

# PROGRAM DEVELOPMENT AND EVALUATION SYSTEM -- ProDES

## Intake Form: Part II & III Coding Instructions

### General Information:

This manual is designed to provide a step by step guide to completing Parts II and III of the Intake Form. Although procedures may be periodically adjusted by the 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 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.

### INTAKE FORM STEP BY STEP INSTRUCTIONS:

#### A three part data form

The Intake Form comprises three discrete parts:

1. Part I - The Record Data Form - This section will be pre-coded by CJRC and mailed to your program. Please keep this section of the form for your records.
2. Part II - Staff Assessment - This is a Needs Assessment to be completed by the staff of your program. The Needs Assessment requires that your program staff understand the presenting problems posed by a juvenile and, for this reason, it is best that the form is completed 2-4 weeks after the juvenile first arrives at the program.
3. Part III - Self Report - This part of the form involves a number of discrete tests (self esteem, values orientation, family bonding, school bonding) as well as self reported drug and alcohol and employment 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.

### **PART II** **NEEDS ASSESSMENT**

This section begins with the juvenile's full name and CJRC sequence number. If these fields are not precoded, please complete them. Please fill in the **Staff Name** (the name of the staff member completing this page or section), the **Date** (the date that this staff member is completing this page or section), and the **Name of Agency and Name of Program** (the agency's name and the specific program name), when applicable. 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 assessment, then use that information to code.

**The time of reference in filling out Parts II and III of this form is before the juvenile entered your program.**

## 2.0. CJRC Sequence Number

The 5-digit sequence number represents a 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. The CJRC Sequence Number will be repeated throughout the coding form. **These sequence numbers will be coded when you get the coding form (if not, please contact CJRC).**

### 2.1a Admission Date

Please enter the date when the juvenile began receiving services at your program.

### 2.1b Date of Form Completion

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

## **NEEDS ASSESSMENT:**

Unless already coded, enter the juvenile's full name and CJRC sequence number at the top of the form.

The Needs 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 Assessment has two parts. Part I of the Needs Assessment is items #2.2 through #2.13. For items #2.2 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 adjacent box. The subtotal (found on previous versions of the form) will now be calculated at CJRC.

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 assessment as a whole will be calculated at CJRC.

### 2.2. Drug/Chemical Abuse

Select the single, most serious and appropriate statement describing the juvenile, and enter the correct points score in the box. Include abuse of legal, prescription drugs.

### 2.3. Alcohol Abuse

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

### 2.4. 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 please select the appropriate statement describing the juvenile-family relationship, and enter the correct points score in the box.

### 2.5. 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.

#### 2.6 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.

#### 2.7. Emotional Stability

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

#### 2.8. Intellectual Ability

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

#### 2.9 School Disciplinary Problems

This item requires that an assessment be made of the juvenile's behavior in school. Select the appropriate category and enter the score in the box.

#### 2.10. Learning Disability

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

#### 2.11 Peer Relationships

If the juvenile is a known member of a gang enter a '4' in the box. For all non-gang members determine whether or not their peers generally provide a positive and supportive network/influence (code '0') or a negative/delinquent influence (code '2'). If they have 3 or more friends that are involved in delinquent behavior then code '2'. Gang membership is defined as belonging to a group which has leadership, goals, rules and name recognition amongst a population, not confined to a small geographic area.

#### 2.12. Employment

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

#### 2.13. Vocational/Technical Skills

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

#### 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**

This section begins with the juvenile's full name and CJRC sequence number. If these fields are not precoded complete them.

All questions in this section should be answered using self-report information from the juvenile. Some of the fields do repeat questions already posed in Section I. This is to allow an assessment to be made of the completeness, recency and validity of information derived from existing sources. 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.

### CJRC Sequence Number

**These sequence numbers will be coded when you get the coding form (if not, please contact CJRC).**

## **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

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

### 3.2. Living arrangements where you lived prior to this program

Try to determine as best as possible the living arrangements of the juvenile at the time of intake. 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 whether or not both of the juvenile's **natural** parents are living together at the family home. 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 (including step or half siblings) the juvenile has. This count is **not restricted** to siblings living with the juvenile at the time of intake. 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 the next item. Otherwise, try to determine whether or not any sibling (natural or step/half-) has been previously arrested by the police.

