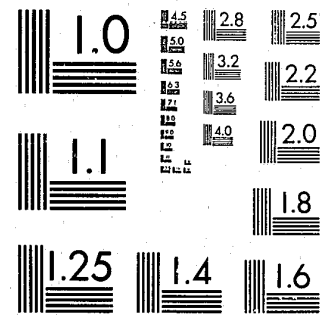


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**CaVIC** Canadian  
Volunteers In  
Corrections  
Training Project

Module 11  
Vol. II

**VOLUNTEERS AND THE ONE-TO-ONE SUPERVISION OF ADULT PROBATIONERS:**  
An Experimental Comparison with Professionals and a  
Field-Description of Process and Outcome

THE APPENDICES

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APPENDIX A

SOME OPERATIONAL ASPECTS OF RESEARCH  
IN PROBATION AND PAROLE

A CAVIC MODULE

1977

Roberta J. Russell

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The bulk of this paper is devoted to a description of the day-to-day procedures which have been used in one program, the Ottawa Criminal Court Volunteer Program, to establish an effective working partnership between researchers and volunteer and professional staff. While some of the procedures and systems which have been used in the Ottawa program have been very successful, others have been less so. We have attempted to describe as objectively as possible some of the difficulties and the specific procedures for dealing with them which proved workable for us. It is hoped that such a description might be useful to other volunteer programs in setting up their own research units. Such things as our use of volunteers in research roles, for example, may suggest ways in which research manpower can be increased at little cost.

SOME GENERAL NOTES FOR RESEARCHERS

It seems likely that not many people embrace research with anything like wholehearted enthusiasm. There is much to detract from its attractiveness to participants in research programs. Research is time consuming. It requires that people commit themselves to being in a particular place at a particular time and, in the case of APO's or PPO's, to seeing that their clients are in a particular place at a particular time. Such requirements may take the spontaneity out of volunteer-client contacts during periods of heavy testing, since their meetings must to some degree be locked into the research assistant's testing schedule. This may look to people in the program like the imposition of a form of regimentation, but it is the only way of dealing with large numbers.

A research staff moving into any field office must be prepared to demonstrate the potential usefulness of any findings. This facet of the researcher's role can be time-consuming but if it is done well it can often mean the difference between good and poor response rates. Researchers should never assume that they will receive staff acceptance and cooperation simply by virtue of their roles as researchers. This form of acceptance and cooperation, passive obedience, is not conducive to a vital research-professional team relationship.

Unless researchers can demonstrate that their research has some potential for practical application in the field, they should not assume that the field staff is going to see any value in their investment of time in what could appear to them to be an abstract exercise of the type which sometimes

appears to be favoured by academics.

Staff members who feel no threat in openly expressing dissatisfaction with some part of a research program or some change in procedures are of tremendous value to researchers. This must be accompanied by some readiness on the part of research staff to adapt their procedures as new opportunities or problems present themselves. Otherwise, professionals will not find it worth the expense of their time and energy to make such input and without it opportunities for making research more relevant may be lost.

One important thing to keep in mind in any involvement in a volunteer-professional research program is that the efforts of the professionals are not overlooked--that they are not lost in the shuffle when new volunteer programs are implemented. This can happen very easily. The volunteer, since he or she is a novelty in the system, becomes the focus for attention by both supervising and research staff. When the volunteer is successful his efforts are praised; when he is less successful, that is understood in light of his or her experience. Meanwhile the professional staff may be doing very good work which nobody ever comments on or seems to notice because all eyes are focused on the volunteer.

Co-ordinators of volunteer programs sometimes contribute to this problem by overselling volunteers and professionals on the value of the volunteers' contributions. While the co-ordinator's objective may be to develop volunteer self-confidence and to make them more acceptable to professional staffs, such a focus on successes only may produce unrealistic expectations and resentment of volunteers by the hard-working and neglected professionals.

It is important for a volunteer-professional system to build in rewards for the main-line staff. In any program this is mainly the task of the program director and supervisors, but there are ways in which the research staff can give some recognition to the contributions made by the professionals. The most important of these, perhaps, is in recognizing that contribution by keeping them aware of what is going on through frequent progress reports. The professional staff should be seen as being in partnership with research in generating meaningful change in the field rather than as pipelines to a pool of potential subjects for research. If the research team is university based, as in our program, the professional staff may be drawn on as resource people by professors and co-ordinators of practicums. This is an experience which some professionals find stimulating and which increases the opportunities for professional staff to influence research directions and interests at the university.

#### BUILDING RAPPORT BETWEEN RESEARCH AND PROFESSIONAL STAFF

It is important that researchers recognize that good research design alone is insufficient. Some professionals working in the field may have no interest in research. They may already have been exposed to time-consuming research activities which to their knowledge have had no demonstrated value. One complaint frequently voiced by field workers is that researchers sometimes don't make final results available to those in the field who were involved in getting the research done. It may well be that the researchers assume that field workers are not interested in the results, but since the absence of feedback from research is a complaint often voiced by professionals, it is important that researchers take note of it.

Researchers sometimes publish their results in obscure research journals which field workers do not normally read unless they have a special interest in research. The language used in such papers is often technical--too specialized for people outside that particular discipline to comprehend. Research problems and results should be reported to the field staff in a way which is meaningful to them.

One bonus for us which we didn't recognize for a long time as being an advantage was the fact that throughout two-and-a-half years of testing in the field office we never had office space of our own. Because of this we had to borrow whatever office was empty at the time we were testing. This on-going process of negotiation for office space with individual staff members, provided for a lot of interaction with staff and contributed, we feel, to the building of fairly good rapport. These frequent interactions between research and professional staff provided plenty of opportunities for exchange of opinions on the various procedures involved.

An understanding by researchers of the regular office routine is important in programs where much testing is going to be done in that setting. It would be a very good idea, for example, for the individual who is designing the research component to spend a few days observing regular office activities. Such observations should suggest ways in which research activities can most easily fit into already-established patterns. It is not enough simply to have the office staff describe this routine, since they will be so familiar with it that they may overlook things which it is important to know if you are scheduling testing, for example. A good understanding of the regular office routine may make it possible to save research staff time, but more important for the maintenance of good relations with the field staff, research staff can get their work done with a minimum of interference with regular office routine.

It is important that field workers' questions on the research be dealt with when they come up and that they not be put aside with a "you'll understand this better later" or "this will make more sense when we get under way" attitude. In our experience the success of research activities depends on that research being intelligible to all who are involved. Questions from field workers should be encouraged. Such questioning serves several purposes, not the least of which being that such a questioning atmosphere also keeps the research staff in touch with reality. It demonstrates to researchers that field workers are interested in what's being done. Any increase in dialogue between professionals and research is useful to both. It allows for useful input from the professional staff, if research staff is open to such questioning and don't treat it as offensive, interfering with research, or "anti-intellectual". In our program we've found that questions from professionals about various aspects of the program have provided valuable input. In some instances they have helped us streamline research procedures, saving our time as well as theirs. They've also helped us develop a better system of information exchange regarding test schedules.

The research assistants who are in contact with the staff must, in addition to being qualified researchers, be able to relate well to everyone in the program, but particularly to the professional staff. Important as well is a fair degree of self-control. Subjects are impatient and irritable at times, but the possible long-term damage to the research program of a research assistant who can't control his temper is not worth the risk of using such people.

Basically, the main concerns everyone in the program seemed to have about the research revolved around the following:

#### *Relevance of the Research*

Would it have any particular value in future for people like themselves? This was of particular importance to probationers, but certainly volunteers and professional staff as well were willing to invest as much time and effort as the design called for as long as it had "practical" value for someone.

#### *Communication*

Everyone wanted to be kept up-to-date on the progress of research activities. They seemed to need reassurance, especially in relation to the audio-tapes they were required to make. They liked to be told when they were doing something particularly well, and when and how something they were doing could be improved upon. One of the most common complaints of volunteers in any program is that nobody acknowledges their contributions. We tried not to be guilty of that.

The quality of a program will be dependent to a large degree on the quality of the communication system it provides--availability of researchers, number and quality of information meetings, and the clarity of written material describing research procedures.

#### *Time*

Researchers must be constantly sensitive to any changes which would allow for more efficient use of subject time. Nobody likes to be kept waiting or to feel that researchers value their own time highly at the expense of the subject's.

#### *Comparisons*

Professional staff naturally worried about being compared with volunteers and volunteers seemed to be concerned about measuring up to the professionals. We felt that limiting the number of researchers so that subjects were nearly always relating to the same small group made them more comfortable and built trust. They knew we respected their contribution and that we were not involved in any sort of individual evaluations.

#### *Confidentiality*

Research assistants working in the field office may be exposed to a wide range of situations and confidences which must remain in that office. Professional staff must feel that their conversations with research people are private and will not be discussed with supervisors, the program coordinator or anyone else. The research assistant must listen, accept what is useful in adjusting procedures to better utilize resources and forget the rest.

Researchers recognize that they may have to deal with initial staff resistance to the research program and usually expend a lot of time and energy to overcoming it. What too often is neglected, however, is allowance for time to deal with problems that may develop after the program has begun operation.

Researchers need to be aware of the importance of anticipating difficulties that are bound to develop and of the necessity of creating feedback mechanisms that will ensure that problems and concerns get expressed and heard. A number of researchers have observed that field office staff don't express concerns or dissatisfactions. It is important that researchers be sensitive to the problems some staff may be having and provide a safe environment for the expression of these problems since they can be dealt with only when they are acknowledged.

Even when staff are initially supportive and enthusiastic, the frustrations of day-to-day operations can develop into a resistance to research which will be hard to stop and harder to reverse.

Researchers, administrators and program co-ordinators have to be able to view the early period of implementation with its difficulties as a natural part of any new program and not to define all expressions of difficulties as blocks to the implementation of the research. There are many new learnings involved for all and the total experience can be very rewarding for everyone if communication is free and easy and the people in charge are reasonably adaptable.

#### A DESCRIPTION OF SUBJECT GROUPS INVOLVED

The subjects involved in our program were divided into five groups for the purposes of testing. The divisions were based on their roles in the program. The groups were as follows:

##### *Volunteers (APO's and PSR's)*

APO's were those volunteers who were involved in one-to-one supervision of probationers. They were required to write A & P scales after training but before being assigned a case, again in six months, to do two audio-tapes with their probationers and to submit a monthly report (CMR) on each probationer supervised.

PSR's were those volunteers who were involved in writing presentence reports. They were required to write A & P scales after training but before beginning PSR work and again after six months of PSR work.

##### *Probation Officers (PPO's)*

PPO's were required to participate in the same research activities as were the APO's.

##### *Clients (APC's and PPC's)*

APC's were the experimental cases, those probationers assigned to supervision by volunteers. They wrote A & P scales after their screening interview, and again in six months, and participated in two audio tapes with their APC.

PPC's were the control cases, those probationers assigned to supervision by probation officers. They wrote A & P scales

TABLE I

TESTING PROCEDURES FOR EACH RESEARCH GROUP

| GROUP      | A & P SCALES<br>(45 minutes) | AUDIO TAPE 1<br>(30 minutes) | AUDIO TAPE 2<br>(30 minutes)     | A & P SCALES<br>(45 minutes) | TIME REQUIRED<br>PER CASE |
|------------|------------------------------|------------------------------|----------------------------------|------------------------------|---------------------------|
| PPO        | <del>X</del>                 | <del>X</del>                 | <del>X</del>                     | <del>X</del>                 | 2½ hours*                 |
| PPC        | <del>X</del>                 | <del>X</del>                 | <del>X</del>                     | <del>X</del>                 | 2½ hours                  |
| PSR        | <del>X</del>                 | none                         | none                             | <del>X</del>                 | 1½ hours                  |
| APO        | <del>X</del>                 | <del>X</del>                 | <del>X</del>                     | <del>X</del>                 | 2½ hours                  |
| APC        | <del>X</del>                 | <del>X</del>                 | <del>X</del>                     | <del>X</del>                 | 2½ hours                  |
| SCHEDULING | Intake                       | Intake<br>+ 2-3 weeks        | Intake<br>+ 4 months<br>(approx) | Intake<br>+ 6 months         |                           |

\*Taping time for probation officers is actually 60 minutes multiplied by the number of control cases they supervise. Average number was six over a two-year period.

after their screening interview, and again in six months, and participated in two audio-tapes with their PPO.

## RESEARCH TASKS INVOLVED

### *Attitude and Personality Scales (A & P Scales)*

This involved completing ten scales which measure attitude and personality and which have been theoretically and empirically related to illegal behaviour.

These scales take 45 minutes to complete and were done by everyone (PPO's, APO's, PSR's, APC's and PAC's) involved in the program. They were administered when subjects came into the program and again six months afterward.

Their purpose was to measure such things as the impact of probation work on volunteers' (APO's and PSR's) perceptions of offenders, themselves and the criminal justice system, and the extent to which attitude change is indicative of success in terms of behaviour change from anti- to pro-social behaviour. The repeated measures on the probation officers were to provide a control for effects of testing.

Although individual results of these tests were not available to anyone other than the research staff at St. Patrick's College, the research data will be made available in the form of grouped data for study by interested persons at the end of the research period.

### *Audio Tapes*

For each case two 30-minute audio-tapes between client (APC or PPC) and officer (APO or PPO) were done. The first of these was to be done in the second or third week after assignment. The second was to be done three months after the first.

The tapes were designed to supplement the R-scale providing more information on relationship factors. Because they recorded a specific sequence of interactions over a period of time they gave us a more valuable measure on this dimension than any questionnaire or test could do.

The tapes also supplemented information obtained on the confidential monthly reports in the area of community integration measures.

The topics covered on the tapes involved

- work or school activities
- recreation and social activities
- living arrangements (with family or friends)
- any special problem area.

Volunteers were assured that the audio tapes were not an

attempt to evaluate interviewing styles or techniques, but were designed to measure relationship factors. Most of the tapings of volunteers are done in the research staff facilities at the University, usually in the evenings. In a few cases where transportation is a problem for the volunteer or client, tapings are done in their homes. This arrangement would very likely be preferred by most of the volunteers, but the limitations of time and staff make it impractical.

### *Relationship Scale (R-Scale)*

This involves a ten-point questionnaire on which client and officer report their perception of the relationship. It takes from 3-5 minutes to complete, and is done at the same time as the audio tape. Of interest is the question of predictive value of client and officer perceived relationship factors.

The work of such researchers as Truax and Carkhuff suggests that the quality of the relationship is the single most important factor. This has not yet been demonstrated in Corrections and we are not really assuming anything about the direction the relationship will take.

### *Confidential Monthly Reports (CMR's)*

As well as providing information on the number, type and duration of client-officer contacts, by whom the contacts were initiated, in addition, information on community integration such as work or school involvement, job or academic performance, social and recreational activities and achievements is provided. The last item on this report is an essay type summary of the monthly activities. In this item APO's report in more depth on relationship between selves and client, any violation of probation rules, and activities engaged in together.

## COLLECTING THE RESEARCH DATA

Two locations were used for most of the testing and taping. The control cases were tested and taped at the probation office while experimental cases and volunteers were tested, for the most part, at the research staff office at St. Patrick's College. Because we were using two test locations and had the use of only one tape recorder for the first eight months of the program we had to stress to our volunteers the importance of arriving on time. Although our volunteers overall were conscientious about research, the most consistently positive response to research requests was with the one group of volunteers with whom the research assistant had gone through training. This may have been due to the fact that they had a better understanding of their

responsibilities because they probably got more information on the research from more frequent contact with the research assistant.

It was our experience that keeping everyone well informed on research progress keeps up their interest in it and increases their cooperation. For this reason, the research assistant tried to attend as many monthly group meetings as time permitted. These meetings provided an opportunity for the research team to acknowledge the tremendous cooperation of all volunteers, to up-date them on the progress of the research and to get feedback from volunteers on any concerns they had.

#### TESTING CLIENTS

Initially probationers were given their prescales after having been assigned to a particular probation officer. This meant that they would have had their screening interview with the co-ordinator in their first visit to probation office, at which time if they agreed to participate in the research, they would have been accepted into the program. The probationer would then be assigned to a probation officer who would send him a letter asking him to report on a particular date. The research assistant would be given by the co-ordinator the names of clients who had agreed to participate and the names of their supervisors. The research assistant then had to contact each officer to find out which reporting date clients were due on and arrange to be at the probation office when these clients reported for the first time in the hope that they would write the pre-tests at that time.

This system was streamlined in June of 1973 in an effort to reduce time demands on the officers, who were concerned about time demands of the research (see Appendix A). The new system proved to be a tremendous time and energy saver for research staff as well. The new system called for a research staff member to be on hand on the day set aside for screening interviews and to test those who agreed to participate in and who were acceptable to the OCCVP immediately following that interview. The new system allowed nearly all testing of new clients to be done on one afternoon a week with four to seven clients being tested each time.

#### TESTING VOLUNTEERS

Initially volunteers were tested at the last meeting of their training session. This made it possible to test a number of

volunteers at one time. This testing schedule had to be disbanded when formal training programs were dropped in favour of training new volunteers in the groups they would eventually be a part of. However, Alixe Lillico, Group Co-ordinator, alleviated some of the problems in group training created for the research staff by making it the responsibility of the individual volunteers to call the research assistant at the end of their training to make an appointment for testing. We were spared many telephone calls by having the volunteers responsible for making the contact.

#### SUBJECT ANXIETY ABOUT TESTING

Subject anxiety about testing is something which researchers must expect to encounter from time to time. If they are sensitive to it without being overly sensitive and are prepared to deal with it when they detect it, it won't have any long-term detrimental effects on the program. Ignoring it has not been effective in our experience. Minor concerns tend to be magnified over time.

What follows is a summary of some of the concerns our subjects have either expressed or indicated in some way that they had about either writing scales or doing audio tapes.

##### *Particular Concerns of Volunteers re Testing*

The main concern among volunteers has been that they are being evaluated on the basis of their responses on A & P scales. Volunteers may be thinking in terms of passing or failing; that they are being compared with peers and that a "failing" performance on these scales will be reported to the co-ordinator and will affect their participation in the program. Our response to this concern was to keep reminding them of the purpose of the testing--which was to determine which types of individuals work best with which other types (matching client to officer) as well as what effect the probation work experience has on the volunteer's perception of offenders, themselves and the criminal justice system. They were also reminded of the fact that only the research staff at St. Patrick's College, who make no input in screening or judging volunteers--had access to the results of scales. Nobody else, not even the co-ordinator of the program, had access to his own or anyone else's results. Recognizing that the research staff made no input in the area of screening resulted in a more relaxed response to testing.

In the area of audio tapings, volunteers seemed to feel some concern about their "performance" as an interviewer. After being assured that these tapes were not an attempt to evaluate them on interviewing styles or techniques, but were



instead an attempt to measure relationship factors, most taping sessions went very smoothly. These questions were first brought up by volunteers at a general meeting before taping began, and we were able to deal with them early. After the group structure was adopted we noticed that volunteers seemed more ready to express anxieties in the group situation where they might be supported by other volunteers than in one-to-one interactions with research staff.

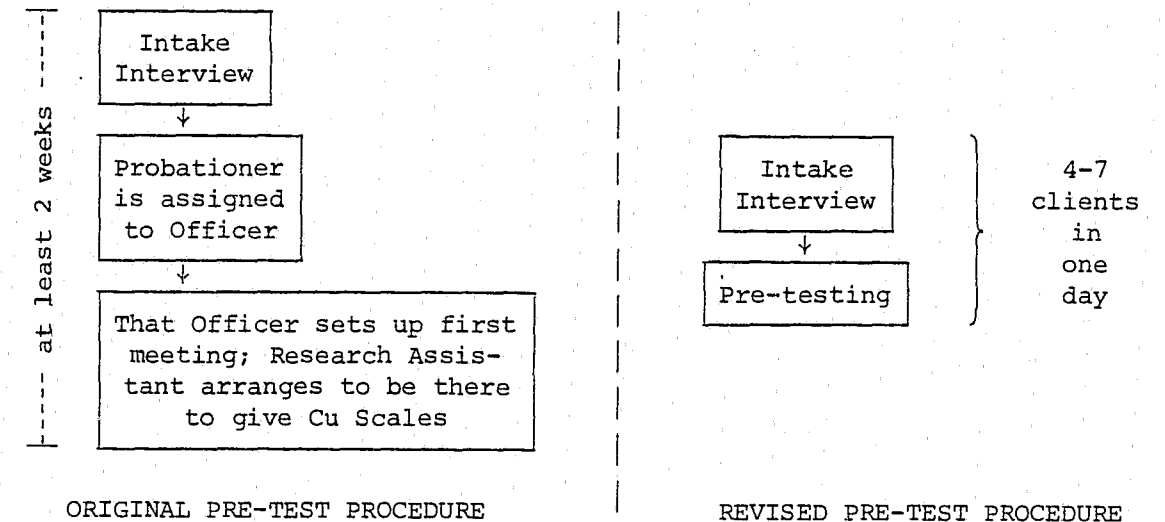
Another area of concern for volunteers, particularly younger ones, seemed to involve some wish to protect their clients from an invasion of their privacy or some form of exploitation. When we reminded them that the probationers had all had the program described to them before they made their decision on whether or not to participate, they relaxed. In fact, probationers seemed to be anxious to do tapings, and in some cases even expressed disappointment at the end of their probation period if tapings hadn't been done. It may have been that probations interpreted the tapings as extra attention being directed to them.

Overall, our problems with subject resistance to testing have been minor, but the fact that everyone concerned was able to express concerns openly says a lot for the quality of people involved and the skill of the co-ordinator, who was their first program contact, in selling them on the importance of the research to developing truly effective volunteer programs.

#### *Particular Concerns of Probation Officers re Testing*

For probation officers, a major concern had to be the extra time demands that our testing made on them. We made every effort to streamline our procedures whenever possible. One time-saving adjustment on our part was to test the probationers immediately following the screening interview during which they decided to participate in the research. Those who agreed to be involved wrote the pre-scales at this time rather than at a later date set up by his or her officer. This new procedure saved time for both professional and research staff (see diagram below).

Among other concerns peculiar to this group might be the feeling that the research assistant is an "outsider"--someone who is not a ministry employee, who hasn't actually worked as a probation officer and who therefore may not have any understanding of the difficulties professional staff may have in meeting the demands of the research schedules. As well, there may be concern as to whether researchers will have the same respect for the people involved as a probation officer might.



As with the volunteers there may be the fear that research assistants will report anything unfavourable to their supervisor.

Since probationers had to complete questionnaires on their perception of their relationship with officers, it was important that researchers not appear to be siding with the clients. They must project neutrality.

It is normal for some people to resist any effort to change long-established routines. Such people may disguise their resistance by appearing to be in total agreement with everything that's planned, but just never get their part of the work load done. This sort of passive resistance can be difficult to deal with; but in our experience, if research staff are sensitive to it when it appears and have developed a good rapport with program subjects, the reasons for the resistance can usually be discovered and dealt with successfully.

The setting for testing was, we felt, important so we made our research office as pleasant as possible by providing comfortable chairs and trying to downplay the fact that it was a business office. We always provided coffee or soft drinks for clients.

#### COMMUNICATION PROBLEMS AND SOLUTIONS

Before the research program began, two meetings of the probation staff were set up at which the research staff outlined what research procedures would be used, described the system

for data collection which had been designed, and explained the purpose of the research. These meetings were intended to give the probation staff an overview of the program while more detailed information would be conveyed in day-to-day contacts between the probation staff and the research staff. The general meeting is probably the best means of introducing the research and it gives the probation staff an opportunity to look over the research staff, but other means of communication between officers and research staff should be developed as well. From the questions we were asked after the program got under way, it was obvious that we had tried to provide too much information at the meetings. There was too much material presented for it to be absorbed adequately.

If we could redo any one thing it would probably involve these early meetings, because they did not accomplish what they were intended to accomplish. The professional staff did not seem to have a good understanding of what was expected of them.

Because they lacked this understanding, much of the research assistants' time in the early stages of implementation involved explaining basics of the program design. The lack of a good overview of the program resulted, it is likely, in some staff concern about certain aspects of the program (i.e. taping interviews) which would not have concerned them had they been given a clearer understanding of the purpose of the various procedures.

