because of his or her low intellectual and aptitude levels. Security problems within the ES group are related generally to their impulsiveness and exploitation by others. Intellectual deficits may result in a lack of understanding of institution rules and routines. The ES inmate is generally not insightful and may have difficulty approaching staff with prison problems. These inmates are seldom adept at dealing directly with prison problems or interpersonal conflicts. Misconduct by ES inmates occurs because of their unwillingness or inability to deal effectively with conflictual situations.

Category 5 contains the *Limit Setting (LS)* group. The LS individual is characterized best by a strong, well-developed criminal orientation and general lack of commitment to pro-social values. These individuals often appear motivated toward success in crime and have little interest in applying their skills to socially acceptable endeavors. Criminal histories are often lengthy and marked by numerous felonies and violent or aggressive offenses. Because of previous involvement in the criminal justice system, LS inmates are comfortable within correctional facilities. As a result, LS inmates are able to manipulate the (familiar) prison environment to meet their needs and desires.

Implementation of the PMC System. For the control group, minimal organizational change within the prisons were needed, since control inmates were not supervised, housed, or programmed according to PMC guidelines. The PMC assessment, however, had to be completed. The investigator decided to conduct the interview at the DOC Reception Center. PMC interviews increased the workload of the Reception Center Staff. To reduce Reception Center workload, the investigator examined the PMC interview to determine if a "short form" (which did not contain all questions but properly classified inmates according to the PMC system) could be used.

To develop a short form, the investigators conducted an analysis of 25 PMC interviews. Each PMC interview question was weighted one, two, or three -- the questions with the most predictive power given the higher weights. When all questions weighted one were excluded, the shortened PMC interview items produced the identical classification into the five PMC categories in 24 of 25 cases (96%). With this result, the investigator allowed staff to interview control group inmates using the "short form" that eliminated 20 of the original 56 questions (the 45 attitudinal items plus the 11 factual ratings of the inmate's social status and offense history). Interview time was reduced from 45 minutes to twenty.

To ensure further that the short form interview would maintain a high level of reliability, Reception Center staff initially conducted the interview on control and experimental group inmates with the short interview completed by the Reception Center staff and the standard PMC interview conducted later by Clallam Bay staff. This provided for an inter-rater reliability test of 36 identical questionnaire items as well as a test of

PMC reliability between the short and standard interview scoring system. The investigator found a poor level of inter-rater reliability in assessing the predictive power of items.⁶

In addition to checks for inter-rater reliability, the investigator took four steps to improve data quality. First, a retraining session was held for all Reception Center interviewers and Clallam Bay interviewers. The session focused on how to ask and rate each question on the regular interview. The session also focused on general interviewing methods. Second, the suggestion was made that the short version disrupted the "flow" of the interview. This raised the possibility that raters were reaching different conclusions on questions because inmates responded differently due to other questions asked during the interview. Because of this, the investigator discontinued the short version and Reception Center staff began to use the interview identical to the interview used on experimental inmates. Third, the National Council on Crime and Delinquency (NCCD) staff re-interviewed those control group inmates who had been interviewed on the short form.⁷ Fourth, the Reception Center interview schedule was moved to the second full week of the reception process to provide more time for background material to arrive.

At Clallam Bay, the impact of PMC on prison operations and organization was substantial. PMC affected many major aspects of prison operations, including housing, inmate supervision, and programming and case planning. As a result, organizing Clallam Bay required a strong administrative commitment to the PMC concepts (coupled with necessary training), operational changes, and supervisory oversight of staff to ensure that the concepts were implemented and correctly and consistently practiced. To this end, inmates were placed into one of three housing units. Unit A housed Casework Control (CC) inmates; Unit B housed both Environmental Structure (ES) and Selective Intervention (SI-S and SI-T) inmates; and Unit D housed Limit Setting (LS) inmates. Because of the limited space in the three PMC units, PMC-scored inmates were housed in a transition unit (Unit F) until vacancies emerged in their assigned PMC unit.

Familiarizing the Clallam Bay staff with the contours of the PMC system was necessary. Two training tracks were established. The first track was for counseling, program, and education staff (who would conduct and score the PMC interview and/or use PMC for programming and case planning decisions). This track was conducted by one of the two original developers of the PMC system and a NCCD trainer. Training comprised a five-day session which included information about the PMC's history and development. How to conduct the interview and use the PMC system for housing, unit supervision, and programming and case planning was also covered. The second training track was for all other staff and security staff responsible for supervision in the housing units. The second track was conducted by the other original developer of the PMC system and a NCCD trainer. Ten separate one-day training sessions were held. The sessions provided an overview of the PMC system and emphasized the use of the PMC for handling and supervising inmates in the housing units.

Once counselors, security staff, and educational staff completed their training, they were to consider an inmate's PMC type when making case management decisions. The PMC Case Handling Guide helped staff make the appropriate programming decisions and prepare written case plans for inmates. The guide also suggested the intervention approaches that work best relative to the designated PMC type. The security staff used the case handling guide to impose differential forms of supervision. The guide helped security staff respond effectively to disturbances in the unit as well as deal with inmates daily.⁸

⁶ The investigator analyzed the results of 104 experimental inmates. For the 36 identical questions, over one-third (37%) of the questions were scored differently (e.g., one, two, or three). Most reliability problems were on ratings of "attitude" questions (43% rated differently), although there were significant differences on ratings of "objective history" questions (25% rated differently). The investigator concluded that problems centered on hasty interviewing, absence of the pre-sentence investigation (PSI) report to admission, and staff turnover that resulted in untrained staff conducting some interviews.

⁷ The raw data contain responses from the *re-interview* session.

⁸ The security staff at Clallam Bay reported that although there were individual differences between inmates of the same PMC type, inmates took on distinct "personalities" consistent with PMC descriptions.

As all aspects of PMC became operational (interviewing, housing, programming and case planning, and supervision), an on-going internal training program was needed to educate new staff about PMC and its implementation. This was important at Clallam Bay because staff turnover was high. An internal training program was established two months after data collection began.

Response Rates

For Files 1-5, a report on response rates is inapplicable, since data were collected from prison records. For Files 6 and 7, the inmates were not allowed to refuse participation.

Dates of Data Collection

September, 1987 to September, 1988.

Summary of Contents

Special Characteristics of the Study

Randomization began in September 1987, and at the end of November 1987, only 50 experimental and 40 control inmates were included in the project (instead of the expected 60 in each group). The slow assignment process resulted from a smaller-than-expected number of inmates who met the criteria to be included in the project. Since the supply of eligibles was low and the demand to fill CBCC high, there were three weeks when all eligibles were assigned to CBCC. Under these circumstances, the investigator concluded that the potential was high for bias to exist between the two groups.

Corrective action, however, was taken by the National Council on Crime and Delinquency (NCCD) staff because of the close monitoring of the randomization process during these three months. To increase the number of cases eligible for random assignment, the criteria for eligibles were liberalized. The minimum length of sentence was reduced to 18 months from two years. This measure was instituted in December 1987, and by the end of January 1988, the experimental and control groups were compared again to check if the discrepancy had been eliminated. Discrepancies remained, however. Forty-three percent of the experimental group were classified as SI compared to 30% of the control group. Likewise, 2.4% of the experimental group were classified as ES compared to 12.7% of the control group.

The investigator further amended the randomization process to correct for the bias in the distribution of cases across PMC categories. Two steps were taken. First, a stratified sampling scheme was instituted which required that an equal number of inmates from each PMC type be sent to the experimental and control group. For example, if during a week ten inmates were classified as CC, five were sent to Clallam Bay and five to other correctional facilities, regardless of the number of vacant beds at the CBCC. Second, to reduce immediately the oversized proportions of SI and ES in the experimental and control group respectively, all SI inmates were sent to the control group and all ES inmates to the experimental group until the balance was restored. This required two months, and after two months, no significant differences in PMC classification existed between the two groups. Once differences were eliminated, the original method of randomization was reinstated.

Finally, the DOC variable is the unique identifier that links the seven data files.

Description of Variables

Files 1 through 5 contain outcome measures against which comparisons between the experimental and control group could be made. For each correctional facility, figures for 1986, 1987, and 1988 (36 months in total) were collected for the following items: number of staff-inmate assaults; number of inmate-inmate assaults; number of suicides and suicide attempts; number of escapes and escape attempts; number of "serious" disciplinary

incidents⁹; number of total staff; number of total security staff; number of inmates; number of security staff vacancies; rated capacity of the facility; number of staff transfers with reasons for such transfers; and number of inmates involved in education, vocation, and work programs. Demographic variables include date of birth, sex, and race.

Files 6 and 7 contain motivation behind the committed offense; prior offense severity; percentage of offenses while on drugs; attitude toward teachers; school performance; present feelings toward father/mother; whether or not the inmate was physically abused by his parents; the inmate's relationship with others; and family history. Demographic variables include date of birth, education, and marital status.

Presence of Common Scales

None.

Unit of Observation

The individual.

Geographic Coverage

Washington state.

Evaluation

Data Quality

Checks for out-of-range values revealed few coding errors. While six of the seven files contain missing values, only a few variables have more than 5% of cases with missing data.

Data Limitations

Prior research on prison classification did not include a control group against which to compare the experimental group. As a result, many external factors besides the treatment could explain the outcome. The investigator, however, used a control group that resembled the experimental group. The investigator was therefore able to isolate the effects of the PMC system on further acts of aggression against inmates and staff.

There was a problem with implementing PMC at Clallam Bay because PMC was only one of many organizational changes instituted at the opening of the new facility. Staff had to learn PMC along with many other procedures at the same time. As a result, some operational problems arose and needed to be worked out. Furthermore, differences between the experimental and control groups could have been due, in part, to characteristics of the CBCC other than the PMC program, such as the newness of the facility and its staff.

⁹ "Serious" infractions included: assault resulting in hospitalization; possession of weapons; possession of narcotics, intoxicants, or paraphernalia; possession of staff clothing; rioting; and inciting a riot.

File Structure

Data Files (7): (1) Inmate characteristic raw data
(2) Work assignment raw data
(3) Disciplinary record raw data
(4) Assignment record raw data
(5) Housing assignment raw data
(6) Long interview raw data
(7) Short interview raw data

Unit (7): The individual.

Variables: (1) 14
(2) 5
(3) 6
(4) 5
(5) 5
(6) 90
(7) 48

Cases: (1) 500
(2) 840
(3) 759
(4) 724
(5) 1,384
(6) 310
(7) 317

Reports and Publications

None.

DESCRIPTION OF MACHINE-READABLE FILES AND SUPPLEMENTARY DOCUMENTATION

Contents of Machine-Readable Files

Machine-readable Archive files are available in both mainframe and microcomputer formats. Unless otherwise requested, files formatted for a mainframe computer are provided on a 9-track tape at a density of 6250 bpi, in EBCDIC recording mode with IBM Standard Labels. Files formatted for a microcomputer are provided in ASCII format on low- or high-density, 5¼" or 3½" diskettes, at the user's request. A description of the contents of each file is given below.

File 1 (Inmate Characteristics Data File): Data for various inmate characteristics.

File 2 (Work Assignment Data File): Data for work assignments.

File 3 (Disciplinary Record Data File): Data for inmate's disciplinary records.

File 4 (Assignment Record Data File): Data for inmate case planning.

File 5 (Housing Assignment Data File): Data for inmate housing assignments.

File 6 (Long Interview Data File): Data from the long PMC questionnaire.

File 7 (Short Interview Data File): Data from the short PMC questionnaire.

Paper Documentation

Paper versions of the codebook and original data collection instrument are included.

Ordering Information

Machine-readable files and paper documentation can be ordered from the Data Resources Program of the National Institute of Justice, Sociometrics Corporation, 170 State Street, Suite 260, Los Altos, California 94022-2812.

SPECIFICATIONS FOR MACHINE-READABLE FILES

Mainframe Orders

	Contents	LRECL	BLKSIZE	Feet of tape at 6250 bpi
File 1	Inmate characteristics raw data	80	32720	1.3
File 2	Work assignment raw data	80	32720	1.8
File 3	Disciplinary record raw data	80	32720	1.3
File 4	Assignment record raw data	80	32720	1.3
File 5	Housing assignment raw data	80	32720	2.3
File 6	Long interview raw data	106	31800	1.2
File 7	Short interview raw data	80	32720	1.0

Microcomputer Orders

All Media (Low- and High-Density 5¼" and 3½" Diskettes)

	Contents	Diskette	File Name	Bytes
File 1	Inmate characteristics raw data	1	JU67W.DAT	22,500
File 2	Work assignment raw data	1	JU68W.DAT	20,160
File 3	Disciplinary record raw data	1	JU69W.DAT	15,180
File 4	Assignment record raw data	1	JU70W.DAT	17,376
File 5	Housing assignment raw data	1	JU71W.DAT	26,296
File 6	Long interview raw data	1	JU72W.DAT	32,860
File 7	Short interview raw data	1	JU73W.DAT	20,288

DATA COMPLETENESS AND CONSISTENCY REPORT

This section presents information regarding the quality of the data in this Data Set. Tables n.1 and n.2 (where n=1 to 7 and is a reference to the file number) indicate the extent and location of out-of-range values. Tables n.3 and n.4 summarize the incidence of missing data. Tables n.5 provide information regarding the adherence to the logical relations between particular items. These checks are meant to be illustrative, and are not necessarily exhaustive.

File 1

Number of Cases: 500
 Number of Variables: 14

Table 1.1. Distribution of Variables by Percentage of Out-of-Range Values.

Percentage of Cases With Out-of-Range Values	Corresponding Number of Cases	Number of Variables	Percentage of Variables
0%	0	12	85.7%
> 0% to 1%	1 to 5	1	7.1%
> 1% to 3%	6 to 15	0	0.0%
> 3% to 5%	16 to 25	0	0.0%
> 5% to 10%	26 to 50	1	7.1%
>10% to 100%	51 to 500	0	0.0%
Total		14	100.0%

Table 1.2. List of Variables With Out-of-Range Values.

