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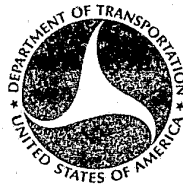
DOT HS-803 891

# JUVENILE COURT ALCOHOL SCHOOL EVALUATION INTERIM REPORT

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Contract No. DOT HS-6-01487  
Contract Amt. \$49,976



**MARCH 1979  
FINAL REPORT**

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Prepared For  
**U.S. DEPARTMENT OF TRANSPORTATION  
National Highway Traffic Safety Administration  
Washington, D.C. 20590**

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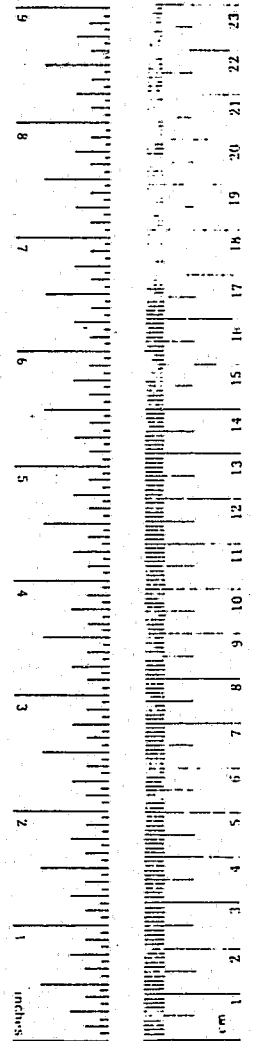
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1. Report No. DOT-HS-803 891		2. Government Accession No.		3. Recipient's Catalog No.	
4. Title and Subtitle Juvenile Court Alcohol School Evaluation Interim Report, September 1, 1977				5. Report Date 9/1/77	
				6. Performing Organization Code	
7. Author(s) Stephen W. Glines and Roy N. Byrd				8. Performing Organization Report No. DOT-HS-6-01487 (I-1)	
9. Performing Organization Name and Address Utah Highway Safety Office 455 East 4th South Suite #314 Salt Lake City, Utah 84111				10. Work Unit No.	
				11. Contract or Grant No. DOT-HS-6-01487	
12. Sponsoring Agency Name and Address				13. Type of Report and Period Covered Interim Report 9/29/76 to 6/1/77	
				14. Sponsoring Agency Code	
15. Supplementary Notes					
16. Abstract <p>The Utah Juvenile Court Alcohol School is an educational program attended by random juveniles convicted of alcohol offenses and their parents. The evaluation of their program compares the impact of the school with the impact of a subsidiary treatment and the standard court procedures.</p> <p>This is the first interim report of the evaluation, covering 30 percent of the projected data. The final evaluation report will be used to specialize the "referral to treatment process" and update the school's curriculum so that it encompasses those elements which most effectively impact recidivism.</p> <p style="text-align: right;"><b>NCJRS</b></p> <p style="text-align: right;">SEP 20 1979</p> <p style="text-align: right;"><b>ACQUISITIONS</b></p>					
17. Key Words Teen, Mother, Father, School Group, Regular Group, Contact Group, Cohort Group, Re-education, Evaluation			18. Distribution Statement Document is available to the public through the National Technical Information Service, Springfield, Virginia 22161		
19. Security Classif. (of this report) Unclassified		20. Security Classif. (of this page) UNCLASSIFIED		21. No. of Pages 86	22. Price

## METRIC CONVERSION FACTORS

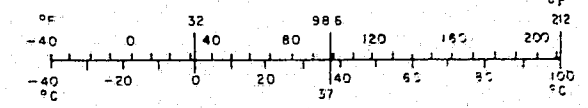
### Approximate Conversions to Metric Measures

Symbol	When You Know	Multiply by	To Find	Symbol
<b>LENGTH</b>				
in	inches	2.5	centimeters	cm
ft	feet	30	centimeters	cm
yd	yards	0.9	meters	m
mi	miles	1.6	kilometers	km
<b>AREA</b>				
in <sup>2</sup>	square inches	6.5	square centimeters	cm <sup>2</sup>
ft <sup>2</sup>	square feet	0.09	square meters	m <sup>2</sup>
yd <sup>2</sup>	square yards	0.8	square meters	m <sup>2</sup>
mi <sup>2</sup>	square miles	2.6	square kilometers	km <sup>2</sup>
	acres	0.4	hectares	ha
<b>MASS (weight)</b>				
oz	ounces	28	grams	g
lb	pounds	0.45	kilograms	kg
	short tons (2000 lb)	0.9	tonnes	t
<b>VOLUME</b>				
tsp	teaspoons	5	milliliters	ml
Tbsp	tablespoons	15	milliliters	ml
fl oz	fluid ounces	30	milliliters	ml
c	cups	0.24	liters	l
pt	pints	0.47	liters	l
qt	quarts	0.95	liters	l
gal	gallons	3.8	liters	l
ft <sup>3</sup>	cubic feet	0.03	cubic meters	m <sup>3</sup>
yd <sup>3</sup>	cubic yards	0.76	cubic meters	m <sup>3</sup>
<b>TEMPERATURE (exact)</b>				
F	Fahrenheit temperature	5/9 (after subtracting 32)	Celsius temperature	C



### Approximate Conversions from Metric Measures

Symbol	When You Know	Multiply by	To Find	Symbol
<b>LENGTH</b>				
mm	millimeters	0.04	inches	in
cm	centimeters	0.4	inches	in
m	meters	3.3	feet	ft
m	meters	1.1	yards	yd
km	kilometers	0.6	miles	mi
<b>AREA</b>				
cm <sup>2</sup>	square centimeters	0.16	square inches	in <sup>2</sup>
m <sup>2</sup>	square meters	1.2	square yards	yd <sup>2</sup>
km <sup>2</sup>	square kilometers	0.4	square miles	mi <sup>2</sup>
ha	hectares (10,000 m <sup>2</sup> )	2.5	acres	
<b>MASS (weight)</b>				
g	grams	0.035	ounces	oz
kg	kilograms	2.2	pounds	lb
t	tonnes (1000 kg)	1.1	short tons	
<b>VOLUME</b>				
ml	milliliters	0.03	fluid ounces	fl oz
l	liters	2.1	pints	pt
l	liters	1.06	quarts	qt
l	liters	0.26	gallons	gal
m <sup>3</sup>	cubic meters	35	cubic feet	ft <sup>3</sup>
m <sup>3</sup>	cubic meters	1.3	cubic yards	yd <sup>3</sup>
<b>TEMPERATURE (exact)</b>				
C	Celsius temperature	9/5 (then add 32)	Fahrenheit temperature	F



\* 1 in. = 2.54 centimeters. For other exact conversions and more detailed information, see NBS Special Publication 400-2, Units of Weights and Measures, February 1975. (U.S. Government Printing Office, 1975, 28¢)



DEPARTMENT OF TRANSPORTATION  
NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION

TECHNICAL SUMMARY

CONTRACTOR	UTAH STATE HIGHWAY SAFETY DIVISION	CONTRACT NUMBER	DOT-HS-6-01487
REPORT TITLE	Interim Evaluation of the Utah Juvenile Court Alcohol School	REPORT DATE	September 1, 1977
REPORT AUTHOR(S)	Stephen W. Glines and Roy N. Byrd		

This technical summary is intended to provide an overview of the project operation and impact. It includes a step-by-step history of how the program operations were implemented. Persons in the field of traffic safety who are considering the implementation of similar operations within their own communities will find this summary a helpful reference document. However, the reader is cautioned that the project results reflect an analysis of 30 percent of the data after six months of operation and that more time is required before a fully adequate evaluation of project impact may be conducted. For this reason, this interim data is plainly reported without qualifying interpretations at this point in the study.

The Utah Juvenile Court Alcohol School has been a Utah Highway Safety subcontracted project since 1976. In 1976 the Utah Highway Safety office applied for and were awarded NHTSA Contract DOT-HS-6-01487 to evaluate this project. This report is of the interim results of that evaluation.

The Juvenile Alcohol School is provided to the Utah Second District Juvenile Court as an educational treatment alternative for juveniles convicted of alcohol related offenses.

Briefly, the school consists of five weekly two-hour educational sessions attended by the court referred teens and their parents. The changes in the school participants are measured by pre, post, and six month follow-up questionnaires and records checks.

For evaluation purposes, three groups have been established in addition to the school, which is referred to as "Group I". All groups are made up of juvenile alcohol offenders and their parents. Group II is known as the Contact Group. The parents and juveniles of Group II attend five one-hour sessions. The first and last of these sessions are spent testing. The second, third, and fourth sessions are spent watching alcohol-related films. The Contact Group serves as a control for measuring the effects of five weeks of official attention.

(Continue on additional pages)

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Group III is referred to as the Regular Group. Treatment consists of currently used court alternatives. Such alternatives include fines, probation, and referrals to other agencies. This group is used to measure differences in the effects of methods currently used by the courts, as opposed to the effects of the School. The three treatment group participants are randomly assigned to their group from the total number of alcohol referees.

There is also a fourth group used in this study, called the Cohort Group. The teens in this group are randomly assigned with their parents. They are aged 15-17 from similar geographical locations and schools as those in the three treatment groups, and may or may not have been involved with the Juvenile Court. Comparisons between the treatment groups and the Cohort Group will be made to normalize the meaningfulness of the scores of the testing instruments and record checks.

The preliminary findings of the evaluation falling at or below the statistically significant level of 1.5, areas are as follows:

There were no systematic differences evident among the School, Contact and Regular Groups of juveniles, mothers and fathers in terms of background demographics, driving histories and juvenile or criminal histories.

There were descriptive differences in juveniles between the study groups and the Cohort Group in terms of background demographic data. The Cohort Group juveniles are better students, come from better economic situations, come from families where alcohol is less likely to be used by their parents, and drink less than the study group of juveniles. It should be emphasized that these differences have not been verified using statistical analysis techniques, but have been observed by comparing frequency count.

For fathers participating in the study, there was a significant change ( $p=.006$ ) in their attitudes concerning the findings of new non-drinking activities that would be worthwhile after attending either the School or Contact Group. The Regular treatment group fathers were less inclined to find new, non-alcohol related activities after their association with the juvenile court.

The juveniles in the study felt significantly less happy, popular, and satisfied with themselves after attending the Juvenile Alcohol School than those involved in the Contact or Regular Groups (the  $p$ -values are .052, .073, and .170, respectively). The mothers attending the Juvenile Alcohol School reported themselves as having a greater shift toward being happy after the School than those involved in the Contact or Regular Groups ( $p=.063$ ).

The participating juveniles in the Contact Group shifted significantly toward feeling that their problems started at home ( $p=.065$ ).

The juveniles in the School and Contact Groups tended to feel that their problems were less likely to have started at home after completion of the School and Regular processes.

The fathers in the study from the Regular Group were significantly more supportive ( $p=.012$ ) of their teens when the teens were in trouble after their Regular Juvenile Court process experience than were fathers in the other groups.

There was an overall tendency ( $p=.06$ ) for the juveniles to report that they were more likely to lie to their parents after completion of their respective treatment sequences, but this change was uniform among the three treatment groups.

The mothers in the Regular Group felt that they were less likely to do things for their teenagers that the teenagers wanted them to do after the five-week treatment sequence than before the treatment began ( $p=.117$ ). This shift was significantly different from the mothers in the School and Contact Groups, who felt that they were more likely to do things for their teenagers that their teenagers wanted after they had attended the School and Contact sequences than before attendance at their respective sequences. The mothers in the School Group also felt their teenagers were more likely to be lying to them about their activities after School attendance ( $p=.05$ ). However, this tendency was about the same in all the study groups, and there was no significant shift among the three groups.

The juveniles in the study said that parents were more likely to use physical punishment after the treatment period ( $p=.136$ ). Within the groups, the School Group participating juveniles did not change their opinions, the Contact Group juveniles said their parents were more likely to use physical punishment, and the Regular Group juveniles said their parents were less likely to use physical punishment after the treatment sequence.

Within the School Group, the teenagers felt that their parents were more likely to use threats that they did not follow through on and less likely to use punishment as a means of discipline after attending the school than before attending ( $p=.05$ ). However, the shifts in opinion were about uniform for all three groups.

The mothers in the Regular Group felt that they were less likely to not follow through on threats after the Regular treatment sequence ( $p=.05$ ). However, this change was noted for the other groups too, and the overall difference among the groups was not significant.

The juveniles in the Contact Group felt they were significantly less likely to have conflicts with their parents after the Contact treatment sequence ( $p=.033$ ), while the juveniles in the School and Regular Groups thought they were more likely to be involved in parent-juvenile conflicts after their treatment sequences.

One of the major objectives of the Juvenile Alcohol School is to increase communications between parents and teenagers, so these questions are an important measure of the effectiveness of the School. The teenagers in the study seem to feel that they are more likely to talk to their parents about problems and feelings after the five-week treatment cycle than before ( $p=.02$ ). This is especially true in the School Group as compared to the other two groups ( $p=.065$ ). In addition, the teenagers in the study in the Contact Group said they were significantly more understanding of their parents opinions after the five-week cycle than were those in the other groups ( $p=.057$ ).

The fathers showed significant changes in the area of their activities with other people. The Contact Group fathers showed significant decreases in their likelihoods of doing things with other people ( $p=.004$ ) and improving relationships with other people ( $p=.026$ ), when compared to the fathers in the other two groups.

The mothers in the School Group were significantly more likely to do things or go places with other people after School attendance ( $p=.948$ ) than were the mothers in the other study groups. The mothers did not generally change their attitudes about making close friends after their respective treatment sequences.

The teenagers in the School Group felt that they were less in control of the amount of their drinking after attending the School than the teenagers in the Contact and Regular Groups after they had attended their respective treatment groups ( $p=.032$ ).

There was a significant decrease among the fathers in the Contact Group concerning the frequency and amount of alcohol consumption during the previous six months as compared to the fathers responses in the School and Regular Groups ( $p=.010$ ).

Mothers in the Regular Group, were more likely to say that their friends drank after the Regular treatment sequence than those mothers in the other groups after their respective treatment sequences ( $p=.023$ ).

There were 14 knowledge questions for juveniles. There were significant pre-post changes on two of the questions ( $p=.030$  and  $p=.081$ ). Both of these changes were due to a decrease in knowledge for the teenagers in the Regular Group.

There were 13 knowledge questions for the parents. There were significant pre-post changes on three questions among the mothers in the study groups. One change was due to an increase in knowledge for mothers in the School Group ( $p=.085$ ), one change was due to decreased knowledge for mothers in the School and Contact Groups ( $p=.149$ ), and one change was due to decreases in knowledge for mothers in all the groups, especially in the Contact and Regular Groups ( $p=.025$ ). The fathers' knowledge changed significantly on five knowledge questions among the three groups. Four of the five changes were due to



decreases in knowledge for the fathers in the Regular Group, and the fifth change is accounted for by a decrease in knowledge for the fathers in the Contact Group ( $p=.082$ ,  $p=.128$ ,  $p=.011$ ,  $p=.005$ ,  $p=.047$ , and  $p=.084$ ).

There seems to be no consistent pattern to show that the School or Contact sequence increases the participants knowledge level about alcohol over the Regular sequence. However, the Regular Group shows many decreases in knowledge levels over the other groups which accounts for the observed differences.

There are significant pre-post treatment changes in the participants, between the groups, at this point in the study. As the number of participants increases throughout the course of the project, these differences will become more pronounced and statistically significant.

# EVALUATION REPORT

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## 1. INTRODUCTION

### 1.1 Alcohol Use by Teens

Drinking drivers are a serious problem on Utah streets and highways. In 1976, 40% of Utah's highway fatalities were alcohol related (Utah Fatal Accident Report, 1976). This problem is of particular concern with teenage drivers. Utah drivers, 18 years old and under, made up only 8% of the 1976 licensed drivers (Utah State Driver's License Division, 1976), yet they were involved in 14% of the alcohol-related fatalities (Utah Fatal Accident Report, 1976).

The Utah High School Drug and Alcohol Use Survey (Utah State Board of Education, State Division of Alcoholism and Drugs, 1977) reveals that alcohol is the most common drug of Utah teenage use and that alcohol is normally used away from home.

There has been a steady increase in the use of alcohol by teenagers since the late 1960's (Blackford, 1974; Thistle, 1975), which was accompanied by an increase in drinking and driving offenses by teenagers. According to the National Traffic Safety Administration, one out of four teenagers reported driving one or more times when they were "too drunk to drive," and 32% admitted to riding in a car with a driver who had been drinking heavily. This is similar to the NIAAA survey in which 15.9% of the teenage students admitted driving after a "good bit to drink" and 40% reported drinking in cars.

These findings are particularly startling because teenage drivers are more likely to be responsible for traffic accidents at lower blood-alcohol levels than adults (Walla, 1972). Zlyman (1972) has also implicated youthfulness and inexperience as significant factors in the alcohol-related accidents of teenage drivers. Paradoxically, 28% of the adolescents in the NIAAA survey believe they drive as well under the influence of alcohol as when they are sober.

The National Teenage Alcohol Education Program Report (Alcohol, Drug Abuse and Mental Health Administration, HEW, 1976), prepared in response to a request by the Senate Appropriations Committee on Health, Education, and Welfare, clearly indicated that "Congressional intent is for the development of a program to deal from a preventative aspect with the universe of problems brought about through the use of beverage alcohol by youth....."

Conclusions drawn in the study, Alcohol Use and Abuse Among Adolescents, (Marden, Kolodner, 1976) reflect the realization that "alcohol use is related to other problems encountered by adolescents", and, most importantly, that "the reasons for alcohol use by adolescents are still not fully clear, but they are obviously intertwined with the attitudes and behavior of both parents and peers."

This information underscores the need for effective programs to deal with the problems of teenage drinking in general and teenage drinking and driving specifically.

## 1.2 Utah Second District Juvenile Court Alcohol Arrests

Each year in the State of Utah, the Juvenile Court processes more than 2500 alcohol offense cases which involve juveniles and approximately 1,000 of those were handled by the second district. While there has been an education program for adult drivers who drink since 1970, a program for teenagers convicted of alcohol related offenses has only been operative since 1974.

Two major problems have prompted the evaluation of this project. First, the need has been expressed by the Judges and Court Administrators to expand the program in Salt Lake City and in other major population areas. Secondly, NHTSA, the Utah ASAP evaluator and Highway Safety personnel have identified a need for a much more extensive evaluation of the program prior to expanding it to a statewide program. This evaluation has provided a randomized sample, a larger sample with evaluation measures in addition to recidivism.

## 2. PROJECT BACKGROUND

### 2.1 ASAP

Beginning in 1972, NHTSA subcontracted with the State of Utah to conduct the Alcohol Safety Action Project (ASAP).

ASAP took the full systems approach toward reducing Utah's alcohol related accident toll. One part of that systems approach included compulsory rehabilitation courses for adults convicted of driving under the influence.

Soon after the establishment of the ASAP DUI schools, the second district juvenile court judges expressed their need for educational alternatives in addition to the traditional sanctions of fines, counseling, and probation.

The ASAP program, during its final year of operation in 1976, started the Juvenile Alcohol School. Throughout the rest of 1976 and to the present, the Utah Highway Safety Program Office (UHSPO) has continued the funding support for operating the school in Salt Lake county.

### 2.2. Project Expansion

Throughout 1977, requests for information and funding support has come from Tooele, Davis, Utah, and Weber counties. During the 1978 fiscal year, a project under the Utah Highway Safety office will be implemented to provide this resource to the courts in Salt Lake, Davis, and Weber counties using over 50% state and local money. The Utah State Division of Alcoholism and Drugs will also propose first to the Department of Social Services, then to the 1978 Utah legislature a proposal that budgetary appropriations be considered which would support eventual state-wide expansion of the Teen Alcohol Program. The school's curriculum will be updated prior to expansion, using the feedback of this evaluation to shift the school's emphasis to those areas found to be most effective in reducing recidivism rates.

### 3. PROGRAM ADMINISTRATION

#### 3.1 Utah Juvenile Court

The Second District Juvenile Court serves a population of over 5000,000. During the last several years this district had the highest incidence of alcohol-related offenses in the State. In 1976, 37% of all juvenile alcohol-related arrests in the State took place in this district. Since the beginning of the Juvenile Alcohol School, this district has been the major referral source of the program.

Throughout the program the court administrators, career workers, and judges have been fully supportive of the program and have gone to extra lengths to accomodate this evaluation. In addition, the court currently provides the classroom facilities for the school of the Second District building.

The court personnel have welcomed this project as one additional alternative to use for reducing the number of juveniles who return to the courts for repeating alcohol offenses.

#### 3.2 The Utah State Division of Alcoholism and Drugs

The Division of Alcoholism and Drugs (DA&D) provide matching funds to support the School. In addition, they are the project administrators of the originating Highway Safety grant supporting the project. The DA&D sees this project as a alcoholism prevention program; prevention of young people developing alcohol problems and intervention in the progression of developing problems. This division intends to continue to support the administration, expansion, and evaluation of the project when the project becomes fully State funded.

#### 3.3 Utah Highway Safety Division

The Utah Highway Safety Office in conjunction with ASAP has provided the managerial guidance and funds necessary to subcontract the project's operational activities. The actual coordination and instruction of the classes are then sub-contracted from the State Division of Alcoholism and Drugs to the County Alcohol and Drug Services. The coordinator and the facilitators who actually do the facilitating of the courses are from the county level.

The principal reason for UHSPD subcontracting through a state division was that eventually the program could be expanded state-wide and administered through the State Division of Alcoholism and Drugs.

The FY75 and FY76 evaluations of the project formed the basis for this evaluation. Based on the potential impact of the project,

the UHSPO application for 403 demonstration funds was accepted by NHTSA, under contract # DOT-HS-6-01487, to evaluate the project in scientific detail.



#### 4. ALCOHOL SCHOOL OPERATION

##### 4.1 School Goals and Objectives

The goal of the Juvenile Alcohol School is to reduce the participant's alcohol related accident involvement. To accomplish this goal the program strives to promote more responsible behavior by teenagers regarding the use of alcohol and driving.

The school presently operates on the assumption that this objective of more responsible behavior is facilitated by: (1) increasing the participant's knowledge about the effects of alcohol and alcohol laws; (2) increasing the awareness of value differences within families and between cultures; (3) increasing the expressive communication ability between family members; and (4) increasing the likelihood that those families needing additional guidance will take the initiative to seek out professional counseling as a result of their experiences in the Juvenile Alcohol School.

##### 4.2 Curriculum Philosophy

The Alcohol Program takes the view that program facilitators are teachers providing information rather than counselors providing a treatment service. It is important that the tone of the course be one of providing educational information.

The school's participants have been ordered by the court to attend, but the program is not intended as punishment for the indiscretions of the class members. It is intended as an educational process which provides participants with knowledge regarding human behavior and interaction as well as with knowledge concerning the use of alcohol. The Juvenile Court Alcohol School makes a conscious effort not to present drinking as a moralistic issue nor to suggest that drinking, in and of itself, is good or bad. The participants in this program must and will make their own decisions about changing their attitudes and behavior.

##### 4.3 School Content

Two Juvenile Alcohol Schools are conducted each five-week cycle. Each school consists of five weekly two-hour sessions attended by the teens and their parents.

The staff consists of six group facilitators per evening and the school coordinator. The facilitators rotate responsibilities for the first hour presentations and co-facilitation teams provide guidance and support for each small group discussion group.

Briefly, each session is composed of a one-hour lecture/presentation followed by a one-hour small group discussion. Topics of the session are: (1) Introduction, (2) Why People Drink - Values, (3) Alcohol and the Family - Communications, (4) Alcohol and the Family - Conflict Management, (5) Review and wrap-up. Additional

activities are also planned such as group role plays, trigger films discussions, and several other techniques which are designed to stimulate discussion. (See description of program content and materials, Appendix Three).

Upon completion of the first hour, the large group is divided into three sub-groups each consisting of a mixture of family members with no two members from a single family being assigned to the same group. In other words, there are mothers, fathers, and teenagers in each small group, but no two members within a group are from the same family. Participants are encouraged to discuss their thoughts and opinions as they relate to each session's subject matter. The discussion groups, with the assistance of trained facilitators, allow the participants to explore these topics in a more neutral environment than may exist in their home. The outcome of this format is that parents often hear teenagers, other than their own, expressing similar ideas and attitudes as their own son or daughter. Conversely, teenagers often hear parents, other than their own, expressing similar concerns and fears as their own parents. As a result, discussions around conflicting attitudes and values become more objective and open and less emotional.

This approach gives all of the participants experience in discussing alcohol use by family members so that they can deal with the problem in their own families more effectively.

The School assumes that teenage drinking is one of many problems over which parents and teenagers may experience conflict. Often, these conflicts are a result of a lack of communication around personal attitudes toward those issues of conflict. The Juvenile Court Alcohol School focuses on skill building in the areas of interpersonal communication, values clarification, conflict management and decision making. By providing improvement in these areas, it is believed that individuals and families are better able to deal with not only alcohol-related problems but also with other day-to-day problems which may produce stress.

## 5. THE DEMONSTRATION EVALUATION PROJECT

### 5.1 Evaluation Questions and Measures

The evaluation of the Juvenile Alcohol School was designed to answer one basic question: How effective is attendance at the school in reducing subsequent alcohol related driving behavior of those juveniles attending? This question is measured by a comparison of driving records among the three groups of juveniles before attending the school and six months after completion of the school curriculum.

One of the underlying assumptions is the development of the Juvenile Alcohol School curriculum was that juveniles who have been arrested on alcohol-related charges generally do not communicate well with their parents. One of the school's objectives is to increase the level of parent-juvenile communications. Therefore, it is logical that another evaluation question would be: How effective is attendance at the school in increasing the level of communications between the juveniles and parents attending? This questions will be measured by pre-post questionnaire comparisons among the three study groups. The questionnaire will also be administered six months after the completion of the school in order to determine a minimum length of time that any observed effect may last.

In addition to the questions measuring communication levels between parents and juveniles, questions measuring attitudes about alcohol use and driving, knowledge about the physical effects of alcohol, and knowledge about the laws concerning alcohol use were included in the questionnaire. Therefore, the pre-post comparison of questionnaire responses among the groups will also be used to measure the effects of the school on attitudes and knowledge of those attending about alcohol use and driving. The contents of the questionnaire used are presented in APPENDIX ONE of this report.