A better way might have been to involve the professional staff in the design decisions. Acquainting them with the program more gradually and several months before its implementation would have given them the opportunity and the time to develop a deeper understanding of it.

In our experience more detailed information is usually best transmitted verbally and personally. Written memos are useful since they can be referred to when information on such things as testing times is needed but they don't allow for the sort of exchange of information and opinions that is necessary to avoid misunderstandings. One disadvantage of written memos is that for office staff whose job it is to process many papers a day, such memos may get lost among all the others. We found that ours were less likely to get lost when they were on brightly coloured paper; they were easily located by shuffling through the stacks of white.

The most effective form of communication for our purposes was probably in the informal day-to-day contact between research assistants and professional staff rather than in formally scheduled meetings. It became an on-going process of information *exchange* in which the research assistant answered

questions about the research as they came up and kept the staff informed on the progress of the research, while the staff provided feedback to the research group on any problems they were having and often suggested ways of making the program operate more efficiently and smoothly with less disruption of regular office routine.

Of particular benefit to our group in the area of communication was the fact that the program director, an experienced probation officer who could understand the problems involved in adding research tasks to regular duties, was based in the office and available to answer questions from professionals. The research assistant was in the probation office from one half to three half-days weekly. The rest of the week she was in the university research office and available to people by telephone.

The following table summarizes our findings on the differential values of the various means of communication with professional staff (see Table II below).

Research programs which don't allow research staff time for interacting with field workers will in all likelihood experience slowdowns or even stoppages at some point. Some of these could be serious. A field staff which understands and believes in a research project can make a tremendous contribution in terms of time saved and pleasant working atmosphere -- a spirit of everyone working together toward common goals. Clients will be more willing to cooperate when such an atmosphere exists, so its value should not be underestimated.

#### *Communicating with Volunteers*

In our program we've tried several approaches for keeping volunteers informed. One involved having the research assistant proceed through training with a group of volunteers. This we found worked out well. The volunteers in this group had a better understanding of the research since they'd had more opportunities than any other group to find out about it through frequent contacts with the research assistant. As a group they were the most responsive to research demands.

One indication of this might be the fact that the average number of telephone contacts required to set up a testing session dropped from an average of 5 for other volunteers in the program to 3 for those in that group.

As a group their clients tended to be closest to maintaining the schedule for testing outlined in the research design. Overall, the time required to participate in training proved to be an excellent investment for the research staff in terms of time saved during testing periods and in terms of program gains in amount of data collected.

TABLE II  
ADVANTAGES AND DISADVANTAGES OF DIFFERENT TYPES OF  
COMMUNICATION WITH PROFESSIONALS

| <i>Type of Communication</i> | <i>Advantages</i>   | <i>Disadvantages</i>   |
|------------------------------|---|--|
| Group Meeting                | <ul style="list-style-type: none"> <li>• good for presenting an overview</li> <li>• time-saving for research staff</li> <li>• allows for transmission of a lot of information to a large number in a short time</li> </ul>  | <ul style="list-style-type: none"> <li>• requires disruption of regular office routine</li> <li>• sometimes meeting must be scheduled at least two weeks in advance for professionals to be able to fit it into their routine</li> </ul> |
| One-to-One Interaction       | <ul style="list-style-type: none"> <li>• allows communication of more detailed information</li> <li>• makes it easier to get at individual concerns</li> <li>• provides an excellent opportunity for feedback on problems or complaints the staff may have about the research</li> </ul>  | <ul style="list-style-type: none"> <li>• time-consuming for the research staff</li> </ul>  |
| Memos                        | <ul style="list-style-type: none"> <li>• provides a written record of more precise information, i.e. appointments, test dates</li> <li>• does not interfere with the officer's regular routine</li> <li>• in a social work setting where professionals are frequently out of the office, it is the surest means of getting information to everyone</li> </ul> | <ul style="list-style-type: none"> <li>• may get overlooked by staff if they are receiving a lot of other memos</li> <li>• preparing and updating these consumes a great deal of research staff time</li> </ul>                          |
| Telephone                    | <ul style="list-style-type: none"> <li>• quick</li> <li>• can be sure your message got through if you actually speak to the individual or if he is not in there is usually a secretary to take the message</li> </ul>   | <ul style="list-style-type: none"> <li>• some people prefer personal contact</li> <li>• calls must be brief as you may be interrupting so only minimal information can be transmitted</li> </ul>   |

In the OCCVP program, the volunteer population was organized into groups of 8-10 volunteers which had monthly meetings attended by their supervising professional, and the volunteer co-ordinator or his assistant.

The research assistant attempted to get to these monthly group meetings as often as possible since this provided opportunities for up-dating volunteers on research as well as for volunteers to vent any hostilities they felt about research. Some volunteers were more likely to speak out in the group than they would have in one-to-one interaction with the research staff. It is very important that any concerns or problems are expressed and resolved before small problems develop to a point where their resolution is more complex. Most concerns appear to result from communication breakdown or from a misunderstanding of what is expected.

One bonus for us in attending group meetings was that we became aware of other data that it was still possible to obtain, such as social network variables.

We found that it was important that secretaries in the field office have some understanding of the program and the importance of our scheduling. We had ignored them in the early stages of our operations, but soon recognized that that had been a mistake. They were often able to save us a lot of time by persuading clients who came early or on the wrong day to wait until one of our research staff could get to the field office to do the necessary testing.

#### VOLUNTEERS IN RESEARCH ROLES

In October of 1974, we felt that the time had come to make use of a team of volunteer research assistants (VRA's), a concept which had been discussed earlier. The idea of using volunteers in research roles developed as a result of several things. These included:

- *The interest expressed by several volunteers in research activities.* Several of them had volunteered to help with such things as telephone work or supervising evening testing sessions. Volunteers had been told that there would be some tasks for people interested in research. From the group of volunteers who expressed interest in the VRA role five were selected to form our VRA team.
- *The desire on the part of the program co-ordinator to develop a wide range of job roles for volunteers in all areas of the program.* Research on volunteerism suggests that the more dynamic volunteer programs provide opportunities for volunteers to learn new skills and to move into

new roles. Such opportunities increase volunteers' satisfaction with the program.

- *The fact that in the original research design the time demands on the research assistant had been greatly underestimated.* At the point at which volunteers were brought in, testing was being done at least three nights a week, in addition to daily testing at probation office and some week-end testing. At one point (spring of 1974) it was extremely difficult to keep up with testing alone. This still left such tasks as scoring scales, telephoning, recording scores and filing data to be done. Bringing volunteers into such roles as telephoning and testing left the research assistant more time for scoring and filing--tasks which could not be done by volunteers without the confidentiality of participants being compromised.

#### VRA QUALITIES

The five VRA's first selected were four females and one male who had experience in PSR or APO work. As well, they all had volunteer or work experience in correctional institutions or community-based programs. Three have Bachelor of Arts degrees in Psychology or Sociology. The qualities sought in VRA's included those which one normally would demand of people who will be doing field research such as respect for confidentiality of clients, dependability, capability of doing precise work, the ability to work well with people, and to work as part of a team. The research assistant's judgement of the presence of these qualities was gauged over a period of nearly eight months' observation of volunteers. An effort was made to choose people who were generally enthusiastic--the data collection tasks are repetitive and often monotonous so it helps to have "up" types around. There are few opportunities for creativity except in the area of persuading reluctant subjects, volunteers or clients to participate so that the only immediate satisfactions are in the contact with people and the satisfaction of getting the job done.

The five VRA's were contacted by telephone and asked to attend an information and organizational meeting.

#### ADVANTAGES OF A VRA PROGRAM

Some of the advantages of a VRA program might be summarized as follows:

#### *Gains for the Program*

- (1) The added input from people can enrich a program.
- (2) Involvement of volunteers is good public relations for the research team within volunteer groups.
- (3) Input from volunteers provides periodic transfusions of energy and enthusiasm.
- (4) Involvement of non-research people keeps the research team humane, that is from giving too much attention to schedules and not enough to such human problems as anxiety about testing.

#### *Gains for the VRA*

- (1) More varied roles for volunteers give them experience which they would not normally have access to.
- (2) The opportunity to demonstrate skills in a new area is good for volunteers and the total program atmosphere.

#### *Gains for the Research Staff*

- (1) There is someone to share the workload.
- (2) VRA's make possible more efficient organizing of time and skills.

#### ORGANIZATIONAL MEETING

Before the VRA program began, a meeting attended by the five VRA's recruited initially was held at the research office. The purpose of the meeting was to outline the duties proposed for VRA's, to provide an opportunity for them to meet the research director, Dr. D.A. Andrews, and to get some input from them on what they wanted to do. Dr. Andrews described some of his more recent research projects involving use of volunteers in institutions as well as the focus of the research in the current OCCVP. This included a description of the measures being used, their purpose, the procedure and purpose of the tapings and various other measures being used.

The research assistant discussed testing and taping procedure--how to increase the likelihood of positive results, ways of communicating with subjects the importance of not keeping clients waiting (i.e. "I've tended to be early by fifteen minutes and have found that volunteers and APC's show up promptly for the most part"). The importance of

being *definite* about place and times was stressed, since two test locations were in use. At that time there was only one tape recorder available, and there might be as many as three tapings scheduled for an evening. The importance of keeping information to oneself, and the need for careful, methodical work and diligent attention to detail were also discussed.

The VRA's were given information sheets (Appendix A) which summarized the procedures to be followed in testing. They were tremendously enthusiastic about their VRA role and several started to work that week.

We felt that it was very important that our VRA's have a good basic understanding of the research, since they would be among the front-line workers in contact with volunteers and clients to be tested and would be called upon to answer questions regarding the research. They might be called upon, as well, to justify the large investment of time required for tests, tapes etc.

Such information would make them more confident in performing their research tasks, and would ensure that their decision to volunteer for research tasks would be based on a realistic understanding of what was actually involved. Some people have a glamorized image of what research involves and we wanted our volunteers to know from the beginning what was actually involved so that they would not be disappointed and leave because of this.

#### VRA TASKS

The VRA team performed the following tasks:

- supervised taping and testing sessions;
- made telephone calls to schedule testing;
- participated in data collection; and
- attended group meetings to keep other volunteers informed on the progress of the research.

At the time that the VRA team was formed, one of the most time-consuming activities for the research associate was telephone work. An average of three telephone calls was required per volunteer to set up a taping or testing session. One volunteer, a homemaker, took on the task of doing telephone work involving volunteers and their clients. She called the volunteer whenever a tape or scales were due to be done. The volunteer contacted his or her client, they decided which of the times set aside for testing or taping that week was best for them and called the VRA in charge of scheduling to let her know when they would be in. She called the research assistant every Sunday evening to report

who was able to come in during the next week and to get a list of calls to be made that week.

In our first year, we developed the following system:

- (a) A log was kept of who was called, when and what their response was. General notes were kept on such things as difficulties the volunteer might be having contacting his client by telephone, whether the client has irregular working hours which might present scheduling problems, as well as whether the volunteer or client feels any concerns about tapings or scales.

Some volunteers have occasionally expressed concern about doing audio tapes, but when assured that the tapes were not being used to evaluate their interviewing techniques, were usually quite willing to do them. It is important that the research assistants be sensitive to any indicators of concern in the volunteers and that this be dealt with immediately. We have observed that anxiety about tapings can be unconsciously transferred by the volunteer to his or her client. Probationers have generally not been resistant to doing audio tapes. In fact, in nearly 200 cases, only four clients have refused to do tapes, and in several cases where PPO's were unable to fit the tapings into their schedule because of shortage of time clients expressed disappointment that no tapes would be done.

- (b) We have learned that it is important to give exact times when setting appointments. If they are to call us back they are told to call back before a particular day, i.e., "You'll get back to me by Thursday, then?"

Our volunteers were able to combine the VRA role with one-to-one supervision since they were not involved in any form of data analysis. They did not have access to masters, codes or any data already collected. Because they administered scales or set up testing and labelled data only, confidentiality of everyone in the program was maintained. The research assistant put identifying codes on data after the VRA's had left the office. Other volunteers in the program who were concerned about confidentiality being maintained were reassured when our procedures were explained, and no problems developed.

Each VRA was issued a key to the research office so that he or she could get in to test when required, but no keys to data files were distributed and these were always locked when the research assistant was not in the office.

Other tasks we considered but never actually implemented for VRA's involved the assembling of a community resource directory listing recreation or hobby groups, courses available

through various adult education programs or community colleges, and a clipping service to collect information on volunteer programs etc. of interest to volunteers and professionals in the program.

#### RECORD KEEPING

Research staff spend time with record keeping. Because of the numbers involved and the complexity of scheduling, it was important to keep a written record of all testing as well as of any communications with clients.

The most immediate need for the research assistant in the early stages of a program like ours is to develop some system for keeping track of who has been tested, what tests they've done, and who has yet to be tested. Forms 2, 3, 4 and 5 represent our attempts to accomplish this. When scales had been done the date was recorded in a log kept for this purpose and entered on a flow chart (Form 2) as well. Although this system worked well, particularly when numbers were small, a file card system would be more efficient for larger numbers.

We used the following systems and formats for keeping ourselves and participants in the program informed on the progress of testing procedures in general, as well as the position of particular individuals in the testing sequence.

##### *Flow Chart on Sequence of Testing (Form 1)*

This chart was included in the research manual which was distributed to everyone in the program. Its purpose was to give those involved some easy-to-understand summary of all the research procedures they would be expected to participate in.

##### *Flow Chart on A & P Scales Test Schedule (Form 2)*

This chart was used by the research staff to keep track of subjects writing A & P scales. One chart was kept for each of the five subject groups: Professional Probation Officers (PPO's); Assistant Probation Officers (APO's); Control Client Group (PPC's); Experimental Client Group (APC's); and APO's writing presentence reports (PSR's).

Flow charts of this type made it possible to check quickly at any time on where any particular individual was in the testing sequence. With the change from training volunteers in groups to year-round recruitment and training, the need

for flow charts was even greater to prevent any subjects being missed.

##### *Update Information on Testing (Form 3)*

This form was one of those used by the research assistant (and carried by her at all times) as a quick and easy reference on testing done.

##### *Record Sheet on Tapings; Volunteer Supervised Cases (Form 4)*

This form was used to keep a record of tapes done, of calls made to volunteers and of any problems that might affect the tapings such as irregular working hours of a client, client or volunteer anxiety about tapings, etc. The VRA in charge of telephoning and the senior research assistant each had a copy of this. One evening a week they communicated by telephone to exchange information on who had done tapings over the past week, and who was due to do tapings in the coming week.

##### *Individual Test Schedules for PPO's (Form 5)*

The system we developed for keeping ourselves and the supervising officers up to date on the testing of control cases involved a schedule for each officer which listed the control cases he was supervising, what measurements they had done, what measurements they had left to do and when. Each supervising officer got one copy of this and one copy was kept in a file which the research assistant carried at all times. These were updated once a month or more frequently during periods of heavy testing. These forms were the most successful of several methods used over the two-year period of the study for keeping individual officers informed of what testing we still had scheduled for their clients. The research assistant met with each officer periodically and the scales and tapings due were scheduled over a period of two or three weeks. The officers most often tried to schedule several tapings for one day. When this was possible, it was a time-saver for the research staff, reducing the number of trips that had to be made to the probation office. Most of the officers found it easier to do all the testing on several days set aside for that purpose rather than randomly throughout the month.

##### *Notice of Testing Due (Form 6)*

At one point early in the program when there were a large number of people scheduled for testing in a three- or four-week period, we used this format for contacting volunteers by mail. This was the only time in which we used any method other than telephoning to contact people. We found that

telephone contact worked best for us. Clients were more likely to show for testing if they had already made a verbal commitment to us to do so. If the contact had been made by telephone they were more likely to call us if they found they weren't able to keep an appointment. Contact by telephone also provides a good opportunity to the research staff for dealing with any anxiety felt by people and for keeping people up to date on research. The extra time demands of telephone contact are well worth it, in our experience.

#### DATA STORAGE

In addition to record keeping, a system for storage of data which makes possible quick and easy retrieval of that data at any time is needed for OCCVP. Each group was given its own identification number. The first digit in the three-digit subject identification number was the group identification. For example, all volunteers writing PSR's were given identification numbers beginning in 5. In addition to number coding of groups, a colour code was assigned to each group. This colour code was used on files and masters. The colour coding seemed to reduce filing mistakes by staff.

The following systems were used by us for data storage. These represent in several instances a duplication of information, but this was a useful double check on mistakes.

- *Five masters* (APO, PPO, APC, PPC, PSR) for actual pretest and post-test scores on the Cu scales and a limited amount of demographic data (i.e. age, sex and marital status of volunteers).
- *Five master I.D. lists*. These represented the only means of linking any of the data to specific individuals in the program. They were kept in locked cabinets when not being used by the research assistant.
- *Tape log*. In this was kept a list of tapes done with information on whether it was an APO or PPO supervised case, whether the tape was a first or second tape, date of the taping and information on any technical problems.
- *Demographic data sheets*. These were used to keep more detailed demographic data on clients. The coded information was stored on these forms. Data collected on APO's and PSR's included age, sex, marital status, occupation, work experience, education, volunteer experience (number, type and areas of volunteer experiences), and number and type of leisure interests. Data collected on clients included sex, age, marital status, occupation, education, etc.

#### RECOMMENDATIONS

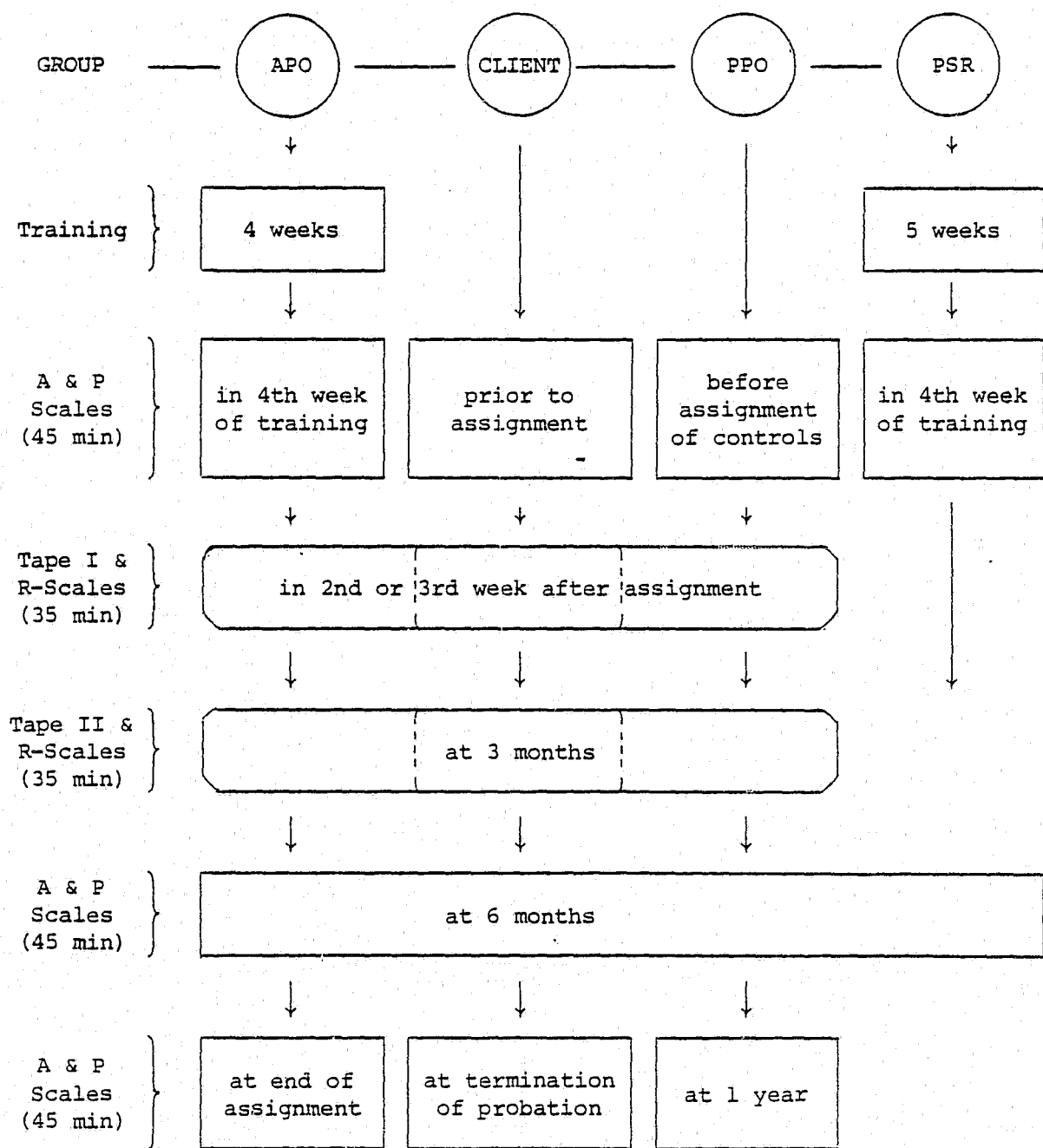
We would suggest the following guidelines, which we feel are of special importance in the implementation of research in a field office:

- (1) The research procedures must be clear to staff members and their administrators. If administrators are to be able to support their staff, they must understand what changes in routines to expect.
- (2) Research designers should have a good understanding of general system operations so that the research procedures they design will be a less disruptive influence. There should be an assessment of what is practically possible.
- (3) Budget time for the research assistants to provide the information and clarification of procedures which staff will need after the program gets under way.
- (4) Avoid rigidity. Anticipate that some procedures may have to be adapted. Recognize the obstacles that may be encountered.
- (5) Provide means for staff to make input relating to problems in implementing the research as it is designed.

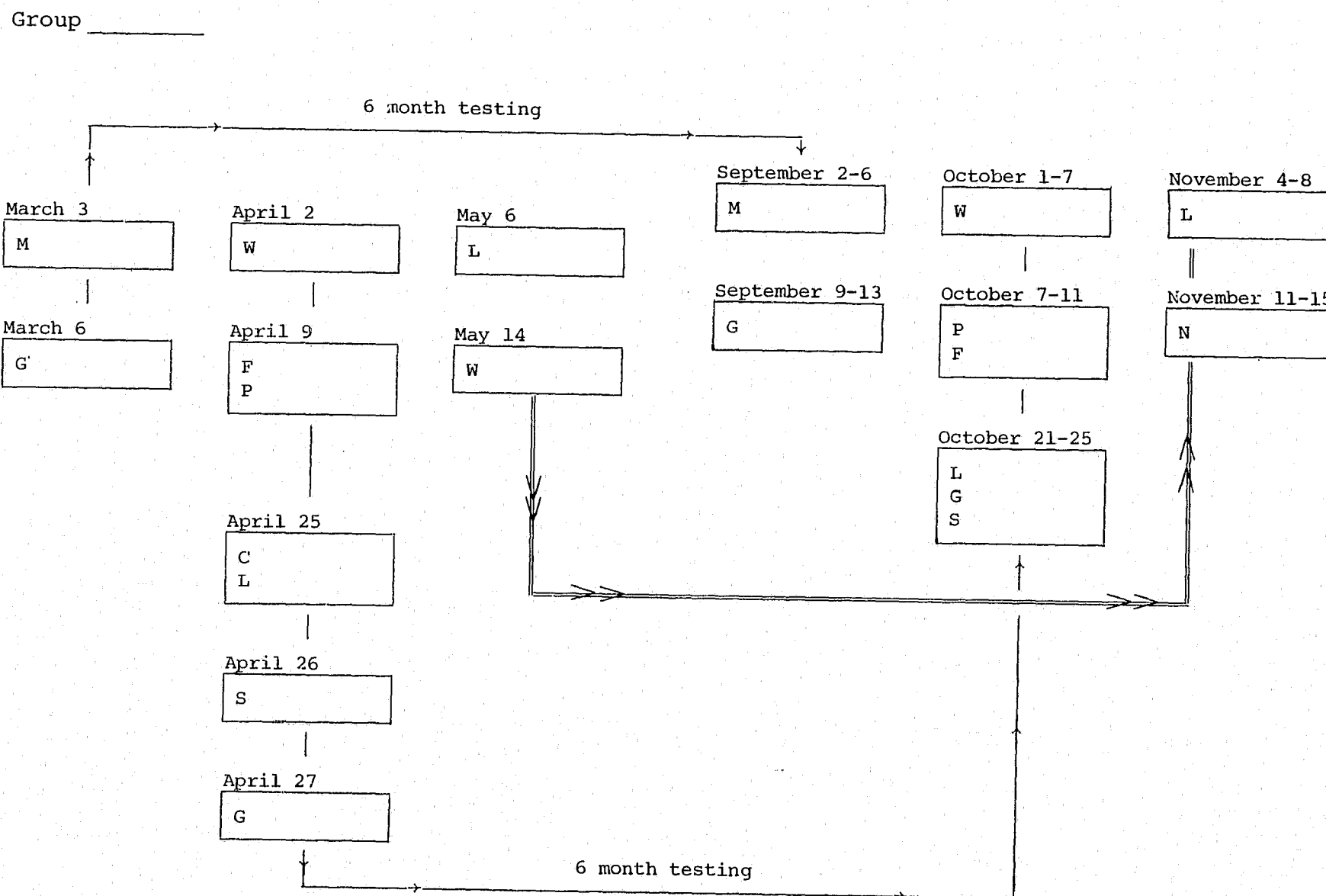
Basically, the task of implementing a research project in a field setting requires a combination of skill in dealing with people and a fair degree of common sense.