Variable Name and Label	Out-of-Range Values	Number of Cases
OFFENSE Type of offense	11,43,48,52,63, 64,66,76,78	1,1,3,17,1, 3,1,2,1
COUNTY County of arrest	29,44	1,1

Table 1.3. Distribution of Variables by Percentage of Missing Values.

Percentage of Cases With Missing Values	Corresponding Number of Cases	Number of Variables	Percentage of Variables
0%	0	12	85.7%
> 0% to 1%	1 to 5	2	14.3%
> 1% to 100%	6 to 500	0	0.0%
Total		14	100.0%

Table 1.4. List of Variables With Over 5% Missing Values (26 Missing Values or More).

None.

Table 1.5. Report on Consistency Checks.

None.

File 2

Number of Cases: 840
 Number of Variables: 5

Table 2.1. Distribution of Variables by Percentage of Out-of-Range Values.

None.

Table 2.2. List of Variables With Out-of-Range Values.

None.

Table 2.3. Distribution of Variables by Percentage of Missing Values.

Percentage of Cases With Missing Values	Corresponding Number of Cases	Number of Variables	Percentage of Variables
> 0% to 0%	0	1	20.0%
> 0% to 1%	1 to 8	1	20.0%
> 1% to 3%	9 to 25	0	0.0%
> 3% to 5%	26 to 42	0	0.0%
> 5% to 10%	43 to 84	2	40.0%
> 10% to 20%	85 to 168	1	20.0%
> 20% to 100%	169 to 840	0	0.0%
Total		5	100.0%

Table 2.4. List of Variables With Over 5% Missing Values (43 Missing Values or More).

Variable Name and Label	Number of Cases
ASSIGN Work assignment codes	91
BEGAN Date work assignment began	78
ENDED Date work assignment ended	78

Table 2.5. Report on Consistency Checks.

None.

File 3

Number of Cases: 759
Number of Variables: 6

Table 3.1. Distribution of Variables by Percentage of Out-of-Range Values.

None.

Table 3.2. List of Variables With Out-of-Range Values.

None.

Table 3.3. Distribution of Variables by Percentage of Missing Values.

Percentage of Cases With Missing Values	Corresponding Number of Cases	Number of Variables	Percentage of Variables
0%	0	4	66.7%
> 0% to 1%	1 to 7	2	33.3%
> 1% to 100%	8 to 759	0	0.0%
Total		6	100.0%

Table 3.4. List of Variables With Over 5% Missing Values (38 Missing Values or More).

None.

Table 3.5. Report on Consistency Checks.

None.

File 4

Number of Cases: 724
 Number of Variables: 5

Table 4.1. Distribution of Variables by Percentage of Out-of-Range Values.

Percentage of Cases With Out-of-Range Values	Corresponding Number of Cases	Number of Variables	Percentage of Variables
0%	0	4	80.0%
> 0% to 1%	1 to 7	1	20.0%
> 1% to 100%	8 to 724	0	0.0%
Total		5	100.0%

Table 4.2. List of Variables With Out-of-Range Values.

Variable Name and Label	Out-of-Range Values	Number of Cases
EDUC Education	11	1

Table 4.3. Distribution of Variables by Percentage of Missing Values.

Percentage of Cases With Missing Values	Corresponding Number of Cases	Number of Variables	Percentage of Variables
0%	0	2	40.0%
> 0% to 1%	1 to 7	1	20.0%
> 1% to 3%	8 to 21	2	40.0%
> 3% to 100%	22 to 724	0	0.0%
Total		5	100.0%

Table 4.4. List of Variables With Over 5% Missing Values (37 Missing Values or More).

None.

Table 4.5. Report on Consistency Checks.

None.

File 5

Number of Cases: 1,384
 Number of Variables: 5

Table 5.1. Distribution of Variables by Percentage of Out-of-Range Values.

Percentage of Cases With Out-of-Range Values	Corresponding Number of Cases	Number of Variables	Percentage of Variables
0%	0	4	80.0%
> 0% to 1%	1 to 13	1	20.0%
> 1% to 100%	14 to 1,384	0	0.0%
Total		5	100.0%

Table 5.2. List of Variables With Out-of-Range Values.

Variable Name and Label	Out-of-Range Values	Number of Cases
HOUSE Housing custody code	101,708	1,2

Table 5.3. Distribution of Variables by Percentage of Missing Values.

Percentage of Cases With Missing Values	Corresponding Number of Cases	Number of Variables	Percentage of Variables
0%	0	3	60.0%
> 0% to 1%	1 to 13	1	20.0%
> 1% to 3%	14 to 41	1	20.0%
> 3% to 100%	42 to 1,384	0	0.0%
Total		5	100.0%

Table 5.4. List of Variables With Over 5% Missing Values (70 Missing Values or More).

None.

Table 5.5. Report on Consistency Checks.

None.

File 6

Number of Cases: 310
 Number of Variables: 90

Table 6.1. Distribution of Variables by Percentage of Out-of-Range Values.

Percentage of Cases With Out-of-Range Values	Corresponding Number of Cases	Number of Variables	Percentage of Variables
0%	0	88	97.8%
> 0% to 1%	1 to 3	0	0.0%
> 1% to 3%	4 to 9	0	0.0%
> 3% to 5%	10 to 15	0	0.0%
> 5% to 10%	16 to 31	0	0.0%
> 10% to 100%	32 to 310	2	2.2%
Total		90	100.0%

Table 6.2. List of Variables With Out-of-Range Values.

Variable Name and Label	Out-of-Range Values	Number of Cases
A39 Self-described personality	4	202
A40 Openly discuss feelings	3	85

Table 6.3. Distribution of Variables by Percentage of Missing Values.

Percentage of Cases With Missing Values	Corresponding Number of Cases	Number of Variables	Percentage of Variables
0%	0	13	14.4%
> 0% to 1%	1 to 3	63	70.0%
> 1% to 3%	4 to 9	12	13.3%
> 3% to 5%	10 to 15	1	1.1%
> 5% to 10%	16 to 31	1	1.1%
> 10% to 100%	32 to 310	0	0.0%
Total		90	100.0%

Table 6.4. List of Variables With Over 5% Missing Values (20 Missing Values or More).

Variable Name and Label	Number of Cases
DOB Date of birth	21

Table 6.5. Report on Consistency Checks.

None.

File 7

Number of Cases: 317
 Number of Variables: 48

Table 7.1. Distribution of Variables by Percentage of Out-of-Range Values.

None.

Table 7.2. List of Variables With Out-of-Range Values.

None.

Table 7.3. Distribution of Variables by Percentage of Missing Values.

Percentage of Cases With Missing Values	Corresponding Number of Cases	Number of Variables	Percentage of Variables
> 0% to 0%	1 to 0	11	22.9%
> 0% to 1%	1 to 3	21	43.8%
> 1% to 3%	4 to 9	11	22.9%
> 3% to 5%	10 to 15	2	4.2%
> 5% to 10%	16 to 31	3	6.3%
> 10% to 20%	32 to 63	0	0.0%
> 20% to 100%	64 to 317	0	0.0%
Total		48	100.0%

Table 7.4. List of Variables With Over 5% Missing Values (16 Missing Values or More).

Variable Name and Label	Number of Cases
DOB Date of birth	18
BA13 % fully employed	31
BH7 Special ed, remedial school	20

Table 7.5. Report on Consistency Checks.

None.

APPENDIX A
VARIABLES AND BYTE POSITIONS OF THE
RAW DATA FILES

VARIABLES AND BYTE POSITIONS FOR
JU67W.DAT

VARIABLE	REC	START	END	FORMAT	WIDTH	DEC
DOC	1	1	6	F	6	0
DOB	1	7	12	F	6	0
RECEIVE	1	13	18	F	6	0
GETOUT	1	19	24	F	6	0
FINISH	1	25	30	F	6	0
REPORT	1	31	31	F	1	0
SAMPLE	1	32	32	F	1	0
SEX	1	33	33	F	1	0
RACE	1	34	34	F	1	0
VIOLENT	1	35	35	F	1	0
TERMYR	1	36	37	F	2	0
TERMTH	1	38	39	F	2	0
OFFENSE	1	40	41	F	2	0
COUNTY	1	42	43	F	2	0

VARIABLES AND BYTE POSITIONS OF
JU68W.DAT

VARIABLE	REC	START	END	FORMAT	WIDTH	DEC
DOC	1	1	6	F	6	0
SAMPLE	1	7	7	F	1	0
ASSIGN	1	8	10	F	3	0
BEGAN	1	11	16	F	6	0
ENDED	1	17	22	F	6	0

VARIABLES AND BYTE POSITIONS OF
JU69W.DAT

VARIABLE	REC	START	END	FORMAT	WIDTH	DEC
DOC	1	1	6	F	6	0
SAMPLE	1	7	7	F	1	0
DINFRA	1	8	13	F	6	0
TYPE	1	14	16	F	3	0
STATUS	1	17	17	F	1	0
SANCTION	1	18	18	F	1	0

VARIABLES AND BYTE POSITIONS OF
JU70W.DAT

VARIABLE	REC	START	END	FORMAT	WIDTH	DEC
DOC	1	1	6	F	6	0
SAMPLE	1	7	7	F	1	0
EDUC	1	8	10	F	3	0
EDBEGAN	1	11	16	F	6	0
EDENDED	1	17	22	F	6	0

VARIABLES AND BYTE POSITIONS OF
JU71W.DAT

VARIABLE	REC	START	END	FORMAT	WIDTH	DEC
DOC	1	1	6	F	6	0
SAMPLE	1	7	7	F	1	0
DATE	1	8	13	F	6	0
HOUSE	1	14	16	F	3	0
CUSTO	1	17	17	F	1	0

VARIABLES AND BYTE POSITIONS OF
JU72W.DAT

VARIABLE	REC	START	END	FORMAT	WIDTH	DEC
DOC	1	1	6	F	6	0
DOB	1	7	12	F	6	0
GROUP	1	13	13	F	1	0
A1	1	14	14	F	1	0
A2	1	15	15	F	1	0
A3	1	16	16	F	1	0
A4	1	17	17	F	1	0
A5	1	18	18	F	1	0
A6	1	19	19	F	1	0
A7	1	20	20	F	1	0
A8	1	21	21	F	1	0
A9	1	22	22	F	1	0
A10	1	23	23	F	1	0
A11	1	24	24	F	1	0
A12	1	25	25	F	1	0
A13	1	26	26	F	1	0
A14	1	27	27	F	1	0
A15	1	28	28	F	1	0
A16	1	29	29	F	1	0
A17	1	30	30	F	1	0
A18	1	31	31	F	1	0
A19	1	32	32	F	1	0
A20	1	33	33	F	1	0
A21	1	34	34	F	1	0
A22	1	35	35	F	1	0
A23	1	36	36	F	1	0
A24	1	37	37	F	1	0
A25	1	38	38	F	1	0
A26	1	39	39	F	1	0
A27	1	40	40	F	1	0
A28	1	41	41	F	1	0
A29	1	42	42	F	1	0
A30	1	43	43	F	1	0
A31	1	44	44	F	1	0
A32	1	45	45	F	1	0
A33	1	46	46	F	1	0
A34	1	47	47	F	1	0
A35	1	48	48	F	1	0
A36	1	49	49	F	1	0
A37	1	50	50	F	1	0
A38	1	51	51	F	1	0
A39	1	52	52	F	1	0
A40	1	53	53	F	1	0
A41	1	54	54	F	1	0
A42	1	55	55	F	1	0
A43	1	56	56	F	1	0
A44	1	57	57	F	1	0
A45	1	58	58	F	1	0
H1	1	59	59	F	1	0

H2	1	60	60	F	1	0
H3	1	61	61	F	1	0
H4	1	62	62	F	1	0
H51	1	63	63	F	1	0
H52	1	64	64	F	1	0
H53	1	65	65	F	1	0
H54	1	66	66	F	1	0
H55	1	67	67	F	1	0
H6	1	68	68	F	1	0
H7	1	69	69	F	1	0
H8	1	70	70	F	1	0
H91	1	71	71	F	1	0
H92	1	72	72	F	1	0
H93	1	73	73	F	1	0
H94	1	74	74	F	1	0
H95	1	75	75	F	1	0
H96	1	76	76	F	1	0
H10	1	77	77	F	1	0
H11	1	78	78	F	1	0
B1	1	79	79	F	1	0
B2	1	80	80	F	1	0
B3	1	81	81	F	1	0
B4	1	82	82	F	1	0
B5	1	83	83	F	1	0
B6	1	84	84	F	1	0
B7	1	85	85	F	1	0
B8	1	86	86	F	1	0
IM1	1	87	87	F	1	0
IM2	1	88	88	F	1	0
IM3	1	89	89	F	1	0
IM4	1	90	90	F	1	0
IM5	1	91	91	F	1	0
IM6	1	92	92	F	1	0
IM7	1	93	93	F	1	0
SI	1	94	95	F	2	0
CC	1	96	97	F	2	0
ES	1	98	99	F	2	0
LS	1	100	101	F	2	0
CLASS1	1	102	102	F	1	0
CLASS2	1	103	103	F	1	0
FED	1	104	104	F	1	0

