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MULTIDIMENSIONAL EFFECTS OF BRIEF
INSTITUTION-FOCUSED BEHAVIORAL TRAINING AND
RELATED CORRECTIONAL STAFF FEEDBACK ON
REFORMATORY INMATES.

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The University of Oklahoma
Graduate College

MULTIDIMENSIONAL EFFECTS OF BRIEF INSTITUTION-
FOCUSED BEHAVIORAL TRAINING AND RELATED
CORRECTIONAL STAFF FEEDBACK ON
REFORMATORY INMATES

A Dissertation
submitted to the Graduate Faculty
in partial fulfillment of the requirements for the
degree of
Doctor of Philosophy

by
Leslie B. Greene
Norman, Oklahoma

1974

MULTIDIMENSIONAL EFFECTS OF BRIEF INSTITUTION-
FOCUSED BEHAVIORAL TRAINING AND RELATED
CORRECTIONAL STAFF FEEDBACK ON
REFORMATORY INMATES

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even known of the study's existence, jointly provided the philosophic underpinnings for much of the thinking that preceded the first words to be written down.

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MULTIDIMENSIONAL EFFECTS OF BRIEF INSTITUTION-
FOCUSED BEHAVIORAL TRAINING AND RELATED
CORRECTIONAL STAFF FEEDBACK ON
REFORMATORY INMATES

Abstract

The relationship between changes in attitude and changes in behavior was explored, employing sixty-six federal reformatory inmates. Twenty-two subjects were randomly assigned to each of three conditions. The experimental group received training focusing on applied learning theory, while two control groups received either training on family ordinal position or no training. The Compound Adjustment Measure (CAM), was devised for use in this study to assess subject institutional behavior. Attitude assessment relied on the Internal-External Locus of Control scale and the Ego Strength scale. It was found that training on applied learning theory affected CAM and Internal-External scale scores in the hypothesized, positive, but nonsignificant direction. Various demographic predictions, particularly those involving White-Black racial factors, were significantly supported.

Introduction

Bandura (1969) has pointed out that "It is widely assumed that attitudes are important determinants of overt actions and consequently that any changes brought about in the attitudinal domain will have widespread effects upon subsequent behavior (p. 595)." Bandura's position is not that

attitudes and behavior are predicated on one another, but only that this relationship is assumed in the applied areas of advertising, political campaigning, etc. While conceding that if such a relationship does exist, programs of attitude change (with the expectation of eventual behavioral change) would be worthwhile endeavors, he makes it clear that there is little support for this view in the literature.

Festinger's (1964) review of studies investigating the attitude-behavior relationship has been relatively unfruitful. The handful of researchers working in this area (Fleishman, Harris, and Burtt, 1955; Levitt, 1965; Maccoby, Romney, Adams and Maccoby, 1962) found that there is little or no relationship between attitude changes and changes in overt behavior. Greenwald (1965) presented contrasting, but not convincingly adequate, evidence that changes in attitude may result in changes in behavior.

The structured environment of a federal reformatory would appear to be an appropriate setting in which to again study this often presumed, but unsubstantiated, relationship between attitude change and subsequent behavior. Gray, Graubard, and Rosenberg (1974), have suggested an experimental format in which the traditional roles of change agents and subjects (whose behavior is to be modified) are reversed.

Paralleling these investigators' design (involving students and their teachers), the current study ostensibly provided for inmate-subjects to modify the inmate-evaluating behavior of prison staff members. The experimental group

was prepared for this task via didactic exposure to the terms and concepts associated with applied learning theory.

Secondary areas of interest were changes in prisoner attitude towards behavior modification and outlook on the prison system. These two measures of attitudinal change were included to determine (1) if familiarity with applied learning theory influences disposition towards behavior modification and (2) if general attitude towards the prison system and its future, have a carry-over effect on attitude towards behavior modification. One reason for this possible interaction is the moderate, but widely disputed, use of behavior modification in the federal prison system. In addition, various demographic features including I.Q. scores, educational level, race, and length of sentence were also reviewed in order to assess their potential influences on the behavior and attitudes measured in this study.

