

PROGRAM DEVELOPMENT AND EVALUATION SYSTEM – ProDES

Discharge Form: Part I, II & III Coding Instructions

General Information:

This manual is designed to provide a step by step guide to completing the discharge form. Although procedures may be periodically adjusted by Crime and Justice Research Center, it is crucial that no arbitrary modifications are made to the procedure described here. If you have any doubt concerning how to code an item please contact the *ProDES* Information and Training Manager at CJRC for advice. The feedback of information on coding problems will identify issues that need to be addressed and help promote consistency across the various participating agencies.

The Coding Forms:

There are two basic coding forms - intake and discharge. Certain general rules apply equally to both documents and these will be outlined below prior to the sections dealing specifically with the two forms.

General rules:

Each form has instructions that will help you decide which questions to complete under different circumstances. The instructions also guide you through the form - indicating when you can skip certain questions or even whole sections of the form. Please follow these instructions carefully - it is very important that all necessary parts of each form are completed.

Each question on the form is numbered in a way that identifies a part of the form and its order within that part. The question on the intake date, for example, is the eighth question on Part I of the Discharge Form, 1.8. These will be the numbers used throughout the coding manual to refer to questions.

Example:

1.8. What was the date when treatment intervention began?

When completing the coding form **do not enter any letters, dashes, decimal points or other non-numeric symbols in any of the code boxes** unless asked to do so. Furthermore, **please RIGHT-JUSTIFY ALL CODES** (i.e. if you are entering a 2 digit number into a three digit (or box) item, it should be coded ' _15' not '15_').

N/A, Missing, Don't Know:

Occasionally, questions will not seem to apply to the case being coded, or they will just seem to be inappropriate. For example, if the juvenile has not returned from an AWOL, item #1.30 'What was the date of return from the first AWOL?' clearly does not apply. In this case you should code '98' to indicate a 'not applicable' (NA) response.

Sometimes, the information you are looking for cannot be found in any of the your records or you simply do not know the answer. For example, in question #1.11 'How many serious incident reports have been filed during the program?', if the juvenile did have incident reports while in the program - so the question is relevant - but you cannot find any information

on the juvenile that indicates the number of incident reports, then the information requested is assumed to be missing. In this example you would code a '99'.

As a general rule, all questions involving a one digit code will be coded '8' for not applicable and '9' for missing (unless an alternative rule is specified). For questions involving a two digit code the values are '98' for not applicable and '99' for missing. For questions with three digit codes it will be '998' for not applicable and '999' for missing.

Note: When the not applicable or missing values are required for dates, code only the last 2 digits (the value for the year portion of the date) of the 6 digit date variable '98' or '99' as appropriate. All questions asking for a date will direct you by stating, 'if missing, year=99'.

DISCHARGE FORM **STEP BY STEP INSTRUCTIONS:**

The discharge form comprises three discrete parts:

1. Part I - This section consists of socio-demographic information and in-program information; such as program behavior, rearrests, BARJ measures, and agency testing.

2. Part II - This section is the needs re-assessment, to be completed by the staff of your program. These items require the judgment of a staff member from observation and knowledge of the client. The needs re-assessment requires that your program staff understand the presenting problems posed by a juvenile.

3. Part III - The self report section of the form will only be sent when a normal discharge is anticipated. The self-report segment involves a number of discrete tests (self esteem, values orientation, family bonding, school bonding) as well as self reported drug and alcohol information. The juvenile will be asked to respond to all questions in this section (staff provides response categories only where specified). The juvenile may respond to the scales in Part III orally or write responses on their own, but must be supervised by staff.

*** Pages 1-7 still must be completed in all cases (even if the juvenile received one day of intervention). If the juvenile was in your program less than 30 days, pages 1-10 must be completed.**

PART I **IDENTIFIERS:**

1.1. CJRC Sequence Number

The 5-digit sequence number represents an unique identifying number for this coding form. The number is allocated by Crime and Justice Research Center and is not taken from case files. When questions need to be asked about a case this is the number which we will use to identify the individual. **These sequence numbers will be coded when you get the coding form.**

1.2. Juvenile's Last Name

This variable will be written in when you get the coding form (if not, please contact CJRC).

1.3. Juvenile's First Name

This variable will be written in when you get the coding form (if not, please contact CJRC).

1.4. Juvenile's 'J' File Number

This variable will be written in when you get the coding form (if not, please contact CJRC).

(Please complete 1.5 to 1.7 only if there have been any changes to these items. We rely on the most current phone number for doing follow-up phone interviews six months after discharge.)

1.5. Juvenile's Address

If the juvenile's address is blank on this form or has changed from the address on the record data form received at intake, Record the juvenile's street number, street name, apartment number(when applicable), and zip code.

1.6. Juvenile's Home Phone Number

Fill in the juvenile's home phone number, if it was left blank on this form, or if it has changed while he/she has been in the program. If the area code is not "215," cross out the area code printed on the form and indicate the appropriate area code (e.g., "610"). If there is an alternate phone number (e.g. grandparents' home) that you are aware of, enter it in item 1.6.1.

1.7. Probation Officer

We request that you write in the probation officer's name, who carried the case, on the line provided.

Status or note to CJRC

This is a space for you to alert CJRC to any additional information regarding the case that you think we should know (e.g., why the scales are not complete).

PROGRAM BEHAVIOR:

The time of reference for filling out the Discharge Form is the duration of the program, from the first to the last day of interventions.

1.8. What was the date when treatment intervention began?

Fill in the date that the juvenile first began attending your program (i.e., receiving intervention).

1.9. What was the final date of discharge from the program?

Fill in the date that the juvenile stopped attending your program (the last day of treatment intervention), regardless of the court's official discharge date. *ProDES* is service oriented, so the appropriate date corresponds with the last day any service was delivered, either by phone or in person.