VARIABLES AND BYTE POSITIONS OF
JU73W.DAT

VARIABLE	REC	START	END	FORMAT	WIDTH	DEC
DOC	1	1	6	F	6	0
DOB	1	7	12	F	6	0
GROUP	1	13	13	F	1	0
BA1	1	14	14	F	1	0
BA2	1	15	15	F	1	0
BA4	1	16	16	F	1	0
BA5	1	17	17	F	1	0
BA6	1	18	18	F	1	0
BA8	1	19	19	F	1	0
BA11	1	20	20	F	1	0
BA12	1	21	21	F	1	0
BA13	1	22	22	F	1	0
BA14	1	23	23	F	1	0
BA15	1	24	24	F	1	0
BA16	1	25	25	F	1	0
BA18	1	26	26	F	1	0
BA21	1	27	27	F	1	0
BA24	1	28	28	F	1	0
BA27	1	29	29	F	1	0
BA28	1	30	30	F	1	0
BA29	1	31	31	F	1	0
BA30	1	32	32	F	1	0
BA32	1	33	33	F	1	0
BA36	1	34	34	F	1	0
BA38	1	35	35	F	1	0
BA39	1	36	36	F	1	0
BA40	1	37	37	F	1	0
BA41	1	38	38	F	1	0
BA42	1	39	39	F	1	0
BH1	1	40	40	F	1	0
BH2	1	41	41	F	1	0
BH3	1	42	42	F	1	0
BH4	1	43	43	F	1	0
BH51	1	44	44	F	1	0
BH52	1	45	45	F	1	0
BH53	1	46	46	F	1	0
BH54	1	47	47	F	1	0
BH55	1	48	48	F	1	0
BH6	1	49	49	F	1	0
BH7	1	50	50	F	1	0
BH10	1	51	51	F	1	0
BH11	1	52	52	F	1	0
BSI	1	53	54	F	2	0
BCC	1	55	56	F	2	0
BES	1	57	58	F	2	0
BLS	1	59	60	F	2	0
BCLASS1	1	61	61	F	1	0
BCLASS2	1	62	62	F	1	0

146243
Pt 2

Data Resources Program of the
National Institute of Justice

Data Set JU.6773

**REDUCING PRISON VIOLENCE BY MORE
EFFECTIVE INMATE MANAGEMENT: AN
EXPERIMENTAL FIELD TEST OF THE
PRISONER MANAGEMENT
CLASSIFICATION (PMC) SYSTEM**

James Austin

Original Codebook

December 1990

**Sociometrics Corporation
170 State Street, Suite 260
Los Altos, CA 94022-2812
(415) 949-3282**

JU.6773

CODEBOOK

JU.67

Variable	Variable Label
DOC	Randomly generated Case Number. (This variable is common to all files and links individuals across files.)
DOB	Date of birth
RECEIVE	Date received into the correctional center
GETOUT	Date
FINISH	Date
REPORT	Report number
SAMPLE	1 = Experimental 2 = Control
SEX	Sex of respondent 1 = Male
RACE	Race of respondent 1 = White 2 = Black 3 = Hispanic 4 = Asian 5 = Other
VIOLENT	Violent offense 1 = Yes 2 = No
TERMYR	Minimum term year
TERMTH	Minimum term month
OFFENSE	Type of offense 1 = Parole violation 12 = Murder 2 21 = Manslaughter 1 22 = Neg homicide by M/VE 41 = Rape 42 = Stat rape 2 44 = Stat rape 1 45 = Stat rape 3

- 47 = Sex expl. minor less incest
- 51 = Robbery 1,2
- 61 = Assault 1
- 62 = Assault 2
- 65 = Kidnapping
- 71 = Arson 1
- 72 = Burglary 1
- 73 = Burglary 2
- 74 = Theft 1
- 81 = Drug, mfg and deliver

COUNTY

County in which the inmate was received

- 1 = King
- 2 = Benton
- 3 = Yakima
- 4 = Whatcom
- 5 = Clark
- 6 = Snohomish
- 7 = Cowlitz
- 8 = Pierce
- 9 = Lewis
- 10 = Grays Harbor
- 11 = Clallam
- 12 = Grant
- 13 = Kitsap
- 14 = Spokane
- 15 = Federal Boarder
- 16 = Mason
- 17 = Asotin
- 18 = Pacific
- 19 = Skagit
- 20 = Kiltitas
- 21 = Franklin
- 22 = Chelan
- 23 = Thurston
- 24 = Okanogan
- 25 = Walla Walla
- 26 = Jefferson
- 27 = Island
- 28 = Adams

JU.68

DOC

Randomly generated Case Number. (This variable is common to all files and links individuals across files.)

SAMPLE

1 = Experimental
2 = Control

ASSIGN

Work assignment codes
101 = accounting clerk
102 = clerk I
103 = clerk II
104 = clerk III
105 = counseling aide
107 = editor
108 = editor assistant
110 = law library clerk
114 = library assistant
115 = library clerk
117 = messenger clerk
118 = shipping clerk I
119 = shipping clerk II
121 = stock clerk I
122 = stock clerk II
123 = telephone operator
124 = therapy aide
130 = business operator, fiscal tech. I
131 = business operator, fiscal tech. II
132 = business operations analyst
201 = baker aide
202 = baker I
203 = baker II
207 = cook aide
208 = cook I
209 = cook II
213 = food service worker I
214 = food service worker II
215 = food service worker III
218 = meat cutter I
219 = meatcutter II
301 = assembler I
302 = assembler II
306 = assembler metal
307 = auto mechanic I
308 = auto mechanic II
312 = auto mechanic helper
313 = barber I
314 = barber II
316 = binder worker
317 = cabinetmaker
318 = carpenter I
319 = carpenter II
320 = carpenter helper

322 = ceramic worker II
324 = chemical worker
325 = construction equipment mechanic
326 = custodian I
327 = custodian II
328 = custodian III
331 = dental assistant
332 = drafter I
333 = drafter II
334 = drafter III
335 = dry cleaner I
336 = dry cleaner II
337 = dry cleaner helper
338 = electrician helper
339 = electrician I
340 = electrician II
344 = embosser I
345 = embosser II
346 = fabricator
347 = grinder
348 = laundry worker I
349 = laundry worker II
350 = layout person I
351 = layout person II
352 = layout person III
354 = line repairer helper
355 = line repairer I
356 = line repairer II
360 = material handler
361 = mattress worker I
362 = mattress worker II
364 = photographer - assistant lithographic
365 = photographer - lithographic
366 = photo technician
367 = photographer
368 = production corrinator
369 = refinisher I
370 = refinisher II
371 = sander - machine
372 = sander - hand
373 = shipwright apprentice
374 = shipwright
375 = spray and lacquer applier I
376 = spray and lacquer applier II
377 = spray and lacquer applier III
380 = tailor I
381 = tailor II
383 = telemarketing
385 = tool-crib attendant I
386 = tool-crib attendant II
390 = typewriter repairer
391 = upholsterer I
392 = upholsterer II
401 = creamery operator I

402 = creamery operator II
403 = creamery operator III
406 = farm worker I
407 = farm worker II
408 = farm worker III
411 = forest worker I
412 = forest worker II
416 = grounds keeper I
417 = grounds keeper II
421 = horticulture worker I
422 = horticulture worker II
426 = milk parlor operator I
427 = milk parlor operator II
501 = methane plant operator
502 = methane plant operator II
506 = waste treatment operator I
507 = waste treatment operator II
508 = waste treatment operator III
511 = stationary engineer
601 = auto driver I
603 = concrete worker I
604 = concrete worker II
605 = cutter-machine
606 = deckhand
607 = fork lift operator
608 = heavy equipment operator
609 = industrial sewing machine operator I
610 = industrial sewing machine operator II
612 = laminator
614 = machinist helper
615 = machinist
616 = machine tool operator I
617 = machine tool operator II
619 = microfilm technician I
620 = microfilm technician II
621 = millwright I
622 = millwright II
623 = millwright III
626 = motion picture operator
627 = press operator I
628 = press operator II
629 = press operator III
632 = quality control tech. I
633 = quality control tech. II
637 = truck driver
701 = interpreter/translator
705 = recreation assistant
706 = recreation clerk
708 = student - high school, full time
709 = student - high school, part time
710 = student - vocational, full time
711 = student - vocational, part time
712 = student - college, full time
713 = student - college, part time

721 = teacher aide I
722 = teacher aide II
801 = fire fighter
802 = glazier
803 = maintenance mechanic I
804 = maintenance mechanic II
805 = maintenance helper
809 = painter helper
810 = painter
814 = plumbers helper
815 = plumber I
816 = plumber II
820 = radio/television repairer
821 = stean fitter
822 = welder helper
823 = welder I
824 = welder II
901 = soc therapy
902 = day treatment
903 = industrial cooperative
997 = unassigned - medical/elig
998 = unassigned - wait list
999 = unassigned

BEGAN

Date work assignment began

ENDED

Date work assignment ended

JU.69

DOC Randomly generated Case Number. (This variable is common to all files and links individuals across files.)

SAMPLE 1 = Experimental
2 = Control

DINFRA Dates of infraction

TYPE Type of infraction
501 = Committing homicide.
502 = Assaulting any person.
503 = Extortion, blackmail, demanding or receiving money or anything of value in return for protection against others, or under threat of informing.
504 = Engaging in sexual acts with others, with the exception of conjugal visits authorized by the superintendent.
505 = Fighting with any person except in self-defense.
506 = Threatening another with bodily harm or with any offense against his/her person.
507 = Committing an act not otherwise proscribed by these regulations which constitutes a felony or misdemeanor under state or federal law.
508 = Throwing objects or material at staff members, institution visitors, or other inmates.
521 = Holding a person hostage.
525 = Violation of conditions of furlough.
550 = Escape or attempted escape.
551 = Lying to the disciplinary hearing committee or hearing officer.
552 = Lying to a staff member with the intention of causing an innocent person to be penalized or proceeded against.
553 = Intentionally or recklessly setting a fire.
554 = Intentionally or recklessly destroying or damaging state property, or the property of another person in excess of five dollars.
555 = Stealing (theft) or knowing possession of stolen property.
556 = Refusing to submit to a body search when lawfully ordered to do so by a staff member.

557 = Refusing and/or failing to work or attend other regularly scheduled assignments.

558 = Intentionally interfering with a staff member in the performance of his/her duties.

559 = Gambling.

600 = Tampering with or blocking any locking device or seal.

601 = Possession or introduction of an explosive, poison, or any ammunition or components thereof.

602 = Possession or introduction of any gun, firearm, weapon, sharpened instrument, knife, or unauthorized tool or components thereof.

603 = Possession, introduction, transfer, or use of any narcotics, controlled substance, or related paraphernalia; possession, transfer, or use of any intoxicant or drug not prescribed or authorized for the inmate or for the inmate to whom transferred, if applicable, by the medical staff; or being intoxicated, or under the influence of an unauthorized drug, narcotic, controlled substance, or other intoxicant.

605 = Unauthorized possession of any officer's or staff's clothing.

607 = Refusing to submit to a urinalysis ordered to do so by an authorized staff member.

608 = Refusing to submit to a breathalyzer or other standard sobriety test.

650 = Rioting.

651 = Inciting others to riot.

652 = Engaging in or inciting a prohibited group demonstration.

653 = Intentionally interfering with the taking of count.

654 = Counterfeiting, forging or unauthorized reproduction of any document, article of identification, money, security, or official paper.

655 = Making intoxicants, controlled substances, narcotics.

656 = Giving or offering any official or staff member or a volunteer a bribe or anything of value for a favor or unauthorized service.

657 = Four or more general infractions arising out of separate incidents, all of which occur within the previous six-month period, and which have been reported in writing.

658 = Intentional failure to perform according to an administrative action taken pursuant to WAC 137-28-050(2), or resisting post-hearing sanctions as provided for in WAC 137-28-105.

660 = Unauthorized possession of money or other negotiable instruments of five dollars or more.

661 = Performing or taking part in performing a marriage in the institution buildings or on the institutional grounds, except when such marriage was approved by the superintendent of the institution, which may, in appropriate cases, also be deemed a violation of a visiting rule that can subject an inmate to the sanction contained in WAC 137-28-105 (1)(d), as well as other sanctions available for serious infractions.

662 = Solicitation of goods and/or services for which the provider would expect payment when the inmate knows or should have known he/she has no funds available to pay for such goods or services.

700 = Attempting to commit or aiding another person to commit a serious infraction as enumerated in this rule, and such action shall be considered the same as commission of the offense itself.

701 = Commission of any general infraction as enumerated in WAC 137-28-025 or any local rule denominated as a general infraction in such a manner as likely to result in danger to life or limb or to create a risk to the orderly operation of the institution or the health and safety of its inmates, staff, or visitors shall be considered a serious infraction, provided there is substantial evidence which establishes there was such a danger.

STATUS

Action taken?

- 1 = pending
- 2 = applied

SANCTION

Type of sanction for infraction

- 1 = Sanction suspended
- 2 = Loss of privileges, extra duty, cell confinement, etc.

JU.70

DOC

Randomly generated Case Number. (This variable is common to all files and links individuals across files.)