FLOW CHART

In order to bring together the sequence of when the measures are taken and who takes them, we have summarized these events in the following chart.



Sequence of Measurements





GROUP: APC OR PPC

| Case Number | Supervisor (Client) | Pre-Tests | Tape #1 | 6-month Scales | Tape #2 | Post-Tests | Status at Closing (i.e. transfer, termination, problems ) |
|-------------|---------------------|-----------|---------|----------------|---------|------------|---|
|             |                     | X         | X       | X              | X       | X          | Research complete   |
|             |                     | X         | X       | X              | X       | X          | APC--Breach at 4 months                                   |
|             |                     | X         | X       | X              | X       | X          | Early termination at 6 months                             |

CODE:     Scales done  
            Tape done  
            R-Scale done at time of taping

AUDIO-TAPE SCHEDULE

| VOLUNTEER SUPERVISED CASES | PRE SCALES | TAPE #1       | TAPE #2 | POST SCALES | NUMBER OF CALLS MADE       |
|----------------------------|------------|---------------|---------|-------------|----------------------------|
| Volunteer (Probationer)    | x<br>x     | June<br>12/75 |         | x           | ///                        |
| Volunteer (Probationer)    | x<br>x     | April<br>5/75 |         | x<br>x      | ///<br>testing complete    |
| Volunteer (Probationer)    | x<br>x     | May<br>15/75  |         |             | ///<br>client has been ill |

Date \_\_\_\_\_

Officer \_\_\_\_\_

This is an up-to-date list of clients in your case load who are involved in the research program.

Testing of clients is done according to the following schedule:

- Pre-Scales*                    The probationer will have written these before he is assigned to you.
- Tape #1 and R-Scale*        This should be done two or three weeks after the client's assignment to you.
- Tape #2 and R-Scale*        To be done three months after the first tape.
- 6-month Scales*            Will be done six months after the pre-scales.
- 1-year Scales*              Are done at one year or in the last month of the client's probation, whichever comes first.

| Client | Pre-Scales | Tape #1 | R Scale | Tape #2 | R Scale | 6 mos Scales | 1 yr Scales |
|--------|------------|---------|---------|---------|---------|--------------|-------------|
|        |            |         |         |         |         |              |             |
|        |            |         |         |         |         |              |             |
|        |            |         |         |         |         |              |             |
|        |            |         |         |         |         |              |             |
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|        |            |         |         |         |         |              |             |
|        |            |         |         |         |         |              |             |
|        |            |         |         |         |         |              |             |
|        |            |         |         |         |         |              |             |

If you have any questions, call me at 231-2666 or 231-6611 (work) or 521-9676 (home). When taping of a client interview is due, I can usually arrange to be at the office to administer the R-scale if you can call me at least one day in advance of his/her appointment with you.

If any of your clients report to write scales when we are not in your office, call us and we can usually arrange to have someone there in 10 or 15 minutes.

Date \_\_\_\_\_

Name \_\_\_\_\_

The next testing scheduled for your group is as indicated below. Where no specific date and time are given, please contact me *one week before* the taping or testing is to be done to set an appointment.

|              | APO | CLIENT | PSR |
|--------------|-----|--------|-----|
| A & P Scales |     |        |     |
| Tape         |     |        |     |

Due to the large numbers involved in our program at this time, it is very important that appointments be kept as much as possible and that, if you are unable to keep an appointment, you give us as much advance notice as possible. We need everyone's cooperation if we are to continue to have a fairly smoothly running system capable of keeping up with the large numbers we have involved.

If you have any questions, call me at 231-2666 (work) or 521-9676 (home) or Mary Faraday at 521-5552.

Yours truly,

Robert J. Russell  
 Research Associate  
 Ottawa Criminal Court  
 Volunteer Program

RJR/ho

## APPENDIX A

### TESTING PROCEDURE (REVISED JUNE 1974)

(The following revision in test procedure made possible some group testing of clients and thus proved to be a tremendous time-saver for the research staff. At present most new clients write their pre-tests at the probation office in the one afternoon a week which has been set aside for intake of new cases. This form was distributed to all Probation Officers.)

All probation officers (PPO's, APO's, PSR's) will be given the A & P scales before being assigned any cases. APO's and PSR's will be given the scales in the fourth week of their training.

Rather than have officers contact the client to schedule the first A & P scales, all clients will now be called into the probation office by J. Kiessling for the first testing by the research group before they have been assigned to either the experimental or control condition. That is, by the time of their first contact both client and officer will have completed the initial set of A & P scales.

The scheduling and procedure for doing the tapes and remaining scales will remain the same. (Refer to page 11 of the Research Manual.)

It is very important for accurate comparisons and evaluation to be made that the timing of taping and testing be quite rigidly adhered to. It is hoped that the new procedure for administering the first set of scales will eliminate any problems in scheduling which we've experienced up to this point.

In addition, since the final set of A & P scales must be administered to the client at one year or within the last month of his probation period, it is very important that officers supervising clients let the research group know when a client's probation is terminating early.

Roberta J. Russell  
Research Associate  
Ottawa Criminal Court  
Volunteer Program

## APPENDIX B

### TESTING INSTRUCTIONS FOR VRA'S

*A & P Scales* Tell the subjects to work through the scales in the order in which they come from the test pack and to work on their own. When the subject has finished, thumb through the scales to make sure they have all been done and that there are ten. Put them in the envelope, seal and have the subject write his name, whether they are pre-, six-month or post-scales, and the date across the flap. Assure volunteers that test scores in no way affect whether they stay in the program. Research staff make no input in this area. Screening of volunteers is solely the responsibility of the program director, Mr. Kiessling, and his group coordinators.

*R-Scale* Explain that these are designed to give some idea of how the subjects view their relationship, and that their responses are confidential. Administer the R-scale before doing the tape. As they are completed put each in a separate envelope, seal and label with subject's name and date.

*Tapes* Be open with the client. Say "we need statements from you on these areas". List the four topic areas to be discussed:

- how are things going at work or in school?
- what have you been doing for recreation?
- what are your living arrangements? -- are you living with friends or family?
- are there any special problem areas you would like to discuss?
- Leave the officer and client *alone* for about 35-40 minutes.
- If they appear to be nervous about the taping, it sometimes relaxes them to suggest that they experiment with the equipment. Suggest that they record a few minutes of conversation, then play it back. Some subjects prefer to have the tape recorder placed out of sight. The equipment is sensitive enough to pick up sound anywhere in the room, so placing it behind a chair or under a table presents no problem.
- However, ask subjects to refrain from handling the microphone as this creates static on the tape, resulting in poor sound quality.
- When the taping has been completed, label an enveloped with client surname and date (*don't* put any names or identifying information on tapes or tape case) and make note on the enclosed index card of the tape length and any technical problems that might have come up.

Roberta Russell  
December, 1975

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## APPENDIX B

Research Manual for Assistant  
Probation Officers in the Ottawa Criminal  
Court Volunteer Program

D.A. Andrews   Colin Farmer   R.J. Russell

St. Patrick's College  
Carleton University

J.J. Kiessling  
Probation and Parole Services  
Ontario Ministry of Correctional Services

A CAVIC module. A reprint of the manual prepared for  
participants in the Ottawa Criminal Court Volunteer Program, 1974.  
February, 1976.

Research on the Offensive:

Research and evaluation must form an integral part of any innovative program which focuses on human and social concerns. Several inter-related factors dictate this research component.

a) The history of corrections, and social services in general, has been one of haphazard "innovation" without due regard for the impact of programs on settings, on clients, and the community. Without the documentation and assessment of programs, old mistakes are repeated and positive advances are missed as "innovations" emerge, submerge and re-emerge in various settings. The accurate description and assessment of programs permits developments within and among agencies--permits systematic growth agencies rather than haphazard change.

b) The evaluation of a program must consider several sets of participants. In probation, the involvement of volunteers may have effects on clients, on professional staff, on the administrators of the agency, on court officials and the public at large. Involvement may also effect changes in attitudes of volunteers. The impact of the work volunteers do can only be answered by systematic measurement on a number of factors. With clients, outcome might be assessed in terms of indices of recidivism, level and quality of functioning in the community plus personal changes as evident in expressed attitudes toward self and others. The involvement of volunteers in the system might reduce professional case loads, increase or decrease professional work loads, create new professional roles, increase or decrease costs or change recruitment procedures among other things. Specification of any positive

impacts might widen the range of options open to the court in terms of sentencing. The volunteer would want to know what are the effects on him are in terms of his own feelings of self worth and his own career plans. Everyone would like to know the effects of volunteer work on other members of the community at large.

c) Something is now known about the basic parameters of volunteer involvement. Specifically, assuming a well organized program, volunteers with small case loads can be as effective as professional supervisors with large case loads. Major questions remain unanswered. For example, by what processes does the P.O. (assistant or professional) have an effect? What is the depth and range of impact on the client? What is the duration of effect? What types of clients might be more responsive to volunteer supervision than to professional supervision? What types of clients might profit more from professional supervision? How important is the relationship between the P.O. and the client in helping him to change his behaviour?

d) The arguments for research presented above and the types of questions asked have been highly "service-oriented." However, quality of service in the end will depend upon our understanding of man and society. For maximum impact the research questions should be formulated not simply in service terms but also in theoretical terms. Insofar as research and evaluation is relevant to our theoretical conceptions of man and society, we must test and probe to expand our understanding.

It has been said that "There is nothing more practical than a good theory". A good theory of behavioural influence, helping processes and criminal behaviour is one which not only describes events and their relationships accurately but also identifies those factors or events which influence other events. A good theory of criminality is one which identifies those

factors, which if manipulated or changed, produce changes in criminal behaviour. Up to this time in the history of criminology and corrections most theories were based on descriptions of existing relationships or of present behaviour and events in the long distant past of the offender. It has never been clear what is influencing what. The theories and supporting data did not provide concrete suggestions as to how to intervene in the life of an offender and change the probability of further criminal acts. The theories have not shown how deliberately introduced change in the offenders' patterns of association, or relations to the community, relate to changes in crime and delinquency. The range and nature of volunteer involvement in the probation and parole process permit the examination of the effects of such interventions. Such examinations will feedback into such classic theories of crime and delinquency as differential association theory and behaviour change theories generated by Sutherland and Rogers.

#### Research on the Defensive

Research and evaluation components of innovative programs are necessary, and have positive potential but cannot be introduced at no cost to the participants in the program. Some of the negative aspects include:

a) "Those damn scales". The introduction of reporting scales can be a nuisance and sometimes be disturbing. But the opinions, beliefs and attitudes of participants must be sampled in a systematic way. The opinions and attitudes must be measured in such a way that the process can be repeated and that the information is of some known reliability and validity.

b) "What does it matter if 'I prefer tubs to showers?'". - While we don't think that this question is included in any of our scales as yet, there are a number of questions which might appear somewhat less than relevant. Some of the scales we are using are well-tested research instruments. In fact, a number were selected from the best available in a survey of North American correctional agencies. Other scales are themselves the focus of research attention insofar as we are trying to establish that they are reliable and valid. While we have taken some care in the selection of the test battery, we agree that not all items appear on the face of it to be equally valid or useful. We do know that systematic research often reveals that what appears "good" turns out to be poor and what appears poor turns out to be valuable. Contrary to how it might appear in a few instances, we have not deliberately introduced nonsense into the research battery.

c) "Why so many?": - The implications of the volunteer program for the client, the volunteer, the professional and for theory are wide. In fact, there are many areas where we have decided not to introduce systematic measurement because to do so would be to detract from the service program. A balance between the need for evaluation and program operations must be maintained. In cost-benefit terms, the financial and human effort costs assumed with the program are heavy; adequate payoff for those costs requires that the evaluation be wide ranging. It is our judgement that time devoted to research is not inconsequential but is rather small compared to the effort associated with the service aspects of the program.

d) "Did I pass?": - The research instruments are not being used to screen out volunteers or clients. We expect that the instruments will be helpful in the future for matching volunteers and clients, but they are not being used for that purpose now. The scales will be used to assess program impact

on the client. We have some ideas of how the clients' attitudes and personality may relate to other outcome criteria such as recidivism but the evidence is not available as yet.

e) "The answer to question 3 on form 5 is 'none of your damn business.'" The questions of privacy and confidentiality relate to some of the most serious objections to research and evaluation. However, the importance of the issues being investigated requires that we ask you to complete the scales. We can reassure you on the following points:

i) Responses to sets of items are the focus of the research rather than responses to individual items.

ii) Your responses to the questionnaires are available to no one but the researchers and research ethics forbid the reporting of individual results. Not even the Co-ordinator of Volunteers has access to the test records of individuals.

iii) The results of the research will be reported in terms of group data and not in terms of individuals.

iv) The questionnaires completed by individuals are stored in locked file cabinets and the group data are coded without names.

#### The Formation of the Experimental and the Control Groups

The first step is to describe the way in which we separate the offenders into the groups supervised by professionals and the volunteer Probation Officers.

a) Of the probation orders received, only those with pre-sentence reports attached are considered for the program by the co-ordinator. The other orders do not contain enough information about the probationer to determine his suitability for a volunteer. (see #2 below)



b) Those ineligible for the program are screened out next. This group is comprised of the following:

- 1) Violent offenders - who would constitute an unreasonable risk to volunteers.
- 2) Those who need professional treatment, e.g. by a psychologist or psychiatrist.

A control group (Group #3) will be selected from this group at random in order to give at least some indication of the results of these kinds of decisions. These probationers will be assigned to the professional probation officers by the normal procedures.

c) The remaining probationers are randomly split into two groups:

- 1) The experimental group (Group #1) - those who will be assigned to a volunteer or assistant probation officer (APO).
- 2) A control group (Group #2) - those probationers assigned to a professional probation officer (PPO).

It is to these two groups that all the testing procedures will be applied to get comparative data on the effectiveness of these two kinds of supervision.

d) The final stage is the matching procedure. From the experimental group, individual probationers are selected and matched to individual volunteers.

There are two criteria used in this matching:

- 1) Geography - the probationer and volunteer should live within the same area of Ottawa. It would be a useless source of travel expense and irritation to the volunteer and probationer to carry the principle of randomness to the extent of having the probationer and volunteer live far apart. Professional probation officers are also

assigned cases by means of the geographic areas they cover, so that assigning volunteer cases on this basis will not jeopardize any comparative data.

- 2) Any strong preferences of the volunteer - e.g. that he does not want to work with a particular kind of probationer. Although this happens infrequently, these opinions are respected by the Co-ordinator.

When a probationer is selected for a volunteer, the second step is to interview the probationer and volunteer:

- 3) The probationer is seen by the co-ordinator and asked whether he will agree to be supervised by a volunteer and to take the attitude and personality tests. If he does not agree to this, he is removed from the research program and assigned to a professional probation officer.
- 4) The volunteer is then given the probationer's file to read and agrees to take the case or not. If he refuses the case for an unforeseen reason (e.g. the probationer is an employee or employer of the volunteer), the probationer is returned to the volunteer pool. It is apparent that we are giving the maximum freedom of choice to the probationer and volunteer - to accept or reject each other. It is our opinion that a forced relationship is essentially a punishment, and is contrary to the essence of the whole program.

#### Current Research Emphases

In the present study we will try to concentrate on the unanswered questions concerning what produces changes from anti-social to acceptable behaviour. To do this we propose to focus not only on the adjustments made by the clients themselves but also on the relationship between supervisors and clients.

### Three Sets of Outcome Measures

- a) A set of attitude and personality scales (A. & P. Scales) are employed which have been theoretically and empirically related to illegal behaviour. These will be administered within two to three weeks of assignment to an officer, at the end of six months or before if probation is terminated early, and again at the end of the probation period. These take about 45 minutes to complete.
- b) Another set of measures may be described as community-integration measures: income earned, number of days employed or in school, social activities, family activities and acquired assets. Of some interest is the question of how the various outcome measures intercorrelate and to what extent changes in attitudes and community integration may be predictive of recidivism. These data will largely come from the monthly report form which will be completed by supervisors.
- c) Regarding behaviour changes in clients, we will monitor alterations in attitudes and personality as well as their increased ties to the community. Of course the ultimate test of pro-social growth is whether the clients commit further crimes, how soon after release from probation these occur and whether the offences are less serious than the preceding ones. Consequently we will not only be concerned with recidivism which occurs during probation but also through the subsequent two years.

### Characteristics of the Helper and the Relationship

Two factors suggest that characteristics of the probation officer should be a variable in this study. The behaviour change literature suggests that across intervention techniques, the interpersonal functioning of the 'helper' is a critical variable relative to outcome. Therefore, all participating

P.O.'s (assistants and professional) have agreed to complete the same battery of Attitudinal and Personality tests as the clients and on the same schedule.

In addition to measuring characteristics of the P.O.'s prior to assigning a case, there is the question of the relationship once contacts are initiated. Virtually, all models of counselling and 'helping' processes assume that the ongoing relationship between the client and helper is important. Thus, at one extreme, no amount of suggestion, guidance or encouragement is likely to be useful if one or both members of the relationship feel they are being ignored or rejected. At the other extreme, some models of behavioural influence suggest that maximum positive effects may be expected when the relationship is open, warm, and there is understanding. However, in the area of corrections, the results have not been clear cut. For example, some reports indicated that correctional clients in group counselling who evaluated their counsellor negatively tended to present the most evidence of positive outcome. Of considerable interest, if correctional programs are to be able to assign and/or reassign cases to the appropriate volunteers or professionals, is the question of the predictive value of client and probation officer perceived relationship factors.

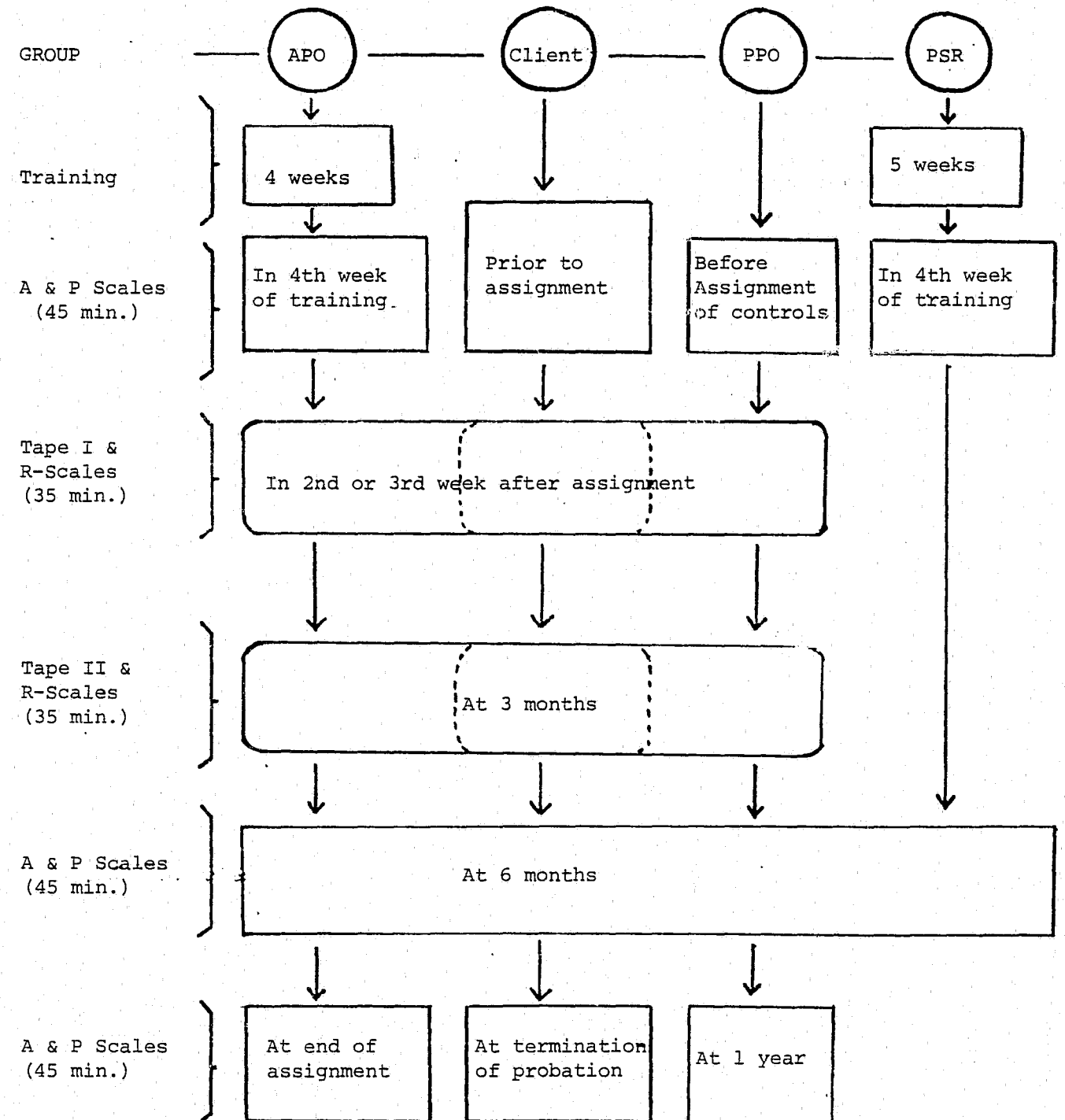
The relationship factors will be measured in two ways:

- a) By administration of a brief questionnaire (R Scale) which is a self report measure of client-P.O. perceived relationships.
- b) A 30 minute audio-taped sequence of client supervisor interaction which will be made during the second or third week following the P.O.'s first contact with his client. The purpose of this tape is not to evaluate

interviewing styles or techniques but to premeasure relationship factors. This measure will be repeated again at the end of three months. The tapes supplement the R Scale but they have the advantage of recording a specific sequence of interactions over a period of time which a test cannot do.

Flow Chart

In order to bring together the sequence of when the measures are taken and who takes them we have summarized these events in the following chart:



Sequence of Measurements

APPENDIX C

VOLUNTEER APPLICATION FORM

APPENDIX C

APPLICATION FOR THE ADULT VOLUNTEER PROGRAM

Name \_\_\_\_\_

Home Address \_\_\_\_\_ Telephone \_\_\_\_\_

Age \_\_\_\_\_ Date of Birth \_\_\_\_\_ Use of Car? \_\_\_\_\_

Languages Fluent In \_\_\_\_\_

Occupation: At Present \_\_\_\_\_ Name of Firm \_\_\_\_\_

Present Business Phone \_\_\_\_\_

Marital Status: Single \_\_\_ Divorced \_\_\_ Separated \_\_\_ Married \_\_\_

Family Status: Spouses Name \_\_\_\_\_ Age \_\_\_ Occupation \_\_\_\_\_

Children: Ages \_\_\_\_\_

Previous Criminal Record, If Any \_\_\_\_\_

Academic Status: Last Completed Grade \_\_\_\_\_

Other Training \_\_\_\_\_

Previous Experience in Volunteer Work \_\_\_\_\_

\_\_\_\_\_

Service and/or Fraternal Group Affiliations \_\_\_\_\_

\_\_\_\_\_

In order to suitably match you with a probationer, please list your area of interests and leisure time activities: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please give below the names and addresses of reference people (not members of your own family).