1.10. What was the reason for discharge?

Code the reason for discharge. If the juvenile was discharged because he/she has achieved the goals of the program or if the discharge is 'positive,' select '1' for completed program. If the juvenile was discharged because he/she was arrested, select '2' for rearrest. If the juvenile was discharged because he/she ran away from the program and/or a bench warrant was issued, select '3' for AWOL (if AWOL is the reason for discharge, then 1.27 must be at least one). If the juvenile is required to go to a site for the program (e.g. attends a day treatment program) and is discharged because he/she does not attend as required, select '4' for attendance problem. If, within a few days of program admittance, it is determined that the juvenile does not fit program criteria, select '5' for juvenile not appropriate for program. If the juvenile appears to fit the program criteria, but after a substantial period of time it appears that the juvenile is unresponsive to treatment, select '6' for juvenile appropriate but not responding to treatment. Select '7' for reason unrelated to youth or program in situations where the decision to discharge is beyond the control of the youth or program. For example, select '7' when the judge pulls a youth from the program. Code '10' if the juvenile is being discharged because he/she was noncompliant with the rules of the program, probation or family. Finally, '8' other reason (please specify) should only be used when the other responses do not apply, e.g. medical discharge. **NOTE: If a juvenile has been placed in another facility and there is an underlying reason for the placement '8' is not appropriate.**

1.11. How many serious incident reports have been filed during the program?

Fill in the number of incident reports (significant reports of negative behavior) that were filed on this particular youth while he/she was in your program. A report of gum-chewing in the program would not qualify as a serious incident report, but a report generated after a youth threatened a staff person or another client would count as a serious incident report.

1.12. If your program has levels or phases through which clients pass, what is the maximum number of levels or phases?

Write in the maximum or highest number of levels or phases it is possible to attain. If your program does not have levels or phases, code the question '98.'

1.13. How many levels or phases did this juvenile complete?

Fill in the number of phases or levels that this juvenile completed while in your program. If your program does not have levels or phases, code the question '98.'

1.14 Number of meetings the juvenile's parents/caregivers attended while in the program:

If your program includes a component whereby parents/caregivers met on a regular basis with program staff, indicate the number of meetings they attended.

1.15. Approximately how many awards or certificates has this juvenile received during the program?

Indicate the number of awards or certificates that were awarded to this juvenile during the program, using the categories provided.

1.16. Was this juvenile an appropriate client for your program?

Thinking about your program's design, code '0' for no if you feel that the client **was not** appropriate for your program, code '1' for yes if you feel that the client **was** appropriate for your program, or code 9 for missing/don't know. If you feel that the client **was** appropriate for your program you can skip to the chart on page 3.

1.17. - 1.26. If not appropriate, why not?

This question applies to item# 1.16. If you answered no, that you did not feel that the client was appropriate for your program, enter the value '1' for each characteristic that applies to this juvenile: too immature for this program's level of structure; insufficient self control for this

program's level of supervision/control; markedly resistant to participation in program; has personality/emotional problems too severe for this program; external problems (family, peers); drug problems; inappropriate sexual behavior; violence; mentally deficient; or other (specify). **You should only answer this question if you have answered 1.16. "no."**

PROGRAM BEHAVIOR: INTERVENTIONS

Fill in the chart on page 3.

Type of Intervention:

Listed in the far left column are types of interventions which may have been employed during the juvenile's stay in your program. Check all that are applicable for this juvenile. These interventions need not have been necessarily provided by your agency, but could be services that the client received while in your program but not delivered by your program staff. Examples of this might be a group home residence, specific counseling not offered at your program, AA/NA groups in the community, etc. There will be interventions that your program employs that are just too specific to include in a generic form such as creative arts, adventure-based counseling or grief counseling.

Group counseling - staff and juveniles together discussing pertinent issues

Group therapy by a licensed/ certified therapist - juveniles together with a licensed or certified therapist working on pertinent issues

Individual counseling - one staff person with one juvenile discussing pertinent issues

Individual counseling by a licensed/ certified therapist - one juvenile with licensed or certified therapist working on pertinent issues

Family counseling - staff working with family of juvenile whether or not the juvenile is included. This would include programming for family in the way of activities or family empowerment training.

Family therapy by a licensed/ certified therapist - a licensed or certified therapist working with family of juvenile whether or not the juvenile is included.

Academic counseling - staff working on issues with juvenile(s) about current or future education (not generally regarded as tutoring)

GED/ABE program - General Equivalency Diploma/Adult Basic Education - juvenile is enrolled in one of these programs

ESL training - juvenile is in English as a Second Language classes

Vocation education - juvenile is enrolled in classes to master a technical skill or is involved in practical experience

Lifeskills training - juvenile is attending sessions which teach preparation for living independently, defined broadly to include hygiene, household or budget management, public transportation or parenting

Drug/alcohol counseling - certified staff working with juvenile on drug and/or alcohol issues

Cultural awareness training - staff working with juvenile(s) on issues around one's identity on race, gender or sexual orientation

Recreation-supervised - staff with juvenile(s) in a planned activity whether it be athletic or not, on-site or off-site

Tutoring - staff working with juvenile(s) to improve academic performance.

Job training/employment - juvenile involved in sessions to plan employment and interviewing skills or juvenile employed

Psychotropic medication - juvenile is under the supervision of medical staff when administered a drug to alter perception or behavior

Residential care - your program or another provides residential care

Date Began:

Fill in the date each particular intervention, that was utilized with this juvenile, began. Use full dates (month, day, year).

Date Ended:

Fill in the date each particular intervention, that was utilized with this juvenile, ended. Please use full dates (month, day, year).

Provider:

When applicable, fill in the name of a provider, if it is other than your program, even when the service could be under your broader agency name. It is possible to check both 'this provider' and 'other' as providers of a service.

**PROGRAM BEHAVIOR:
AWOLS**

Your agency must decide what your definition of AWOL is (e.g., if the juvenile has been missing for 24 hours they are AWOL).