SAMPLE

1 = Experimental
2 = Control

EDUC

Type of education assignment

101 = accounting clerk
102 = clerk I
103 = clerk II
104 = clerk III
105 = counseling aide
107 = editor
108 = editor assistant
110 = law library clerk
114 = library assistant
115 = library clerk
117 = messenger clerk
118 = shipping clerk I
119 = shipping clerk II
121 = stock clerk I
122 = stock clerk II
123 = telephone operator
124 = therapy aide
130 = business operator, fiscal tech. I
131 = business operator, fiscal tech. II
132 = business operations analyst
201 = baker aide
202 = baker I
203 = baker II
207 = cook aide
208 = cook I
209 = cook II
213 = food service worker I
214 = food service worker II
215 = food service worker III
218 = meat cutter I
219 = meatcutter II
301 = assembler I
302 = assembler II
306 = assembler metal
307 = auto mechanic I
308 = auto mechanic II
312 = auto mechanic helper
313 = barber I
314 = barber II
316 = binder worker
317 = cabinetmaker
318 = carpenter I
319 = carpenter II
320 = carpenter helper

322 = ceramic worker II
324 = chemical worker
325 = construction equipment mechanic
326 = custodian I
327 = custodian II
328 = custodian III
331 = dental assistant
332 = drafter I
333 = drafter II
334 = drafter III
335 = dry cleaner I
336 = dry cleaner II
337 = dry cleaner helper
338 = electrician helper
339 = electrician I
340 = electrician II
344 = embosser I
345 = embosser II
346 = fabricator
347 = grinder
348 = laundry worker I
349 = laundry worker II
350 = layout person I
351 = layout person II
352 = layout person III
354 = line repairer helper
355 = line repairer I
356 = line repairer II
360 = material handler
361 = mattress worker I
362 = mattress worker II
364 = photographer - assistant lithographic
365 = photographer - lithographic
366 = photo technician
367 = photographer
368 = production coordinator
369 = refinisher I
370 = refinisher II
371 = sander - machine
372 = sander - hand
373 = shipwright apprentice
374 = shipwright
375 = spray and lacquer applier I
376 = spray and lacquer applier II
377 = spray and lacquer applier III
380 = tailor I
381 = tailor II
383 = telemarketing
385 = tool-crib attendant I
386 = tool-crib attendant II
390 = typewriter repairer
391 = upholsterer I
392 = upholsterer II
401 = creamery operator I

402 = creamery operator II
403 = creamery operator III
406 = farm worker I
407 = farm worker II
408 = farm worker III
411 = forest worker I
412 = forest worker II
416 = grounds keeper I
417 = grounds keeper II
421 = horticulture worker I
422 = horticulture worker II
426 = milk parlor operator I
427 = milk parlor operator II
501 = methane plant operator
502 = methane plant operator II
506 = waste treatment operator I
507 = waste treatment operator II
508 = waste treatment operator III
511 = stationary engineer
601 = auto driver I
603 = concrete worker I
604 = concrete worker II
605 = cutter-machine
606 = deckhand
607 = fork lift operator
608 = heavy equipment operator
609 = industrial sewing machine operator I
610 = industrial sewing machine operator II
612 = laminator
614 = machinist helper
615 = machinist
616 = machine tool operator I
617 = machine tool operator II
619 = microfilm technician I
620 = microfilm technician II
621 = millwright I
622 = millwright II
623 = millwright III
626 = motion picture operator
627 = press operator I
628 = press operator II
629 = press operator III
632 = quality control tech. I
633 = quality control tech. II
637 = truck driver
701 = interpreter/translator
705 = recreation assistant
706 = recreation clerk
708 = student - high school, full time
709 = student - high school, part time
710 = student - vocational, full time
711 = student - vocational, part time
712 = student - college, full time
713 = student - college, part time

721 = teacher aide I
722 = teacher aide II
801 = fire fighter
802 = glazier
803 = maintenance mechanic I
804 = maintenance mechanic II
805 = maintenance helper
809 = painter helper
810 = painter
814 = plumbers helper
815 = plumber I
816 = plumber II
820 = radio/television repairer
821 = stean fitter
822 = welder helper
823 = welder I
824 = welder II
901 = soc therapy
902 = day treatment
903 = industrial cooperative
997 = unassigned - medical/elig
998 = unassigned - wait list
999 = unassigned

EDBEGAN

Date education assignment began

EDENDED

Date education assignment ended

JU.71

DOC Randomly generated Case Number. (This variable is common to all files and links individuals across files.)

SAMPLE
1 = Experimental
2 = Control

DATE Date of housing movement

HOUSE Housing assignment codes
1 = Central office
2 = Clallum Bay Correction Cneter
3 = Washington Corr. Center RC
4 = Wash. Corr. enter TC
5 = Wash. Corr. Center IMU
6 = Wash. Corr. Center Hospital
7 = Wash. Reformatory
8 = Wash. Reformatory, Honor Farm
9 = Wash. Reformatory 3A (X)
10 = Wash. State Pen.
11 = Wash. State Pen. Med. Security
12 = Wash. State Pen. Min. Security
13 = Wash. State Pen. IMU
14 = Purdy apartments
15 = Purdy IMU
16 = Twin Rivers Corr. Center
17 = McNeil Is. Corr. Center
18 = McNeil Is. Min. Security Annex
19 = Pine Lodge Corr. Center
20 = Spokane County Unit
21 = Indian Ridge Corr. Center
22 = Olympic Corr. Center
23 = Clallam County Unity
24 = Larch Corr. Center
25 = Cedar Creek Corr. Center
26 = Spec. Offender Center

CUSTO Housing custody type
1 = Ad. segregation
2 = Ds. segregation
3 = Death row
4 = Hospital
5 = Mental health
6 = Maximum
7 = Close
8 = Medium
9 = Minimum R
10 = Minimum
11 = Protective custody
12 = Intensive custody
13 = Admission unit
14 = Total dorm segregation
15 = Close-medium

JU.72

DOC Randomly generated Case Number. (This variable is common to all files and links individuals across files.)

DOB Date of birth

GROUP Experimental group
1 = Clallam Bay
2 = Control

A1 Motivation for current offense
1 = Emotion motivate
2 = Material motivate
3 = Both

A2 Accept responsibility
1 = No excuse
2 = Emphasize excuse
3 = Deny commit offense

A3 Express guilt
1 = Guilt & empathy
2 = No guilt
3 = Victimless crime

A4 Prior offense severity
1 = No prior offense
2 = Misdemeanors
3 = Random pattern
4 = Mainly felonies

A5 Assaultive
1 = Yes
2 = No

A6 How prior offense decided
1 = Planned
2 = Random pattern
3 = Impulsive

A7 Percent offense while on drug
1 = Never
2 = 50% or less
3 = Over 50%

A8 Commit offense alone
1 = Alone
2 = Random pattern
3 = With accomplices

CLASS1

Primary classification designation according to PMC long form interview

- 1 = Selective intervention
- 2 = Casework control
- 3 = Environmental structure
- 4 = Limit setting

CLASS2

Secondary classification designation according to PMC long form interview

- 1 = Selective intervention
- 2 = Casework control
- 3 = Environmental structure
- 4 = Limit setting

STATE

State

- 2 = Washington

Note: Unless specified otherwise, blank values in variables indicate missing data.

DOC	Randomly generated Case Number. (This variable is common to all files and links individuals across files.)
DOB	Date of birth (MMDDYY)
GROUP	Experimental group 1 = Clallam Bay 2 = Control
BA1	Motivation for current offense 1 = Emotion motivate 2 = Material motivate 3 = Both
BA2	Accept responsibility 1 = No excuse 2 = Emphasize excuse 3 = Deny commit offense
BA4	Prior offense severity 1 = No prior offense 2 = Misdemeanors 3 = Random pattern 4 = Mainly felonies
BA5	Assaultive 1 = Yes 2 = No Blank = Not applicable; Missing data
BA6	How prior offense decided 1 = Planned 2 = Random pattern 3 = Impulsive Blank = Not applicable; Missing data
BA8	Commit offense alone 1 = Alone 2 = Random pattern 3 = With accomplices Blank = Not applicable; Missing data
BA11	School performance 1 = No problem 2 = Learning problem 3 = No interest

- BA12 Primary vocation
1 = Unskilled
2 = Semi-skilled
3 = Skilled
4 = No employment history
5 = Student
- BA13 Percent fully employed
1 = Over 90%
2 = 50-90%
3 = 50% or less
- BA14 Vocational problem
1 = None
2 = Lack of skills
3 = Attitude and other
- BA15 Living stability background
1 = Stable
2 = Semi-stable
3 = Unstable
- BA16 Self-support history
1 = Self-support
2 = Semi
3 = Non self-support
- BA18 Father discipline at teenage
1 = Verbal
2 = Permissive
3 = Physical
9 = Missing Data
Blank = Not applicable
- BA21 Physically abused by parent
1 = Yes
2 = No
- BA24 Feeling toward sibling
1 = Close
2 = Neutral mixed
3 = Hostile
4 = No sibling
- BA27 Self described personality
1 = Multi-faceted
2 = Superficial
- BA28 Type of associates
1 = Non-criminal
2 = Mixed
3 = Mostly criminal

BA29

Interaction with friends

- 1 = Used by other
- 2 = Withdrawn
- 3 = Other problems
- 4 = Normal

BA30

Relationship with closest friend

- 1 = Talk and help
- 2 = Do things together
- 3 = Has none

BA32

Outlook towards others

- 1 = Trusting
- 2 = Mixed
- 3 = Mistrusting

BA36

How alleviate depression

- 1 = Seek someone
- 2 = Seek activity
- 3 = Drink or drug
- 4 = Isolate self

BA38

How handle anger

- 1 = Physical
- 2 = No expression
- 3 = Respond appropriate

BA39

Self described personality

- 1 = Strength
- 2 = Inadequacy
- 3 = Cannot describe

BA40

Openly discuss feelings

- 1 = Open
- 2 = Evasive

BA41

Most problematic area

- 1 = Personal
- 2 = Relationships
- 3 = Vocational
- 4 = Financial
- 5 = No big problem

BA42

Attitude toward problem

- 1 = Optimistic
- 2 = Unclear
- 3 = Pessimistic

BH1

Age early CT appearance

- 1 = 14 or under
- 2 = 15-17
- 3 = 18-22
- 4 = 23 or older

- BH2 Number of prior offenses
 1 = None
 2 = 1-3
 3 = 4-7
 4 = 8 or more
- BH3 Number over 1 year correction
 1 = None
 2 = 1
 3 = 2 or more
- BH4 Time probation parole
 1 = None
 2 = 1 year or less
 3 = 1-3 years
 4 = Over 3 years
- BH51 Head back stomach
 1 = Yes
 2 = No
- BH52 Serious head injury
 1 = Yes
 2 = No
- BH53 Prior psych. hosp.
 1 = Yes
 2 = No
- BH54 Out-patient psychotherapy
 1 = Yes
 2 = No
- BH55 None
 1 = Yes
 2 = No
- BH6 Highest grade
 1 = 9th or below
 2 = 10-12th
 3 = High school graduate
 4 = Post high school
- BH7 Special education remedial school
 1 = Yes
 2 = No
- BH10 Siblings arrested
 1 = None
 2 = Some
 3 = Most
 4 = NA

BH11

Marital status

- 1 = Never married
- 2 = Separated/divorced
- 3 = Married

BSI

Selective Intervention
(Undocumented)

BCC

Casework Control
(Undocumented)

BES

Environmental Structure
(Undocumented)

BLS

Limit Setting
(Undocumented)

BCLASS1

Primary classification designation according to PMC short form interview

- 1 = Selective intervention
- 2 = Casework control
- 3 = Environmental structure
- 4 = Limit setting

BCLASS2

Secondary classification designation according to PMC short form interview

- 1 = Selective intervention
- 2 = Casework control
- 3 = Environmental structure
- 4 = Limit setting

- A9 Favorite school subject
1 = Vocational
2 = Academic
3 = Gym
4 = None
- A10 Attitude toward teachers
1 = None
2 = Qualities
3 = Personal relation
- A11 School performance
1 = No problem
2 = Learning problem
3 = No interest
- A12 Primary vocation
1 = Unskilled
2 = Semi-skilled
3 = Skilled
4 = No employment history
5 = Student
- A13 Percent fully employed
1 = Over 90%
2 = 50-90%
3 = 50% or less
- A14 Vocational problem
1 = None
2 = Lack of skills
3 = Attitude and other
- A15 Living stability background
1 = Stable
2 = Semi-stable
3 = Unstable
- A16 Self-support history
1 = Self-support
2 = Semi
3 = Non self-support
- A17 Present feeling toward father
1 = Close
2 = Mixed neutral
3 = Hostile
- A18 Father discipline at teenage
1 = Verbal
2 = Permissive
3 = Physical

- A19 Present feelings toward mother
 1 = Close
 2 = Mixed neutral
 3 = Hostile
- A20 Mother discipline at teenage
 1 = Verbal
 2 = Permissive
 3 = Physical
- A21 Physically abused by parent
 1 = Yes
 2 = No
- A22 Parent view as child
 1 = Good
 2 = Problem
 3 = Differed
- A23 Self description as child
 1 = Good
 2 = Problem
- A24 Feeling toward sibling
 1 = Close
 2 = Neutral mixed
 3 = Hostile
 4 = No sibling
- A25 Attitude toward childhood
 1 = Happy
 2 = Unhappy
- A26 Satisfied with childhood
 1 = Satisfied
 2 = Not w/ material
 3 = Dis w/ people
- A27 Self described personality
 1 = Multi-faceted
 2 = Superficial
- A28 Type of associates
 1 = Non-criminal
 2 = Mixed
 3 = Mostly criminal
- A29 Interaction with friends
 1 = Used by other
 2 = Withdrawn
 3 = Other problems
 4 = Normal

- A30 Relationship with closest friend
 1 = Talk and help
 2 = Do things together
 3 = Has none
- A31 Satisfy interpersonal relations
 1 = Satisfied
 2 = Dissatisfied
- A32 Outlook towards others
 1 = Trusting
 2 = Mixed
 3 = Mistrusting
- A33 Relationship with opposite sex
 1 = Long
 2 = Short and long
 3 = Short/little
- A34 Interaction with opposite sex
 1 = Dominates
 2 = Adequate
 3 = Nonassertive
- A35 Nervous person
 1 = Yes
 2 = No
- A36 How alleviate depression
 1 = Seek someone
 2 = Seek activity
 3 = Drink or drug
- A37 Self-destructive behavior
 1 = No
 2 = Thought
- A38 How handle anger
 1 = Physical
 2 = No expression
 3 = Respond appropriate
- A39 Self described personality
 1 = Strength
 2 = Inadequacy
 3 = Cannot describe
- A40 Openly discuss feelings
 1 = Open
 2 = Evasive
- A41 Most problematic area
 1 = Personal
 2 = Relationships

- A42 Attitude toward problem
1 = Optimistic
2 = Unclear
3 = Pessimistic
- A43 Future plans
1 = Short-term
2 = Unrealistic
3 = Realistic
- A44 Task completion
1 = Yes
2 = No
- A45 Expectations about supervision
1 = No effect
2 = Help
- H1 Age early CT appearance
1 = 14 or under
2 = 15-17
3 = 18-22
4 = 23 or older
- H2 Number of prior offenses
1 = None
2 = 1-3
3 = 4-7
4 = 8 or more
- H3 Number over 1 year correction
1 = None
2 = 1
3 = 2 or more
- H4 Time probation parole
1 = None
2 = 1 year or less
3 = 1-3 years
4 = Over 3 years
- H51 Head back stomach
1 = Yes
2 = No
- H52 Serious head injury
1 = Yes
2 = No
- H53 Prior psych. hosp.
1 = Yes
2 = No