Since the parent(s) of the juveniles attending the Juvenile Alcohol School are also required to attend, another logical evaluation question is: How effective is attendance at the school in reducing subsequent alcohol related driving behavior of those parents attending? This question will be measured by a comparison of driving records among the parents in the three study groups before involvement with the Juvenile Court and six months after the ending of the appropriate school.

Parents attending the school or who are in the contact group also respond to questionnaires which measure communications levels with their juveniles, their knowledge about alcohol, and their attitudes about alcohol use. These questionnaires responses will be used to measure the effects of school attendance on parents

knowledge, attitudes, and communications with juveniles. As with the juveniles, the parent questionnaires are given before and after school attendance, and then again six months after the ending of the appropriate school. The contents of the questionnaire are presented in APPENDIX ONE of this report.

Another evaluation question is: Are observed effects of the Juvenile Alcohol School related to other factors, such as socio-economic background and family environment? The previously mentioned questionnaires will be used to measure the effects of the related factors on the school participants.

The question to be addressed is: How are the backgrounds and activities of the juvenile participating in the Juvenile Alcohol School different from those of the general juvenile population of the area? A fourth study group, referred to as the cohort groups, was developed for comparison to the three Juvenile Court study groups to answer this question. This group consists of juveniles and parents who may or may not be involved with the Juvenile Court system, and of similar ages and geographic locations as those involved with the Juvenile Court. The individuals in this group were administered the same questionnaires as for the other three groups, and information releases were obtained so that driving, juvenile, and criminal records could be collected. The questionnaire results and background records for the fourth group will be used to build a group profile for comparison to the Juvenile Court group profile.

## 5.2 Questionnaire Use

The questionnaire is made up of three sections. Parent and teenager forms of the questionnaires are similar but have been reworded to compensate for parent/teenager differences. The parents' questionnaires are identified as Form P and the Teenagers' questionnaires as Form T.

The first section of the questionnaire, partially from the ASAP Life Activities inventory, identifies the participants' background demographics in addition to job or school productivity, health, residential stability, etc...

Section One of the Form T also measures the juveniles driving attitudes and practices. This portion of section one is an impulse-expression scale originally developed in Minnesota by C. D. Pelz and S. H. Schuman, and later refined in length specifically for juveniles by the Institute for Public Research and Safety at the University of Indiana. This scale has been proven most effective for the young age group this study is researching.

Section two and section three are adaptations of the questionnaire specifically designed for the Juvenile Court Alcohol School by David B. Adams in fulfilling his Ph. D. dissertation require-

ments for the University of Utah, 1975. Section two measures alcohol use, motivation for treatment, family communications, etc. Section three measures the participants knowledge of alcohol effects and alcohol laws.

Within each of the four study groups, data will be collected for all three sections.

### 5.3 Evaluation Design

In this study there are three treatment groups. Group I consists of juvenile alcohol offenders and their parents. They attend the existing alcohol school, by court order. Group I is also referred to as the School Group.

Group II, also known as the Contact Group, is made up of juvenile alcohol offenders and their parents. These parents and juveniles attend five one-hour sessions. The first and last of these sessions are spent testing. The second, third, and fourth sessions are spent watching alcohol-related films. The Contact Group serves as a control to measure the effects of five weeks of official attention.

Group III, referred to as the Regular Group, also consists of Juvenile alcohol offenders and their parents. Treatment consists of currently used court alternatives. Such alternatives include fines, probation and referrals to other agencies. This group is used to measure differences in the effects of methods currently used by the courts, as opposed to effects of the School.

The individuals in the three treatment groups are assigned to the groups randomly according to the following rule. Each week, those juveniles who are arrested and who qualify for the school are listed in the Records Division of the Juvenile Court. The individuals on this list are assigned a sequential number according to their place on the list. Then random numbers are taken from a random number table. The first 40% (two-fifths) of the random numbers are assigned to the Juvenile Alcohol School, the next 20% (one-fifth) are assigned to the Contact Group, and the remainder (40%), are assigned to the Regular Group. If, during a five-week cycle, the capacities of the School or Contact Groups are exceeded by the number of juveniles eligible, the overflow is assigned to the regular group.

Since there are three treatments applied to three randomly selected groups, the basic analysis technique is a one-way analysis of variance. This technique is applied separately to measures of change in attitude, knowledge, communications, lifestyle factors, and drinking driving involvement. A one-way analysis of variance with co-variates will also be used to estimate the relationships of socio-economic information to treatment effects. This technique will be used to interrelate parental responses to juvenile treatment effect measurements.

There is also a fourth group used in this study, called the Cohort Group. The individuals in this group are juveniles, and their parents, aged 15-17 years, from similar geographic locations and schools as those in the three treatment groups, and who may or may not have been involved with the Juvenile Court. Comparisons between the treatment groups and the Cohort Group will be made to establish the meaningfulness of the scores from the testing instruments and to determine whether those in the treatment groups differ in any respects from the general juvenile population in the next report. A discriminant analysis will be used to make these comparisons.

#### 5.4 Evaluation Data System

The Utah Highway Safety Office is responsible for the Juvenile Alcohol School Data system. The data are collected from the Utah Division of Alcoholism and Drugs, the Utah Juvenile Court, the Utah Bureau of Criminal Identification, and the Utah Drivers License Division, and the Juvenile Alcohol School.

The Utah Highway Safety Office is notified by the Utah Division of Alcoholism and Drugs of those who are attending the Juvenile Alcohol School, Contact Group meetings, receive "regular" treatment, or are in the Cohort Group. This notification consists of a master list with names, dates of birth, group membership, and completed questionnaires. The questionnaires are sorted and compared to the master list. If questionnaires are missing, then the Utah Division of Alcoholism is notified. When the master list and the questionnaires are resolved, then a "batch" is complete.

Once a batch is complete, Utah Highway Safety office personnel collect the Juvenile Court, Bureau of Criminal Identification, and Driver License Division records and match them to the appropriate questionnaire. A list of the data collected is presented in APPENDIX TWO of this report. The Juvenile Court and Bureau of Criminal Identification data bases are accessed by video terminal and the appropriate data are coded manually onto a coding sheet attached to the questionnaire. This maintains the confidentiality of those participating, since only juveniles' case number links the questionnaire to the master list. This data collection procedure is the same for pre-questionnaires, post-questionnaires follow-up questionnaires and Cohort Group questionnaires except that no Juvenile Court, Bureau of Criminal Identification, or Driver License Division data are collected for the post-questionnaire batches.

When the above data are complete for a given batch, they are keypunched and loaded on a disk file at the University of Utah by the Utah Highway Safety Office. The file structure is presented in APPENDIX TWO of this report. Basically, the file is designed for statistical analysis purposes using the Statistical Package For the Social Sciences (SPSS) programs. The source data (questionnaires, etc.) are kept in a locked file cabinet in the Utah Highway Safety Office to maintain data security.

## 6. JUVENILE ALCOHOL SCHOOL CLIENT FLOW

### 6.1 Sample Size

During the first five cycles of the school, approximately 560 teen alcohol related arrests were processed by the Second District Juvenile court. Of those arrests, 305 teens met the School criteria by also being between 15 to 18 years of age, unmarried and living at home. Those teens meeting the criteria were randomly assigned to the three treatment groups by noting on their records which group they would attend after their conviction.

Of the teens assigned, approximately 203 teens were convicted and referred by the court to their appropriate groups. A total of 147 juveniles, 122 mothers, and 83 fathers attended their groups and filled out the questionnaires.

In the school group there were 91 teens, 73 mothers and 52 fathers. In the Contact Group there were 32 teens, 27 mothers, and 18 fathers. In the Regular Group there were 24 teens, 20 mothers and 13 fathers. In the Cohort Group there were 34 teens, 29 mothers, and 33 fathers.

As pointed out in the detailed plan, the sample size is determined by the number of arrests, the referral criteria, and the case disposition. The Group dropouts will be treated as an independent group in the final report. The recidivism rate of the dropout group will be compared to the rates of the study participants.

### 6.2 Client Flow

The following is the accompanying narrative to the section:  
6.3 Client Flow Chart.

Entry into the Juvenile Alcohol School system is accomplished with a juvenile arrest. All such arrests are compiled in the Records Division of the Juvenile Court. The Division of Alcoholism and Drugs, (DA&D) is responsible for sorting out the arrests which meet the Juvenile Alcohol School criteria (15-17 years old, unmarried, living with parent(s), arrested for alcohol related driving offenses). The resulting group of arrested juveniles are randomly assigned to one of the School, Contact, or Regular study groups. This recommendation is placed on the juvenile's court record so that the Juvenile Court Judge knows if the juvenile is to be referred into the Juvenile Alcohol School system at the time of the juvenile's court appearance.

If the juvenile is not convicted of the arrest charges, he exits the Juvenile Alcohol School system. If he is convicted, the

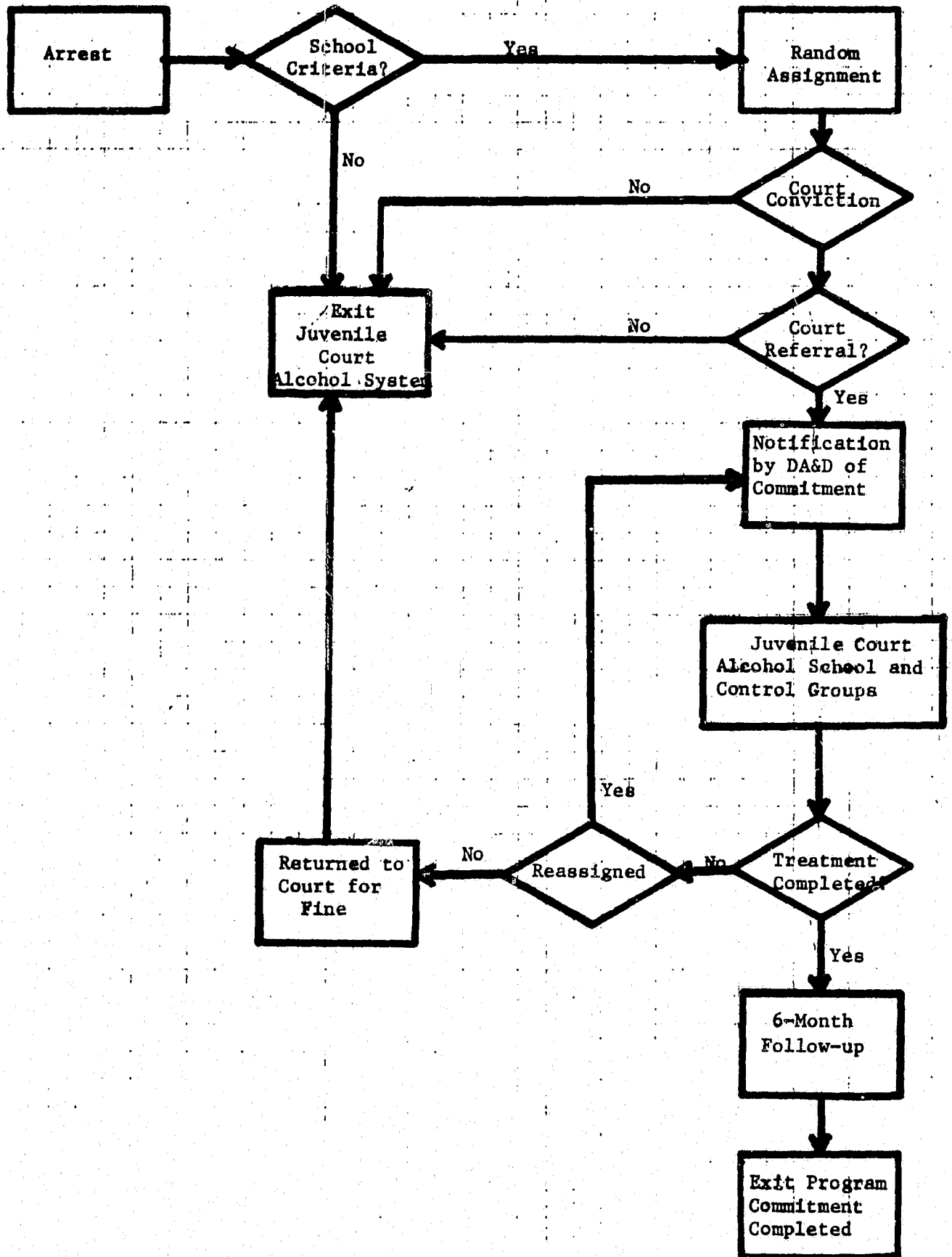
Juvenile Court Judge determines whether the juvenile continues in the system. If there is evidence that the juvenile has a drug abuse problem or needs to be institutionalized, then he exits the Juvenile Alcohol School system. Otherwise, the Juvenile Court notifies the DA&D with a Court Referral Sheet that the juvenile is available for assignment to the previously randomly assigned School, Contact, or Regular Group.

The DA&D notifies the juveniles and their parent(s) of the terms of their commitment. This includes dates, times, location, and attendance expectation. If the juvenile and their parent(s) do not show up for or drop out of the treatment cycle, then the School facilitator notifies the DA&D. The DA&D contacts the juvenile and his parent(s) and determines whether they should be reassigned to another treatment cycle. Criteria for reassignment include previous dropouts or no-shows on the family's records and their attitudes about attendance. If reassignment is not successfully fulfilled the terms of probation. The Juvenile Court issues a bench warrant for the juvenile and his parent(s). The standard treatment upon reappearance before the Juvenile Court is a \$50.00 fine.

If the juvenile and his parent(s) successfully complete their respective treatment, they are reminded six months later by the DA&D of their commitment to respond to the follow-up questionnaire. The Juvenile Court is notified of the juvenile's successful completion of treatment by the DA&D.



6.3 Client Flow Chart



## 7. DATA ANALYSIS

For this interim report, pre-post questionnaire responses among the three study groups will be analyzed using a one-way analysis of variance model. This technique compares the average change in responses on the various questions after completion of the Juvenile Alcohol School, the Contact "school", or the Regular Juvenile Court "treatment". In addition, background demographic, juvenile or criminal, and driving history data will be presented descriptively. Recidivism and follow-up questionnaire data have not been accumulated on enough of the individuals under study to be meaningful due to the six month time requirement of this data collection cycle.

For the purposes of data analysis, the questionnaire responses have been broadly categorized using the following titles:

1. Background Demographics
2. Cohort Demographic
3. Criminal History
4. Driving History
5. Teen Driver Responses
6. Treatment Motivation
7. Self Perception
8. Family Life Perception
9. Parental Support of Juveniles
10. Juvenile Perception of Parental Support
11. Parental Support of Juvenile Decision Making
12. Juvenile Control
13. Parent Control
14. Communications
15. Sociability Level with Peer Relationships
16. Alcohol Knowledge
17. Attitude Toward Own Alcohol Use Conflict
18. Physical Alcohol Use
19. Attitude Toward Use of Alcohol

A significance level of .15 was chosen for the reporting of statistically significant changes. This level was chosen because the loss in attributing random changes to the impact of the Juvenile Alcohol School would be less than the loss in attributing the impact of the School to random variation at smaller significance levels.

## 7.1 Background Demographics

These responses are collected only on the pre-questionnaires. A total of 147 juveniles filled out these questionnaires during the first five cycles. This includes 91 respondents in the School Group, 32 respondents in the Contact Group, and 24 respondents in the Regular Group.

Of the 147 juveniles included in the present study, 118 (80.3%) were males and 29 (19.7%) were females. In the School Group, 80.2% of the participating juveniles were males; in the Contact Group, 78.1% were males; and in the Regular Group, 83.3% were males.

Almost three-fourths (73.5%) of the participating juveniles lived with both parents while growing up. About 17% lived with their mother only while growing up, and the remaining 9.5% lived with step-parents or relatives while growing up. In the School Group, 73.3% lived with both parents while growing up, in the Contact Group, 65.6% lived with both parents while growing up; and in the Regular Group, 87.5% lived with both parents while growing up.

The majority of the juveniles (71.4%) reported that their families economic situation was average. This ranged from 73.6% in the School Group to 66.7% in the Regular Group. Almost one of five of the participating juveniles (18.4%) said that their family was wealthy or in an above average economic situation. Less than one in ten (9.5%) said their family was poor or below average economically.

About five of six juveniles (83.6%) said they were close or very close to their parents while growing up. This ranged from 91.6% in the Regular Group to 71.9% in the Contact Group.

Almost seven of eight (86.9%) juveniles reported that they were happy at least most of the time while growing up. This ranged from 91.6% in the Regular Group to 71.9% in the Contact Group.

Almost seven of eight (86.9%) juveniles reported that they were happy at least most of the time while growing up. This ranged from 88.8% in the School Group to 81.3% in the Contact Group. In addition, about three-fourths (76.5%) of the juveniles said their parents were happy most of the time or all of the time during their childhoods.

Almost one-half (49.7%) of the responding juveniles report their religious preference to be L.D.S.. This ranged from 52.9% in the School Group to 41.7% in the Regular Group. The second largest group was those with no religious preference (23.8%). Another 15.3% said they preferred the Catholic Church, and 11.2%

were Protestant or other religious preference. More than one-third (37.2%) said they never or almost never attended church. About one-fifth (21.4%) said they attended church regularly, and the remainder (41.4%) sometimes attended church.

About three of ten (29.3%) of the juveniles responding reported that their fathers abstained from the use of alcohol, and one-half said their mothers abstained from the use of alcohol. Fewer than one of ten (9.3%) said their fathers used alcohol heavily or excessively, and 9.0% said their mothers used alcohol heavily or excessively. The remainder reported that their parents used alcohol lightly or moderately. About one of six (15.5%) further reported that at least one other immediate family member had a drinking problem.

About one of seven (14.2%) of the juveniles said they did not use alcohol on a regular basis. Almost three of ten (29.1%) said they had begun using alcohol regularly, by age 13 or 14; 27.7% had begun using alcohol regularly by age 15; and 22.0% by age 16. About one of twenty-three (4.3%) reported that they began using alcohol during pre-teenage years.

More than three-fourths (77.5%) of the responding teenagers said that Caucasian best described their race. About one-tenth (9.9%) said they were Chicano, and 10.6% said they were of "other" racial backgrounds. Blacks and Orientals comprised 2.1% of the juveniles.

About one of twenty-three (4.3%) of the juveniles said they were A-students in high school; one-sixth (16.7%) said they were B-students; 44.2% were C-students; and more than one-fifth (21.7%) said they were below average high school students. The remaining 13.0% reported no high school grade average. About one-sixth (16.6%) said they were interested in attending college. In the School Group, 67.9% were average or above average students; in the Contact Group 61.3% were in this category; and in the Regular Group 60.9% were in this category. Overall, more than half of the responding juveniles (51.7%) said they expected to graduate from high school, and almost one-fourth (23.1%) had quit attending high school.

About one of thirteen (7.7%) of the juveniles reported not drinking in the previous six months, 18.3% reported drinking at least weekly, and 22.5% said they had been at least two months or more without drinking in the previous six months. About one-fifth (21.2%) said they had been in a fight and hit someone during the previous three months. This ranged from 29.2% in the Regular Group to 18.8% in the Contact Group.

In addition to the 147 juveniles who filled out pre-questionnaires, there were 122 mothers and 83 fathers who filled out pre-questionnaires. There were 73 reporting mothers in the

School Group, 29 in the Contact Group, and 20 in the Regular Group. There were 52 reporting fathers in the School Group, 18 in the Contact Group, and 13 in the Regular Group. Of the mothers, 84.0% were Caucasian and 60.3% were of the L.D.S. religion. Of the fathers, 83.8% were Caucasian and 58.0% were of the L.D.S. religion. In addition, 37.0% of the responding fathers were Protestant or Catholic and 27.3% of the mothers said they were Protestant or Catholic. In the School Group, 63.9% of the mothers were L.D.S.; in the Contact Group, 62.1% were L.D.S.; and in the Regular Group, 75.0% were L.D.S.. In the School Group, 59.9% of the responding fathers said they were L.D.S.; in the Contact Group, this percentage was 64.7%; and in the Regular Group 61.5% were L.D.S..

About seven of eight (86.9%) of the mothers said they had grown up in family situations where strict standards of behavior had been maintained, 74.3% said they were at least moderately close to their parents, and 80.3% said they were happy at least most of the time while growing up. About three-fourths (75.3%) of the fathers grew up in families where strict behavior standards were maintained, 87.8% were at least moderately close to their parents while growing up, and 92.6% said they were happy most of the time while growing up.

About three-fourths (73.8%) of the mothers responding on the pre-questionnaire said they liked school, and almost all (98.3%) had been at least average students. About two-thirds (67.1%) of the responding fathers said they had liked school, and 86.4% said they had been at least average students.

About one-sixth (16.5%) of the fathers reported that either their own mother or father had used alcohol heavily or excessively. More than one-half (55.1%) said their mother had abstained from the use of alcohol and one-fifth (20%) said that their fathers had abstained from the use of alcohol. About two-thirds (67.5%) said their fathers had been light or moderate users of alcohol. And 41.0% said that their mothers had been light or moderate alcohol users. Of the mothers responding on the pre-questionnaire, 23.1% said that either their own mother or father had been a heavy or excessive user of alcohol, and 60.3% said their mothers had abstained from alcohol use. More than one-half (56.3%) of the mothers said their fathers used alcohol lightly or moderately and 36.2% said their mothers used alcohol lightly or moderately.

About one-half (48.3%) of the mothers said they had either never used alcohol or never used alcohol regularly. About one-fifth (21.8%) of the fathers said they had never used alcohol or never used alcohol regularly. Of the reporting fathers, 6.4% had started drinking regularly by age 12, 37.2% had started drinking regularly during the ages 13-18, and 34.6% began drinking regularly after age 18. Of the reporting mothers, only 1 began drinking

regularly by age 12. 19.2% began using alcohol on a regular basis during the ages 13-18, and 31.7% began using alcohol regularly after age 18.

More than half (50.8%) of the reporting mothers were currently living with their spouse and children, 23.3% were living with their children only, 17.5% were living with their spouse only, and 8.5% had other living arrangements. Almost six of ten of the responding fathers (58.8%) were living with their spouse and children, 7.5% were living with their children only, 21.3% were living with their spouse only, and 8.8% had other living arrangements. Seven of eight (87.5%) fathers lived in homes they owned, and 85.2% of the mothers had moved less often than once every five years, and 87.3% of the fathers had moved less often than once every five years.

More than nine of ten (92.1%) of the reporting fathers felt that their health had not recently changed, or had improved, 80.0% usually slept well, and 97.5% had no current alcohol related health problems. About nine of ten (88.0%) of the reporting mothers felt that their health had not recently changed, or had improved, 77.7% said they usually slept well, and none reported any alcohol related health problems.

The reporting mothers model family income was 16-20 thousand dollars per year (47.1%). About one-fourth (24.6%) said their family income was greater than 20 thousand dollars per year, 19.5% reported a family income between 10 and 15 thousand dollars per year. About three of ten (28.9%) of the mothers did not work, 18.2% had part-time jobs, 41.3% had full time jobs outside of their duties at home, and 10.7% said they were full time employees and had no home duties. About nineteen of twenty mothers (95.0%) said that their financial situation was stable or improving and 84.2% of those who worked said they changed jobs less often than once every five years. And 92.1% said they were satisfied, at least usually, with their present work situations. Fathers reporting on the pre-questionnaire were most likely to report an annual family income of between 10 and 20 thousand dollars (84.9%). About one in eight (12.3%) reported annual family incomes of less than 10 thousand dollars. More than nine-tenths (91.1%) were employed full-time; 2 were retired and 5 (6.3%) were unemployed. Almost all of (97.4%) said that their financial situation was stable or improving, and 92.6% said they changed jobs less frequently than once every five years. And almost all (97.6%) reported that they were at least usually satisfied with their present work situations.

The responding fathers drinking patterns included: 23.4% abstainers, 74.3% had an unchanged or decreased, drinking frequency in recent months, 68.8% said they drank at most once a week and 52% said finding new activities not related to alcohol use would probably be worthwhile. The reporting mothers drinking patterns included 42.3% abstainers, 93.7% had an unchanged, or decreased drinking frequency in recent months, 93.7% said they drank at most once a week, and 59.8% said that finding new

activities not related to alcohol use would probably be worthwhile.

#### 7.1.1

In summary, the collected questionnaire data for juveniles shows the following:

1. More than 80% of the juvenile participants are males.
2. Almost three-fourths (73.5%) have grown up while living with both their parents.
3. About 90% of the participating juveniles consider themselves to be from average, above average, or wealthy economic backgrounds.
4. About five-sixths, (83.6%) said that they were close or very close to their parents while growing up.
5. About seven-eighths (86.9%) said they were happy at least most of the time while they were growing up.
6. About one-half of the juveniles said that their church preference was L.D.S.
7. About 85% said they used alcohol on a regular basis.
8. About two-thirds (65.2%) were at least average students. More than half (51.7%) expect to graduate from high school. About one-fourth (23.1%) had quit school at the time of response.
9. There is little evidence of any systematic difference among the three randomly assigned study groups in terms of demographic variables.

#### 7.1.2

A summary of the background demographic data for the parents involved in the Juvenile Alcohol School study includes:

1. About seven-eighths of the mothers and three-fourths of the fathers came from homes where strict standards of behavior had been maintained most of the time.
2. Three-fourths of the mothers and seven-eighths of the fathers felt that they had been at least moderately close to their parents.
3. 80.3% of the mothers and 92.6% of the fathers were happy at least most of the time while growing up.