It is critical that this section be completed, even if the client has not gone AWOL.

1.27. Total number of AWOLs?

Fill in the juvenile's total number of AWOLs during the program. If the number of AWOLs is '0', please skip to item #1.33.

1.28. Has the juvenile gone AWOL within the past 60 days?

Indicate if the juvenile has gone AWOL in the last 2 months. Code '0' for no if the juvenile **has not** gone AWOL within the last 2 months or '1' for yes if the juvenile **has** gone AWOL within the past 2 months.

1.29. What was the date of the first AWOL?

Fill in the date, month/day/year, that the juvenile first went AWOL.

1.30. What was the date of return from the first AWOL?

Fill in the date, month/day/year, that the juvenile returned from the first AWOL. If the date is missing or not known fill in '99' for the year. If the juvenile never returned from the first AWOL, Fill in '98' for the year.

1.31. What was the date of the second AWOL?

Fill in the date, month/day/year, of the second time that the juvenile went AWOL.

1.32. What was the date of return from the second AWOL?

Fill in the date, month/day/year, that the juvenile returned from the second AWOL. If the date is missing or not known fill in '99' for the year. If the juvenile never returned from the second AWOL, Fill in '98' for the year.

**PROGRAM BEHAVIOR:
REARRESTS**

It is critical that this section be completed, even if the client has not been rearrested.

1.33. Was the juvenile arrested at all while in the program?

Record if the juvenile was arrested at all while in the program, even if this arrest resulted in the termination of the client. Code '0' for no if the juvenile **was not** arrested while in the program or '1' for yes if the juvenile **was** arrested while in the program. **If the juvenile was not arrested while in the program, please skip to number 1.41.**

1.34. How many in-program arrests?

If the juvenile was arrested while in the program, record the total number of in-program arrests in the boxes provided.

1.35. First charge (most serious) for first in-program arrest

Fill in the name (or description) of the most serious charge for which the person was first arrested while in the program.

1.36. Date of arrest for the first in-program arrest?

Fill in the date, month/date/year, of the first in-program arrest for this juvenile.

1.37. Any charge involve injury to victim?

Code '1' (yes) if **any** of the charges associated with the first in-program arrest involved physical injury to a victim. We assume that information on injury to victim will only be reported on file if the injuries sustained are reasonably serious or significant.

1.38. First charge(most serious) for second in-program arrest

Fill in the name (or description) of the most serious charge for the second in-program arrest for this person. **If the juvenile was not arrested twice while in the program, please skip to number 1.41.**

1.39. Date of arrest for the second in-program arrest

Fill in the date, month/date/year, of the second in-program arrest for this juvenile.

1.40. Any charge involve injury to victim?

Code '1' (yes) if **any** of the charges associated with the second in-program arrest involved physical injury to a victim. We assume that information on injury to victim will only be reported on file if the injuries sustained are reasonably serious or significant.

EDUCATION

1.41. Did the juvenile **graduate** from high school while in the program?

Code '0' for no if the client **did not** receive a high school diploma while in the program or '1' for yes if the client **did** receive a high school diploma while in the program.

1.42. Did the juvenile **graduate** from a GED program while in the program?

Code '0' for no if the juvenile **did not** graduate from a GED program while at your agency or '1' for yes if the juvenile **did** complete a GED program while at your agency. If the juvenile completed the program and did not pass the exam, code '1' for completed program.

1.43. Did the juvenile **graduate** from a vocational training program while in the program?

Code '0' for no if the juvenile **did not** graduate from or complete a vocational training program while at your agency or '1' for yes if the juvenile **did** complete a vocational training program while at your agency.

1.44 Is the youth currently enrolled in school?

Code 'no' if the youth is not currently enrolled in school. This item does NOT refer to the school component of institutional programs. If the answer is '0' no, please skip to question #1.46.

1.45 School attendance status of the youth at the time of discharge.

Code '0' if the youth is attending school regularly; '1' if the youth is attending school occasionally; '2' if the youth is not attending, truant; '3' if the youth is not attending because he/she has dropped out of school; '4' if the youth has obtained a GED; '5' if the youth has graduated from high school; '6' if another attendance status applies (list specific status); or '9' if you do not know the client's current school attendance status.

1.46. Will the juvenile be attending **any** of the following educational programs immediately after discharge?

Record '0' for none if the juvenile **will not** be returning to school following discharge from your program; '1' if the juvenile **will** be returning to school grades K – 12; '2' if returning to college; '3' if returning to a GED program; '4' if returning to vocational/technical school; '5' if there is another situation and specify or '9' if you do not know the juvenile's educational plans following discharge. **If 'school', Answer 1.47-1.48; otherwise skip to 1.49.**

1.57. Will the juvenile be enrolled in a special education program?

Indicate whether, upon discharge from your agency, the juvenile will be involved in any formal special education program (not necessarily associated with a school). Learning Disabled is considered special education.

1.58. Will the juvenile be enrolled in a disciplinary school?

Indicate whether the juvenile will be enrolled in a disciplinary school, upon completion of the program.

BARJ (Balanced and Restorative Justice)

This section, is intended to capture program interventions and activities fitting the state-mandated requirements of BARJ. If you would like more information on BARJ, please contact us.

1.49 Did the court order mandate restitution?

If the court has ordered that the juvenile make restitution (financial compensation to the victim, community, etc.), indicate '1-yes' for this item. If not, please skip to item # 1.53.

1.50 If yes, how much restitution was ordered?

If you answered 'yes' to item 1.49, how much restitution was ordered by the court? Enter a dollar amount, rounding up to the nearest dollar.

1.51 Did the juvenile fully meet his/her requirements for restitution?

If the juvenile paid the full amount of restitution ordered by the court, enter '1- yes' for this item and skip to item 1.53. If the restitution completed was any amount less than was ordered by the court, enter '0-no' and answer item 1.54.

