

IN THEIR OWN VOICES: JUVENILES'  
ATTRIBUTIONS FOR THEIR  
DELINQUENT BEHAVIORS

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## CHAPTER I

### INTRODUCTION

#### Social Attribution Theory

Social Attribution Theory is concerned with the ways in which individuals perceive the causes of events.

Events that evoke causal explanations could be one's own actions, the actions of others, or acts of nature. In his seminal work on "phenomenal causality" Heider (1944) introduced the concept of the interacting individual as a "naive observer" who seeks to understand the events he perceives. Through the act of assigning causes to otherwise random events, the perceiver makes inferences about their own dispositions, the dispositions of others, and inferences about the stability of the environment.

Attribution theory is based on the assumption that all individuals seek to understand, explain, and ultimately predict and control their social world.

Research on attribution has been prolific in the past twenty years seeming to feed on itself through endless variations to isolate effects (Gergen & Gergen 1980), but very little of the research deals with self attributions or real world problems. Much of the existing research has



asked individuals to make attributions for others' behaviors in hypothetical situations (Ruback & Jurovic 1981).

### Purpose of the Research

This dissertation research was an examination of the self attributions made by juveniles for their own delinquent behaviors. As part of oversight interviews designed to monitor system compliance with established responsibilities, juveniles were asked to give attributions for their present circumstances. Specifically, juveniles voluntarily responded to an open-ended question designed to solicit attributions. The topic of interest was whether the attributions were "self" or "situational" in nature. An attribution was categorized as a self attribution if the youth explained his present circumstances to some act he committed or some personal characteristic he possessed. An attribution was categorized as situational if the juvenile placed the blame on circumstances in his life. The research task was to investigate what differences, if any, exist between those youth who made self attributions and those who placed the blame on circumstances. Eighty-six juveniles who responded to the attribution question were grouped according to the type of attribution made. These two groups were then compared across the independent variables of sex, age, race, adjudication, facility type, length of stay, self image, and orientation toward the future.

In addition to the attribution question, juveniles were asked for their ideas on what type of program would be the most helpful to them. Qualitative analysis of these answers and the attribution responses were utilized to gauge how closely aligned these responses were. For instance, did the juvenile who attributed his circumstances to drinking behaviors recognize the need for a program of substance abuse treatment? Juveniles are rarely afforded the opportunity to assess their situations or express their thoughts on appropriate treatment strategies. In some small way this work gave them a voice.

In addition, representative case history narratives are presented and provide the basis for a theoretical comparison of the paradigms of social control and social disorganization.

## CHAPTER II

### TYPE AND SOURCE OF DATA

This study utilized both quantitative and qualitative information. Data were obtained through an agreement with the Policy Sciences Research Group at Oklahoma State University and the Oklahoma Commission on Children and Youth (OCCY). This research made secondary use of information obtained through oversight interviews completed in the Fall of 1988. The Office of Juvenile System Oversight (OJSO) is directed by statute to conduct periodic audit evaluations of the juvenile justice system to monitor its effectiveness and compliance with established responsibilities. Working with the Policy Sciences Research Group, the OJSO staff developed a survey instrument to be used in the collection of relevant data from institutionalized youth. Staff from the Oklahoma Commission on Children and Youth have been using this instrument to interview randomly selected juveniles from state facilities since 1985. In the fall of 1988 an open-ended question designed to elicit attributions was added to the instrument by the author of this research. Youth who answered this particular question comprised the sample for this dissertation research. For a sub-sample of 26 juveniles a placement work sheet also was obtained. The

placement work sheet is a court generated document that chronicles the youths' case histories. In addition, the placement work sheet includes caseworker narratives alluding to the type, seriousness, and chronicity of the offenses, the family situation, and the youths' reputation in the school and community. Copies of the research instrument and the placement work sheet are included as Appendices B and C. Copies of the full placement work sheet were obtained for a sub-sample of 26 juveniles. These photo-copied handwritten documents were transcribed for ease in content analysis. Responses used in this analysis have come from the juveniles, the court appointed caseworkers, and the OCCY oversight interviewers.

Selected questions from the juvenile survey instrument supplied the necessary information for the quantitative portion of the study. Variables measured quantitatively include age, sex, race, adjudication, type of facility, length of stay, self image, and future orientations. Type of attribution and type of program were measured qualitatively. Additionally, for the 30% sub-sample, information dealing with the family situation, type, number, and seriousness of offenses was obtained through content analysis of the placement work sheets for each juvenile. Representative case history examples are presented to raise the question of whether the juveniles represented were problem children or children with problems. Finally, a content analysis of the attribution

and program responses was undertaken to discover if the types of programs wanted were logically related to the attributions made.

Measurement characteristics of the research variables are depicted in TABLE I on page seven and discussed below.

#### Attributions

Juveniles' open-ended answers to an attribution question regarding what caused their present circumstances were analyzed and categorized as either "self" or "situational." A response was categorized as self if the juvenile took responsibility onto himself for his actions. Examples of actual responses categorized as self attributions include: "My assaults, my temper," "Not going to school, doing drugs and getting in trouble with the law, being 'old Bobby'," and "tearing up stuff and doing drugs."

TABLE I  
MEASUREMENT CHARACTERISTICS OF  
RESEARCH VARIABLES

VARIABLE	TYPE ANALYSIS	TYPE OF ITEM	RESEARCH INSTRUMENT	RESPONDENT
Attribution	Qual	Open-ended	Oversight Interview	Juvenile
Self Image	Quant	7pt.Semantic	Oversight Interview	Juvenile
Adjudication	Quant	Close-ended	Placement Worksheet	OCCY Interviewer
Facility Type	Quant	Close-ended	Placement Worksheet	OCCY Interviewer
Length of Stay	Quant	Open-ended	Oversight Interview	Juvenile
Sex	Quant	Close-ended	Oversight Interview	OCCY Interviewer
Age	Quant	Open-ended	Oversight Interview	Juvenile
Race	Quant	Open-ended	Oversight Interview	OCCY Interviewer
Future Family	Quant	7 pt Likert Item	Oversight Interview	Juvenile
Future Trouble	Quant	7 pt Likert Item	Oversight Interview	Juvenile
Future Prison	Quant	7 pt Likert Item	Oversight Interview	Juvenile
Program	Qual	Open-ended	Oversight Interview	Juvenile
*Family Type	Qual	Narrative	Placement Worksheet	Caseworker
*Type of Offense	Qual	Narrative	Placement Worksheet	Caseworker
*Seriousness of Offense	Qual	Narrative	Placement Worksheet	Caseworker
*Chronicity of Offense	Quant	Narrative	Placement Worksheet	Caseworker

\* These data available on a sub-sample of 26 juveniles.

An attribution was characterized as situational if the youth explained his circumstance by citing situations in his life. Examples of situational attributions were: "I was with a girl who stole some things, I was with her but I didn't steal anything," or "Dad's alcoholism caused me to have trouble in my hometown," and "My mother left me when I was 4 years old." In cases where an answer included both types of attributions (e.g. "My stepfather abused me and I wound up in foster care. I let my anger get out of control.") the categorization was made on the primacy of the response. In the preceding example the first attribution was a situational response so the whole response was coded as situational. The categorization of the attributional responses as self or situational was verified by eight independent and objective colleagues. There was an agreement rate of 92% overall. For a full listing of the attributions, arranged by type, the reader is referred to Appendix A.

### Self Image

To obtain a measure of self image youth were asked to rate themselves on several semantic differential scales (e.g., coward/brave, dumb/smart) in terms of their own self-perceptions. Each attribute was rated on a seven point scale, with a negative (e.g., coward) scored as one, and the positive (e.g., brave) scored as seven. The items

used in this analysis were self-perceptions on the following variables: troublesome/cooperative, coward/brave, dumb/smart, break rules/follow rules, dishonest/honest, lazy/hard working, weak/tough, break laws/obey laws, and mean/kind. In addition, a measure of global self image was computed by averaging across all nine categories. Self image was measured at the interval level and dichotomized at the mean to form high and low self image groups.

### Adjudication

Adjudication was measured as a nominal variable. The adjudication categories of the juveniles were noted on a cover sheet that accompanied each survey instrument. Two adjudication categories were used, delinquent and non-delinquent. Non-delinquents included youth adjudicated as "in need of treatment," "in need of supervision," or those who had been neglected or deprived. Delinquent youth were those juveniles who had been adjudicated by the courts as delinquent.

### Type of Facility

Juveniles were interviewed at several different types of facilities, training schools, mental health facilities, group homes, and shelters. For the purpose of analysis, facility types were dichotomized into two categories, training schools and others. Facility type was a nominal variable.



### Length of Stay

Length of stay was a quantitative variable measured at the ratio level. Juveniles were asked to report how long they had been at the present facility. Length of stay was dichotomized at the mean to form long and short stay groups.

### Demographic Variables

The demographic variables of age, race, and sex were noted on the oversight interviews. Age was measured at the interval level and dichotomized at the mean to form young and old groups. Race was dichotomized into white and others.

### Future Orientations

Orientations towards the future were measured with three Likert type items measured on a seven point scale where one meant "definitely will not" and seven meant "definitely will." The three future orientation items measured were:

- 1) Whether the juvenile thought he would have a family in the future,
- 2) Whether or not the juvenile expected future trouble with the law, and
- 3) If he thought the juvenile expected to spend time in jail as an adult.

Future orientations were measured at the interval level and dichotomized at the mean to form two groups, those who answered "probably will" and those who responded "probably will not" on the future orientation variables.

#### Type of Program Wanted

Juveniles were asked "What type of program or treatment do you think would be the most help to you?" The answers to this question were analyzed qualitatively and are presented in a later chapter. No hypothesis has been generated for this variable and it has no place in the statistical analysis.

## CHAPTER III

### METHODS

#### Sampling

The Office of Juvenile System Oversight (OJSO) is directed by statute to conduct periodic audit evaluations of the juvenile justice system in order to monitor its effectiveness and compliance with established responsibilities. Part of the audit evaluation included interviews with institutionalized youth. Data for the present study was gleaned from these oversight interviews. The sampling procedure for the oversight interviews was a random sample with replacement. Juveniles at each facility were selected to be interviewed according to a standard procedure. The number of juveniles to be interviewed during each oversight visit was determined at the start of the calendar year. During each visit, staff from the Oklahoma Commission on Children and Youth (OCCY) would request a list of all juveniles currently in residence at the facility. Juveniles who had previously been interviewed were eliminated and the sample was randomly selected from the remaining names. If the juvenile selected to be interviewed was absent from the facility for any reason, or if he declined to participate, the very next name on the list was selected. Those juveniles interviewed

who answered the open-ended attribution question comprised the sample used in this dissertation research.

### Data Collection

This research made secondary use of data collected during oversight interviews with the exception of the attribution question, which was added to the instrument specifically for this study. Data were gleaned from the oversight interviews, interview cover sheets and, court generated placement work sheets for the 30% sub-sample. The responses used in analysis have come from the randomly selected juveniles (oversight interviews), OCCY interviewing staff (cover sheets), and the juveniles court appointed case workers (placement work sheets).

The data analysis was a combination of quantitative and qualitative methods. The open-ended questions from the oversight interview and the case worker narratives from the placement work sheets were analyzed by content analysis. The answers to the attribution question were dichotomized into situational and dispositional groups and were the dependent variable in the analysis. The independent variables of self image, adjudication, type of institution, length of stay, and future orientations were dichotomized at the mean for statistical analysis. Each independent variable was analyzed separately to determine its effects on the types of attributions made.

## Statistical Analysis

Because the sample was rather small (N=86) and self selected (by those who answered the attribution question) a non-parametric statistical technique as outlined by Seigel (1956), was used. The type of data available for this research was compatible with the X<sup>2</sup> method of analysis. The dependent variable of attribution type, either self or situational, comprised the rows and each dichotomized independent variable formed the columns. Separate CHI Squares were computed for each independent variable. The null hypothesis in each case was no significant differences in the cell sums. Alpha was set at .05 with one degree of freedom.

## CHAPTER IV

### LITERATURE REVIEW AND SPECIFIC HYPOTHESES FOR ANALYSIS

#### Self Image

Self image has long been understood as a central feature of deviant behavior (Reckless, Dinitz & Murray, 1965; Dinitz, Reckless & Kay, 1958; Reckless, Dinitz & Kay, 1957) and related to the types of attributions made (Fitch, 1970; Miller, 1976; Buss & Scheider, 1976; Kopel & Arkowitz, 1975). Reckless' containment theory contends that a good or positive self image serves to protect or insulate youth against deviant involvements.

Self image is also understood as being central to the type of attributions made. Fitch (1970), Miller (1976), Coopersmith (1967) and Epstein (1973) have all demonstrated such a link.

Fitch (1970) argued for a consistency theory when he found that individuals with high self esteem would attribute success to internal factors and failure to external circumstances, while individuals with low self image attributed both success and failure to external forces. In this way the individual who has a positive self image enhances it by accepting success as earned by

personal effort, while excusing failure as being caused by situations outside the self. Conversely, the person with low self image denies responsibility for both success and failure and thus finds consistency with their low self opinion. Guided by the idea of an "ego defense," in which an individual will take credit for success and deny responsibility for failure to bolster or protect the ego, Miller (1976) found that those with high self image scores showed a greater tendency to protect the ego than those evidencing lower self image.

Following this lead, the research hypothesis stated: Juveniles with low self image scores are more likely to make self attributions.

### Adjudication

Adjudication categories may effect attributions through the self image via the labeling process. Tannenbaum (1938) wrote about the power of a label, which he termed "the dramatization of evil." He explained that the application of a label changes both perceptions of how an individual is viewed and treated by society, and perhaps more importantly, how the individual views himself. Other theorists who extended the labeling thesis were Edwin Lemert and Howard Becker. Lemert (1951, 1967) described how the application of a label propels primary deviance into secondary deviance. Becker (1964, 1966) extended the thesis to explain how many different groups of people are

socially labeled as outsiders and how they suffer the consequences of those labels.

A research project by DiCerbo, Murray, Ervin and Schneider (1988), which studied changes in self image over time in juvenile treatment facilities, found that youth, adjudicated as delinquent, perceived themselves as being more troublesome and more dishonest the longer they were in treatment. There were no comparable findings of lowered self image for non-delinquent youth.

Attribution studies by Wells (1980) and Ruback and Jurovic (1981) found that delinquents were more likely to cite situational causes for their delinquent behaviors. Koeske and Koeske (1975) found that deviant youth attribute causes internally, when they perceive adult power as high, but make external attributions when adult power is perceived as low.

Being adjudicated as a delinquent is definitely the application of a label which, in part, determines how the youth will be treated by the system. Since the legal system personifies adult power in the society, the research hypothesis was: Youth adjudicated delinquent will be more likely to make self attributions.

#### Type of Institution

A relationship between type of institution and self image has been demonstrated by Palmara, Francis and Gersten (1986) and DiCerbo, Murray, Ervin and Schneider (1988).



Generally, it was found that the more punitive the institution, the lower the self image of the youth confined within them. Specifically, youth in training schools and shelters had lower mean self image scores than youth in group home placements (DiCerbo, Murray, Ervin and Schneider 1988).

Attribution research by Wells (1980) demonstrated that institutionalized delinquents were more likely to make self attributions than were students in the public school systems. This is understandable if self image effects attributions and institutionalization effects self image. The research hypothesis for this study was: Youth in training schools or shelters are more likely to make self attributions.

#### Length of Stay

Length of time in a treatment institution may effect the type of attributions made through possible changes in self image. Changes in self image over time in institutionalized youth were demonstrated in a study by DiCerbo, Murray, Ervin and Schneider (1989). It was found that delinquent youth felt more dishonest and bad as length of institutionalization increased. The research hypothesis in this study stated: Youth who have been institutionalized for long periods of time are more likely to make self attributions.

## Demographic Variables

Demographic variables have been given a lot of attention in the labeling theory of deviance and attribution research. For that reason each demographic variable will be examined from both perspectives before presenting the research hypotheses.

### Age

Both deviance and attribution have developmental aspects in the research. Williams and Gold (1972) found older adolescents to be more frequently and seriously delinquent than younger youth. Ageton and Elliot (1978) report that while serious offenses against persons and property increased with age, status offenses (such as joy-riding and truancy) peak between the ages of thirteen and fifteen.

The idea of developmental levels in attribution was introduced by Heider (1958). Developmental aspects in attribution are supported by Harris (1977), who found children of both sexes focused on "outcomes" when young, and on "intentions" in the older ages. Guttentag and Longfellow (1977) researched sex based stereotypes and found kindergarten students and ninth graders held very strong stereotypes, while fifth graders rejected stereotypical labeling.

The younger youth may have an omnipotent view of their impact on the environment and see themselves as a causal agent in all kinds of events and circumstances. The research hypothesis for this study was: Younger children (under 16) are more likely to make self attributions.

### Race

Hershi (1969) demonstrated a troubling discrepancy between self-report studies and official arrest statistics between black and white youth. Both races reported comparable involvement in delinquent acts, but blacks were more often arrested and adjudicated. Williams and Gold (1972) and Gold and Reimer (1974) find that while black and white juveniles self-reported similar numbers of offenses, black youth reported more serious offenses. More recent statistics from Elliot and Ageton (1980) show a black offense rate almost double that of whites. The researchers attributed this to a greater black involvement in serious property offenses, particularly violent offenses.

Attribution research concerning race by Shaw and Schneider (1969), found that while black and white children follow the same developmental process in forming attributions, black children learned to differentiate between causal attributes at a slower rate than their white counterparts. The researchers pointed to a deprived cultural background as a possible explanation for this finding. Shaw and Schnieder (1969) understood delinquent

behavior as an alternative mode of socialization for youth who were part of disorganized communities. Delinquent values and behaviors soon replaced conventional ones, and were passed on from juvenile-to-juvenile and generation-to-generation.

The research hypothesis was: Non-white youth are more likely to make self attributions.

### Sex

Both self reports and official statistics indicate that more males than females engage in deviant acts and that female delinquency is less serious than male (Williams and Gold, 1972; Ageton and Elliot, 1980).

Feather (1969) found that both sexes utilized external attributions when events were unexpected and internal attributions when events were as expected. Deaux and Emswiller (1974) found males were more likely to attribute outcomes to internal dispositions (skill), while females were more likely to make external attributions (luck) when explaining success or failure.

The research hypothesis stated: Females are more likely to make self attributions.

Attribution research has generally supported the idea that people make situational attributions for their own behaviors, but make dispositional (self) attributions when explaining the behavior of others. The research hypotheses generated for this study stand in contrast to this

"fundamental attribution error" (Ross, 1968) as we know, from preliminary analysis, that the majority of the juveniles interviewed made self attributions. The questions for analysis concern the characteristics of the youth who made these self attributions which, according to attribution research, should have been situational. Which, if any, of the independent variables are affecting the attributional styles?

In review, the research hypotheses state:

- 1) Juveniles with low self image scores are more likely to make self attributions.
- 2) Youth adjudicated delinquent are more likely to make self attributions.
- 3) Youth in Training Schools are more likely to make self attributions.
- 4) Juveniles who have been institutionalized for long lengths of time are more likely to make self attributions.
- 5) Younger juveniles are more likely to make self attributions than older juveniles.
- 6) Non-white youth are more likely to make self attributions than white youth.
- 7) Females are more likely to make self attributions than males.