3.8. Has a parent or sibling died?

If the juvenile has experienced loss of a parent or sibling (including step-siblings) through death code '1' for yes.

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 #3.12.

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 #3.14. 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 #3.15.

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.

## SELF ESTEEM SCALE (ROSENBERG)

### 3.14 - 3.23 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

### 3.24 - 3.61 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).

*Copyright 1962, 1992, Multi-Health Systems Inc. In USA: 908 Niagara Falls Blvd., North Tonawanda, NY 14120-2060; 1-800-456-3003. In Canada: 65 Overlea Blvd., Suite 210, Toronto, ON M4H1P1; 1-800-268-6011. Internationally: +1-416-424-1700. Fax: +1-416-424-1736. All rights reserved. Reproduced with permission*

## SCHOOL BONDING

### 3.62 - 3.81 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 3.62, 3.63

**Attachment to teachers:** Item #s 3.64, 3.65

**School commitment:** Item #s 3.67-3.69, 3.78-3.81

**Perceived opportunity:** Item #s 3.70, 3.71

**Consequences of arrest:** Item #s 3.72, 3.73

**School involvement:** Item #s 3.74, 3.75

**Community involvement:** Item #s 3.76, 3.77

**Clients should only complete items 3.74-3.77 only if they had the opportunity to participate in those activities in the 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 3.62 to 3.71: **Card C**

Items 3.72 to 3.73: **Card D**

Items 3.74 to 3.77: Code actual number of days per week. Please make a distinction between a five day (school) week and a seven day week.

Items 3.78 to 3.81: See coding form for response codes.

## FAMILY BONDING

### 3.82 - 3.101 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 3.82-3.87

**Identity support:** Item #s 3.88-3.91

**Control and supervision:** Item #s 3.92-3.94

**Intimate communication:** Item #s 3.95-3.97

**Instrumental communication:** Item #s 3.98-3.101

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 3.82 to 3.94: **Card C**

Items 3.95 to 3.101: **Card E**

## DRUG/ALCOHOL USE

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

3.102 - 3.103. On how many occasions have you had alcoholic beverages to drink?

These two items record alcohol consumption during the last year (item 3.102) and the last month (item 3.103). If both answers are 'none,' you can skip to item # 3.105.

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

Code no, yes, or don't know. **Any** use is considered abuse for a juvenile.

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

Code no, yes, or don't know. **Any** use is considered abuse for a juvenile.

3.106 - 3.107. Do either of your natural parents have an alcohol use problem?

Code whether or not the juvenile feels that his/her mother (item 3.106) and/or father (item 3.107) has an alcohol use problem.

**When current caregivers are other than the natural parents also answer 3.108 and 3.109**

3.108-3.109. Do either of your caregivers have an alcohol use problem?

Code whether or not the juvenile feels that his/her caregiver(s) have an alcohol use problem. Please specify the caregivers, for example aunt and uncle, grandmother and grandfather, aunt and grandmother, etc. in the space provided.

3.110. - 3.111. On how many occasions, if any, have you had marijuana?

These two items record marijuana use during the last year (item 3.110) and the last month (item 3.111). If the answer to either/both is 'none,' code '0'.

3.112. - 3.113. On how many occasions, if any, have you had cocaine?

These two items record cocaine use during the last year (item 3.112) and the last month (item 3.113). If the answer to either/both is 'none,' code '0'.

3.114. - 3.115. On how many occasions, if any, have you had crack?

These two items record crack use during the last year (item 3.114) and the last month (item 3.115). If the answer to either/both is 'none,' code '0'.

3.116. - 3.117. On how many occasions, if any, have you had heroin?

These two items record heroin use during the last year (item 3.116) and the last month (item 3.117). If the answer to either/both is 'none,' code '0'.

3.118-3.119 On how many occasions, if any, have you used any of the following drugs: inhalants, speed, depressants, or hallucinogens?

These two items record use of any of the above mentioned drugs during the last year (item 3.118) and the last month (item 3.119). If the answer to either/both is 'none,' code '0'.

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

Code no, yes, don't know. **Any** use is considered abuse for a juvenile.

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

Code no, yes, don't know. **Any** use is considered abuse for a juvenile.

3.122. In the past twelve months, have you ever sold marijuana, cocaine or any other drugs?  
Code no or yes if the juvenile responds to selling drugs in the last twelve months.