1.52. If no, how much restitution was completed?

If you answered 'no' to item 1.51, how much restitution was completed? Enter the dollar amount, rounding to the nearest dollar.

1.53. Did the court in this case mandate community service?

If community service was ordered by the court, enter '1-yes.' If no, skip to item 1.57 please.

1.54. If yes, how many hours of community service were ordered?

If you answered 'yes' to item 1.53, enter the exact number of community service hours that were ordered. If a the number includes a fraction (e.g., 22 ½ hours), round to the nearest hour.

1.55. Did the juvenile fully meet his/her requirements for community service?

If the juvenile completed the full amount of community service hours ordered by the court, enter '1-yes' for this item and skip to item 1.57. If the community service hours completed were any amount less than were ordered by the court, enter '0-no' and answer item 1.56.

1.56 If no, how many hours of community service were completed?

If you answered 'no' to item #1.55, how many hours of community service were completed? Enter the number of hours, rounding to the nearest hour.

1.57 Was the juvenile required to participate in community service as part of the program (i.e., independent of a court order?)

If your program regularly includes a community service component, regardless of whether the juvenile receives a court order to complete community service, enter '1-yes.' If the answers to both #1.53 and #1.63 are both '0' – no, please skip to item #1.59.

1.58 If yes, what was the **total** number of hours completed, **including** those ordered by the court?

Answer this question only if you answered 'yes' to item 1.57. Enter the total number of community service hours the juvenile completed while in the program, regardless of whether they were ordered by the court or required as part of the program.

1.59 If the juvenile participated in community service activities, were they delivered directly to the victim?

If the juvenile provided community service directly to the victim (e.g., repairing damage done to the victim's property), enter '1-yes.'

1.60 If the juvenile participated in community service activities, were they related to the type of offense for which the youth was petitioned? (e.g., painting over graffiti if the juvenile was petitioned on defacing public property?)

If the community service activities performed by the juvenile were somehow related to his/her offense, Code '1-yes.' If you have questions about the relationship of the community service activity to the offense, please feel free to contact CJRC. If 'no,' skip to item #1.63.

1.61 If so, how?

Answer this question only if you answered 'yes' to item 1.60. Using the narrative lines provided, please describe the relationship between the offense committed and the type of community service activities that were performed by the juvenile while in your program.

1.62 If the juvenile participated in community service activities, please describe them:

If the juvenile participated in community service activities, either as a result of a court order, or to meet program requirements, please use the narrative lines provided to describe the type of activities performed by the juvenile while in your program.

1.63 Did the juvenile participate in victim/ offender mediation while in the program?

If the juvenile participated in activities designed to bring him/her together with his/her victim for the purpose of discussion (e.g., impact of the offense, victim's feelings, or an opportunity for the offender to explain/ apologize), Code '1-yes.'

1.64 Did the juvenile receive victim awareness/ impact of crime training or counseling?

If, while in program, the juvenile received training or counseling that helped him/her to understand the feelings of their victim or the impact of their offense, code '1-yes.' This training/ counseling does not have to be provided by your program, as long as it occurred during the time the juvenile was in the program.

PART II RE-ASSESSMENT OF NEEDS

You should utilize the most recent and most valid information source available in completing these forms. Thus, if you have **reliable and valid self report information** which is not found on file, yet is relevant to the needs re-assessment, then use that information to code.

The Needs Re-Assessment is somewhat complex since it requires consideration not only of the presenting problems (is there a drug abuse problem or not?), but of the need for intervention (both in terms of timing and amount) and the perceived responsiveness of the juvenile to that intervention. The Needs Re-Assessment has two parts. Part I of the Needs Re-Assessment is items #2.1 through #2.13. For items #2.1 through #2.13, identify the appropriate category and its associated score, and enter the score in the box. Please select the most severe problem statement that applies and enter the associated number in the adjacent box.

Part II of the Needs Assessment is items #2.14 to #2.38. In this revision of the form, we have changed the format of Part II to be a checklist. For items #2.14 through #2.38 simply place a check for each statement that applies (e.g., under 'Peer Relationships' if the juvenile is socially inept, score a '1'). A total score for each of the five sub-categories and for the needs re-assessment as a whole will be calculated at CJRC.

PART I: For each item below, select the most severe problem statement and enter the associated number in the adjacent box.

2.0 Completion Date of Staff Assessment Section

Please enter date on which staff completed the needs assessment section.

2.1. Drug/Chemical Abuse

Select the most serious and appropriate statement describing the juvenile, and enter the correct points score in the box.

2.2. Alcohol Abuse

Select the most serious and appropriate statement describing the juvenile, and enter the correct points score in the box.

2.3. Primary Family Relationships

This question refers to the quality of the relationship between the juvenile and his/her family (be that natural family, guardians, step parents, etc.). If the juvenile is not living with any family leave this question blank. If the juvenile is living within a 'family' structure select the appropriate statement describing the juvenile-family relationship, and enter the correct points score in the box. **If not applicable, leave blank.**

2.4. Alternative Family Relationships

If the juvenile has either been living with 'family' and also has an alternative living arrangement or has not been living with 'family' and has been residing in a temporary living situation, for example, an agency program, living with foster parents, etc. then code this question. Select the statement that best describes the juvenile-family relationship, and enter the correct points score in the box. . **If not applicable, leave blank.**

2.5. Parental control

This subjective assessment of 'control' should be made of the juvenile's parent(s) or guardian(s). Choose the most appropriate category and enter the score in the box.

2.6. Emotional Stability

Select the appropriate statement describing the juvenile, and enter the correct points score in the box.

2.7. Intellectual Ability

Select the appropriate statement describing the juvenile, and enter the correct points score in the box.

2.8 School Disciplinary Problems

This item requires that an assessment be made of the juvenile's behavior in school (if applicable, this could include the school component of your program). Select the appropriate category and enter the score in the box.

2.9. Learning Disability

Select the appropriate statement describing the juvenile, and enter the correct points score in the box.