4. 98.3% of the mothers and 86.4% of the fathers reported that they had been at least average students.
5. 16.5% of the fathers and 23.1% of the mothers reported that either their own mother or father had used alcohol heavily or excessively.
6. Almost half (48.3%) of the mothers and 21.8% (about one-fifth) of the fathers reported that they had never used alcohol or never used alcohol regularly.
7. 92.1% of the fathers and 88.0% of the mothers felt that their health was unchanged or improving in recent months.
8. About two-thirds (67.1%) and 84.9% of the fathers reported an annual family income in excess of 10 thousand dollars. In addition, 95% of the mothers felt that their economic situation was stable or improving, and 97.4% of the fathers felt that their economic situation was stable or improving.
9. 81.0% of the mothers and 87.3% of the fathers had changed residences less than once every five years.
10. Of the mothers and fathers who worked, 84.2% and 92.6% respectively, said they changed jobs less often than once every five years.
11. There is little evidence that systematic differences exist in demographic variables of parents among the randomly assigned School, Contact and Regular Groups.



## 7.2 Cohort Demographics

The responses of the cohort group are collected at the pre-test on the same measures as the three court-referred treatment groups. There are 34 respondents in the cohort group at this point in the study. This group will be evaluated in detail and compared with the three treatment groups in the next interim report.

An early look at this group reveals that they are somewhat different from the court groups in that none of them reported their economic situation as below average or poor; compared to 9.5% of the court groups reporting those categories. Twice as many cohorts (61.8%) as the court groups (29.3%) said their fathers abstained from alcohol, and 22.3% more cohorts than court juveniles described their mothers as abstainers.

Of the cohort teens, 14.6% reported drinking once per month or more during the past six months compared to 70% of court teens. Three times as many cohorts (64.7%) reported themselves as A or B students as compared to the court group (21%) and twice as many cohorts were thinking about going to college than were the court juveniles.

The above data trends for the cohorts are descriptive differences. As this group gets larger, these and other trends will be evaluated with the statistical technique; discriminate analysis.

The cohort group has been designed to represent the average teen population of the area. The analysis of this group will be used to describe the differences between the court population of teens and the general population.

### 7.3 Criminal Histories

In addition to the questionnaire data collected, the Juvenile Court history (for juveniles) and the Bureau of Criminal Identification history (for parents) was collected for each individual participating in the study.

#### 7.3.1 Juvenile Criminal History

A total of 151 juvenile court histories were collected. This number includes 95 for juveniles in the School Group, 32 for juveniles in the Contact Group, and 24 for juveniles in the Regular Group. In the School Group, 3.2% of the juveniles had no juvenile conviction on their records, 10.5% had one conviction, 23.2% had 2 convictions, 12.6% had 3 convictions, and 50.5% had 4 or more juvenile convictions. The latter percentage includes 7.4% who had 10 or more convictions on their records. In the Contact Group, 3.1% had no juvenile convictions on their record, 12.5% had 1 conviction, 21.9% had 2 previous convictions, 21.9% had 3 previous convictions and 40.6% had 4 or more previous convictions. This latter percentage includes 6.3% who had 10 or more previous convictions. In the Regular Group, 4.2% had no previous juvenile convictions on record, 12.5% had 1 previous conviction, 20.8% had 3 previous convictions, and 33.3% had 4 or more previous convictions. The latter percentage includes 8.4% who had 10 or more previous juvenile convictions on record.

#### 7.3.2 Mothers' Criminal History

Of the 122 mothers in this study, only 2 had arrest records with the Bureau of Criminal Identification, and these arrests did not result in convictions on their records.

#### 7.3.3 Fathers' Criminal History

Criminal records were collected for 83 fathers participating in the study. Of these 12.0% had previous arrest records with the Bureau of Criminal Identification; 8.4% had one previous arrest and 3.6% had 5 or more previous arrests. In the School Group, 5.8% had one previous arrest and 3.8% had 5 or more previous arrests. In the Contact Group, 11.1% had one previous arrest and 5.6% had 5 or more previous arrests. And in the Regular group, 15.4% had one previous arrest and none had more than one previous arrest. These arrests resulted in convictions for 3.6% of the participating fathers. Listed among the arrest charges are family offenses, drunkenness, assault, burglary, larceny, obscenity and traffic.

#### 7.3.4 Summary

In summary, it appears that the juveniles in the study have had several contacts with the Juvenile Court system. Overall, 84.3% of the juveniles had 2 or more juvenile convictions prior to

entry into the Juvenile Alcohol School program. On the other hand, the mothers in the study were found to have had very few contacts with the Criminal Justice system. Overall, 1.6% of the mothers had arrest records, and these arrests did not result in convictions. The fathers in the study were found to have had arrest records in 12.0% of the cases and conviction records in 3.6% of the cases. There is no evidence to suggest systematic differences in these juvenile/criminal histories among the three study groups.

#### 7.4 Driving Histories

Driver license records were collected from the Utah Driver License Division for the participating juveniles and parents in the juvenile Alcohol School program.

##### 7.4.1 Juvenile Driving History

For the juveniles, 60.9% had no traffic offenses on record. In the School Group, 61.1% had no previous traffic offenses, in the Contact Group, 59.4% had no previous traffic offenses, and in the Regular Group, 62.5% had no previous traffic offense. Overall, 2.7% had 5 or more previous traffic offenses, and 36.4% had between one and four previous traffic offenses. The juveniles in the study had been cited and convicted for accident related traffic citations in 7.9% of the cases. This ranged from 9.4% in the Regular Group to 4.2% in the Regular Group.

##### 7.4.2 Mothers' Driving History

The mothers in the study had traffic citation conviction records in 11.5% of the cases. In the School Group, this percentage was 12.3%, in the Contact Group it was 13.8%, and in the Regular Group, it was 5.0%. And 2.5% of the mothers had records of conviction for accident related traffic offenses.

##### 7.4.3 Fathers' Driving History

The fathers in the study had no record of traffic convictions in 67.5% of the cases. In the School Group, there were no conviction records in 65.4% of the cases. In the Contact Group there were no conviction records in 72.2% of the cases. In the Regular Group, there were no traffic convictions records in 69.2% of the cases. Overall, 22% of the fathers in the study had traffic convictions on record as a result of an accident related citation.

##### 7.4.4 Summary

In summary, the juveniles in the study are worse drivers in terms of traffic related convictions than their parents. Almost 40% of the juveniles had at least one traffic conviction on record, while 32.5% of the fathers had at least one traffic conviction and 11.5% of the mothers had at least one traffic conviction. This

should be related to the longer period of accumulation for the parents as compared to the juveniles. On the other hand, the fathers in the study had more accident related traffic convictions than the juveniles, or the mothers (22% for fathers, 7.9% for juveniles, and 2.5% for mothers). Perhaps this is a result of the time accumulation mentioned above, or perhaps the maneuvers resulting in traffic citation and conviction for juveniles are not as likely to result in crash incidence as those the fathers practice.

## 7.5 Young Driver Opinion Responses

The Pelz and Schuman's Impulse Test collects information on nine significant questions that relate to young driver attitudes, driving practices, and activities. There is a potential for nine negative driving points, and the score is represented as a fraction of the total, i.e., 4/9 or four negative points out of nine.

Young drivers, 16-24 years of age with repeated violations and/or accidents were found to respond accurately to these questions (Pelz-Schuman, Dangerous Young Drivers, H.S.R.I., University of Michigan, June, 1968).

In addition to grading individuals on the responses to these questions, a classification is given based on age and past driving performance. The population of this study are all classified by age as young, 16-18. Overall, 39% of the juveniles have had a traffic offense during the past 3 years, and in 7.9% of those cases the juvenile was cited and convicted for an accident related citation.

For the first question, 79% of the court group received one point for having a grade point average of C or below. Of the respondents, 39% received a point for reporting that they modified their driving behavior by being more or less likely to take chances because there was another person in the car.

One point was given to 12% for racing other cars, 8% for driving 15 m.p.h. over the speed limit in the city, and 2% for driving after having a couple of drinks.

For spending 10 or more hours per week around cars, 46% received one point.

Almost one-fourth of the juveniles (23%) received one point for getting into a fight and hitting someone. One point was also given to 43% of the juveniles who often felt pressured by other people in their lives, and 4.8% received one point for driving once every month or more to "blow off steam" after an argument.

On the average, the court-referred juveniles received approximately three negative driving points each out of a total of nine possible. This would make the court population's classification: 3/9 young, 39% violations.

There were no systematic differences in the juvenile driving classification on pre-post measures or between the three study groups at this point in the evaluation.

The cohort group (outside comparison volunteers) received

the same average point spread of 3/9. The cohort group had fewer grade point averages below a B (35.5%), but they tended to speed 16% more often and they felt frequent pressure 21% more often than the court groups, which averaged their scores equal to the court population of juveniles.

The post-school six-month records check will be available in the next evaluation report, and will measure the long term change in driving attitudes for the court population in addition to comparing the cohort driving records with the court referred juveniles' records. The above comparisons are descriptive differences while the next reports' evaluation of this data will be based on a covariate analysis of variance.

## 7.6 Treatment Motivation of the Participants

This category of questions deals with an individuals willingness to continue in an alcohol program, the length of time he/she would stay in such a program, and the problem areas they feel an alcohol treatment program should deal with.

The one-way analyses of variance on the pre-post changes showed that there were no significant changes in the juveniles' attitudes about alcohol programs among the three groups. About one-fifth (20.4%) of the participating juveniles had no opinion about what problem an alcohol treatment program should be concerned with, 15.6% thought that legal hassles were the most important concern, 15.0% thought job training or finding a job was the most important topic, 18.4% thought emotional or personal feelings were most important, 11.6% thought that interpersonal relationships were of chief concern, and the remainder felt that other concerns (smoking, success needs, and employer problems) were of most importance.

For fathers participating in the study, there was a significant ( $p=.006$ ) change in attitudes concerning the finding of non-drinking activities that would be worthwhile. Both the School Group and Contact Group of fathers were more favorable to finding new activities after the School and Contact attendance, while the Regular Group of fathers felt less inclined to find new non-alcohol related activities after their association with the Juvenile Court. There were no significant changes in the attitudes for fathers on the other questions asked. Fathers were most likely to have no opinion on the proper concerns of an alcohol program (32.5%). Emotional problems and personal feelings were the most important topics in the opinions of 22.9% of the participating fathers, and 12.0% thought that marital problems were of most importance. About one-fourth (24.1%) thought that relationships with others, recreational activities, or starting anew would be the best topics for concern.

The mothers participating in the study did not significantly change their attitudes about alcohol treatment programs after attending their respective School, Contact or Regular Groups. About one-fourth (26.2%) of the mothers had no opinion about the most important concern of an alcohol program; 12.2% felt that marital problems were most important; 36.9% felt that emotional problems or personal feeling were most important; and the remainder were about uniformly scattered among job problems, interpersonal relationships, success needs, and bad habits.

In summary, the Juvenile Alcohol School did not significantly change the attitudes of juveniles or mothers as related to "treatment motivation." The fathers who received the regular Juvenile Court "treatment" are more likely to think alcohol related

activities are worthwhile after the "treatment" than before than are fathers in either the School or Contact Group. Thus, it is likely that the regular process has a negative impact on fathers' opinions about alcohol related activities. The Juvenile Alcohol School had no impact on the other measures of the fathers' attitudes about alcohol programs when compared to the Contact and Regular processes.



## 7.7 Self Perception

These questions deal with how the participating juveniles, mothers and fathers feel about themselves (popularity, happiness, satisfaction).

The juveniles in the study felt significantly less happy, popular, and satisfied with themselves after attending the Juvenile Alcohol School than those involved in the Contact or Regular Groups (the p-values are .052, .073, and .170, respectively). On the other hand, the mothers attending the Juvenile Alcohol School reported themselves as having a greater shift toward being happy after the School than those involved in the Contact or Regular Groups ( $p=.063$ ). The fathers participating did not change their opinions about their own happiness as related to study group membership.

## 7.8 Family Life Perception

The participating juveniles in the Contact Group shifted significantly toward feeling that their problems started at home ( $p=.065$ ). The juveniles in the School and Contact Groups tended to feel that their problems were less likely to have started at home after completion of the School and Regular processes. None of group treatments significantly effected the juveniles' opinions about how close they felt to family members.

Neither the mothers or the fathers in the study changed their opinions significantly about the origins of their problems after completion of their treatment cycles.

## 7.9 Parental Support of Juveniles

This group of questions concerned parents keeping promises to teens, parents caring about what their children do, and parents supporting their teens when teens are in trouble.

The juveniles in the study did not change their opinions of their parents' supportiveness relative among the School, Contact, and Regular Groups. The fathers in the study from the Regular Group were significantly more supportive ( $p=.012$ ) of their teens when the teens were in trouble after their Regular Juvenile Court process experience than were fathers in the other groups. The mothers in the study did not change their levels of supportiveness after experiencing their respective treatments as compared among the three study groups.

#### 7.10 Parental Support in Juvenile Decision Making

The questions under this topic were concerned with the parents' confidence in their teen's decisions.

The juveniles in the study did not significantly change their opinions after experiencing their respective treatments as to their parents' supportiveness in their decision making. Their parents felt similarly after the end of the treatment period. Therefore, there is no evidence from this study that the School, Contact or Regular treatments significantly change a parent's confidence in his/her teenager's decisions from either viewpoint.

### 7.11 Juvenile Control

This group of questions deals with the influence exerted by the teenagers on their parents in general family situations (getting own way, lying, etc.).

The juveniles in the study did not significantly change their opinions as to their influence after completion of the School, Contact or Regular sequences as compared among these three groups. There was an overall tendency ( $p=.06$ ) for the juveniles to report that they were more likely to lie to their parents after completion of their respective treatment sequences, but this change was about uniform among the three treatment groups.

The fathers in the study showed no significant changes in opinion about their teenagers' influence in family situations. The mothers did significantly change their opinions about doing things that their teenagers wanted to do. The mothers in the Regular Group feel that they were less likely to do things for their teenagers that the teenagers wanted them to do after the five week treatment sequence than before the treatment began ( $p=.117$ ). This shift was significantly different from the mothers in the School and Contact Groups, who felt that they were more likely to do things for their teenagers that their teenagers wanted after they had attended the School and Contact sequences than before attendance at their respective sequences. The mothers in the School Group also felt their teenagers were more likely to be lying to them about their activities after School attendance ( $p=.05$ ). However, this tendency was about the same in all the study groups, and there was no significant shift among the three groups.

### 7.12 Parent Control

This group of questions is concerned with the kinds and effectiveness of punishment used by the parents in the study groups to discipline their teenaged children.

The juveniles in the study said that parents were more likely to use physical punishment after the treatment period ( $p=.136$ ). Within the groups, the School Group participating juveniles did not change their opinions, the Contact Group juveniles said their parents were more likely to use physical punishment, and the Regular Group juveniles said their parents were less likely to use physical punishment after the treatment sequence. There was no significant change among the groups of juveniles as to their opinions on the other questions about Parent Control. Within the School Group, the teenagers felt that their parents were more likely to use threats that they didn't follow through on and less likely to use punishment as a means of discipline after attending the Juvenile Alcohol School than before attending ( $p=.05$ ). However, the shifts in opinion were about uniform for all three groups.

The fathers in the three study groups did not change their opinions about Parent Control, either within or among the groups, after their respective treatment sequences. The mothers changed their opinions about using threats. The mothers in the Regular Group felt that they were less likely to not follow through on threats after the regular treatment sequence ( $p=.05$ ). However, this change was noted for the other groups, too, and the overall difference among the groups was not significant.

### 7.13 Communications

This group of questionnaire responses deals with the study participants' levels of communication within their families. One of the major objectives of the Juvenile Alcohol School is to increase communications between parents and teenagers, so these questions are an important measure of the effectiveness of the School.

The teenagers in the study seem to feel that they are more likely to talk to their parents about problems and feelings after the five-week treatment cycle than before ( $p=.02$ ). This is especially true in the School Group as compared to the other two groups ( $p=.065$ ). In addition, the teenagers in the study in the Contact Group said they were significantly more understanding of their parents' opinions after the five week cycle than were those in the other groups ( $p=.057$ ). There were no significant changes in opinion among the three study groups on the other questions about communications.

The parents in the study did not significantly change their opinions about their levels of communication with their teenagers as measured by the questionnaire responses. This is in opposition to the teenagers' response in the area of parents and teenagers talking to each other about their problems.

#### 7.14 Sociability Level With Peer Relationships

These responses are concerned with the parent's and teenagers' activities with other people and friends.

The teenagers in the study did not change their responses significantly either within or among the groups after the five week treatment sequence.

The fathers showed significant changes in the area of their activities with other people. The Contact Group fathers showed significant decreases in their likelihoods of doing things with other people ( $p=.004$ ) and improving relationships with other people ( $p=.026$ ) when compared to the fathers in the other two groups. However, none of the groups of fathers significantly changed their likelihoods of developing close friendships with other people.

The mothers in the School Group were significantly more likely to do things or go places with other people after School attendance ( $p=.148$ ) than were the mothers in the other study groups. The mothers did not generally change their attitudes about making close friends after their respective treatment sequences.



### 7.15 Alcohol Knowledge

This group of questions consisted of true/false responses to statements about DUI laws, the physical effects of alcohol, and facts about alcohol consumption.

There were 14 knowledge question for juveniles. There were significant pre-post changes on two of the questions ( $p=.030$  and  $p=.081$ ). Both of these changes were due to a decrease in knowledge for the teenagers in the Regular Group.

There were 13 knowledge questions for the parents. There were significant pre-post changes on three questions among the mothers in the study groups. One change was due to an increase in knowledge for mothers in the School Group ( $p=.085$ ), one change was due to decreases in knowledge for mothers in the School and Contact Groups, ( $p=.149$ ), and one change was due to decreases in knowledge for mothers in all the groups, especially in the Contact and Regular Groups ( $p=.025$ ). The fathers' knowledge changed significantly on five knowledge questions among the three groups. Four of the five changes were due to decreases in knowledge for the fathers in the Regular Group, and the fifth change is accounted for by a decrease in knowledge for the fathers in the Contact Group ( $p=.082$ ,  $p=.128$ ,  $p=.011$ ,  $p=.005$ ,  $p=.047$ , and  $p=.084$ ).

There seems to be no consistent pattern to show that the School or Contact sequence increases the participants' knowledge level about alcohol over the Regular sequence. However, the Regular Group shows many decreases in knowledge levels over the other groups which account for the observed differences. Therefore, the Contact and Regular treatments at least maintain knowledge levels for participants.

#### 7.16 Attitude Toward Own Alcohol Use

These questions are concerned with the amount an individual drinks and the control he/she has over his/her drinking.

The teenagers in the School Group felt that they were less in control of the amount of their drinking after attending the School than the teenagers in the Contact and Regular Groups after they had attended their respective treatment sequences ( $p=.032$ ). There were no significant changes among the groups of teenagers concerning the times and the proportion of their drinking problem after the treatment sequences.

The mothers in the Contact Group said that they were less able to control the times of their drinking after attendance at the Contact sequence than the mothers in the School and Regular Groups. There were no changes among the mothers in the study groups as to their opinions about controlling the amounts of their drinking or about drinking interfering with their responsibilities.

The fathers in the study groups did not significantly change their opinions concerning their alcohol use after attendance at their respective treatment sequences.

### 7.17 Conflict

The juveniles in the Contact Group felt they were significantly less likely to have conflicts with their parents after the Contact treatment sequence ( $p=.033$ ), while the juveniles in the School and Regular Groups thought they were more likely to be involved in parent-juvenile conflicts after their treatment sequences. There was no change among the three study groups as to their leaving home because of conflicts with their parents.

Neither the mothers or the fathers changed their opinions about their teenagers leaving home because of family conflicts after attendance at their respective treatment sequences.

### 7.18 Physical Alcohol Use

This group of questions is concerned with the amount of alcohol consumed by the individuals in the study groups.

The teenagers in the study reported no change in alcohol consumption either within or among the School, Contact, and Regular Groups.

The mothers in the study reported no change in alcohol consumption either within or among the School, Contact, and Regular Groups.

There was a significant decrease among the fathers in the Contact Group concerning the frequency and amount of alcohol consumption during the previous six months as compared to the fathers' responses in the School and Regular Groups ( $p=.010$ ).

### 7.19 Attitude Toward Use of Alcohol

The questions in this category reflect an individual's attitude toward the use of alcohol (alcoholics are bad, the poor usually have alcohol problems, alcohol is a source of pleasure, etc.).

Overall, it can be said that there were no changes in attitudes toward the use of alcohol among the three groups. There were eight questions about alcohol use attitudes, and among the juveniles, mothers and fathers, there was one significant change. This change was for mothers in the Regular Group, who were more likely to say that their friends drank after the Regular treatment sequence than those mothers in the other groups after their respective treatment sequences ( $p=.023$ ).

8. TABLE OF PROJECT FINANCIAL DATA

403 Evaluation Support  
 Contract COT #HS-6-01487  
 6/30/77

Consultant Evaluation Support		Data Collection Services		Data Maintenance		Data Processing		Consultant Analysis and Reporting		Equipment		Supplies and Operating		Travel	
Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual
\$6000	\$5860	\$3300	\$3245	\$3000	\$4851	\$500	\$225	\$4000	\$4000	\$400	\$161	\$700	\$613	\$500	\$435
Total Expenditures		\$19,390 claimed through public voucher 1-6.													

## 9. CONCLUSIONS

1. There were no systematic differences evident among the School, Contact and Regular Groups of juveniles, mothers and fathers in terms of background demographics, juvenile or criminal histories, and driving histories.
2. There are descriptive differences in juveniles between the study groups and the Cohort Group in terms of background demographic data. The Cohort Group juveniles are better students, come from better economic situations, come from families where alcohol is less likely to be used by their parents, and drink less than the study group of juveniles. It should be emphasized that these differences have not been verified using statistical analysis techniques, but have been observed by comparing frequency counts.
3. The scores on the Pelz and Schuman Impulse Test are the same for the study group of juveniles and the Cohort Group of juveniles.
4. The Juvenile Alcohol School did not significantly change the attitudes of juveniles or mothers in the study in terms of treatment motivation. There was one significant change in this area for the fathers in the study which was related to a negative impact of the Regular Juvenile Court process on the fathers' opinions about the value of alcohol related activities.
5. The juveniles in the School Group felt significantly less happy, popular and self-satisfied after their treatment cycle than those juveniles in the Contact and Regular Groups. The mothers in the School Group reported that they were significantly more happy after their treatment than did the mothers in the Contact and Regular Groups. The fathers in the study did not change their opinions about their happiness or self-satisfaction among the School, Contact and Regular Groups.
6. The juveniles attending the Juvenile Alcohol School were more likely to feel that their basic problems started at home after School participation than did those juveniles attending the Contact or Regular sequences. The parents in the study did not change their opinions about the origins of their problems after completion of their treatment cycles.
7. The juveniles in the study did not change their opinions of their parents' supportiveness after attendance at the School, Contact and Regular sequences. The fathers in the Regular Group were significantly more supportive of their teenagers when they were in trouble after the Regular Juvenile Court process than were fathers in the School and Contact Groups. The mothers in the study did not change their levels of supportiveness of their teenagers after experiencing their respective treatments.

8. There is no evidence that the School, Contact or Regular treatment sequences significantly change a parent's confidence in his/her teenager's decisions.

9. The mothers in the School and Contact Groups felt that they were significantly more likely to do things that their teenagers wanted to do after the School and Contact treatments than were mothers in the Regular Group. There were no other evident changes in the juveniles' mothers' or fathers' opinions about teenager control in family situations among the three study groups.

10. There was little evident change in the juveniles', mothers' or fathers' opinions about parent control in family situations after treatment completion.

11. The juveniles in the School Group were significantly more likely to report that they talked to their parents about problems and feelings after School attendance than were those juveniles attending the Contact or Regular treatment sequences.

12. The juveniles in the study reported no significant changes in their activities with other people or in making friends after attendance at the School, Contact and Regular treatment cycles.

13. Teenagers in the Regular Group showed a significant decrease in alcohol knowledge on 2 of the 14 knowledge questions as compared to the teenagers in the School and Contact Groups. There were no other significant changes in alcohol knowledge among the three study groups of juveniles. The Regular Group of mothers showed decreased knowledge on one question as compared to the other two groups of mothers, and the Regular Group of fathers showed decreased knowledge on four questions as compared to the other two groups of fathers.

14. There were few significant changes among the School, Contact and Regular Groups of juveniles, mothers and fathers in attitudes toward alcohol use or in levels of alcohol consumption after attending their respective treatment sequences.

15. The teenagers in the School and Regular Groups reported that they were significantly more likely to become involved in parent-juvenile conflicts after attendance at their respective treatment cycles than were the juveniles in the Contact Group.



## 10. RECOMMENDATIONS

Many study categories, approaches and hypothesis, have been tested to determine the relative impact of the School in comparison to the other groups. The evaluation was designed to allow data examination from a myriad of approaches. The design allows evaluation of three treatment groups multiplied by three family participant types; multiplied by three testing times, plus three cohort comparisons, which equals thirty potential major comparisons multiplied by all of the questionnaire and records measures.

This interim report has enabled the first cut in the data. As revealed by this report, there were as many data categories which showed no pre-post difference between the groups or participants as there were data categories with interesting and statistically significant differences.

The evaluation's objective has been to document the School's positive or negative impact on the School participants as compared to the other groups. Therefore, it is recommended that the next interim report and final evaluation efforts be singularly focused on those areas in which an impact was detected; in order to continue the refinement of the results. It is also recommended that those impact areas be specifically evaluated and reported on in such a way that the School's approach in those high impact areas may be easily understood and duplicated by other communities wishing to implement teen alcohol schools.

## JUVENILE COURT ALCOHOL SCHOOL QUESTIONNAIRE KEY

### INTRODUCTION

The following is a description of the system used for interpreting questionnaire results for the Juvenile Court Alcohol School. This is a systemized approach planned to economize the time necessary to interpret the questionnaire responses. In an effort to make the questionnaire data more manageable, questions have been grouped, either as subject classifications or as questions classified under a hypothesis statement.

Classifying the questions essentially puts all "like questions" into sub-groups so as to measure each subject category as a whole; as opposed to measuring each individual question with every other question.

For example, the first category is Alcohol Knowledge. In the category of Alcohol Knowledge there are two sub-categories; (1) alcohol knowledge - concerning physical effects of alcohol and (2) alcohol knowledge - concerning the laws governing alcohol usage. The first sub-category alcohol knowledge deals with the physical effects of alcohol and consists of ten questions which will be used to measure the respondents active alcohol knowledge. Thus there is a possibility of ten different responses in this category. The potential grading range there is from zero points to plus ten points. A plus ten would be the most accurate alcohol knowledge, with zero, of course being the least accurate. With this point system of grading we can compare the pre- and post-difference in the alcohol knowledge score.