- H54 Out-patient psychotherapy
1 = Yes
2 = No
- H55 None
1 = Yes
2 = No
- H6 Highest grade
1 = 9th or below
2 = 10-12th
3 = High school graduate
4 = Post high school
- H7 Special education remedial school
1 = Yes
2 = No
- H8 Raised by who
1 = Intact bio
2 = Other
- H91 Welfare
1 = Yes
2 = No
- H92 Criminal
1 = Yes
2 = No
- H93 Psychiatric hospital
1 = Yes
2 = No
- H94 Suicide attempt
1 = Yes
2 = No
- H95 Drinking
1 = Yes
2 = No
- H96 None
1 = Yes
2 = No
- H10 Siblings arrested
1 = None
2 = Some
3 = Most
4 = NA

H11

Marital status

- 1 = Never married
- 2 = Separated/divorced
- 3 = Married

B1

Grooming and dress

- 1 = Below average
- 2 = Average
- 3 = Above average

B2

Self-confidence

- 1 = Below average
- 2 = Average
- 3 = Above average

B3

Attention span

- 1 = Below average
- 2 = Average
- 3 = Above average

B4

Comprehension

- 1 = Below average
- 2 = Average
- 3 = Above average

B5

Thought processes

- 1 = Below average
- 2 = Average
- 3 = Above average

B6

Affect

- 1 = Below average
- 2 = Average
- 3 = Above average

B7

Self revealing

- 1 = Below average
- 2 = Average
- 3 = Above average

B8

Cooperation

- 1 = Below average
- 2 = Average
- 3 = Above average

IM1

Social inadequacy

- 1 = Hi sig
- 2 = Sig
- 3 = Somewhat
- 4 = Minor
- 5 = Not sig

IM2	Vocational inadequacy 1 = Hi sig 2 = Sig 3 = Somewhat 4 = Minor 5 = Not sig
IM3	Criminal orientation 1 = Hi sig 2 = Sig 3 = Somewhat 4 = Minor 5 = Not sig
IM4	Emotional factors 1 = Hi sig 2 = Sig 3 = Somewhat 4 = Minor 5 = Not sig
IM5	Family history problems 1 = Hi sig 2 = Sig 3 = Somewhat 4 = Minor 5 = Not sig
IM6	Isolated situational 1 = Hi sig 2 = Sig 3 = Somewhat 4 = Minor 5 = Not sig
IM7	Interpersonal manipulation 1 = Hi sig 2 = Sig 3 = Somewhat 4 = Minor 5 = Not sig
SI	Selective Intervention (Undocumented)
CC	Casework Control (Undocumented)
ES	Environmental Structure (Undocumented)
LS	Limit Setting (Undocumented)

Data Resources Program of the
National Institute of Justice

146243
Pt. 3
Data Set JU.6773

**REDUCING PRISON VIOLENCE BY MORE
EFFECTIVE INMATE MANAGEMENT: AN
EXPERIMENTAL FIELD TEST OF THE
PRISONER MANAGEMENT
CLASSIFICATION (PMC) SYSTEM**

James Austin

Inmate Characteristics Original Instrument

December 1990

**Sociometrics Corporation
170 State Street, Suite 260
Los Altos, CA 94022-2812
(415) 949-3282**

PMC INMATE TRACK FILE CODESHEET

LAST NAME _____ DOC # _____

DATE OF BIRTH ____ _

DATE RECEIVED ____ _

DATE MOVEMENT FROM SHELTON ____ _

DATE SIX MONTH ENDED ____ _

REPORT #: _____ SAMPLE #: _____

PMC DESIGNATION : _____

SEX 1) MALE _____ 2) FEMALE _____

RACE 1) WHITE _____ 2) BLACK _____ 3) HISPANIC _____

4) ASIAN _____ 5) OTHER _____

VIOLENT OFFENSE 1) YES _____

2) NO _____

SECURITY _____

MINIMUM TERM _____ yrs _____ mth

OFFENSE(S) _____

COUNTY _____

**REDUCING PRISON VIOLENCE BY MORE
EFFECTIVE INMATE MANAGEMENT: AN
EXPERIMENTAL FIELD TEST OF THE
PRISONER MANAGEMENT
CLASSIFICATION (PMC) SYSTEM**

James Austin

Work Assignment Original Instrument

December 1990

**Sociometrics Corporation
170 State Street, Suite 260
Los Altos, CA 94022-2812
(415) 949-3282**

WASHINGTON PMC SIX MONTH FOLLOWUP

DOC# _____

WORK PROGRAM ASSIGNMENTS

Assignment Type	Date Began	Date ended
1) _____	_____	_____
2) _____	_____	_____
3) _____	_____	_____
4) _____	_____	_____
5) _____	_____	_____
6) _____	_____	_____
7) _____	_____	_____
8) _____	_____	_____
9) _____	_____	_____
10) _____	_____	_____
11) _____	_____	_____
12) _____	_____	_____

**REDUCING PRISON VIOLENCE BY MORE
EFFECTIVE INMATE MANAGEMENT: AN
EXPERIMENTAL FIELD TEST OF THE
PRISONER MANAGEMENT
CLASSIFICATION (PMC) SYSTEM**

James Austin

Disciplinary Record Original Instrument

December 1990

**Sociometrics Corporation
170 State Street, Suite 260
Los Altos, CA 94022-2812
(415) 949-3282**

DISCIPLINARY REPORTS

	INFRACTION DATE	TYPE	STATUS	SANCTION
(1)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
	TOTAL:	<input type="text"/>		

E. CLASSIFICATION DATA

	CLASSIFICATION DATE	SCORE	SEC. DESIG.	ASSIGNED	SEC. DESIG.	
(1)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	
(2)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	
(3)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	
(4)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	
(5)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	TOTAL: <input type="text"/>

**REDUCING PRISON VIOLENCE BY MORE
EFFECTIVE INMATE MANAGEMENT: AN
EXPERIMENTAL FIELD TEST OF THE
PRISONER MANAGEMENT
CLASSIFICATION (PMC) SYSTEM**

James Austin

Assignment Record Original Instrument

December 1990

**Sociometrics Corporation
170 State Street, Suite 260
Los Altos, CA 94022-2812
(415) 949-3282**

WASHINGTON PMC SIX MONTH FOLLOWUP

DOC# _____

EDUCATIONAL PROGRAM ASSIGNMENTS

Assignment Type	Date Began	Date ended
1) _____	_____	_____
2) _____	_____	_____
3) _____	_____	_____
4) _____	_____	_____
5) _____	_____	_____
6) _____	_____	_____
7) _____	_____	_____
8) _____	_____	_____
9) _____	_____	_____
10) _____	_____	_____
11) _____	_____	_____
12) _____	_____	_____

**REDUCING PRISON VIOLENCE BY MORE
EFFECTIVE INMATE MANAGEMENT: AN
EXPERIMENTAL FIELD TEST OF THE
PRISONER MANAGEMENT
CLASSIFICATION (PMC) SYSTEM**

James Austin

Housing Assignment Original Instrument

December 1990

**Sociometrics Corporation
170 State Street, Suite 260
Los Altos, CA 94022-2812
(415) 949-3282**

HOUSING UNIT ASSIGNMENTS

HOUSING MOVEMENT

LOCATION

CUSTODY COUNSELOR

DATE

FACILITY/CELLBLOCK

TYPE

ID#

DATE

FACILITY/CELLBLOCK

TYPE

ID#

(2)

DATE

FACILITY/CELLBLOCK

TYPE

ID#

(3)

DATE

FACILITY/CELLBLOCK

TYPE

ID#

(4)

DATE

FACILITY/CELLBLOCK

TYPE

ID#

(5)

DATE

FACILITY/CELLBLOCK

TYPE

ID#

(6)

DATE

FACILITY/CELLBLOCK

TYPE

ID#

(7)

DATE

FACILITY/CELLBLOCK

TYPE

ID#

(8)

DATE

FACILITY/CELLBLOCK

TYPE

ID#

(9)

DATE

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TOTAL:

**REDUCING PRISON VIOLENCE BY MORE
EFFECTIVE INMATE MANAGEMENT: AN
EXPERIMENTAL FIELD TEST OF THE
PRISONER MANAGEMENT
CLASSIFICATION (PMC) SYSTEM**

James Austin

Long Interview Original Instrument

December 1990

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CMC ... STRATEGIES FOR CASE SUPERVISION (Institution Version - 10/88)

The purpose of CMC is to provide the probation professional with an efficient and effective case management system. CMC includes procedures for developing individualized strategies for the quality supervision of *adult* offenders. This process is accomplished through the completion of the three system components: an assessment procedure, a supervision planning process, and supervision according to one of five distinct strategies, depending on individualized case needs.

This assessment instrument was developed in 1975 and has been tested and revised regularly. It has been standardized on an adult probation and parole population and meets or exceeds the highest standards of research and testing design. Therefore, certified instruction is required for its use. It is not to be used with juveniles nor for any other than its stated purpose.

CMC INSTRUCTIONS

There are four parts to the CMC assessment instrument. Whenever possible, the following sequence (A to D) should be followed.

- A. Attitude interview (45 items)
- B. Objective history (11 items)
- C. Behavioral observations (8 items)
- D. Officer impressions of contributing factors (7 items)

The Attitude Section

Column One:

A SEMI-STRUCTURED INTERVIEW with suggested questions has been developed to elicit attitude information about the offense, the offender's background, and about present plans and problems. The average interview takes about forty-five minutes and the scoring about five minutes.

Use a natural, open, conversational style of interviewing which is comfortable for both you and the probationer. If the probationer presents some important or interesting information requiring follow-up, feel free to do so before returning to the structured sequence. While stressing free-flowing communication, some structuring is required to insure the reliability and validity of the instrument. Therefore, make every effort to preserve the meaning of the questions when transposing them into your own words.

In the interview, each section is introduced by one or two open-ended questions which are intended to encourage discussion on a particular subject. If the information needed to score the items is not obtained from the open-ended questions, one or two specific questions are provided for each item. If those questions fail to elicit the needed information, continue to inquire with increasingly direct questions unless you see the word -STOP-. "-STOP-" means to discontinue inquiry (except to repeat or clarify a misunderstood question).

For some items, "a" and "b" questions are included. If the "b" question is asterisked (*), always ask it unless the answer to the "a" makes the "b" questions meaningless (e.g., "no" to question 10a). If question "b" is not asterisked, ask it if the needed information was not elicited from question "a".

Column Two:

THE ITEM OBJECTIVES AND RESPONSES are listed in column two. Many times the suggested questions will approach the item objective in an indirect manner in order to elicit the most valid response.

Column Three:

SCORING GUIDE is included to provide criteria and assistance in scoring ambiguous responses. When scoring, you must choose only one alternative for each item. If you cannot choose an alternative, do not rate the item.

Unless otherwise instructed in Scoring Guide, consider information learned previously in the interview to score each item. Also, unless otherwise instructed, base scoring on general patterns of behavior and attitudes. The score should be based on the interviewer's interpretation of the information.

ATTITUDES ABOUT OFFENSE

Could you tell me about the most recent offense that got you into trouble?

QUESTIONS

- 1a. How did you get involved in this offense?
 1b. *(If denied)* What did the police say that you did?

- How did you decide to commit the offense?
 2b. Could you tell me more about the circumstances that led up to the offense?

3. Looking back at the offense, what is your general feeling about it? -STOP-

RESPONSES

1. Motivation for committing the offense
 - (a) emotional motivation (e.g., anger, sex offense, etc.)
 - (b) material (monetary) motivation
 - (c) both emotional and material motivation

2. Acceptance of responsibility for current offense
 - (a) admits committing the offense and doesn't attempt excuses
 - (b) admits committing the offense, but emphasizes excuses (e.g., drinking, influence by friends, family problems, etc.)
 - (c) denies committing the offense

3. Expression of guilt about current offense
 - (a) expresses guilt feelings or spontaneous empathy toward victim
 - (b) expresses superficial or no guilt
 - (c) victimless crime

SCORING GUIDE

1. a. - Possession of drugs for own use.
 - Assault (not for robbery).
 b. - Prostitution.
 - Car theft (except for joy riding).
 - Selling drugs or stealing to support a habit.
 c. - Stealing from parents for revenge.
 - Stealing primarily for peer acceptance.
 - Man who won't pay alimony primarily because he's angry with his ex-wife.

2. a. Explains circumstances but takes responsibility.
 b. Blames circumstances and does not take responsibility.
 c. Offenders who deny any significant aspect of the offense are scored "c" (e.g., the probationer admits that he helped jimmy a car window but denies responsibility for removing valuables because his friends removed them).

3. a. Offender must feel some personal shame and regret (not just verbalization to impress the officer).
 b. - "I feel bad because now I have a record."
 - "People are disappointed in me." (Indicates some regret but not necessarily guilt.)
 - "I know it was wrong (Emphasis is on having done wrong, but not on feeling bad because one has done wrong.)
 c. - Using drugs.
 - Sexual activities between consenting adults.

OFFENSE PATTERN

... to talk to you about your prior offenses. Have you been in trouble
 ? (If prior offenses, obtain a complete picture of probationer's offense
 style, including current offense, when scoring items 4 - 8.)

- 4a. What prior offenses are on your record? (Most recent first)
- * 4b. Were you ever in trouble as a juvenile?
 (List on grid below)

- 4. Offense and severity
 - (a) no prior offenses (Skip items 5, 6, 7, and 8.)
 - (b) mainly misdemeanors
 - (c) no consistent pattern
 - (d) mainly felonies

- 4 - 8. Include juvenile and serious traffic offenses (e.g., drunk driving). Don't count dismissals for "not guilty".
- 4. b. Should not be used if offender has more than two felonies. (Use choice "c" or "d".)
- d. Over 50% of offender's offenses are felonies.