Method

Subjects

Of a prison population of approximately 1,000 at The El Reno Federal Reformatory, 250 inmates were selected (on the basis of their recency of institutional commitment) for inclusion in a potential subject pool. Each of the 250 inmates was individually interviewed to present an outline of the study, explain the required time demands, determine willingness to participate, and to have volunteers indicate the names of three staff members to evaluate them on the Compound Adjustment Measure (CAM). Attrition, due to transfers,

subsequent program conflict, etc., reduced the final sample size to 66:

The sample was generally representative of the reformatory population. It was comprised of a White-Black racial ratio of 3-1; an educational level range of six years or less to some college work; an I.Q. score range from approximately 80 to above 120; and a length of sentence range from approximately one year to over ten years. The age range spans 18 to 26 years.

Procedure and Instruments

The subjects were randomly assigned to one of three training conditions, Learning Theory, Ordinal Position and Non-Training, with an n of 22 in each group. Learning Theory material included both terminology, e.g., reward, punishment, contingency, partial reinforcement, and secondary reinforcers, and concepts associated with the application of this material, such as establishment of behavioral baselines, setting behavioral program goals, etc. Ordinal Position material focused on terms, such as sibling, identification, and peers as well as on related concepts, e.g., family constellation, birth order, formative years, and the duplication theorem.

After training (and testing covering the presented material), evaluation forms comprising the CAM, were completed by three staff evaluators for each subject. After the CAMs were collected, a Posttest Assessment I session allowed for administration of the Ego Strength (Es) scale of the MMPI (Barron, 1953) and the Internal-External Locus of Control

Table 1
Inferential Data
for Sample
(Race and Education Level)

| | <u>El Reno Population</u> | <u>Study Sample</u> |
|-------------------|---------------------------|---------------------|
| White- | 62% | 64% |
| Black- | 34% | 32% |
| Other- | 3.5% | 3% |
| | <u>Educational Level</u> | |
| | <u>El Reno Population</u> | <u>Study Sample</u> |
| 6 years or less | 6.7% | 2% |
| I- 7-9 years | 32.1% | 24% |
| II- 10-12 years | 30.4% | 28% |
| III- more than 12 | 30.8% | 44% |
| Totals | 100% | 98% |

(I-E) scale (Rotter, 1954), as well as for taped discussions of attitude towards (a) Behavior Modification and (b) Outlook for the Prison System. The purpose of this procedure was to assess the differential effects of the three training conditions. A Feedback session was then held to provide subjects with their mean scores on the CAM. During the final meeting, the Posttest Assessment II session (a duplication of the Posttest Assessment I session) was included to determine the effects of receiving feedback on the CAM.

The training groups met for four weekly one-hour sessions. During this time the Non-Training group did not meet formally. The training groups, respectively, heard and discussed cassette-taped presentations of either Learning Theory material (Deese and Hulse, 1967) or ordinal Position material (Gandy, 1973; Oberlander, Jenkin, Houlihan, and Jackson, 1970; Toman, 1970). At the end of training, the training groups were tested over the material presented to them on two 25-item objective tests.

The CAM, a 20-item, 5-point differential scale, was developed to allow staff members to assess the behavior of inmates on the prison compound. During the initial interview, each subject designated three staff members, who were familiar with his general functioning, as evaluators. Mean scores on the CAM for the three evaluators (with a CAM potential range of 20-100) were calculated and recorded for later distribution to subjects during the Feedback session.