This approach will be consistently used with various sub-group categories so that we may then compare categories rather than the multitude of individual questions.

## INTERPRETING THE QUESTIONNAIRE KEY

The questionnaire key is sub-divided into a number of major categories or hypothesis, each category having a title; under these categories are a series of numbers. (See example attached.) The left hand column of numbers, represent questions found on teen tests, and the right hand column numbers are questions found on parent tests.

Each test (parent or teen) is divided into three sections which are labeled A,B,C,. (A) is the first multiple choice section of questions in the test, on the parent test questions 1-21. (B) is the next series of multiple choice questions, (1-45) which begin in the yes, usually, sometimes format. (C) is the final set of questions which are the true, false questions.

In addition you will notice that there are some questions which are followed by the word (frequency). These questions are still under consideration as to whether they apply to the category title. The word (frequency) is used because we will be checking the computer frequencies, which will aid us in understanding the context in which the respondents interpreted that particular question. If they are interpreting the questions in the context of others in that category, the questions will remain in that particular category.

Again, the purpose of the key is merely to combine like questions so that analysis of the questionnaire can be done by category rather than by individual questions. Once all like questions have been grouped into categories, and the key is firmly established, we will then begin considering the actual analysis of the questionnaire. At this point we can begin to do a variety analysis, such as: pre-post response comparisons, parent-child response agreement and individual category correlations, i.e. alcohol use X economic level.

We are interested in your input. If you are interested in having input,

please address this categorization key separately, then feel free to submit any analysis recommendations and insights.

**EXAMPLE**

**Sociability Level With Peer Relationships (category Title)**

**Teen Column**

B - 38

B - 40

B - 50

**Parent Column**

B - 20

B - 21 -----( Question Number 21, Test Section B )

B - 16

CATEGORY TITLES

Physical Alcohol Use

Attitude Toward the General Use of Alcohol

Background Demographics

Treatment Motivation

Employment

Residency Stability

Communications

Personal Activity

Sociability Level With Peer Relationships

Self Perception

General Family Life Perception

Conflict

Subjective Attitude Toward Own Alcohol Use

Parental Support Of Teen

Parental Support in Teen decision Making

Background Demographics

<u>Teen Column</u>	<u>Parent Column</u>
A - 1	A - 1
A - 2	A - 2
A - 3	A - 3
A - 4	A - 4
A - 5 frequency	A - 6
A - 9	A - 14
A - 15	A - 23
A - 10	A - 13
A - 14	

Treatment Motivation

<u>Teen Column</u>	<u>Parent Column</u>
A - 22	B - 12
B - 47	B - 18
B - 26	A - 26
A - 21	B - 38
A - 28	B - 22
	A - 29

Employment

Parent Column

A - 20

A - 21

A - 24

A - 25

A - 22

Residency Stability

Parent Column

A - 15

A - 16



Self Perception

Teen Column

A - 26

B - 39

B - 48

A - 7-?-frequency

Parent Column

A - 8 - Frequency

B - 15

General Family Life Perception

Teen Column

B - 19

B - 41

Parent Column

B - 30

A - 6 - frequency

A - 8 - frequency

Parental Support of Teen

<u>Teen Column</u>	<u>Parent Column</u>
B - 15	B - 29
B - 16	B - 28
B - 10-?-frequency	B - 10 - ?

Parental Support in Teen Decision Making

<u>Teen Column</u>	<u>Parent Column</u>
B - 51	B - 27
B - 5	B - 23
B - 14-frequency	B - 5 - frequency

INTERACTIONAL CONTROL

A. Teen Control

<u>Teen Column</u>	<u>Parent Column</u>
B - 3	B - 3
B - 4	B - 4
B - 11	B - 8- frequency
B - 8-frequency	B - 11

B. Parent Control

<u>Teen Column</u>	<u>Parent Column</u>
B - 30	B - 9
B - 17	B - 26
B - 13 - ?	
B - 9	

Communications

Teen Column

B - 12

B - 44

B - 49

B - 46

Parent Column

B - 25

B - 40

B - 24

Personal Activity

Teen Column

A - 24

A - 25

A - 27

Parent Column

Sociability Level With Peer Relationships

Teen Column

B - 38

B - 40

B - 50

Parent Column

B - 20

B - 21

B - 16

Alcohol Knowledge-Laws

<u>TEEN COLUMN</u>	<u>PARENT COLUMN</u>
C - 3	C - 3
C - 4	C - 4
C - 5	C - 5
C - 14	C - 13
A - 29 Frequency	A - 30 Frequency

Alcohol Knowledge - Facts

<u>Teen Column</u>	<u>Parent Column</u>
C - 1	C - 1
C - 2	C - 2
C - 6	C - 6
C - 7	C - 7
C - 8	C - 8
C - 9	C - 9
C - 10	C - 10
C - 11	C - 11 - Frequency
C - 12 - frequency	C - 12
C - 13	

Subjective Attitude Toward Own Alcohol Use

<u>Teen Column</u>	<u>Parent Column</u>
B - 36	B - 19
B - 37	B - 13
B - 43	B - 17
B - 45	

Conflict

<u>Teen Column</u>	<u>Parent Column</u>
B - 7	B - 7
B - 18	B - 31
B - 29	

Physical Alcohol Use

<u>Teen Column</u>	<u>Parent Column</u>
A - 19	A - 19
A - 30	A - 27
B - 35-?-frequency	A-- 28
	A - 31

Attitude Toward the General Use of Alcohol

<u>Teen Column</u>	<u>Parent Column</u>
B - 20	B - 32
B - 21	B - 33
B - 22	B - 34
B - 23 - frequency	B - 35-frequency
B - 24	B - 36
B - 27	B - 37 - frequency
B - 42	B - 39
B - 25 -?-frequency	B - 14



Analysis Possibilities for Crosstabbing Categories or with Individual Questions

Correlation Variables

A 22 X Alcohol Use Category

B 6 X B 5 or P.S. in T.D/S Category

JUVENILE COURT SCHOOL PRETEST QUESTIONNAIREWhy the Questionnaire is Given

The questionnaire is required for research purposes to help other young people who come to us in future sessions.

The court does not become involved in any part of the questionnaire except in cases where an individual refuses to sincerely complete all parts of the questionnaire.

When it is entirely completed, all information is confidentially grouped together without individual names.

INSTRUCTIONS

Do not spend too much time on any one question.

There are no right or wrong answers. Give the answer which seems most correct to you. Please give only one answer to each question.

Answer all questions. If there is anything you do not understand, ask the facilitator.

All information will be treated as confidential. Please answer all questions.

1. Date of Birth \_\_\_\_\_ School: \_\_\_\_\_  
Month Day Year
2. Your Sex:
- 1. Male
  - 2. Female
3. Your weight:
- 1. Less than 110 lbs.
  - 2. 110 to 120 lbs.
  - 3. 120 to 130 lbs.
  - 4. 130 to 140 lbs.
  - 5. 140 to 150 lbs.
  - 6. 150 to 170 lbs.
  - 7. 170 to 190 lbs.
  - 8. Over 200 lbs.
4. With whom did you live while growing up? Check one only.
- 1. Mother
  - 2. Father
  - 3. Mother and Father
  - 4. Stepparent with mother or father
  - 5. A relative, guardian, or stepparent
  - 6. One or more adoptive or foster parents
5. How is your family's economic situation?
- 1. Wealthy
  - 2. Above average
  - 3. Average
  - 4. Below average
  - 5. Poor
6. Were you close to your parents while growing up?
- 1. Very little or not at all
  - 2. Somewhat
  - 3. Moderately so
  - 4. Very much so
7. Were you happy while growing up?
- 1. Seldom or never
  - 2. Some of the time
  - 3. Most of the time
  - 4. Always or almost always
8. During your childhood were your parents happy?
- 1. Seldom or never
  - 2. Some of the time
  - 3. Most of the time
  - 4. Always or almost always
9. Religious preference:
- 1. Protestant
  - 2. Catholic
  - 3. Jewish
  - 4. LDS
  - 5. Other religious preference
  - 6. No religious preference
10. Did your family attend church?
- 1. Never or almost never
  - 2. Sometimes
  - 3. Almost every week
11. How would you describe your father's use of alcohol?
- 1. Doesn't use
  - 2. light
  - 3. moderate
  - 4. heavy
  - 5. excessive
12. How would you describe your mother's use of alcohol?
- 1. Doesn't use
  - 2. light
  - 3. moderate
  - 4. heavy
  - 5. excessive

13. Does anyone in your immediate family other than your natural parents have a drinking problem (brother, sister, step-parent, etc.)?

- 1. Not to my knowledge
- 2. One other
- 3. More than one

14. How old were you when you started drinking alcoholic beverages on a regular basis (every weekend, at parties, etc.)?

- 1. Never
- 2. Below 5
- 3. 5-10
- 4. 11-12
- 5. 13-14
- 6. 15
- 7. 16
- 8. 17

15. Check the category which best describes your race:

- 1. Indian
- 2. Black
- 3. Chicano
- 4. Oriental
- 5. Caucasian
- 6. Other

16. What kind of grades do you have in high school?

- 1. A average
- 2. B average
- 3. C average
- 4. D average
- 5. E or F average
- 6. None

17. At present, do you think you want to go to college after high school?

- 1. No
- 2. Sometimes
- 3. Yes

18. Check one of the following which best describes you.

- 1. Expelled from school
- 2. Quit school
- 3. Quit, but attending night school
- 4. Suspended from school one or more times
- 5. Expect to graduate

19. What is the longest period that you have gone without alcohol in the past six months?

- 1. I don't drink
- 2. 2 days
- 3. 4 days
- 4. 1 week
- 5. 2 weeks
- 6. 3 weeks
- 7. 1 month
- 8. 2 months or more

20. Have you been involved in any physical fights in the past three months?

- 1. No
- 2. Yes, I got into a fight and hit somebody

21. In regard to your own situation, check the one thing about which an alcohol treatment program should be most concerned:

- 1. Marital problems
- 2. Job training
- 3. Finding a job
- 4. Emotional problems
- 5. Feelings about yourself
- 6. Sex problems
- 7. Relationships with others
- 8. Providing a new start
- 9. Recreational activities
- 10. Troublesome behaviors (such as smoking, nail-biting, etc.)
- 11. Needs for success
- 12. Problems with an employer
- 13. Legal hassles

22. How long would you be willing to stay in a program to help you with drinking?
- 1. Four months or more
  - 2. One to three months
  - 3. Two to four weeks
  - 4. Less than two weeks
  - 5. Not any time at all
23. How do you feel about authority?
- 1. I am happy to keep things as they are.
  - 2. Some things need changing
  - 3. Quite a lot of things need changing
  - 4. Most rules and traditions seem phoney and should be changed or dropped
  - 5. The way things are, even a complete change of everything could not make them worse.
24. Which single activity do you spend the most time on in a week?
- 1. Sports
  - 2. Cars
  - 3. Just kicking around with friends
  - 4. Things I just do by myself
  - 5. Family activities
25. Which one of these activities do you spend the most time on in one week?
- 1. The opposite sex
  - 2. Religious activities
  - 3. Social activities
  - 4. Books
  - 5. Watching TV
26. How popular would you rate yourself?
- 1. One of the most popular
  - 2. Very popular
  - 3. About average
  - 4. Don't care about popularity
  - 5. Unpopular
27. Do you look for new and exciting experiences?
- 1. I don't need any new experiences
  - 2. I could use some new experiences
  - 3. I look for new and exciting experiences
  - 4. A person should get as many thrills as they can while they can
28. Do you think finding new activities that don't include drinking would be worth your time?
- 1. Yes
  - 2. Probably yes
  - 3. No difference
  - 4. Probably not
  - 5. No
29. How many drinks can you drink in one hour and still drive normally?
- 1. One
  - 2. Two
  - 3. Three
  - 4. Four
  - 5. Five
  - 6. Six
  - 7. Seven or more
  - 8. None
30. How many times per week do you drink?
- 1. Once
  - 2. Two
  - 3. Three
  - 4. Four
  - 5. Five
  - 6. Six
  - 7. Seven or more
  - 8. I don't drink
31. How likely are you to take a chance with other people in the car; for example, a friend, parent, date or spouse?
- 1. More likely to take a chance
  - 2. Less likely to take a chance
  - 3. Same as alone
  - 4. Never take chances

32. Which one of these did you do most often last month?

- 1. Had a friendly race with another car
- 2. Drove 15 m.p.h. or more over the prevailing traffic inside the city
- 3. Drove when I was angry
- 4. Drove after a couple of drinks
- 5. None of the above

33. Would you say that the total of your time working on cars or being around cars for fun would amount to more than ten hours per week?

- 1. Yes
- 2. No

34. How often do you feel that your parents, spouse, boy or girl friend, or people with authority are trying to tell you how to run your life?

- 1. Hardly ever
- 2. Once in a while
- 3. Some of the time
- 4. Most of the time
- 5. Almost always

35. How often did you go driving to blow off steam after an argument in the last 3 months?

- 1. Not at all
- 2. Once or twice
- 3. Every month
- 4. Every week
- 5. Almost daily

INSTRUCTIONS: Each item in this section of the questionnaire is a statement of an opinion or belief covering different points of view about family relationships and also the use of alcohol. You may agree or usually agree with some statements, and only seldom agree or disagree with still others. It is your PERSONAL OPINIONS AND EXPERIENCES that will be most useful. Please respond in terms of HOW YOU FEEL, not how you think others may feel.

For each statement, please circle the symbol which best represents your feelings:

YES                      USUALLY                      SOME-SOMETIMES                      SELDOM                      NO

Circle only one symbol for each question and please respond to every question. Thank you.

- |   | 1.  | 2.      | 3.   | 4.     | 5. |
|---|-----|---------|------|--------|----|
| 1. I accept my parent's requests as being reasonable.                           | Yes | Usually | Some | Seldom | No |
| 2. I ignore what my parents say.  | Yes | Usually | Some | Seldom | No |
| 3. It is easy for me to get my way with my parents                              | Yes | Usually | Some | Seldom | No |
| 4. My parents do the things for me that I want them to.                         | Yes | Usually | Some | Seldom | No |
| 5. I am free to bring any of my friends home.                                   | Yes | Usually | Some | Seldom | No |
| 6. My parents like my friends.  | Yes | Usually | Some | Seldom | No |
| 7. I get so mad at my parents that I can't stand to be at home.                 | Yes | Usually | Some | Seldom | No |
| 8. I lie to my parents about where I am going and what I will be doing.         | Yes | Usually | Some | Seldom | No |
| 9. My parents use kinds of punishment that work                                 | Yes | Usually | Some | Seldom | No |
| 10. My parents keep their promises to me.                                       | Yes | Usually | Some | Seldom | No |
| 11. I do what my parents say when I know what is in it for me.                  | Yes | Usually | Some | Seldom | No |
| 12. My parents and I talk to each other about our problems and feelings.        | Yes | Usually | Some | Seldom | No |
| 13. My parents threaten to do many things to me but they rarely follow through. | Yes | Usually | Some | Seldom | No |
| 14. My parents trust me to make my own decisions.                               | Yes | Usually | Some | Seldom | No |
| 15. My parents really don't care what I do.                                     | Yes | Usually | Some | Seldom | No |

	1.	2.	3.	4.	5.
16. My parents ususally support me when I get into trouble.	Yes	Usually	Some	Seldom	No
17. My parents use punishment to discipline me.	Yes	Usually	Some	Seldom	No
18. My parents get so mad at me that they wish I would leave home.	Yes	Usually	Some	Seldom	No
19. Most of a person's problems start in his/her family.	Yes	Usually	Some	Seldom	No
20. It is possible for a person to use alcohol and still hope to lead a useful life.	Yes	Usually	Some	Seldom	No
21. A person who uses alcohol too much hasn't been taught right from wrong.	Yes	Usually	Some	Seldom	No
22. A person is better off if he/she does not go around with people who use alcohol.	Yes	Usually	Some	Seldom	No
23. Drinking alcohol with friends is a good way to forget about problems at home.	Yes	Usually	Some	Seldom	No
24. Most people who use alcohol come from poor families.	Yes	Usually	Some	Seldom	No
25. Problems in the family are good reasons for a person to depend on alcohol for pleasure.	Yes	Usually	Some	Seldom	No
26. Even though a person may rely on alcohol, something can be done for that person	Yes	Usually	Some	Seldom	No
27. People who use alcohol are people with weak characters.	Yes	Usually	Some	Seldom	No
28. My parents maintain strict standards of behavior for their children.	Yes	Usually	Some	Seldom	No
29. My parents and I have conflicts.	Yes	Usually	Some	Seldom	No
30. My parents use physical punishment for their children.	Yes	Usually	Some	Seldom	No
31. I like school	Yes	Usually	Some	Seldom	No
32. My school situation is improving.	Yes	Usually	Some	Seldom	No
33. I have good health.	Yes	Usually	Some	Seldom	No
34. I sleep well at night.	Yes	Usually	Some	Seldom	No



	1.	2.	3.	4.	5.
35. I have physical problems caused by drinking too much	Yes	Usually	Some	Seldom	No
36. I am able to control the times when I drink.	Yes	Usually	Some	Seldom	No
37. I am able to control the amount I drink.	Yes	Usually	Some	Seldom	No
38. My relationships with other people are improving.	Yes	Usually	Some	Seldom	No
39. I am happy.	Yes	Usually	Some	Seldom	No
40. I prefer not to get into close friendships with others.	Yes	Usually	Some	Seldom	No
41. I am close to the members of my family.	Yes	Usually	Some	Seldom	No
42. My friends drink.	Yes	Usually	Some	Seldom	No
43. Drinking becomes a problem for me.	Yes	Usually	Some	Seldom	No
44. Older people don't listen to me.	Yes	Usually	Some	Seldom	No
45. My drinking interferes with my responsibility to myself or others.	Yes	Usually	Some	Seldom	No
46. I am patient when I explain something to someone.	Yes	Usually	Some	Seldom	No
47. I would try the advice that a counselor would give me.	Yes	Usually	Some	Seldom	No
48. I am satisfied with the way I am.	Yes	Usually	Some	Seldom	No
49. I understand my parents' opinion even when I disagree with them.	Yes	Usually	Some	Seldom	No
50. I do things and go places like sports or movies with other people.	Yes	Usually	Some	Seldom	No
51. My parents ask my opinion when making family decisions.	Yes	Usually	Some	Seldom	No
NOTE: If your parents are not married, skip to the true/false questions.					
52. My parents get along well with each other.	Yes	Usually	Some	Seldom	No
53. I think I would be better off if my parents were separated.	Yes	Usually	Some	Seldom	No
54. My parents act like they are happily married.	Yes	Usually	Some	Seldom	No
55. My parents argue.	Yes	Usually	Some	Seldom	No
56. My parents agree on important matters.	Yes	Usually	Some	Seldom	No

INSTRUCTIONS: For the following statements please mark T if you feel the statement is True, or mark F if you feel the statement is False.

- |   | 1. | 2. |
|---|----|----|
| 1. Over 50 percent of all traffic deaths are caused by drinking then driving.   | T  | F  |
| 2. Exercise, drinking coffee, or taking a cold shower will sober up a person.   | T  | F  |
| 3. A person using drugs and driving in Utah may be charged with Driving Under the Influence.  | T  | F  |
| 4. If a person's Blood Alcohol Level reaches .06, it is illegal for that person to drive in the state of Utah.  | T  | F  |
| 5. The "Implied Consent Law" says that a person who drinks then drives must submit to a blood or breath test or he/she might lose his/her driver's license. | T  | F  |
| 6. Alcohol is a stimulant to the central nervous system.  | T  | F  |
| 7. One out of every fifteen teenagers who drink alcohol might become an alcoholic.  | T  | F  |
| 8. The same amount of alcohol affects everyone the same way.  | T  | F  |
| 9. People who have been drinking and driving think they they are driving better than they really are.   | T  | F  |
| 10. A person gets drunk faster on an empty stomach.   | T  | F  |
| 11. The amount of alcohol in a person's body can be measured accurately by using blood or breath tests.   | T  | F  |
| 12. You can't hurt yourself if you stick to drinking beer.  | T  | F  |
| 13. Alcohol acts as a depressant on the central nervous system.   | T  | F  |
| 14. A person 16 years of age or older convicted of drunk driving can be fined a maximum of \$299 or sentenced to six months in jail.                        | T  | F  |

JUVENILE COURT SCHOOL PRETEST QUESTIONNAIREWhy the Questionnaire is Given

The questionnaire is required for research purposes to help other young people who come to us in future sessions.

The court does not become involved in any part of the questionnaire except in cases where an individual refuses to sincerely complete all parts of the questionnaire.

When it is entirely completed, all information is confidentially grouped together without individual names.

INSTRUCTIONS

Do not spend too much time on any one question.

There are no right or wrong answers. Give the answer which seems most correct to you. Please give only one answer to each question. Answer all questions. If there is anything you do not understand, ask the facilitator.

All information will be treated as confidential. Please answer all questions.

1. Date of Birth                            
                            Month      Day      Year
2. Your Sex:  
 1. Male  
 2. Female
3. Your Weight  
 1. Less than 110 lbs.  
 2. 110 to 120 lbs.  
 3. 120 to 130 lbs.  
 4. 130 to 140 lbs.  
 5. 140 to 150 lbs.  
 6. 150 to 170 lbs.  
 7. 170 to 190 lbs.  
 8. Over 200 lbs.
4. Check the category which best describes your race.  
 1. Indian  
 2. Black  
 3. Chicano  
 4. Oriental  
 5. Caucasian  
 6. Other
5. Did your family maintain strict standards of behavior for you?  
 1. In regard to most things  
 2. In regard to many things  
 3. In regard to some things  
 4. In regard to few things
6. Religious Preference:  
 1. Protestant  
 2. Catholic  
 3. Jewish  
 4. LDS  
 5. Other Religious preference  
 6. No religious preference
7. Were you close to your parents while growing up?  
 1. Very little or not at all  
 2. Some what  
 3. Moderately so  
 4. Very much so
8. Were you happy while growing up?  
 1. Seldom or never  
 2. Some of the time  
 3. Most of the time  
 4. Always or almost always
9. Did you like school?  
 1. Always or almost always  
 2. Most times  
 3. Sometimes  
 4. Never or almost never
10. What grade average did you have in high school?  
 1. A  
 2. B  
 3. C  
 4. D  
 5. E or F  
 6. None
11. How would you describe your Father's use of alcohol?  
 1. Abstained  
 2. Light  
 3. Moderate  
 4. Heavy  
 5. Excessive
12. How would you describe your Mother's use of alcohol?  
 1. Abstained  
 2. Light  
 3. Moderate  
 4. Heavy  
 5. Excessive

13. How old were you when you started drinking alcoholic beverages on a regular basis (everyday, every week-end, at parties, etc.)

- 1. Never
- 2. Below 5
- 3. 10-12
- 4. 13-14
- 5. 15-16
- 6. 17-18
- 7. 19-20
- 8. 21 or over
- 9. Never used regularly

14. Check one only Who are you currently living with?

- 1. Spouse
- 2. Dependent Children
- 3. Spouse and dependent children
- 4. Live alone
- 5. Other

14. Which of the following best describes your place of residence?

- 1. Own home
- 2. Rented house or apartment
- 3. Boarding or rooming house
- 4. Nursing home
- 5. No-cost shelter
- 6. No residence
- 7. Other

16. How often has your family changed residence?

- 1. More than once a year
- 2. Once every one or two years
- 3. Once every three or four years
- 4. Less than once every four years
- 5. Less than once every five years
- 6. Less than once every six years
- 7. Hardly ever

17. How is your health?

- 1. Improved some lately
- 2. Noticed no change
- 3. Worsened some recently
- 4. Recently had severe and/or disabling problem

18. How are you sleeping at night?

- 1. Usually get a good night's sleep
- 2. Have some trouble sleeping
- 3. Rarely get a good night's sleep

19. Do you currently have any physical problems related to the excessive use of alcohol?

- 1. None
- 2. Some
- 3. Many

20. Check the one of the following which best describes you.

- 1. Retired, not working
- 2. Retired, working part time
- 3. Housewife, unemployed outside home
- 4. Housewife, employed part-time
- 5. Housewife, employed full-time outside home.
- 6. Student
- 7. Working full time
- 8. None of the above

21. Are you devoting time outside of work to improve your work skills and/or work or employment situation?

- 1. No
- 2. One to two hours a week
- 3. Three to four hours a week
- 4. More than four hours a week

22. Is your financial situation changing?

- 1. Improving
- 2. Not changing notably
- 3. Worsening

23. Check the section which is closest to your family's earned annual income.

- 1. \$4,000 or less
- 2. \$5,000 to 7,000
- 3. \$8,000 to 10,000
- 4. 11,000 to 15,000
- 5. 16,000 to 20,000
- 6. 21,000 to 30,000
- 7. 31,000 or more

24. How often do you typically change jobs?
- 1. More than twice a year
  - 2. Once or twice a year
  - 3. Less than once a year
  - 4. Less than every two years
  - 5. Less than every three years
  - 6. Less than every five years
  - 7. Hardly ever
  - 8. Not working
25. How do you feel about your present work situation?
- 1. Satisfied
  - 2. Usually satisfied but sometimes think I would rather do something else.
  - 3. Dissatisfied, looking for something else
26. In regard to your own situation, check the one thing about which an alcohol program should be most concerned:
- 1. Marital problems
  - 2. Job training
  - 3. Finding a job
  - 4. Emotional problems
  - 5. Feelings about yourself
  - 6. Sex problems
  - 7. Relationships with others
  - 8. Providing a new start
  - 9. Recreational activities
  - 10. Troublesome behaviors (such as smoking, nail-biting, etc.)
  - 11. Needs for success
  - 12. Problems with an employer
  - 13. Legal hassles
27. How has the frequency and amount of your drinking changed during the past six months?
- 1. Increased notably
  - 2. Increased some
  - 3. About the same
  - 4. Decreased some
  - 5. Decreased notably
  - 6. I don't drink
28. What is the longest period that you have gone without alcohol in the past six months?
- 1. I don't drink
  - 2. 2 days or less
  - 3. 4 days
  - 4. 1 week
  - 5. 2 weeks
  - 6. 3 weeks
  - 7. 1 month
  - 8. 2 months or more
29. Do you think finding new activities that don't include drinking would be worth your time?
- 1. Yes
  - 2. Probably yes
  - 3. No difference
  - 4. Probably not
  - 5. No
30. How many drinks can you drink in one hour and still drive normally?
- 1. One
  - 2. Two
  - 3. Three
  - 4. Four
  - 5. Five
  - 6. Six
  - 7. Seven or more
  - 8. None
31. How many times per week do you drink?
- 1. Once or less per week
  - 2. Twice
  - 3. Three
  - 4. Four
  - 5. Five
  - 6. Six
  - 7. Seven or more
  - 8. None

INSTRUCTIONS: Each item in this questionnaire is a statement of an opinion or belief covering different points of view about family relationships and also the use of alcohol. You may agree or usually agree with some statements, and only seldom agree or disagree with still others. It is your PERSONAL OPINIONS AND EXPERIENCES that will be most useful. Please respond in terms of HOW YOU FEEL, not how you think others may feel.