## CHAPTER V

### RESEARCH RESULTS

The purpose of this research was two-fold. First, a quantitative analysis was employed to investigate the difference between those juveniles who, when accounting for their offenses, made attributions to the self and those who cited situational attributions. Second, a content analysis of the responses to the attribution and program questions was undertaken to see if the programs desired were logically related to the attributions made.

#### Characteristics of the Sample

The sample for this study consisted of 86 juveniles who were housed in juvenile facilities at the time of the interviews, and who answered the attribution question. If Responses from juveniles were not included in the present design when the question was not answered, or if it was answered with "I don't know" or with a nonsense response.

The sample of 86 was 76% male (N=65) and 24% female (N=21). Their ages ranged from 12 to 18 with a mean age of 16. Racially, the sample was 62% white (N=54), and 23% black (N=20). Fourteen percent (N=12) were classified as "other" (N=12). Sixty-four percent (N=55) of the

juveniles were adjudicated as delinquent, 31% (N=27) were not delinquent, and 2% (N=2) excluded this information. Non-delinquent adjudications included "in need of treatment," "in need of supervision," and "deprived or neglected." Eighty percent (N=69) of the juveniles were housed in training facilities, 13% (N=11) were living in group homes, and 7% (N=6) were staying in shelters. The length of time juveniles had been in the facility at the time of the interview ranged from one month to three years. The average length of stay was six months.

Self image was measured on a series of seven point semantic differential scales, in which one indicated low self image and seven was high. Averaged across all categories the composite self image score of the sample was a rather high 5.28. Specifically, the juveniles felt they were very smart (5.95), brave (5.86) and strong (5.54). They rated themselves as quite hard working (4.98), and claimed to usually follow rules (4.87) and obey laws (4.74).

Future orientations were measured on a seven point Likert scale where one meant "definitely will not" and seven meant "definitely will." The juveniles in this sample felt they probably would have a family in the future (5.36). They felt confident they would not get in trouble in the future (2.13) or spend any time in prison as an adult (1.51).

When asked the reasons for their present circumstances, 55% (N=47) made attributions to the self, while 45% (N=39) placed the blame on circumstances. Self attributions included 29 responses (62%) which amounted to listings of the offenses committed, 16 (34%) which noted use of drugs or alcohol, and 2 (4%) other responses. Situational attributions included 22 (56%) responses which alluded to family problems, 11 (28%) which blamed involvement with the wrong type of people, five (13%) that blamed fate and one (3%) that placed the blame on a particular school.

When asked what program or treatment would be the most helpful, almost half of the juveniles, 49% (N=42), named a specific treatment or program. Twenty-four percent (N=21) reported they liked the program with which they were presently involved. Six percent (N=5) felt that no program could help them, and two percent (N=2) insisted they did not need and/or want any treatment. One subject (1%) stated he wanted to live independently, and 17% (N=15) either did not answer or said they did not know.

For a full accounting of the responses to the questions about attributions and helpful programs consult Appendix A, where the responses are listed according to attribution type.

### Results of Quantitative Analysis

The quantitative analysis compared attributions



across dichotomous categories sex, age, race, adjudication, type of facility, length of stay, self image and future orientations. The statistical technique employed was Pearson X2 analysis with ALPHA set at .05 with one degree of freedom. Table II on page 28 summarizes the quantitative findings which will be discussed in detail below. The critical value for X2 at the .05 level with one degree of freedom was 3.85. The calculated X2 had to be equal to or greater than 3.85 to reject the research hypothesis.

#### Demographic Variables

##### Sex

There were 65 (76%) males and 21 (24%) females included in this research. The research hypothesis, that females would be more likely to make attributions to the self, was not supported. The X2 value for attribution by sex was .590 ( $p=.442$ ), indicating that the type of attributions made were irrespective of the sex of the juvenile. Both sexes were more likely to make attributions to the self. Fifty-two percent ( $N=34$ ) of the males and 62% ( $N=13$ ) of the females made self attributions. There was a slight trend for females to make self attributions, but this difference was not significant. These figures are represented in Table II on page 27.

TABLE II  
RESULTS OF X2 ANALYSIS FOR TYPE OF  
ATTRIBUTION ACROSS CATEGORIES OF  
THE INDEPENDENT VARIABLES

TYPE OF ATTRIBUTION BY: VARIABLE      MEANING		X2	PROB	DECISION ON NULL
SEX	MALE OR FEMALE	.590	.442	ACCEPT
AGE	YOUNG OR OLD	.459	.498	ACCEPT
RACE	WHITE OR OTHER RACE	4.045	.044	REJECT
ADJUD	DELINQUENT OR NON-DELINQUENT	.430	.512	ACCEPT
FACILITY	TRAINING SCHOOL OR OTHER TYPE FACILITY	.149	.700	ACCEPT
STAY	LENGTH OF STAY AT TIME OF INTERVIEW	2.811	.094	ACCEPT
TROUBLE	ARE YOU TROUBLESOME OR COOPERATIVE	.004	.948	ACCEPT
COWARD	ARE YOU A COWARD OR ARE YOU BRAVE	1.072	.301	ACCEPT
DUMB	ARE YOU DUMB OR SMART	.010	.992	ACCEPT
RULES	DO YOU FOLLOW RULES OR BREAK RULES	.819	.365	ACCEPT
DISHONEST	ARE YOU DISHONEST OR ARE YOU HONEST	3.160	.075	ACCEPT
LAZY	ARE YOU LAZY OR ARE YOU A HARD WORKER	2.200	.138	ACCEPT
WEAK	ARE YOU WEAK OR STRONG	.008	.927	ACCEPT
LAWS	DO YOU BREAK OR FOLLOW LAWS	.153	.696	ACCEPT
MEAN	ARE YOU MEAN OR KIND	.001	.974	ACCEPT
GLOBAL	SELF IMAGE ACROSS ALL NINE VARIABLES	2.884	.089	ACCEPT
FAMILY	WILL YOU HAVE A FAMILY IN THE FUTURE	.209	.648	ACCEPT
TROUBLE	WILL YOU HAVE FUTURE TROUBLE WITH LAW	1.921	.167	ACCEPT
PRISON	WILL YOU SPEND ANY TIME IN PRISON	.236	.627	ACCEPT

\* Critical value for X2 with one degree of freedom, at .05 is 3.85

Age

The research hypothesis was that younger adolescents would primarily make self attributions. The variable of age was dichotomized at the mean (16 years) for analysis giving a sample of 37% (N=21) young and 63% (N=54) older adolescents. Table III below presents the means for age. The X<sup>2</sup> value of .459 (p=.498) indicated that, in this sample, age did not play a significant part in attribution type.

TABLE III  
MEAN SCORES FOR AGE AND LENGTH OF STAY  
FOR SAMPLE AND BY ATTRIBUTION

	Total Sample	By Attribution Self      Situation	
AGE IN YEARS	15.7	15.8	15.7
LENGTH OF STAY IN MONTHS	5.81	5.19	6.56

RACE

The sample was divided into two groups, white youth and youth of other races. Sixty-two percent (N=54) of the sample were white and 38% (N=32) were non-white. The

research hypothesis for race, that white youth would use situational attributions, was proved to be incorrect. In fact, the only significant finding in this study linked race with attribution, but was in the opposite direction than the research hypothesis suggests. The  $X^2$  value of 4.045 ( $p=.044$ ) indicated that white youth were more likely to make self attributions. Percentages of the racial categories are presented in Table IV on page 30.

#### Adjudication

The sample was dichotomized into delinquents and non-delinquents. The category of non-delinquents included youth adjudicated as "in need of treatment," "in need of supervision," and those who had been neglected, deprived, or abused. Delinquent youth were those who had been adjudicated delinquent by the court. Sixty-four percent ( $N=55$ ) of the sample were delinquent and 31% ( $N=27$ ) were non-delinquent. The  $X^2$  value of .430 ( $p=.512$ ) indicated that adjudication did not effect the type of attribution made. The percentages for adjudication, for the entire sample and by type of attribution are presented in Table IV on page 30.

#### Type of Facility

Type of facility was dichotomized for analysis into training schools and other facilities. The majority of

the "other" category was group homes. There was one shelter facility included. The research hypothesis stated that youth in training facilities would be more likely to make self attributions. The X<sup>2</sup> value of .149 (p=.700) did not support this. In fact, youth in both types of facilities were equally likely to make either type of attribution. In training schools 54% made self attributions and in other facilities 59% did likewise. Type of facility did not effect the type of attribution made. Table IV below gives the number and percentages of youth in each adjudication category.

TABLE IV  
TYPE OF ATTRIBUTION BY DEMOGRAPHIC,  
ADJUDICATION, AND FACILITY  
VARIABLES

Variable	Category	Total Sample		By Attribution Self Situation			
		N	%	N	%	N	%
SEX	Male	65	76%	34	73%	31	80%
	Female	21	24%	13	28%	8	20%
RACE	White	54	62%	34	72%	20	51%
	Other	32	38%	13	28%	19	49%
ADJUDICATION	Delinquent	55	64%	28	60%	27	69%
	Non-Del	27	31%	17	36%	10	26%
FACILITY	Training	69	80%	37	79%	32	82%
	Other	17	20%	10	21%	7	18%

### Length of Stay

At the time of the interview youth had been living at the facility for periods ranging from one month to three years. Length of stay was divided into short and long stay groups using the mean of 6 months as a dividing point. The research hypothesis was that the longer a youth was confined to a facility, the more likely he would be to make a self attribution. The research did not support this. The X<sup>2</sup> value of 2.811 (p=.094) indicated that length of stay did not have a significant effect on the type of attribution made. Additionally the differences, which did approach significance, pointed in the opposite direction. Sixty-three percent of the short stay group made self attributions, while only 45% of the long stay group did likewise. Mean scores for length of stay are reported in Table III on page 28.

### Self Image

Self image was measured over nine items on a seven point semantic differential scale in which seven was a positive score. The nine items measured were troublesome/cooperative, coward/brave, dumb/smart, break rules/follow rules, dishonest/honest, lazy/hard working, weak/strong, break laws/obey laws, and mean/kind. The means scores for these variables are reported in Table V on page 33.

Additionally, the chart on page 34 will help guide the discussion.

A measure of global self esteem was computed by averaging each individual's score across all nine categories. Each variable assessed for the measurement of self image was dichotomized at the mean to make high and low self image groups. The reader is referred to Table V on page 33 for a listing of the mean self image scores. The research hypothesis was that youth with positive self images would be more likely to make situational attributions. The research findings did not support this. The  $X^2$  value for type of attribution by global self image is 2.884 ( $p=.089$ ) indicating that self image, as measured by these nine variables, did not effect the type of attribution made.

The single best indicator would have been whether or not a person rated themselves as honest. Those who felt honest were more likely to make self attributions (63%), while those who felt dishonest were more likely to make situational attributions (56%). The  $X^2$  value for dishonest/honest was 3.16 ( $p=.075$ ) which did not make this a significant finding.

The only other self image variable that approached significance in distinguishing between attribution type was lazy/hard working. The  $X^2$  value here was 2.200 ( $p=.138$ ), a slight trend indicating youth who perceived themselves as hard working were more likely to make self

attributions, while those who consider themselves lazy were more likely to cite situational attributions. Fifty-nine percent of those who rated themselves as hard working made self attributions, while an equal percentage of those who felt lazy gave situational attributions.

TABLE V  
MEAN SCORES FOR SELF IMAGE VARIABLES  
FOR SAMPLE AND BY ATTRIBUTION

	Total Sample	By Attribution	
		Self	Situation
Troublesome/ Cooperative	5.15	5.25	5.03
Coward/Brave	5.86	5.48	5.71
Dumb/Smart	5.95	5.98	5.92
Break rules/ Follow rules	4.87	4.98	4.74
Dishonest/ Honest	5.39	5.65	5.08
Lazy/Hard working	4.98	5.26	4.67
Weak/Strong	5.54	5.50	5.58
Break laws/ Obey laws	4.74	4.81	4.67
Mean/Kind	5.06	5.11	5.00
Global Image	5.28	5.37	5.18

Note: Measured on a seven point scale where one was low and seven was high self image.



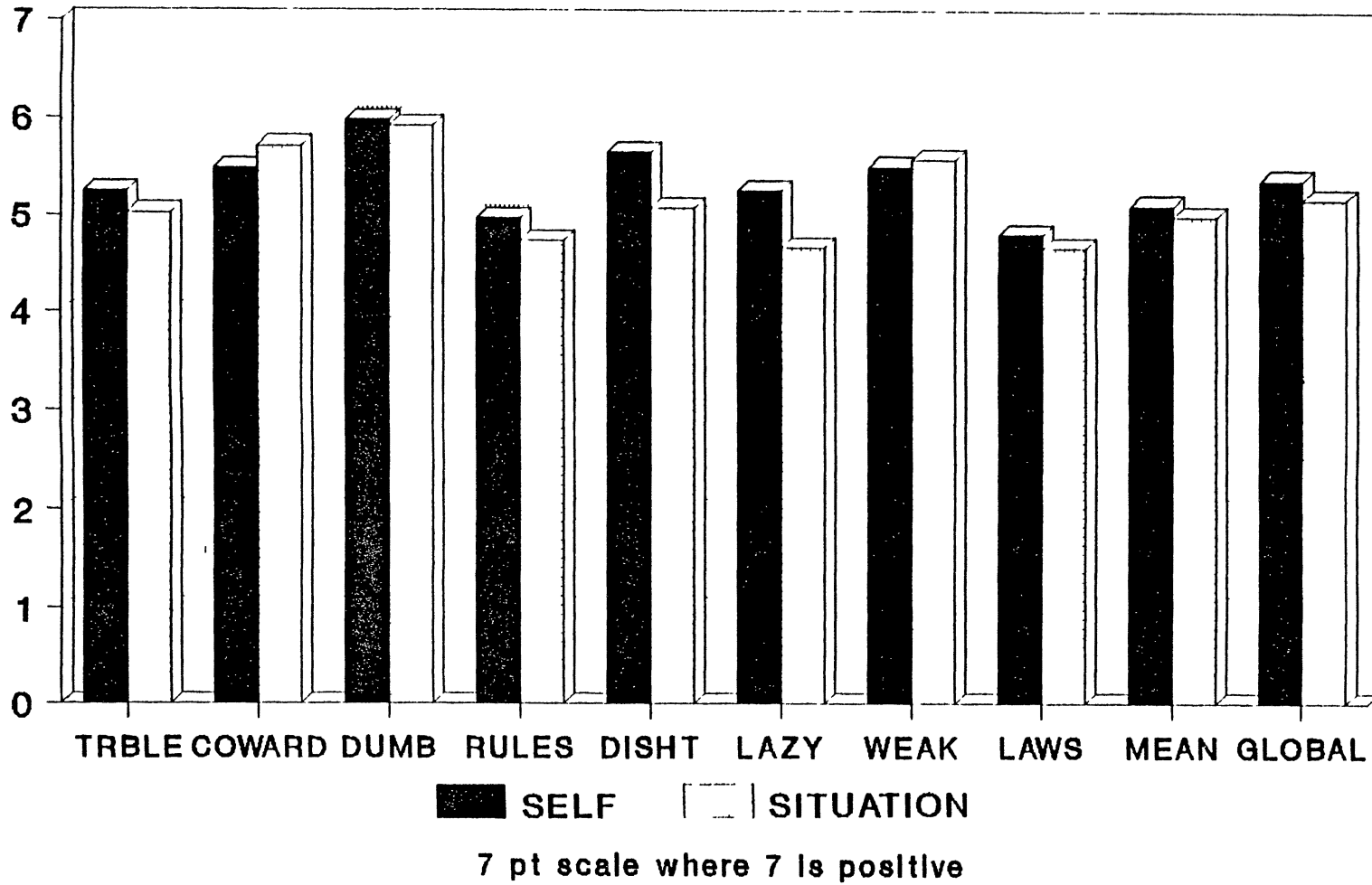


Figure 1. Means for Self Image Variables by Type of Attribution

### Future Orientations

Orientations toward the future were measured with three items on a seven point Likert scale in which one meant "definitely will not" and seven meant "definitely will". The three future orientation items included, 1) whether the juvenile believed they would have a family in the future, 2) whether or not they would be in future trouble with the law, and 3) if they would spend time in jail as an adult. The research hypothesis stated that those with positive outlooks for the future (ie., would have a family but not be in trouble with the law or spend any time in jail in the future) would be more likely to cite situational attributions. None of the X<sup>2</sup> values for attributions by future orientations supported the research hypothesis. For the first variable, having a family in the future, the X<sup>2</sup> value was .209 (p=.648), for future trouble X<sup>2</sup>=1.921 (p=.167) and for future prison X<sup>2</sup>=.236 (p=.627). Regardless of their future orientations, the majority of juveniles made attributions to the self in all categories measured. The mean scores for the future orientation variables are presented in Table VI below. A graphic display of the future orientation data is found on page 37.

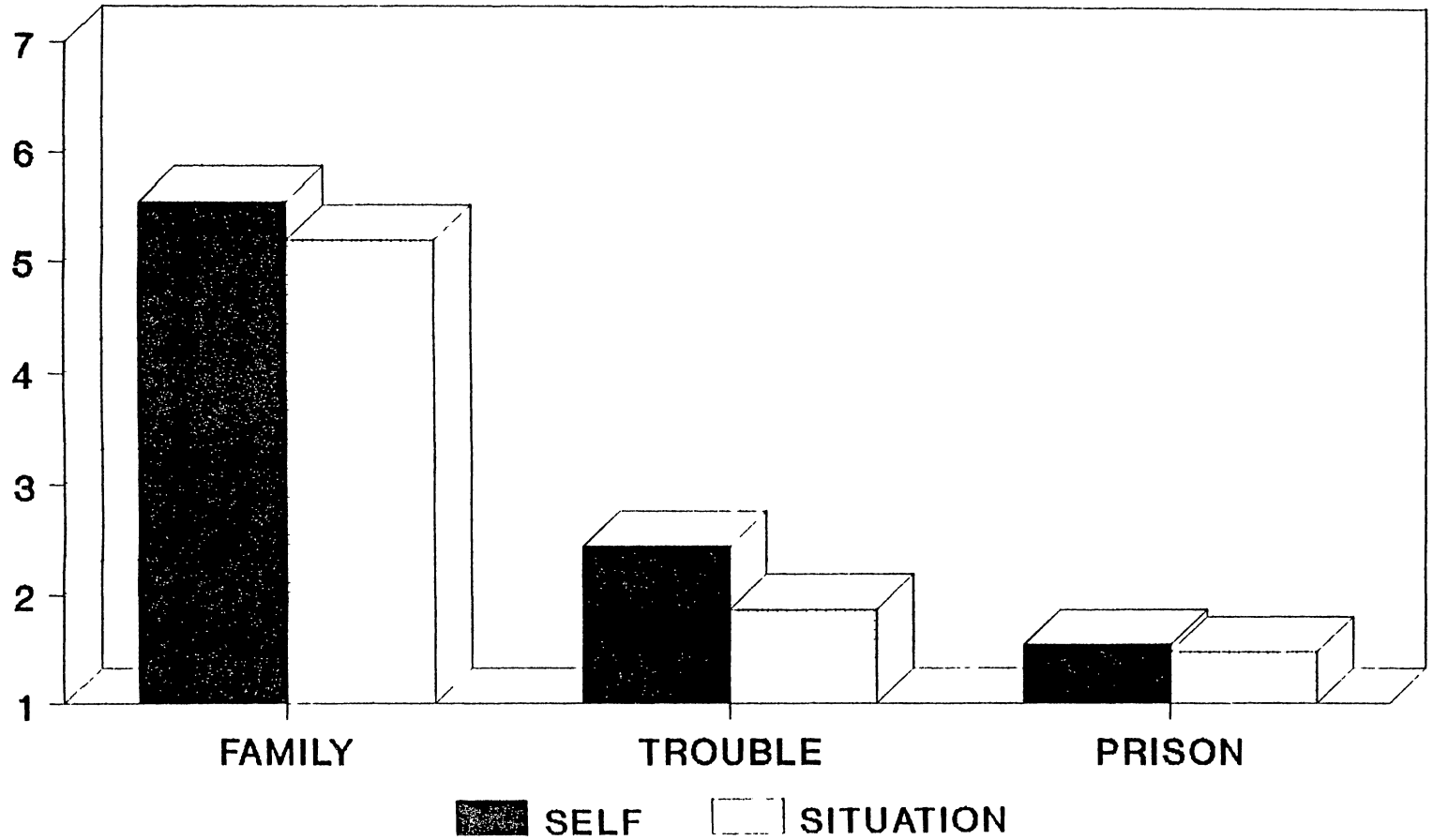
In measuring future family, 54% (N=45) of the juveniles made self attributions overall. Forty-four percent (N=20) of the juveniles, who do not expect to have a family, made self attributions while 56% (N=25) of those

who do expect to have a family also made self attributions.