1. \_\_\_\_\_

2. \_\_\_\_\_

In making this application, I hereby give permission to the Ontario Ministry of Corrections and Coordinator of the Volunteer Program to contact the above-named persons for character references and also to make enquiries with the police authorities as may be deemed necessary to ascertain my suitability as a volunteer.

Date: \_\_\_\_\_ Signed: \_\_\_\_\_

APPENDIX D

THE ATTITUDE AND PERSONALITY BATTERY:  
A COMPARISON OF PROBATIONERS AND PROBATION  
OFFICERS AND THE PREDICTION  
OF RECIDIVISM

The major participants in OCCVP are introduced in this section of the report. A full description of the participants is important if the findings of OCCVP are to be compared with previous and future programs. This section also serves to introduce the major variables which were employed in the classification of different types of officers and probationers, and in the assessment of program impact on officers and clients. The majority of the pretest and outcome variables were selected because of their theoretical and empirical links to criminal conduct and/or behavioural influence processes.

The chapter opens with a comparison of the officers and probationers on a standard set of biographical-demographical variables and on pretested attitudes and personality. If the measures, as operational definitions of theoretical constructs, can successfully discriminate between offenders (the probationers) and nonoffenders (the officers), then the corresponding theoretical perspectives gain in strength. However, there are serious limitations on any conclusions that may be drawn from "offender-non-offender" comparisons. Indeed, in the present study, our two samples are clearly not representative of the broader classes of offenders and nonoffenders. One set has been officially designated criminal; the other has not been so judged and their opting for

service roles in criminal justice suggests a rather extreme pro-social orientation. Clearly, the value of the comparison between probationers and officers at pretest will rest not in isolation but only in relation to findings from other studies which have defined criminal and noncriminal samples in different ways.

Many of the attitudinal and personality variables in OCCVP have been employed in previous studies. In one series, undergraduate and citizen volunteers were compared with the young male residents of minimum security prisons (Andrews, Young, Wormith, Searle & Kouri, 1973; Andrews, Wormith, Kennedy, Daigle-Zinn, 1977; Andrews, Wormith, Daigle-Zinn, Kennedy & Nelson, 1976; Andrews & Daigle-Zinn, 1976; Wormith, 1977). In a second series, citizen volunteers were compared with the adult male residents of two federal penitentiaries (Andrews, Farmer & Hughes, 1975 and 1976). A third approach employed with an undergraduate sample was to define the criminal groups on the basis of self-reported delinquency (Wilkins, 1975). Finally, some of the measures have been employed in follow-up studies so that attitude and personality were examined as predictors of criminal activity (Andrews in progress; Gendreau and Gibson, 1976). The OCCVP evaluation also permits an examination of the predictive validity of the measures and this chapter closes with such a review. Clearly, then, the comparisons between the probationers

and the probation officers of OCCVP represents a validity extension study.

For the first time, with an adjudicated offender sample, OCCVP provided the opportunity to examine the battery with both male and female offenders and nonoffenders. If probationer-officer differences are maintained even when controls are introduced for sex and age, then we can have still further confidence in the theoretical and psychometric worth of the measures.

Differences between the clients and the workers also have direct implications for supervisory process and the ultimate impact of probation on the probationer. For example, within the context of volunteers as co-participants in group counselling with prisoners, Andrews, Brown and Wormith (1974) have stressed that the effective volunteers are interpersonally accepting and skilled while also being explicitly anticriminal in their attitudes and beliefs. That is, while accepting the idea that a warm and open relationship may be very important in determining ultimate impact, simultaneously, the effective helper should be clearly different from the client in terms of behavioural and attitudinal patterns modelled and expected. Others, particularly in the client-centered (Rogers, 1957) and group dynamics (Cressey,

1955) traditions argue that the socio-emotional factors such as trust and cohesion are overwhelmingly important. Several rationales for the matching of client and worker, including the indigenous worker principle, also stress the importance of the client and worker sharing similar backgrounds, attitudes and personality. The implications of the client-worker match for supervisory process and outcome were of interest to OCCVP. In this section, the probationer-officer comparisons provide an indication of what differences existed overall at the time of the initial match.

In view of the previous investigations with the attitude and personality battery as well as other theories and demographic studies, we may readily set forth our expectations regarding the comparisons of the probationer and officer samples. The findings from the epidemiological studies are now common knowledge and, in fact, may reflect more about who we choose to arrest and process than about who commits crime. We all know that offenders who are processed are young, lower-class males, poorly educated and unmarried. Similarly, the attitudinal and personality picture is widely accepted. Convicted offenders have negative attitudes towards the law, associate and identify with other criminals and have ready access to a set of rationalizations for law violations.

Generally, they have negative attitudes toward conventional avenues to success such as education and employment and in fact, report histories of dissention and trouble within major socialization agencies such as the family and school. Our oft-confirmed image suggests that the adjudicated offender is alienated, characterized by a high awareness of limited opportunity and feelings of isolation, normlessness and powerlessness. Even at a more personal level, the offender is characterized by feelings of tension and anxiety and by a poor self-image. As a group, offenders are insensitive to the needs, wishes and feelings of others as well as to the norms and rules which govern interpersonal, social and legal functioning.

Needless to say the expectations provided by theory and previous research are highly negative. In fact, they appear to amount to "name-calling" (ie. "insensitive and unsocialized brutes" as well as "ineffectual, pitiful persons"). If the theory and expectations were applied to an ethnic group, they would be considered racist. If the biographic, attitudinal and personality findings are to progress beyond statements of prejudice, then several steps must be taken. Most importantly, we must move beyond description and begin to isolate the ways in which offender characteristics are tied to the commission of an illegal act and



the subsequent responses of the criminal justice system. Through such analyses, the negative labels may be transformed to manipulative aspects of the environment which then yield the potential to influence the occurrence of crime and the nature of society's responses to crime. This is one implication of the personal, interpersonal and community-reinforcement perspective outlined in Chapter One.

An intermediate step is to reconsider the descriptive phrases which we employ in summarizing the results of our comparisons between offenders and nonoffenders. As Ross and McKay (1976) have dramatically suggested, the "negative" traits may readily be rephrased in positive terms. Rather than be considered "alienated", offenders may be thought to possess a realistic view of the social system; rather than being "interpersonally insensitive", offenders may be considered "independent".

For our purposes, the attitude and personality measures should be accepted for what they are operationally, ie. a set of items with which the respondent expresses his agreement or disagreement. Patterns of agreement to sets of items may ultimately, through theory and analysis, lead one to the identification of those manipulative aspects of the environment which determine the

occurrence of a criminal act and the response of the system to that act. In this section of the report, our interest is in determining the extent to which the measures are able to discriminate between offenders and nonoffenders. Note that we will employ abbreviations of the scale titles to underscore the operational nature of the measures.

A second step toward the identification of the manipulative aspects of the environment, is to begin to develop behavioural and socio-historical measures which complement the attitude and personality measures. As noted in the introduction (Chapter One), one objective of OCCVP was the development of reliable behavioural measures of supervisory practices. Another objective was to develop socio-historical measures of two key theoretical concepts: criminal ties and conventional ties. Again, differentials in association with, and reinforcement for, criminal and conventional behaviour may be assessed at several levels. Attitudinal measures of acceptance of rationalizations for law violations and identification with criminal others represent one type of indicator of criminal ties. Similarly, Gough's Socialization Scale represents a self-report measure of community or conventional ties.

The presentence report represents a record of relatively

objective fact in the sense that statements are made on the basis of interviews with a number of persons who know the offender. Thus, information from the presentence report was employed to obtain socio-historical measures of the two key theoretical concepts. The relationships found among the biographic, attitudinal and socio-historical indices are presented in this section of the report.

The chapter includes a closer look at the possible sources of variability in the attitudes and personality of the offender sample, including an examination of how attitudes may vary with previous criminal history and type of present offence. While our approach stresses criminal and conventional ties, theory and research continue to suggest that interpersonal sensitivity or empathy represents an additional important dimension in delinquent and criminal conduct (Greif & Hogan, 1973). While we typically think of an offender as insensitive to both convention and the feelings of others, there is some evidence that certain types of offenders may be characterized by relatively high levels of empathy.

#### Intercorrelations Among The Measures At Pretest

A wide range of measures were taken on the participants prior to their assignment to specific matches. Tables 1 and 2 present the intercorrelations among 30 of these measures for the officer (Table 1) and probationer (Table 2) samples. Intercorrelations within the variable sets formed for analytic purposes, generally confirmed the selection of measures for each set.

Criminal orientation (attitudinal). Within both samples, positive attitudes toward the criminal justice system (TLCP) were associated with low scores on Tolerance Law Violations (TLV). Surprisingly, Identification With Criminal Others (ICO) was independent of TLCP and TLV.

Alienation. The two measures of alienation, TINP and Awareness of Limited Opportunity (ALO) were positively correlated in both samples.

Conventional success orientation. Attitudes toward education (EDUC) and employment (EMPL) were positively related.

Personal adequacy. A positive self-image (Self-Esteem, SE) was negatively related to feelings of tension and anxiety (ANX).

Interpersonal orientation. The FIRO-B scales were included in this set as well as Acceptance of Others (ACO). Reported expressiveness of affection (AFFe) and wishes to receive affection (AFFw) were positively correlated as were reported tendencies to include others in one's activities (INCLe) and one's wish to be included (INCLw). The wishes to express and search for interpersonal control (CONe and CONw) were independent. ACO was positively related to AFFe, AFFw and INCLe but negatively correlated with the Control measures.

Empathy and Socialization. Within both samples, scores on the Hogan Empathy scale (HEMP) and on Gough's Socialization scale (SOC) were positively correlated. However, the correlation was not large within the officer sample and in fact failed to reach conventional levels of statistical significance ( $p < .10$ ). It appears that two of our major trait measures of supervisory practices are independent. Note however that HEMP was positively correlated with ICO among the officers.

Personality dimensions of delinquency. The intercorrelations among the Peterson, Quay and Cameron scales were positive and in all cases statistically reliable. The correlations were moderate in magnitude and greater than would be hoped for if the scales were to be used to form personality types.

Positive Malingering (FAKE). Within both samples, the tested tendency to "fake good" was associated with scores on some of the other scales in the battery. Thus, in later comparisons FAKE may be introduced as a control variable, particularly where FAKE scores are shown to vary with the independent variables with the offender-officer factor.

#### Biographic Characteristics

Age was independent of Blishen's (1968) ratings on the socio-economic status of father's occupation but was related in expected ways to current occupational and marital status (ie. the older officers and clients were more likely to hold higher status jobs and more likely to be married). Within the offender sample, but not so among the officers, age was positively correlated with education. Inspection of the Tables reveals that sex and age were the biographic factors which most strongly and consistently related to attitude and personality scores. Thus, age and sex represent important control variables in the comparisons to follow.

#### Factor Analysis

Factor analysis provides a means of summarizing the inter-

TABLE 1

INTERCORRELATIONS WITHIN THE BIOGRAPHIC, ATTITUDES AND  
PERSONALITY BATTERY: OFFICERS SAMPLE

(n=74)

|           | 1         | 2         | 3         | 4         | 5         | 6         | 7         | 8         | 9         | 10        | 11        | 12        | 13        | 14        | 15        | 16        | 17        | 18        | 19        | 20        | 21        | 22        | 23        | 24        | 25        | 26        | 27 | 28 | 29 | 30 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----|----|----|----|
| 1) TLCP   | <u>45</u> | <u>15</u> | <u>27</u> | <u>28</u> | 33        | 31        | <u>06</u> | <u>17</u> | <u>23</u> | 14        | 26        | 10        | 10        | 01        | 02        | <u>16</u> | <u>16</u> | <u>02</u> | <u>16</u> | 04        | <u>16</u> | 08        | 24        | 40        | 21        | 05        | 23 | 04 | 16 |    |
| 2) TLV    | 02        | 46        | 24        | <u>34</u> | <u>56</u> | <u>07</u> | <u>06</u> | 26        | 03        | <u>06</u> | <u>02</u> | <u>06</u> | 02        | 03        | 15        | <u>27</u> | <u>07</u> | <u>17</u> | <u>12</u> | <u>31</u> | 16        | 19        | <u>23</u> | 24        | 03        | <u>25</u> | 07 | 00 |    |    |
| 3) ICO    | 22        | <u>02</u> | <u>14</u> | 04        | <u>23</u> | <u>06</u> | <u>09</u> | <u>08</u> | <u>16</u> | <u>00</u> | <u>09</u> | 04        | 09        | 23        | <u>06</u> | 22        | 06        | <u>07</u> | <u>00</u> | 05        | 21        | <u>31</u> | 07        | 12        | 01        | 28        | 18 |    |    |    |
| 4) TINP   | 26        | 11        | <u>25</u> | <u>41</u> | <u>50</u> | 34        | <u>14</u> | <u>19</u> | <u>07</u> | <u>02</u> | <u>14</u> | <u>00</u> | 09        | 25        | 09        | 28        | <u>03</u> | 11        | 15        | <u>40</u> | <u>13</u> | 13        | 12        | 18        | 11        | 19        |    |    |    |    |
| 5) ALO    |           | <u>12</u> | <u>20</u> | <u>12</u> | <u>17</u> | <u>00</u> | <u>10</u> | <u>12</u> | 18        | 04        | 06        | 23        | <u>04</u> | <u>04</u> | <u>02</u> | <u>03</u> | 09        | 13        | <u>06</u> | <u>09</u> | 10        | 19        | 40        | 34        | 25        | 07        |    |    |    |    |
| 6) EDUC   |           | 39        | <u>17</u> | <u>26</u> | <u>03</u> | <u>14</u> | <u>02</u> | <u>04</u> | <u>04</u> | <u>01</u> | <u>07</u> | <u>29</u> | <u>07</u> | <u>11</u> | 10        | 08        | 14        | 06        | 03        | 35        | 07        | 01        | 09        | 04        | 09        |           |    |    |    |    |
| 7) EMPL   |           |           | <u>05</u> | 04        | <u>22</u> | <u>22</u> | <u>08</u> | <u>15</u> | <u>06</u> | <u>12</u> | <u>07</u> | <u>13</u> | 03        | 02        | 06        | 27        | <u>18</u> | <u>22</u> | 24        | <u>39</u> | <u>24</u> | <u>26</u> | <u>19</u> | 20        |           |           |    |    |    |    |
| 8) ACO    |           |           | 44        | <u>16</u> | 37        | 24        | 24        | 16        | 14        | 07        | 15        | <u>04</u> | <u>03</u> | <u>03</u> | 05        | 13        | 09        | 19        | <u>04</u> | <u>03</u> | <u>07</u> | 04        | 14        | 05        |           |           |    |    |    |    |
| 9) SE     |           |           |           | <u>52</u> | 25        | 37        | 18        | 09        | 16        | <u>06</u> | 27        | 16        | <u>11</u> | <u>31</u> | <u>02</u> | 05        | 22        | 42        | <u>12</u> | <u>02</u> | <u>18</u> | 06        | 03        | 13        |           |           |    |    |    |    |
| 10) ANX   |           |           |           |           | 02        | <u>19</u> | <u>04</u> | <u>05</u> | <u>06</u> | <u>05</u> | <u>20</u> | 15        | 13        | 44        | <u>11</u> | 01        | 15        | 42        | <u>26</u> | <u>11</u> | 04        | 08        | 09        | 04        |           |           |    |    |    |    |
| 11) AFFe  |           |           |           |           |           | 47        | 57        | 41        | 07        | 40        | 14        | <u>08</u> | <u>01</u> | 05        | 08        | 20        | 10        | 12        | 01        | 29        | <u>05</u> | <u>07</u> | <u>02</u> | 03        |           |           |    |    |    |    |
| 12) AFFw  |           |           |           |           |           |           | 24        | 40        | <u>09</u> | 20        | 25        | <u>01</u> | <u>15</u> | <u>14</u> | 04        | 05        | 15        | 13        | 12        | 38        | <u>12</u> | <u>06</u> | <u>08</u> | <u>12</u> |           |           |    |    |    |    |
| 13) INCLe |           |           |           |           |           |           |           | 53        | 17        | 28        | 29        | 06        | 04        | 00        | 04        | 22        | 15        | 12        | <u>05</u> | 08        | 09        | 06        | 04        | 18        |           |           |    |    |    |    |
| 14) INCLw |           |           |           |           |           |           |           |           | <u>04</u> | 23        | 16        | <u>09</u> | <u>04</u> | <u>06</u> | 11        | 17        | <u>03</u> | <u>00</u> | 00        | 04        | <u>01</u> | 10        | <u>07</u> | <u>02</u> |           |           |    |    |    |    |
| 15) CONe  |           |           |           |           |           |           |           |           |           | 09        | 10        | 01        | <u>04</u> | <u>08</u> | <u>01</u> | 11        | <u>05</u> | 11        | 08        | <u>28</u> | 05        | 17        | 13        | 29        |           |           |    |    |    |    |
| 16) CONw  |           |           |           |           |           |           |           |           |           |           | <u>00</u> | 09        | <u>16</u> | <u>15</u> | <u>19</u> | 01        | <u>07</u> | 13        | 28        | 06        | 14        | 13        | 25        | <u>24</u> |           |           |    |    |    |    |
| 17) HEMP  |           |           |           |           |           |           |           |           |           |           |           | 16        | <u>07</u> | <u>15</u> | 15        | 12        | <u>04</u> | <u>04</u> | 19        | 32        | <u>09</u> | 00        | 14        | 06        |           |           |    |    |    |    |
| 18) SOC   |           |           |           |           |           |           |           |           |           |           |           |           | <u>36</u> | <u>55</u> | <u>35</u> | <u>61</u> | <u>51</u> | 17        | <u>03</u> | <u>00</u> | 19        | <u>11</u> | <u>04</u> | 02        |           |           |    |    |    |    |
| 19) PSYCH |           |           |           |           |           |           |           |           |           |           |           |           |           | 29        | 33        | 27        | 21        | <u>04</u> | <u>17</u> | <u>34</u> | <u>14</u> | <u>00</u> | <u>36</u> | 05        |           |           |    |    |    |    |
| 20) NEUR  |           |           |           |           |           |           |           |           |           |           |           |           |           |           | 34        | 41        | 45        | <u>29</u> | <u>12</u> | <u>27</u> | 09        | 05        | <u>19</u> | <u>07</u> |           |           |    |    |    |    |
| 21) INAD  |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           | 35        | 11        | 06        | 01        | 12        | <u>14</u> | <u>14</u> | <u>36</u> | 06        |           |           |    |    |    |    |
| 22) SM    |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           | 27        | <u>16</u> | <u>14</u> | 06        | 10        | 25        | <u>11</u> | <u>06</u> |           |           |    |    |    |    |
| 23) FD    |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           | <u>15</u> | <u>00</u> | 15        | 10        | 03        | <u>09</u> | 04        |           |    |    |    |    |
| 24) FAKE  |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           | 40        | 02        | <u>09</u> | 23        | 05        | <u>32</u> |           |    |    |    |    |
| 25) Age   |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           | 13        | <u>22</u> | <u>12</u> | 25        | <u>18</u> |           |    |    |    |    |
| 26) SES   |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           | 03        | 16        | 10        | 02        |           |    |    |    |    |
| 27) OCCUP |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           | 44        | 36        | <u>04</u> |           |    |    |    |    |
| 28) ED    |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           | 17        | <u>03</u> |           |    |    |    |    |
| 29) MAR   |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           | <u>18</u> |           |    |    |    |    |
| 30) Sex   |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |    |    |    |    |

Note: Underscored r's are negative.  
r ≥ .23, (p<.05); r ≥ .30 (p<.01), Two-tailed.

TABLE 2

INTERCORRELATIONS WITHIN THE BIOGRAPHIC, ATTITUDES AND  
PERSONALITY BATTERY: CLIENTS SAMPLE  
(n=184)