For each statement, please circle the symbol which best represents your feelings:

YES      USUALLY      SOME-SOMETIMES      SELDOM      NO

Circle only one symbol for each question and please respond to every question. Thank you.

- |  | 1.  | 2.      | 3.   | 4.     | 5. |
|--|-----|---------|------|--------|----|
| 1. My teenager accepts my requests as being reasonable.                              | Yes | Usually | Some | Seldom | No |
| 2. My teenager ignores what I say.   | Yes | Usually | Some | Seldom | No |
| 3. It is easy for my teenager to get his/her way with me.                            | Yes | Usually | Some | Seldom | No |
| 4. My spouse or I do the things for our teenager that he/she wants us to do.         | Yes | Usually | Some | Seldom | No |
| 5. My teenager is free to bring any friends home.                                    | Yes | Usually | Some | Seldom | No |
| 6. I like my teenager's friends.   | Yes | Usually | Some | Seldom | No |
| 7. My teenager gets so mad at my spouse or me that he/she can't stand to be home.    | Yes | Usually | Some | Seldom | No |
| 8. My teenager lies to me about where he/she is going and what he/she will be doing. | Yes | Usually | Some | Seldom | No |
| 9. My spouse and I use the kinds of punishment on our teenager that work.            | Yes | Usually | Some | Seldom | No |
| 10. I keep my promises to my teenager.   | Yes | Usually | Some | Seldom | No |
| 11. My teenager does what I want when he/she knows what is in it for him/her.        | Yes | Usually | Some | Seldom | No |
| 12. I think this program does some good.   | Yes | Usually | Some | Seldom | No |
| 13. I am able to control the times I drink.  | Yes | Usually | Some | Seldom | No |
| 14. My friends drink.  | Yes | Usually | Some | Seldom | No |
| 15. I am happy.  | Yes | Usually | Some | Seldom | No |
| 16. I do things and go places like sports events or movies with other people.        | Yes | Usually | Some | Seldom | No |

	1.	2.	3.	4.	5.
17. I am able to control the amount I drink.	Yes	Usually	Some	Seldom	No
18. I would try the advice that a counselor would give me.	Yes	Usually	Some	Seldom	No
19. Drinking interferes with fulfilling responsibilities to myself and others.	Yes	Usually	Some	Seldom	No
20. My relationships with other people are improving.	Yes	Usually	Some	Seldom	No
21. I like to develop close friendships with other people.	Yes	Usually	Some	Seldom	No
22. I think I would voluntarily enter another alcohol program.	Yes	Usually	Some	Seldom	No
23. I ask my teenager for advice when making family decisions.	Yes	Usually	Some	Seldom	No
24. I am patient when I explain something to someone.	Yes	Usually	Some	Seldom	No
25. My teenager and I talk to each other about our problems and feelings.	Yes	Usually	Some	Seldom	No
26. My spouse or I threaten to do many things to our teenager but we rarely follow through.	Yes	Usually	Some	Seldom	No
27. I trust my teenager to make his/her own decisions.	Yes	Usually	Some	Seldom	No
28. I really don't care what my teenager does.	Yes	Usually	Some	Seldom	No
29. I usually support my teenager when he/she gets into trouble.	Yes	Usually	Some	Seldom	No
30. Most of my problems start in my family.	Yes	Usually	Some	Seldom	No
31. I get so mad that I wish my teenager would leave home.	Yes	Usually	Some	Seldom	No
32. It is possible for a person to use alcohol and still hope to lead a useful life.	Yes	Usually	Some	Seldom	No
33. A person who uses alcohol too much hasn't been taught right from wrong.	Yes	Usually	Some	Seldom	No
34. A person is better off if he/she doesn't go around with people who use alcohol.	Yes	Usually	Some	Seldom	No



- |   | 1.  | 2.      | 3.   | 4.     | 5. |
|---|-----|---------|------|--------|----|
| 35. Drinking alcohol with friends is a good way to forget about problems at home.           | Yes | Usually | Some | Seldom | No |
| 36. Most people who use alcohol come from poor families.                                    | Yes | Usually | Some | Seldom | No |
| 37. Problems in the family are good reasons for a person to depend on alcohol for pleasure. | Yes | Usually | Some | Seldom | No |
| 38. Even though a person may rely on alcohol something can be done for that person.         | Yes | Usually | Some | Seldom | No |
| 39. People who use alcohol are people with weak characters.                                 | Yes | Usually | Some | Seldom | No |
| 40. I understand my teenagers opinion even when I disagree with her/him.                    | Yes | Usually | Some | Seldom | No |

NOTE: If you are not married, skip down to the true/false questions.

- |  |     |         |      |        |    |
|--|-----|---------|------|--------|----|
| 41. My spouse and I get along well with each other.                            | Yes | Usually | Some | Seldom | No |
| 42. I think my teenager would be better off if my spouse and I were separated. | Yes | Usually | Some | Seldom | No |
| 43. My spouse makes fair demands of me.  | Yes | Usually | Some | Seldom | No |
| 44. My spouse does the work I expect of a marriage partner.                    | Yes | Usually | Some | Seldom | No |
| 45. My spouse and I agree on important issues.                                 | Yes | Usually | Some | Seldom | No |

For the following questions, please mark T if you feel that the statement is True, or mark F if you feel that the statement is False.

- |   | 1. | 2. |
|---|----|----|
| 1. 50 percent of all traffic deaths are caused by drinking then driving.  | T  | F  |
| 2. Exercise, drinking coffee, or taking a cold shower will sober up a person.   | T  | F  |
| 3. A person using drugs and driving in Utah may be charged with Driving Under the Influence.  | T  | F  |
| 4. If a person's Blood Alcohol level reaches .06, it is illegal for that person to drive in the state of Utah.  | T  | F  |
| 5. The "Implied Consent Law" says that a person who drinks then drives must submit to a blood or breath test or he/she might lose his/her driver's license. | T  | F  |
| 6. Alcohol is a stimulant to the central nervous system.  | T  | F  |

- |  | 1. | 2. |
|--|----|----|
| 7. The same amount of alcohol affects everyone the same way.   | T  | F  |
| 8. People who have been drinking and driving think that they are driving better than they really are.                                | T  | F  |
| 9. A person gets drunk faster on an empty stomach.   | T  | F  |
| 10. The amount of alcohol in a person's body can be measured accurately by using blood or breath tests.                              | T  | F  |
| 11. You can't hurt yourself if you stick to drinking beer.   | T  | F  |
| 12. Alcohol acts as a depressant on the central nervous system.  | T  | F  |
| 13. A person 16 years of age or older convicted of drunk driving can be fined a maximum of \$299 or sentenced to six months in jail. | T  | F  |

## JUVENILE COURT SCHOOL POST-TEST QUESTIONNAIRE

Why The Questionnaire is Given

The questionnaire is required for research purposes to help other young people who come to us in future sessions.

The court does not become involved in any part of the questionnaire except in cases where an individual refuses to sincerely complete all parts of the questionnaire.

When it is entirely completed, all information is confidentially grouped together without individual names.

INSTRUCTIONS

Do not spend too much time on any one question.

There are no right or wrong answers. Give the answer which seems most correct to you. Please give only one answer to each question. Answer all questions. If there is anything you do not understand, ask the facilitator.

**CONTINUED**

**1 OF 2**

All information will be treated as confidential. Please answer all questions.

1. Date of Birth \_\_\_\_\_ School: \_\_\_\_\_  
                                    Month                    Day                    Year
2. Your weight:
- 1. Less than 110 lbs.
  - 2. 110 to 120 lbs.
  - 3. 120 to 130 lbs.
  - 4. 130 to 140 lbs.
  - 5. 140 to 150 lbs.
  - 6. 150 to 170 lbs.
  - 7. 170 to 190 lbs.
  - 8. Over 200 lbs.
3. How is your family's economic situation?
- 1. Wealthy
  - 2. Above average
  - 3. Average
  - 4. Below average
  - 5. Poor
4. How would you describe your father's use of alcohol?
- 1. Doesn't use
  - 2. Light
  - 3. Moderate
  - 4. Heavy
  - 5. Excessive
5. How would you describe your mother's use of alcohol?
- 1. Doesn't use
  - 2. Light
  - 3. Moderate
  - 4. Heavy
  - 5. Excessive
6. What kind of grades do you have in high school?
- 1. A Average
  - 2. B Average
  - 3. C Average
  - 4. D Average
  - 5. E or F Average
  - 6. None
7. At present do you think you want to go to college after high school?
- 1. No
  - 2. Sometimes
  - 3. Yes
8. What is the longest period that you have gone without alcohol in the past six months?
- 1. I don't drink
  - 2. 2 days
  - 3. 4 days
  - 4. 1 week
  - 5. 2 weeks
  - 6. 3 weeks
  - 7. 1 month
  - 8. 2 months or more
9. Have you been involved in any physical fights in the past three months?
- 1. No
  - 2. Yes, I got into a fight and hit somebody
10. In regard to your own situation, check the one thing about which an alcohol treatment program should be most concerned
- 1. Marital problems
  - 2. Job training
  - 3. Finding a job
  - 4. Emotional problems
  - 5. Feelings about yourself
  - 6. Sex problems
  - 7. Relationships with others
  - 8. Providing a new start
  - 9. Recreational activities
  - 10. Troublesome behaviors (such as smoking, nail-biting, etc.)
  - 11. Needs for success
  - 12. Problems with an employer
  - 13. Legal hassles

11. How has the frequency and amount of your drinking changed during the past 6 months?

- 1. Increased notably
- 2. Increased some
- 3. About the same
- 4. Decreased some
- 5. Decreased notably
- 6. I don't drink

12. What length of time would you be willing to stay in a program to help you with drinking?

- 1. Four months or more
- 2. One to three months
- 3. Two to four weeks
- 4. Less than two weeks
- 5. Not any time at all

13. How do you feel about authority?

- 1. I am happy to keep things as they are.
- 2. Some things need changing
- 3. Quite a lot of things need changing
- 4. Most rules and traditions seem phony and should be changed or dropped.
- 5. The way things are, even a complete change of everything could not make them worse

14. Which single activity do you spend the most time on in a week?

- 1. Sports
- 2. Cars
- 3. Just kicking around with friends
- 4. Things I just do by myself
- 5. Famil activities

15. Which one of these activities do you spend the most time on in one week?

- 1. The opposite sex
- 2. Religious activities
- 3. Social activities
- 4. Books
- 5. Watching TV

16. How popular would you rate yourself?

- 1. One of the most popular
- 2. Very popular
- 3. About average
- 4. Don't care about popularity
- 5. Unpopular

17. Do you look for new and exciting experiences

- 1. I don't need any new experiences
- 2. I could use some new experiences.
- 3. I look for new and exciting experiences.
- 4. A person should get as many thrills as they can while they can.

18. Do you think finding new activities that don't include drinking would be worth your time?

- 1. Yes
- 2. Probably yes
- 3. No difference
- 4. Probably not
- 5. No

19. How many drinks can you drink in one hour and still drive normally?

- 1. One
- 2. Two
- 3. Three
- 4. Four
- 5. Five
- 6. Six
- 7. Seven or more
- 8. None

20. How many times per week do you drink?

- 1. Once
- 2. Twice
- 3. Three
- 4. Four
- 5. Five
- 6. Six
- 7. Seven or more
- 8. I don't drink

21. How likely are you to take a chance with other people in the car; for example, a friend, parent, date or spouse?

- 1. More likely to take a chance
- 2. Less likely to take a chance
- 3. Same as above
- 4. Never take chances

22. Which one of these did you do most often last month?

- 1. Had a friendly race with another car
- 2. Drove 15 m.p.h. or more over the prevailing traffic inside the city
- 3. Drove when I was angry
- 4. Drove after a couple of drinks
- 5. None of the above

23. Would you say that the total of your time working on cars or being around cars for fun would amount to more than ten hours per week?

- 1. Yes
- 2. No

24. How often do you feel that your parents, spouse, boy or girl friend, or people with authority are trying to tell you how to run your life?

- 1. Hardly ever
- 2. Once in a while
- 3. Some of the time
- 4. Most of the time
- 5. Almost always

25. How often did you go driving to blow off steam after an argument in the last 3 months?

- 1. Not at all
- 2. Once or twice
- 3. Every month
- 4. Every week
- 5. Almost daily

INSTRUCTIONS: Each item in this section of the questionnaire is a statement of an opinion or belief covering different points of view about family relationships and also the use of alcohol. You may agree or usually agree with some statements, and only seldom agree or disagree with still others. It is your PERSONAL OPINIONS AND EXPERIENCES that will be most useful. Please respond in terms of HOW YOU FEEL, not how you think others may feel.

For each statement, please circle the symbol which best represents your feelings:

YES                      USUALLY                      SOME-SOMETIMES                      SELDOM                      NO

Circle only one symbol for each question and please respond to every question. Thank you.

	1.	2.	3.	4.	5.
	Yes	Usually	Some	Seldom	No
1. I accept my parent's requests as being reasonable.	Yes	Usually	Some	Seldom	No
2. I ignore what my parents say.	Yes	Usually	Some	Seldom	No
3. It is easy for me to get my way with my parents.	Yes	Usually	Some	Seldom	No
4. My parents do the things for me that I want them to	Yes	Usually	Some	Seldom	No
5. I am free to bring any of my friends home.	Yes	Usually	Some	Seldom	No
6. My parents like my friends.	Yes	Usually	Some	Seldom	No
7. I get so mad at my parents that I can't stand to be at home.	Yes	Usually	Some	Seldom	No
8. I lie to my parents about where I am going and what I will be doing.	Yes	Usually	Some	Seldom	No
9. My parents use kinds of punishment that work	Yes	Usually	Some	Seldom	No
10. My parents keep their promises to me.	Yes	Usually	Some	Seldom	No
11. I do what my parents want when I know what is in it for me.	Yes	Usually	Some	Seldom	No
12. My parents and I talk to each other about our problems and feelings.	Yes	Usually	Some	Seldom	No
13. My parents threaten to do many things to me but they rarely follow through.	Yes	Usually	Some	Seldom	No
14. My parents trust me to make my own decisions.	Yes	Usually	Some	Seldom	No
15. My parents really don't care what I do.	Yes	Usually	Some	Seldom	No
16. My parents usually support me when I get into trouble.	Yes	Usually	Some	Seldom	No



	1.	2.	3.	4.	5.
17. My parents use punishment to discipline me.	Yes	Usually	Some	Seldom	No
18. My parents get so mad at me that they wish I would leave home.	Yes	Usually	Some	Seldom	No
19. Most of a person's problems start in his/her family.	Yes	Usually	Some	Seldom	No
20. It is possible for a person to use alcohol and still hope to lead a useful life.	Yes	Usually	Some	Seldom	No
21. A person who uses alcohol too much hasn't been taught right from wrong.	Yes	Usually	Some	Seldom	No
22. A person is better off if he/she does not go around with people who use alcohol.	Yes	Usually	Some	Seldom	No
23. Drinking alcohol with friends is a good way to forget about problems at home.	Yes	Usually	Some	Seldom	No
24. Most people who use alcohol come from poor families.	Yes	Usually	Some	Seldom	No
25. Problems in the family are good reasons for a person to depend on alcohol for pleasure.	Yes	Usually	Some	Seldom	No
26. Even though a person may rely on alcohol, something can be done for that person.	Yes	Usually	Some	Seldom	No
27. People who use alcohol are people with weak characters.	Yes	Usually	Some	Seldom	No
28. My parents maintain strict standards of behavior for their children.	Yes	Usually	Some	Seldom	No
29. My parents and I have conflicts.	Yes	Usually	Some	Seldom	No
30. My parents use physical punishment for their children.	Yes	Usually	Some	Seldom	No
31. I like school.	Yes	Usually	Some	Seldom	No
32. My school situation is improving.	Yes	Usually	Some	Seldom	No
33. I have good health.	Yes	Usually	Some	Seldom	No
34. I sleep well at night.	Yes	Usually	Some	Seldom	No
35. I have physical problems caused by drinking too much.	Yes	Usually	Some	Seldom	No
36. I am able to control the times when I drink.	Yes	Usually	Some	Seldom	No
37. I am able to control the amount I drink.	Yes	Usually	Some	Seldom	No
38. My relationships with other people are improving.	Yes	Usually	Some	Seldom	No

	1.	2.	3.	4.	5.
39. I am happy	Yes	Usually	Some	Seldom	No
40. I prefer not to get into close friendships with others.	Yes	Usually	Some	Seldom	No
41. I am close to the members of my family.	Yes	Usually	Some	Seldom	No
42. My friends drink.	Yes	Usually	Some	Seldom	No
43. Drinking becomes a problem for me.	Yes	Usually	Some	Seldom	No
44. Older people don't listen to me.	Yes	Usually	Some	Seldom	No
45. My drinking interferes with my responsibility to myself or others.	Yes	Usually	Some	Seldom	No
46. I am patient when I explain something to someone.	Yes	Usually	Some	Seldom	No
47. I would try the advice that a counselor would give me.	Yes	Usually	Some	Seldom	No
48. I am satisfied with the way I am.	Yes	Usually	Some	Seldom	No
49. I understand my parents' opinion even when I disagree with them.	Yes	Usually	Some	Seldom	No
50. I do things and go places like sports or movies with other people.	Yes	Usually	Some	Seldom	No
51. My parents ask my opinion when making family decisions.	Yes	Usually	Some	Seldom	No
NOTE: If your parents are not married, skip to the true/false questions.					
52. My parents get along well with each other.	Yes	Usually	Some	Seldom	No
53. I think I would be better off if my parents were separated.	Yes	Usually	Some	Seldom	No
54. My parents act like they are happily married.	Yes	Usually	Some	Seldom	No
55. My parents argue.	Yes	Usually	Some	Seldom	No
56. My parents agree on important matters.	Yes	Usually	Some	Seldom	No

INSTRUCTIONS: For the following statements please mark T if you feel the statement is True, or mark F if you feel the statement is False.

	1.	2.
1. Over 50 percent of all traffic deaths are caused by drinking then driving.	T	F
2. Exercise, drinking coffee, or taking a cold shower will sober up a person.	T	F

- |   | 1. | 2. |
|---|----|----|
| 3. A person using drugs and driving in Utah may be charged with Driving Under the Influence.  | T  | F  |
| 4. If a person's Blood Alcohol Level reaches .06, it is illegal for that person to drive in the State of Utah.  | T  | F  |
| 5. The "Implied Consent Law" says that a person who drinks then drives must submit to a blood or breath test or he/she might lose his/her driver's license. | T  | F  |
| 6. Alcohol is a stimulant to the central nervous system.  | T  | F  |
| 7. One out of every fifteen teenagers who drink alcohol might become an alcoholic.  | T  | F  |
| 8. The same amount of alcohol affects everyone the same way.  | T  | F  |
| 9. People who have been drinking and driving think that they that they are driving better than they really are.   | T  | F  |
| 10. A person gets drunk faster on an empty stomach.   | T  | F  |
| 11. The amount of alcohol in a person's body can be measured accurately by using blood or breath tests.   | T  | F  |
| 12. You can't hurt yourself if you stick to drinking beer.  | T  | F  |
| 13. Alcohol acts as a depressant on the central nervous system.   | T  | F  |
| 14. A person 16 years of age or older convicted of drunk driving can be fined a maximum of \$299 or sentenced to six months in jail.                        | T  | F  |

## JUVENILE COURT SCHOOL POST-TEST QUESTIONNAIRE

Why the Questionnaire is Given

The questionnaire is required for research purposes to help other young people who come to us in future sessions.

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When it is entirely completed, all information is confidentially grouped together without individual names.

INSTRUCTIONS

Do not spend too much time on any one question.

There are no right or wrong answers. Give the answer which seems most correct to you. Please give only one answer to each question.

Answer all questions. If there is anything you do not understand, ask the facilitator.

All information will be treated as confidential. Please answer all questions.

1. Date of Birth                                      
                            Month              Day              Year
2. Your weight:
- ( ) 1. Less than 110 lbs.  
( ) 2. 110 to 120 lbs.  
( ) 3. 120 to 130 lbs.  
( ) 4. 130 to 140 lbs.  
( ) 5. 140 to 150 lbs.  
( ) 6. 150 to 170 lbs.  
( ) 7. 170 to 190 lbs.  
( ) 8. Over 200 lbs.
3. Check only one. Who are you currently living with?
- ( ) 1. Spouse  
( ) 2. Dependent children  
( ) 3. Spouse and dependent children  
( ) 4. Live alone  
( ) 5. Other
4. How is your health?
- ( ) 1. Improved some lately  
( ) 2. Noticed no change  
( ) 3. Worsened some recently  
( ) 4. Recently had severe and/or disabling problem
5. How are you sleeping at night?
- ( ) 1. Usually get a good night's sleep  
( ) 2. Have some trouble sleeping  
( ) 3. Rarely get a good night's sleep
6. Do you currently have any physical problems related to the excessive use of alcohol?
- ( ) 1. None  
( ) 2. Some  
( ) 3. Many
7. Are you devoting time outside of work to improve your work skills and/or work or employment situation?
- ( ) 1. No  
( ) 2. One to two hours a week  
( ) 3. Three to four hours a week  
( ) 4. More than four hours a week
8. Is your financial situation changing?
- ( ) 1. Improving  
( ) 2. Not changing notably  
( ) 3. Worsening
9. How do you feel about your present work situation?
- ( ) 1. Satisfied  
( ) 2. Usually satisfied but sometimes think I would rather do something else.  
( ) 3. Dissatisfied, looking for something else.
10. In regard to your own situation, check the one thing about which an alcohol program should be most concerned:
- ( ) 1. Marital problems  
( ) 2. Job training  
( ) 3. Finding a job  
( ) 4. Emotional problems  
( ) 5. Feelings about yourself  
( ) 6. Sex problems  
( ) 7. Relationships with others  
( ) 8. Providing a new start  
( ) 9. Recreational activities  
( ) 10. Troublesome behaviors (such as smoking, nail-biting, etc.)  
( ) 11. Needs for success  
( ) 12. Problems with an employer  
( ) 13. Legal hassles
11. How has the frequency and amount of your drinking changed during the past six months?
- ( ) 1. Increased notably  
( ) 2. Increased some  
( ) 3. About the same  
( ) 4. Decreased some  
( ) 5. Decreased notably  
( ) 6. I don't drink

12. What is the longest period that you have gone without alcohol in the past six months?

- 1. I don't drink
- 2. 2 days or less
- 3. 4 days
- 4. 1 week
- 5. 2 weeks
- 6. 3 weeks
- 7. 1 month
- 8. 2 months or more

13. Do you think finding new activities that don't include drinking would be worth your time?

- 1. Yes
- 2. Probably yes
- 3. No difference
- 4. Probably not
- 5. No

14. How many drinks can you drink in one hour and still drive normally?

- 1. One
- 2. Two
- 3. Three
- 4. Four
- 5. Five
- 6. Six
- 7. Seven or more
- 8. None

15. How many times per week do you drink?

- 1. Once or less per week
- 2. Twice
- 3. Three
- 4. Four
- 5. Five
- 6. Six
- 7. Seven or more
- 8. None

**INSTRUCTIONS:** Each item in this questionnaire is a statement of an opinion or belief covering different points of view about family relationships and also the use of alcohol. You may agree or usually agree with some statements, and only seldom agree or disagree with still others. It is your PERSONAL OPINIONS AND EXPERIENCES that will be most useful. Please respond in terms of HOW YOU FEEL, not how you think others may feel.

For each statement, please circle the symbol which best represents your feelings;

YES                      USUALLY                      SOME-SOMETIMES                      SELDOM                      NO

Circle only one symbol for each question and please respond to every question. Thank you.