TABLE VI  
MEAN SCORES ON FUTURE ORIENTATION VARIABLES  
FOR SAMPLE AND BY ATTRIBUTION

Future Orientations	Total Sample	<u>By Attribution</u> Self    Situation	
Have family in the future?	5.36	5.20	5.55
Have future trouble with the law?	2.13	1.87	2.44
Spend time in Prison as an adult?	1.51	1.48	1.54

Note: 1 = definitely will not, 7 = definitely will



7 PT SCALE WHERE 7 MEANS DEFINITELY WILL

Figure 2. Future Orientations by Type of Attribution

The results for future trouble with the law also showed that most juveniles (54%, N=45) made self attributions. Broken down by orientations towards the future, 58% (N=36) of those who said they would not have future trouble with the law made self attributions while 59% (N=13) who anticipated future trouble with the law cited other attributions. Future trouble appears to be a more sensitive indicator of types of attributions made than the other future orientation variables, however, the results were not statistically significant.

Future orientation toward spending time in prison as an adult did not have a measurable effect on the types of attributions made. Again, the majority of the juveniles (53%, N=44) made self attributions and this was regardless of the future orientation. Fifty-two percent (N=33) of the juveniles who felt they would never spend time in prison made self attributions while a comparable percentage (58% N=11) who did anticipate spending time in jail also made their attributions towards the self.

### Conclusions

The single most surprising result of this study is that the majority of juveniles (55%, N=47) made self attributions. Attribution research has generally supported the idea that people will cite situational attributions for their own behaviors and self (dispositional) attributions when explaining the behaviors

of others. The phenomena has been so widely observed that it has been termed 'the fundamental attribution error' (Ross, 1968). It has been explained by some as being the result of a self serving bias. (Ickes, 1980; Miller, 1976) Other researchers attribute the phenomena to the differing locus of understanding between the self and another (Bem, 1967; Jones & Nisbett, 1971; Nisbett and Valins, 1971). Individuals may simply be more aware of the circumstances in their own lives that may effect behaviors than they would be of the circumstances of another.

Looking specifically at the attributions of juvenile delinquents both Wells (1980) and Ruback and Jurovic (1981) found them to make primarily situational attributions. A discussion of this issue is presented below.

None of the research hypotheses were supported in this study. The only significant finding, that race effects type of attribution, was significant in the opposite direction than what was expected. The research hypothesis stated that white youth would be more likely to cite situational attributions. In fact, they were significantly more likely to make attributions to the self. None of the other variables were found to appreciably effect the type of attribution made. Again, these findings stand in contrast to established attribution research. There are two possible explanations

for this discrepancy, one having to do with methods and the other with measurement.

The methods of this research differed substantively from existing studies in the area of attributions in two important ways. First, most attribution research has asked individuals to make attributions for their own or others behaviors in hypothetical situations (Ruback and Jurovic, 1981). This research asked attributions be made for real events that had real consequences.

Another major difference is in the control of research variables. Research that compares the types of attributions made by different groups (sex, race, age etc.) is fundamentally different than research that groups by the type of attribution and then looks for differences in sex, race or age. Lastly, there are very few studies of attributions that are concerned particularly with the attributions made by delinquent youth.

Two studies that did examine the attributions of juvenile delinquents (Wells, 1980; Ruback & Jurvoic, 1981) each found that juveniles made primarily situational attributions when explaining their own behaviors. Additionally, Wells (1980) found that while juvenile delinquents and public school students explained both their own and others' behavior with situational attributions, when self attributions were made they were predominantly made by institutionalized youth. The present research only examined the attributions of

institutionalized delinquents and found the majority of them made self attributions. Again, methods varied. Wells had juveniles rate the likelihood of a specific attribution being made for a specific type of behavior. Both the behavior and the attribution come "pre-packaged," as the attributions were made for hypothetical situations.

This was not the case in the Ruback & Jurovic study (1981). Here the methods were similar, both studies asking for original attributions for actual behaviors, but again the results do not agree. Ruback and Jourvic (1981) found the majority of the juveniles cited situational attributions, while in the present research the majority made attributions to the self. Here the measurement differs. In the present study attribution was a dichotomous variable, either self or other. Ruback and Jourvic (1981) measure attribution across 5 different categories, internal (analogous to self), external (other), both, don't know, and denial.

Another difference has to do with the research methods. Ruback and Jourvic (1981) asked first for an accounting of the offense and then for an attribution of it. In retrospect, the addition of this preliminary question may be crucial. The majority of the attributions counted as self attributions in the present study were descriptions and/or listings of the pertinent offenses. Had the preliminary question been asked, these responses



would have been forced into another category. Whether that category would have been self or situational can only be conjecture at this point. Future work with the inclusion of the leading question about offense is needed. However, this possible omission should not detract from the value of the qualitative information the present study provides towards an understanding of the juvenile delinquent.

Juvenile delinquents are not routinely given the chance to express their views on what caused their present circumstances, nor are they asked what treatment they think would be beneficial. The act of asking the juveniles for their insights may be somewhat analogous to the Free Physicians Plato wrote about in his Dialogues. Speaking in terms of medical maladies, Plato argued that a cure was more likely if the patient was initially asked for his ideas on what caused the illness and what he believed would cure it. New Age medical doctors are again embracing this belief (Seigel, 1986; Cousins, 1979). The very same philosophy may apply to the treatment of juvenile offenders. How insightful are their attributions and what hopes do they have for treatment or rehabilitation? These are very important questions that are rarely asked. The following chapters will be an examination of both the types of attributions made and the types of programs juveniles believed could help them.

## CHAPTER VI

### TYPES OF ATTRIBUTIONS MADE

When asked to give attributions for their present circumstances, 55% (N=47) of the youth in this sample made self attributions, while 45% (N=39) cited situational attributions. Females were a little more likely to make self attributions than males, although the difference was not statistically significant. Sixty-two percent (N=13) of the females made self attributions, as did 52% (N=34) of the males. The single research variable that had a significant impact on the type of attribution made was race. White youth were significantly more likely to make self attributions ( $\chi^2=4.045$ ,  $p=.004$ ).

In order to gain insight into the perceptions of the juveniles involved, a content analysis of both types of attributions will be presented. A later chapter will discuss responses to the question concerning the type of program the youth felt would be most helpful.

#### Self Attributions

The most surprising result of this research project was that the majority of the juveniles (55%) made attributions to the self when asked to account for their present circumstances. This runs contrary to what others

have found with similar populations (Wells 1980, Ruback & Jurvoic 1981). There were two basic types of self attributions made: 1) attributions which resembled a reporting of the offense committed, and 2) attributions alluding to the use of drugs and/or alcohol as a contributing factor to the present circumstances. The reader is referred to Table VII, on page 45, for a tabular presentation of the types of self attributions made. Figures 3, 4, and 5, found on pages 46, 47, and 48 will aid in the discussion.

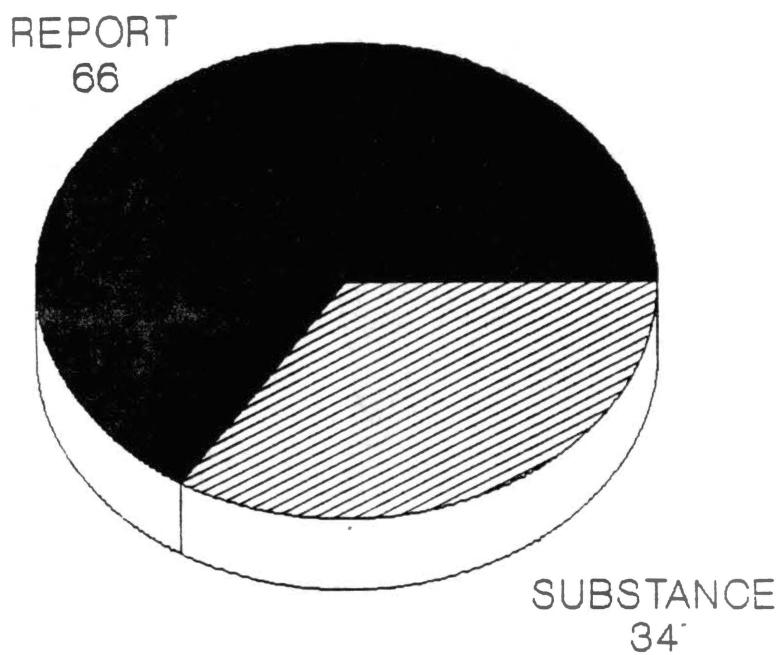
#### Report of Offenses

Sixty-six percent (N=31) of the self attributions involved a report of the offenses committed. Responses such as "stealing cars, breaking into a hobby shop and trouble with family, school, and life," from a 15 year-old, white boy, or "I'm picking up weapons to fight and breaking (sic) peoples houses," from a 14 year-old, black female and "I got put in here for robbery by fears (sic) and force," from a 17 year-old, black male are typical of the more elaborate responses. Twenty-six percent of the report responses were of this elaborate variety. Other reports were short-hand accounts of delinquent activities. Responses such as "tried to take a purse," from a 14 year-old, black male or simply "assaults and robbery" as reported by a 15 year-old, Indian male are examples of the simple report category. The 17 year-old, white male who

responded "general delinquent behaviors" also typified this category. Twenty-nine percent of the report responses were of this simple and to the point variety.

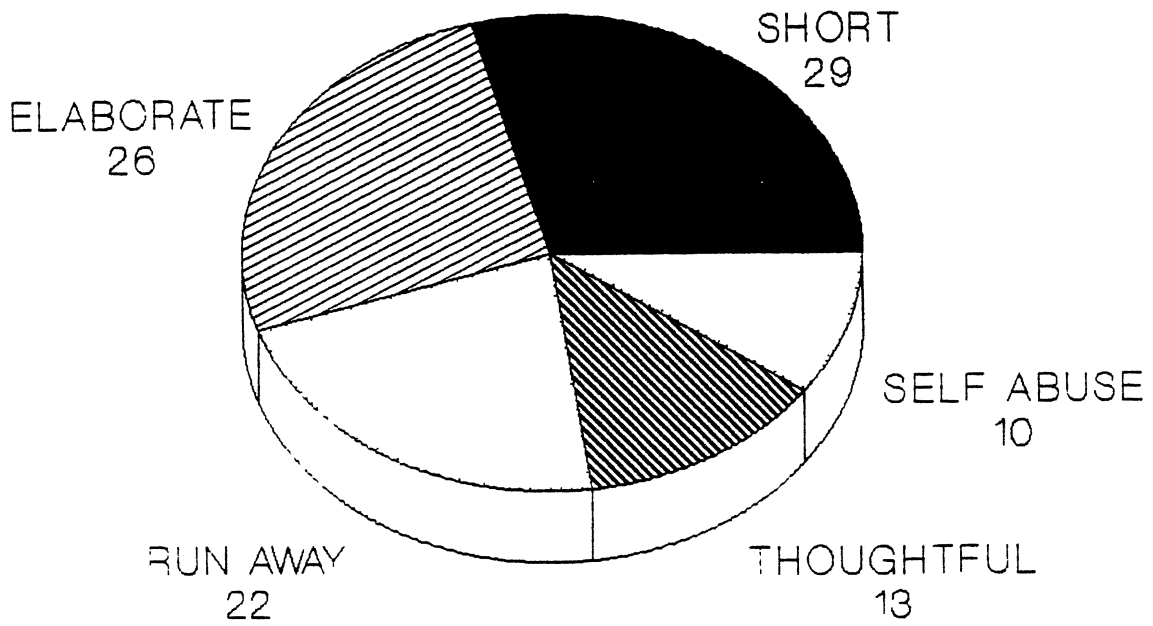
TABLE VII  
CATEGORIES OF SELF  
ATTRIBUTIONS

Type of Self Attribution	N	%
<b>REPORT OF OFFENSE</b>	<b>31</b>	<b>66%</b>
Short Report	9	29%
Elaborate Report	8	26%
Report of Running Away	7	22%
Insightful Report	4	13%
Report of Self Abuse	3	10%
 <b>SUBSTANCE ABUSE</b>	 <b>16</b>	 <b>34%</b>
Alcohol	4	25%
Drugs	11	69%
Both	1	6%



**FIGURES ARE PERCENTAGES**

**Figure 3. Categories of Self Attributions**



**FIGURES ARE PERCENTAGES**

**Figure 4. Categories of Report of Offenses**



**FIGURES ARE PERCENTAGES**

**Figure 5. Categories of Substance Abuse**

Twenty-two percent of the report responses dealt with running away as the reported offense. While the majority of this category answered simply "ran away," some juveniles offered more elaborate responses, such as the 14 year-old, white male who answered "I couldn't stay home and I was always going AWOL", and the 17 year-old, white male who said he was "running away from problems." One 16 year-old, white female reported that she had "requested to leave foster home."

Some form of self evaluation was evident in 13% of the report category. Four juveniles offered some kind of rudimentary self analysis when answering the attribution question. The 16 year-old, white male who responded "when I was at home I would have a problem and I would not deal with it so I would get in trouble," and the 15 year-old, black male who blamed "my assaults, my temper" are typical of this type of response.

The remaining 10% of the report responses alluded to self abusive behaviors. A 15 year-old, white male and a 17 year-old, white female reported "self abuse" as an attribution.

#### Substance Abuse

The other category of self attributions had to do with drug and/or alcohol use as a contributing factor to their present circumstances. Thirty-four percent (N=16) of the self attributions had to do with substance abuse



of the self attributions had to do with substance abuse and its effect on temperaments, behaviors or relationships. Two 17 year-old, white males who answered "my hot temper and drugs," and "my temper and drinking" understood the relationship between substance abuse and temperament. Two other 17 year-old, white males alluded to the connection between substance abuse and misbehaviors when they answered "when I get drunk and then get into trouble," and "doing too many drugs and being too hateful and hanging around some people that would be loyal to me be loyal to them to kill someone" (sic). Finally, a 16 year-old, white male alluded to relationship problems when his attribution was "fighting with Grandmother over drugs."

#### Situational Attributions

Forty-five percent (N=39) of the juveniles in this sample cited situational attributions when asked to account for their present circumstances. When attributions were made to circumstances external to the juvenile, the focus of blame fell primarily on family, peers and fate. Table VIII on page 51 reports the types of situational attributions made. In addition figure 6 on page 52 provides a visual reference.

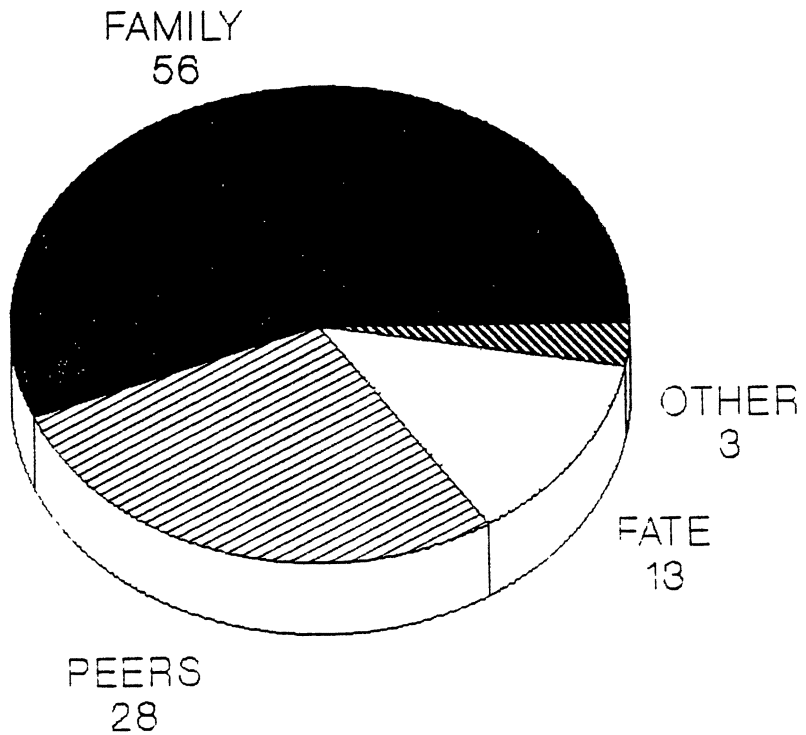
#### Peers

Twenty-eight percent of the situational attributions

cited the influence of peers in explaining the present circumstances. Two 16 year-old males, one Indian, and one black, attributed their situations simply as "peer pressure." Two fourteen year-old, white males also blamed "hanging around with the wrong crowd," and "I think it would have to be gangs." One 16 year-old, black female absolved herself of responsibility by explaining "I was with a girl who stole some stuff. I was with her but I did not steal anything."

TABLE VIII  
CATEGORIES OF SITUATIONAL  
ATTRIBUTIONS

TYPE OF SITUATIONAL ATTRIBUTION	N	%
FAMILY	22	56%
PEERS	11	28%
FATE	5	13%
OTHER	1	3%



**FIGURES ARE PERCENTAGES**

Figure 6. Categories of Situational Attributions

### Fate

Five percent of the juveniles, all males, placed the blame on fate, each answering the attribution question with variations of the response "I was in the wrong place at the wrong time." One 11 year-old, black female cited a situational attribution when she stated "the school in (name of particular town) put me here".

### Family

The majority of the juveniles that cited situational attributions pointed to family problems as the cause of their present difficulties. Fifty-six percent (N=22) of the juveniles who gave situational attributions cited some family situation in their response. The majority of these responses showed some degree of thought on the part of the juveniles. A sixteen year-old, Mexican female reported "I was acting a fool with no real supervision so I started doing drugs and messing up." A 16 year-old, white male reported his "parents were strict, I started running away and messing up," and a 17 year-old, white male explained his "father doesn't pay child support and Mom has trouble. I robbed houses to bring in cash and do drugs." Others gave simpler, but no less poignant replies such as "having a bad family," the response of a 16 year-old, white male, or "family troubles," as reported by a 17 year-old, black male. A seventeen year-old, Mexican male attributed his present problems to the situation by stating "because I

didn't have a Dad." Two juveniles reported being abandoned by their families and two attributed their problems to abusive parents. A 13 year-old, white male attributed his situation to "my mother leaving me at four old, abusive parents," and a 15 year-old, black male explained "step-dad abused me and I wound up in foster care. I let my anger get out of control."