Offense	(Item 4) Fal./Misd.	(Item 5) Assaultive?	Circumstances of Offense	(Item 6) Planned?	(Item 7) Chemicals?	(Item 8) Accomplices?

- 5a. Have you ever been armed or hurt someone during these offenses?
- 6a. How did you decide to commit the most recent of your prior offenses? (Discuss offenses individually until a clear pattern emerges.)
- 6b. Could you tell me more about the circumstances that led up to the offense?
- 7. Were you drinking or on drugs when you committed this offense? (Discuss each offense individually.)
- 8. Did you do the offense alone or with others? (Discuss each offense individually.)

- 5. Was offender ever involved in an offense where he (she) was armed, assaultive, or threatened injury, to someone?
 (a) yes
 (b) no
- 6. Offenses were generally
 (a) planned
 (b) no consistent pattern
 (c) impulsive
- 7. Percent of offenses committed while drinking or on drugs
 (a) never
 (b) 50% or less
 (c) over 50%
- 8. Offenses were generally committed
 (a) alone
 (b) no consistent pattern
 (c) with accomplices

- 5 - 8 Use current and prior offense factors to score 5 - 8.
- Over the judgment based on all factors.
 - a. - Exhibitionist who drives around in a car looking for a girl to which to expose himself.
 - Person who decides to commit an offense, then drinks to build courage.
 - c. - Exhibitionist who is driving to work, suddenly sees a girl, and pulls over and exposes himself.
 - Person gets drunk and into a bar fight.
- 7. Count offenses where there was any chemical use regardless of whether person was intoxicated or not.

SCHOOL ADJUSTMENT

Now I'd like to find out some things about your background. Let's begin with school. How did you like school?

9. What was your favorite subject in school? -STOP.
9. Favorite subject
(a) vocational
(b) academic
(c) gym
(d) no favorite subject
9. a. - Score business courses as "a".
b. - Score music or art as "b".
- 10a. Did you have a favorite teacher in high school?
- *10b. What did you like about him (her)?
10. Attitude toward teachers
(a) no favorite teacher
(b) teacher chosen because of certain qualities that the offender admired
(c) teacher chosen because of close personal relationship with the teacher
10. b. - "She would help kids."
c. - "She would help me."
- 11a. How far did you go in school?
- *11b. Did you have any problems with schoolwork? (If offender did not graduate from high school, find out why not.)
11. Offender's school performance
(a) no problems
(b) learning problems (difficulty performing schoolwork)
(c) lack of interest, behavior, or other problems
11. a. Don't use for offender who didn't complete high school.
b. For offender whose learning problems result from a lack of capacity (not just from lack of interest or behavioral problems). If offender has both a lack of capacity and behavioral problems, score "b". Lack of capacity takes precedence when scoring.

VOCATIONAL AND RESIDENTIAL ADJUSTMENT

Now I'd like to find out about your work history. What kinds of jobs have you had? (Use grid below to organize items 12-14.)

12. What is (was) your most recent job before coming into the institution? (Start with most recent job and go backwards until a clear pattern emerges.)
12. Primary vocation
(a) unskilled labor
(b) semi-skilled
(c) skilled labor or white collar
(d) no employment history (homemaker) (Skip 13 & 14)
(e) student or recent graduate (Skip 13 & 14)
12. a. - Average person could do job without training.
- Offender's been in the job market for over six months, but has no employment history. (Also score items 13 and 14.)
c. Rule out jobs requiring no training and/or experience.
d. For homemaker, use prior vocational history, if any. If none, check "d" and skip items 13 and 14.
e. Offender was recently (within 6 months) a student and hasn't had the opportunity to establish an employment pattern. (Skip items 13 and 14.)

13a. How long did you work on your most recent job?

13b. How long between that job and your previous job?

14a. What was the reason for leaving your most recent job?

14b. Have you had any trouble getting jobs?

13. Percent of working life where offender was employed full time

- (a) over 90%
- (b) over 50% to 90%
- (c) 50% or less

14. Primary vocational problem

- (a) none (Can be used only if item 13 is scored "a".)
- (b) problems due to lack of skills or capacity
- (c) attitude or other problems

13. - "Working Life..."; i.e. time period society would expect one to be working. Subtract time in school, institutions, etc.

14. a. Don't use "a" if working less than 90%.

- b. "skills", i.e., life skills
- c. - "Because of my drinking problem."

(Item 12) (Start with most recent)
Jobs and Job Responsibilities

(Item 13a)
Duration

(Item 14a)
Reason for Leaving

(Item 12) (Start with most recent) Jobs and Job Responsibilities	(Item 13a) Duration	(Item 14a) Reason for Leaving
(Item 13b) Unemployment Interval >		
(Item 13b) Unemployment Interval >		
(Item 13b) Unemployment Interval >		
(Item 13b) Unemployment Interval >		
(Item 13b) Unemployment Interval >		

15a. Before coming here, where did you live?

15b. Did you move around much? (Deal with time period after offender turned 18.)

16a. Have you had any trouble supporting yourself or received welfare?

16b. (If applicable) How did you support yourself when you were unemployed?

15. Living stability background

- (a) essentially stable living arrangements
- (b) some unstable periods
- (c) essentially unstable living arrangements

16. History of being self-supporting

- (a) offender has usually been self-supporting
- (b) offender has had several periods where he (she) wasn't self-supporting
- (c) offender has essentially not been self-supporting

15. Consider what is stable for the offender's age group.

16. Illegal activities and welfare are not counted as self-supporting. For offender who has not had the opportunity to support (her) himself (e.g., homemaker or person living with relatives), estimate the likelihood of (her) his being able to support (her) himself.

FAMILY ATTITUDES

Now I'd like to know about your childhood. Can you tell me what it was like?

- 17a. How do (did) you get along with your father?
- 17b. How do you feel about your father?
17. Present feelings toward father
(a) close
(b) mixed or neutral
(c) hostile
17. In multi-father families, use the person whom the offender identifies as father.
b. - "We get along" (without implication of closeness).
- 18a. If you did something wrong as a teenager, how did your father handle it?
- 18b. What kind of discipline did he use?
18. Type of discipline father used (during offender's teenage years)
(a) verbal or privilege withdrawal
(b) permissive (generally let offender do as he (she) pleased)
(c) physical
18. If the offender didn't live with father or father figure during at least part of his (her) adolescent years, do not rate item 18.
b. - "He always left it to Mom."
- 19a. How do (did) you get along with your mother?
- 19b. How do you feel about your mother?
19. Present feelings toward mother
(a) close
(b) mixed or neutral
(c) hostile
19. In multi-mother families, use the person whom the offender identifies as mother.
b. - "We get along" (without implication of closeness).
- 20a. If you did something wrong as a teenager, how did your mother handle it?
- 20b. What kind of discipline did she use?
20. Type of discipline mother used (during offender's teenage years)
(a) verbal or privilege withdrawal
(b) permissive (generally let offender do as he (she) pleased)
(c) physical
20. If the offender didn't live with mother or mother figure during at least part of his (her) adolescent years, do not rate item 20.
b. - "She always left it to Dad."
- 21a. Were you ever abused by either of your parents?
- 21b. Did either of them ever go overboard on the punishment?
-STOP-
21. Was offender ever physically abused by a biological, step, or adoptive parent
(a) yes
(b) no
21. Item 21 should be based on facts described and not on whether the offender felt abused or not. Use state welfare standards.
- 22a. How would your parents have described you as a child (before you were a teenager)?
- *22b. Did both of your parents see you the same way?
22. Parental view of offender (prior to adolescence)
(a) good child
(b) problem child
(c) parents differed
22. a. - No special problems.
- "Like anybody else."
b. - "My parents were always complaining about me."
- Seen as "strange kid."

23. How would you describe yourself as a child (before you were a teenager)?
23. As a child, offender describes self as
 (a) good child (normal or average)
 (b) problem child
23. Accept what the offender says even if his (her) behavior does not match his (her) perception. (Examples from Item 22 also apply here.)
- 24a. How do you get along with your brothers and sisters?
 24b. How do you feel about them?
24. General feelings toward siblings
 (a) close
 (b) neutral or mixed
 (c) hostile
 (d) no siblings
24. Include half-siblings; exclude step-siblings.
 b. - "Like some, not others."
25. Would you describe your early childhood (before you were a teenager) as happy or unhappy?
 -STOP-
25. General attitude toward childhood
 (a) happy
 (b) not happy
25. Accept the offender's view.
26. If you could change anything about your childhood, what would you change?
26. Satisfaction with childhood
 (a) basically satisfied (would change little)
 (b) dissatisfied with material aspect
 (c) dissatisfied with self, family, or emotional climate
26. c. - "I should've gone to school."
27. Can you describe your father's personality? (If answer is unclear, ask offender to describe another person he (she) knows well.)
27. Offender's description of personality
 (a) multi-faceted
 (b) superficial (e.g., "good", "bad", "nice", etc.)
27. The focus of this item is the complexity with which the offender views people. The ability to describe attributes, or explain the reasons for behavior, is being measured. "Superficial" indicates a lack of capacity to perceive depth in personality and not just an evasion of the question. One or two complex statements are sufficient for an "a" score.
 a. - "Ambitious and honest."
 - "Sensitive to others."
 - "Dad was strict because that is the way he was brought up."
 b. - "No-good drunk" (with no further elaboration).
 - "Kind."
 - "Don't know."

INTERPERSONAL RELATIONS

Let's talk about your friends. Did you spend much time with them?

(Direct offender to pre-institution patterns.)

- | | | |
|--|---|--|
| <p>What were your friends (associates) like?</p> <p>*28b. Have any of them been in trouble with the law? <i>(If offender has no current associates, use prior associates.)</i></p> | <p>28. Offender's associates are</p> <p>(a) essentially non-criminal</p> <p>(b) mixed</p> <p>(c) mostly criminal</p> | <p>28. Don't count marijuana use (alone) as criminal.</p> <p>a. Don't use "a" if offender committed offense(s) with accomplices.</p> |
| <p>29a. How did you get along with your friends?</p> <p>*29b. How did they act towards you?</p> | <p>29. In interaction with friends, offender is</p> <p>(a) used by others</p> <p>(b) withdrawn</p> <p>(c) other problems</p> <p>(d) normal</p> | <p>29. This item should be based on officer's judgement of the quality of the offender's interactions. If the officer thinks the offender is used by friends even though the offender thinks he (she) gets along "ok", check choice "a".</p> |
| <p>30a. Do you have a closest friend?</p> <p>*30b. What do you like best about him (her)? -STOP-</p> | <p>30. Description of offender's relationship with his (her) closest friend</p> <p>(a) talk (share feelings) or help each other</p> <p>(b) do things together (less emphasis on talking or sharing feelings)</p> | <p>30. a. - "His character and personality."
 - "We do things for each other."
 - "We're like brothers."
 b. - "He's a hunter too."
 - A more action-oriented relationship</p> |
| <p>Are you satisfied with the way you get along with people?</p> | <p>31. Satisfaction with interpersonal relationships</p> <p>(a) feels satisfied</p> <p>(b) feels dissatisfied</p> | <p>31. Accept the offender's statement.</p> |
| <p>32. In general, do you tend to trust or to mistrust people? -STOP-</p> | <p>32. General outlook toward others</p> <p>(a) basically trusting</p> <p>(b) mixed or complex view</p> <p>(c) basically mistrusting</p> | <p>32. b. A complex view of people (e.g., trusts in some situation, and not in others).
 - "I trust people too much."
 - "It takes awhile to get to know them."</p> |
| <p>33a. Can you tell me about your relationship with women (men)?</p> <p>*33b. Did you generally go out with a lot of women (men) or date the same person for long periods?</p> | <p>33. Offender's opposite sex relationship pattern generally is</p> <p>(a) long term (over 6 months) or serious relationships</p> <p>(b) short and long term relationships</p> <p>(c) short term, less emotionally involved relationships, or little dating experience</p> | <p>33. c. Short-term relationships with no solid commitments to persons of the opposite sex.</p> |
| <p>34. In your relationship with your wife/girlfriend (husband/boy-friend), who tended to make the decisions?</p> | <p>34. In opposite sex interactions, offender generally</p> <p>(a) dominates</p> <p>(b) is average or adequate</p> <p>(c) is nonassertive or dominated</p> | <p>34. Officer's judgement. Do not accept the offender's response without exploring his (her) relationships or seeing how some specific decisions are made (e.g. who decides what to do or with whom to socialize; or who controls the money).</p> |

FEELINGS

I'd like to ask you about your feelings. Have you had any problems
 expressing your feelings? *(Direct offender primarily to pre-institution patterns)*

35. Do you consider yourself to be a nervous person?
 -STOP-
- 36a. What kind of things got you depressed?
- 36b. What do you do when you're feeling depressed? *(If denies, find out how he (she) keeps from getting depressed.)*
- 37a. Have you ever thought seriously about hurting or killing yourself?
- 37b. *(If offender says yes to above)*
 Have you ever tried it?
- 38a. What did you do when you were angry with people?
- 38b. Have you ever hurt anybody when you were angry?
- 39a. Can you describe your personality?
- 39b. What do you like and what do you dislike about yourself?
 -STOP-
40. *(No question asked. Rate your impression of offender's openness in discussing feelings.)*
35. Does offender view self as a nervous (or anxious) person?
 (a) yes
 (b) no
36. What does offender do when feeling depressed?
 (a) seeks someone to talk to, or tries to figure it out
 (b) seeks an activity to distract self
 (c) drinks or uses drugs
 (d) isolates self
37. Self destructive behavior
 (a) never seriously contemplated suicide
 (b) has had definite thoughts of suicide
 (c) has attempted it
38. In handling anger, offender
 (a) is physically aggressive
 (b) avoids expression to others or has trouble expressing anger appropriately
 (c) responds appropriately
39. In describing self, offender
 (a) emphasizes strength
 (b) emphasizes inadequacy (offender tends to downgrade self)
 (c) can't describe self
40. Openness in discussing feelings
 (a) discusses as openly as able
 (b) is evasive
35. Accept the offender's statement
 a. - "I worry a lot."
 - "I'm hyperactive."
36. b. - "Forget about them."
 - "Watch T.V."
 d. - "I pray."
 - "I go to sleep."
37. c. Requires overt action which resulted in self-harm or clear intent toward suicide.
38. Based on all sources of reliable information (e.g., offense history) and not just on offender's statement. Physically aggressive problems should take precedence in scoring. If offender says, "I leave," find out if/how he (she) deals with the anger later.
 b. - "I break things."
39. If the offender gives both positive and negative statements about (him) herself, choose the one emphasized most. If the positive and negative have equal emphasis, choose the first response given.
 c. Choice "c" is designed to identify the offender who is incapable of showing insight or complexity into (him) herself; (e.g., "I'm okay." (and can't elaborate); "I'm nice"; "I get into too much trouble"; etc.
40. a. If the officer felt that the offender was fairly straightforward in talking about his (her) feelings.
 b. If the officer thought the probationer was evasive.