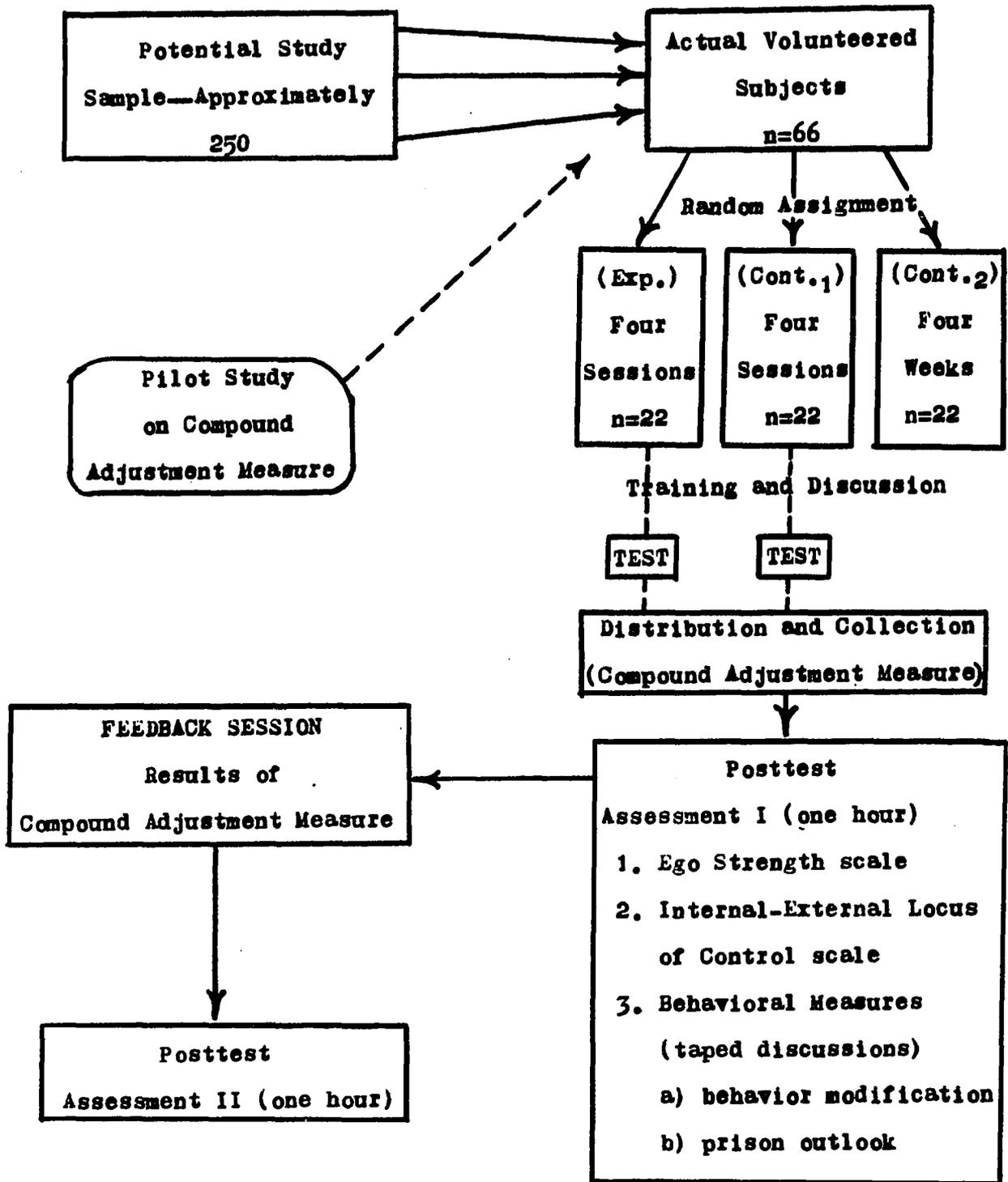


Figure 1. Conceptual outline for research design.