|           | 1         | 2         | 3         | 4         | 5         | 6         | 7         | 8         | 9         | 10        | 11        | 12        | 13        | 14        | 15        | 16        | 17        | 18        | 19        | 20        | 21        | 22        | 23        | 24        | 25        | 26        | 27 | 28 | 29 | 30 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----|----|----|----|
| 1) TLCP   |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |    |    |    |    |
| 2) TLV    | <u>58</u> |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |    |    |    |    |
| 3) ICO    | <u>20</u> | 04        |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |    |    |    |    |
| 4) TINP   | <u>40</u> | <u>45</u> | 24        |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |    |    |    |    |
| 5) ALO    | <u>37</u> | <u>41</u> | 25        | 58        |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |    |    |    |    |
| 6) EDUC   | <u>35</u> | <u>30</u> | <u>15</u> | <u>22</u> | <u>13</u> |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |    |    |    |    |
| 7) EMPL   | <u>33</u> | <u>33</u> | <u>13</u> | <u>20</u> | <u>19</u> | 41        |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |    |    |    |    |
| 8) ACO    | <u>14</u> | <u>19</u> | <u>18</u> | <u>53</u> | <u>37</u> | <u>01</u> | 01        |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |    |    |    |    |
| 9) SE     | <u>11</u> | <u>22</u> | <u>15</u> | <u>55</u> | <u>52</u> | <u>08</u> | 05        | 34        |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |    |    |    |    |
| 10) ANX   | <u>11</u> | <u>11</u> | <u>14</u> | <u>57</u> | <u>42</u> | <u>02</u> | 03        | <u>35</u> | <u>68</u> |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |    |    |    |    |
| 11) AFFe  | <u>05</u> | <u>01</u> | <u>06</u> | <u>09</u> | <u>06</u> | <u>07</u> | 07        | <u>18</u> | <u>16</u> | <u>11</u> |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |    |    |    |    |
| 12) AFFw  | <u>07</u> | <u>11</u> | <u>08</u> | <u>13</u> | <u>11</u> | <u>04</u> | 06        | 27        | <u>13</u> | <u>13</u> | 68        |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |    |    |    |    |
| 13) INCLe | <u>07</u> | <u>16</u> | 05        | <u>20</u> | <u>15</u> | <u>16</u> | <u>04</u> | 23        | 20        | <u>09</u> | 40        | 26        |           |           |           |           |           |           |           |           |           |           |           |           |           |           |    |    |    |    |
| 14) INCLw | <u>13</u> | 05        | 12        | 04        | 03        | <u>06</u> | <u>03</u> | 03        | 04        | <u>05</u> | <u>53</u> | 52        | 43        |           |           |           |           |           |           |           |           |           |           |           |           |           |    |    |    |    |
| 15) CONe  | <u>16</u> | 10        | 06        | 06        | <u>08</u> | <u>04</u> | <u>08</u> | 24        | 15        | 10        | 19        | <u>04</u> | 14        | 14        |           |           |           |           |           |           |           |           |           |           |           |           |    |    |    |    |
| 16) CONw  | <u>01</u> | <u>05</u> | 08        | 22        | <u>18</u> | <u>12</u> | 03        | <u>20</u> | <u>37</u> | 40        | 12        | <u>16</u> | 03        | 01        | <u>02</u> |           |           |           |           |           |           |           |           |           |           |           |    |    |    |    |
| 17) HEMP  | <u>02</u> | <u>01</u> | <u>25</u> | <u>24</u> | <u>28</u> | <u>04</u> | <u>14</u> | <u>37</u> | 40        | <u>34</u> | 12        | 16        | 12        | 07        | <u>10</u> | <u>09</u> |           |           |           |           |           |           |           |           |           |           |    |    |    |    |
| 18) SOC   | 26        | <u>33</u> | <u>28</u> | <u>49</u> | <u>41</u> | 11        | 21        | 32        | 52        | <u>46</u> | 04        | 17        | 12        | <u>05</u> | <u>05</u> | <u>14</u> | 31        |           |           |           |           |           |           |           |           |           |    |    |    |    |
| 19) PSYCH | <u>51</u> | 44        | 36        | 44        | 40        | <u>13</u> | <u>21</u> | <u>40</u> | 27        | 30        | 13        | <u>06</u> | 01        | 17        | 24        | <u>11</u> | <u>24</u> | 67        |           |           |           |           |           |           |           |           |    |    |    |    |
| 20) NEUR  | <u>19</u> | 30        | 21        | 57        | 45        | <u>01</u> | <u>11</u> | <u>40</u> | 64        | 63        | 02        | <u>13</u> | 06        | 12        | 04        | 19        | <u>37</u> | <u>73</u> | 56        |           |           |           |           |           |           |           |    |    |    |    |
| 21) INAD  | <u>10</u> | 03        | 14        | 21        | 17        | 10        | 08        | <u>31</u> | <u>16</u> | 23        | 02        | <u>01</u> | 04        | 10        | 10        | 11        | <u>19</u> | <u>35</u> | 31        | 32        |           |           |           |           |           |           |    |    |    |    |
| 22) SM    | <u>25</u> | 38        | 23        | 10        | 15        | <u>20</u> | <u>18</u> | <u>05</u> | <u>13</u> | 00        | 06        | <u>06</u> | 03        | 13        | 02        | 05        | 04        | <u>62</u> | 51        | 42        | 19        |           |           |           |           |           |    |    |    |    |
| 23) FD    | <u>22</u> | 23        | 06        | 28        | 19        | <u>09</u> | <u>19</u> | <u>07</u> | <u>31</u> | 23        | 02        | <u>12</u> | <u>03</u> | <u>01</u> | 04        | 10        | 12        | 59        | 38        | 36        | 19        | 23        |           |           |           |           |    |    |    |    |
| 24) FAKE  | <u>04</u> | <u>19</u> | 06        | <u>30</u> | <u>12</u> | 15        | 11        | <u>03</u> | <u>41</u> | <u>35</u> | 05        | 07        | 09        | 15        | <u>19</u> | <u>35</u> | 05        | 18        | 02        | <u>31</u> | 02        | <u>15</u> | <u>12</u> |           |           |           |    |    |    |    |
| 25) Age   | <u>32</u> | <u>25</u> | <u>18</u> | <u>22</u> | <u>07</u> | 19        | 27        | 15        | 03        | 09        | <u>14</u> | <u>03</u> | <u>04</u> | 25        | 16        | <u>09</u> | 05        | 12        | <u>33</u> | <u>10</u> | 06        | <u>21</u> | <u>11</u> | <u>09</u> |           |           |    |    |    |    |
| 26) SES   | <u>03</u> | <u>04</u> | <u>09</u> | <u>14</u> | <u>18</u> | <u>10</u> | <u>12</u> | 08        | 07        | <u>13</u> | <u>07</u> | <u>11</u> | <u>09</u> | <u>03</u> | 08        | 01        | 13        | 11        | <u>18</u> | <u>11</u> | <u>37</u> | <u>03</u> | <u>06</u> | <u>05</u> | <u>12</u> |           |    |    |    |    |
| 27) OCCUP | <u>13</u> | <u>09</u> | <u>10</u> | <u>15</u> | <u>31</u> | <u>11</u> | <u>02</u> | 28        | 11        | 00        | 05        | 11        | 05        | <u>16</u> | <u>03</u> | 03        | 28        | 28        | <u>29</u> | <u>30</u> | <u>20</u> | <u>20</u> | <u>11</u> | <u>11</u> | <u>24</u> | 40        |    |    |    |    |
| 28) ED    | <u>04</u> | <u>09</u> | <u>13</u> | <u>13</u> | <u>26</u> | <u>05</u> | <u>09</u> | 20        | 17        | <u>09</u> | <u>02</u> | <u>04</u> | <u>07</u> | <u>02</u> | <u>16</u> | 02        | 22        | 28        | <u>33</u> | <u>32</u> | <u>21</u> | <u>19</u> | <u>11</u> | <u>06</u> | 28        | 28        | 33 |    |    |    |
| 29) MAR   | 16        | <u>16</u> | <u>09</u> | <u>08</u> | <u>04</u> | 00        | 18        | 20        | <u>01</u> | <u>02</u> | 02        | 15        | <u>05</u> | <u>12</u> | <u>13</u> | 10        | 07        | 09        | <u>18</u> | <u>11</u> | <u>01</u> | <u>16</u> | <u>01</u> | <u>02</u> | 26        | <u>08</u> | 11 | 05 |    |    |
| 30) Sex   | <u>17</u> | 12        | 04        | 26        | 24        | <u>05</u> | <u>04</u> | 05        | <u>30</u> | <u>36</u> | <u>15</u> | <u>01</u> | <u>05</u> | <u>09</u> | <u>15</u> | 17        | 12        | <u>05</u> | <u>04</u> | 11        | 02        | <u>14</u> | <u>44</u> | 21        | <u>11</u> | <u>11</u> | 30 | 09 | 14 |    |

Note: Underscored r's are negative.  
 $r \geq .15$ , ( $p < .05$ );  $r \geq .19$ , ( $p < .01$ ), Two-tailed.

correlations evident in Tables 1 and 2. Using an oblique solution on the probationer data, six factors emerged. The new statistical variables (the factors) which emerged were labelled to reflect those scales which loaded most heavily on them. The scales which loaded .40 or more are listed with their factors. The factors in the probationer data were as follows:

Factor I: Socialization

SOC (-.89978), SM (.72882), FD (.54493),  
PSYCH (.47306), NEUR (.44914).

Factor II: Positive Interpersonal Orientation

AFFe (.82947), AFFw (.79409), INCLW (.72528),  
INCLe (.45359).

Factor III: Personal Adequacy

ANX (.70713), TINP (.70713), SE (-.59631),  
FAKE (-.52994).

Factor IV: Criminal Orientation

TLV (.78591), TLCP (-.68497), TINP (.44468),  
ALO (.42085).

Factor V: Expressed Control

CONe (.60121), ACO (-.52503).

Factor VI: Interpersonal Sensitivity

HEMP (.71082).

The results of the statistical analysis of the intercorrelations generally are concurrent with our conceptual grouping of the scales. Of particular note is the fact that interpersonal inclusions and affection as measured by the FIRO-B scales are both conceptually and empirically quite different from interpersonal sensitivity as measured with the Hogan Empathy scales. Noteworthy is the fact that a sense of personal adequacy, as evidenced by feelings of self-worth and freedom from excessive tension, is associated negatively with a more than general sense of isolation, normlessness and powerlessness as measured by TINP.

The factor pattern derived from the officer data overlapped somewhat with the client analysis but some differences were apparent. Eight oblique factors were required to account for the officer data.

Factor I: Personal Adequacy

ANX (-.92042), SE (.57025), FAKE (.40588).

Factor II: Positive Interpersonal Orientation

INCLe (.82304), AFFe (.73209), INCLw (.64440),  
AFFw (.48526).

Factor III: Criminal Orientation

TLV (.62524).

Factor IV: Interpersonal Sensitivity

HEMP (-.97361).

Factor V: Recovery of Affection

AFFw (.46661), FD (.41112).

Factor VI: Awareness of Limited Opportunity

ALO (-.61926).

Factor VII: Socialization

SOC (.87169), SM (-.67733), NEUR (-.62527),  
FD (-.55374), INAD (-.43203), PSYCH (-.40034).

Factor VIII: Alienation

TINP (.88385).

The officer factors of Interpersonal Orientation, Interpersonal Sensitivity, and Socialization appear similar to those found in the client analyses. However, among the officers, the alienation measures did not load heavily on Personal Adequacy and in fact split to form two separate factors, ALO and TINP. A particularly noteworthy and unexpected factor was that labelled "recovery of

affection". There may exist a group of volunteers who have histories of troubled familial backgrounds and who look to the program for affection. The complexities in the factors emerging from the analyses of officer prescores may reflect the sex variable and differences between volunteers and professionals.

Biographic Comparisons of Officers and Clients

Table 3 presents the biographic distributions of the officer and probationer samples. Note that the groups differed greatly on age, sex, education, marital status, background, socio-economic status as indicated by ratings on father's occupation as well as current occupational level. Kendall's Tau B is a sensitive measure of the correlation between the criminal status of the participants and the biographic variables (Table 4). Relative to the officer sample, the offender sample was younger, less well educated, employed in lower status occupations and included a greater proportion of males and unmarried persons. Generally, the differences observed between the offenders and officers were evident among both the younger and the older and among the men and the women. Two exceptions were noteworthy: The distribution of men and women was the same in both groups among the older participants and there was no difference in the current occupational

TABLE 3

BIOGRAPHIC CHARACTERISTICS OF THE OFFICERS  
AND THE PROBATIONERS

|                                  | <u>Officers (n=74)</u> |        | <u>Probationers (n=184)<sup>a</sup></u> |        |
|----------------------------------|------------------------|--------|---|--------|
|                                  | f                      | %      | f                                       | %      |
| <u>Age (yrs)</u>                 |                        |        |   |        |
| 16-19                            | 3                      | 4.1    | 103                                     | 56.0   |
| 20-29                            | 32                     | 43.2   | 60                                      | 32.6   |
| 30-39                            | 17                     | 23.0   | 17                                      | 9.2    |
| 40-49                            | 16                     | 21.6   | 3                                       | 1.6    |
| 50 plus                          | 6                      | 8.1    | 1                                       | .1     |
| <u>Sex</u>                       |                        |        |   |        |
| Male                             | 34                     | 45.9   | 144                                     | 78.3   |
| Female                           | 40                     | 54.1   | 40                                      | 21.7   |
| <u>Education</u>                 |                        |        |   |        |
| Grade 10 or less                 | 3                      | 4.1    | 107                                     | 66.0   |
| Grades 11-13                     | 11                     | 15.1   | 48                                      | 29.6   |
| Any Post Secondary               | 59                     | 80.8   | 17                                      | 10.4   |
| <u>Marital Status</u>            |                        |        |   |        |
| Single                           | 22                     | 29.7   | 124                                     | 68.9   |
| Separated/Divorced               | 7                      | 9.5    | 17                                      | 9.4    |
| Widowed                          | 2                      | 2.7    | 3                                       | 1.7    |
| (Unattached)                     | (31)                   | (41.9) | (144)                                   | (80.0) |
| Married                          | 41                     | 55.4   | 23                                      | 12.8   |
| Common Law                       | 2                      | 2.7    | 13                                      | 7.2    |
| (Attached)                       | (43)                   | (58.1) | (36)                                    | (20.0) |
| <u>Socio-economic Background</u> |                        |        |   |        |
| 39 or less                       | 6                      | 17.7   | 50                                      | 40.3   |
| 40-49                            | 12                     | 35.3   | 41                                      | 33.1   |
| 50-59                            | 8                      | 23.5   | 16                                      | 12.9   |
| 60 or more                       | 8                      | 23.5   | 17                                      | 13.7   |
| <u>Occupation</u>                |                        |        |   |        |
| Student                          | 7                      | 9.6    | 36                                      | 23.8   |
| Labourer                         | 4                      | 5.5    | 69                                      | 45.7   |
| Housewife                        | 8                      | 11.0   | 6                                       | 4.0    |
| White Collar                     | 32                     | 43.8   | 33                                      | 21.9   |
| Supervisor, Manager, Prof.       | 22                     | 30.1   | 7                                       | 4.6    |

a) Probationers represented are those who completed the A&P battery at pretest. Conclusions did not vary when the additional six probationers were added.



TABLE 4

THE CORRELATION<sup>a</sup> BETWEEN THE CRIMINAL STATUS OF  
SUBJECTS AND THE BIOGRAPHIC FACTORS

|                                | Age    | Sex    | Marital | EDUC   | SES    | OCCUP  |
|--------------------------------|--------|--------|---------|--------|--------|--------|
| Total Sample<br>(n=252)        | -44*** | -32*** | -37***  | -70*** | -18*** | -15**  |
| Male Subjects<br>(n=178)       | -57*** | —      | -45***  | -68*** | -15*   | -13*   |
| Female Subjects<br>(n=80)      | -22**  | —      | -20**   | -65*** | -36*** | -47*** |
| Under 30 yrs of age<br>(n=198) | —      | -41*** | -23***  | -70*** | -14*   | 04     |
| 30 yrs of age plus<br>(n=60)   | —      | -03    | -37***  | -53*** | -26*   | -39*** |

a) Kendall's Tau B: (Officer-Probationer) X Age (Under 30 years - 30 years plus), Sex (Male-Female), EDUC (Grade 13 or less - Any Post Secondary), Marital (Unmarried - Married), SES (Under Blishen 50 - Blishen 50 plus), Occupation (Labourer and White Collar - Supervisors, Managers, Professionals)

\*  $p < .10$ ; \*\*  $p < .05$ ; \*\*\*  $p < .01$

status of the younger officers and clients. Chapter Three of this report reveals that it was the volunteer probation officers who were over represented in the young officer category.

Attitude And Personality Comparisons Of The  
Officers And Clients

The pretest scores of the clients and the workers were compared on each test of the battery. We have seen that the age and sex distributions of the two groups were different and also that age and sex were the biographic factors which most strongly and consistently correlated with attitude and personality scores. For this reason controls for sex and age were introduced into the analyses of variance in officer and client scores. Sex was introduced as a factor and age as a covariate. The results of the comparison are presented in the form of a Multiple Classification Analyses (MCA). The MCA approach is particularly useful because the reader may examine the differences between the groups with and without statistical adjustments made for differences in age and/or sex. Note that the adjusted differences in an MCA table represent the differences found when the groups are statistically equated on sex and/or age. Throughout the presentation of results, we will be reporting findings as statistically significant only if the observed differences would occur by chance less than five times

out of one hundred (ie.  $p < .05$ ). Any time a finding is mentioned which has a  $p > .05$ , it will be noted in the text and/or footnoted in the tables.

The MCA is summarized in Table 5. Note that two  $F$  and  $p$  values are presented for each scale. Inspection of the table reveals that the conclusions frequently do vary depending upon the control variables introduced. For example, while the differences between the groups were initially statistically significant ( $p < .05$ ) on Identification With Criminal Others (ICO), the effect disappeared when controls for age were introduced ( $p > .05$ ). Thus, the findings in the case of ICO indicate that the attitude variable contributes little to the discrimination between the groups, at least not after age differences are considered.

Before reviewing the findings, one additional technical but important point must be noted. The MCA method is only appropriate if the factors in the analysis do not interact. The factors in our analyses are criminal status (Probationers versus Officers) and Sex (Male - Female). Returning to the MCA Table, note that several of the scales are footnoted. The footnote indicates that there was a Criminal Status X Sex interaction, ie. that the differences observed between the probationers and the officers depended upon whether we are talking about male or female officers. A separate

TABLE 5

A COMPARISON OF PROBATIONERS AND OFFICERS ON PRETESTED ATTITUDES AND PERSONALTY:

MULTIPLE CLASSIFICATION ANALYSIS

| Scale             | Grand Mean | Deviations Unadjusted |                  |      | Deviations Unadjusted for Sex |                  |      | F      | Deviations Unadjusted for Sex & Age |                  |      | F     | p      |
|-------------------|------------|-----------------------|------------------|------|-------------------------------|------------------|------|--------|-------------------------------------|------------------|------|-------|--------|
|                   |            | Prob <sup>s</sup>     | Off <sup>s</sup> | Eta  | Prob <sup>s</sup>             | Off <sup>s</sup> | Beta |        | Prob <sup>s</sup>                   | Off <sup>s</sup> | Beta |       |        |
| TLCP <sup>a</sup> | 25.21      | -2.31                 | 5.69             | .287 | -2.75                         | 6.77             | .330 | 27.63  | -1.01                               | 2.47             | .120 | 2.99  | .08    |
| TLV <sup>a</sup>  | 26.45      | 1.03                  | -2.51            | .258 | 1.13                          | -2.77            | .284 | 19.87  | .53                                 | -1.31            | .134 | 3.36  | .07    |
| ICO               | 17.57      | .44                   | -1.09            | .174 | .51                           | -1.26            | .202 | 9.64   | .14                                 | -.35             | .055 | <1.0  | ns     |
| TINP <sup>a</sup> | 80.64      | 3.31                  | -8.00            | .368 | 3.90                          | -9.41            | .433 | 48.99  | 2.99                                | -7.22            | .332 | 20.76 | .00001 |
| ALO <sup>a</sup>  | 19.12      | .61                   | -1.49            | .219 | .75                           | -1.85            | .271 | 18.44  | .71                                 | -1.74            | .256 | 11.78 | .0007  |
| EDUC              | 21.43      | -.36                  | .88              | .134 | -.37                          | .90              | .138 | 4.38   | .04                                 | -.10             | .016 | <1.0  | ns     |
| EMPL              | 22.25      | -.36                  | .88              | .161 | -.42                          | 1.04             | .189 | 8.43   | -.06                                | .14              | .026 | <1.0  | ns     |
| ACO               | 51.25      | -2.26                 | 5.40             | .458 | -2.23                         | 5.33             | .453 | 57.89  | -2.04                               | 4.88             | .414 | 34.27 | .00001 |
| SE <sup>a</sup>   | 150.49     | -3.76                 | 8.98             | .317 | -4.68                         | 11.19            | .395 | 41.82  | -5.10                               | 12.20            | .431 | 35.09 | .00001 |
| ANX <sup>a</sup>  | 7.70       | 1.06                  | -2.56            | .334 | 1.31                          | -3.15            | .412 | 45.40  | 1.17                                | -2.83            | .369 | 25.76 | .00001 |
| AFFe              | 4.11       | -.18                  | .40              | .109 | -.24                          | .54              | .147 | 4.68   | -.32                                | .73              | .198 | 6.02  | .01    |
| AFFw              | 4.05       | -.45                  | 1.02             | .258 | -.47                          | 1.07             | .271 | 16.52  | -.44                                | 1.00             | .253 | 10.17 | .002   |
| INCLe             | 4.18       | -.34                  | .83              | .237 | -.39                          | .93              | .266 | 16.30  | -.41                                | .99              | .283 | 12.90 | .0004  |
| INCLw             | 3.65       | .06                   | -.13             | .027 | -.27                          | .63              | .001 | <1.0   | -.20                                | .45              | .090 | 1.22  | ns     |
| CONe              | 2.52       | .21                   | -.48             | .144 | .12                           | -.28             | .085 | 1.58   | .05                                 | -.12             | .037 | 4.0   | ns     |
| CONw              | 3.24       | -.00                  | .01              | .002 | .03                           | -.06             | .018 | <1.0   | .18                                 | -.41             | .112 | 1.97  | .16    |
| HEMP              | 31.83      | -1.85                 | 4.46             | .456 | -1.89                         | 4.57             | .467 | 59.24  | -2.11                               | 5.10             | .521 | 51.81 | .00001 |
| SOC               | 27.76      | -2.29                 | 5.51             | .534 | -2.33                         | 5.60             | .543 | 92.53  | -2.12                               | 5.11             | .495 | 54.99 | .00001 |
| PSYCH             | 5.79       | 1.33                  | -3.20            | .491 | 1.32                          | -3.17            | .486 | 69.91  | .93                                 | -2.23            | .342 | 26.13 | .00001 |
| NEUR              | 11.48      | 2.28                  | -5.49            | .624 | 2.34                          | -5.62            | .639 | 151.70 | 2.15                                | -5.17            | .588 | 92.09 | .00001 |
| INAD              | 3.35       | .55                   | -1.81            | .482 | .55                           | -1.33            | .490 | 70.19  | .58                                 | -1.40            | .513 | 54.70 | .00001 |
| SM                | 4.75       | .56                   | -1.34            | .341 | .50                           | -1.19            | .304 | 23.87  | .33                                 | -.78             | .199 | 7.48  | .007   |
| FD                | 1.83       | .25                   | -.60             | .260 | .28                           | -.67             | .294 | 21.07  | .24                                 | -.57             | .250 | 10.91 | .001   |
| FAKE              | 11.58      | .31                   | -.74             | .128 | .09                           | -.22             | .039 | <1.0   | .27                                 | -.65             | .113 | 2.16  | .14    |

a) Evidence (p<.05) of a (Probationer - Officer) X (Male-Female) interaction on this scale. See Table (6) for the more appropriate Multiple Classification Analysis for this scale.

MCA table (Table 6) is provided for those tests on which the probationer-officer differences varied with sex.

In order to limit our conclusions to those attitude and personality variables of the greatest generality, we will review here only those differences which were evident when both sex and age were controlled. Note first that the observed differences are unlikely to be due to the officers having made more of an attempt to present a favourable image of themselves. The groups did not differ on pretested FAKE scores. In fact, the nonsignificant tendency ( $p < .14$ ) was for the clients to present themselves in a more favourable light.

Criminal orientation. As was expected the officers were more anticriminal in attitudes than were the offenders. They presented more positive attitudes toward the law, courts and police (TLCP) and showed less acceptance of common rationalizations for law violations (TLV). However, with controls introduced for age differences, the findings were evident only among the women on TLCP and TLV. We have previously noted that differences on ICO disappeared when adjustments were made for age.

Alienation. The offender sample scored higher on both measures of alienation, TINP and ALO. However, the difference was statistically

TABLE 6

A COMPARISON OF PROBATIONERS AND OFFICERS ON PRETESTED ATTITUDES AND PERSONALITY:  
 MULTIPLE CLASSIFICATION ANALYSIS CONTROLLING FOR SEX

| Scale | Grand Mean | Male  |                         |      |      |     | Female     |  |                         |      |       |        |
|-------|------------|---|-------------------------|------|------|-----|------------|--|-------------------------|------|-------|--------|
|       |            | Deviations Ad-justed for Age <sub>s</sub> Prob <sub>s</sub> (n=138) | Off <sub>s</sub> (n=34) | Beta | F    | p   | Grand Mean | Deviations Ad-justed for Age <sub>s</sub> Prob <sub>s</sub> (n=40) | Off <sub>s</sub> (n=40) | Beta | F     | p      |
| TLCP  | 86.76      | .27   | -1.11                   | .042 | <1.0 | ns  | 84.96      | -3.98  | 3.98                    | .308 | 8.48  | .005   |
| TLV   | 26.55      | -.13  | .53                     | .044 | <1.0 | ns  | 26.41      | 2.07   | -2.07                   | .305 | 7.23  | .009   |
| TINP  | 79.74      | .83   | -3.15                   | .120 | 1.82 | .18 | 81.85      | 7.61   | -7.21                   | .478 | 17.86 | .00007 |
| ALO   | 18.74      | .04   | -.15                    | .019 | <1.0 | ns  | 19.54      | 2.25   | -2.13                   | .464 | 16.01 | .0001  |
| SE    | 151.77     | -2.00   | 7.60                    | .238 | 5.91 | .02 | 147.40     | -12.39   | 11.74                   | .568 | 26.26 | .00001 |
| ANX   | 7.28       | .42   | -1.58                   | .183 | 3.48 | .06 | 8.42       | 3.22   | -3.06                   | .548 | 26.64 | .00001 |
| CONw  | 3.16       | -.07  | .27                     | .061 | <1.0 | ns  | 3.40       | .87  | -.82                    | .326 | 6.98  | .01    |

reliable only among the women in the study.

Conventional success orientation. The offenders and officers did not differ on pretested attitudes toward education and employment. Previous studies have also failed to consistently find differences on EDUC and EMPL. The MCA suggests that age may have been the confounding variable in previous studies since the effect was evident in the present sample before controls for age were introduced.

Personal adequacy. The offender and officer samples were strikingly different in their attitudes toward self and in their relative freedom from feelings of personal discomfort. The offenders were characterized by low self-esteem and by feelings of tension, anxiety and excessive worrying. Reference to Table 6 shows that the differences on SE and ANX were evident among both the men and women but particularly strong among the women. Several previous studies have suggested that personal maladjustment is much more strongly associated with female crime than it is with male crime (Wilkins, 1975).

Interpersonal orientation. As found in several previous studies, the offenders showed less acceptance of others than did the nonoffender sample. However, with the addition of the

FIRO-B scales to the battery, further aspects of differences in interpersonal orientation could be explored. The offenders differed from the officers in their relatively low scores on the expression and receipt of affection. The clients reported less of a tendency to include others in their activities but did not differ from the officers in their wish to be included. Differences on the control dimension were evident only among the women in the study. The female offenders expressed a greater wish for interpersonal control than did the female workers.