PLANS AND PROBLEMS

41. Aside from your legal problems, what will be the biggest problem in your life when you are released? -STOP-
41. What does the offender view as his (her) most important problem area right now (excluding legal)?
 (a) personal
 (b) relationships
 (c) vocational-educational (including employment)
 (d) financial
 (e) no big problems presently
(Score item 42 as "a")
41. a. Score "a" if offender names several important problems.
 • Drinking or drugs.
 • "Get my head together."
 b. • "Get things straightened out with my fiancée."
 • "Try to get along better with my parents."
42. How do you expect this problem (from item 41) to work out?
42. Attitude toward solving problems
 (a) optimistic; expects to succeed *(Include 41.a.)*
 (b) unclear
 (c) pessimistic; expects to fail
42. a. • "O.K., because I've got a better paying job."
 b. • "O.K., I hope."
 • "I'll be O.K. if I get a better paying job."
 c. Offender is pessimistic about outcome or can't figure out a solution.
43. What goals do you have for the future?
- *43b. What are your plans for achieving your goals? -STOP-
43. Future plans
 (a) short-term goals (most goals can be fulfilled within about 6 months) or no goals
 (b) unrealistic goals
 (c) realistic, long-term goals (most goals are well developed and extend beyond 6 months)
43. a. • "Just live day to day."
Poorly developed goals with no plans for achieving them.
 b. • Strange, way out, or impossible to achieve goals.
 c. Offender is able to, 1) set a goal within the realm of possibility and, 2) lists the steps necessary to achieve the goal.
44. *(No question asked. Rate the item based on follow-through on jobs, education, training programs, treatment programs, etc., based on all sources.)*
44. Offender usually sticks with, or completes, things he (she) begins
 (a) yes
 (b) no
44. Compare to the average offender
- 45a. How will being in the institution affect your life?
- 45b. What do you expect to get from being here? -STOP-
45. Offender's general expectations about supervision
 (a) no effect
 (b) monetary, counseling, or program help
 (c) hopes institutionalization will teach him (her) a lesson
 (d) negative expectations
 (e) mixed or unclear expectations
45. a. "No effect because now I'm back on the right track."
 d. "No effect because I don't let anybody tell me what to do."

OBJECTIVE BACKGROUND ITEMS

Instructions: Ask direct questions to obtain the following information.

QUESTIONS

SCORING GUIDE

Legal History

46. Age of earliest court appearance:
- (a) 14 or younger
 - (b) 15 - 17
 - (c) 18 - 22
 - (d) 23 or older

46. Include juvenile offenses and serious traffic offenses (e.g., drunk driving, hit and run)

47. Number of prior offenses:
- (a) none
 - (b) 1 - 3
 - (c) 4 - 7
 - (d) 8 or more

47. Exclude the offender's present offense in rating this item. Include juvenile and serious traffic offenses.

- Number of commitments to state or federal correctional institutions for one year or longer:
- (a) none
 - (b) 1
 - (c) 2 or more

48. Include juvenile commitments. Include commitments of a year or longer even if time served was less than a year. Include current institutionalization (if committed for a year or more).

49. Time spent under probation or parole supervision:
- (a) none
 - (b) 1 year or less
 - (c) over 1 year; up to 3 years
 - (d) over 3 years

49. Include juvenile supervision.

Medical History

50. (Circle all applicable choices.)
- (a) frequent headaches, back or stomach problems
 - (b) serious head injuries
 - (c) prior psychiatric hospitalization
 - (d) out-patient psychotherapy
 - (e) none of the above

50. a. Vague complaints not diagnosed by a physician
b. Skull fractures
Head injuries which required treatment (beyond X-ray)
d. Professional in-patient or out-patient drug/alcohol treatment

5. History

51. Highest grade completed:
- (a) 9th or below
 - (b) 10th to 12th
 - (c) high school graduate (exclude GED)
 - (d) some post high school training leading toward a degree
52. Did offender ever receive special education or remedial help in school?
- (a) yes
 - (b) no

52. *Include special programs for learning deficiencies (rather than behavior problems). Do not include English-as-a-second-language.*

Family History

53. Offender was raised primarily by:
- (a) intact biological family
 - (b) other

53. *Choice "a" requires both natural parents in an intact home until offender reached about 16 years of age.*

54. Did either parent have a history of:
(Circle all applicable choices.)
- (a) being on welfare
 - (b) criminal behavior
 - (c) psychiatric hospitalization
 - (d) suicide attempts
 - (e) drinking problems
 - (f) none of the above

54. *Includes step and adoptive parents.*

55. Have brothers or sisters (including half- and step-brothers or sisters) ever been arrested?
- (a) none
 - (b) some
 - (c) most
 - (d) not applicable

Marital Status

56. Currently offender is:
- (a) single (never married)
 - (b) single (separated or divorced)
 - (c) married (including common-law)

END INTERVIEW

BEHAVIORAL PATTERNS

Instructions: *Rate the following behaviors as observed during the interview. Use (b) for the average offender. Use (a) and (c) for distinct exceptions to the average.*

57. Grooming and Dress

(a) Below Average (b) Average (c) Above Average

58. Self-Confidence

(a) Lacks Confidence (b) Average (c) Overly Confident

59. Attention Span

(a) Easily Distractable (b) Average (c) Very Attentive

60. Comprehension

(a) Below Average (b) Average (c) Above Average

61. Thought Processes

(a) Sluggish (b) Average (c) Driven (Accelerated)

62. Affect

(a) Depressed (b) Average (c) Elated

63. Self Disclosure

(a) Evasive (b) Average (c) Very Open

64. Cooperation

(a) (b) (c) as Blame

IMPRESSIONS

Instructions: On the continuum below, rate the significance of each factor with regard to the offender on two (2) criteria: 1) Does the offender have a problem in this area? 2) Did (does) this problem contribute to the probationer's legal difficulties? In order for the factor to receive an "a" rating, it must have significance on both criteria. To receive an "e" rating, the factor must have significance on neither criterion. At least one item must be rated an "a", and at least one item must be rated an "e".

65. SOCIAL INADEQUACY

Socially inept. Unable to perceive the motives and concerns of others. Unable to survive in society and care for self.

(a) (b) (c) (d) (e)

Socially adept. Able to assert self and to perceive the motives and concerns of others. Able to survive in society and care for self.

Do not merely rate performance in social situations. Rate ACTIVITY.

66. VOCATIONAL INADEQUACY

Lacks the capacity to obtain and maintain relatively permanent and reasonably paying employment.

(a) (b) (c) (d) (e)

Has the capacity to obtain and maintain relatively permanent and reasonably paying employment.

Do not merely rate job performance. Rate CAPACITY.

67. CRIMINAL ORIENTATION

Criminal behavior is an acceptable and common part of the offender's life and s/he attempts to live off of crime without sustained attempts to make it in a pro-social way.

(a) (b) (c) (d) (e)

Criminal behavior is not an acceptable nor common part of his/her life, nor does s/he attempt to live off of crime without trying to make it in a pro-social way.

Do not merely rate the frequency of offenses. Rate VICES and ORIENTATION.

68. EMOTIONAL FACTORS

Emotional problems (e.g., chemical dependency, sex, fear, depression, low self-esteem, anxiety, self-destructiveness) contributed highly to the offense (pattern).

(a) (b) (c) (d) (e)

Emotional factors did not contribute significantly to the offense (pattern).

69. FAMILY HISTORY PROBLEMS

Parental family problems of childhood and adolescence contributed significantly to the offense (pattern).

(a) (b) (c) (d) (e)

Parental family problems of childhood and adolescence did not contribute significantly to the offense (pattern).

70. ISOLATED SITUATIONAL (TEMPORARY CIRCUMSTANCES)

Unusual or temporary circumstances in the offender's life, which are unlikely to be repeated, contributed significantly to the offense.

(a) (b) (c) (d) (e)

Offense is not a result of unusual or temporary circumstances (i.e., offense is part of a continuing pattern).

Do not merely rate infrequency of offenses. Rate OFFENSE PATTERN.

71. INTERPERSONAL MANIPULATION

Consciously uses, controls, and/or manipulates others to gain his/her own ends with little regard for the welfare of others.

(a) (b) (c) (d) (e)

Misuse of others, manipulation, and control, did not contribute significantly to offense (pattern).

**REDUCING PRISON VIOLENCE BY MORE
EFFECTIVE INMATE MANAGEMENT: AN
EXPERIMENTAL FIELD TEST OF THE
PRISONER MANAGEMENT
CLASSIFICATION (PMC) SYSTEM**

James Austin

Short Interview Original Instrument

December 1990

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Los Altos, CA 94022-2812
(415) 949-3282**

CMC --- STRATEGIES FOR CASE SUPERVISION
(Institution Version - 10/88)

The purpose of CMC is to provide the probation professional with an efficient and effective case management system. CMC includes procedures for developing individualized strategies for the quality supervision of *adult* offenders. This process is accomplished through the completion of the three system components: an assessment procedure, a supervision planning process, and supervision according to one of five distinct strategies, depending on individualized case needs.

This assessment instrument was developed in 1975 and has been tested and revised regularly. It has been standardized on an adult probation and parole population and meets or exceeds the highest standards of research and testing design. Therefore, certified instruction is required for its use. It is not to be used with juveniles nor for any other than its stated purpose.

CMC INSTRUCTIONS

There are four parts to the CMC assessment instrument. Whenever possible, the following sequence (A to D) should be followed.

- A. Attitude interview (45 items)
- B. Objective history (11 items)
- C. Behavioral observations (8 items)
- D. Officer impressions of contributing factors (7 items)

The Attitude Section

Column One:

A *SEMI-STRUCTURED INTERVIEW* with suggested questions has been developed to elicit attitude information about the offense, the offender's background, and about present plans and problems. The average interview takes about forty-five minutes and the scoring about five minutes.

Use a natural, open, conversational style of interviewing which is comfortable for both you and the probationer. If the probationer presents some important or interesting information requiring follow-up, feel free to do so before returning to the structured sequence. While stressing free-flowing communication, some structuring is required to insure the reliability and validity of the instrument. Therefore, make every effort to preserve the meaning of the questions when transposing them into your own words.

In the interview, each section is introduced by one or two open-ended questions which are intended to encourage discussion on a particular subject. If the information needed to score the items is not obtained from the open-ended questions, one or two specific questions are provided for each item. If those questions fail to elicit the needed information, continue to inquire with increasingly direct questions unless you see the word *-STOP-*. "*-STOP-*" means to discontinue inquiry (except to repeat or clarify a misunderstood question).

For some items, "a" and "b" questions are included. If the "b" question is asterisked (*), always ask it unless the answer to the "a" makes the "b" questions meaningless (e.g., "no" to question 10a). If question "b" is not asterisked, ask it if the needed information was not elicited from question "a".

Column Two:

THE ITEM OBJECTIVES AND RESPONSES are listed in column two. Many times the suggested questions will approach the item objective in an indirect manner in order to elicit the most valid response.

Column Three:

A *SCORING GUIDE* is included to provide criteria and assistance in scoring ambiguous responses. When scoring, you must choose only one alternative for each item. If you cannot choose an alternative, do not rate the item.

Unless otherwise instructed in *Scoring Guide*, consider information learned previously in the interview to score each item. Also, unless otherwise instructed, base scoring on general patterns of behavior and attitudes. The score should be based on the interviewer's interpretation of the information.

ATTITUDES ABOUT OFFENSE

Could you tell me about the most recent offense that got you into trouble?

QUESTIONS

- 1a. How did you get involved in this offense?
- 1b. *(If denied)* What did the police say that you did?

- 2a. How did you decide to commit offense?
- 2b. Could you tell me more about the circumstances that led up to the offense?

RESPONSES

1. Motivation for committing the offense
 - (a) emotional motivation (e.g., anger, sex offense, etc.)
 - (b) material (monetary) motivation
 - (c) both emotional and material motivation

2. Acceptance of responsibility for current offense
 - (a) admits committing the offense and doesn't attempt excuses
 - (b) admits committing the offense, but emphasizes excuses (e.g., drinking, influence by friends, family problems, etc.)
 - (c) denies committing the offense

SCORING GUIDE

1. a. - Possession of drugs for own use.
- Assault (not for robbery).
- b. - Prostitution.
- Car theft (except for joy riding).
- Selling drugs or stealing to support a habit.
- c. - Stealing from parents for revenge.
- Stealing primarily for peer acceptance.
- Man who won't pay alimony primarily because he's angry with his ex-wife.

2. a. Explains circumstances but takes responsibility.
- b. Blames circumstances and does not take responsibility.
- c. Offenders who deny any significant aspect of the offense are scored "c" (e.g., the probationer admits that he helped to jimmy a car window but denies responsibility for removing valuables because his friends removed them).

OFFENSE PATTERN

I'd like to talk to you about your prior offenses. Have you been in trouble before? (If prior offenses, obtain a complete picture of probationer's offense style including current offense, when scoring items 4 - 8.)