2.10. Employment

Select the appropriate statement describing the juvenile, and enter the correct points score in the box.

2.11. Vocational/Technical Skills

Select the appropriate statement describing the juvenile, and enter the correct points score in the box.

2.12. Response to Supervision Requirements

Please rate the juvenile on the degree to which he/she complied with the requirements of the program.

2.13 Use of Community Resources/ Treatment Programs

Please rate the juvenile on the degree to which he/she made use of community resources or treatment programs.

2.14 - 2.18 Educational Adjustment

Place a check next to each of the educational adjustment items that apply to the juvenile.

Items #2.16 and #2.17 refer to educational component within your program (e.g., tutoring/homework help) rather than formal school programs.

2.19 - 2.24 Peer Relationships

Place a check next to each of the peer relationship items that apply to the present case.

2.25. - 2.27. Health and Hygiene

Place a check next to each of the health and hygiene items that apply to the present case.

2.28. - 2.32. Mental Health

Place a check next to each of the mental health items that apply to the present case.

2.33. - 2.38. Sexual Adjustment

Place a check next to each of the sexual adjustment items that apply to the present case.

PART III SELF REPORT INFORMATION

All questions in this section should be answered using self-report information from the juvenile. These questions are the exact duplicates of questions asked in the Intake Form Self-Report section. This is to assess what change, if any, has been affected by the program. The Self Report section should provide the most up-to-date information on the client. It is important that care is taken to ensure that the information recorded in this section is as valid and reliable as possible. For ease of administration, when reading the response categories do not read the numbers or codes preceding these categories. You can ask an open-ended question, without reading the answers, and then figure out which code applies according to their answer. If necessary, you can also provide the response categories and write the corresponding number in the box.

FAMILY COMPOSITION

3.1a Type of administration

This question applies to Part III of the Form-Self-Report Information. Code whether the items were read to a client by a staff member or the items were completed by a client with staff supervision. **The recommendation is to read the items to the client.**

3.1b Completion Date of Self-Report Section

Please enter the date on which the client completed the self-report section.

3.2. Living arrangements where you live at this time?

Try to determine as best as possible the living arrangements of the juvenile at the time of discharge. This may differ from the family home. When it does, code the family's living arrangements in item #3.4 - 3.6.

3.3. Are both parents living at home?

Try to determine if both of the juvenile's **natural** parents are living together at the family home. If no, code '0'. If yes, code '1'.

3.4. Who are the adult family members living at home?

Find out which adults are presently living at the **family home**. You will need to prompt with some of the options to ensure that we do not record 'mother only' when in fact there is a mother and step-father. If there is an extended family and the option is not presented, code a '6' for other relatives and describe the living arrangements in the blank space provided. If the family home does not contain any relatives, but a legal guardian or other non-relatives, code '7' for other, and describe the living situation at the family home.

3.5. How many brothers and sisters (including step or half brothers/sisters) do you have?

Record the number of siblings (step or half siblings) the juvenile has. This count is **not restricted** to siblings living with the juvenile at the time of discharge. If there are no siblings, code '0'. The category 1-6 refers to the number of siblings. Enter the number of siblings, for example '4', and not the symbol 1-6. **Do not include the juvenile subject of this interview in this total.**

3.6. How many brothers and sisters (including step- and half-brother/sisters) live with you?

Record the total number of siblings (including step- and half-siblings) in the family home. Any sibling who would normally be at home but is away for some reason (perhaps in an out-of-home placement) should be counted. The category '1-6' refers to the number of siblings.

Enter the number of siblings, for example '4', and not the symbol 1-6. **Again, do not include the juvenile subject of this interview in this total.**

3.7. Have any of your brothers and/or sisters been arrested by the police?

If the juvenile has no siblings you can code this item '8' (not applicable) and move on to item #3.10. Otherwise, try to determine if any sibling (natural or step/half-) has been previously arrested by the police. Code '0' for no and '1' for yes.

3.8 Has a parent or sibling died?

If no parent or sibling of the juvenile is deceased, code '0' for "no." If a parent or sibling has died, code '1' for "yes." If you do not know, code '9' for "don't know/ missing."

3.9. Do you have any children of your own?

If the juvenile has children code '1' for yes and be sure to answer #3.11. If the answer is no, you may skip to #3.11.

3.10. How many children do you have?

If the juvenile has children, be sure to code the number of children in the box.

FAMILY RELATIONSHIPS

3.11. How would you describe the closeness of your immediate family?

If this question does not apply to this case (i.e., there is no immediate family) then code this item '8' and skip to item #3.13. If there is immediate family, read the juvenile each of the first four responses (very close, to not at all close) and record his/her response.

3.12. During the past 6 months have you had serious problems in getting along with anyone in your household?

If there is no immediate family, but there is an existing family structure, pose the question and read the three options. Record the juvenile's answer. If this question does not apply to this case (i.e., there is no immediate family and no existing family structure) then code this item '8' and skip to item #3.16.

3.13. Quality of relationship with family

If this question does not apply to this case (i.e., there is no immediate family) then code this item '8' and skip to item #3.16. If there is an existing family structure then pose the question and clearly explain the meaning of the scale - where a '1' means the juvenile has the worst relationships with his/her family and '7' means the best relationships.

3.14 How many different probation officers did you have while in the program (from the point of program commitment until now)?

Enter the number of probation officers who were assigned to the youth between the date of this program's commitment and discharge. Do not count the referring probation officer.

3.15 On average, how much contact did you have with your probation officer (including face-to-face, phone and teleconferencing)?

Code '1' for weekly contact; '2' for bi-weekly; '3' for monthly or '4' for not at all. Count any form of contact. If you answered '4' - not at all, skip to item #3.17.

3.16 How often did you have face-to-face contact with your P.O.?

Code '1' for weekly face-to-face contact; '2' for bi-weekly contact, '3' for monthly contact, or '4' for no face-to-face contact at all (in this case, all contact would be by phone and/or teleconferencing).