- |  | 1.  | 2.      | 3.   | 4.     | 5. |
|--|-----|---------|------|--------|----|
| 1. My teenager accepts my requests as being reasonable.                              | Yes | Usually | Some | Seldom | No |
| 2. My teenager ignores what I say.   | Yes | Usually | Some | Seldom | No |
| 3. It is easy for my teenager to get his/her way with me.                            | Yes | Usually | Some | Seldom | No |
| 4. My spouse or I do the things for our teenager that he/she wants us to do.         | Yes | Usually | Some | Seldom | No |
| 5. My teenager is free to bring any friends home.                                    | Yes | Usually | Some | Seldom | No |
| 6. I like my teenager's friends.   | Yes | Usually | Some | Seldom | No |
| 7. My teenager gets so mad at my spouse or me that he/she can't stand to be home.    | Yes | Usually | Some | Seldom | No |
| 8. My teenager lies to me about where he/she is going and what he/she will be doing. | Yes | Usually | Some | Seldom | No |
| 9. My spouse and I use the kinds of punishment on our teenager that work.            | Yes | Usually | Some | Seldom | No |
| 10. I keep my promises to my teenager.   | Yes | Usually | Some | Seldom | No |
| 11. My teenager does what I want when he/she knows what is in it for him/her.        | Yes | Usually | Some | Seldom | No |
| 12. I think this program does some good.   | Yes | Usually | Some | Seldom | No |
| 13. I am able to control the times when I drink.                                     | Yes | Usually | Some | Seldom | No |
| 14. My friends drink.  | Yes | Usually | Some | Seldom | No |
| 15. I am happy.  | Yes | Usually | Some | Seldom | No |
| 16. I do things and go places like sports events or movies with other people.        | Yes | Usually | Some | Seldom | No |
| 17. I am able to control the amount I drink.   | Yes | Usually | Some | Seldom | No |

	1.	2.	3.	4.	5.
18. I would try the advice that a counselor would give me.	Yes	Usually	Some	Seldom	No
19. Drinking interferes with fulfilling responsibilities to myself and others.	Yes	Usually	Some	Seldom	No
20. My relationships with other people are improving.	Yes	Usually	Some	Seldom	No
21. I like to develop close friendships with other people.	Yes	Usually	Some	Seldom	No
22. I think I would voluntarily enter another alcohol program.	Yes	Usually	Some	Seldom	No
23. I ask my teenager for advice when making family decisions.	Yes	Usually	Some	Seldom	No
24. I am patient when I explain something to someone.	Yes	Usually	Some	Seldom	No
25. My teenager and I talk to each other about our problems and feelings.	Yes	Usually	Some	Seldom	No
26. My spouse or I threaten to do many things to our teenager but we rarely follow through.	Yes	Usually	Some	Seldom	No
27. I trust my teenager to make his/her own decisions.	Yes	Usually	Some	Seldom	No
28. I really don't care what my teenager does.	Yes	Usually	Some	Seldom	No
29. I usually support my teenager when he/she gets in trouble.	Yes	Usually	Some	Seldom	No
30. Most of a person's problems start in his/her family.	Yes	Usually	Some	Seldom	No
31. I get so mad that I wish my teenager would leave home.	Yes	Usually	Some	Seldom	No
32. It is possible for a person to use alcohol and still hope to lead a useful life.	Yes	Usually	Some	Seldom	No
33. A person who uses alcohol too much hasn't been taught right from wrong.	Yes	Usually	Some	Seldom	No
34. A person is better off if he/she doesn't go around with people who use alcohol.	Yes	Usually	Some	Seldom	No
35. Drinking alcohol with friends is a good way to forget about problems at home.	Yes	Usually	Some	Seldom	No
36. Most people who use alcohol come from poor families.	Yes	Usually	Some	Seldom	No



- |   | 1.  | 2.      | 3.   | 4.     | 5. |
|---|-----|---------|------|--------|----|
| 37. Problems in the family are good reasons for a person to depend on alcohol for pleasure. | Yes | Usually | Some | Seldom | No |
| 38. Even though a person may rely on alcohol, something can be done for that person.        | Yes | Usually | Some | Seldom | No |
| 39. People who use alcohol are people with weak characters.                                 | Yes | Usually | Some | Seldom | No |
| 40. I understand my teenager's opinion even when I disagree with him/her.                   | Yes | Usually | Some | Seldom | No |

NOTE: If you are not married, skip down to the true/false questions.

- |  |     |         |      |        |    |
|--|-----|---------|------|--------|----|
| 41. My spouse and I get along well with each other                             | Yes | Usually | Some | Seldom | No |
| 42. I think my teenager would be better off if my spouse and I were separated. | Yes | Usually | Some | Seldom | No |
| 43. My spouse makes fair demands of me.  | Yes | Usually | Some | Seldom | No |
| 44. My spouse does the work I expect of a marriage partner.                    | Yes | Usually | Some | Seldom | No |
| 45. My spouse and I agree on important issues.                                 | Yes | Usually | Some | Seldom | No |

For the following questions, please mark T if you feel that the statement is True, or mark F if you feel that the statement is False.

- |   | 1. | 2. |
|---|----|----|
| 1. 50 percent of all traffic deaths are caused by drinking then driving.  | T  | F  |
| 2. Exercise, drinking coffee, or taking a cold shower will sober up a person.   | T  | F  |
| 3. A person using drugs and driving in Utah may be charged with Driving Under the Influence.  | T  | F  |
| 4. If a person's Blood Alcohol Level reaches .06, it is illegal for that person to drive in the State of Utah.  | T  | F  |
| 5. The "Implied Consent Law" says that a person who drinks then drives must submit to a blood or breath test or she/he might lose his/her driver's license. | T  | F  |
| 6. Alcohol is a stimulant to the central nervous system   | T  | F  |
| 7. The same amount of alcohol affects everyone the same way.  | T  | F  |
| 8. People who have been drinking and driving think that they are driving better than they really are.   | T  | F  |
| 9. A person gets drunk faster on an empty stomach.  | T  | F  |

1 2

10. The amount of alcohol in a person's body can be measured accurately by using blood or breath tests.

T F

11. You can't hurt yourself if you stick to drinking beer.

T F

12. Alcohol acts as a depressant on the central nervous system.

T F

13. A person 16 years of age or older convicted of drunk driving can be fined a maximum of \$299 or sentenced to six months in jail.

T F

JUVENILE COURT SCHOOL FOLLOW-UP QUESTIONNAIRE

Why The Questionnaire is Given

The questionnaire is required for research purposes to help other young people who come to us in future sessions.

The court does not become involved in any part of the questionnaire except in cases where an individual refuses to sincerely complete all parts of the questionnaire.

When it is entirely completed, all information is confidentially grouped together without individual names.

INSTRUCTIONS

Do not spend too much time on any one question.

There are no right or wrong answers. Give the answer which seems most correct to you. Please give only one answer to each question. Answer all questions. If there is anything you do not understand, ask the facilitator.

All information will be treated as confidential. Please answer all questions.

1. Date of Birth \_\_\_\_\_ School: \_\_\_\_\_  
                                    Month                    Day                    Year
2. Your weight:
- 1. Less than 110 lbs.
  - 2. 110 to 120 lbs.
  - 3. 120 to 130 lbs.
  - 4. 130 to 140 lbs.
  - 5. 140 to 150 lbs.
  - 6. 150 to 170 lbs.
  - 7. 170 to 190 lbs.
  - 8. Over 200 lbs.
3. How is your family's economic situation?
- 1. Wealthy
  - 2. Above average
  - 3. Average
  - 4. Below average
  - 5. Poor
4. How would you describe your father's use of alcohol?
- 1. Doesn't use
  - 2. Light
  - 3. Moderate
  - 4. Heavy
  - 5. Excessive
5. How would you describe your mother's use of alcohol?
- 1. Doesn't use
  - 2. Light
  - 3. Moderate
  - 4. Heavy
  - 5. Excessive
6. What kind of grades have you had in high school?
- 1. A Average
  - 2. B Average
  - 3. C Average
  - 4. D Average
  - 5. E or F Average
  - 6. None
7. At present do you think you want to go to college after high school?
- 1. No
  - 2. Sometimes
  - 3. Yes
8. What is the longest period that you have gone without alcohol in the past six months?
- 1. I don't drink
  - 2. 2 days
  - 3. 4 days
  - 4. 1 week
  - 5. 2 weeks
  - 6. 3 weeks
  - 7. 1 month
  - 8. 2 months or more
9. Have you been involved in any physical fights in the past three months?
- 1. No
  - 2. Yes, I got into a fight and hit somebody
10. In regard to your own situation, check the one thing about which an alcohol treatment program should be most concerned. (Check only one answer)
- 1. Marital problems
  - 2. Job training
  - 3. Finding a job
  - 4. Emotional problems
  - 5. Feelings about yourself
  - 6. Sex problems
  - 7. Relationships with others
  - 8. Providing a new start
  - 9. Recreational activities
  - 10. Troublesome behaviors (such as smoking, nail-biting, etc.)
  - 11. Needs for success
  - 12. Problems with an employer
  - 13. Legal hassles

11. How has the frequency and amount of your drinking changed during the past 6 months?
- 1. Increased notably
  - 2. Increased some
  - 3. About the same
  - 4. Decreased some
  - 5. Decreased notably
  - 6. I don't drink
12. What length of time would you be willing to stay in a program to help you with drinking?
- 1. Four months or more
  - 2. One to three months
  - 3. Two to four weeks
  - 4. Less than two weeks
  - 5. Not any time at all
13. How do you feel about authority?
- 1. I am happy to keep things as they are.
  - 2. Some things need changing
  - 3. Quite a lot of things need changing
  - 4. Most rules and traditions seem phony and should be changed or dropped.
  - 5. The way things are, even a complete change of everything could not make them worse
14. Which single activity do you spend the most time on in a week?
- 1. Sports
  - 2. Cars
  - 3. Just kicking around with friends
  - 4. Things I just do by myself
  - 5. Family activities
15. Which one of these activities do you spend the most time on in one week?
- 1. The opposite sex
  - 2. Religious activities
  - 3. Social activities
  - 4. Books
  - 5. Watching TV
16. How popular would you rate yourself?
- 1. One of the most popular
  - 2. Very popular
  - 3. About average
  - 4. Don't care about popularity
  - 5. Unpopular
17. Do you look for new and exciting experiences
- 1. I don't need any new experiences
  - 2. I could use some new experiences.
  - 3. I look for new and exciting experiences.
  - 4. A person should get as many thrills as they can while they can.
18. Do you think finding new activities that don't include drinking would be worth your time?
- 1. Yes
  - 2. Probably yes
  - 3. No difference
  - 4. Probably not
  - 5. No
19. How many drinks can you drink in one hour and still drive normally?
- 1. One
  - 2. Two
  - 3. Three
  - 4. Four
  - 5. Five
  - 6. Six
  - 7. Seven or more
  - 8. None
20. How many times per week do you drink?
- 1. One
  - 2. Two
  - 3. Three
  - 4. Four
  - 5. Five
  - 6. Six
  - 7. Seven or more
  - 8. I don't drink

21. How likely are you to take a chance with other people in the car; for example, a friend, parent, date or spouse?

- 1. More likely to take a chance
- 2. Less likely to take a chance
- 3. Same as alone
- 4. Never take chances

22. Which one of these did you do most often last month?

- 1. Had a friendly race with another car
- 2. Drove 15 m.p.h. or more over the prevailing traffic inside the city
- 3. Drove when I was angry
- 4. Drove after a couple of drinks
- 5. None of the above

23. Would you say that the total of your time working on cars or being around cars for fun would amount to more than ten hours per week?

- 1. Yes
- 2. No

24. How often do you feel that your parents, spouse, boy or girl friend, or people with authority are trying to tell you how to run your life?

- 1. Hardly ever
- 2. Once in a while
- 3. Some of the time
- 4. Most of the time
- 5. Almost always

25. How often did you go driving to blow off steam after an argument in the last 3 months?

- 1. Not at all
- 2. Once or twice
- 3. Every month
- 4. Every week
- 5. Almost daily

INSTRUCTIONS: Each item in this section of the questionnaire is a statement of an opinion or belief covering different points of view about family relationships and also the use of alcohol. You may agree or usually agree with some statements, and only seldom agree or disagree with still others. It is your PERSONAL OPINIONS AND EXPERIENCES that will be most useful. Please respond in terms of HOW YOU FEEL, not how you think others may feel.

For each statement, please circle the symbol which best represents your feelings:

YES                      USUALLY                      SOME-SOMETIMES                      SELDOM                      NO

Circle only one symbol for each question and please respond to every question. Thank you.

- |   | 1.  | 2.      | 3.   | 4.     | 5. |
|---|-----|---------|------|--------|----|
| 1. I accept my parent's requests as being reasonable.                           | Yes | Usually | Some | Seldom | No |
| 2. I ignore what my parents say.  | Yes | Usually | Some | Seldom | No |
| 3. It is easy for me to get my way with my parents.                             | Yes | Usually | Some | Seldom | No |
| 4. My parents do the things for me that I want them to                          | Yes | Usually | Some | Seldom | No |
| 5. I am free to bring any of my friends home.                                   | Yes | Usually | Some | Seldom | No |
| 6. My parents like my friends.  | Yes | Usually | Some | Seldom | No |
| 7. I get so mad at my parents that I can't stand to be at home.                 | Yes | Usually | Some | Seldom | No |
| 8. I lie to my parents about where I am going and what I will be doing.         | Yes | Usually | Some | Seldom | No |
| 9. My parents use kinds of punishment that work                                 | Yes | Usually | Some | Seldom | No |
| 10. My parents keep their promises to me.                                       | Yes | Usually | Some | Seldom | No |
| 11. I do what my parents want when I know what is in it for me.                 | Yes | Usually | Some | Seldom | No |
| 12. My parents and I talk to each other about our problems and feelings.        | Yes | Usually | Some | Seldom | No |
| 13. My parents threaten to do many things to me but they rarely follow through. | Yes | Usually | Some | Seldom | No |
| 14. My parents trust me to make my own decisions.                               | Yes | Usually | Some | Seldom | No |
| 15. My parents really don't care what I do.                                     | Yes | Usually | Some | Seldom | No |
| 16. My parents usually support me when I get into trouble.                      | Yes | Usually | Some | Seldom | No |

	1.	2.	3.	4.	5.
17. My parents use punishment to discipline me.	Yes	Usually	Some	Seldom	No
18. My parents get so mad at me that they wish I would leave home.	Yes	Usually	Some	Seldom	No
19. Most of a person's problems start in his/her family.	Yes	Usually	Some	Seldom	No
20. It is possible for a person to use alcohol and still hope to lead a useful life.	Yes	Usually	Some	Seldom	No
21. A person who uses alcohol too much hasn't been taught right from wrong.	Yes	Usually	Some	Seldom	No
22. A person is better off if he/she does not go around with people who use alcohol.	Yes	Usually	Some	Seldom	No
23. Drinking alcohol with friends is a good way to forget about problems at home.	Yes	Usually	Some	Seldom	No
24. Most people who use alcohol come from poor families.	Yes	Usually	Some	Seldom	No
25. Problems in the family are good reasons for a person to depend on alcohol for pleasure.	Yes	Usually	Some	Seldom	No
26. Even though a person may rely on alcohol, something can be done for that person.	Yes	Usually	Some	Seldom	No
27. People who use alcohol are people with weak characters.	Yes	Usually	Some	Seldom	No
28. My parents maintain strict standards of behavior for their children.	Yes	Usually	Some	Seldom	No
29. My parents and I have conflicts.	Yes	Usually	Some	Seldom	No
30. My parents use physical punishment for their children.	Yes	Usually	Some	Seldom	No
31. I like school.	Yes	Usually	Some	Seldom	No
32. My school situation is improving.	Yes	Usually	Some	Seldom	No
33. I have good health.	Yes	Usually	Some	Seldom	No
34. I sleep well at night.	Yes	Usually	Some	Seldom	No
35. I have physical problems caused by drinking too much.	Yes	Usually	Some	Seldom	No
36. I am able to control the times when I drink.	Yes	Usually	Some	Seldom	No
37. I am able to control the amount I drink.	Yes	Usually	Some	Seldom	No
38. My relationships with other people are improving.	Yes	Usually	Some	Seldom	No



	1.	2.	3.	4.	5.
39. I am happy	Yes	Usually	Some	Seldom	No
40. I prefer not to get into close friendships with others.	Yes	Usually	Some	Seldom	No
41. I am close to the members of my family.	Yes	Usually	Some	Seldom	No
42. My friends drink.	Yes	Usually	Some	Seldom	No
43. Drinking becomes a problem for me.	Yes	Usually	Some	Seldom	No
44. Older people don't listen to me.	Yes	Usually	Some	Seldom	No
45. My drinking interferes with my responsibility to myself or others.	Yes	Usually	Some	Seldom	No
46. I am patient when I explain something to someone.	Yes	Usually	Some	Seldom	No
47. I would try the advice that a counselor would give me.	Yes	Usually	Some	Seldom	No
48. I am satisfied with the way I am.	Yes	Usually	Some	Seldom	No
49. I understand my parents' opinion even when I disagree with them.	Yes	Usually	Some	Seldom	No
50. I do things and go places, like sports or movies, with other people.	Yes	Usually	Some	Seldom	No
51. My parents ask my opinion when making family decisions.	Yes	Usually	Some	Seldom	No
NOTE: If your parents are not married, skip to questions (52-56).					
52. My parents get along well with each other.	Yes	Usually	Some	Seldom	No
53. I think I would be better off if my parents were separated.	Yes	Usually	Some	Seldom	No
54. My parents act like they are happily married.	Yes	Usually	Some	Seldom	No
55. My parents argue.	Yes	Usually	Some	Seldom	No
56. My parents agree on important matters.	Yes	Usually	Some	Seldom	No

INSTRUCTIONS: For the following statements please mark T if you feel the statement is True, or mark F if you feel the statement is False.

- |  | 1. | 2. |
|--|----|----|
| 1. Over 50 percent of all traffic deaths are caused by drivers who have been drinking. | T  | F  |
| 2. Exercise, drinking coffee, or taking a cold shower will sober up a person.          | T  | F  |

- |   | 1. | 2. |
|---|----|----|
| 3. A person using drugs and driving in Utah may be charged with Driving Under the Influence.  | T  | F  |
| 4. If a person's Blood Alcohol Level reaches .06, it is illegal for that person to drive in the State of Utah.  | T  | F  |
| 5. The "Implied Consent Law" says that a person who drinks then drives must submit to a blood or breath test or he/she might lose his/her driver's license. | T  | F  |
| 6. Alcohol is a stimulant to the central nervous system.  | T  | F  |
| 7. One out of every fifteen teenagers who drink alcohol might become an alcoholic.  | T  | F  |
| 8. The same amount of alcohol affects everyone the same way.  | T  | F  |
| 9. People who have been drinking and driving think that they are driving better than they really are.   | T  | F  |
| 10. A person gets drunk faster on an empty stomach.   | T  | F  |
| 11. The amount of alcohol in a person's body can be measured accurately by using blood or breath tests.   | T  | F  |
| 12. You can't hurt yourself if you stick to drinking beer.  | T  | F  |
| 13. Alcohol acts as a depressant on the central nervous system.   | T  | F  |
| 14. A person 16 years of age or older convicted of drunk driving can be fined a maximum of \$299 or sentenced to six months in jail.                        | T  | F  |

The following questions are about the three questionnaires you have taken for the Juvenile Alcohol School. Please be as honest as possible in answering these questions. Your answers will help us to better understand the data we have collected for our research.

1. Please circle the number which best rates your level of comfort in taking each of the questionnaires over the last 6 months.

	Comfortable			Uncomfortable		
	Relaxed			Guarded		
	Open			Hesitant		
First Questionnaire (First day of Program)	1	2	3	4	5	Didn't take
Second Questionnaire	1	2	3	4	5	Didn't take
Third Questionnaire (Taken today)	1	2	3	4	5	Didn't take

2. Please circle the number which best rates how accurate your answers were on each of the questionnaires.

	Accurate			Inaccurate		
	Frank			Guarded		
	Honest			False		Didn't take
First Questionnaire (First day of Program)	1	2	3	4	5	Didn't take
Second Questionnaire	1	2	3	4	5	Didn't take
Third Questionnaire (Taken today)	1	2	3	4	5	Didn't take

JUVENILE COURT SCHOOL FOLLOW-UP QUESTIONNAIRE

Why the Questionnaire is Given

The questionnaire is required for research purposes to help other young people who come to us in future sessions.

The court does not become involved in any part of the questionnaire except in cases where an individual refuses to sincerely complete all parts of the questionnaire.

When it is entirely completed, all information is confidentially grouped together without individual names.

INSTRUCTIONS

Do not spend too much time on any one question.

There are no right or wrong answers. Give the answer which seems most correct to you. Please give only one answer to each question.

Answer all questions. If there is anything you do not understand, ask the facilitator.

All information will be treated as confidential. Please answer all questions.

1. Date of Birth                                      
                            Month      Day      Year

2. Your weight:

- 1. Less than 110 lbs.
- 2. 110 to 120 lbs.
- 3. 120 to 130 lbs.
- 4. 130 to 140 lbs.
- 5. 140 to 150 lbs.
- 6. 150 to 170 lbs.
- 7. 170 to 190 lbs.
- 8. Over 200 lbs.

3. Check only one. Who are you currently living with?

- 1. Spouse
- 2. Dependent children
- 3. Spouse and dependent children
- 4. Live alone
- 5. Other

4. How is your health?

- 1. Improved some lately
- 2. Noticed no change
- 3. Worsened some recently
- 4. Recently had severe and/or disabling problem

5. How are you sleeping at night?

- 1. Usually get a good night's sleep
- 2. Have some trouble sleeping
- 3. Rarely get a good night's sleep

6. Do you currently have any physical problems related to the excessive use of alcohol?

- 1. None
- 2. Some
- 3. Many

7. Are you devoting time outside of work to improve your work skills and/or work or employment situation?

- 1. No
- 2. One to two hours a week
- 3. Three to four hours a week
- 4. More than four hours a week

8. Is your financial situation changing?

- 1. Improving
- 2. Not changing notably
- 3. Worsening

9. How do you feel about your present work situation?

- 1. Satisfied
- 2. Usually satisfied but sometimes think I would rather do something else.
- 3. Dissatisfied, looking for something else.

10. In regard to your own situation, check the one thing about which an alcohol program should be most concerned:  
(Check only one answer)

- 1. Marital problems
- 2. Job training
- 3. Finding a job
- 4. Emotional problems
- 5. Feelings about yourself
- 6. Sex problems
- 7. Relationships with others
- 8. Providing a new start
- 9. Recreational activities
- 10. Troublesome behaviors (such as smoking, nail-biting, etc.)
- 11. Needs for success
- 12. Problems with an employer
- 13. Legal hassles

11. How has the frequency and amount of your drinking changed during the past six months?

- 1. Increased notably
- 2. Increased some
- 3. About the same
- 4. Decreased some
- 5. Decreased notably
- 6. I don't drink

12. What is the longest period that you have gone without alcohol in the past six months?

- 1. I don't drink
- 2. 2 days or less
- 3. 4 days
- 4. 1 week
- 5. 2 weeks
- 6. 3 weeks
- 7. 1 month
- 8. 2 months or more

13. Do you think finding new activities that don't include drinking would be worth your time?

- 1. Yes
- 2. Probably yes
- 3. No difference
- 4. Probably not
- 5. No

14. How many drinks can you drink in one hour and still drive normally?

- 1. One
- 2. Two
- 3. Three
- 4. Four
- 5. Five
- 6. Six
- 7. Seven or more
- 8. None

15. How many times per week do you drink?

- 1. Once or less per week
- 2. Twice
- 3. Three
- 4. Four
- 5. Five
- 6. Six
- 7. Seven or more
- 8. None

INSTRUCTIONS: Each item in this questionnaire is a statement of an opinion or belief covering different points of view about family relationships and also the use of alcohol. You may agree or usually agree with some statements, and only seldom agree or disagree with still others. It is your PERSONAL OPINIONS AND EXPERIENCES that will be most useful. Please respond in terms of HOW YOU FEEL, not how you think others may feel.

For each statement, please circle the symbol which best represents your feelings;

YES                      USUALLY                      SOME-SOMETIMES                      SELDOM                      NO

Circle only one symbol for each question and please respond to every question. Thank you.

1.      2.      3.      4.      5.

- |  |     |         |      |        |    |
|--|-----|---------|------|--------|----|
| 1. My teenager accepts my requests as being reasonable.                              | Yes | Usually | Some | Seldom | No |
| 2. My teenager ignores what I say.   | Yes | Usually | Some | Seldom | No |
| 3. It is easy for my teenager to get his/her way with me.                            | Yes | Usually | Some | Seldom | No |
| 4. My spouse or I do the things for our teenager that he/she wants us to do.         | Yes | Usually | Some | Seldom | No |
| 5. My teenager is free to bring any friends home.                                    | Yes | Usually | Some | Seldom | No |
| 6. I like my teenager's friends.   | Yes | Usually | Some | Seldom | No |
| 7. My teenager gets so mad at my spouse or me that he/she can't stand to be home.    | Yes | Usually | Some | Seldom | No |
| 8. My teenager lies to me about where he/she is going and what he/she will be doing. | Yes | Usually | Some | Seldom | No |
| 9. My spouse and I use the kinds of punishment on our teenager that work.            | Yes | Usually | Some | Seldom | No |
| 10. I keep my promises to my teenager.   | Yes | Usually | Some | Seldom | No |
| 1. My teenager does what I want when he/she knows what is in it for him/her.         | Yes | Usually | Some | Seldom | No |
| 2. I think this program does some good.  | Yes | Usually | Some | Seldom | No |
| 3. I am able to control the times when I drink.                                      | Yes | Usually | Some | Seldom | No |
| 4. My friends drink.   | Yes | Usually | Some | Seldom | No |
| 5. I am happy.   | Yes | Usually | Some | Seldom | No |
| 6. I do things and go places like sports events or movies with other people.         | Yes | Usually | Some | Seldom | No |
| 7. I am able to control the amount I drink.  | Yes | Usually | Some | Seldom | No |

	1.	2.	3.	4.	5.
18. I would try the advice that a counselor would give me.	Yes	Usually	Some	Seldom	No
19. Drinking interferes with fulfilling responsibilities to myself and others.	Yes	Usually	Some	Seldom	No
20. My relationships with other people are improving.	Yes	Usually	Some	Seldom	No
21. I like to develop close friendships with other people.	Yes	Usually	Some	Seldom	No
22. I think I would voluntarily enter another alcohol program.	Yes	Usually	Some	Seldom	No
23. I ask my teenager for advice when making family decisions.	Yes	Usually	Some	Seldom	No
24. I am patient when I explain something to someone.	Yes	Usually	Some	Seldom	No
25. My teenager and I talk to each other about our problems and feelings.	Yes	Usually	Some	Seldom	No
26. My spouse or I threaten to do many things to our teenager but we rarely follow through.	Yes	Usually	Some	Seldom	No
27. I trust my teenager to make his/her own decisions.	Yes	Usually	Some	Seldom	No
28. I really don't care what my teenager does.	Yes	Usually	Some	Seldom	No
29. I usually support my teenager when he/she gets in trouble.	Yes	Usually	Some	Seldom	No
30. Most of a person's problems start in his/her family.	Yes	Usually	Some	Seldom	No
31. I get so mad that I wish my teenager would leave home.	Yes	Usually	Some	Seldom	No
32. It is possible for a person to use alcohol and still hope to lead a useful life.	Yes	Usually	Some	Seldom	No
33. A person who uses alcohol too much hasn't been taught right from wrong.	Yes	Usually	Some	Seldom	No
34. A person is better off if he/she doesn't go around with people who use alcohol.	Yes	Usually	Some	Seldom	No
35. Drinking alcohol with friends is a good way to forget about problems at home.	Yes	Usually	Some	Seldom	No
36. Most people who use alcohol come from poor families.	Yes	Usually	Some	Seldom	No



- |   | 1.  | 2.      | 3.   | 4.     | 5. |
|---|-----|---------|------|--------|----|
| 37. Problems in the family are good reasons for a person to depend on alcohol for pleasure. | Yes | Usually | Some | Seldom | No |
| 38. Even though a person may rely on alcohol, something can be done for that person.        | Yes | Usually | Some | Seldom | No |
| 39. People who use alcohol are people with weak characters.                                 | Yes | Usually | Some | Seldom | No |
| 40. I understand my teenager's opinion even when I disagree with him/her.                   | Yes | Usually | Some | Seldom | No |
| NOTE: If you are not married, skip questions (41-45) and begin the true/false questions.    |     |         |      |        |    |
| 41. My spouse and I get along well with each other  | Yes | Usually | Some | Seldom | No |
| 42. I think my teenager would be better off if my spouse and I were separated.              | Yes | Usually | Some | Seldom | No |
| 43. My spouse makes fair demands of me.   | Yes | Usually | Some | Seldom | No |
| 44. My spouse does the work I expect of a marriage partner.                                 | Yes | Usually | Some | Seldom | No |
| 45. My spouse and I agree on important issues.  | Yes | Usually | Some | Seldom | No |

For the following questions, please mark T if you feel that the statement is True, or mark F if you feel that the statement is False.