Empathy and Socialization. As the results on related measures in this study would suggest and consistent with previous investigations, there were large differences between the probationers and the officers on HEMP and SOC. The offenders were less sensitive to the needs and wishes of others as well as less concerned with conventional rules and pursuits.

Personality dimensions of delinquency. Consistent with the careful development of the Peterson, Quay and Cameron (1959) scales, the two groups differed in expected ways on each of PSYCH, NEUR, INAD, SM and FD. In fact, in comparison with all of the scales in the battery, it was NEUR which shared most variance with the criminal status factor and INAD which shared the second greatest amount of variance.

### Multiple Discriminant Analysis

Discriminant analysis provides an overall statistical means of distinguishing between two groups on the basis of a set of measures (Kleckler 1970). The preceding analyses of variance and the correlational methods have shown that the probationer and officer samples differ in a number of ways. The question now is whether the biographic, attitude and personality variables can be combined to form a single variable which will maximize the differences between the two samples.

It must be noted that the distribution of cases over the offender-nonoffender variable in our study does not represent the distribution of adjudicated offenders-nonoffenders in the population. Thus, when it is noted that a discriminant analysis can successfully identify a certain percentage of cases, this percentage must be evaluated with reference to the "percent criminal" in the present sample relative to that unspecified "percent criminal" in the broader community.

Within the male sample, 34 or 19.1% were officers and 144 or 80.9% were clients. Employing age as a metric variable and each of SES, marital status, occupation and education as the dichotomous variables previously identified in Table 4, 88.76%

of the male sample could be correctly classified as either probationers or officers. The discriminant function (standardized) included age (.94858) and SES (.27413) with a client mean of  $-.32040$  and an officer mean of  $1.35700$  (Canonical correlation,  $.6612$ ; Wilks' Lambda,  $.56276$ ; Chi-square (2) =  $100.61$ ,  $p < .001$ ).

Including only the attitude and personality battery in the discriminant function, 90.45% of the male cases were correctly assigned. Including both the biographic and attitudinal battery, 92.70% of the male cases were correctly assigned to the offender and nonoffender groups (see Table 7). While the hit-rate is impressive, note that with the present male sample, the hit-rate would be 80.9% if one simply assumed that all of the males were offenders.

Within the female sample, 40 or 50.0% were probationers and 40 or 50% were officers. On the basis of biographic data, 62.5% could be correctly classified; Canonical correlation =  $.4417$ ; Wilks' Lambda =  $.80486$ ; Chi-square (3) =  $16.61$ ,  $p < .001$ . The standardized discriminant function coefficients were  $-.76813$  (age),  $-.47538$  (SES) and  $.34800$  (education) and the means were  $.43898$  (clients) and  $.43898$  (officers). In the case of the female sample, the addition of the attitude and personality variables

TABLE 7

A COMPARISON OF MALE OFFICERS AND MALE PROBATIONERS ON THE  
BIOGRAPHIC, ATTITUDE AND PERSONALITY MEASURES:  
SUMMARY OF A DISCRIMINANT ANALYSIS

| Variable Entered | F to Enter | Wilks' Lambda <sup>a</sup> | RAO'S V   | Sig. of Change in RAO'S V | Standardized Discriminant Function Coefficient |
|------------------|------------|----------------------------|-----------|---------------------------|--|
| AGE              | 119.53     | .59554                     | 119.53032 | .000                      | .66517   |
| NEUR             | 7.15       | .57217                     | 131.59879 | .001                      | -.69303  |
| SM               | 15.01      | .52673                     | 158.13506 | .000                      | .64857   |
| HEMP             | 3.58       | .51605                     | 165.05006 | .009                      | .25349   |
| FAKE             | 5.41       | .50032                     | 175.77583 | .001                      | -.23630  |
| AWARE            | 1.53       | .49589                     | 178.91501 | .076                      | .33651   |
| INAD             | 1.48       | .49161                     | 182.00591 | .079                      | -2.26360                                       |
| FD               | 7.53       | .47065                     | 197.91402 | .000                      | 1.62696  |
| SOC              | 5.83       | .45485                     | 210.89822 | .000                      | .51405   |
| TI,CP            | 2.59       | .44792                     | 216.88327 | .014                      | -.25231  |

| Eigen Value | Canonical Correlation | Wilks' Lambda | X <sup>2</sup> | df | p    |
|-------------|-----------------------|---------------|----------------|----|------|
| 1.2323      | .7430                 | .44796        | 137.320        | 10 | .000 |

a) p < .001 in every case.

greatly increased the ability to distinguish between the two groups, reaching a hit-rate of 95.0% when both biography and attitudes were considered (Table 8). Needless to say, this is an impressive rate, and one much greater than predictions based simply on the a priori distribution.

Community and Delinquent Ties

As suggested in Chapter One, differential association-reinforcement theory and its variants represent important perspectives on criminal conduct. At the behavioural level, one looks for differentials in the rewards accompanying prosocial and anti-social behaviour. Chapters Five and Six provide an example of such a behavioural perspective. At the psychological level, one looks for general and/or situation-specific attitudes, values and beliefs which might reflect differences in exposure to, and prior reinforcement for, prosocial and antisocial behaviour. As noted in Chapter One, we chose ICO as the trait measure of ties to crime while SOC was our trait measure of a conventional orientation.

A theoretical and practical need is to develop social-historical indices of differential association based, not just on



**CONTINUED**

**1 OF 2**

TABLE 8

A COMPARISON OF FEMALE OFFICERS AND FEMALE PROBATIONERS ON THE  
BIOGRAPHIC, ATTITUDE AND PERSONALITY MEASURES:  
SUMMARY OF A DISCRIMINANT ANALYSIS

| Variable Entered | F to Enter | Wilks' Lambda <sup>a</sup> | RAO'S V   | Sig. of Change in RAO'S V | Standardized Discriminant Function Coefficient |
|------------------|------------|----------------------------|-----------|---------------------------|--|
| NEUR             | 84.11      | .48114                     | 84.11035  | .000                      | -.39030  |
| AGE              | 6.91       | .44153                     | 98.65765  | .000                      | .26216   |
| INAD             | 6.04       | .40901                     | 112.70636 | .000                      | -.29961  |
| HEMP             | 6.70       | .37547                     | 129.73987 | .000                      | .27182   |
| ACO              | 2.16       | .36484                     | 135.79259 | .014                      | .16599   |
| Marital Status   | 2.10       | .35418                     | 142.22401 | .011                      | -.12294  |
| TLCP             | 1.21       | .34834                     | 145.91409 | .055                      | .11290   |

| Eigen Value | Canon Correlation | Wilks' Lambda | $\chi^2$ | df | p    |
|-------------|-------------------|---------------|----------|----|------|
| 1.8707      | .8072             | .34835        | 78.564   | 7  | .000 |

a) p < .001 in every case.

self-report, but on relatively objective social records. The presentence report represents such a record of "fact", since the probationer's reports are supplemented by collateral sources.

The Delinquent Ties (DELTIES) index was the simple sum of two pieces of information contained in the presentence report: the presence of an accomplice (Yes = 1; No or Not Indicated = 0) and the specification of association with known offenders (Yes = 1; No or Not Indicated = 0). PSR's were available on 133 cases and in 45.1% of these cases an accomplice was indicated and in 43.6% of the cases association with known offenders was indicated. The mean DELTIES score was .89 with a standard deviation of .84. Interitem correlation was .42 (p < .001).

The Community Ties index (COMTIES) was the weighted mean of up to seven dichotomous items derived from the presentence report. The seven items were marital status [unattached (0) versus attached (1)], living situation (other versus with parents and/or relatives), judgment on stability of residence (unstable versus stable), number of dependents (none versus some, ie. children, spouse, relatives), family judged to be a positive resource (no versus yes), work pattern (unstable versus stable employment) and school history (no major problems versus major

problems). The simple sum of the individual items was not used because of the many instances of the relevant information not being reported in the presentence report. Item-total correlations varied from .40 ( $p < .001$ ) to .63 ( $p < .001$ ). The alpha reliability was .59. Interrater agreement on the individual items was poor to moderate.

Within the total client sample, age was negatively related to DELTIES ( $-.29, p < .001$ ) and positively related to COMTIES (.24,  $p < .01$ ). DELTIES and COMTIES were mildly related ( $-.14, p < .05$ ) in the total sample and unrelated with the male probationers ( $-.08, ns$ ). Thus, we have two somewhat independent socio-historical measures of differential association which differentially relate to age in expected ways. Typically, association with delinquent peers is viewed as a youthful phenomenon while increased variety and depth in one's involvement with conventional institutions comes with age. Note that both indices were independent of previous criminal history as measured by past penetration into the criminal justice system,  $-.10 (ns)$  and  $-.04 (ns)$ . Criminal Justice Penetration was a four level index: no previous convictions, at least one conviction but without probation or incarceration, probation without incarceration and incarceration (excluding remand).

We have seen that age correlated with a number of the attitude scales, hence, the correlations of DELTIES and COMTIES with pretested attitudes were computed with age partialled out. That is, we were interested in relationships which were apparent over the whole age range. In support of the validity of the indices, DELTIES correlated positively with TLV (.15,  $p < .05$ ) and ICO (.15,  $p < .05$ ) while COMTIES was positively related to SOC (.16,  $p < .05$ ), TLCP (.14,  $p < .05$ ) and EMPL (.18,  $p < .05$ ). DELTIES was associated with low acceptance of others (ACO,  $-.17, p < .05$ ) but with a need to include (INCLe, .20,  $p < .01$ ) and be included (INCLw, .12,  $p < .10$ ) by others in activities. COMTIES was independent of the interpersonal orientation scales. DELTIES was positively related to PSYCH (.36,  $p < .001$ ), NEUR (.14,  $p < .05$ ) and SM (.15,  $p < .05$ ) while COMTIES related only to FD ( $-.19, p < .05$ ). Even with age controlled, DELTIES was negatively related to last grade completed ( $-.23, p < .05$ ) and to marital attachments ( $-.27, p < .001$ ). Of course, COMTIES was positively related to marital attachment (.51,  $p < .001$ ). Table 9 presents both the zero-order and the partial correlations for the total battery.

While cause-and-effect statements cannot be made, certainly a full understanding of the attitude and personality patterns of convicted offenders demands reference to the two measurably

TABLE 9

DELINQUENT AND COMMUNITY TIES AND ATTITUDE AND PERSONALITY

|       | Delinquent Ties |                           | Community Ties |                           |
|-------|-----------------|---------------------------|----------------|---------------------------|
|       | r               | Partial <sup>a</sup><br>r | r              | Partial <sup>a</sup><br>r |
| TLCP  | -21**           | -10                       | 22**           | 14*                       |
| TLV   | 21**            | 15*                       | -14            | -08                       |
| ICO   | 19**            | 15*                       | 02             | 06                        |
| TINP  | 13              | 07                        | -12            | -07                       |
| ALO   | 14*             | 14                        | -04            | -03                       |
| EDUC  | -06             | 01                        | 06             | 01                        |
| EMPL  | -18*            | -11                       | 24**           | 18*                       |
| ACO   | -20**           | -17*                      | 11             | 08                        |
| SE    | 05              | 02                        | 03             | 06                        |
| ANX   | 04              | 07                        | -08            | -10                       |
| AFFe  | 06              | 02                        | -02            | 01                        |
| AFFw  | 09              | 08                        | 10             | 11                        |
| INCLe | 22**            | 20**                      | -01            | 01                        |
| INCLw | 16*             | 12                        | -19**          | -14                       |
| CONe  | 13              | 02                        | -06            | -02                       |
| CONw  | 00              | 04                        | 04             | 02                        |
| HEMP  | 01              | -00                       | -05            | -05                       |
| SOC   | -10             | -06                       | 19**           | 16*                       |
| PSYCH | 42**            | 36**                      | -21**          | -14                       |
| NEUR  | 17*             | 14*                       | -13            | -11                       |
| INAD  | 10              | 12                        | -11            | -13                       |
| SM    | 19**            | 15*                       | -11            | -07                       |
| FD    | -09             | -12                       | -20**          | -19*                      |
| FAKE  | 04              | -00                       | 06             | 09                        |
| Age   | -29**           | —                         | 24**           | —                         |
| SES   | 02              | -02                       | 10             | 14                        |
| OCCU  | -03             | 06                        | 16             | 09                        |
| ED    | -27**           | -23**                     | 03             | -01                       |
| MAR   | -29**           | -27**                     | 40**           | 51**                      |
| Sex   | -05             | 05                        | -14*           | -03                       |

a) Controlling for age.  
\* p<.05; \*\* p<.01

different aspects of differential association-reinforcement.

With reference to ties to delinquents, it appeared that patterns of personal and social disturbance combined with needs to include and be included in social activity are associated with identification with offenders and acceptance of rationalizations of law violations. The intermediate step, we assume, is actual association with offenders. As early as 1945, Shulman was presenting such an analysis and as late as 1972, Empey was continuing to test it.

On the other hand, ties to conventional society relate particularly to a history of satisfactory family life and a general acceptance of conventional rules (SOC) and associated institutions (TLCP). Community ties were unrelated to indices of personal disturbance.

As Quay (1965) and his associates have so convincingly shown, there are important differences in personality within offender samples. The present results suggest that some of these differences related in conceptually meaningful ways to socio-historical measures of differential association-reinforcement theory.

Perhaps the most disturbing finding with reference to COMTIES and DELTIES was that they did not relate to our criminal history index. However, we will see that the probationer sample represents a special offender group, a less criminal and less disturbed group, relative to incarcerated offenders.

Criminal History, Attitudes and Personality

Criminal Justice Penetration was not reliably related to any one of the attitude and personality scales within the male probationer sample. Two correlations did reach reliable levels within the female sample: ACO,  $-.50, p < .01$ ; AFFe,  $-.43, p < .05$ . Again, disturbed personal-interpersonal functioning seems particularly important in crimes involving women offenders. Scores on the FAKE scale suggested why no general pattern emerged overall: the greater the degree of previous penetration into the correctional system, the greater the tendency to fake "good" on the tests with  $(.23, p < .01)$  and without controls introduced for age  $(.17, p < .01)$ .

Age was related to criminal history  $(.31, p < .01)$  and when age was partialled out, occupational status  $(-.22, p < .05)$  and educational achievement  $(-.22, p < .05)$  also related to criminal history.

By pooling data from three previous studies in correctional institutions (Andrews, Young, Wormith, Searle & Kouri, 1973; Andrews, Wormith, Kennedy & Daigle-Zinn, 1977; Andrews, Wormith Kennedy, Daigle-Zinn & Nelson, 1976), we were able to compare a male incarcerate sample with the male probationer sample of the present study. The correctional institutions were medium-security settings receiving first incarcerates and recidivists from the same court as that served by the probation office in the present study. Table 10 shows that the samples were comparable on age and Grant (1975) found that the only socio-historical factors which reliably discriminated between probation versus incarceration sentences in the local court were those related to criminal history.

Inspection of Table 10 shows that the incarcerate sample and the probationer sample were reliably different on the measures of criminal orientation (TLCP and TLV), alienation (TINP and ALO), socialization (SOC) and acceptance of others (ACO). They did not differ on self-esteem (SE) or interpersonal sensitivity (HEMP) and the difference on ICO was only approaching conventional levels of statistical significance. However, the FAKE difference suggested that the probationers were less willing to report negatively on the scales and understandably so, since they were tested at the very beginning of their sentence.

TABLE 10

THE MALE PROBATIONER SAMPLE IN COMPARISON WITH A POOLED MALE  
INCARCERATE SAMPLE ON ATTITUDES AND PERSONALITY

|      | Pooled <sup>a</sup> Male Incarcerates |      |       | Male Probationers (n=142) <sup>b</sup> |      |      |      |
|------|---------------------------------------|------|-------|--|------|------|------|
|      | Mean                                  | SD   | n     | Mean                                   | SD   | t    | p    |
| Age  | 20.8                                  | 5.1  | n=127 | 20.4                                   | 5.71 | <1.0 | ns   |
| TLCP | 23.1                                  | 10.4 | n=52  | 85.1                                   | 13.3 | 5.91 | .001 |
| TLV  | 30.5                                  | 6.8  | n=127 | 27.1                                   | 5.9  | 4.36 | .001 |
| ICO  | 18.9                                  | 4.1  | n=127 | 18.0                                   | 4.0  | 1.80 | .10  |
| TINP | 90.9                                  | 7.3  | n=32  | 82.3                                   | 12.3 | 3.36 | .001 |
| ALO  | 21.6                                  | 3.4  | n=52  | 19.1                                   | 4.4  | 7.58 | .001 |
| ACO  | 45.8                                  | 7.6  | n=107 | 48.9                                   | 7.1  | 3.34 | .01  |
| SE   | 146.7                                 | 19.5 | n=107 | 149.5                                  | 16.4 | 1.24 | ns   |
| HEMP | 28.9                                  | 5.5  | n=75  | 30.1                                   | 5.6  | 1.52 | ns   |
| SOC  | 23.2                                  | 6.6  | n=75  | 25.6                                   | 5.9  | 2.75 | .02  |
| FAKE | 10.9                                  | 3.5  | n=75  | 12.6                                   | 3.7  | 6.39 | .001 |

a) Andrews, Young, Wormith, Searle, Kouri (1973); Andrews, Wormith, Kennedy and Daigle-Zinn (1977); Andrews, Wormith, Daigle-Zinn, Kennedy and Nelson (1976).

b) n varies slightly.

The Prediction of Recidivism During the Probation Period

Table 11 presents the point-biserial correlations between the biographic factors and the occurrence of new offences during the probation period as well as the correlations between pretested attitudes and recidivism. Scores on only one pretest were associated with recidivism within the female sample: CONW (.39,  $p < .001$ ). That correlation was not predicted and its meaning within our theoretical orientation is unclear. However, as presented in Chapter Six, changes on CONE was one of the few change scores to correlate reliably with female recidivism.

Within the male sample, the validity of the Quay scales was impressive in that each related reliably to recidivism. Our major self-report measure of ties to convention (Gough's SOC) was also predictive but ICO was not, nor in fact, were the two measures of criminal orientation, TLCP and TLV. The alienation measures did relate to recidivism (ALO and TINP,  $p < .10$ ) as did the measures of a sense of personal adequacy (SE and ANX). FAKE, which had correlated with criminal history, also predicted recidivism in the total sample. Changes on TLCP, ICO, TLV, and FAKE over six months were also associated with recidivism (Chapter Six).

TABLE 11

BIOGRAPHIC AND PRETESTED ATTITUDES AND PERSONALITY IN RELATION TO RECIDIVISM

| Prescore       | Male Probationers<br>(n=142) | Female Probationers<br>(n=40) | Total<br>(n=182) |
|----------------|------------------------------|-------------------------------|------------------|
| TLCP           | -05                          | -00                           | -01              |
| TLV            | 04                           | 04                            | 01               |
| ICO            | 09                           | -07                           | 06               |
| ALO            | 18*                          | -05                           | 09               |
| TINP           | 13                           | -03                           | 04               |
| EDUC           | -03                          | -00                           | -02              |
| EMPL           | -10                          | -05                           | -08              |
| ACO            | -12                          | 00                            | -11              |
| SE             | -14*                         | 01                            | -04              |
| ANX            | 23**                         | 04                            | 10               |
| HEMP           | -06                          | -02                           | -03              |
| SOC            | -29**                        | -05                           | -23**            |
| FAKE           | 13                           | -08                           | 14*              |
| AFFe           | 10                           | -21                           | 07               |
| AFFw           | 03                           | -06                           | 02               |
| INCLe          | 19*                          | 11                            | 17**             |
| INCLw          | 13                           | -07                           | 12               |
| CONe           | 01                           | 08                            | 05               |
| CONw           | -01                          | 39**                          | 03               |
| PSYCH          | 19**                         | 14                            | 19**             |
| NEUR           | 20**                         | -02                           | 13*              |
| INAD           | 25**                         | 08                            | 22**             |
| SM             | 14*                          | 08                            | 15*              |
| FD             | 16*                          | -07                           | 09               |
| Age            | -13                          | 04                            | -13*             |
| CJ Penetr.     | 14                           | 21                            | 15*              |
| SES            | -13                          | -28                           | -12              |
| Marital Status | -15*                         | 02                            | -14*             |
| ED             | -19**                        | -08                           | -18**            |
| OCCUP          | -20*                         | -24                           | -23**            |
| DELTIES        | 08                           | 23                            | 11               |
| COMTIES        | -15*                         | -04                           | -15*             |

\* p<.05

\*\* p<.01

Within the total sample each of the biographic factors, with the exception of socio-economic status and DELTIES, related reliably and in the expected direction to recidivism.

Client SOC X Client ICO X Client HEMP. Of particular interest because of our theoretical perspective was the interaction of SOC, ICO and HEMP. Scores on the three scales were divided at their respective medians and an analysis of variance in recidivism scores was completed in a 2 (SOC) X 2 (HEMP) X 2 (ICO) X 2 (Age: under 20 years versus 20 years plus) X 2 (Professional Status of Officer) format. The summary table is presented in Chapter Four but it is noted here that there was a SOC X HEMP X ICO interaction,  $F(1/150) = 4.29, p < .04$ . The interaction is summarized in Table 19 of Chapter Four. Inspection of Table shows that recidivism rates were lowest with the high SOC, high HEMP and low ICO group (8.3%) and highest with the low SOC, low HEMP and high ICO group (40.5%). This is exactly what the theoretical perspective would predict and suggests joint consideration of indicators of ties to convention and ties to delinquency is associated with increased ability to predict criminal activity.

TABLE 12

RECIDIVISM BY CLIENT SOCIALIZATION (SOC), EMPATHY (HEMP)  
AND IDENTIFICATION WITH CRIMINAL OTHERS (ICO)

|           | Low SOC |               |    | High SOC |               |    |
|-----------|---------|---------------|----|----------|---------------|----|
|           | f       | % Recidivists | n  | f        | % Recidivists | n  |
| Low HEMP  |         |               |    |          |               |    |
| Low ICO   | 3       | .158          | 19 | 5        | .192          | 26 |
| High ICO  | 15      | .405          | 37 | 3        | .176          | 17 |
| High HEMP |         |               |    |          |               |    |
| Low ICO   | 4       | .308          | 13 | 2        | .083          | 24 |
| High ICO  | 5       | .250          | 20 | 3        | .143          | 21 |

Note: HEMP, SOC and ICO were split at their respective medians.

Summary and Conclusions

The comparisons between the two major sets of participants in OCCVP, the probationers and their probation officers, have confirmed that we are dealing with two sets of participants who differ greatly in their backgrounds, their current relationships with the community and in their attitudes and personality. As suggested in the introduction, such differences have implications for the psychometric worth of measures, the theories of crime underlying the measures and for the nature and quality of the supervisory relationship.

With reference to the psychometric question, the results provide information on the validity of the scales with both male and female probationers. Similar information has already been obtained on minimum security prisoners, higher security prisoners and self-reported delinquency within a "nonoffender" sample. Further, the attitude and personality tests also discriminated between male probationers and a male incarcerate sample.

Additional and crucial validity information was presented in terms of the prediction of recidivism by pretest scores and (Chapter Six) by changes on the scales.



The overall comparison between the offenders and the officers suggested that the supervisory relationship in OCCVP was based on something other than a relationship of equals and persons sharing similar perspectives. The formal roles of probationer and officer, with the sanctioned differentials in authority, ensured that the group dynamic and client-centered goals of a genuine "we" feeling were impossible. On top of that, the officers and clients differed on major biographic and attitudinal variables. The observed differences were generally positive from a behavioural change perspective which stresses the worker as a model and reinforcer of effective prosocial behaviours but negative if one wishes to approach the indigenous worker ideal. Chapter Three suggests that the differences between clients and officers would have been smaller if the clients were compared only with the volunteer probation officers.