These types of attributions, that cite problematic family situations, are the types of responses that cast the juvenile in the role of a victim rather than the role of the problem. If the reported accounts are believed, the youth move from being in a category of problem children to being children with problems.

It does seem plausible that the majority of the juveniles could have legitimately cited situational attributions having to do with dysfunctional family systems. Court generated placement work-sheets were obtained for a sub-sample of 30% (N=26) of the juveniles. Content analysis of these work-sheets revealed that 77% of the juveniles in the sub-sample came from families that had or were experiencing dysfunctional difficulties. The following chapter presents an overview of the characteristics of the sub-sample and illustrative case histories. Being privy to this information makes one wonder why more of the juveniles did not rightfully cite situational attributions when explaining their present circumstances.

## CHAPTER VII

### Sub-sample Analysis and Illustrative Case History Examples

More extensive information, in the form of placement work-sheets, were obtained for a sub-sample of 26 (30%) juveniles. The placement work sheet is a court generated document that chronicles the youth's case histories. The work sheet includes caseworker narratives detailing the type, seriousness and chronicity of the offenses, the family situation, and the youths reputation in the school and the community.

There were twenty-six juveniles in the sub-sample, 20 males and 6 females. Their ages ranged from twelve to seventeen years with a mean age of 15. Racially, the sub-sample is 62% white (N=16). Blacks made up 31% (N=8) of the sub-sample and the remaining 7% (N=2) were Native American.

The juveniles were all residents of state run facilities in the fall of 1988 when the interviews were conducted. Sixty-one percent of the juveniles (N=16) were housed in treatment facilities, 35% (N=9) were being held in training schools and 4% (N=1) were in a shelter. The length of institutionalization ranged from one to thirteen months. The average length of stay was five months. The

reasons for being in state custody were varied, marking some of the juveniles as offenders and some as victims. One juvenile (4%) was being held for a non-serious offence (petit larceny), one (4%) was "in need of treatment," and 9 (27%) were the victims of abuse and/or neglect. The majority (61%, N=16) were being held for serious offenses, such as auto theft or burglary. Fifty-one percent (N=15) of the juveniles were adjudicated as delinquent, 27% (N=7) were in need of treatment and/or supervision and 15% (N=4) were adjudicated deprived/neglected.

Self image scores indicated that the juveniles held positive images of themselves. Measured on a seven point semantic differential scale, with seven indicating a positive self image, scores indicated juveniles felt they were cooperative (5.48), brave (5.44), very smart (6.20), and quite honest (5.68). They rated themselves as relatively hard working (5.00), more strong than weak (5.07), and rather kind (5.12). They claimed that they usually followed rules (5.04) and that they tried to obey laws (4.92).

Future orientations also were measured on a seven point scale in which seven meant "definitely will not" and one meant "definitely will." Future orientation scores indicated that the juveniles thought they might have a family in the future (4.33). They were confident they would not get in trouble in the future (1.96), and fairly

positive (1.72) that they would not spend any time in prison as an adult.

When asked to relate the reasons for their current situation, 58% (N=15) made attributions to the self, and 42% (N=11) attributed causes to a situation.

Content analysis of the placement work-sheets gives a sympathetic look at the family, social, and educational backgrounds of the juveniles and allows for the illustrative case studies presented below. In this sub-sample of twenty-six juveniles, 77% (N=20) came from families characterized as dysfunctional. A family was considered dysfunctional if there were any notations on the placement work sheet of physical, emotional or sexual abuse, parental substance abuse, or abandonment. The absence of these situational factors determined a functional family. All females in the sample were from dysfunctional family situations. Twenty-three percent (N=6) of this sub-sample came from "functional" families. A typographic analysis of the family situations revealed four distinct types of families:

- 1) the seemingly "normal" family with a stay-at-home mother and wage earning father,
- 2) single parent homes,
- 3) step parent situations, and
- 4) multi-problem families.

What these differing family situations all have in common is children in trouble. Illustrative examples from



each family type will be presented in the hope that these case histories will make the discussion more meaningful. The statistics previously presented are more than numbers, they represent the life experiences of young people involved with the juvenile justice system. For many of the youth, a situational attribution would have justification in the facts of their daily life. The irony and the mystery is that, as in the total sample, a majority (58%, N=15) of the youth made attributions to the self. Forty-two percent (N=11) placed the blame on situations. The attributions of these juveniles are surprising. The fundamental attribution error refers to the tendency of people to make situational attributions for their own behaviors, but cite dispositional attributions for the behaviors of others, (Ross 1968). In many of the case histories presented below the reader will recognize a myriad of situations that could have been cited in a "situational" attribution response, yet the majority of attributions were made to the self.

#### The "Normal" Family

A family was considered "normal" if the living arrangements conformed to the "Rockwell" ideal of a stay-at-home mother with a wage earning father, and there were no notations on the placement work sheet of any dysfunctional behaviors. Kelly and Timmy both came from seemingly "normal" families. Timmy had a step father, but

he was the only father figure Timmy had ever known. This type of family seems to define the ideal arrangement for the proper socialization of future citizens, however, both boys were in serious trouble. Their stories:

### Kelly

Kelly M., a sixteen year-old, white male with numerous offenses, came from a rather traditional and stable home. His parents, Mr. and Mrs M., did not understand the turn of events in which their son seemingly had turned against them. A family history revealed a normal middle class background. The family lived in the same house for all of Kelly's life and they were well integrated into the neighborhood. Mr. M. was the sole provider for the family and worked steadily until his retirement in 1978. At that time, Mrs M. began a part time job. Mr. and Mrs. M. were always supportive of positive activities and Kelly was active in numerous sports teams throughout his early school years. When Kelly was in the third grade, Mr. M. served as a scoutmaster for his son's troop. Kelly and his father took numerous fishing trips together, once going as far as California.

Mr. M. was the disciplinarian in the home. He yelled and cursed, but he did not hit Kelly. Mrs. M. was mild in her manner and overly protective. Kelly was a model student in school and everything seemed to be fine until

Kelly turned fourteen. At this age he decided he had to do only what he wanted to do. According to Kelly and his parents, he began to experiment with both alcohol and marijuana at about that time. Mr. and Mrs. M were occasional light social drinkers.

In September of 1986, Kelly was involved in an unlawful entry that had been worked out privately between the family and the police. About one year later, in October of 1987, the parents reported discipline problems with Kelly. He was said to be disrespectful and disobedient. At this time Mrs. M. sought and received counselling for effective parenting skills. Kelly continued to offend. In May of 1988, Kelly took a pair of nun-chakus to school to "whup" his best friend who had confided to his parents about Kelly's drug use. Then, in March, Kelly was involved in a burglary, although no formal case was filed. In September of the same year, he was charged with the unauthorized use of a motor vehicle. A delinquency petition and an order of detention were filed. In October, Kelly ran away from home and was placed in a private shelter. The next day he kicked in the back door of an elderly women and scared, shook, and robbed her. Kelly had a cord to tie her, but the woman pleaded she was a diabetic and would die, so he did not carry through with this plan. For this incident Kelly was charged with burglary I, grand theft and unauthorized use of a motor vehicle. He ran away from the shelter on the

12th of October. On the 25th, he was adjudicated on two counts of unauthorized use of a motor vehicle, burglary I and grand theft. In November, he was remanded to DHS custody.

When asked to give a reason for his current situation Kelly gave a litany of his latest offenses, "burglary II, larceny of a motor vehicle, unauthorized use of a motor vehicle". As for what program would be most helpful to him Kelly replied "this place {training school} is what I wanted."

### Timmy

Timmy B. was a 16 year-old, white male. His mother and step-father were married for thirteen years, making the step-father the only father Timmy ever knew. There was no history of abuse or neglect, and the family appeared to be functional. There was some alienation from the community as the family was perceived as being "hillbillies."

The trouble with Timmy started when he was twelve years old. He began to get verbally abusive to authority figures. The problems escalated for two years, until his parents brought him in to the youth authority, stating they could no longer control him. His parents placed him in a children's home, but the cottage soon closed and another placement was sought. Timmy was moved to another children's home, but was discharged quickly for running

away and uncontrollable anger. At that time, Timmy returned to the family home and proceeded to do exactly as he pleased. His parents often had no idea where he was or what he was doing. They had no control over him. Timmy eventually was placed in DHS custody, adjudicated in need of supervision, and placed at a youth home.

Within a very short time, Timmy was dismissed from that placement for fighting at the home and at school, continually running away, and showing no cooperation. Timmy was placed in another youth home where he promptly stole a car. He was placed a third time and immediately ran away. After being gone for two months, Timmy showed up at the family home. He was evaluated at a local hospital and placed in a foster home. That placement fell through within three weeks and Timmy was given another foster home placement. Within a week that foster family requested Timmy be moved. They reported him to be abusive, using vulgar language, deliberately breaking rules, and sneaking out. He was then moved to a shelter, where he caused enough trouble to be placed in detention. After being dismissed from detention, he returned to the shelter while other placement was sought. Finding placement became increasingly difficult as Timmy's "explosive conduct disorder" had been displayed continually to the staff of the various placements. Within a month the shelter requested that Timmy be moved due

to continuing behavior problems. Placement was found in another foster home.

Within four days Timmy had run away and the foster home would not accept his return. He moved in with some family friends until a serious altercation three weeks later. During this altercation, Timmy threatened to kill both his mother and the social worker, became assaultive, and had to be restrained by the county sheriff. He was placed in the county hospital as an inpatient for emergency evaluation. After evaluation, Timmy was placed back at the shelter where his removal was requested almost immediately. Timmy ran before a new placement could be found. Within a week, he was picked up in another state and replaced in a previous foster home. Three weeks later he was placed back in the juvenile detention center, where he was caught drunk several times, continually acted out, and was verbally abusive and threatening.

Timmy had failed several placements. His foster home failures were due to his aggressive, verbally abusive, and assaultive behavior. His family became very frightened of their son's violent outbursts. The numerous failed placements effected Timmy in a powerfully negative manner. He did not bond well with adults and did not trust any authority figures. There was suspected substance use and abuse. While in the various placements, Timmy impacted negatively on the other youth placed there. Timmy had a well documented history of running away. He had no skills

to be self sufficient or independent and was very unrealistic of his abilities.

When asked for the reasons for his current circumstances, Timmy replied "Tearing up stuff. Drugs." In reply to the question about what program plan might best help him, Timmy stated "To go home."

### Single Parent Home

The families with single parents were characterized by over-stressed and over-worked mothers, who, in many cases, held down full time jobs while completing educational requirements for professional or technical degrees. Their necessarily busy lifestyles left little time for the raising or supervision of their children. Both Brian and Brad had mothers who were overloaded with roles to play, and both boys suffered from the resultant neglect. In this family type more than any other it was difficult to affix "blame." There were victims everywhere you looked.

### Brad

Brad B. was a seventeen year-old, white male whose court records contained multiple property offenses of a moderately serious nature. Brad lived with his mother, a single parent, who worked during the day and attended school in the evenings. Brad appeared to have a loving relationship with his mother, but Mrs. B. was weak in the

area of consistent discipline, and Brad often took advantage of her kind heart.

Brad's parents were married in 1969, and divorced in 1972. Mrs. B. was awarded custody of Brad, and he lived with her most of his childhood, until he went to California to live with his father in the summer of 1983. Brad spent the 83/84 and 84/85 school years with his father and returned to his mothers home for the summer months. After the second summer, Brad elected to stay at his mother's home and visited his father only for short periods since that time. Mr. B. reported that Brad had trouble adjusting to the increased supervision of his home.

Brad's problems with the law began when he was 15 years old. He was convicted of being in possession of a stolen auto, multiple property offenses, and of concealing stolen property. He began to associate with a group of older criminals and to abuse alcohol and marijuana. His adjustment in school was poor due to a lack of attendance and effort. Tolerance for Brad in the community was low and his alienation was high. The neighbors were very upset about numerous unsolved burglaries, and the local police were very suspicious of Brad. Mrs. B. appeared to be very frustrated with Brad's continued involvement in criminal activities, but did not appear to express anger towards her son. Both parents expressed the desire to be considered for parole



placement. Mr. B. stated that Brad would continue to be in trouble as long as he lived with his mother.

In answer to the attribution question Brad explained: "My father doesn't pay child support and Mom has trouble. I robbed houses to bring in some money and do drugs." When asked what sort of program or treatment might help him he answered "This place {training school} has been good for me and the five and one half months I spent in detention. I was on the list three and a half months before I got here."

### Brian

Brian G. was a fourteen year-old, white boy who was adjudicated delinquent for two acts of felonious pointing a weapon, two acts of attempted kidnapping and one count of burglary II. Brian lived with his mother and two sisters. Mrs. G. was a full time student with a part-time job. She was not home much and seemed distant from her children. Mr. and Mrs. G. were divorced when Brian was three years old. Custody of all three children was given to Mr. G., who soon remarried. Mrs. G. was granted visitation rights, but did not visit on a regular basis. In the summer of 1987, Mr. G. allowed Brian to stay for an extended visit with his mother. Two weeks later Mr. G.'s new wife filed for divorce and the two daughters also were sent to live with their natural mother. Brian began to do poorly in school, and in mid October he returned to his

father's home. Brian and his father found they could no longer get along, and Brian soon returned to live with his mother. Shortly after returning, he got into serious trouble.

Brian was thwarted in an elaborate plan to tie up two female victims, take them as hostages, and run away to Canada. He held the two women at gun point and threatened to shoot them. This was Brian's first delinquent offense and it was of a very serious nature. Brian's adjustment in the home and in school were both very poor. He did not get along with either parent and rejected the authority of the school. The community tolerance was very poor, and due to the seriousness of the incident and the publicity that surrounded it, Brian became extremely alienated.

The family situation seemed to be very disjointed. None of the members seemed to have close relationships. Both parents seemed to be detached from the children and neither seemed overly concerned about the seriousness of Brian's actions. Both Mr. and Mrs. G appeared to be wrapped up in their individual lives and neither showed much concern for the children.

When asked how he got in trouble Brian answered simply, "I broke into a house." As for programs that would be most helpful Brian allowed that "This place {juvenile treatment facility} has been OK."

## Step-Parent Families

The defining feature in this type of family is friction between the offending juvenile and the step-parent. Darwin had been physically abused repeatedly by his step-father. Tex's step-father has been in the home for 12 of Tex's 14 years, but according to testimony from all sides, the two were never able to get along. There was an unpalatable friction in these homes and episodes of heart-breaking poignancy.

### Darwin

Darwin M. was a sixteen year-old, black male. Darwin's mother was involved in a stable, common law relationship and kept a clean and pleasant home. Darwin had a history of intermittent violent rages that had been increasing in intensity and seriousness for four years. Initially, Darwin's aggressive outbursts took the form of posturing toward objects (punching walls, throwing things), but soon escalated to actual assaults on two house parents and a police officer. Problems began for Darwin in his ninth year. In November of 1984, there was a complaint alleging excessive abusive discipline by the step-father. Darwin was taken into protective custody and a deprived petition was filed.

From November 1984 until September 1988, Darwin had fifteen different placements that lasted from two weeks to eight months. He was placed with his maternal grand-

mother, a placement that lasted for two months. He had been to youth shelters three different times, once for one week, twice for two week stays. He was in three different treatment centers, three different foster homes, and had been an inpatient twice. He was placed back into the home of his mother three different times, but the placements repeatedly broke down with violence. Darwin did not function with his step-father or any other authority figure he perceived as too demanding or whose criticisms he perceived as unjustified.

His adjustment in the home was poor due to repeated violent episodes. Darwin soon refused to try saying that he could not tolerate his step-father's macho authoritative attitude nor his performance demands. Darwin's mother stated she wanted him at home, but Darwin would not return while the step-father was present and his mother would not leave the step-father. His adjustments in school were poor. He was expelled from the area schools for rages directed towards objects and explosions directed toward people that resulted in physical harm and injury to educational staff. Darwin got along well with peers in the school and the community. His aggression was aroused by, and directed towards, authority figures. The violent outbursts appeared to be bewildering to Darwin. After an incident in which he, while handcuffed, assaulted a police officer (kicking, hitting and a bloodied nose),

Darwin reportedly cried and stated "I just can't control it."

When asked what incidents or situations in his life were to blame for his problems Darwin replied "My step-dad abused me and I wound up in foster care. I let my anger get out of control." In response to what kind of programs would be most helpful Darwin stated "No program can help me, I'm still the same."

### Tex

Tex R. was a sixteen year-old, white male adjudicated delinquent, who came from a rather dysfunctional family with suspected drug and alcohol abuse. Tex's mother and natural father were never married and Tex's father never had much to do with him. There had been a step-father in the home for fourteen years. According to Mrs. R., Tex and the step-father have never gotten along. There was also a younger brother in the home, and according to Tex, he and his younger brother did not get along either. Mrs R. reported that Tex had a normal childhood with no abnormal illnesses or unusual problems, but that Tex had developed a violent temper and had destroyed things and kicked in doors.

When Tex was fourteen years old he ran away from home. An in-need-of-supervision petition was filed and Tex was placed at a boys home, where he immediately went AWOL. It was during this absence from supervision that

Tex committed his offenses, second degree burglary, and unauthorized use of a motor vehicle.

Tex bragged about his criminal tendencies and appeared to be anxious and angry toward his mother and family. Tex claimed that both his mother and step-father had been "busted" on drug charges. He further stated that both parents drank heavily, and while his step-father could handle himself under the influence of alcohol, his mother could not. Tex stated that his mother got prescriptions of Valium from the doctor and took them all in one night of drinking and went crazy.

Tex's adjustment in the home was poor. He was extremely angry at his mother and combative with his step-father and younger brother. His adjustment in school was nonexistent, as he refused to even attend. The tolerance in the community was extremely low due to Tex's ongoing offenses.

Tex's response to authority was very poor. He refused to stay anywhere. He had gone AWOL when in placements and refused to stay at home, claiming not to be able to get along with his step-father or younger brother. During his last AWOL, in which he had stayed with some friends, Tex spent the Christmas vacation hiding in a crawl space under the family home.

When asked the reasons for his problems Tex replied "The criminal acts I already told you about. Stealing and unauthorized use of a car". As for programs he thought

may be helpful, Tex stated "All they talk about is family problems and they need more work training to quit stealing."

### Multi-Problem Family Situations

The multi-problem family was characterized by a myriad of social, educational, financial and behavioral problems. In some cases there were problems seemingly caused by plain bad luck. Three case histories are presented to give the reader a sense of the incredible diversity of problem situations. In cases such as these we may be especially understanding, and in agreement with, a situational attribution. We can read the court documents on Brandy, Charles, or Justin and easily list numerous situations that may have led to the youths' current placements. When asked for attributions Brandy, Charles, and Justin all made self attributions.

#### Brandy

Brandy P. was an eleven year-old, black female, who has been adjudicated in-need-of-treatment. Brandy displayed some severe psychological problems. She experienced very inappropriate sexual and visual hallucinations, bizarre verbalizations, and episodes of extreme verbal and sexual aggression. She was hyper-sexual and solicited sexual situations from boys and men. She had exposed herself while in treatment. Brandy

required constant supervision, but did cooperate with persons of authority. Her overt behavioral problems had a duration of two years. Her family and personal problems were lifelong and largely out of her control.