4a. What prior offenses are on your record? (Most recent first)

* 4b. Were you ever in trouble as a juvenile?
(List on grid below)

4. Offense and severity
- (a) no prior offenses (Skip items 5, 6, 7, and 8.)
 - (b) mainly misdemeanors
 - (c) no consistent pattern
 - (d) mainly felonies

4 - 8. Include juvenile and serious traffic offenses (e.g., drunk driving). Don't count dismissals for "not guilty".

4. b. Should not be used if offender has more than two felonies. (Use choice "c" or "d".)

d. Over 50% of offender's offenses are felonies.

Offense	(Item 4) Fel./Misd.	(Item 5) Assaultive?	Circumstances of Offense	(Item 6) Planned?	(Item 7) Chemicals?	(Item 8) Accomplices?

5a. Have you ever been armed or hurt someone during these offenses?

* 5b. Did you ever threaten anyone?

6a. How did you decide to commit the most recent of your prior offenses? (Discuss offenses individually until a clear pattern emerges.)

6b. Could you tell me more about the circumstances that led up to the offense?

5. Was offender ever involved in an offense where he (she) was armed, assaultive, or threatened?
- (a) yes
 - (b) no

6. Offenses were generally
- (a) planned
 - (b) no consistent pattern
 - (c) impulsive

8. Did you do the offense alone or with others? (Discuss each offense individually.)

8. Offenses were generally committed
- (a) alone
 - (b) no consistent pattern
 - (c) with accomplices

5 - 8 Use current and prior offense factors to score 5 - 8.

6. Offense judgment based on all factors.

- a. - Exhibitionist who drives around in a car looking for a girl to which to expose himself.
- Person who decides to commit an offense, then drinks to build courage.
- c. - Exhibitionist who is driving to work, suddenly sees a girl, and pulls over and exposes himself.
- Person gets drunk and into a bar fight.

SCHOOL ADJUSTMENT

Now, I'd like to find out some things about your background. Let's begin with school. How did you like school?

- 10a. Did you have a favorite teacher in high school?
- 10b. What did you like about him (her)?
- 11a. How far did you go in school?
- *11b. Did you have any problems with schoolwork? (*If offender did not graduate from high school, find out why not.*)
10. Attitude toward teachers
- (a) no favorite teacher
- (b) teacher chosen because of certain qualities that the offender admired
- (c) teacher chosen because of close personal relationship with the teacher
11. Offender's school performance
- (a) no problems
- (b) learning problems (difficulty performing schoolwork)
- (c) lack of interest, behavior, or other problems
10. b. - "She would help kids."
c. - "She would help me."
11. a. Don't use for offender who didn't complete high school.
b. For offender whose learning problems result from a lack of capacity (not just from lack of interest or behavioral problems). If offender has both a lack of capacity and behavioral problems, score "b". Lack of capacity takes precedence when scoring.

VOCATIONAL AND RESIDENTIAL ADJUSTMENT

Now I'd like to find out about your work history. What kinds of jobs have you had? (*Use grid below to organize items 12 - 14.*)

12. What is (was) your most recent job before coming into the institution? (*Start with most recent job and go backwards until a clear pattern emerges.*)
12. Primary vocation
- (a) unskilled labor
- (b) semi-skilled
- (c) skilled labor or white collar
- (d) no employment history (homemaker) (*Skip 13 & 14*)
- (e) student or recent graduate (*Skip 13 & 14*)
12. a. - Average person could do job without training.
- Offender's been in the job market for over six months, but has no employment history. (*Also score items 13 and 14.*)
- c. Rule out jobs requiring no training and/or experience.
- d. For homemaker, use prior vocational history, if any. If none, check "d" and skip items 13 and 14.
- e. Offender was recently (within 6 months) a student and hasn't had the opportunity to establish an employment pattern. (*Skip items 13 and 14.*)

- 13a. How long did you work on your most recent job?
 13b. How long between that job and your previous job?

13. Percent of working life where offender was employed full time
 (a) over 90%
 (b) over 50% to 90%
 (c) 50% or less

13. - "Working Life...", i.e. time period society would expect one to be working. Subtract time in school, institutions, etc.

- 14a. What was the reason for leaving your most recent job?
 14b. Have you had any trouble getting jobs?

14. Primary vocational problem
 (a) none (Can be used only if item 13 is scored "a")
 (b) problems due to lack of skills or capacity
 (c) attitude or other problems

14. a. Don't use "a" if working less than 90%.
 b. "skills", i.e., life skills
 c. - "Because of my drinking problem."

(Item 12) (Start with most recent)
 Jobs and Job Responsibilities

(Item 13a)
 Duration

(Item 14a)
 Reason for Leaving

(Item 12) (Start with most recent) Jobs and Job Responsibilities	(Item 13a) Duration	(Item 14a) Reason for Leaving
(Item 13b) Unemployment Interval >		
(Item 13b) Unemployment Interval >		
(Item 13b) Unemployment Interval >		

- 15a. Before coming here, where did you live?
 15b. Did you move around much? (Deal with time period after offender turned 18.)

15. Living stability background
 (a) essentially stable living arrangements
 (b) some unstable periods
 (c) essentially unstable living arrangements

15. Consider what is stable for the offender's age group.

- 16a. Have you had any trouble supporting yourself or received welfare?
 16b. (If applicable) How did you support yourself when you were unemployed?

16. History of being self-supporting
 (a) offender has usually been self-supporting
 (b) offender has had several periods where he (she) wasn't self-supporting
 (c) offender has essentially not been self-supporting

16. Illegal activities and welfare are not counted as self-supporting. For offender who has not had the opportunity to support (her) himself (e.g., homemaker or person living with relatives), estimate the likelihood of (her) his being able to support (her) himself.

FAMILY ATTITUDES

Now we to know about your childhood. Can you tell me what it was like?

18a. If you did something wrong as a teenager, how did your father handle it?

18b. What kind of discipline did he use?

18. Type of discipline father used (during offender's teenage years)

- (a) verbal or privilege withdrawal
- (b) permissive (generally let offender do as he (she) pleased)
- (c) physical

18. If the offender didn't live with father or father figure during at least part of his (her) adolescent years, do not rate item 18.

b. - "He always left it to Mom."

1a. Were you ever abused by either of your parents?

1b. Did either of them ever go overboard on the punishment?

-STOP-

21. Was offender ever physically abused by a biological, step, or adoptive parent

- (a) yes
- (b) no

21. Item 21 should be based on facts described and not on whether the offender felt abused or not. Use state welfare standards.

- 24a. How do you get along with your brothers and sisters?
24b. How do you feel about them?

24. General feelings toward siblings
(a) close
(b) neutral or mixed
(c) hostile
(d) no siblings

24. Include half-siblings; exclude step-siblings.
b. - "Like some, not others."

27. Can you describe your father's personality? (If answer is unclear, ask offender to describe another person he (she) knows well.)

27. Offender's description of personality
(a) multi-faceted
(b) superficial (e.g., "good", "bad", "nice", etc.)

27. The focus of this item is the complexity with which the offender views people. The ability to describe attributes, or explain the reasons for behavior, is being measured. "Superficial" indicates a lack of capacity to perceive depth in personality and not just an evasion of the question. One or two complex statements are sufficient for an "a" score.
- a. - "Ambitious and honest."
 - "Sensitive to others."
 - "Dad was strict because that is the way he was brought up."
 - b. - "No-good drunk" (with no further elaboration).
 - "Kind."
 - "Don't know."

INTERPERSONAL RELATIONS

Let's talk about your friends. Did you spend much time with them?

(Direct offender to pre-institution patterns.)

28a. Who were your friends (associates) here?

28. Offender's associates are
(a) essentially non-criminal
(b) mixed
(c) mostly criminal

28. Don't count marijuana use (alone) as criminal.
a. Don't use "a" if offender committed offense(s) with accomplices.

*28b. Have any of them been in trouble with the law? *(If offender has no current associates, use prior associates.)*

29a. How did you get along with your friends?

29. In interaction with friends, offender is
(a) used by others
(b) withdrawn
(c) other problems
(d) normal

29. This item should be based on officer's judgement of the quality of the offender's interactions. If the officer thinks the offender is used by friends even though the offender thinks he (she) gets along "ok", check choice "a".

*29b. How did they act towards you?

30a. Do you have a closest friend?

30. Description of offender's relationship with his (her) closest friend

30. a. - "His character and personality."
- "We do things for each other."
- "We're like brothers."
b. - "He's a hunter too."
- A more action-oriented relationship

*30b. What do you like best about him (her)? -STOP-

(a) talk (share feelings) or help each other
(b) do things together (less emphasis on talking or sharing feelings)

32. In general, do you tend to trust or to mistrust people? -STOP-

32. General outlook toward others
(a) basically trusting
(b) mixed or complex view
(c) basically mistrusting

32. b. A complex view of people (e.g., trusts in some situation and not in others).
- "I trust people too much."
- "It takes awhile to get to know them."

FEELINGS

Now, I'd like to ask you about your feelings. Have you had any problems
discussing your feelings? (Direct offender primarily to pre-institution patterns)

36a. What kind of things got you depressed?

36b. What do you do when you're feeling depressed? (If denies, find out how he (she) keeps from getting depressed.)

38a. What did you do when you were angry with people?

38b. Have you ever hurt anybody when you were angry?

39a. Can you describe your personal-

39b. What do you like and what do you dislike about yourself?

-STOP-

40. (No question asked. Rate your impression of offender's openness in discussing feelings.)

36. What does offender do when feeling depressed?

- (a) seeks someone to talk to, or tries to figure it out
- (b) seeks an activity to distract self
- (c) drinks or uses drugs
- (d) isolates self

38. In handling anger, offender

- (a) is physically aggressive
- (b) avoids expression to others or has trouble expressing anger appropriately
- (c) responds appropriately

39. In describing self, offender

- (a) emphasizes strength
- (b) emphasizes inadequacy (offender tends to downgrade self)
- (c) can't describe self

40. Openness in discussing feelings

- (a) discusses as openly as able
- (b) is evasive

36. b. - "Forget about them."

. "Watch T.V."

d. - "I pray."

- "I go to sleep."

38. Based on all sources of reliable information (e.g., offense history) and not just on offender's statement. Physically aggressive problems should take precedence in scoring. If offender says, "I leave," find out if/how he (she) deals with the anger later.

b. - "I break things."

39. If the offender gives both positive and negative statements about (him) herself, choose the one emphasized most. If the positive and negative have equal emphasis, choose the first response given.

c. Choice "c" is designed to identify the offender who is incapable of showing insight or complexity into (him) herself; (e.g., "I'm okay." (and can't elaborate); "I'm nice"; "I get into too much trouble"; etc.

40. a. If the officer felt that the offender was fairly straightforward in talking about his (her) feelings.

b. If the officer thought the probationer was evasive.

PLANS AND PROBLEMS

41. Aside from your legal problems, what will be the biggest problem in your life when you are released? -STOP-

41. What does the offender view as his (her) most important problem area right now (excluding legal)?
- (a) personal
 - (b) relationships
 - (c) vocational-educational (including employment)
 - (d) financial
 - (e) no big problems presently
(Score item 42 as "a")

42. How do you expect this problem (from item 41) to work out?

42. Attitude toward solving problems
- (a) optimistic; expects to succeed (Include 41.a.)
 - (b) unclear
 - (c) pessimistic; expects to fail

41. a. Score "a" if offender names several important problems.
- Drinking or drugs.
 - "Get my head together."
- b. - "Get things straightened out with my fiancée."
- "Try to get along better with my parents."

42. a. - "O.K., because I've got a better paying job."
b. - "O.K., I hope."
- "I'll be O.K. if I get a better paying job."
c. Offender is pessimistic about outcome or can't figure out a solution.

OBJECTIVE BACKGROUND ITEMS

Instructions: Ask direct questions to obtain the following information.

QUESTIONS

Legal History

46. Age of earliest court appearance:
- (a) 14 or younger
 - (b) 15 - 17
 - (c) 18 - 22
 - (d) 23 or older
47. Number of prior offenses:
- (a) none
 - (b) 1 - 3
 - (c) 4 - 7
 - (d) 8 or more
48. Number of commitments to state or federal correctional institutions for one year or longer:
- (a) none
 - (b) 1
 - (c) 2 or more
49. Time spent under probation or parole supervision:
- (a) none
 - (b) 1 year or less
 - (c) over 1 year; up to 3 years
 - (d) over 3 years

Medical History

50. (Circle all applicable choices.)
- (a) frequent headaches, back or stomach problems
 - (b) serious head injuries
 - (c) prior psychiatric hospitalization
 - (d) out-patient psychotherapy
 - (e) none of the above

SCORING GUIDE

46. Include juvenile offenses and serious traffic offenses (e.g., drunk driving, hit and run)
47. Exclude the offender's present offense in rating this item. Include juvenile and serious traffic offenses.
48. Include juvenile commitments. Include commitments of a year or longer even if time served was less than a year. Include current institutionalization (if committed for a year or more).
49. Include juvenile supervision.
50. a. Vague complaints not diagnosed by a physician
b. Skull fractures
Head injuries which required treatment (beyond X-ray)
d. Professional in-patient or out-patient drug/alcohol treatment

Sch: history

51. Highest grade completed:
- (a) 9th or below
 - (b) 10th to 12th
 - (c) high school graduate (exclude GED)
 - (d) some post high school training leading toward a degree
52. Did offender ever receive special education or remedial help in school?
- (a) yes
 - (b) no

52. *Include special programs for learning deficiencies (rather than behavior problems). Do not include English-as-a-second-language.*

55. Have brothers or sisters (including half- and step-brothers or sisters) ever been arrested?
- (a) none
 - (b) some
 - (c) most
 - (d) not applicable

Marital Status

56. Currently offender is:
- (a) single (never married)
 - (b) single (separated or divorced)
 - (c) married (including common-law)

————— END INTERVIEW —————