- |   |  |   |   |
|---|--|---|---|
| 1. 50 percent of all traffic deaths are caused by drinking then driving.  |  | T | F |
| 2. Exercise, drinking coffee, or taking a cold shower will sober up a person.   |  | T | F |
| 3. A person using drugs and driving in Utah may be charged with Driving Under the Influence.  |  | T | F |
| 4. If a person's Blood Alcohol Level reaches .06, it is illegal for that person to drive in the State of Utah.  |  | T | F |
| 5. The "Implied Consent Law" says that a person who drinks then drives must submit to a blood or breath test or she/he might lose his/her driver's license. |  | T | F |
| 6. Alcohol is a stimulant to the central nervous system   |  | T | F |
| 7. The same amount of alcohol affects everyone the same way.  |  | T | F |
| 8. People who have been drinking and driving think that they are driving better than they really are.   |  | T | F |
| 9. A person gets drunk faster on an empty stomach.  |  | T | F |

1 2

- 10. The amount of alcohol in a person's body can be measured accurately by using blood or breath tests. T F
- 11. You can't hurt yourself if you stick to drinking beer. T F
- 12. Alcohol acts as a depressant on the central nervous system. T F
- 13. A person 16 years of age or older convicted of drunk driving can be fined a maximum of \$299 or sentenced to six months in jail. T F

The following questions are about the three questionnaires you have taken for the Juvenile Alcohol School. Please be as honest as possible in answering these questions. Your answers will help us to better understand the data we have collected for our research.

1. Please circle the number which best rates your level of comfort in taking each of the questionnaires over the last 6 months.

	Comfortable Relaxed Open			Uncomfortable Guarded Hesitant			
First Questionnaire (First day of Program)	1	2	3	4	5		Didn't take
Second Questionnaire	1	2	3	4	5		Didn't take
Third Questionnaire (Taken today)	1	2	3	4	5		Didn't take

2. Please circle the number which best rates how accurate your answers were on each of the questionnaires.

	Accurate Frank Honest			Inaccurate Guarded False			
First Questionnaire (First day of Program)	1	2	3	4	5		Didn't take
Second Questionnaire	1	2	3	4	5		Didn't take
Third Questionnaire (Taken today)	1	2	3	4	5		Didn't take

JUVENILE ALCOHOL SCHOOL

DATA SYSTEM

File Design for SPSS

There will be ten (10) major SPSS Master files for the Juvenile study. Three files will be allocated for the 3 offender groups totaling nine files and one file is allocated for the cohorts (group IV).

The three files in the offender group are for storing three types of data; before, after and followup offender evaluations.

Each record will contain questionnaire responses for the offender (T form, Code 1), the mother (P form, Code 2), and the father (P form, Code 3). The T forms are a different color than the P forms in order to keep the parents and the teens separate. In the case when either the teen, mother or father does not exist, blank data fields will be coded.

During the year tests will be administered in 5 week blocks for all three offender groups, with the before test administered on week one and the after test administered at week five. The follow-up test is administered at six months.

There will be twelve, five week blocks during the year. For each file, there will be twelve sub-files to accommodate the training session periods.

Data Keying Format

Questionnaire

T-Form: Eight cards, one for each sheet  
P-Form: Seven Cards, one for each sheet  
T&P-Form: Punched Free Form with control in columns 1-14

Card 1

Family Number  
1=T, 2=M, 3=F,  
Reg=3, Cont=2, School=1  
Cohort=4  
1=Before, 2=After, 3=Followup

DATA FORMAT

Consecutive Number Column 1--6  
Person Type Column 8  
Group Type Column 10  
Test Type Column 12  
Attendance indicator Column 14  
O.K. = 0  
Late = 1  
Rescheduled = 2  
Dropout = 3  
Test Missing = 4  
No Parent = 5  
Blank Column 15-16  
Data Free Form Column 17-80  
Code after last column

Cards 2 - 8

Special Data

DATA FORMAT

Free Form data Columns 1-80

DETAIL RECORD LAYOUT

TEEN DATA (12 Cards)

8 Cards	1 Card	1 Card	1 Card	1 Card
T-Form Data Teen	Criminal Data	Dr. License Data	Accident Data	Juvenile Record

MOTHER DATA (10 Cards)

7 Cards	1 Card	1 Card	1 Card
P-Form Data Mother	Criminal Data	Dr. License Data	Accident Data

FATHER DATA (10 Cards)

7 Cards	1 Card	1 Card	1 Card
P-Form Data Father	Criminal Data	Dr. License Data	Accident Data

MASTER FILE DESIGNATION

<u>File No.</u>	<u>SPSS FILE Name</u>	<u>Variables Used</u>	<u>Group</u>	<u>Test Type</u>	<u>SPSS Sub File Names</u>
1	B101	1-500	1	Before	B101-B112
2	B201	501-1000	2	Before	B201-B212
3	B301	1001-1500	3	Before	B301-B312
4	A101	1501-2000	1	After	A101-A112
5	A201	2001-2500	2	After	A201-A212
6	A301	2501-3000	3	After	A301-A312
7	F101	3001-3500	1	Follow-up	F101-F112
8	F201	3501-4000	2	Follow-up	F201-F212
9	F301	4001-4500	3	Follow-up	F301-312
10	C401	4501-5000	4	Before	C401-C412

Sub-File Use

Each five weeks during the year a new juvenile three group session will start, for a total of 12 for the project period. Each master file will be sub-filed using the master file name incremented by one. The sub-file name will also be the BATCH name for data control of Data Collection, Coding, Keying and File Building.

## Data Control

The Juvenile Study Data Control person will maintain quality control for the Juvenile data. This will include:

1. Obtaining T & P Questionnaires
2. Obtaining name lists from Juvenile Court
3. Perform Data Search for Criminal Record, Driver License Records, and Juvenile Records.
4. Maintain records and files of data batches.
5. Coordinate keying of data.
6. Provide completed data files to statistics staff.

## Special Data

### Driver License Records

The D.L. Field will contain information extracted from the D.L. file and will contain the data on the last five traffic offenses.

Data included is:

Total offenses on Record

Date of last five offenses

AAMVA Code of last five offenses

### Criminal History

Total Arrests on Record

Total Convictions on Record

12 Data Fields

### Juvenile History

Total convictions on record

12 Data Fields - This applies to teen data only.

### Accident Record

Date of last five Accidents

AAMVA Codes corresponding

JUVENILE SPECIAL DATA

I.D. # \_\_\_\_\_

\* Criminal Data Card 1, Column 1-80 FREE FORM

Total Arrests Cycles \_\_\_\_\_

Total Convictions \_\_\_\_\_

Conviction Detail

Arrests

Convictions

No. of		<u>Arrests</u>	<u>Convictions</u>
	Stolen Vehicles	_____	_____
	Dangerous Drugs	_____	_____
	Family Offenses	_____	_____
	Drunkenness	_____	_____
	Homicide	_____	_____
	Sexual Assault	_____	_____
	Robbery	_____	_____
	Assault	_____	_____
	Burglary	_____	_____
	Larceny	_____	_____
	Traffic	_____	_____
	Obscenity	_____	_____

Last Field indicator = 10



I.D. # \_\_\_\_\_

\* Driver License Data Card 2, Column 1-80 FREE FORM

Total Offenses on Record \_\_\_\_\_

License Points \_\_\_\_\_

Last Five Offenses:

Date	Special AAMVA Code
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Last Field Indicator = 20

\* Accident History Card 3, Column 1-80 FREE FORM

Last Five Accidents:

Date	Special AAMVA Code
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Last Field Indicator = 30

I.D. # \_\_\_\_\_

\* Juvenile Data Card 4, Column 1-80 FREE FORM

Total Juvenile Convictions \_\_\_\_\_

Total Juvenile Convictions Detail:

Stolen Vehicle \_\_\_\_\_

Sexual Assault \_\_\_\_\_

Assault \_\_\_\_\_

Robbery \_\_\_\_\_

Dangerous Drugs \_\_\_\_\_

Family Offenses \_\_\_\_\_

Burglary \_\_\_\_\_

Fraud \_\_\_\_\_

Obscenity \_\_\_\_\_

Alcohol Related \_\_\_\_\_

DUI \_\_\_\_\_

Driver Related \_\_\_\_\_

Last Field Indicator = 40

DRIVER LICENSE DATA

SPECIAL AAMVA CODES ( NUMERIC )

<u>CODES</u>	<u>MEANING</u>
1 - AC	Accident
2 - DE	Defective Equipment
3 - DI 1	Driving under influence of alcohol
4 - DI 2	Driving under influence of medication
5 - DI 3	Refusal to submit to test
6 - DI 4	Illegal possession of alcohol or drugs
7 - DS	Disability
8 - EM	Equipment Misuse
9 - ER	Equipment Regulations
10 - FO	Following Improperly
11 - HR	Hit and Run
12 - IL	Improper Lane
13 - PA	Passing
14 - RK	Reckless, careless Driving
15 - RV	Repeated Violations
16 - RW	Right of Way
17 - SI	Signaling Intentions
18 - SP 1	Contest Racing
SP 2	Too Fast for Conditions
19 - SP 3	Speeding
20 - TU	Turns
21 - VR 1	Driving while revoked
22 - VR2	Driving while suspended
23 - WW	Wrong way, side, or direction

This manual was developed by the Juvenile Alcohol Offenders Program under contract with the Utah State Division of Highway Safety and the Utah State Division of Alcoholism and Drugs. It is to be used by program facilitators as a training instrument and to insure continuity of program presentations.

The manual takes the view that program facilitators are teachers providing information rather than counselors providing a treatment service. It is important that the tone of the course be one of providing educational information for the participants. The program is not intended as punishment for the indiscretions of the class members. It is intended as an educational process which provides participants with knowledge regarding human behavior and interaction as well as with knowledge concerning the use of alcohol. In the interest of delivering an effective teenage educational program focused on the use and abuse of alcohol, the Juvenile Alcohol Offenders Program makes a conscious effort not to present drinking as a moralistic issue nor to suggest that drinking, in and of itself, is good or bad. The participants in this program must and will make their own decisions about changing their own attitudes and behaviors.

Finally, the manual was designed specifically to assist in the functioning of the Juvenile Alcohol Offenders Program in the Second District Juvenile Court. The State Division of Alcoholism and Drugs would be delighted in providing a copy of the manual with any necessary consultation to any interested programs or agencies.

## Acknowledgements

The following individuals are to be given the credit for composing this manual: Dan Fletcher, Pat Seybolt, Lon Hinde, Drew Cannon, Richard Simons, Larry Petersen, Jay Wilimek, Ceri Wilimek, Fred Oswald, Carla Paul, Sandy Covington, and Jim Bradley.

A special thanks is to be given to David Adams who developed and implemented the Juvenile Alcohol Offenders Program.

With thanks to Dolores Butcher, Karen Perry and Teresa Sabol for the typing and compiling of this manual.

SESSION I - INTRODUCTION

1. Activity - Pretest
2. Activity - School History and Participant Conduct
3. Activity - Expectations of the School and Participants
4. Activity (alternative)- Film "Getting in Focus"
5. Activity - Small Groups

## SESSION 1 - INTRODUCTION

### 1. Activity - Pretest

**Description:**

This activity is the administration of a questionnaire. The same questionnaire will be given to the participants at the end of the course on the evening of Session V. Allow 30 minutes for this activity.

**Purpose:**

\* To measure participants level of knowledge about alcohol.

\* To measure participants level of knowledge regarding Utah laws pertaining to the use of alcohol including drinking and driving.

\* To measure various behaviors related to interpersonal skills.

\* To establish demographic characteristics of the participants.

**Instructions to facilitators:**

Distribute a copy of the coded questionnaire to each participant as they arrive at the School. When you give each person the appropriately coded test, ask them to be seated in the large group room and to begin to fill out the first section of the questionnaire. When all of the participants have arrived, the School Coordinator will explain to the participants the purpose of the test. Emphasis should be made on the fact that the questionnaire is for research purposes only and that they will not be graded on their responses. Also, assure the participants that their responses to the questionnaire will be confidential and will not be shared with the Court. Upon completion of the questionnaire, the facilitators will collect them.

**Content:**

A copy of the questionnaire is found in the back of this manual. Allow 10 minutes for this activity.

### 2. Activity - School History and Participant Conduct

**Description:**

This activity is a short lecture that covers basic information about the School and the participants conduct.

Purpose:

- \* To present a history of the School.
- \* To present statistical findings relevant to the School.
- \* To present rules governing attendance and conduct of the participants.
- \* To inform participants of the position of the School regarding confidentiality.

Instructions

to Facilitators:

This activity is basically informational in nature. Participants will likely want to talk about why they are there and some will want to speak of their innocence. It is important that the facilitators keep this type of dialogue to a minimum. The facilitators will be introduced and a brief explanation on why everyone is here (and why parents are required to attend) will be provided.

Content:

History- the School is federally funded through the Department of Transportation and has been in operation for over two years. It is the only School of its kind in the country.

Statistics- Early results suggest that teenagers who attend the School are less likely to be involved in a subsequent juvenile offense. Numerically, the figures show a reduction from approximately 30% recidivism to approximately 13% recidivism

Attendance- Parents, as well as teenagers, are required to attend all five Sessions of the School. Failure to do so is considered contempt of court. Any absences will have to be cleared by the court through the School Coordinator. Excused absences will be made up during the following cycle.

Conduct Rules- Participants are not allowed to smoke in the building (public law). Participants will remain in the School area of the court building. Show the location of the bathrooms. Participants will use only the north door to the building.

Confidentiality- Participants will be expected to hold in confidence statements made by members



of the School. Honest discussion in both large and small groups is dependent upon the knowledge that it will not be shared with others out side of the group. Those employed by the School will not communicate any information, other than attendance records, to the court.

Review of the Course - Explain that the first hour of each Session will be devoted to the group activity attended by all participants. The second hour will generally be devoted to smaller group activity. Explain the composition of the triads (no same family member in the same small group)  
Review the titles of the remaining four Sessions (Values, Communication, Conflict Management, Review).

### 3. Activity - Expectation of the School and Participants.

**Description:** This activity is a short discussion focused on the expectations of the participants, the School, and the Court. Allow 15 minutes for this activity.

**Purpose:**

- \* To give participants an opportunity to express their feelings and thoughts, positive or negative about the school.
- \* To inform the participants what the School will expect from them.
- \* To establish what expectations the participants may have of the School.
- \* To relate the expectations of the Court to the participants.
- \* To establish a norm of activity group discussion where everyone has a right to express his opinion.

**Instructions to facilitators:**

This is the first class session and many people may be reluctant to share their views. Encourage the participants to discuss what they would like to see the School offer them and what they expect the School to offer them. Solicit responses if it becomes necessary. It is important that people feel valued for what they have to say, and not put down. It is particularly important to try to involve the teenage participants.

**Content:** Court's Expectation - That the participants will increase their knowledge regarding the effect alcohol has on the human body and on society. To reduce the incidence of teenage driving and

drinking among the teenage participants. To reduce the incidence of other juvenile alcohol offenses.

School's Expectation - Same as above. Also, that the participants find the School to be a positive experience that increases interpersonal skills among family members' assuming that this will affect behavior of family members in a positive way.

.. Activity (Alternative) - Film, "Getting in Focus"

**Description:** This activity involves the showing of a film and the processing of that film as it relates to the approach of the School. Allow 15 minutes for this activity.

**Purpose:**

- \* To show the evolution of substance abuse education and prevention approaches.
- \* To facilitate discussion around that approach of the school.

**Instructions to Facilitators:** Begin the film with a brief introduction. Stop the film at the appropriate places asking the participants to comment on the approach to prevention and education that they had just viewed.

**Content:** The film will show the following approaches to substance abuse education and prevention:

**Scare tactics:**

**Comment:** This approach didn't work effectively because it established a credibility gap. The information provided suggested a negative experience yet, the experience proved to be pleasurable.

**Objective Information:**

**Comment:** This approach is based on the premise that people are rationale and if they know the impact of a particular substance, they will choose not to use them.

**Current:**

**Comment:** The human approach. The problem is often with the person and not the chemical. The approach involves the recognition that our value systems determine most what we are and what we do.

### 3. Activity - Small Groups

**Description:** Participants will divide into three smaller groups. Each member of a specific family will be placed into a separate small group. Each small group will be represented by mothers, fathers, and teenagers and will be lead by two School facilitators. Each small group will meet in a separate room and participants will remain in the same group throughout the School.

**Purpose:**

- \* To facilitate further discussion around issues and ideas raised by the School.
- \* To allow participants the opportunity to express their own ideas away from other members of their family.
- \* To allow participants to share ideas with teenagers and parents other than their own.
- \* To reduce the number of participants in a group to allow a greater opportunity to express ideas.
- \* To begin to establish small group norms of active participation and involvement.

**Instructions to facilitators:**

Small group assignments will be made in the large group by the School Coordinator. When all Participants are assigned to a group, take your group to the proper room. This is the first meeting of your small group and the participants will want to know who you are and who the other participants are. You can choose to introduce yourselves in what ever manner is most comfortable for you. Small group activities will be left to group facilitators unless other wise stated.

**Content:** Small group activities should be focused around information provided during the large group activity during the first hour.

SESSION II - WHY PEOPLE DRINK - VALUES

1. Activity - Background Information - How Values are Transmitted
2. Activity - Review, Questions and Answers on Alcohol Knowledge
3. Activity - (Alternative)Activity - Why People Drink
4. Activity - (Alternative)- Voting Questions Strategy
5. Activity - (Alternative)- Alligator River
6. Activity - (Alternative)-Film, "Is it Always Right to Be Right"
7. Activity - (Small Group Discussion)

## SESSION 11 - WHY PEOPLE DRINK - VALUES

### 1. Background Information - How Values are Transmitted

Description: The following information will provide a conceptual base about values for the facilitators.

Purpose:

- \* To define what values are.
- \* To aid discussion of ways in which values are acquired.
- \* To provide a values clarification model which participants can use to consciously examine their own values and value systems.

Instructions to Facilitators:

During discussions, encourage as much participation by the group as possible. The conceptual material presented here can be introduced into discussions at appropriate times in response to participant needs. Additionally, ask participants to give examples from their own experiences of how they developed values which they have. Also, ask for examples of specific values.

Content:

#### A. What Are Values?

" A value is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence.

A value system is an enduring organization of beliefs concerning preferable modes of conduct or end-states of existence. "<sup>1</sup>

Values, like all beliefs, have cognitive, affective, and behavioral components:

1. A value is a cognition about the desirable. to say that a person has a value is to say that cognitively he knows the correct way to behave or the correct end-state for which to strive.
2. A value is affective in the sense that one can feel emotional about it, be affectively for or against it, approve of those who exhibit positive instances and disapprove of those who exhibit negative instances of it.

1 pg 5, The Nature of Human Values. Milton Rokeach

3. A value has a behavioral component in the sense that it is an intervening variable that leads to action when activated.

To simplify, when we have a value about something we think about it, feel about it and take action about it.

B. How Are Values Formed?

We all have values, but how are they formed? Generally, values are transmitted by three primary influences:

1. The family
2. The immediate culture, to include models, and peers, etc.
3. Society in general

The first system to influence all of us was/is that of the family. Families are primary socialization systems, which teach their offspring to function. Families provide us with direct teaching about "good or bad", "right and wrong" and many other beliefs. So families teach values, but sometimes people are less willing to accept direct teaching. This may be true particularly as young people grow into adolescence. During which time they are trying to provide their own meaning to things.

The second influence is the immediate culture. Its mores, folkways, etc., influence our ideas and perceptions. For example, if we live in a community where agriculture is the main resource, this may influence our perception of the ground, the earth, nature, etc. If the cultural beliefs are that males are to raise the family and females are to be providers, then this will influence our thought processes and belief systems, etc. If we live in a community where certain individuals or traditions are admired and respected, such as athletes or police, or not working on Sundays, etc., then this reflects certain beliefs and perceptions which may have an influence on the individuals who live in that community. If a group of peers place an importance on dressing a certain way, this may have an impact. Cultural influences and modeling are excellent ways to transfer values, but in today's complex society the many diversities make it difficult to choose values.

Thirdly, if the general society places an emphasis on a particular ideology, this impacts the members and their belief systems. Ask for examples and opinions.

So, essentially, values and value systems are learned, in a sense through experiencing life and through interacting with various aspects of ones' environment, whether that be with people, systems or nature. It is safe to say values are developed in a variety of ways. Here is but one model which lists criteria for determining what we value.

Values which are truly chosen on a conscious level are acquired through the following process:

### C. CHARACTERISTICS OF VALUE

#### Stages

#### 1. **Choosing**

- A. Freely: Values must be freely selected if they are to be truly valued by the individual. There must be a relative lack of coercion in the choosing.
- B. From Alternatives: Only when there is a choice possible, when there is more than one alternative from which one can choose, can a value result.
- C. After thoughtful consideration of the consequences of each alternative: Impulsive or thoughtless choices do not lead to values. Only when the consequences of each alternative are clearly understood can one make intelligent choices.

#### 2. **Prizing**

- A. Cherishing: One should be happy with his choice. Values are prized, held dear. They come from choices we are glad to make.
- B. Affirming: When we have chosen something freely, after consideration of alternatives, and when we are proud of our choice, we are likely to affirm that choice when publicly asked about it.

#### 3. **Acting**

- A. Affirming without being asked: One step beyond affirming a value when asked is to affirm it in public when not asked, to volunteer a statement of belief. This requires a greater degree of willingness to take risks.
- B. Doing something with the choice: When we have a value, we are likely to budget our time and energy in ways that nourish that value and enable one to act upon it.
- C. Repeating: Values tend to have a persistency. They tend to make a pattern in life.

1. Activity - Review, Questions and Answers on Alcohol Knowledge

**Description:** This activity includes a brief review of the previous session. Participants are introduced to alcohol facts and legal aspects of alcohol use. Allow 10 minutes for this activity.

**Purpose:**

- \* To review the previous session.
- \* To refocus group to the school.
- \* To answer unanswered questions.
- \* To begin the process of alcohol education and to discuss the legal implication of its use by teenagers.

**Instructions to facilitators:** Summarize briefly the major points covered in the previous session. Encourage participants to ask any questions which they might have. Also, present the factual information regarding alcohol and the law.

**Content:** Last week we talked about the programs history, purpose and general operation. We discussed various rules which are important to adhere to, namely:

1. Attendance is mandatory. Should you have a need to miss a session, you must contact the School director in advance.
2. Participants are to remain in the School area of the complex and are to use only the north door when arriving and leaving.
3. Confidentiality is maintained.
4. There will be no smoking in the building, stipulated by Utah law.

Are there any questions?

Before we get started with tonight's topic "Why People Drink" first let us begin the alcohol education portion of the school by presenting factual information related to alcohol.<sup>1</sup>

<sup>1</sup> Alcohol education information utilized in this activity and for the remaining sessions is found at the end of this manual.



3. Activity- (Alternative) - Why Do People Drink

Activity - (Alternative) - Voting Questions Strategy

**Description:** This activity consists of a brief discussion of Values and a Values Clarification Exercise. It can be presented in either the large or small group. Allow 15 minutes for this activity.

**Purpose:**

- \* To introduce the concept of Values.
- \* To provide a setting where participants can explore their own values as well as each others values.
- \* To provide an opportunity for participants to discuss value differences with each other.

**Instructions to facilitators:**

This exercise is designed to provide a structured setting in which participants can begin to exploring their values. Discussion is encouraged. Examples of alcohol-related values should be encouraged.

Voting questions enable people to react rather quickly on issues, yet require some rapid choice making. They also enable the members of a group to get a feel for the group and where they stand on values and attitudes. Members should be encouraged to look around the group on each question to see what the responses are.

**Content:**

The topic tonight is "Why People Drink". I would first like to discuss some ground rules which I feel are important when attempting to discuss this value topic. They are as follows: (List these on the board or handouts).