Brandy was abandoned by her natural mother and was placed through a private adoption with Mr. and Mrs. P., when she was just a few months old. Mrs. P. died of unnoted causes when Brandy was seven years old. Two years later, Brandy and her adoptive father were in a severe automobile accident. The accident disabled Mr. P., and marked the start of Brandy's psychological, and behavioral problems. Because of his disabilities, Mr. P. was placed in a nursing home, and Brandy was placed in the home of guardians, an elderly couple who were incapable of supervising her and woefully ill-equipped to deal with her problems.

When asked what in her life caused her present circumstances, Brandy said, "The school in {particular town} put me here." In answer to what type of program would be most helpful Brandy stated "To go home and stay there."

### Charles

Charles K. was a fourteen year-old, black male who was adjudicated in-need-of-treatment. He had been involved in stealing and sexual aggression for a two year period, and participated in some fairly aggressive



sexual assaults in both heterosexual and homosexual situations. His response to authority was noted to be good with his social worker and fair with his foster parents and relatives. The social worker reported that Charles had a good healthy attitude, was fairly positive, and wanted to improve, but had a deep seated need to steal and overeat. Charles was very jealous of his foster siblings, and felt unwanted by his own family.

The whereabouts of Charles' father was unknown. His mother , Mrs. K., was incarcerated in (a women's prison) with a sentence of 99 years on charges of manslaughter. An older brother was in foster care and a younger brother lived with the maternal grandmother. Charles had been placed with the grandmother and then with a maternal aunt. Neither of these placements worked out. The aunt did not want Charles placed with her, but was pressured by the Department of Human Services. Due to his criminal and sexual acting out, the aunt made it clear that Charles could not be placed with her again. The grandmother was willing for Charles to live with her, but such arrangements were deemed unsuitable. The grandmother was elderly (72), poor, and already had one son, and three grandsons in her care. She did not, perhaps could not, supervise Charles. He had been gone for days without his grandmother knowing his whereabouts. Charles had been placed in five foster homes and two relatives homes in four years. He was in some excellent foster homes without

success due to his chronic stealing of money and food. Counselling had been unsuccessful.

Charles's adjustment in school was so poor, he constantly risked being expelled. He was truant, disrespectful, talked in class, and fought with the other students. He had been periodically suspended. His last foster mother requested he be moved, and Charles was awaiting placement at the time of the interview.

When asked about the circumstances or situations in his life that led to his current situation Charles answered "I tried to take a purse." In reply to a question of what type of program or treatment would be most helpful to him he simply said "No".

### Justin

Justin D. was a fourteen year-old, white male, adjudicated delinquent, who had a two year history of nearly weekly offenses, most of them quite serious. There were petitions filed for unauthorized use of a motor vehicle, vandalism, second degree burglary, three counts of malicious injury to property, and two counts of burglary of an auto. Other documented offenses included over \$9,000 damage to the community, numerous curfew violations, the theft of a bike, vandalism of a local bakery, stolen fireworks, attempted illegal entry to an auto, an assault with a knife, and an incident in which Justin stole guns out of two pick up-trucks, only to be

caught later attempting to return them to the opposite trucks.

Justin's verbal aggression was noted as being severe and chronic. Physical aggression was noted only with younger, smaller children and females. He once tried to assault a female social worker in court. His response to the authority of law enforcement, school workers, and his mother were all poor. He would eventually admit to his crime, but always had "good reasons" for his actions. He was in several altercations at school and had been suspended for tardiness, violation of school regulations, and verbal abuse of school officials. He continually ran away from school and home. Justin had very poor relationships with females. He did have several pets, including a white rat that was allowed to crawl all over him and sit behind his ear. He loved hard rock music.

Justin came from a severely dysfunctional home. He was a long-term child welfare case. There is documentation of Justin having been abused physically and emotionally by his mother and his mother's men friends in the home. He had been in DHS custody since the age of ten, as a deprived child. There was never any contact with the father and no positive male role model in the home. Mrs. D. was not capable of providing adequate supervision. While in her custody, Justin had numerous curfew violations and had run away or been absent from the home, with the mother having no idea of his whereabouts on

three different occasions. The mother was diagnosed as an alcoholic schizophrenic with multiple problems. She was illiterate, had no employment skills, and moved frequently. Mrs. D. existed off AFDC payments for Justin, which she used to support her alcohol addictions. Justin came into DHS custody when his mother was drinking heavily. She complied with a service plan long enough to have Justin returned to the home, only to repeat the patterns of abuse and alcoholism.

When Justin was in foster care, it became apparent that his problems stemmed from long term family dysfunctions. He exhibited extreme behavior problems in the last foster care placement, where he hid knives and razor blades under his mattress, built a bomb, and was caught setting two fires. He experienced high mood swings and was extremely disrespectful to females.

Justin's adjustments in the home were poor, due to his mother's abusive behaviors and substance abuse problems. The community tolerance in this case was very poor. School and law enforcement officials wanted something done about Justin. He was alienated totally in the community, where he had been labeled as a "BAD" kid by the police, schools, and neighbors. Local parents would not allow their children to interact with Justin.

Justin believed his problems stemmed from "Hanging around with the wrong crowd." When asked what type of program would best serve him he replied "A group home."

### Summary

Nine case history examples have been presented. Each family situation was unique, but all shared the phenomena of having a child in trouble. Once again the question must be raised, are these problem children or children with problems? This issue will be dealt with in a later chapter of this work. First, however, we will turn our attentions to the types of programs the juveniles felt would be the most help to them.

## CHAPTER VIII

### TYPES OF PROGRAMS WANTED

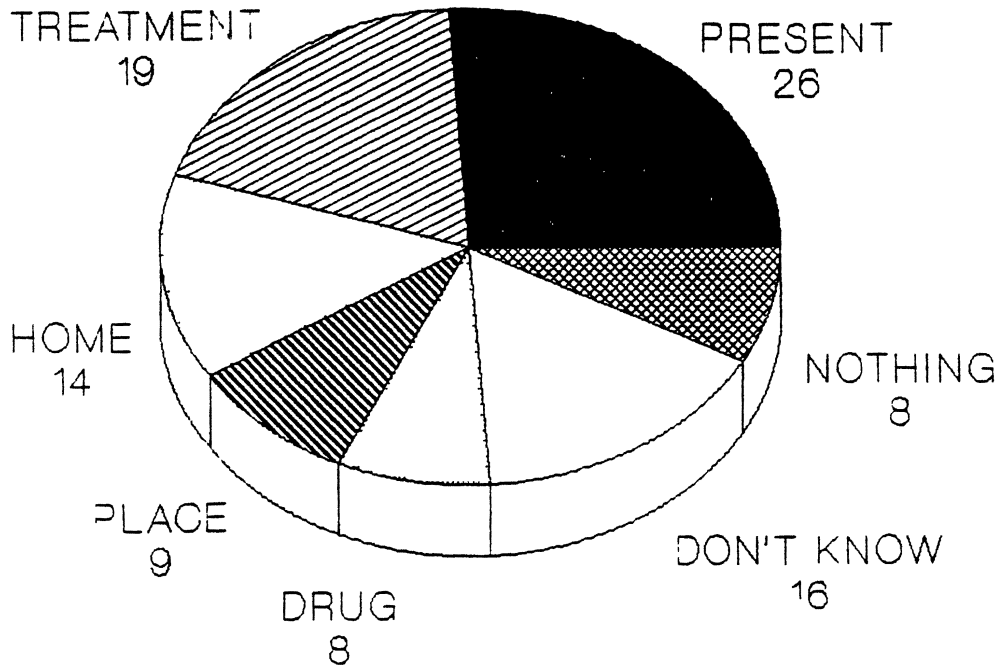
When asked what kind of treatment or program would be the most help to them, 76% (N=65) had definite ideas on what would work for them. Sixteen percent (N=14) of the sampled juveniles did not know or did not answer the program question. Eight percent (N=7) responded that they did not want treatment. There were three reasons youth did not want treatment. Either they felt there was no help for them ("No place can help me I'm still the same"), they did not need help ("None. If I want to be nice to people I will be nice. I don't really think I need help"). or they believed ("All treatments are a waste of time.") Table IX on page 80 and the chart on page 81 will help guide the discussion.

In the group of juveniles who had specific programs or treatments in mind, 34% (N=22) indicated they were pleased with the program with which they were presently involved. Answers in this category of youth who knew what they wanted and wanted what they had, varied little. Many simply named the present facility. Others expressed sentiments such as "This place has been fine," or "One like this one, the one I'm at now." Less enthusiastic responses were "Basically this is OK," or "This is good

enough." One 14 year-old, white male said he was "Happy being here."

TABLE IX  
CHARACTERISTICS OF TYPES OF  
PROGRAMS WANTED

Type Of Program Wanted	N	%
<b>KNOWN TREATMENT/PROGRAM</b>	<b>65</b>	<b>76%</b>
Present placement	22	26%
Other specific treatment	16	19%
Return home	12	14%
Other specific place	8	9%
Drug/alcohol treatment	7	8%
<b>UNKNOWN TREATMENT/PROGRAM</b>	<b>14</b>	<b>16%</b>
<b>OTHER RESPONSES</b>	<b>7</b>	<b>8%</b>
No help for me	4	5%
Don't need treatment	2	2%
Waste of time	1	1%



**FIGURES ARE PERCENTAGES**

**Figure 7. Type of Program Wanted**



The remaining youth in this category knew they wanted some other specific treatment or some other specific place. Of the 76% who knew what they wanted, 37% (N=24) had in mind a specific type of treatment or program. Three 16 year-olds, 1 male and 2 females, specifically stated they needed the job corp program. A seventeen year-old white male, whose attribution dealt with his drinking misadventures, felt he would benefit from "AA or just some kind of sports program." Other youth lacked names, but not specifics, of the type of treatment they felt would be beneficial. A 17 year-old, white male wanted "Lots of hands on training, strict to medium environment." Another wanted "Something with a little more freedom and trust. A chance to work back into a home environment a little bit at a time." A 17 year-old, Indian female thought she could benefit from "The kind that will keep me busy so that I would have very little free time." Eight youth, four of whose attributions dealt with drug use, specified they wanted "Drug therapy," "Drug rehab," or "Drug and alcohol treatment."

The remaining 30% (N=20) of the youth who had something specific in mind, named a particular place they wanted to go. The majority (N=12) of these responses related to returning to the family. One 11 year-old, black female wanted "To go home and stay there." Others mentioned "Family treatment.", or "Something to solve my family problems." A 17 year-old, white male wished "To go

home and be with my family. They and I have a thing we're going to do when I get out of here." A 17 year-old Mexican male wanted "Home treatment. Not here!" Eight other youth had some other particular place in mind. Three juveniles indicated they wanted to go to a group home. One 15 year-old, white male felt the "Need to go to a half-way house." Another, a 15 year-old, white male whose attribution had to do with family problems wanted to go to "A foster family." A 16 year-old, black male stated simply "Prison," and a 17 year-old, white female said "Well, I went to jail for three months and I think that was the best treatment cause I know what to expect."

How well did the juveniles' ideas for treatment correspond to their attributions? A content analysis of both open-ended responses revealed that the juveniles had realistic ideas of the types of treatment that may help them.

Thirty-six percent (N=31) of the juveniles responded to the attribution question by reporting the particular offense committed. Most of these juveniles (65%, N=20) had in mind a specific type of program or place they wanted. Eleven of these juveniles named a specific place or type of treatment, while nine stated they were happy with the treatment they were receiving. Five juveniles, who gave a litany of their offenses, felt there were no programs that could help them.

Nineteen percent of the juveniles made attributions that dealt with substance use or abuse and 8% stated specifically that they wanted or needed substance abuse treatment. There was a good deal of overlap between these two groups. Five out of the seven juveniles who named substance abuse treatment alluded to substance abuse in their attributions.

Situational attributions alluding to problems in the family were made by 26% (N=22) of the juveniles. Fourteen percent mentioned either returning to the home, or family therapy as the preferred treatment. There was not a lot of overlap between these two groups. Only four of the 22 juveniles (18%) who cited family problems in their attributions indicated they wished to return home. With their intimate view of the worlds hinted at in the case history examples, the juveniles from dysfunctional homes did not wish to return there. Forty-one percent of the juveniles who cited family problems in their attributions either wanted to remain where they were or named some other specific place other than the home.

Thirteen percent (N=11) of the juveniles cited attributions dealing with peer relationships. When asked what type of program would benefit them, four of the eleven who blamed their circumstances on the company they kept, indicated they would like to either return to their own home, go to a group home, or participate in family treatment. It was almost as if they had a rudimentary

understanding of how the peer group had replaced the family as the primary agent of socialization.

Attributing the present circumstances to fate was the choice of 6% (N=5) of the juveniles, who believed their only problem was being in the wrong place at the wrong time. Perhaps understandably, three out of these five juveniles did not know what kind of program could best help them. What is the prescription for bad luck?

This qualitative analysis of the attribution and program responses indicated that the juveniles logically related their perceptions of their problems to methods for their solution. Juveniles, who attributed their present circumstances to drug or alcohol use, were likely to name substance abuse therapy as their treatment of choice. Those, who cited the influence of peers, recognized the need for the normative structure afforded by the family. At the same time, those, who cited situational attributions concerning family dysfunctions, recognized their need to seek help elsewhere.

## CHAPTER IX

### THEORETICAL DISCUSSION

Research projects such as this can play an important role in giving juvenile delinquents a voice. Very rarely are delinquents asked for their perceptions of what caused the trouble they are in or what programs or treatments would be most helpful to them. In all our efforts to deal with delinquency, we must first seek to understand the delinquent. We must shift our emphasis from the delinquency to the delinquent (Bartelme 1931). The study of the juvenile's point of view, their interpretation of the situation and of their behavior, are essential for a full understanding of delinquency and for effective treatment, and/or prevention.

Traditionally, juvenile corrections has understood delinquency from the perspective of social control. In this theoretical paradigm, the problem is understood as being based in the individual delinquent who is often seen as having too weak a conscience or too little impulse control. It naturally follows that effective treatment must be aimed at the offending juvenile. If the individual delinquent is seen as flawed, it is the juvenile alone who must be changed or fixed. Social control theories may look upon resocialization or

punishment of the individual as treatment methods of choice.

After a review of the illustrative case history examples, it would seem that a shift in theoretical paradigms is sorely needed, a shift away from social control and towards the paradigm of social disorganization. Social disorganization theories would take the blame off the individual delinquent and place it on the larger social forces that are seen as being the cause of deviance. Social disadvantages such as dysfunctional family systems, economic inequalities, and the general breakdown of normative social structures would be understood as being among the root causes of delinquency. The individual juvenile would move out of the role of the villain and into the role of the victim. If the system is seen as being sick, rather than the individual, solutions to the problem of juvenile delinquency would be aimed at the structural level. Social disorganization theorists would be less interested in individual punishment or rehabilitation and more interested in social reorganization.

Making system wide changes is necessarily much harder than forcing change on the individual level, however, for effective control of the problem of juvenile delinquency, this is what needs to happen. As pointed out by Drabek and Quarantelli (1967), attributing blame to the individual draws attention away from the more fundamental

systemic causes. Such attributions are naturally counter-productive because they create the illusion that some sort of corrective action is being taken. The problem is the discrepancy between the locus of the problem and the focus of the cure. We are treating juveniles with problems as if they were the problem and all our efforts are proving to be counter-productive. As long as we continue to aim our efforts at the individual level, either through treatment or punishment, we will continue to fail. What is clearly needed are preventive strategies aimed at the structural level. We must keep foremost in our minds that these are not problem children, as much as they are children with problems.

## CHAPTER X

### LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FUTURE RESEARCH

#### Limitations of the Present Research

Some limitations of this research project became apparent during the course of the study. These problems, one in methods and one in measurement are discussed below. Suggestions for further research in the area are given.

The largest limitation of the present research design was the failure to include a preliminary question asking the juvenile to report their offense before giving an attribution for it. As it was, the majority of the responses counted as self attributions were reports of the criminal offense. Had the leading question been asked, many of these responses may have shifted to situational attributions bringing the results more in line with previous research in the area.

This study was also weakened by a rather small number of subjects. Having an N of only 86 did not allow for the investigation of any possible cumulative effects of the research variables. During analysis, cells quickly became empty and dropped out when finer measurements were attempted. For instance, it would have been impossible to



measure if facility type had a particular effect on the attributional styles of a young, black, female delinquents in training schools for long periods of time.

A larger number of subjects would have also allowed some finer measurements on those research variables measured at the interval or ratio levels. The present study dichotomized at the mean to form the two groups for analysis (i.e. younger/older, low self image/high self image). Extreme scores on either side of the mean are necessary for significant differences to be apparent with this type of design. A larger N would have allowed the sample to be split in thirds or even quarters to allow a middle, neutral territory. This would have allowed a comparison of true high and low scores. With the smaller N, almost all the cases are clustered about the mean making significant differences all but impossible to find.

#### Suggestions for Future Research

Future research in the area of juvenile attributions for delinquent behaviors should include a preliminary question that asks for a report of the offense. This will eliminate a possible artificial inflation the category of self attributions with reports of the offense committed.

Future research would also benefit from a larger sample to enable finer measurements and the tests for cumulative effects as discussed above.

Another suggestion for future research is to make repeated measurements of attribution to test its reliability across time, circumstances and temperament. Attributional style may not have the permanence of, for instance, a personality trait.

It would also be interesting to compare the attributions of the juvenile, his parents, and the facility staff to see how each one variously understands the causes of the juveniles predicament.

Finally, it would seem that linguistic studies of the juveniles use of language are needed. If we give juveniles a voice, which I think is extremely important, we must be sure we are understanding the meaning of his words. Certainly, however, the attributional responses should be in the voices of the juveniles rather than in pre-determined categories.

The research area of juvenile attributions for delinquent behaviors is an important one that has not received the attention it deserves. To understand the problem of juvenile delinquency, we must begin to understand the delinquent himself. We must turn our attentions away from the delinquent act and towards the individual who committed the act. This suggestion was first made in 1931 (Bartelmen) and the need still exists. Further research in the area is sorely needed and welcomed.

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**APPENDIX A**

**JUVENILE RESPONSES TO ATTRIBUTION  
AND PROGRAM QUESTIONS**

JUVENILE RESPONSES TO ATTRIBUTION AND PROGRAM QUESTIONS  
SELF ATTRIBUTIONS - REPORT OF OFFENSES

Age	R a c e	S e x	What situations or incidents in your life do you think caused you to be placed here.	What type of program or treatment do you think would be the most help to you?
13	B	M	NOT FOLLOWING THE LAW RULES CUZZ.	GROUP HOME OR HOME.
14	W	M	I COULDN'T STAY HOME AND ALWAYS GOING AWOL.	THIS IS GOOD ENOUGH.
14	W	M	TOOK MONEY FROM HOME AND HAD BEEN DRIVING AND I WASN'T OLD ENOUGH.	THIS PLACE HAS BEEN FINE.
14	W	M	BROKE INTO A HOUSE.	THIS PLACE IS OK.
14	B	M	TRIED TO TAKE A PURSE.	NO.
14	B	F	I'M PICKING UP WEAPONS TO FIGHT AND BREAKING PEOPLES HOUSES.	PROBABLY NOTHING.
14	I	F	RAN AWAY.	GROUP HOME.
15	W	M	STEALING CARS, BREAKING INTO HOBBY SHOP AND TROUBLE WITH FAMILY, SCHOOL AND LIFE.	THIS PLACE.
15	W	M	SELF ABUSE.	NEED (specific place). THIS PLACE IS A MISTAKE.
15	W	M	RUNNING AWAY FROM HOME.	NEW START.
15	B	M	MY ASSAULTS-MY TEMPER.	MY FAMILY
15	I	M	ASSAULTS AND ROBBERY.	DON'T KNOW.
15	W	F	RAN AWAY.	NO HELP FOR ME, NOTHING WILL HELP
16	W	M	CRIMINAL ACTS. I ALREADY TOLD.	ALL THEY TALK ABOUT IS FAMILY PROBLEMS AND THEY NEED MORE WORK TRAINING TO QUIT STEALING.
16	W	M	BURGLARY II. LARCENY OF A MOTOR VEHICLE. UNAUTHORIZED USE OF A MOTOR VEHICLE.	THIS PLACE IS WHAT I WANTED.