APPENDIX E

THE SELF-REPORT OR SUPERVISORY PROCESS SCALE:  
OFFICER ROLE PREFERENCES

APPENDIX E

With the benefit of hind-sight, there are many changes we would introduce in the wording of items and in scoring. However, the scale as employed follows. Note, that the symbols in brackets, refer to scoring instructions and were not present at time of administration: "R", "A" and "AH" refer to the Relationship, Authority and Active Helping subscales. The numbers following the scale designations refer to the score weights for corresponding items. In the case of those items where the respondent was asked to rate responses in order of importance, the scale values were "3" through "0" depending upon whether the response was marked most important, next most important, third most important or not marked.

Volunteer Self-Report on Dimensions of Supervision

January, 1976

Name \_\_\_\_\_

Group Leader \_\_\_\_\_

Most items will apply generally to all your clients, but in cases where item makes reference to a particular client consider the client most recently assigned.

Please complete this form as well as the Self-Report on Use of Community Resource Agencies and return to your group leader with your January Monthly Report.

1. How important do you think a "good" relationship with you is to your client's success?

Very important \_\_\_\_\_ (R-3)  
 Important \_\_\_\_\_ (R-2)  
 Not very important \_\_\_\_\_ (R-1)

2. Do you see your client

Very often (More than once a week) \_\_\_\_\_  
 Often (Once a week) \_\_\_\_\_  
 Not very often (Less than once a week) \_\_\_\_\_

3. Do you think that frequent contact is important to the development of a "good" relationship?

Yes \_\_\_\_\_ (R-2)  
 No \_\_\_\_\_ (R-1)

4. Have you ever discussed the conditions of probation with your client?

Yes \_\_\_\_\_ (A-1)  
 No \_\_\_\_\_ (A-0)

If yes, when? (check more than one if applicable)

Within first month of relationship \_\_\_\_\_ (A-2)  
 At some "crisis" period \_\_\_\_\_ (A-1)  
 After the first month of contact \_\_\_\_\_ (A-2)

5. Which three of the following do you consider to be the most important to you as an APO? (Please check three)

\_\_\_\_\_ . Being successful as a counselor (AH)  
 \_\_\_\_\_ . Helping the client (AH)  
 \_\_\_\_\_ . The respect of your peers (other APO's)  
 \_\_\_\_\_ . Your responsibility to the court (A)  
 \_\_\_\_\_ . The friendship of your probationer (R)  
 \_\_\_\_\_ . The trust and confidence of your probationer (R)  
 \_\_\_\_\_ . Your responsibility to the community (A)  
 \_\_\_\_\_ . Exposure to new and different experiences

6. If you were aware of your client having violated a condition of probation, would you initiate official action? ( a breach)

\_\_\_\_\_ . In all instances (A-3)  
 \_\_\_\_\_ . In some instances depending on the circumstances (A-2)  
 \_\_\_\_\_ . Only if violation was severe or client was causing trouble (A-1)  
           i.e. breach was merely an indication of more serious trouble  
 \_\_\_\_\_ . would never initiate official action (A-0)

7. Which three (3) of the following best describe your relationship with your client. (Number from 1 to 3 - most important to least important)

\_\_\_\_\_ . counsellor - client (AH)  
 \_\_\_\_\_ . friend - friend (R)  
 \_\_\_\_\_ . boss - subordinate (A)  
 \_\_\_\_\_ . parent - child (AH)  
 \_\_\_\_\_ . teacher - student (AH)  
 \_\_\_\_\_ . co-worker - co-worker

8. Do you worry that your position as an agent of the court in providing supervision of your client throughout probation, may interfere with your client's liking you?

\_\_\_\_\_ . yes (R-3)  
 \_\_\_\_\_ . sometimes (R-2)  
 \_\_\_\_\_ . never (R-1)

9. Have you ever threatened to breach a client?

\_\_\_\_\_ . yes (A-1)  
 \_\_\_\_\_ . no (A-0)

10. Have you ever discussed breach of probation with your client?

\_\_\_\_\_ . yes (A-2)  
 \_\_\_\_\_ . no (A-1)

11. Have you ever discussed your responsibilities as a probation officer with your client?
- . yes (A-2)  
 . no (A-1)
12. Do you find yourself suggesting more socially acceptable alternatives to your client when he/she discussed the advantages of criminal activity?
- . sometimes (AH-2)  
 . always (AH-3)  
 . never (AH-1)  
 . Client never discussed pro-criminal activity
13. Which of the following do you feel are the most important (in the long run) to your particular client? (Number from 1 to 3 in order of importance)
- . Your friendship (R)  
 . Your advice on survival skills (i.e. how to get a job, banking, budgeting, etc.) (AH)  
 . Any structure you may impose on his/her life. (i.e. getting to work on time, keeping appointments, grooming, etc.) (A)  
 . Your intervention on his/her behalf with the client's family, employer, teacher (AH)  
 . The discipline you impose on his/her life through your role as an APO. (i.e. involving conditions of probation such as curfew) (A)

APO's father's occupation \_\_\_\_\_

APO's occupation (spouse's occupation)  
\_\_\_\_\_

APPENDIX F

SUPERVISORS' RATINGS ON SUPERVISORY PROCESS: INTERVIEW

FORMAT FOR OBTAINING SUPERVISOR'S RATINGS

There are many aspects to the role of a probation officer.  
We are focussing on five aspects:

- (1) the quality of the relationship between an officer and a client;
- (2) the authority aspect;
- (3) the active problem-solving or counselling-guidance role;
- (4) the advocate-broker aspect or environmental facilitation role; and
- (5) the anticriminal aspect or the officer as a model and reinforcer of directly anticriminal behaviour and attitudinal patterns.

We are requesting judgments about volunteers being either high, moderate or low on these dimensions. Please note that being high, moderate or low on these dimensions is not necessarily the same thing as making judgments about volunteers being "good", "average" or "poor". One aspect of the research will be to see if position on the dimensions does or does not relate to the ultimate effect of probation on the client. Furthermore, it is quite likely that for some cases being "low" on a specific dimension might be more predictive of ultimate positive import than being "high".

Listen carefully to the following description and identify each of your volunteers as high or low on the dimension described by putting the identification number for each volunteer who is high in the appropriate column on the form provided. Do the same for those volunteers whom you consider to be low on this dimension. It will be assumed that any volunteers remaining are ones you would consider to be average.

Problem Solving Orientation (Active Helping and Counselling).

The roles of counsellor, therapist, trainer, tutor, teacher, coach.

High levels: Volunteers high on this dimension would show all or a majority of the following behaviours and styles in one-to-one supervision:

- a) explore, with the client, the major here and now sources of satisfaction and discomfort in the client's life.
- b) engage the client in consideration and exploration of alternative courses of action when major discomforts are evident.
- c) engage the client in the process of realistic goal setting, decision-making with reference to alternative courses of action, and concrete detailed planning for implementation of a more effective course of action.

Moderate levels: Volunteers show some of the characteristics of an active helper/counsellor but their emphasis is not on this aspect of supervision and/or they do not uniformly engage in high levels of systematic helping.

Low levels: Volunteers at low levels of this dimension are rather insensitive to the client's major sources of satisfaction and discomfort and/or limit their interest to only a few areas of adjustment. Volunteers who explicitly avoid roles such as "counsellor" or "teacher" would be low on this dimension.

The Environmental Facilitation Dimension

(The Advocate-Broker Roles) and Active Intervention in Social Community Settings.

High levels: The volunteer shows in a range of ways that he/she is sensitive to the role the social environment and the community plays in criminal conduct. The sensitivity is expressed through the seeking out of knowledge of community agencies and resources, sharing such knowledge with other volunteers, actively directing the client to appropriate community resources, actively assisting the client in contacts with the agencies, direct involvement with significant others in family, school and job settings when such appears appropriate.

Moderate levels: Some awareness of the importance of the social context and the community but with limited knowledge of resources and/or less than enthusiastic referrals.

Low levels: Shows little awareness of importance of community influences, very little knowledge of community resources and/or infrequently interacts with, or arranges for client interaction with, community resource agencies.

The Relationship Dimension (The Volunteer as Friend)

High levels: Volunteers at high levels exemplify the "friendship model" of voluntary action. While they may engage in other aspects of supervision such as providing direct assistance, volunteers high on the relationship dimension are sensitive to the quality of the relationship established with the client, and are interpersonally open, show respect and warmth, listen attentively to their client and attempt to understand the client's feelings and beliefs.

Moderate levels: Volunteers at moderate levels are concerned with the quality of their relationship with the client but are not as able, or as willing, to enter freely into a relationship and/or are less able to communicate their respect and concern.

Low levels: The volunteer at the lowest level would be described as interpersonally closed, somewhat private, does not fully express warmth and concern, and may even appear cold and formal.

The Authority Dimension

High levels: A volunteer who is high on this dimension would be characterized by all or a majority of the following characteristics:

- a. exhibits a strong sense of responsibility to the court and/or the community.
- b. is careful to fully explain to the client, the client and officer's responsibilities to the court.
- c. is sensitive to conformity with and to violations of the probation conditions and sensitive to the use of the formal sanctions associated with probation; would seriously consider official action if violations occurred.
- d. appears to recognize value in the structure and discipline imposed by probation.

Moderate levels: A volunteer who shows some of the "high level" authority characteristics but whose emphasis is certainly not on the authority aspect and/or who does not uniformly engage in high levels of "authority" style supervision.

Low levels: Volunteers who explicitly downplay the authority aspects of probation.

The Anticriminal Dimension (The Volunteer as a Model and Reinforcer of Anticriminal/Prosocial Behaviour)

High Levels: The volunteer is clearly a representative of prosocial and anticriminal attitudes, values and behaviour patterns. While not necessarily communicating a blind faith and belief in the criminal justice system and conventional society at large, the volunteer communicates a clear respect for the basic notions of law and justice and is clearly supportive of conventional society and norms (legal, educational, employment, interpersonal). The volunteer expresses his/her anticriminal position, is likely to present prosocial and anticriminal alternatives to the client and would directly approve of client prosocial expressions and disapprove of client antisocial expressions.

Moderate levels: The volunteer is clearly not antisocial in attitudes, values and behaviour but does not present a clear and consistent image of one who is explicitly anticriminal in his/her own behaviour and in his/her expectations of the client's behaviour.

Low levels: The volunteer/s position on the anticriminal-procriminal dimension is clearly in the direction of the procriminal. Vagueness or inconsistency in image presented or behaviour expected of the client is sufficient for the "low" category.

FORM: CU GRATE

GROUP LEADER \_\_\_\_\_

DATE \_\_\_\_\_

RELATIONSHIP

|          |         |
|----------|---------|
| High = 3 | Low = 1 |
|----------|---------|

AUTHORITY

|          |         |
|----------|---------|
| High = 3 | Low = 1 |
|----------|---------|

PROBLEM SOLVING

|          |         |
|----------|---------|
| High = 3 | Low = 1 |
|----------|---------|

ADVOCATE-BROKER

|          |         |
|----------|---------|
| High = 3 | Low = 1 |
|----------|---------|



APPENDIX G

SOCIAL NETWORK QUESTIONNAIRE

SOCIAL NETWORK QUESTIONNAIRE

1. How many friends (approximate number) do you have whom you would call close friends?  
\_\_\_\_\_
2. How often do you see or talk to them?  
Several times a week \_\_\_\_\_  
Several times a month \_\_\_\_\_  
Several times a year \_\_\_\_\_
3. How many of your friends are in the same line of work as you are?  
some \_\_\_\_\_  
most \_\_\_\_\_  
none \_\_\_\_\_
4. Do you have friends in any of the following lines of work?  

|  | YES   | NO    |
|--|-------|-------|
| Business   | _____ | _____ |
| Social Service   | _____ | _____ |
| Education  | _____ | _____ |
| Police/lawyers   | _____ | _____ |
| Medical/Dental<br>(includes nurses &<br>dental assistants) | _____ | _____ |
| Construction   | _____ | _____ |
| Corrections  | _____ | _____ |
5. How many people do you know personally whom you could go to for help with a problem (personal or work related)?  
\_\_\_\_\_
6. Did you personally know anyone who worked at any of the following before you became a volunteer?  

|  | one<br>person | two<br>persons | more than<br>two | none  |
|--|---------------|----------------|------------------|-------|
| a) an employment agency  | _____         | _____          | _____            | _____ |
| b) welfare   | _____         | _____          | _____            | _____ |
| c) other social service agency<br>(Legal Aid, Family counselling,<br>credit counselling, etc.) | _____         | _____          | _____            | _____ |
| d) Housing (i.e. Ottawa Housing,<br>YM-YWCA, Group Home)                                       | _____         | _____          | _____            | _____ |
| e) Church affiliated service<br>agency (includes minister)                                     | _____         | _____          | _____            | _____ |
| f) Recreation centre or sports<br>organization   | _____         | _____          | _____            | _____ |
| g) Educational Institution<br>(Manpower retraining<br>schools or college)                      | _____         | _____          | _____            | _____ |
| h) Police/Law/Courts   | _____         | _____          | _____            | _____ |
| i) Medical (Doctors, dentists,<br>nurses, etc.)  | _____         | _____          | _____            | _____ |
7. How many of the people you know in these areas (question 6) would you feel free to refer clients to?  
most of them \_\_\_\_\_ some of them \_\_\_\_\_ none of them \_\_\_\_\_

APPENDIX H

THE RELATIONSHIP QUESTIONNAIRES

CU XXXV

RELATIONSHIP QUESTIONNAIRE FORM I

We are asking you to respond to this questionnaire in order to give us some ideas about how you view your relationship with your officer. Your response to this questionnaire will aid us in the further development of this program. Because the information you give is to be used for research purposes only, your officer will not know how you responded.

For each statement below decide which of the following answers best applies to you. Place the number of the answer on the line at the left of each statement. Try to pick the response which best reflects your true feelings.

1. Usually 2. Often 3. Sometimes 4. Occasionally 5. Rarely 6. Never

- \_\_\_ 1. I feel that I talk to my officer about personal problems that I have seldom if ever talked about before.
- \_\_\_ 2. I really feel like my officer is interested in helping me and not just trying to be a "good guy".
- \_\_\_ 3. I feel that my meetings with my officer are worth the time and effort I invest.
- \_\_\_ 4. I feel that my officer has been able to give me real help in many ways, other than by just sitting and talking with me.
- \_\_\_ 5. I feel like my officer talks too much when we get together.
- \_\_\_ 6. I feel like my officer tries to direct my life by telling me what I should or shouldn't do.
- \_\_\_ 7. I feel pretty close to my officer and I see him as a friend.
- \_\_\_ 8. I feel that my officer really likes me and is not just meeting with me because he has to.
- \_\_\_ 9. I wish I could have the opportunity to change officers.
- \_\_\_ 10. I feel that my officer understands how I feel and the problems I am faced with.
- \_\_\_ 11. I feel comfortable with my officer.
- \_\_\_ 12. I feel my officer respects me as a person.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

CU XXXVI

RELATIONSHIP QUESTIONNAIRE FORM II

We are asking you to respond to this questionnaire in order to give us some idea about how you view your relationship with your probationer. Your responses to this questionnaire will aid us in the further development of the volunteer counselling program. At the present time your responses will be used for research purposes only.

For each statement below decide which of the following answers best applies to you. Place the number of the answer on the line at the left of each statement. Try to pick the response which best reflects your true feelings.

1. Usually 2. Often 3. Sometimes 4. Occasionally 5. Rarely 6. Never

- \_\_\_ 1. I feel that my probationer has talked to me about personal problems that he has seldom if ever talked about before.
- \_\_\_ 2. I feel that my probationer sees me as really being interested in helping him and not as some kind of "good guy".
- \_\_\_ 3. I feel that my meetings with my probationer are worth the time and effort I invest.
- \_\_\_ 4. I feel that I have been able to give my probationer real help in many ways, other than by just sitting and talking with him.
- \_\_\_ 5. I feel that I sometimes talk too much when I am with my probationer.
- \_\_\_ 6. I try to give my probationer advice about things he should or shouldn't do.
- \_\_\_ 7. I feel pretty close to my probationer and I see him as a friend.
- \_\_\_ 8. I feel that my probationer really likes me and is not just meeting with me because he has to.
- \_\_\_ 9. I wish I could have the opportunity to change probationers.
- \_\_\_ 10. I feel that I understand how my probationer feels, and the problems he is faced with.
- \_\_\_ 11. I feel comfortable with my probationer.
- \_\_\_ 12. I feel my probationer respects me as a person.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

NOTE: Questions numbers 1, 7, 8, 9, 10, 11 and 12 relate to the Quality of Relationship dimension; 2, 3 and 4 to Perceived Helping; 5 and 6 to Perceived Officer Direction.

APPENDIX I

CONFIDENTIAL MONTHLY REPORT FORM

Officer's Name \_\_\_\_\_

Client's Name \_\_\_\_\_

Month \_\_\_\_\_ Date Due \_\_\_\_\_

1. Number of contacts with Client

|           |                  |               |               |
|-----------|------------------|---------------|---------------|
| Method    | in person        | by telephone  | Other         |
|           | _____            | _____         | _____         |
|           |                  |               | Specify _____ |
| Initiated | by PO            | by client     |               |
|           | _____            | _____         | _____         |
|           |                  |               | Reason _____  |
| Locations | PO's Home/Office | Client's Home | Other         |
|           | _____            | _____         | _____         |
|           |                  |               | Specify _____ |

Total duration of contacts in hours \_\_\_\_\_ hrs.

Topics discussed ( List only) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Number of contacts with Significant Others

|                |       |                  |               |
|----------------|-------|------------------|---------------|
| Family Members | _____ | Police           | _____         |
| Employer(s)    | _____ | School Officials | _____         |
| Others         | _____ |                  | _____         |
|                |       |                  | Specify _____ |

Total duration of contacts in hours \_\_\_\_\_ hrs.

Topics discussed (List Only) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7  
7  
7  
7  
7

7  
7

Client's Living Arrangements

- 2 -

With Family \_\_\_\_\_ Alone \_\_\_\_\_  
 With Friends \_\_\_\_\_ Other \_\_\_\_\_  
 e.g. commune, half-way house, etc.  
 Specify time spent in each residence \_\_\_\_\_

4. Client's Income and Occupation

Type of occupation(s) \_\_\_\_\_  
 Specify in detail \_\_\_\_\_

Days absent from job or school  
 Job \_\_\_\_\_ School \_\_\_\_\_  
 Achievements \_\_\_\_\_  
 e.g. promotions, certificates, diplomas obtained

Source and amount of client's income

|                        | Client's estimate | Collateral estimate |
|------------------------|-------------------|---------------------|
| Full time employment   | \$ _____          | \$ _____            |
| Part time employment   | \$ _____          | \$ _____            |
| Welfare assistance     | \$ _____          | \$ _____            |
| Unemployment insurance | \$ _____          | \$ _____            |
| Family sources         | \$ _____          | \$ _____            |
| Other _____            |                   |                     |

Specify

Amount of client's debts \$ \_\_\_\_\_ \$ \_\_\_\_\_  
 Amount of savings \$ \_\_\_\_\_ \$ \_\_\_\_\_  
 New assets obtained \_\_\_\_\_  
 e.g. T.V., car, house, etc.

- 3 -

5. Client's Social & Recreational Activities

|   | Client's estimate |            |       | PO's estimate |            |       |
|---|-------------------|------------|-------|---------------|------------|-------|
|   | Frequent          | Occasional | Never | Frequent      | Occasional | Never |
| Number of occasions spent with immediate family, neighbours and relatives                   |                   |            |       |               |            |       |
| Number of occasions on which he participated in activities of clubs or social organizations |                   |            |       |               |            |       |

Specify nature of clubs or social organizations \_\_\_\_\_

Drug and Alcohol Use

Type(s) previously used \_\_\_\_\_  
 e.g. alcohol, heroin, speed, marijuana etc.  
 Type(s) presently used \_\_\_\_\_

Estimate of amount of drug use \_\_\_\_\_

|             | Client's estimate |            |       | PO's estimate |            |       |
|-------------|-------------------|------------|-------|---------------|------------|-------|
|             | Frequent          | Occasional | Never | Frequent      | Occasional | Never |
| Alcohol     |                   |            |       |               |            |       |
| Marijuana   |                   |            |       |               |            |       |
| Speed       |                   |            |       |               |            |       |
| Other _____ |                   |            |       |               |            |       |

6. Summary of monthly activities which should include the following items:  
 (attach extra sheet if necessary)

- Depth, quality and change in relationship between yourself and your client.
- Strength and weaknesses of client's family, friends and associates, criminal and non-criminal.
- Client's performance at school, job and social organizations.
- Any violations to probation rules and the action taken about them.
- significant changes which have occurred in this respect.

APPENDIX J

The Behavioural Measures of the Anticriminal Dimension  
Employed With the Audio-Taped Sessions

The definitions of the conventional and legal statements are presented on the following pages. Raters were instructed to give priority to the "Response" category when coding officer statements i.e. officers' statements were to be coded on the quantity dimension only if the officers' statement was clearly unrelated to the clients' statements. Officer or client statements which were neutral were not coded. With the exception of the conventional/legal distinction, the coding manual closely follows that of Wormith (1977).

The coding sheets were set up as follows:

APPENDIX J

THE BEHAVIOURAL MEASURES OF THE ANTICRIMINAL DIMENSION  
EMPLOYED WITH THE AUDIO-TAPED SESSIONS

Tape Number \_\_\_\_\_ Rater's Initials \_\_\_\_\_

| Conventional Statements |            |                    |                | Legal Statements  |            |                    |                |
|-------------------------|------------|--------------------|----------------|-------------------|------------|--------------------|----------------|
| Client Statements       |            | Officer Statements |                | Client Statements |            | Officer Statements |                |
| Qual. Rating            | Off. Resp. | Qual. Rating       | Client's Resp. | Qual. Rating      | Off. Resp. | Qual. Rating       | Client's Resp. |
|                         |            |                    |                |                   |            |                    |                |
|                         |            |                    |                |                   |            |                    |                |
|                         |            |                    |                |                   |            |                    |                |
|                         |            |                    |                |                   |            |                    |                |
|                         |            |                    |                |                   |            |                    |                |
|                         |            |                    |                |                   |            |                    |                |
|                         |            |                    |                |                   |            |                    |                |
|                         |            |                    |                |                   |            |                    |                |
|                         |            |                    |                |                   |            |                    |                |

Raters were instructed to move to the next row whenever a new statement was coded.

Quality Ratings: Conventional

Highly Positive (++) Prosocial statement conducive to socialized attitude and behaviour. Altruistic statement, morally mature statements which strongly support ties to conventional society and norms (family, educational, employment or interpersonal).

To score (++) , statement must be supported by further elaboration or emphatic speech. 1) Person gives reason why he takes such a position. The rationale or reason he uses to support such a position may be either a factual or value type of comment. 2) Person is verbally emphatic in his position by tone of voice or vehemence used in making a point.

Positive (+) Same as above. Generally a prosocial statement but not supported by speaker's own elaboration, emphasis or vehemence.

Highly Negative (--) Highly antisocial statement. Strong rejection of institutions or agencies which create ties to conventional norms (family, school, job, nondelinquent associates). Highly egocentric, short-term hedonistic values.

To score (--), statement must be 1) supported by elaboration giving reasons why the position is taken or anecdotes of particular incidents, or 2) made in an emphatic manner by . vehement speech.



Negative (-) Same as above. Generally a negative or anti-social statement but not supported by speaker's own elaboration, anecdotes or emphasis.

Neutral (0) A neutral statement not applicable to the social quality dimension. Ambiguous or not applicable. Neutral statements were not coded.

Quality Ratings: Legal The coding system for legal statements is essentially the same as that for conventional statements. Statements are to be coded as anticriminal when there is specific reference to the law corrections, the criminal justice system, law violators, law violations, rationalizations for law violations.

#### Feedback Ratings

Used when a person is commenting on a previous speaker's statement.

Highly Praised (++) Statement comments on a particular statement in a supportive fashion, agreeing with the point of view taken by the previous speaker.

To score (++) , reinforcement must be made in either an obvious vocally emphatic manner, or support is qualified in that the speaker describes why he agrees with the particular point.

Elaboration of the reason for support is given.

Praised (+) A person voices his approval, support or agreement concerning a particular statement previously made, but does not develop the original point nor provide explanation for his agreement.