SELF ESTEEM SCALE (ROSENBERG)

3.17 - 3.26 Self Esteem Items

The self esteem scale can be administered orally or if you think the juvenile can read and fully understand the questions, then you may prefer to have them complete the form themselves, with staff supervision. Please instruct them to ask questions, in the event of difficulty or confusion, and remain with them to supervise and answer questions. **However, we strongly suggest that you present the scale orally.** For an oral presentation, make sure that the juvenile is fully aware of the answer options throughout the exercise. We suggest you provide them a copy of the answers (see **Card A** attached to these instructions) to hold during the interview.

JESNESS VALUES ORIENTATION SCALE

3.27 - 3.64 Jesness Values Orientation Scale

The Values Orientation scale can be administered orally or if you think the juvenile can read and fully understand the questions, then you may prefer to have them complete the form themselves, with staff supervision. **However, we strongly suggest that you present the scale orally.** For an oral presentation, please instruct the juvenile to respond with true or false (see **CARD B** attached to these instructions).

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SCHOOL BONDING

3.65 - 3.84 School Bonding

The school bonding scale can be administered orally or if you think the juvenile can read and fully understand the questions, then you may prefer to have them complete the form themselves, with staff supervision. Please instruct them to ask questions, in the event of difficulty or confusion, and remain with them to supervise and answer questions. **However, we strongly suggest that you present the scale orally.** For an oral presentation, make sure that the juvenile is fully aware of the answer options throughout the exercise. We suggest you provide them a copy of the appropriate answers (see **Cards C and D** attached to these instructions) to hold during the interview.

The school bonding scale comprises several discrete dimensions, which are following:

School attachment: Item #s 3.65, 3.66

Attachment to teachers: Item #s 3.67, 3.68

School commitment: Item #s 3.69-3.71, 3.81-3.84

Perceived opportunity: Item #s 3.73, 3.74

Consequences of arrest: Item #s 3.75, 3.76

School involvement: Item #s 3.77, 3.78 (Do not answer these questions if the juvenile does not have the opportunity for involvement (e.g. if he/she is attending an institutional program.)).

Community involvement: Item #s 3.79, 3.80 (Do not answer these questions if the juvenile does not have the opportunity for involvement (e.g. if he/she is attending an institutional program.)).

Note that there are different response codes for questions in different categories. If you are presenting the scale to the juvenile in the written form, there should be someone present to ensure that he/she realizes that the response codes change. If the scale is presented orally, ensure that the appropriate response cards are given to the juvenile for each category of questions. The appropriate cards are:

Items 3.65 to 3.74: **Card C**

Items 3.75 to 3.76: **Card D**

Items 3.77 to 3.80: Code actual number of days per week. Please distinguish between a five day (school) week and a seven day week.

Items 3.81 to 3.84: See coding form for response codes.

FAMILY BONDING

3.85 - 3.104 Family Bonding

The family bonding scale also can be completed in verbal or written form. If you choose to allow them to complete it themselves, please instruct them to ask questions, in the event of difficulty or confusion, and remain with them to supervise and answer questions. **However, we strongly suggest that you present the scale orally.** For an oral presentation, make sure that the juvenile is fully aware of the answer options throughout the exercise. We suggest you provide them a copy of the appropriate answers (see **Cards C and E** attached to these instructions) to hold during the interview.

The family bonding scale comprises several discrete dimensions, which are following:

Caring and trust: Item #s 3.85-3.90

Identity support: Item #s 3.91-3.94

Control and supervision: Item #s 3.95-3.97

Intimate communication: Item #s 3.98-3.100

Instrumental communication: Item #s 3.101-3.104

Note that there are different response codes for questions in different categories. If you are presenting the scale to the juvenile in the written form, there should be someone present to ensure that he/she realizes that the response codes change. If the scale is presented orally, ensure that the appropriate response cards are given to the juvenile for each category of questions. The appropriate cards are:

Items 3.85 to 3.97: **Card C**

Items 3.98 to 3.104: **Card E**

DRUG/ALCOHOL USE

Please provide the client with all response options for each question.

3.105. Do you feel you have an alcohol use problem?

Code no, yes, or don't know. Any use is considered abuse with juveniles.

3.106. Do you feel that you ever had an alcohol use problem in the past?

Code no, yes, or don't know. This pertains to a past problem or past use. Any use is considered abuse with juveniles.

3.107 - 3.108. Do either of your natural parents now have an alcohol use problem?

Code '0' for no if the juvenile **does not** feel that his/her mother (item 3.107) and/or father (item 3.108) has an alcohol use problem or code '1' for yes if the juvenile **does** feel that his/her mother (item 3.107) and/or father (item 3.108) has an alcohol use problem.

When current caregivers are other than the natural parents also answer 3.109 and 3.110

3.109-3.110. Do either of your caregivers have an alcohol use problem?

Code '0' for no if the juvenile **does not** feel that his/her caregiver(s) have an alcohol use problem or '1' for yes if the juvenile **does** feel that his/her caregivers have an alcohol use problem. Please specify the caregivers, for example aunt and uncle, grandmother and grandfather, aunt and grandmother, etc.

3.111. Do you feel you have a drug use problem?

Code no, yes, don't know.

3.112. Do you feel that you ever had a drug use problem in the past?

Code no, yes, don't know.

3.113. - 3.114. Do either of your natural parents now have a drug use problem?

Code '0' for no if the juvenile **does not** feel that his/her mother (item 3.113) and/or father (item 3.114) has a drug use problem or code '1' for yes if the juvenile **does** feel that his/her mother (item 3.113) and/or father (item 3.114) has a drug use problem.

When current caregivers are other than the natural parents also answer 3.115 and 3.116

3.115.-3.116. Do either of your caregivers have a drug use problem?