JUVENILE RESPONSES TO ATTRIBUTION AND PROGRAM QUESTIONS  
SELF ATTRIBUTIONS - REPORT OF OFFENSES

Age	R a c e	S e x	What situations or incidents in your life do you think caused you to be placed here.	What type of program or treatment do you think would be the most help to you?
16	w	m	ASSAULTIVE BEHAVIOR AT (named a particular place). ALSO ASSAULTIVE BEHAVIOR AT HOME.	THIS PLACE IS HELPING ME BUT I THINK IT WOULD HAVE BEEN BETTER TO LIVE AT HOME AND GET OUTPATIENT TREATMENT.
16	W	M	WHEN I WAS AT HOME I WOULD HAVE A PROBLEM AND I WOULD NOT DEAL WITH IT- SO I WOULD GET IN TROUBLE.	THIS ONE.
16	B	M	STEALING CARS.	NOT SURE. NEED A BETTER PROGRAM WHERE KIDS WHO DO DRUGS AREN'T WITH KIDS WHO STEAL.
16	B	M	FIGHTING WITH STAFF. WENT AWOL. DID DRUGS AT (named place)	DRUG PROGRAM.
16	I	M	PULLING GUNS ON PEOPLE.	NONE. IF I WANT TO BE NICE TO PEOPLE I WILL BE NICE. I DON'T REALLY THINK I NEED HELP.
17	W	M	GENERAL DELINQUENT BEHAVIORS.	ALL PROGRAMS ARE A WASTE OF TIME.
17	W	M	RUNNING AWAY FROM PROBLEMS.	LOTS OF HANDS ON TRAINING. STRICT TO MEDIUM ENVIRONMENT.
17	I	M	STEALING AND CHEATING.	THE BAR SCALE. (a particular measurement method at facility)
17	B	M	SHOOT AT SOMEONE.	--
17	B	M	I GOT PUT IN HERE FOR ROBBERY BY FEARS AND FORCE.	HAVE SOMEONE TO TALK TO ME WHEN I NEED SOMEONE TO TALK TO AND WILL HELP ME WHEN I NEED HELP.
17	W	F	SUICIDE AND MOLESTATION.	PROBABLY HERE. DON'T KNOW ABOUT PROGRAMS.
17	W	F	ACTING ON IMPULSE. NOT THINKING BEFORE I ACTED.	WELL I WENT TO JAIL FOR 3 MONTHS AND I THINK THAT WAS THE BEST TREATMENT CAUSE I KNOW WHAT TO EXPECT.

JUVENILE RESPONSES TO ATTRIBUTION AND PROGRAM QUESTIONS  
SELF ATTRIBUTIONS - REPORT OF OFFENSES

Age	R a c e	S e x	What situations or incidents in your life do you think caused you to be placed here.	What type of program or treatment do you think would be the most help to you?
17	W	F	SELF ABUSE.	I DON'T KNOW.
18	W	F	RAN AWAY.	--

JUVENILE RESPONSES TO ATTRIBUTION AND PROGRAM QUESTIONS  
SELF ATTRIBUTIONS - DRUG AND ALCOHOL USE

Age	R a c e	S e x	What situations or incidents in your life do you think caused you to be placed here.	What type of program or treatment do you think would be the most help to you?
13	W	M	STEALING CARS. INVOLVED WITH DRUGS.	--
14	W	M	NOT GOING TO SCHOOL, DOING DRUGS AND GETTING INTO TROUBLE WITH THE LAW. BEING OLD BOBBY.	HAPPY BEING HERE.
15	B	M	RUNNING AWAY AND GETTING INTO TROUBLE, NOT BAD BUT DRINKING AND STUFF.	I DO NOT NEED ANY KIND OF FUCKING ANY KIND OF FUCKING TREATMENT!!
15	W	F	BEAT UP A KID AT (specific place named). AWOL FROM (2nd place named) FOR 1 DAY. GOT DRUNK AT (3rd place named)	NEED TO GO TO A HALFWAY HOUSE.
15	W	F	DRUG USE BACK IN THE COMMUNITY.	GO THROUGH DRUG TREATMENT AGAIN.
16	W	F	FIGHTING WITH GRANDMOTHER OVER DRUGS.	ONE LIKE THIS ONE. DON'T WANT DRUG TREATMENT. HAVE ALREADY BEEN THROUGH ALL OF THOSE.
16	W	M	DRUG ADDICTION. BAD PERSONAL DECISION.	--
16	W	M	BREAKING AND ENTERING FOR DRUG MONEY.	SOMETHING TO SOLVE MY FAMILY PROBLEMS.
16	W	M	TEARING UP STUFF. DRUGS.	TO GO HOME.
16	W	F	ALCOHOL USE	JOB CORP.
17	W	M	DOING TOO MANY DRUGS AND BEING TOO HATEFUL AND HANGING AROUND SOME PEOPLE THAT WOULD BE LOYAL TO BE LOYAL TO THEM TO KILL SOMEONE.	SPECIFIC PLACE NAMED.
17	W	M	WHEN I GET DRUNK AND THEN GET INTO TROUBLE.	AA OR JUST SOME KIND OF SPORTS PROGRAM.
17	W	M	MY HOT TEMPER AND DRUGS.	DRUG GROUP AND JUST BEING ABLE TO TALK TO PEOPLE.

JUVENILE RESPONSES TO ATTRIBUTION AND PROGRAM QUESTIONS  
 SELF ATTRIBUTIONS - DRUG AND ALCOHOL USE

Age	R a c e	S e x	What situations or incidents in your life do you think caused you to be placed here.	What type of program or treatment do you think would be the most help to you?
17	B	M	STEALING AND DOING DRUGS.	DON'T KNOW.
17	W	F	DRUGS AND AWOL.	THIS PLACE HAS BEEN FINE.
18	W	M	MY TEMPER AND DRINKING.	SOMETHING THAT WELL YOU CAN TALK TO PEOPLE WHEN YOU GOT A PROBLEM.

JUVENILE RESPONSES TO ATTRIBUTION AND PROGRAM QUESTIONS  
OTHER ATTRIBUTIONS - INVOLVING FAMILY

Age	R a c e	S e x	What situations or incidents in your life do you think caused you to be placed here?	What type of program or treatment do you think would be the most help to you?
13	W	M	MY MOTHER LEAVING ME AT 4 YEARS OLD. ABUSIVE PARENTS	DRUG AND ALCOHOL TREATMENT
14	W	F	BEING ABUSED.	THERAPY TO HELP ME CONTROL MY ANGER.
14	I	F	MY DIABETIS, FAMILY PROBLEMS, DRUG PROBLEMS.	DRUG THERAPY.
15	W	M	FAMILY PROBLEMS.	A FOSTER FAMILY.
15	W	F	DAD'S ALCOHOLISM CAUSED ME TO HAVE TROUBLE IN MY HOMETOWN.	BASICALLY THIS IS OK.
15	B	M	COUSIN TAUGHT ME HOW TO STEAL.	COUNSELLING.
15	B	M	TOO MUCH INVOLVED WITH MY FATHER IN NEGATIVE WAYS.	THE ONE THAT I'M AT NOW.
15	B	M	STEP-DAD ABUSED ME AND I WOUND UP IN FOSTER CARE. I LET MY ANGER GET OUT OF CONTROL.	NO PLACE CAN HELP ME. I'M STILL THE SAME.
16	W	M	JUST NOT HAVING ENOUGH PARENTAL SUPERVISION AND MY PROBLEMS WITH DRUGS AND ALCOHOL.	THE ONE THAT WE HAVE HERE.
16	W	M	HAVING A BAD FAMILY.	NOTHING.
16	W	M	PARENTS WERE STRICT AND I STARTED RUNNING AWAY AND GETTING INTO TROUBLE.	INDEPENDENT LIVING. I WANT TO GO TO FORT SMITH.
16	I	M	NOT KNOWING HOW TO COMMUNICATE WITH MY MOTHER.	FAMILY TREATMENT.
16	B	F	ABANDONMENT.	DRUG THERAPY.
16	I	F	MY COUSIN DIED AND I STOLE A LOT	NAMED A SPECIFIC PLACE.
16	O	F	I WAS ACTING A FOOL WITH NO REAL SUPERVISION SO I STARTED DOING DRUGS AND MESSING UP.	THIS ONE HERE.

JUVENILE RESPONSES TO ATTRIBUTION AND PROGRAM QUESTIONS  
SELF ATTRIBUTIONS - DRUG AND ALCOHOL USE

Age	R a c e	S e x	What situations or incidents in your life do you think caused you to be placed here?	What type of program or treatment do you think would be the most help to you?
17	W	M	MY FATHER DOESN'T PAY CHILD SUPPORT AND MOM HAS TROUBLE. I ROBBED HOUSES TO BRING IN SOME MONEY AND DO DRUGS.	THIS PLACE HAS BEEN GOOD TO ME AND THE 5 1/2 MONTHS I SPENT IN DETENTION. ON THE LIST 3 1/2 MONTHS BEFORE I GOT HERE.
17	W	M	I GOT INTO TROUBLE WITH MY MOTHER IN THE PAST.	ONE LIKE THIS.
17	W	M	THE FACT THAT MY DAD IS AN ALCOHOLIC AND ONE NIGHT HE THOUGHT I WAS DOING SOMETHING WRONG SO HE BEAT THE (SHIT) OUT OF ME FOR A MINOR THING THEN.	SOMETHING WITH A LITTLE MORE FREEDOM AND TRUST. A CHANCE TO WORK BACK INTO A HOME ENVIRONMENT A LITTLE BIT AT A TIME.
17	B	M	FAMILY TROUBLES.	SPECIFIC TREATMENT CENTER NAMED.
17	I	M	ALCOHOL. WRONG KIND OF ENVIRONMENT.	THINGS NOT FORCED ON YOU SO MUCH.
17	O	M	BECAUSE I DIDN'T HAVE A DAD.	HOME TREATMENT. NOT HERE!!!
17	I	F	I WAS ALWAYS TRYING TO PLEASE MY GRANDMOTHER AND I WAS ALSO DOING BECAUSE I GOT TO DO MORE THINGS.	THE KIND THAT WILL KEEP ME BUSY SO THAT I WOULD HAVE VERY LITTLE FREE TIME.



JUVENILE RESPONSES TO ATTRIBUTION AND PROGRAM QUESTIONS  
OTHER ATTRIBUTIONS - INVOLVING PEERS

Age	R a c e	S e x	What situations or incidents in your life do you think caused you to be placed here.	What type of program or treatment do you think would be the most help to you?
14	W	M	HANGING AROUND WITH THE WRONG CROWD.	GROUP HOME.
14	W	M	I THINK IT WOULD HAVE TO BE DRUGS.	SPECIFIC PLACE NAMED.
15	W	M	HANGING AROUND WITH MY FRIENDS THAT DO DRUGS.	AT A PSYCHIATRIC HOSPITAL.
16	B	M	BY BEING IN A GANG TRYING TO BE BAD.	PRISON.
16	B	M	PEER PRESSURE.	FAMILY TREATMENT.
16	B	M	RUN WITH THE WRONG PEOPLE AND NOT FOLLOWING MY FAMILY RULES.	I REALLY DON'T KNOW. THANK YOU FOR TALKING TO ME.
16	I	M	PEER PRESSURE.	GROUP HOME.
16	B	F	I WAS WITH A GIRL WHO TOOK SOME STUFF. I WAS WITH HER BUT I DID NOT STEAL ANYTHING.	I THINK I NEED THE JOB CORP PROGRAM.
17	W	M	MY FRIENDSHIP WITH SKINHEADS.	DRUG REHAB.
17	W	M	MY BEING AROUND THE WRONG KIND OF PEERS. ALSO NOT LIVING AT HOME AT THE TIME OF MY CRIME.	TO GO HOME AND BE WITH MY FAMILY. THEY AND I HAVE A THING WE'RE GOING TO DO WHEN I GET OUT.
17	B	M	BEING IN GANGS.	THIS PLACE IS HELPING ME.

JUVENILE RESPONSES TO ATTRIBUTION AND PROGRAM QUESTIONS  
OTHER ATTRIBUTIONS INVOLVING FATE, SELF  
OR OTHER SITUATIONS

Age	R a c e	S e x	What situations or incidents in your life do you think caused you to be placed here.	What type of program or treatment do you think would be the most help to you?
FATE				
14	W	M	IN WRONG PLACE-WRONG TIME. PEOPLE	WHERE THERE ARE NOT A LOT OF
14	B	M	WRONG PLACE-WRONG TIME.	--
16	W	M	WRONG PLACE-WRONG TIME.	JOB CORP PROGRAM.
17	W	M	WRONG PLACE-WRONG TIME.	DON'T KNOW.
17	W	M	WRONG TIME-PLACE	DON'T KNOW.
OTHER SITUATION				
14	B	F	SCHOOL IN (town) PUT ME HERE.	GO HOME AND STAY THERE.
OTHER SELF				
16	W	M	REQUESTED TO LEAVE FOSTER HOME.	--
17	W	F	SMART MOUTH, ATTITUDE.	--

**APPENDIX B**

**JUVENILE INTERVIEW**

8-10-88

## OKLAHOMA OFFICE OF JUVENILE SYSTEM OVERSIGHT

## JUVENILE INTERVIEW

Juvenile's unique identification number \_\_\_\_\_

Date of interview \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Name of facility \_\_\_\_\_

City where facility located \_\_\_\_\_

Name of Oversight Staff member conducting interview

CIRCLE ONE

01 = Wayne Chandler

03 =

04 = Robert Mitchell

05 = Sue Morris

06 = Pam Murphy

08 = Other SPECIF. \_\_\_\_\_

Juvenile's name \_\_\_\_\_

Juvenile's adjudication type

CIRCLE ONE

01 = Delinquent DC

02 = In need of Treatment INT

03 = In need of Supervision INS

04 = Deprived Neglected

05 = In need of Treatment - Delinquent INT DC

06 = In need of Treatment - In need of Supervision

07 = In need of Treatment - Deprived Neglected, INT Deprived

08 = Not applicable - Pre-adjudication

09 = Not applicable - School for the Blind

10 = Other EXPLAIN \_\_\_\_\_

TEAR OUT THE LAST PAGE OF THIS SURVEY. -- TEAR OUT PAGE # 2  
 PRESENT IT TO THE FACILITY STAFF FOR THEM TO COMPLETE  
 WHEN FINISHED ATTACH PLACEMENT WORKSHEETS TO THIS SURVEY

Page 1

## INTRODUCTION AND CONSENT FORM

Hello, my name is \_\_\_\_\_ I am from the Oklahoma Office of Juvenile System Oversight. Our office tries to assure that the juvenile justice system is operating properly and that your rights are being protected. Part of our responsibility is to visit places like this and interview kids like you. You were randomly selected to be interviewed today. You are not in any trouble because you are being interviewed by me today.

[READ THE FOLLOWING ALOUD TO THE JUVENILE]

Most of our conversation today will be confidential. No one here or anywhere else will know what answers you give me with the following exception. If you tell me of any illegal acts committed here--either committed against you or by you--that have not been reported, I may have to discuss those incidents with others.

Your participation in this interview is voluntary. If you do not want to answer any specific question, you do not have to. If you do not want to be interviewed at all, you may leave at this time. Do you have any questions? If you are willing to be interviewed, please sign below.

The above information has been read to me and I understand that this information is voluntary and I am willing to participate in this interview.

\_\_\_\_\_  
Signature of youth

\_\_\_\_\_  
Date

SECTION A BACKGROUND

[THE PURPOSE OF THESE QUESTIONS IS TO DETERMINE WHERE THE YOUTH WAS LIVING THE LAST TIME HE OR SHE WAS IN A "STABLE, HOME-TYPE" SETTING IF THE YOUTH WAS AT ANOTHER INSTITUTION OR FACILITY PRIOR TO COMING TO THIS FACILITY, PROBE UNTIL YOU DETERMINE THE CITY OR TOWN THE YOUTH CONSIDERS TO BE HIS OR HER "HOME TOWN " ]

1 Where is your home town? \_\_\_\_\_

2. What county is that in? \_\_\_\_\_

3 Who were you living with before coming to the facility?  
[PROBE RECORD EXACT NUMBER OF EACH TYPE INDIVIDUAL NAMED AS LIVING IN THE HOME ENTER THE NUMBER TO THE LEFT OF THE LINE ]

___	Mother	{CIRCLE ONE}	Natural, adoptive, step, foster		
___	Father	{CIRCLE ONE}	Natural, adoptive, step, foster		
___	Sister	{CIRCLE ONE}	Natural, half-, step-, foster		
___	Brother	{CIRCLE ONE}	Natural, half-, step-, foster		
___	Father's girlfriend			___	Mother's boyfriend
___	Sister-in-law			___	Brother-in-law
___	Grandmother			___	Grandfather
___	Aunt			___	Uncle
___	Female cousin			___	Male cousin
___	Niece			___	Nepew
___	Other female {SPECIFY}			___	Other male SPECIFY}

4 So, counting yourself, there were \_\_\_\_\_ people there? [ENTER TOTAL]

5 Next, I need some information about whether you were going to school before you came here and what grade you were in were you in school?

1 Yes	2 No	3 Other {SPECIFY
IF YES	{IF NO}	E G , SPECIAL
What grade	Why weren't you	SCHOOL OF SOME
were you	in school?	KIND, PROBE
in?	01 Suspended	AND DESCRIBE
_____	02 Expelled	
	03 Dropped out	_____
	04 Graduated from	_____
	high school or	
	has a GED	
	05 Other {SPECIFY}	_____

6 How long have you been here at ( facility name )? [CODE THE NUMBER AND THEN CIRCLE WHETHER IT IS MONTHS, WEEKS OR DAYS]

\_\_\_\_\_ {CIRCLE ONE} Months Weeks Days

- 7 What definition would you give yourself in terms of your racial identity? [CIRCLE PROPER CATEGORY IF YOUTH IN DOUBT, SHOW YOUTH LIST BELOW OR READ IT TO HIM/HER IF "MIXED," CIRCLE "MIXED" AND CIRCLE GROUPS INVOLVED IN MIXTURE IF YOU DOUBT ACCURACY OF ANSWER, CHECK HERE \_\_\_\_\_ VERIFY BY COMPARING TO RACE ON PLACEMENT WORKSHEET]

- 01 White  
 02 Black  
 03 Asian  
 04. Native American Indian  
 05 Mexican American, Chicano, Chicana  
 06 Mixed [CIRCLE ALL CATEGORIES WHICH APPLY]  
 07 Other [SPECIFY] \_\_\_\_\_

8. [CIRCLE THE PROPER CATEGORY]      1 Female      2 Male

- 9 How old are you? \_\_\_\_\_

SECTION B GRIEVANCE PROCEDURE

I'd like to ask you a few questions about the grievance procedure here at [ facility name ]

- 1 Do you know about the grievance procedure?