The Posttest Assessment I session then followed, to measure attitudes towards (1) self (the Es scale of the MMPI), (2) mastery over the social environment (the I-E scale), (3) Behavior Modification and (4) outlook for the Prison System. The first two attitude assessment measures are paper and pencil tests, administered in the routine manner. The second two group measures of attitude consisted of the percentage of positive adjectives relating to behavior modification and prison system outlook as used in these audio-taped group discussions. This session followed the training sessions to determine the differential effects of the training conditions. The Feedback session allowed subjects to learn how they were jointly evaluated by their three designated evaluators. The final session (of a total of eight), termed the Posttest Assessment II, was a duplication of the Posttest Assessment I session and was integrated at this point to test the effects of receiving feedback on the CAM.

Results

A series of ANOVAs were performed for the three study groups (Learning Theory I, Ordinal Position II, and Non-Training III). In the first set, an ANOVA was performed across Groups I, II, and III for each of the dependent measures: CAM, Es_1 , $I-E_1$, Es difference, and I-E difference. An ANOVA was performed, for each of the above dependent variables, comparing Group I with a combination of Groups II and III, to assess the differential effect of Learning Theory training. Similarly, to test for a placebo treatment

Table 2
Means and Standard Deviations
for Respective Groups

| Variable | Group I | | Group II | | Group III | |
|------------------|-----------------|-------|------------------|-------|--------------|-------|
| | Learning Theory | | Ordinal Position | | Non-Training | |
| | (n=22) | | (n=22) | | (n=22) | |
| | M | SD | M | SD | M | SD |
| I.Q. | 110.18 | 13.85 | 110.32 | 12.84 | 107.77 | 11.08 |
| CAM Scores | 72.39 | 7.55 | 70.64 | 8.63 | 72.99 | 8.74 |
| Inst. | | | | | | |
| Behavior | 11.86 | 3.80 | 11.82 | 3.25 | 11.95 | 3.24 |
| Test Score | 76.00 | 14.92 | 86.73 | 16.30 | | |
| Es ₁ | 51.55 | 11.06 | 52.91 | 9.73 | 51.00 | 4.20 |
| I-E ₁ | 16.50 | 2.48 | 15.95 | 5.31 | 14.68 | 3.56 |
| Es ₁ | 52.41 | 12.20 | 54.82 | 7.46 | 54.68 | 13.99 |
| I-E ₂ | 16.18 | 3.29 | 16.05 | 3.98 | 14.64 | 3.84 |

Table 3
t-Tests for Variables in
Respective Groups

| Variable | Learning (I) | Learning (I) | Ordinal Position (II) |
|----------------|--------------------|-----------------------|-----------------------|
| | Non-Training (III) | Ordinal Position (II) | Non-Training (III) |
| I.Q. | .64 | .03 | .70 |
| Education | .74 | .21 | .86 |
| Sentence | .35 | 1.19 | .71 |
| CAM | .25 | .72 | .90 |
| Inst. Behavior | .09 | .04 | .14 |
| Test Score | | 2.28 | |
| Es1 | .14 | .43 | .52 |
| I-E1 | 1.96 | .44 | .93 |
| Es2 | .57 | .79 | .04 |
| I-E2 | 1.43 | .12 | 1.20 |

(or training) effect, Groups I and II were combined and compared to Group III for each variable outline above.

None of the above F ratios reached significance at the .05 level. Although failing to result in significant differences, the I-E scale mean scores were found to be ordered across groups in the hypothesized direction. In addition, the ANOVA comparing Group I with Groups II and III, combined, revealed that the relative size of I-E₂ means existed in the hypothesized, positive direction, while only the Difference measure between I-E₂ and I-E₁ indicated mean results in the unpredicted direction. By contrast, of the six ANOVAs which involved the Ego Strength (including the Es₁, Es₂, and Es Difference), only that for the Es₁ comparison moved in the hypothesized direction.