Code '0' for no if the juvenile **does not** feel that his/her caregiver(s) have a drug use problem or code '1' for yes if the juvenile **does** feel that his/her caregiver(s) have a drug use problem. Please specify the caregivers, for example aunt and uncle, grandmother and grandfather, aunt and grandmother, etc.

EMPLOYMENT

3.117. Have you ever had a job?

Code if the juvenile has ever had a legitimate job (e.g., working in a shop, for a business, etc., as opposed to drug dealing, fencing stolen goods). If the answer is no, code '0', the survey is now complete. If the answer is yes, code '1' and complete items 3.118 - 3.122.

3.118. How many jobs have you had?

Indicate the number of jobs ever held by the juvenile.

3.119. Have you ever been fired from a job?

Code the number of times the juvenile has been fired from any of his/her legitimate jobs.

3.120. How many times have you been fired?

Code the actual number of times fired.

3.121. Are you currently working?

Code '1' (yes) if the juvenile has a legitimate job (full or part time) at the time of discharge from this program. If not employed at time of discharge, code '0' (no) and the survey is complete.

3.122. What type of job?

Write in the most accurate description of the job currently held by the juvenile.

WHEN FINISHED

Check over the forms to make sure all relevant fields have been completed. When you are sure the form is finished it can be returned to:

Donna Wolf
Crime and Justice Research Center
Temple University Center
City
1515 Market Street, Suite 425
Philadelphia, PA 19102

Any questions? Call (215) 204-5766

STAFF TRAINING

If anyone at your agency completes Intake or Discharge forms for *ProDES* and needs training, call (215) 204-5768.

CARDS FOR SELF REPORT QUESTIONS

CARD A

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

CARD B

True

False

CARD C

SA = Strongly Agree

A = Agree

N = Neither Agree nor Disagree

D = Disagree

SD = Strongly Disagree

CARD D

VL = Very Likely

L = Likely

S-S = So-So

U = Unlikely

VU = Very Unlikely

CARD E

VO = Very Often

O = Often

S = Sometimes

HE = Hardly Ever

N = Never

**SELF ESTEEM SCALE (ROSENBERG)
SCALE 1**

(CARD A)

SA=Strongly Agree

A=Agree

D=Disagree

SD=Strongly Disagree

3.17. I feel that I'm a person of worth, at least on an equal with others	SA	A	D	SD
3.18. I feel that I have a number of good qualities	SA	A	D	SD
3.19. All in all, I am inclined to feel that I am a failure	SA	A	D	SD
3.20. I am able to do things as well as most other people	SA	A	D	SD
3.21. I feel I do not have much to be proud of	SA	A	D	SD
3.22. I take a positive attitude toward myself	SA	A	D	SD
3.23. On the whole, I am satisfied with myself	SA	A	D	SD
3.24. I wish I could have more respect for myself	SA	A	D	SD
3.25. I certainly feel useless at times	SA	A	D	SD
3.26. At times I think I am no good at all	SA	A	D	SD

**JESNESS VALUES ORIENTATION SCALE
SCALE 2**

(CARD B)
TRUE
FALSE

3.27. I always like to hang around with the same bunch of friends.

TRUE FALSE

3.28. Most police will try to help you.

TRUE FALSE

3.29. Most people will cheat a little in order to make some money.

TRUE FALSE

3.30. Most police are pretty dumb.

TRUE FALSE

3.31. I have very strange and funny thoughts in my head.

TRUE FALSE

3.32. It's hard to have fun unless you're with your friends.

TRUE FALSE

3.33. I notice my heart beats very fast when people keep asking me questions.

TRUE FALSE

3.34. When I get really angry, I'll do just about anything.

TRUE FALSE

3.35. Women seem more happy and friendly than men.

TRUE FALSE

3.36. Police stick their noses into a lot of things that are none of their business.

TRUE FALSE

3.37. Winning a fight is about the best fun there is.

TRUE FALSE

**JESNESS VALUES ORIENTATION SCALE (CONT.)
SCALE 2 (CONT.)**

(CARD B)

TRUE

FALSE

3.38. Sometimes I feel dizzy for no reason.

TRUE

FALSE

3.39. If someone in your family gets into trouble it's better for you to stick together than tell the police.

TRUE

FALSE

3.40. It often seems like something bad happens when I'm trying my best to do what is right.

TRUE

FALSE

3.41. Most people in authority are bossy and overbearing.

TRUE

FALSE

3.42. It seems like wherever I am I'd rather be somewhere else.

TRUE

FALSE

3.43. Most of the time I can't seem to find anything to do.

TRUE

FALSE

3.44. Nothing much ever happens.

TRUE

FALSE

3.45. A lot of times I do things that my family tells me I shouldn't do.

TRUE

FALSE

3.46. It seems like people keep expecting me to get into some kind of trouble.

TRUE

FALSE

3.47. If only I had more money, things at home would be all right.

TRUE

FALSE

3.48. If a bunch of you are in trouble, you should stick together on a story.

TRUE

FALSE

**JESNESS VALUES ORIENTATION SCALE (CONT.)
SCALE 2 (CONT.)**

(CARD B)
TRUE
FALSE

3.49. I have a lot of headaches.

TRUE FALSE

3.50. Policemen and judges will tell you one thing and do another.

TRUE FALSE

3.51. It is hard for me to talk to my family and parents about my troubles.

TRUE FALSE

3.52. It doesn't seem wrong to steal from crooked store owners.

TRUE FALSE

3.53. I would never back down from a fight.

TRUE FALSE

3.54. At home I am too often blamed for things I don't do.

TRUE FALSE

3.55. Nobody seems to understand me or how I feel.

TRUE FALSE

3.56. I don't mind lying if I'm in trouble.

TRUE FALSE

3.57. A person who won't fight is just no good.

TRUE FALSE

3.58. I worry most of the time.

TRUE FALSE

3.59. When luck is against you, there isn't much you can do about it.

TRUE FALSE

3.60. People hardly ever give me a fair chance.

TRUE FALSE

**JESNESS VALUES ORIENTATION SCALE (CONT.)
SCALE 2 (CONT.)**

(CARD B)