1 Yes      2 No [SKIP TO SECTION C]      9 DK  
 [PROBE/EXPLAIN] \_\_\_\_\_

- 2 Have you ever filed a grievance?

1 Yes      2 No      9 DK [PROBE/EXPLAIN] \_\_\_\_\_  
 IF YES

How many grievances  
 have you filed  
 [since you came here/in the past year]? \_\_\_\_\_

- 3 Is there anything that you would like to say about the grievance procedure? [PROBE ANYTHING YOU LIKE OR DISLIKE]

1 Yes      2 No  
 IF YES \_\_\_\_\_  
 \_\_\_\_\_

- 4 Here is a set of numbers which you can use to tell me how satisfied or dissatisfied you are with the way the grievance procedure is working here [TEAR OUT PAGE # 2] Look at the Satisfaction Scale on this page. The number 1 means you are very dissatisfied, number 7 means you are very satisfied. Four means you are neither satisfied nor dissatisfied. What number describes how satisfied or dissatisfied you are with the grievance procedure here?  
 \_\_\_\_\_





5 Is there anything that you would like to say about the Crisis Management Center? [PROBE ANYTHING YOU LIKE/DISLIKE]

1 Yes                      2 No                      9 DK

[IF YES ] \_\_\_\_\_  
 \_\_\_\_\_

6 How satisfied are you with the way the Crisis Management Center is working? Using the 1 to 7 scale I gave you earlier, how satisfied are you?

\_\_\_\_\_

SECTION D DISCIPLINE

Next I have some questions about ways you may have been disciplined [in the past year/since you came here]

[READ EACH QUESTION IF YOUTH SAYS "YES", ASK FOLLOW-UP QUESTIONS ACROSS THE PAGE PROBE TO VERIFY THE INCIDENT WAS ILLEGAL DISCIPLINARY ACTION -- EXCLUDE ACCIDENTS OR UNINTENTIONAL ACTS ]

			<u>BEEN</u>	<u>BEEN</u>
		<u>HOW DID THIS HAPPEN?</u>	<u>REPORTED?</u>	<u>INVESTIGATED?</u>
1	Have you been swatted or struck or physically hurt in some way?	1 Yes 2 No 9 DK _____ _____ _____	1 Yes 2 No 9 DK	1 Yes 2 No 9 DK
2	Have you been handcuffed? [EXCLUDE PADDED CUFFS OR WHILE BEING TRANSPORTED]	1 Yes 2 No 9 DK _____ _____	1 Yes 2 No 9 DK	1 Yes 2 No 9 DK
3	Have you had your hands and feet tied together?	1 Yes 2 No 9 DK _____ _____	1 Yes 2 No 9 DK	1 Yes 2 No 9 DK
4	Have you had a member of staff threaten to hurt you physically?	1 Yes 2 No 9 DK _____ _____	1 Yes 2 No 9 DK	1 Yes 2 No 9 DK

[INTERVIEWER ARE THERE ANY INCIDENTS THAT NEED FURTHER INVESTIGATION?  
 1 YES                      2 NO

- 5 Is there anything that you would like to say about the way the staff handles disciplinary procedures? [PROBE ANYTHING YOU LIKE/DISLIKE]

1 Yes                    2 No                    9 DK

[IF YES ] \_\_\_\_\_  
 \_\_\_\_\_

- 6 How satisfied are you with disciplinary procedures here?  
 Using the 1 to 7 scale, how satisfied are you?

\_\_\_\_\_

SECTION E VICTIMIZATION/ABUSE QUESTIONS

[FOR JUVENILES WHO HAVE BEEN IN THE FACILITY FOR MORE THAN ONE YEAR LIMIT THE RESPONSES TO ONE YEAR IF THE YOUTH HAS BEEN THE VICTIM OF A CRIME GO IMMEDIATELY TO THE "INCIDENT REPORT" FORM AND ASK THE FOLLOWUP QUESTIONS IF A PARTICULAR TYPE OF CRIME HAS OCCURRED MORE THAN ONCE, ASK THE FOLLOWUP QUESTIONS ONLY ABOUT THE LAST OCCURRENCE THEN RETURN TO ASK THE REST OF THESE "SCREENERS " ]

These next questions are about whether you have been the victim of a crime or any kind of abuse [in the past year/since you came here] I am interested in the things that have happened to you here at [facility name], including things done by other youths, staff, or outsiders

4. Has anyone beaten you up here at [facility name] or attacked you with a weapon [in the past year/since you came here]?

[PROBE or anything they tried to use as a weapon? CIRCLE RESPONSE]

1 Yes [ASSAULT]                      2 No [SKIP TO NEXT PAGE]                      9 DK

[IF YES  
OR MAYBE ]  
How many times? \_\_\_\_\_

[FILL OUT AN INCIDENT REPORT]

INCIDENT REPORT

FOR EACH TYPE OF CRIME REPORTED (ASSAULT, VANDALISM, ETC) COMPLETE AN INCIDENT REPORT ONLY ON THE MOST RECENT INCIDENT ]

Type of crime [CIRCLE ONE] Assault, Other  
[SPECIFY] \_\_\_\_\_

Where did it happen?      Do you know who did it?      Did you report it to the staff?      Was it investigated?      Was anyone punished?

1. Here at facility	1 Yes, other youth	1 Yes	1 Yes	1 Yes
2 Elsewhere	2 No	2 No	2 No	2 No
9 DK	3 yes, staff	9 DK	9 DK	9 DK
	4 yes, outsider			
	9 DK			

A) Please describe what happened [RECORD SALIENT DETAILS IF IT WAS A SEXUAL ASSAULT, THIS SHOULD BE NOTED IF, IN YOUR JUDGEMENT, THIS IS NOT A VALID INCIDENT, INDICATE BELOW

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B) Is there anything that you think should have been done about this incident that was not done? [PROBE ANYTHING ELSE?]

1 Yes                                      2 No                                      9 DK

[IF YES  
What should have been done? \_\_\_\_\_

C) Using the 1 to 7 satisfaction scale, how satisfied were you with the way the authorities handled this incident?

\_\_\_\_\_

2 [Not counting anything you have already mentioned ]  
 Has anyone threatened you with a weapon [in the past year/since you have been here] at [facility name]? [CIRCLE RESPONSE]

1 Yes [ATTEMPTED ASSAULT] 2 No [SKIP TO NEXT PAGE] 9 DK

[ IF YES  
 OR MAYBE ]  
 How many times? \_\_\_\_\_

[FILL OUT AN INCIDENT REPORT]

INCIDENT REPORT

[FOR EACH TYPE OF CRIME REPORTED (ASSAULT, VANDALISM, ETC) COMPLETE AN INCIDENT REPORT ONLY ON THE MOST RECENT INCIDENT ]

Type of crime [CIRCLE ONE] Attempted assault, Other  
 [SPECIFY]\_\_\_\_\_

Where did it happen?	Do you know who did it?	Did you report it to the staff?	Was it investigated?	Was anyone punished?
1 Here at facility	1 Yes, other youth	1 Yes	1 Yes	1 Yes
2 Elsewhere	2 No	2 No	2 No	2 No
9 DK	3 yes,staff 4 yes,outsider 9 DK	9 DK	9 DK	9 DK

A) Please describe what happened [RECORD SALIENT DETAILS IF IT WAS A SEXUAL ASSAULT, THIS SHOULD BE NOTED IF, IN YOUR JUDGEMENT, THIS IS NOT A VALID INCIDENT, INDICATE BELOW

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

B) Is there anything that you think should have been done about this incident that was not done? [PROBE ANYTHING ELSE?]  
 1 Yes 2 No 9 DK  
 [IF YES  
 What should have been done? \_\_\_\_\_

C) Using the 1 to 7 satisfaction scale, how satisfied were you with the way the authorities handled this incident?  
 \_\_\_\_\_

3 Have you been the victim of a sexual assault in which someone forced you to have sex with them by threatening you [in the past year/since you have been here]? [CIRCLE RESPONSE]

- 1 Yes [SEXUAL ASSAULT]      2 No [SKIP TO NEXT PAGE]      9 DK

[IF YES ]  
How many times? \_\_\_\_\_

[FILL OUT AN INCIDENT REPORT]

INCIDENT REPORT

[FOR EACH TYPE OF CRIME REPORTED (ASSAULT, VANDALISM, ETC) COMPLETE AN INCIDENT REPORT ONLY ON THE MOST RECENT INCIDENT ]

Type of crime [CIRCLE ONE] Sexual assault, Other  
[SPECIFY] \_\_\_\_\_

Where did it happen?	Do you know who did it?	Did you report it to the staff?	Was it investigated?	Was anyone punished?
1 Here at facility	1 Yes, other youth	1 Yes	1 Yes	1 Yes
2 Elsewhere	2 No	2 No	2 No	2 No
9 DK	3 yes staff	9 DK	9 DK	9 DK
	4 yes, outsider			
	9 DK			

A) Please describe what happened      RECORD SALIENT DETAILS      IF IT WAS A SEXUAL ASSAULT, THIS SHOULD BE NOTED      IF, IN YOUR JUDGEMENT, THIS IS NOT A VALID INCIDENT, INDICATE BELOW

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B) Is there anything that you think should have been done about this incident that was not done? [PROBE ANYTHING ELSE?]

1 Yes      2 No      9 DK

[IF YES ]  
What should have been done? \_\_\_\_\_

C) Using the 1 to 7 satisfaction scale how satisfied were you with the way the authorities handled this incident?  
\_\_\_\_\_



5 Has anyone intentionally destroyed or damaged property belonging to you, or has anyone tried to do this [ in the past year/since you've been here ]? [CIRCLE RESPONSE]

- 1 Yes [VANDALISM]                      2 No [SKIP TO NEXT PAGE]                      9 DK  
 [IF YES]  
 How many times? \_\_\_\_\_

[FILL OUT INCIDENT REPORT]

INCIDENT REPORT

[FOR EACH TYPE OF CRIME REPORTED (ASSAULT, VANDALISM, ETC) COMPLETE AN INCIDENT REPORT ONLY ON THE MOST RECENT INCIDENT ]

Type of crime [CIRCLE ONE] Vandalism, Other [SPECIFY] \_\_\_\_\_

Where did it happen?	Do you know who did it?	Did you report it to the staff?	Was it investigated?	Was anyone punished?
----------------------	-------------------------	---------------------------------	----------------------	----------------------

- |                    |                    |       |       |       |
|--------------------|--------------------|-------|-------|-------|
| 1 Here at facility | 1 Yes, other youth | 1 Yes | 1 Yes | 1 Yes |
| 2 Elsewhere        | 2 No               | 2 No  | 2 No  | 2 No  |
| 9 DK               | 3 yes, staff       | 9 DK  | 9 DK  | 9 DK  |
|                    | 4 yes, outsider    |       |       |       |
|                    | 9 DK               |       |       |       |

A) Please describe what happened RECORD SALIENT DETAILS IF IT WAS A SEXUAL ASSAULT, THIS SHOULD BE NOTED IF, IN YOUR JUDGEMENT, THIS IS NOT A VALID INCIDENT, INDICATE BELOW

B) Is there anything that you think should have been done about this incident that was not done [PROBE ANYTHING ELSE?]

- 1 Yes                      2 No                      9 DK  
 [IF YES]

What should have been done? \_\_\_\_\_

C) Using the 1 to 7 satisfaction scale, how satisfied were you with the way the authorities handled this incident?

\_\_\_\_\_





[TEAR OUT PAGE # 3]

7 Here is a set of numbers that you can use to describe the availability of drugs. A zero means drugs and alcohol are not available at all. A five means they are very easy to get. You may use any number between zero and five to describe availability.

0	1	2	3	4	5
Not at all Available	Very Hard to Get	Somewnat Hard to Get	Neither Hard or Easy	Somewnat Easy to Get	Very Easy to Get

Using these numbers, how easy do you think it is for residents to get illegal drugs or alcohol while at this facility?

[WRITE 9 IF ANSWER 'I DONT KNOW'] \_\_\_\_\_

[IF DRUGS ARE NOT AT ALL AVAILABLE (0) SKIP TO QUESTION 9]

Which drugs are available?  
[PROBE alcohol, marijuana, crack, speed]

\_\_\_\_\_

\_\_\_\_\_

Who makes the drugs or alcohol available?  
[PROBE other facility, youth, staff, visitors]

\_\_\_\_\_

\_\_\_\_\_

9 The next scale on the bottom of that page describes the amount of drug use. A zero means no one uses drugs or alcohol and a five means nearly everyone does it.

0	1	2	3	4	5
No One all	Very Few Kids Use Drugs	Some Kids Use Drugs	About half the kids Use Drugs	A Lot of Kids Use Drugs	Nearly Everyone Uses Drugs

Using this scale, how much drug and alcohol use do you believe goes on at this facility?

[WRITE 9 IF ANSWER 'I DONT KNOW'] \_\_\_\_\_

SECTION F PERCEPTIONS OF SAFETY

I am interested in knowing whether you feel safe here -- safe in the sense of not being afraid that you will be physically threatened or harmed [TEAR OUT PAGE # 4] Here is a "Safety Scale" we will use to answer these next few questions

This scale shows different feelings of safety A score of one means you do not feel at all safe A seven means you feel very safe You may use 1 or 7 or any number in between to describe how safe you feel

1 If you understand the scale, lets begin

Safety  
Score

\_\_\_\_\_ First, how safe do you feel when you are  
alone with staff? [PROMPT IF NEEDED]  
What number describes how safe you feel?

\_\_\_\_\_ How safe do you feel when you are with  
other residents and staff are not there?

\_\_\_\_\_ How safe do you feel in your (sleeping area/cottage),?

\_\_\_\_\_ In the bathrooms?

\_\_\_\_\_ Going to and from activities?

2 Is there any other place where you feel particularly unsafe?

1 Yes                    2 No

[IF YES]

What place is that and what safety score would you give it?

[LIST PLACES BELOW, ENTER SAFETY SCORE TO LEFT OF PLACE]

\_\_\_\_\_

\_\_\_\_\_

3 [IF YOUTH ANSWERED ALL SIX'S AND SEVEN'S (VERY SAFE) SKIP TO NEXT PAGE]  
Your answers indicate you (don't always feel completely safe/ sometimes  
feel unsafe/ don't feel safe at all) [DESCRIBE YOUTH FEELINGS OF BEING  
UNSAFE]

What makes you feel that way?

\_\_\_\_\_

\_\_\_\_\_

SECTION G COURT PROCESS

[ASK ONLY OF ADJUDICATED YOUTHS,  
IF YOUTH HAS NOT BEEN ADJUDICATED, CHECK HERE \_\_\_\_\_ & SKIP TO NEXT PAGE ]

1 These next questions are about your experiences with the court. Were you present at the hearing where you were committed to DHS?

1 Yes                      2 No                      9 DK

2 Did you have a lawyer representing you?

1 Yes                      2 No                      9 DK

[IF YES]                      [IF NO] Why not? \_\_\_\_\_  
Was it a  
01 Public defender \_\_\_\_\_  
02 Private attorney \_\_\_\_\_  
03 Other \_\_\_\_\_  
[SPECIFY] \_\_\_\_\_  
99 DK

[IF YOUTH IS ADJUDICATED "DEPRIVED" CHECK HERE AND SKIP TO SECTION H]  
\_\_\_\_ YOUTH DEPRIVED

3 Did you plead guilty or not guilty?

01 Pled guilty [STIPULATE]  
02 Pled not guilty, CONTEST  
03 Other [SPECIFY] \_\_\_\_\_  
99 DK

4 Were you promised anything in return for pleading guilty to the charges?  
[PROBE For example, were you promised that you could stay home or be adjudicated as a juvenile or that some charges would be dropped?]

1 Yes                      2 No                      9 DK

[IF YES

What were you promised? \_\_\_\_\_  
\_\_\_\_\_

SECTION H SIX MONTH REVIEW HEARING

1 Has there been a six month review hearing on your case?

1 Yes

2 No

9 DK

[IF NO]

Why not?

01 6 months have not elapsed

02 Other [SPECIFY] \_\_\_\_\_

\_\_\_\_\_

[IF NO HEARING, SKIP TO SECTION I]

2 Were you present at the hearing?

1 Yes

2 No

9 DK

3 Were you informed of the results of the hearing?

1 Yes

2 No

9 DK

4. ~~Is~~ Is there anything you would like to say about the six month review procedure? [PROBE ANYTHING YOU LIKE/DISLIKE,

1 Yes

2 No

9 DK

[IF YES,

\_\_\_\_\_

\_\_\_\_\_

5 How satisfied are you with the way the six month review process is working? Use the 1 to 7 scale

\_\_\_\_\_

SECTION I INDIVIDUAL TREATMENT PLAN

{INTERVIEWER IS THIS CHILD SUPPOSED TO HAVE AN INDIVIDUAL TREATMENT PLAN?  
\_\_\_ YES \_\_\_ NO IF NO, SKIP TO SECTION J }

The next questions are about your individual treatment plan and the programs you are in here

- 1 Are you familiar with an individual treatment plan that has been especially developed for you by the staff here?  
1 Yes 2 No 9 DK

[IF NO OR DK, PROBE BY REPEATING OR REWORDING THE QUESTION UNTIL YOU ARE CONFIDENT THE YOUTH REALLY DOES NOT KNOW ABOUT THE PLAN An individual treatment plan has a list of goals that you are to achieve someone on the staff would have gone over it with you]

- 2 Can you tell me about some of the goals that have been set for you in your individual treatment plan?  
1 Yes 2 No

[IF YES, RECORD UP TO FIVE DIFFERENT GOALS BELOW]

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

- 3 Is there anything you would like to say about your individual treatment plan? [PROBE ANYTHING YOU LIKE/DISLIKE]

1 Yes 2 No 9 DK  
[IF YES]

\_\_\_\_\_

\_\_\_\_\_

- 4 On the scale from 1 to 7, how satisfied are you with your individual treatment plan?