Intelligence test scores were not significantly different across groups, indicating successful randomization across the three experimental conditions. Regarding I.Q. and educational levels, results suggested a positive relationship, but failed to reach acceptable levels of significance. In comparing Black and White subjects, differences in I.Q. scores were significant at the .01 level, with the Whites scoring higher. I.Q. scores, however, bore no consistent relationship with length of sentence. Moreover, sentence length had no significant or consistent relationship to any other variable analyzed in this study. Finally, I.Q. scores were not significantly related to CAM scores.

When number of years of education completed was stratified into three levels: 7-9, 10-12, and 12 and over, it was found that educational levels related positively to I.Q. scores, the institution behavior measure, test score, Es₁, I-E₁, Es₂, and I-E₂. The differences between means for several of these variables (across the three educational levels), using t-Tests, were significant at various levels (I.Q.-.01 level, Es₁-.05 level, I-E₁-.02 level, Es₂-.05 level, and I-E₂-.02 level).

In summary, the results failed to support the major hypotheses at the .05 level of significance. That is, training in the area of Learning Theory did not significantly affect CAM, Es₁, I-E₁, Es₂, or I-E₂ scores. Regarding the demographic variables investigated, race and educational level appear to relate most closely to other aspects of the study.

Discussion and Conclusions

The general outcome of this study would appear to be in accordance with the results found by Greenwald (1965 a), i.e., that there is tentatively positive, but statistically non-significant evidence of a relationship between behavior and attitude change. Familiarity with Learning Theory also appears to have a low, but positive influence on the Internal-External Locus of Control scale. Thus, it seems that Learning Theory training has a (low, but positive) influence on both a measure of behavior (the CAM) and of attitude (the I-E₁, and I-E₂ measures).

Table 4
Percentage of Positive Adjectives
Used in Group Discussions

| Study Groups | <u>Posttest I</u> | | <u>Posttest II</u> | |
|------------------|-------------------|-----------------------|--------------------|-----------------------|
| | <u>B-Mod.</u> | <u>Prison Outlook</u> | <u>B-Mod.</u> | <u>Prison Outlook</u> |
| Learning Theory | 31 | 48 | 32 | 29 |
| Ordinal Position | 44 | 33 | 43 | 41 |
| Non-Training | 18 | 47 | 35 | 38 |
| Overall Training | 39 | 42 | 38 | 35 |

Apparently contradictory evidence for the Behavior (CAM)-Attitude (I-E) relationship suggested above, arises when one reviews the Es and I-E scores across stratified CAM scores. In this data, it appears that I-E scores are consistently related to the progression of ranges of CAM scores (80-89, 70-79, 60-69, and 50-59)--but in an inverse direction. Thus, as CAM scores increase, the degree of internality decreases. Stated differently, those inmates who are assessed to be "best adjusted" to the prison compound, also seem to reflect a more external orientation, conforming more to what the staff members tell them to do.

The Es scale results obtained in this study would not be incompatible with the explanation presented above. While the ANOVAs comparing Es scores for Group I to Groups II and III do not reveal any consistent pattern, Es₁ scores compared to stratified CAM scores do. With the exception of Es scores for the "D" stratification (n=5), the Es₁ scores (more directly related to the effects of training), parallel the stratified CAM scores. In different terms, those inmates evaluated as better adjusted to the institution, would also be those whose personalities are best integrated, who have a better sense of personal adequacy, are most spontaneous, etc. It may also be mentioned that means for Es₂ scores were not very discrepant, even by numerical inspection. Summarizing the information just presented, subjects receiving higher CAM scores were generally more externally oriented and possessed those traits associated with above average Ego Strength scores. In

brief, CAM scores are directly related to Es₁ scores and inversely related to I-E₁ scores. This conclusion is confirmed by correlation coefficients calculated for these three variables.

Generally, scores on the Compound Adjustment Measure were positive, i.e. above the "average" score of 60. Thus, it would be expected that feedback of this information would have a favorable influence on subjects. In the ANOVA comparison of Group I to Groups II and III, it was found that I-E scores and Es scores did not change appreciably as a result of receiving positive feedback.