Highly Negative (--) Statement is highly critical or punishing of a previous statement. Speaker is 1) emphatic or 2) providing an explanation for the reason of his disagreement or 3) is challenging and confronting. Criticism may be in the form of a question.

Negative (-) Statement is critical or punishing. Obvious statement of disagreement but no elaboration or challenge presented.

Neutral/None (0) A comment is made with regard to a previous statement but it neither supports or criticizes it (nonjudgmental), is ambiguous, or not applicable (makes no reference to a previous statement).

APPENDIX K

THE PROBLEM-SOLVING MEASURES: TAPE-BASED  
CODING MANUAL FOR SCORING OF  
PROBLEM-SOLVING ORIENTATION

- 1 -

CODING MANUAL FOR SCORING PROBLEM-  
SOLVING ORIENTATION (PSO)

- I SEGMENT #: Pre-coded. The segments are a length of two minutes each.
- II TAPE COUNTER READING: The reading always starts at 000.
- (a) Set the Tape Counter at 000.
  - (b) Start the tape and while watching a timer, listen to the tape.
  - (c) Stop the tape at two minutes and record the tape counter reading in column 2.
  - (d) Proceed with coding. The coder may replay portions of the segment if judged advisable for more accurate coding.
  - (e) Upon completion of coding that segment, re-start the tape. Listen while timing the tape. Record the tape counter reading. Code content within that segment, with replays if advisable for accurate coding.
  - (f) Proceed in a similar manner with segments of two minutes each. Record exact point at which the interview comes to an end. Should an interview continue beyond one side of tape, note the change of side (A-B) in Tape Counter Recorder Column.
- III PROBLEM SOLVING ORIENTATION TO MAJOR AREAS OF ADJUSTMENT: Discussion allotted to clients' problems or satisfactions associated with major areas of adjustment. The areas are mutually exclusive although any given segment may include discussion of more than one area. The same set of statements within a segment should not be coded in more than one area of adjustment.
- Remember:*
- (a) The areas are considered to be mutually exclusive with reference to any given set of statements.
  - (b) More than one area may be discussed in any time segment.
  - (c) You are coding the content of a segment, *not your impressions* of the overall effect or quality of interaction between *PO and Cl.*

- (d) Do not code any reference to the actual taping session itself.
- (a) *Employment*: Discussion related to client's problems or satisfactions associated with work. This category includes job-seeking, means of increasing income via employment, interpersonal satisfactions/problems on the job, etc. This category has *priority* over financial when the discussion is focused around matters of increasing salary through promotion, change of job, etc.
- (b) *Education*: This category includes planned or current education activities. The category includes interpersonal satisfactions/problems within a school setting.
- (c) *Marital*: Discussion of relationships with spouse/children (including common-law or co-habitation with members of the opposite sex) as well as discussion of plans for marriage/parenthood.
- (d) *Family*: (excluding spouse/offspring). Includes parents, siblings and more distant relatives. If in any segment, discussion of more than one set of relatives occurs, then discussion of closest relatives (parents, siblings) should be coded.
- (e) *Delinquent Associates*: Code if clear that the friends/associates are delinquent-oriented (past record, current involvement), otherwise code Non-delinquent Associates.
- (f) *Non-Delinquent Associates*: Code if not clear that the friends/associates discussed are delinquent-oriented.
- (g) *Accommodation*: Discussion of matters relating to place of residence. If the discussion clearly involves relationships with spouse/parents/associates then code as Marital, Family, or Associates.
- (h) *Financial*: Discussion of financial matters including welfare, loans, savings, budgeting, etc. If a matter of current pay/increases due to promotions or job change, code as Employment.
- (i) *Recreational/Social*: Discussion of recreational, hobbies, social activities, includes dances, movies, etc. as a source of satisfaction/discomfort. Where the focus of discussion is on relationships rather than activities, code Associates, Marital or Family.
- (j) *Religious/Spiritual*: Discussion of church, religion, spiritual matters (includes goals, activities).
- (k) *Personal*: Discussion of matters of personal concern to client which have not been represented in above category. For example mood, fears, interpersonal styles without specific references to educational setting, marital, etc. If mood, rate "M"; if fears, rate "F";

if interpersonal style/skills, rate "I"; if sexual, rate "S"; if use of drugs, rate "D". If mental health agent or agency involved with client, code as Health.

- (l) *Probation/Authority*: Discussion of the conditions of probation and of the alternatives such as incarceration.
- (m) *Health*: Discussion of physical health. Code mental health problems here if formal mental health agency or agent involved with problems.

Note: In one of the original versions of this scale (Kennedy, 1976) a general category of legal was included which incorporated Probation/Authority as well as discussions of criminal activity. For purposes of the Authority dimension of supervisory process, such discussions were not included unless tied to the probation contract.

#### CODING OF PROBLEM SOLVING ORIENTATION

A Problem Solving Orientation (PSO) is one which involves an exploration of areas for possible problems and which proceeds with problem solving if a problem is identified. If an area is explored and no problem is evident then the Probation Officer(PO) is acting at the highest levels if he reinforces or approves continuing with current situation, behaviour etc.

This orientation follows Carkhuff's stages of implementing a course of action in helping, with the additional component of reinforcement of appropriate current activity.

If any area is not referred to or mentioned and coding is not applicable leave the appropriate cell blank. If the area is referred to by either the client(Cl) or Probation Officer(PO) one of the following values should be recorded under the segment of adjustment for that segment.

##### Level 1

An area may be labelled only by the Cl or PO and may include some mention of the current or past situation but with no in depth exploration of the area.

e.g. PO - Hows your job Dick.  
Cl - Fine thanks.  
PO - O.K. great, how about the family.

Clearly this officer is working at a very low level regarding the employment situation of his client. If the area was explored, more problems may surface which the client was not willing to divulge upon initial questioning or perhaps there are some areas related to the job that the PO could reinforce.

##### Level 2

An area is discussed with reference to,

- a) the nature of satisfactions and or discomforts in the situation or area i.e. not just good, fine or poor but how what, etc. do you feel about it.

This level includes an examination of the client's own behaviour in relation to satisfactions and or discomforts.

- b) sources of satisfaction and or discomforts in the situation or area i.e. not just hows the job but what about your boss, your fellow employees, pay etc. involved with it

e.g. PO - Hows your job Dick.

Cl - Fine thanks.

PO - Well thats good to hear but tell me a little more about it. How do you get along with the guys you work with.

The officer has advanced to a higher level in exploring different aspects within the job situation. A fine thanks is not much indication of how the client actually feels about the job. So in this instance coding 2 would be appropriate. If the client offers this information on his own again code 2.

##### Level 3

An area is discussed to a point which goes beyond levels 1 and 2 to necessarily include

- a) specification of goals in the area and or  
b) concrete descriptions of alternative courses of action and or  
c) differential utility and consequences of different courses of action.

This level may include then, one or more of the above.

e.g. Cl - My job's o.k. but the fellows are sort of getting on my nerves. They're picking on me and getting me to do all the dirty work.

PO - Have you tried to ignore them, they might just leave you alone after a while.

Cl - Ya I've tried that but they just think its a joke.

PO - Well what other ways have you thought of handling it. Are there any. For example....

Here again the PO has advanced to a higher level in PSO as he is getting closer to the point where they can actually implement a solution.

Level 4

Anarea may be discussed with reference to levels 2 and 3 and goes beyond, on to a stage where there is some indication that there has been agreement on goals, actions discussed related to a specific choice among alternatives and concrete detailed planning for implementation or as has been mentioned previously reinforcement of an already implemented solution which has been proven to be effective.

- e.g. PO - O.K. Joe we've already established that if you go down to court pleading guilty without a lawyer you're in trouble. Go down to legal aid tomorrow and get a lawyer. Tomorrow no later, your hearing is next week so get down there tomorrow o.k.
- CI - O.K.
- PO - Alright I'll phone them in advance and explain your situation, just make sure you're there.

APPENDIX L

EXAMPLE OF A SCORING SHEET

(A) *Tape #1*

(B) *Rater Joe Smith*

(C) *Date February 1, 1980*

ENVIRONMENTAL FACILITATION: TAPE-BASED  
 TRAINING MANUAL IN USE  
 OF RCR SCALE

| 1<br>Segment<br># | 2<br>Tape<br>Counter<br>Reading | 3<br>PROBLEM - SOLVING ORIENTATION |      |     |        |              |                 |       |     |            |             |      |              |        |
|-------------------|---------------------------------|------------------------------------|------|-----|--------|--------------|-----------------|-------|-----|------------|-------------|------|--------------|--------|
|                   |                                 | Empl                               | Educ | Mar | Family | Del<br>Assoc | Nondel<br>Assoc | Accom | Fin | Rec<br>Soc | Rel<br>Spir | Pers | Prob<br>Auth | Health |
| 1                 | 48.                             |                                    | 2    |     |        |              |                 |       |     |            |             |      |              |        |
| 2                 | 91.                             |                                    | 2    |     |        |              |                 |       |     |            |             |      |              |        |
| 3                 | 130.                            | 1                                  | 3    |     | 1      |              |                 |       |     | 1          |             |      |              |        |
| 4                 | 166.5                           | 1                                  | 2    |     |        |              | 1               |       |     | 3          |             |      |              |        |
| 5                 | 197.                            |                                    |      |     |        |              |                 |       |     |            |             |      | 4            |        |
| 6                 | 229.                            |                                    | 2    |     | 2      |              |                 |       |     |            |             |      | 4            |        |
| 7                 | 242.5                           | 1                                  |      |     |        |              |                 |       |     |            |             |      | 4            |        |
| 8                 |                                 |                                    |      |     |        |              |                 |       |     |            |             |      |              |        |
| 9                 |                                 |                                    |      |     |        |              |                 |       |     |            |             |      |              |        |
| 10                |                                 |                                    |      |     |        |              |                 |       |     |            |             |      |              |        |

Examples for each value on the RCR-Scale

Some value 1 referrals

"Have you called an employment agency?"  
"Have you ever tried a job counselling service?"  
"Do you ever use the newspaper classifieds?"  
"Would you consider consulting a marriage counsellor?"

Some value 2 referrals

"Did you call the Family Service Centre?"  
"Have you had any contact with the Addiction Research Foundation?"  
"Have you ever heard of the Addiction Research Foundation?"

Some value 3 referrals

"Call H & R Block if you need help completing your tax return."  
"Call Mrs. Brown at the Counselling Centre for information on the retraining program."  
"Have you ever asked the guidance counsellor at your school for advice on job training?"

Some value 4 referrals

"Call Manpower and ask for an appointment to see their counsellor. When you go in to see the counsellor, ask them about the welding course. Find out what the entrance requirements are, how long it lasts, when the next course begins, etc."  
"Call the Citizen Ad Department and arrange to put an ad in the Citizen Classifieds. Include in the ad what you're prepared and trained to do, when you will be able to begin work, whether you are willing to work nights and where you can be reached."

Some value 5 referrals

"Call Manpower and ask for an appointment to see their counsellor. When you go in to see the counsellor, ask them about the welding course. Find out what the entrance requirements are, how long it lasts, when the next course begins, etc. I really think that they have a good program and that you'd get a lot from it. I'd really like to see you get started before you've been away from school too much longer. You'd find it a lot easier to do now, I think, then if you wait. But you would make some good friends, too. Young fellows your own age doing the same thing. If you get into a course you're interested in, you'd make some friends with similar interests - the same kind of people learning the same kind of thing."

"A youngster's problems with the law rarely occur in isolation. More often, they are part of a constellation of problems - family conflict, school failure, unemployment, emotional difficulties and, in urban ghettos, inadequate housing and health care. Too often, those young people with the widest range of problems are least aware and capable of using available community resources."

Gerald M. Caplan (1975)  
 Director  
 National Institute of Law  
 Enforcement and Criminal  
 Justice

A. T. 3.2 B. Worker(s) J.R. C. Date Dec. 15/75 . Client \_\_\_\_\_ E. Officer(s) \_\_\_\_\_

| Segment Number | Tape Counter Reading | Referral to Community Resources |           |        |         |             |                                 |       | PO's Offer to Intercede         | Area in which PO Offers to Intercede |         |        |                 |                         |
|----------------|----------------------|---------------------------------|-----------|--------|---------|-------------|---------------------------------|-------|---------------------------------|--------------------------------------|---------|--------|-----------------|-------------------------|
|                |                      | Employment                      | Education | Church | Welfare | Rec./Soc.   | M.H./Coun.                      | Other |                                 | Family                               | Friends | Courts | Employer/School | Welfare or Other Agency |
| 1              | 50.5                 |                                 |           |        |         | (32.5-34) 3 |                                 |       | ✓                               | 1                                    |         |        |                 |                         |
| 2              | 95                   |                                 |           |        |         |             |                                 |       |                                 |                                      |         |        |                 |                         |
| 3              | 136                  |                                 |           |        |         |             |                                 |       | ✓ ✓                             | 2                                    |         |        |                 |                         |
| 4              | 174                  | (166-167) 2                     |           |        |         |             |                                 |       |                                 |                                      |         |        |                 |                         |
| 5              | 205                  |                                 |           |        |         |             | Regal 4 (190-201)               | ✓     |                                 |                                      | 1       |        |                 |                         |
| <del>6</del>   | <del>239</del>       |                                 |           |        |         |             |                                 |       |                                 |                                      |         |        |                 |                         |
| 7              | 271                  | (267-269) 2                     |           |        |         |             |                                 |       |                                 |                                      |         |        |                 |                         |
| 8              | 302                  |                                 |           |        |         |             |                                 |       |                                 |                                      |         |        |                 |                         |
| 9              | 331                  |                                 |           |        |         |             |                                 |       |                                 |                                      |         |        |                 |                         |
| 10             | 360                  |                                 |           |        |         |             | (345-346) 2 Visiting Homekeeper |       |                                 |                                      |         |        |                 |                         |
| <del>11</del>  | <del>387</del>       |                                 |           |        |         |             |                                 |       |                                 |                                      |         |        |                 |                         |
| 12             | 413                  |                                 |           |        |         |             |                                 |       | ✓ ✓                             |                                      |         | 1      | !               |                         |
| 13             | 439                  |                                 |           |        |         |             |                                 |       |                                 |                                      |         |        |                 |                         |
| 14             | 464                  | (450-441) 3                     |           |        |         |             |                                 |       | (Referrals to social resources) |                                      |         |        |                 |                         |
| 15             | 488                  |                                 |           |        |         |             |                                 |       |                                 |                                      |         |        |                 |                         |

If one assumes that a population of probationers exists whose chief problem is a lack of awareness of and capability for using available community resources, then one would expect that any efforts to better inform them about the existence of such resources and about how to use them would represent a logical and legitimate approach to problem solving.

Along these lines, a Referral to Community Resource Scale (RCR-Scale) was developed to measure the concept of referral to community resource as it occurred naturally in audio-taped interactions between probationers and the assistant probation officers (volunteers) or professional staff supervising them. Not only is the frequency of such behavior noted, but the behavior is coded on a scale of 1 to 6 as low or high level referral.

What is a community resource?

Community resource will be defined as any agency or service in the community which can be seen as a source of support or aid to the client.

It is important to understand that formally organized social service agencies are only one resource area under examination. To a probationer who lacks skills in job hunting, information on how to use the classifieds in his newspaper could be as useful to him as a referral to an employment agency.

The intent of the scale is to pick up those referrals which have the most practical application for a particular probationer population: those whose ties to community are weak and whose deviance seems to be related to these weak ties.

Thus, by definition of community resource, referrals to and instructions on how to use newspapers, income tax sources, job placement agencies, finance companies and career counselling services would qualify.



| <u>Variable</u>  | <u>Code No.</u> |
|--|-----------------|
| Reference/Referral to Community Resource   |                 |
| - No tape available, hence, no information.  | 0               |
| - Naming a resource only.<br>Casual reference, but nonspecific as to resource. (ie. "Have you tried an employment agency.")  | 1               |
| - Naming a specific resource.<br>Casual reference, but specific as to resource. (ie. "Have you tried Manpower?")   | 2               |
| - Naming a resource plus ...<br>Reference plus information on the resource. (ie. "Have you tried Manpower? They can help you by ...")  | 3               |
| - Naming a resource plus ... plus ...<br>Reference plus information on the resource plus explicit directions on the strategy to employ in order to make use of the resource but with no strong encouragement to use it. (ie. "... go down to the office at 300 King Street and ask for ...") | 4               |
| - Same content as for 4, but with strong encouragement from the APO or PPO that client make use of the resource. (ie. Content of 4 plus "I really think you would benefit from it and I hope you'll see them.")  | 5               |
| - If use has already been made of the resource and it's clear that the APO or PPO has directed the client to that resource. (ie. "You followed through on my suggestion that you go to see the counsellor at Algonquin, did you?")   | 6               |
| - No reference/referral made.  | 9               |

TRAINING MANUAL IN  
USE OF RCR SCALE

Tape Analysis of the Broker/Advocate Role in Volunteerism

1. Segment #: Pre-Coded Segments are a length of 2 minutes each.
2. Set the tape counter reading at 000.
3. Start the tape and while watching a timer, listen to the tape.
4. Stop the tape at 2 minutes and record the tape counter reading in column 2.
5. When a reference \* to community resource occurs, record the tape counter reading at which the reference begins in the column appropriate to the area.
6. Record the tape counter reading at which the reference concludes.
7. a. Code the segment for RCR.  
b. Indicate by number offers to intercede and area to which offer applies.
8. The coder may replay portions if it is felt necessary for more accurate coding.
9. Record the tape counter reading at which the interview ends. If an interview continues to the other side of the tape, record this change of side (A ----- B).

\* or offer to intercede on behalf of the client.

A sample of a completed coding sheet is provided on page 2a. Please examine it carefully before beginning to code for the first time.



Coding Manual - Interpersonal Skills

The components of interpersonal skills, that is openness warmth and understanding are believed to be important conditions for a patient's therapeutic change. Through this "talking cure" it is believed that one person can help himself with another's honesty, warmth and courage. Carkhuff believes that the therapist who displays an acceptance, perhaps even limited, of his patient will bring that individual to an understanding of himself.

In this case, two minute segments of the tapes will be assessed using a scale which reflects those major dimensions of facilitative interpersonal functioning. The frequency at which a particular behaviour occurs is immaterial - simply indicate (by an X) whether or not that behaviour occurred during each two minute interval. As well, if coding is not applicable, leave the appropriate cell blank.

1. Understanding: Designated under this level are four categories known as "freeing effect responses" which are believed to increase the client's autonomy as a person and increase his sense of equality. The concept of "empathetic understanding" has been divided into the more behaviourally concrete categories of accurate paraphrasing of substance and an accurate labelling of feelings. These are:

APPENDIX M

THE RELATIONSHIP MEASURES: TAPE-BASED

- (a) Paraphrasing: The Probation Officer checks to ensure that the message he got was the one sent by his client. e.g. "So when you said you could have killed your boss, you were really upset by his treatment of you."
- (b) Reflection of Feelings: The P. O. shows an acceptance of feelings, relates and understands his client as a person. As well, he accurately labels his client's feelings and asks "feeling" questions which should elicit self-disclosure on the client's part. e.g. "I think I can understand how you felt when you were turned down for that job."
- (c) Offers information that is relevant to his concerns. The P. O. offers and/or asks for relevant information without imposing advice or instruction on his client and he does not necessarily incorporate new topic areas. e.g. "This address might be of some help to you if you'd like to use it." This does not include further exploratory questioning behaviour on the part of the P. O. e.g. "So what did you do when he said to go to Parker Clean.... and then what.... what did you say then...."

- (d) Orienting Response: An active listening response made by the P. O. in respect to his client's statements. This can include agreement responses like "yes", "uh-um", "I understand", "Oh really", laughter and the like.
2. Openness: Designated under this level is the concept of "Self-Disclosure". "Personal self-disclosure" involves a discussion of feelings, attitudes and behaviours which ordinarily would not be readily volunteered and which make the individual vulnerable to negative evaluations. This includes the following two descriptions:
- A. Self-description: Of problems, attitudes, traits and opinions which are not readily discussed and might be considered taboo. e.g. "Like you, I get very nervous around girls. I guess I don't have much self-confidence." e.g. "I'm loud and obnoxious too and I don't like it."
- B. Relationships: A description of a relationship including familial, intimate, and even business. e.g. "When I was growing up, being a middle child was very difficult for me. It always seemed I never had what my older sister or younger brother had." e.g. "My family doesn't communicate much."

On the other hand, "Impersonal Self-Disclosure" includes a discussion of non-personal information on the part of the P. O. which is either generally accessible and readily volunteered in appropriate contexts. The information provided is relatively non-private and not usually considered deviant. The P. O. does not divulge anything particularly secret or confidential. This contains the following four straight-forward categories:

- A. Biographical: e.g. "I was born in Montreal."
- B. Expectations and Preferences: e.g. "I prefer compact American cars to those like Datsuns or Toyotas."
- C. Opinions: e.g. "Myself? I back the N.D.P. party."
- D. Experiences: e.g. "I went away to Florida for my holiday last year. I had a great time."

3. Warmth:

Under the classification of warmth, is included the concept of "Personal Feedback", which ascertains how the P. O. comes across to his client, how encouraging he is, and how comfortable he makes him feel. This includes a discussion of the personal attributes of the client. Two categories are employed here:

- A. Seems Friendly: The P. O. shows a positive attitude even though his client may be deviant. e.g. "You must be very proud of the fact that now you have worked steadier than you ever have before."

e.g. "I really think you have done well by kicking your drinking habit."

e.g. "You are a pretty bright person."

B. Seems Unfriendly: This category includes expression of hostility, sarcasm and ridicule on the part of the P. O., and implications that his client is not making any sense or is lying. Basically, the P. O. seems full of negative feelings towards his client.

e.g. "No wonder you got into trouble, I cannot believe how stupid you sometimes are!"

e.g. "What do you mean you were so drunk that you didn't know what you were doing? That's crazy!"

e.g. "Don't interrupt me. I'm talking."

To gain further understanding of these three components of openness, warmth and understanding, the following information is available to you for reviewing:

1. D'Augelli (1973) "The effects of interpersonal skills and pretraining on group interaction".
2. Carkhuff (1967) Helping and Human Relations.
3. Carkhuff "Discrimination Scale".

All the above are available in Room 436.

(A) Tape # \_\_\_\_\_ (B) Rater(s) \_\_\_\_\_ (C) Date \_\_\_\_\_ (D) Client \_\_\_\_\_ (E) Officer \_\_\_\_\_

| Segment Number | Tape Counter Reading | Understanding    |            |                  |                    | Openness                 |               |              |                            |          |             | Warmth            |            |
|----------------|----------------------|------------------|------------|------------------|--------------------|--------------------------|---------------|--------------|----------------------------|----------|-------------|-------------------|------------|
|                |                      |                  |            |                  |                    | Personal Self-Disclosure |               |              | Impersonal Self-Disclosure |          |             | Personal Feedback |            |
|                |                      | Orient. Response | Paraphrase | Reflect Feelings | Ask/Offers Inform. | Self-Disc. Opinions      | Relationships | Biographical | Expect. Pref.              | Opinions | Experiences | Friendly          | Unfriendly |
| 1              |                      |                  |            |                  |                    |                          |               |              |                            |          |             |                   |            |
| 2              |                      |                  |            |                  |                    |                          |               |              |                            |          |             |                   |            |
| 3              |                      |                  |            |                  |                    |                          |               |              |                            |          |             |                   |            |
| 4              |                      |                  |            |                  |                    |                          |               |              |                            |          |             |                   |            |
| 5              |                      |                  |            |                  |                    |                          |               |              |                            |          |             |                   |            |
| 6              |                      |                  |            |                  |                    |                          |               |              |                            |          |             |                   |            |
| 7              |                      |                  |            |                  |                    |                          |               |              |                            |          |             |                   |            |
| 8              |                      |                  |            |                  |                    |                          |               |              |                            |          |             |                   |            |
| 9              |                      |                  |            |                  |                    |                          |               |              |                            |          |             |                   |            |
| 10             |                      |                  |            |                  |                    |                          |               |              |                            |          |             |                   |            |

**END**