1. We all have the right to pass, at any time, during the activity, with no questions asked.
2. Every answer is right for that person at that time.
3. There are no overall or absolute right answers per se.
4. We all have the right to change our minds.
5. So that everyone gets heard -- we will try to speak one at a time. Are there any questions? Before I present a brief presentation of why "I" think people drink and how our values are formed, I would like to ask the group, "Why do you think people drink?" What are values? How are values formed? (At this point the facilitator may attempt to stimulate as much dialogue as possible in an

effort to aid the group members in investing in the discussion) Discuss drinking as a value. to help us become aware of values we may have, I would like to do a brief activity. It is called Voting Questions. Bear in mind that the ground rules we spoke of earlier (see board)"

The instructions are as follows: I will make a series of statements. I would like your opinions regarding each. Remember that there are no absolute right or wrong answers. Your answer is right for you. The person next to you is right for him/her etc.

After each question I would like you to indicate what your opinion is regarding the statement You can communicate your opinion by signaling as follows:

I Agree (signal thumbs up)

I disagree (thumbs down)

I am neutral (flat palm down)

If you want to communicate strongly, move your hand in a circular motion.

Are there any questions?

Make statements, see attached list (or design your own questions). Focus a representative portion of the questions toward alcohol related issues.

During this activity the facilitator may or may not make process oriented statements, such as pointing out various differing opinions which may be occurring, etc. Process briefly, at the conclusion of the activity.

#### Life Patterns:

(Examples of Voting Questions)

1. Do you attend church regularly?
2. Do you regularly drive more than 15 miles one way to work?
3. Did you take an active part in the last election?
4. Does your family have a regular ritual at the evening meal?
5. Do you regularly take a vacation with your family?
6. Do you wish you had married later in life?
7. Do you approve of the reasonable consumption of alcohol?

Attitudes:

1. Children should be involved in family decision making, such as a move to another city or grandma coming to live with you.
2. I would rather have my 17 year old child drink beer than smoke grass.
3. A couple should try living together before they marry.
4. I approve of the recent Supreme Court decision on abortion.
5. There is an age after which fathers should not kiss their sons.
6. Gestures of affection (hugs, kisses) should only be exchanged by family members.
7. The public education system is doing a good job of educating the young.
8. People who are capable of working, but who aren't are parasites on society if they are on welfare.
9. Young people today are less moral than their parents.
10. It is unmanly for a man to cry.
11. Young people who use drugs (could be modified to simply people who use drugs) are inadequate or immature individuals who need a crutch to cope with reality.
12. Birth control information and devices should be readily available to any female over 14 who requests them.
13. I would help my teenage daughter to get contraceptives if she asked me to.
14. Men should not be expected to help with housework or baby care.

3. Activity - (Alternative) - Alligator River

**Description:** This is a values clarification activity. It can be presented in either the large or small group. Allow 45 minutes for this activity.

**Purpose:**

- \* To aid participants in examining personal values.
- \* To aid participants in looking at the role values play in the decision making process.
- \* To provide a structure in which participants can discuss differing values.

**Instructions to Facilitators:**

The primary facilitator will describe the structures exercises to the participants. The other facilitators will assist in organizing the exercise and will remain available to the participants to answer questions regarding the procedure of the exercise. The exercise is described in the content section of this activity. Facilitators should be prepared to model the structural exercise if necessary.

**Content:** Using newsprint to demonstrate, the facilitator narrates the following story to the group:

One upon a time there was a woman named Abigail who was in love with a man named Gregory. Gregory lived on the shore of a river. Abigail lived on the opposite shore of the river. The river which separated the two houses was teeming with man-eating alligators. Abigail wanted to cross the river to be with Gregory. Unfortunately, the bridge had been washed out. So she went to Sinbad, a river boat captain, to take her across. He said he would be glad to if she would consent to go to bed with him preceding the voyage. She promptly refused and went to a friend named Ivan to explain her plight. Ivan did not want to become involved at all in the situation. Abigail felt her only alternative was to accept Sinbad's terms. Sinbad fulfilled his promise to Abigail and delivered her into the arms of Gregory.

When she told Gregory about her amorous escapade in order to cross the river, Gregory cast her aside with disdain. Heartsick and dejected, Abigail turned to Slug with her tale of woe. Slug, feeling compassion for Abigail, sought out Gregory and beat him brutally. Abigail was overjoyed at the sight of Gregory getting his due. As the sun sets on the horizon, we hear Abigail laughing at Gregory.

After completing the reading of the story, the facilitator gives the following instructions to the group:

1. Rank order the five characters, starting with the one you consider to be the most objectionable and ranking them down to the least objectionable.
2. Form groups of 4-5 for discussion. The members share their rankings and discuss their reasons.
3. The group is to then attempt to reach consensus on the ranking.

The facilitator may choose to complete the activity at this point. There are, however, other things that can be done:

Ask the participants to attempt to assign a word to each of the five characters, an abstraction of the quality that each character represents to that participant. For example, Ivan might be described with the word non-involvement.

It should be noted that, however the facilitator chooses to end the activity, processing is important.

6. Activity (alternative) - Film, "Is it Always Right to be Right"

**Description:** This activity consists of showing a short film. The subject matter deals with values conflicts. This is usually shown in the large group before breaking into the smaller groups. Allow 10 minutes for this activity.

**Purpose:** To stimulate discussion in small groups around value differences.

\* To prepare participants for content to be dealt with in Session III (Communication ) and Session IV (Conflict Management.)

**Instructions to Facilitators:** Introduce the film briefly. Indicate that there will be a short break after the film and then discuss the film.

**Content:** See film and break into the "small groups."

7. Activity - Small Group Discussion

**Description:** During this activity, participants will meet in their small groups to discuss the film " Is it Always Right to be Right" or any other aspects of this session's activities.

At the end of this activity, alcohol educational material will be handed out.

**Purpose:**

- \* To provide an opportunity for participants, away from other family members, to discuss values and/or conflicting values, particularly as they relate to alcohol, and family relationships.
- \* To bring closure to the session's activities.

**Instructions to  
Facilitator:**

Encourage participants to discuss their thoughts and feelings about the film and/or any other aspect of the values session.

**Content:**

Group discussion of any aspect of the session. The handing out of alcohol educational materials.

SESSION III - ALCOHOL AND THE FAMILY - COMMUNICATION

1. Activity - Questions and Answers on Alcohol Knowledge
2. Activity - Background Information
3. Activity - Alcohol and the Family (Family Systems and Interpersonal responsibility)
4. Activity - Communication Skits
5. Activity - Small Groups
6. Activity - Alternative Small Group Activity - Shared Meaning Exercise \*



SESSION III - ALCOHOL & THE FAMILY - COMMUNICATION

1. Activity - Questions and Answers on Alcohol Knowledge

Same format as in previous session. Allow 10 minutes for this activity.

2. Activity - Background Information

**Description** The following information will provide the facilitators with a conceptual base about issues related to alcohol and the family - communication and families as systems.

**Purpose:**

- \* To provide a model for increased awareness of why we act as we do when communicating with others
- \* To describe "family" in terms of an interrelated system.
- \* To explain to participants how awareness affects communication with others.
- \* To provide participants with a model that they can use to clarify their own alcohol-related values and personal communication styles.

**Instructions to facilitators:**

This activity requires the use of some type of visual aid -- a chalkboard or posterboard -- on which the Awareness Wheel can be drawn. In discussing the Awareness Wheel, use examples that relate to interpersonal communication issues. Participant questions and feedback should be solicited.

**Content:**

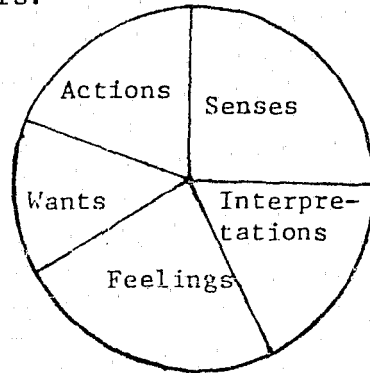
**Awareness Wheel:** In order to communicate effectively, it is important for us to be aware of what we are experiencing, ie. (1) what we are sensing in the environment, (2) what we are thinking about, (3) how we are feeling, (4) what we want, and (5) what we are actually doing. All of us are unaware of some of these dimensions some of the time. A heightened awareness of these dimensions helps us to better understand what we want to communicate and also increases our effectiveness of communicating our experiences to others.

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\* From: Miller, S., Nunnally, E.W. and Wackman, D.B.  
Alive and Aware - Improving Communications in Relationships.  
Interpersonal Communication Problems, Inc. Minneapolis, 1975

The following points are important in discussing awareness as it relates to communication.

- \* We cannot communicate. It is to our advantage to communicate effectively.
- \* The more you know about yourself (self-awareness), the more effective you can be in the interpersonal communications and interpersonal relationships.
- \* At any moment, our potential awareness is composed of our senses (what we see, hear, smell, taste, and touch) our thoughts (the interpretation of our sense data), our feelings (emotions), our intentions (what we want), and our actions, (what we actually do).
- \* We are not always aware of all five of these dimensions at all times. Most of us are more aware of some of them than others.



- \* Our awareness may be focused more on one of these areas than others at any particular moment.
- \* An example of how lack of awareness of these five dimensions may affect our communications with others could be as follows:

A teenager comes home late after drinking and is feeling defensive about it, but it not aware of this feeling. When he sees his mother waiting up for him, he thinks she is angry and so he wants to avoid talking to her. He goes into his room and refuses to talk to her. When she was actually worried about him and is now glad that he is home, but does not get angry because he won't talk to her.

- \* If the teenager was not defensive, he could have come home, seen that his mother was waiting for him, but also should have accurately recognized (interpreted) that she was concerned about him, not angry with him. He then might have wanted to talk to his mother.

## Family Systems -

- \* A systems approach to families focuses on the interdependence and interrelatedness of family parts and family dynamics.
- \* From this viewpoint, family issues and events need to be examined in relation to how other family issues, events and members.
- \* Family events have multiple causations.
- \* One part of a family system cannot be changed without influencing other parts of the system.
- \* To change one family member, you need to change the whole family system. 1

A complete explanation of the systems concept can be found in Watzlawick, P., Beavin, J., and Jackson, D. Pragmatics of Human Communications. New York: W.W. Norton, 1967.

## Transactional Analysis - (Parent/Adult/Child ego States)

This is a useful conceptual model to discuss family communication. For an explanation of this system, see Berne, E. Games People Play. New York: Grove Press, Inc. 1964, or Harris, T.A. I'm Okay You're Ok. New York: Harper and Row, 1967.

### 3. Activity - Alcohol and the Family (Family Systems and Interpersonal Responsibility)

**Description:** This activity is a short lecture and discussion focused upon the interrelationship between the drinking driver behavior of one family member and the effects of that behavior on other family members. Taking responsibility for one's own behavior is stressed. Allow 10 minutes for this activity.

- Purpose:**
- \* To further clarify why both parents and teenagers are involved in the program.
  - \* To introduce the concept of families as systems.
  - \* To promote participant awareness that their behavior also affects other people.
  - \* To increase discussion about interpersonal responsibility.

Instructions to  
facilitator:

This activity can be presented as either a lecture or a discussion. As a discussion, this activity is best presented in two parts. Firstly, ask for participant ideas about teenage alcohol use in relation to the family. This might be a useful subject to discuss at the Juvenile Alcohol School. Encourage and reward their participation. Write their ideas on the board and expand on ideas that are pertinent. Secondly, summarize the ideas of the participants and add any relevant ideas that have not been provided.

Content:

The following points or observations can be included in this activity.

- \* Alcohol use is a value laden activity. Persons with differing values about alcohol often find it difficult to communicate regarding its use.
- \* Understanding each others values is important in order for people to respect and accept each other.
- \* When people feel understood, accepted, and trusted, they are able to communicate more openly and they are better able to make thoughtful, responsible decisions.
- \* This is important because the actions of an individual family member usually does not affect only that person. Most of the time other family members are also affected.
- \* Because people in a family are interdependent, it is important to maintain good communications between family members to minimize misunderstandings about differences in ideas or values that can lead to conflicts.
- \* Effective management of conflict is difficult without an ability to communicate.
- \* Parental drinking models are often important influences on teenage alcohol use.
- \* If it seems appropriate to the needs of the group, specific information about communication (e.g. T.A. Model) could be presented

## Activity - Communication Skits

- Description:** This activity will consist of three pairs of short skits acted out by the facilitators. Each pair of skits will contrast effective and ineffective examples of some communication issue. Following each pair of skits, the participants will be encouraged to comment on differences between the two skits. Allow 45 minutes for this activity and discussion.
- Purpose:**
- \* To heighten participant involvement.
  - \* To illustrate that all efforts to communicate are not equally effective.
  - \* To stimulate participant thought regarding his own communication style.
- Instructions to Facilitators:** Two facilitators will be needed for this activity. They should clearly understand what their roles will be in each skit ahead of time. The exercise can be introduced as a demonstration of some different ways of communicating. Ask the participants to observe the role plays and to notice differences between each skit in the pair. After each of the role plays, the participants should be asked to comment on what they observed. The facilitators should be prepared to ask relevant questions about the role plays and to state pertinent points about the issue in question.
- Content:** Role plays can be constructed around a myriad of communication issues. Each role play should last between 20 and 45 seconds. Possible role plays topics include:
- \* Verbal/nonverbal communication - congruent vrs. noncongruent messages.
  - \* Ownership of communication - speaking for self ("I" messages) vrs. low ownership of messages ("we" /"they").
  - \* Listening skills - listening for understanding vrs. defensive listening.
  - \* High self-disclosure vrs. low self-disclosure.

## 5. Activity - Small groups

**Description, Purpose and Content:** Same as previous sessions.

Content: Small group discussion can focus on the role plays or other material presented in the large group or on any other relevant issues that the small group is interested in.

5. Alternative Small Group Activity - Shared Meaning Exercise\*

Description: This activity can be performed by the participants in the small group. Allow 40 minutes in the small group for this activity.

Purpose: To develop listening skills that will help people more fully understand each other. This is a valuable skill to have when an important interpersonal issue needs to be communicated and understood.

Instructions to facilitators: The facilitator should introduce the exercise and discuss its purpose, and model the exercise for the group. The exercise will be performed by dyads in the small group and the facilitators should rotate around to each dyad and provide feedback to the participants. After each participant has practiced the exercise, the group should discuss the exercise and talk about how misunderstanding can affect interpersonal relations.

Content: Each participant should choose something that is important to them to share with their dyad partner. The first person should state that he wants the other person to understand what he is going to say, and then he should tell his partner what he wants him to understand. This statement should be no longer than a couple of sentences. When he has completed his statement, he should ask his partner to repeat back to him, in his own words, what he heard the sender say. The receiver of the message should paraphrase the senders message in his own words and then ask if that was what the sender meant. The sender should confirm or disconfirm whether the receiver had understood what he had meant. If he has not understood, the sender should repeat and clarify his message, and again ask the receiver to paraphrase what he heard the sender say. It should be pointed out at the beginning of the exercise that the purpose of this activity is not to promote agreement or approval of another person's statement. The purpose of this activity is merely to facilitate understanding of what is being said. It should also be pointed out that this is a procedure that is useful when it is important to be understood, and that this procedure actually slows

communication down until the meaning of the communication is understood. This procedure can help prevent conflicts that are based on misunderstanding.

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\* More detailed accounts of this activity are available in  
Alive and Aware - Improving Communication in Relationships, pp.102-129.

**SESSION IV - ALCOHOL & THE FAMILY - CONFLICT MANAGEMENT**

1. Activity - Background Information - Conflict Management
2. Activity - Questions and Answers on Alcohol Knowledge
3. Activity - Role Playing
4. Activity - Conflict Management Exercise
5. Activity - Small Groups



## SESSION IV - ALCOHOL & THE FAMILY - CONFLICT MANAGEMENT

### 1. Background Information - Conflict Management

**Description:** The following information will provide a conceptual base about conflict management for the facilitators.

- Purpose:**
- \* To define conflict.
  - \* To provide information for use in discussions about conflict being (a) unavoidable, (b) Necessary for growth and development and (c) in and of itself, neither good or bad.
  - \* To aid discussion about the management of conflict.

**Instructions to facilitators:**

During discussions encourage as much participation by the group as possible. The conceptual material presented here can be introduced into discussions at appropriate time in response to participant needs. Ask participants for examples of conflict.

**Content:**

What is Conflict?

A definition of conflict involves a description of the characteristics of conflict.

1. Conflict is unavoidable due to differences in appearances, attitudes, values and goals.
2. Conflict is necessary for growth and development. It is part of a process in which problems are aired and solutions are arrived. It also involves the testing and assessing of ones self.
3. Conflict is, in and of itself, neither good nor bad; it is the outcome(s) of conflict that can be positive or negative.
4. If conflict does exist, it can be an obvious signal that some problem exists...so, to yield positive outcomes, problems must be identified and explored. However, not all conflicts are resolvable yet, conflict can still increase understanding.
5. Listening in conflict - When involved in a conflict with another, we are taken by our own ideas and personal feelings and these feelings and ideas will prevent us from listening effectively to the other person.

Little of the other person's message will get through to us, and as a consequence, the conflict will lead to a misunderstanding.

Problem Solving Steps:

The problem solving steps can provide a concrete model for participants that may help them to identify, explore, and solve a problem or conflict.

1. Go over the problem quickly several times to make sure you have defined all of its facets and not just one part of it.
2. Suspend judgment don't jump to conclusions.
3. Explore the environment - how would the problem be if it happened at different times, places, or under different circumstances.
4. After you come up with one solution, forget that and come up with a different solution. (Explore all possibilities)
5. Critically evaluate your own ideas and constructively evaluate those of others.
6. When stuck, go back and redefine the problem but with a completely different approach, i.e. go from specific to general, or vice versa.
7. Take a break when stuck.
8. Talk about the problem with someone.

In summary - look before you leap (count to 10 before you say anything); and after you leap if you get bogged down - find what you are doing and try something else.

2. Activity - Questions and Answers on Alcohol Knowledge

Same format as in previous sessions. Allow 10 minutes for this activity.

3. Activity - Role playing

**Description:** This activity is a structured exercise focusing on role-playing. Allow 15 minutes for this activity.

- Purpose:**
- \* To simulate real life situations so that participants can evaluate their own behavior.
  - \* To explore different approaches to a problem.

- \* To explore different solutions.
- \* To help parents understand there ar no right or wrong ways to deal with a problem but there are ways that are more effective than others.
- \* To ensure learning by active participation.

**Instructions to Facilitators:**

The primary facilitator explains and clarifies role-playing and sets up several situations. The secondary facilitators help demonstrate role-playing and help clarify points when necessary.

**Content:**

The following role-playing situations are offered as examples:

Your sixteen-year old daughter is 1 1/2 hours late from her 12:30 curfew. She comes in and has had several drinks. Mother and father are both waiting for her as this is a typical scene. Father always loses his temper and mother alwaos tries to intervene.

A seventeen-year old son is at a friends and is drunk. It is 1:00 a.m. (his curfew). He telephones his parents to ask if he can stay there, or if his parents will pick him up. Mother or father can answer the phone.

Facilitator can develop his own situations, if desired.

4. Activity-Alternative-Conflict Management Exercise

**Description:**

This activity is a combination of a structural exercise and a discussion focusing on how we deal with conflict. This activity can be introduced in either the large or small group. Allow 15 minutes for this exercise.

**Purpose:**

- \* To help the participants look at how they deal with conflict in terms of their own behavior.
- \* To make participants cognizant of the different ways of handling conflict.
- \* To inform the participants of the choices available to them when dealing with conflict.
- \* To help participants look at how they deal with conflict and to explore whether their individual methods of dealing with conflict gets results and is satisfactory to them.

Instructions to  
Facilitators:

The primary facilitator will describe the structured exercise to the participants. The other facilitators will assist in organizing the exercise and will remain available to the participants to answer questions regarding the procedure of the exercise. The exercise is described in the content section of this activity. Facilitators should be prepared to model the structural exercise if necessary.

Content:

Structural Exercise - If presented in the large group, in the large group room break into your respective small groups. Once there, break into dyads. Have the participants (1) think of someone they are in conflict with (any type of situation or with any person). (2) Now have them say how that person (the one they are in conflict with) would describe how the participants acted in that conflict.

Group Discussion - We have three choices in a conflict situation. We can: (1) resolve it, get rid of the problem (2) manage it - learn how to deal with the conflict that cannot be resolved i.e. a value based conflict; (3) avoid it - let it live for awhile, or ignore the conflict and refuse to deal with it.

5. Activity - Small Groups

Description, purpose, and instructions: same as previous sessions.

Content:

Small group discussion can focus upon the role plays conducted during the first hour of the session, or on other relevant topics.

SESSION V - REVIEW & WRAP-UP

Activity 1 - Questions and Answers on Alcohol Knowledge

Activity 2 - Review of Content of Previous Four Sessions

Activity 3 - Decision Making

Activity 4 - Film, "The Giving Tree"

Activity 5 - Small Group Discussion

Activity 6 - Post Test

SESSION V - REVIEW & WRAP - UP

1. Activity 1 - Questions and Answers on Alcohol Knowledge

Same activity as in previous sessions. Allow 10 minutes for this activity.

2. Activity - Review of Content of Previous Four Sessions

**Description:** This activity is a discussion of the content areas presented in previous sessions. It includes the total group. Allow 20 minutes for this activity.

**Purpose:**

- \* To review and integrate the previous lectures on values, communication, and conflict management.
- \* To help participants understand how those content areas are interrelated and how they can have a positive impact on family functioning.

**Instructions to Facilitators:**

Facilitators should provide an atmosphere where participants can express their ideas and feelings about their experience in the school. Facilitators should try to integrate concrete examples of how the three content areas effect each other and how they effect family functioning.

**Content:**

Over the past four weeks, we have talked of responsibility, values, communications, and the management of conflict. The approach has been to allow a time and a format to look at each of these areas. We spoke of values and of how they affected our actions. We talked about value differences in relation to drinking, about how these differences often result in conflicts in families, and about the importance of trying to manage these conflicts by communicating with each other. Conflicts always involves values and communications. Sometimes our communication is productive. If day to day conflict can be managed in a more productive way, then major crises may become avoidable. Individual actions in a family affect other members of that family. Responsibility requires taking into account, both your own needs and the needs of other members of your family and social systems. All of these issues imply a need for responsible decision making.

3. Activity - Alternative - Decision Making

**Description:** This activity is a lecture and discussion involving a model that presents the various components of decision making. It includes the total group. Allow about 20 minutes for this activity.

**Purpose:** To provide participants with a useful and logical process for decision making in order that they may make more productive decisions.

**Instructions to facilitators:** This activity includes both lecture and discussion. The participants should be encouraged to think of examples of decisions they have to make or have made and to apply the decision making model to those examples. Examples of alcohol-related decisions should be encouraged.

**Content:** Decisions are a regular part of our everyday life - we decide to go to work, we decide whether to go to school, etc. We may not consciously think about the decision but we make it never-the-less.

What thoughts go into decisions? We believe that there are four basic elements that help us to arrive at a decision: 1) factual information 2) values 3) alternatives 4) consequences. let us see how those elements are involved in a relatively simple decision. Suppose that you have been invited by some friends to go on a fishing trip on the same day that you have been scheduled to work. Your job is such that if you don't show up, your boss will have to pay someone overtime to take your place. You haven't been fishing for a long time and the friends who invited you are people you really enjoy being with and yet, you have some feeling of responsibility to your work and to your boss.

How will the basic elements affect your decision?  
1) Information: it is not possible to take vacation leave and, if you ask for the day off, your boss will say "no." If you don't show up, you will probably lose your job. You have had a bad cold recently so you could call in sick thus saving your job; however, you would lose a day's pay and you were planning to pay some overdue bills with this pay check.

2) Values: most of the time you feel that it is wrong to lie although you also feel that your boss could easily afford to pay overtime to someone who would fill in for you. Also you feel that it is important to pay outstanding debts on time and you feel uncomfortable with those overdue bills.

3) Alternatives: you can not go fishing and to work both, or you could call in sick, go fishing and not pay the bills, or you go to work and then go fishing later missing most of the good fishing time.

4) Consequences: if you do not go fishing, your friends may not invite you next time. If you call in sick, you will have to lie to your boss as well as not being able to pay the bills which are due. If you go fishing after work, you will have to provide your own transportation and may not have as much fun.

Now the decision is up to you. (Ask for a show of hands from the participants for each alternative. Ask participants to explain why they made the decision they made.)

The final element in decision making is to assume responsibility for your decision. What ever the decision finally is, you have made it and should be responsible for the outcome and consequences.

At this point, more examples can be given by the facilitator or by members of the group. Focus on drinking, driving, punishment, etc.

#### 4. Activity - alternative- Film "The Giving Tree"

- Description:** This activity is the showing of a short film and will be viewed by the entire group. Allow about 10 minutes for this activity.
- Purpose:** To provide stimulus for discussion in small groups around personal attitudes and values towards giving, taking, and loving.
- Instructions to facilitators:** Introduce the film briefly. Indicate that there will be a short break after the film and then they are to meet in their small groups to discuss the film.
- Content:** (See film)



5. Activity - Small Group Discussion

Description: During this activity, the participants will meet in their small groups to talk about the film, "The Giving Tree", to talk about other community resources, and, to talk about their experience in the Juvenile Alcohol School.

Purpose:

- \* To provide an opportunity for participants away from other members of their family, to discuss "giving" and "taking".
- \* To provide information to the participants regarding other community social services that they may find useful.
- \* To provide an opportunity for the participants to share with us and each other their feelings about their experience in the Juvenile Alcohol School and to give us constructive feedback.

Instructions to facilitators:

Encourage the participants to discuss their feelings regarding the film. After that has been discussed, solicit feedback on the operation of the Juvenile Alcohol School including its content. Ask participants to discuss what they learned, and what aspects of their experience with the program were constructive or unconstructive. When discussing other community resources, the facilitators should be careful not to imply that the participants need to seek additional help but, rather, if they wish to, it is available.

Content: The community resource list follows the Session V chapter.

6. Activity - Post Test

Description: This activity is the administration of the same questionnaire that the participants completed on the evening of the first session. Allow about 30 minutes for its completion.

Purpose:

- \* To measure changes in levels of knowledge regarding alcohol and Utah laws pertaining to the use of Alcohol
- \* To measure changes in various behaviors related to interpersonal skill.

Instructions to facilitators:

Distribute the coded questionnaire to each participant. Inform them that they are free to leave when the questionnaire is completed.

Content: Same as Pretest.

**END**