TRUE

FALSE

3.61. I like to daydream more than anything else.

TRUE

FALSE

3.62. Stealing isn't so bad if it's from a rich person.

TRUE

FALSE

3.63. Sometimes it seems like I'd rather get into trouble,
instead of trying to stay away from it.

TRUE

FALSE

3.64. When I get into trouble, it's usually my own fault.

TRUE

FALSE

**SCHOOL BONDING
SCALE 3**

SECTION A (CARD C)

SA=Strongly Agree

A=Agree

N=Neither Agree nor Disagree

D=Disagree

SD=Strongly Disagree

I. School Attachment:

3.65. I feel as if I really don't belong in school.

SA A N D SD

3.66. I wish I could drop out of school.

SA A N D SD

II. Attachment to Teachers:

3.67. Most of my teachers treat me fairly.

SA A N D SD

3.68. I like my teachers.

SA A N D SD

III. School Commitment:

3.69. Getting good grades is not important to me at all.

SA A N D SD

3.70. I try hard in school.

SA A N D SD

3.71. School work is very important.

SA A N D SD

3.72. Homework is a waste of time.

SA A N D SD

IV. Perceived Opportunity:

3.73. I'll never have as much opportunity to succeed as kids from other neighborhoods.

SA A N D SD

3.74. My chances of getting ahead and being successful are not very good.

SA A N D SD

**SCHOOL BONDING (CONT.)
SCALE 3 (CONT.)**

SECTION B (CARD D)

VL=Very Likely

L=Likely

S-S=So-So

U=Unlikely

VU=Very Unlikely

V. Consequences of Arrest:

3.75. How likely is it that your arrest will hurt your chances of going as far as you like in school?

VL L S-S U VU

3.76. How likely is it that your arrest will hurt your chances of getting the kind of job you want?

VL L S-S U VU

SECTION C (USE ANSWERS PROVIDED)

How many days a week do you spend(outside of class time)?

NUMBER OF DAYS SPENT PER WEEK

VI. School Involvement:

3.77. On school athletic teams

0 1 2 3 4 5 6 7

3.78. Attending athletic events, plays or school dances.

0 1 2 3 4 5 6 7

VII. Community Involvement:

3.79. On organized athletic/sports teams, not school related

0 1 2 3 4 5 6 7

3.80. Attending local community centers

0 1 2 3 4 5 6 7

III. School Commitment:

3.81. How many hours a week do you usually spend doing homework?

- 0=None
- 1=Less than one hour
- 2=One to five hours
- 3=Six to ten hours
- 4=More than ten hours

3.83. How far would you **like** to go in school?

- 1=Drop out before graduation
- 2=Graduate from high school
- 3=Go to a business, technical school or junior college
- 4=Graduate from college
- 5=Go to graduate or professional school

3.82. What grades do you usually get in school?

- 1=Mostly A's
- 6=Mixed C's and D's
- 2=Mixed A's and B's
- 7=Mostly D's
- 3=Mostly B's
- 8=Mixed D's and F's
- 4=Mixed B's and C's
- 9=Mostly F's
- 5=Mostly C's
- 0=Other (specify): _____

3.84. How far do you think you **will** go in school?

- 1=Drop out before graduation
- 2=Graduate from high school
- 3=Go to a business, technical school or junior college
- 4=Graduate from college
- 5=Go to graduate or professional school

**FAMILY BONDING
SCALE 4**

SECTION A (CARD C)

SA=Strongly Agree

A=Agree

N=Neither Agree nor Disagree

D=Disagree

SD=Strongly Disagree

Caring and Trust

3.85. My parents/caregivers often ask about what I am doing in school. SA A N D SD

3.86. My parents/caregivers give me the right amount of affection. SA A N D SD

3.87. One of the worst things that could happen to me would be finding out that I let my parents/caregivers down. SA A N D SD

3.88. My parents/caregivers are usually proud of me when I've finished something I've worked hard at. SA A N D SD

3.89. My parents/caregivers trust me SA A N D SD

3.90. I'm closer to my parents/caregivers than a lot of kids my age are. SA A N D SD

Identity Support

3.91. My parents/caregivers sometimes put me down in front of other people. SA A N D SD

3.92. Sometimes my parents/caregivers won't listen to me or my opinions. SA A N D SD

3.93. My parents/caregivers sometimes give me the feeling that I'm not living up to their expectations. SA A N D SD

3.94. My parents/caregivers seem to wish I were a different type of person. SA A N D SD

Control and Supervision

3.95. My parents/caregivers want to know who I am going out with when I go out with other boys/girls. SA A N D SD

3.96. In my free time away from home, my parents/caregivers know who I'm with and where I am. SA A N D SD

**FAMILY BONDING (CONT.)
SCALE 4 (CONT.)**

3.97. My parents/caregivers want me to tell them where I am if I don't come home right after school. SA A N D SD

SECTION B (CARD E)

VO=Very Often

O=Often

S=Sometimes

HE=Hardly Ever

N=Never

Intimate Communication

3.98. How often do you talk to your parents/caregivers about the boy/girl whom you like very much? VO O S HE N

3.99. How often do you talk to your parents/caregivers about questions, or problems about sex? VO O S HE N

3.100. How often do you talk to your parents/caregivers about things you have done about which you feel guilty? VO O S HE N

Instrumental Communication

3.101. How often do you talk with your parents/caregivers about problems you have at school? VO O S HE N

3.102. How often do you talk with your parents/caregivers about your job plans for the future? VO O S HE N

3.103. How often do you talk with your parents/caregivers about problems with your friends? VO O S HE N

3.104. How often do you talk with your parents/caregivers about how well you get along with your teachers? VO O S HE N