SECTION 3 PROGRAMS (THERAPY/COUNSELING, EDUCATION, OTHER)

Now I need to know what kinds of programs you are in here

EDUCATIONAL PROGRAMS

- 1 First I'd like to ask you about your education Are you in school? (IF A COMBINATION OF SCHOOLS, MARK (5) AND EXPLAIN]
  - 1 Yes, regular school within facility 9 DK
  - 2 Yes, regular school within community
  - 3 Yes, GED program
  - 4 Yes, Vo Tech
  - 5 Yes, other [EXPLAIN] \_\_\_\_\_
  - 6 No

[IF NO] Why are you not in school? \_\_\_\_\_
  
- 2 Is there anything you would like to say about the school program? [PROBE ANYTHING YOU LIKE/DISLIKE?]
  - 1 Yes 2 No 9 DK

[IF YES] \_\_\_\_\_

\_\_\_\_\_
  
- 3 On the whole, how satisfied are you with the educational program? Use the 1 to 7 scale \_\_\_\_\_

THERAPY

- 4 Now, I would like to ask if you are in any kind of therapy or counseling program here such as individual therapy or counseling, group therapy or counseling, substance abuse, recreation therapy or occupational therapy?
  - 1 Yes 2 No 9 DK

[IF NO OR DK, SKIP TO QUESTION 6]

[IF YES

What kind of therapy/counseling program(s)?	Satisfaction Score
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____

How satisfied are you with each of the programs you have mentioned? Use the 1 to 7 satisfaction scale [NAME EACH PROGRAM AND OBTAIN SATISFACTION RATING]

5 Is there anything you would like to say about the therapy/ counseling program(s), [PROBE ANYTHING YOU LIKE/DISLIKE?]

1 Yes                      2 No                      9 DK

'IF YES' \_\_\_\_\_  
 \_\_\_\_\_

ANY OTHER PROGRAMS

6 Are you in any other kind of special program that we have not talked about such as a work program?

1 Yes                      2 No                      9 DK  
 'IF YES'                      [IF NO OR DK, SKIP TO NEXT PAGE]  
 What kind of program(s)?

[IF THERAPY, RECORD RESPONSE ON IN THERAPY SECTION ABOVE]

		Satisfaction Score
1	_____	_____
2	_____	_____
3	_____	_____

Using the 1 to 7 scale, how satisfied are you with the program named [RECORD EACH SATISFACTION SCORE ABOVE ]





SECTION L SELF IMAGE

[TEAR OUT PAGE # 5]

On this sheet are some words which describe teenagers. We will use these words to describe what kind of person you are. For example, some teenagers are very quiet, some are very noisy, and most are somewhere in between. Where would you say you fit on that scale? What number best represents whether you are quiet or noisy?

1	2	3	4	5	6	7
Very Quiet	Somewhat Quiet	Neither quiet nor noisy		Somewhat Noisy	Very Noisy	

{WHEN THE YOUTH RESPONDS, INTERPRET THE RESPONSE .  
You say you are \_\_\_\_\_,  
this would mean that {SELECT THE APPROPRIATE WORDING}

Do you understand how this works? {IF YES, GO TO NEXT PAGE, IF NO,  
EXPLAIN INSTRUCTIONS AGAIN

- 1 What kind of person do you think you are? Look at the words on the first line troublesome, cooperative. Tell me the number that best shows what kind of person you are [INTERVIEWER ASK EACH PAIR OF WORDS CIRCLE THE NUMBER RESPONSE.]

troublesome/cooperative	1	2	3	4	5	6	7	DK	NA
coward/brave	1	2	3	4	5	6	7	DK	NA
dumb/smart	1	2	3	4	5	6	7	DK	NA
break rules/follow rules	1	2	3	4	5	6	7	DK	NA
dishonest/honest	1	2	3	4	5	6	7	DK	NA
lazy/hard working	1	2	3	4	5	6	7	DK	NA
weak/tough	1	2	3	4	5	6	7	DK	NA
break laws/obey laws	1	2	3	4	5	6	7	DK	NA
mean/kind	1	2	3	4	5	6	7	DK	NA

- 2 What kind of person does the staff here think you are? I want you to look at these same words again, starting with troublesome cooperative, and tell me the number that best shows what the staff thinks of you

troublesome/cooperative	1	2	3	4	5	6	7	DK	NA
coward/brave	1	2	3	4	5	6	7	DK	NA
dumb/smart	1	2	3	4	5	6	7	DK	NA
break rules/follow rules	1	2	3	4	5	6	7	DK	NA
dishonest/honest	1	2	3	4	5	6	7	DK	NA
lazy/hard working	1	2	3	4	5	6	7	DK	NA
weak/tough	1	2	3	4	5	6	7	DK	NA
break laws/obey laws	1	2	3	4	5	6	7	DK	NA
mean/kind	1	2	3	4	5	6	7	DK	NA

- 3 What kind of person do the other residents here think you are? I want you to look at these same words again, starting with troublesome cooperative, and tell me the number that best shows what the other residents think of you

troublesome/cooperative	1	2	3	4	5	6	7	DK	NA
coward/brave	1	2	3	4	5	6	7	DK	NA
dumb/smart	1	2	3	4	5	6	7	DK	NA break
break rules/follow rules	1	2	3	4	5	6	7	DK	NA
dishonest/honest	1	2	3	4	5	6	7	DK	NA
lazy/hard working	1	2	3	4	5	6	7	DK	NA
weak/tough	1	2	3	4	5	6	7	DK	NA
break laws/obey laws	1	2	3	4	5	6	7	DK	NA
mean/kind	1	2	3	4	5	6	7	DK	NA

SECTION M FUTURE ORIENTED

[TEAR OUT PAGE # 6]

These are questions about what you think will happen to you in the future. All of these questions can be answered by choosing one of the numbers on the scale. These represent the chances that you will --or will not -- do something.

For example, what are the chances that you will go to a movie within the next week? You may use any number on the scale. What number represents the chances that you will go to a movie?

1	2	3	4	5	6	7
Definitely will not	Probably will not	Maybe will not	Not sure	Maybe will	Probably will	Definitely will

IF YOUTH UNDERSTANDS, PROCEED WITH QUESTIONS. IF NOT, EXPLAIN AGAIN. YOUTH MAY USE WORDS ON SCALE RATHER THAN NUMBERS IF THEY WISH TO DO SO.

What are the chances that you will (CIRCLE RESPONSE)

- |  |   |   |   |   |   |   |   |    |    |
|--|---|---|---|---|---|---|---|----|----|
| 1 leave this place within the next year?<br>What number represents the<br>chance this will happen? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | NA |
| 2 go home when you leave the facility?   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | NA |
| 3 some day graduate from high school?  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | NA |
| 4 have a steady job by the time you are 22?  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | NA |
| 5 get married?   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | NA |
| 6 have a family?   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | NA |
| 7 get in trouble with the law in the future?   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | NA |
| 8 spend time in a prison as an adult?  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | DK | NA |

9 Where do you think you will go when you leave here?

---



---

SECTION N CLOSE OF INTERVIEW

We're almost through with the interview but before I leave, I'd like to ask you

1 What situations or incidents in your life do you think caused you to [be placed here/ get into trouble]?

---



---



---

2 What type of program or treatment do you think would be the most help to you?

---



---



---

3 Is there anything you would like to tell me

1 Yes 2 No 9 DA  
 (IF YES What is it  
 you want to tell me? \_\_\_\_\_)

---

T H A N K   Y O U !

SECTION 2 TO BE COMPLETED BY INTERVIEWER

- 1 Should this interview be included in OSU's analysis? [CIRCLE ONE]
- 1 Yes, data is fine
- 2 No, exclude this interview because juvenile [CIRCLE REASON]
- 1 had little contact with reality (bewildered/mental problems)  
 2 had difficulty understanding (too young, mentally retarded,  
 3 Other [SPECIFY] \_\_\_\_\_  
 \_\_\_\_\_
- 4 Other [EXPLAIN] \_\_\_\_\_  
 \_\_\_\_\_
- 2 If the interview ended early, indicate why  
 [CIRCLE ALL THAT APPLY]
- 1 We ran out of time  
 2 Juvenile had to leave for other commitment  
 3 Juvenile lost attention  
 4 Juvenile asked for interview to end  
 5 Juvenile refused answer the section  
 6 Other SPECIFY' \_\_\_\_\_
- 3 OTHER COMMENTS [FOR INTERVIEWER REFERENCE ONLY - NOT TO BE  
 CODED/ANALYZED, I.E. COMMENTS REGARDING OBTAINING PLACEMENT WORKSHEETS  
 POSSIBLE ABUSE TO INVESTIGATE FURTHER, ETC ]
- \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Tear Out Page # 6

T H E F U T U R E

## Example

What are the chances that you will go to a movie within the next week?

1	2	3	4	5	6	7
Definitely will not	Probably will not	Maybe will not	Not sure	Maybe will	Probably will	Definitely will

What are the chances that

- 1 you will leave this place within the next year?
- 2 you will go home when you leave the facility?
- 3 you will graduate from high school?
- 4 you will have a steady job when you are 22?
- 5 you will get married?
- 6 you will have a family?
- 7 you will get in trouble with the law in the future?
- 8 you will spend time in a prison as an adult?

Tear Out Page # 5

WHAT KIND OF PERSON  
ARE YOU ?

Some teenagers are very quiet, some are very noisy, and most are somewhere in between. Where would you say you fit on that scale?

What number represents whether you are quiet or noisy?

1	2	3	4	5	6	7
Very Quiet	Somewhat Quiet	Neither quiet nor noisy		Somewhat Noisy		Very Noisy

TROUBLESOME	1	2	3	4	5	6	7	COOPERATIVE
SCOWARD	1	2	3	4	5	6	7	BRAVE
DUMB	1	2	3	4	5	6	7	SMART
BREAK RULES	1	2	3	4	5	6	7	FOLLOW RULES
DISHONEST	1	2	3	4	5	6	7	HONEST
LAZY	1	2	3	4	5	6	7	HARD WORKING
WEAK	1	2	3	4	5	6	7	TOUGH
BREAK LAWS	1	2	3	4	5	6	7	OBEY LAWS
MEAN	1	2	3	4	5	6	7	KIND

Tear Out Page # 4

## S A F E T Y   S C A L E

1	2	3	4	5	6	7
Not Safe At All	Rather Unsafe		Neutral		Rather Safe	Very Safe

1 means you do not feel  
safe at all.

7 means you feel feel  
very safe

You may use any number on this scale  
to describe how safe you feel.



Tear Out Page # 3

## D R U G   A V A I L A B I L I T Y

## S C A L E

How easy do you think it is for residents to get illegal drugs or alcohol here at this facility?

0	1	2	3	4	5
Not at all Available	Very Hard to Get	Somewhat Hard to Get	Neither Hard or Easy	Somewhat Easy to Get	Very Easy to Get

## D R U G   U S E

## S C A L E

How much drug and alcohol use do you believe goes on at this facility?

0	1	2	3	4	5
No One all	Very Few Kids Use Drugs	Some Kids Use Drugs	About half the Kids Use Drugs	A Lot of Kids Use Drugs	Nearly Everyone Uses Drugs

Tear Out Page # 2

## S A T I S F A C T I O N

## S C A L E

1	2	3	4	5	6	7
Very Dissat- sified	Pretty Dissat- sified	Somewnat Dissat- sified	Neutral Satisfied	Somewnat S A T I S F I E D	Pretty S F I E D	Very S F I E D

The number 1 means you are very dissatisfied number 7 means you are very satisfied Four means you are neither satisfied or dissatisfied What number describes how satisfied or dissatisfied you are?

Tear Out Page # 1

FILE DATA SHEET

TO BE COMPLETED

BY

FACILITY STAFF

- 1) Please answer the following questions on the juvenile named below
- 2) Xerox all pages of the current Placement Worksheet from the juvenile's file and attache the copy of the Placement Worksheet to this form

[If a Placement Worksheet would not have been prepared for this juvenile, cneck the appropriate place below and explain why there is not Placement Worksheet (private placement, pre-adjudication, etc ) ]

- 3) Return this form and the copy of the Placement Worksheet to the Office of Juvenile System Oversight, 4111 North Lincoln Blvd , Oklahoma City, OK, 73105

Thank you very mucn

1 Juvenile's name \_\_\_\_\_

2 Date juvenile arrived at facility \_\_\_\_\_

3 Date and type of offense that led to current placement

\_\_\_\_\_ Date \_\_\_\_\_

4 Juvenile's date of birth \_\_\_\_\_

5 Juvenile s race \_\_\_\_\_

6 If no Placement Worksheet, check here [ \_\_\_\_\_ ]

Reason why there is no Placement Worksneet on this

juvenile \_\_\_\_\_

\_\_\_\_\_

**APPENDIX C**

**PLACEMENT WORK-SHEET**

11E 1111

PLACEMENT WORKSHEET

PAGE

60572 590

New Commitment   
Change of Placement   
Revocation: Waiver   
Hearing

Recommitment   
Change of Parole Setting

RECEIVED  
NOV  
O.C.C.Y.

DOB: [REDACTED]  
K: [REDACTED]  
YR: [REDACTED]  
JF: [REDACTED]  
SS#: [REDACTED]

Date: [REDACTED]  
Worker: [REDACTED]  
Co./Dist.: [REDACTED]  
Adj. & Date: [REDACTED]

Child's Name: [REDACTED] AKA: [REDACTED]  
Age: [REDACTED] DOB: [REDACTED] Race: [REDACTED] Sex: [REDACTED]  
Physical Description: [REDACTED]  
Address: [REDACTED]  
School Attended, Grade: [REDACTED]

Benefits:  
SS#: [REDACTED] Amt.: 274.00 VA#: [REDACTED] Amt.: [REDACTED] Other: [REDACTED]

Family Medical Insurance: No

Support:  No Amount: [REDACTED] Monthly Income: [REDACTED]  
 Prayed for Eff.: [REDACTED] Attorney: [REDACTED]  
 in Petition

Parents:  
Mother: [REDACTED] SS#: [REDACTED] DOB: [REDACTED]  
Address: [REDACTED] Occupation: [REDACTED]  
Father: [REDACTED] SS#: [REDACTED] DOB: [REDACTED]  
Address: [REDACTED] Occupation: [REDACTED]

Others in Home: [REDACTED]

Court Records: [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

Placement Section Staffing

PLACEMENT SECTION STAFFING

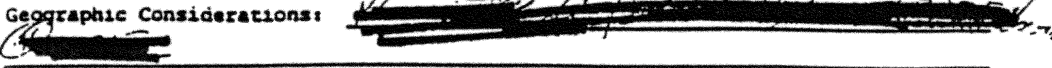
Classification Assigned by Placement Section:     I - I    

Rationale: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

IV. ALL CATEGORIES

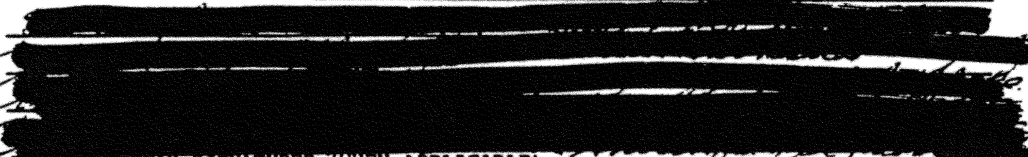
Least Restrictive Considerations - Level of Care Indicated - Enter Appropriate Level No.: \_\_\_\_\_ HOME \_\_\_\_\_ COMMUNITY \_\_\_\_\_ INST. \_\_\_\_\_ EVALUATION \_\_\_\_\_

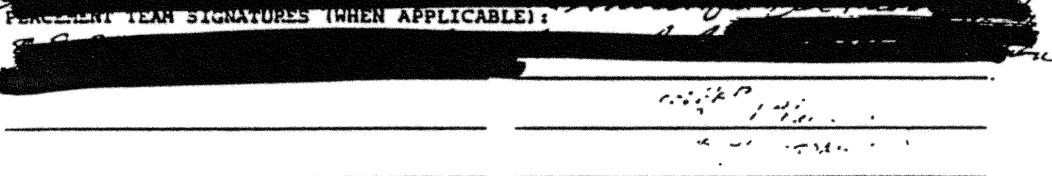
Rationale: \_\_\_\_\_  
\_\_\_\_\_  \_\_\_\_\_

Geographic Considerations: 

V. DESIGNATED PLACEMENT

Does this placement conform to recommendations of evaluations? If not, explain rationale for decision: \_\_\_\_\_



PLACEMENT TEAM SIGNATURES (WHEN APPLICABLE):  


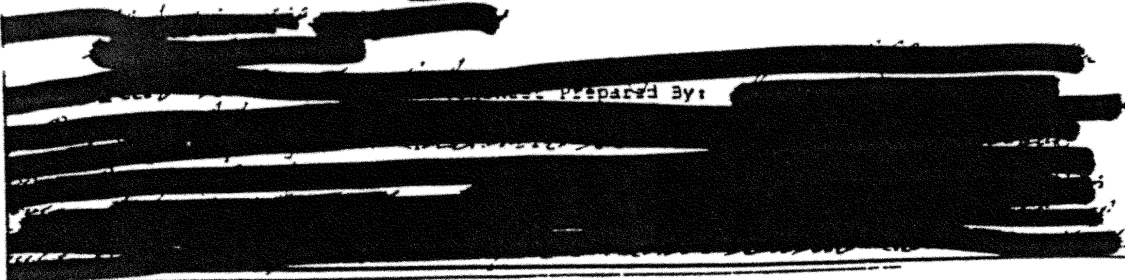
Placement Supervisor:  Date: 

Effective Date of Placement:  Transport Date: 

Name of person notified at Placement Source:  Date: 

Local Notification:  Date: 

Child's Present Location: 



Prepared By: 

RISK ASSESSMENT

Seriousness of Offense (Delinquents):

2. Chronicity of Offense (Delinquents):

3. Duration of Behavior Problems:

4. Age at Onset:

5. Adjustment in Home:

6. Community Tolerance:

7. Drugs: Exp \_\_\_ Abuse \_\_\_ Unknown  Type:

8. Aggressiveness:

9. Response to Authority:

10. Reaction to Stress (Fight/Flight):

11. Prior Probation - Diversion - Success?

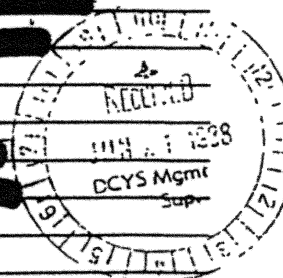
12. Review of Progress in Prior Placements:

13. Prior Commitments to DHS:

14. Adjustment in School:

15. Employment History:

16. Medical - Psychological:



[Redacted signature and notes]

NEED VARIABLES

Stressors: [REDACTED]

2. Stability of Home: [REDACTED]

3. Status of Mental/Medical Health (Behavioral Observations): [REDACTED]

4. Educational Needs - Learning Disabled? [REDACTED]

5. Emotional Needs: [REDACTED]

6. Abuse/Neglect History: [REDACTED]

7. Alienation in Community: [REDACTED]

8. Child/Family Situation: [REDACTED]



VITA

Barbara Percival Murray

Candidate for the Degree of

Doctor of Philosophy

Thesis: IN THEIR OWN VOICES: JUVENILE'S ATTRIBUTIONS FOR  
THEIR DELINQUENT BEHAVIORS

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Biographical:

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Education: Graduated from North Hunterdon Regional High School, Annandale, New Jersey, in June 1969; received Bachelor of Arts Degree in Psychology from Fairleigh Dickinson University at Madison, New Jersey in May 1973; received Master of Science Degree in Corrections from Oklahoma State University at Stillwater, Oklahoma in May 1986; completed requirements for the Doctor of Philosophy Degree at Oklahoma State University at Stillwater, Oklahoma in July, 1991.

Professional Experience: Graduate Teaching/ Research Assistant, Department of Sociology, Oklahoma State University, August 1984 to December 1990. Program Founder and Director HOME-HELP PROGRAM, Parents Assistance Center, Stillwater, Oklahoma January 1985 to February 1986. Graduate Research Assistant, Policy Sciences Research Group, Department of Political Sciences, Oklahoma State University, August 1987 to May 1989. Graduate Research Assistant, Developmental Disabilities Quality Assurance Research Grant, Department of Sociology, Oklahoma State University, January 1990 to the present.