3.123. - 3.124. Do either of your natural parents now have a drug use problem?  
Code whether or not the juvenile feels that his/her mother (item 3.123) and/or father (item 3.124) has a drug use problem.

**When current caregivers are other than the natural parents also answer 3.125 and 3.126**

3.125.-3.126. Do either of your caregivers have a drug use problem?  
Code whether or not the juvenile feels 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. in the space provided.

### **EMPLOYMENT**

3.127. Have you ever had a job?  
Code whether or not 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' and the survey is complete. If the answer is 'yes', code '1' and complete items 3.128 - 3.132.

3.128. How many jobs have you had?  
Indicate the number of jobs ever held by the juvenile.

3.129. 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.

3.130. How many times have you been fired?  
Code the actual number of times fired.

3.131. Are you currently working (in a paying job)?  
Code '1' (yes) if the juvenile has a legitimate job (full or part time) at the time of intake into this program. If not employed at time of intake, code '0' (no) and the survey is complete.

3.132. What type of job?  
Write in the most accurate description of the job currently held by the juvenile. It is appropriate to list summer employment.

### **WHEN FINISHED**

Please 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? Please 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**

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

**JESNESS VALUES ORIENTATION SCALE  
SCALE 2**

**(CARD B)**  
**TRUE**  
**FALSE**

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

TRUE FALSE

3.25. Most police will try to help you.

TRUE FALSE

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

TRUE FALSE

3.27. Most police are pretty dumb.

TRUE FALSE

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

TRUE FALSE

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

TRUE FALSE

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

TRUE FALSE

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

TRUE FALSE

3.32. Women seem more happy and friendly than men.

TRUE FALSE

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

TRUE FALSE

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

TRUE FALSE

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

**(CARD B)**

**TRUE**

**FALSE**

3.35. Sometimes I feel dizzy for no reason.

TRUE

FALSE

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

TRUE

FALSE

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

TRUE

FALSE

3.38. Most people in authority are bossy and overbearing.

TRUE

FALSE

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

TRUE

FALSE

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

TRUE

FALSE

3.41. Nothing much ever happens.

TRUE

FALSE

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

TRUE

FALSE

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

TRUE

FALSE

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

TRUE

FALSE

3.45. 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**

3.46. I have a lot of headaches.

TRUE FALSE

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

TRUE FALSE

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

TRUE FALSE

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

TRUE FALSE

3.50. I would never back down from a fight.

TRUE FALSE

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

TRUE FALSE

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

TRUE FALSE

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

TRUE FALSE

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

TRUE FALSE

3.55. I worry most of the time.

TRUE FALSE

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

TRUE FALSE

3.57. People hardly ever give me a fair chance.

TRUE FALSE

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

**(CARD B)**  
**TRUE**  
**FALSE**

3.58. I like to daydream more than anything else.

TRUE

FALSE

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

TRUE

FALSE

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

TRUE

FALSE

3.61. 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:

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

SA    A    N    D    SD

3.63. I wish I could drop out of school.

SA    A    N    D    SD

II. Attachment to Teachers:

3.64. Most of my teachers treat me fairly.

SA    A    N    D    SD

3.65. I like my teachers.

SA    A    N    D    SD

III. School Commitment:

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

SA    A    N    D    SD

3.67. I try hard in school.

SA    A    N    D    SD

3.68. School work is very important.

SA    A    N    D    SD

3.69. Homework is a waste of time.

SA    A    N    D    SD

IV. Perceived Opportunity:

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

SA    A    N    D    SD

3.71. 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:

3.72. 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

3.73. 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:

3.74. On school athletic teams

0 1 2 3 4 5 6 7

3.75. Attending athletic events, plays or school dances.

0 1 2 3 4 5 6 7

VII. Community Involvement:

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

0 1 2 3 4 5 6 7

3.77. Attending local community centers

0 1 2 3 4 5 6 7

III. School Commitment:

3.78. 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

3.80. 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

3.79. 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): \_\_\_\_\_

3.81. 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**

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

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

3.84. 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

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

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

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

**Identity Support**

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

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

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

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

**Control and Supervision**

3.92. 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

3.93. 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.)**

3.94. 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**

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

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

3.97. 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**

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

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

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

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