That section of the study devoted to determining the effects of differential training on attitude toward Behavior Modification and Outlook on the Prison System was inconclusive. An inspection of numerical differences of percent positive adjectives for the three study conditions failed to reveal a differential effect. Similarly, the same type of outcome was found after the CAM Feedback session.

A consideration of demographic variables was included, not as part of the primary hypothesis-testing purpose of this study, but to capitalize on readily available data for this sample of subjects. In this regard, the one significant finding was that I.Q., Education level and Race bear a positive relationship to each other and to the Compound Adjustment Measure.

Although inconclusive, findings in this study suggest that with experimental refinement, the basic design might

yield more definitive results. One obvious improvement would be to lengthen the duration of the training period. While test results relating to the training material presented indicated that the training subjects clearly learned what was presented to them, their post-study requests for additional training reflects that motivation to continue was high.

A further possible improvement relates to the form of training received for Learning Theory. The training program used in this study was didactic in nature, whereas most programs associated with behavioral change include concrete goals, methodology, and specification of particular behaviors to be changed. If training were to be oriented to a more applied approach, i.e., baseline establishment, charting or graphing observed behavior, etc., it is expected that it would have had a greater impact (O'Dell, S., 1974). This alteration in focus would also require a different type of training control group.

While the topic, Ordinal Position, proved to be of immense interest, it does not lend itself to an applied approach. This material may help to understand an individual's marital, vocational, or social choices, but the post hoc nature of Ordinal Position information precludes its use for behavioral change.

A final source of possible improvement for this design, and a general commentary on conducting research in a prison setting, relates to the choice of dependent measures; the Es and I-E scales. These were chosen because of the

expectation that Ego Strength and an internal orientation to a person's view of himself and his environment are important indicators of adjustment to a prison setting or to life in the free community. Nothing about the outcome of this study serves to discount this expectation. However, these two measures may have been inappropriate for a system which stifles both a sense of mastery over the environment and development of a feeling of personal adequacy. These goals would seem to remain as valuable for prison administrators, but perhaps given the reality of present prison conditions, a study endeavoring to manipulate these variables is more or less predestined to failure from the start. The apparent need in future research in this type of setting, would be to specify variables more in keeping with prison administrative policies, e.g., progress in educational programs or productivity in industrial programs.

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Appendix A
Prospectus

Prospectus

Introduction

Bandura (1969) has pointed out that "It is widely assumed that attitudes are important determinants of overt actions and consequently that any changes brought about in the attitudinal domain will have widespread effects upon subsequent behavior (p. 595)." Rather than suggesting his endorsement of this viewpoint, however, Bandura raises the question of whether attitudes do bear some connection to behavior. In a review of the literature, Festinger (1964) found that few studies assessing the causal relationship between attitude change and behavior have been performed. The small number of investigations that have been made (Fleishman, Harris, and Burtt, 1965; Levitt, 1965; Maccoby, Romney, Adams, and Maccoby, 1962) suggest that there is little or no relationship between attitude and overt action. Greenwald (1965 a) presented contrasting, but not convincingly adequate evidence that changes in attitude may result in changes in behavior. Thus, while there is little data to substantiate the expectation that a relationship may be found between attitude change and subsequent behavior, the absence of overwhelmingly clear data in either direction, strongly suggests that this relative void in the literature should be filled to whatever extent possible.

Regarding corrections, "subsequent behavior" can be viewed in two ways, long-ranged, as reflected by rates of

recidivism, and immediate, as it relates to institutional conduct. Most attempts, however, to measure prison return rates have been unsatisfactory (Gottfredson, 1972; Nietzel and Moss, 1972). In a similar way, despite the fact that most penal institutions have developed ways to appraise inmate behavior, no universally accepted measurement scheme is available.

Lacking clear, meaningful, and direct measures of behavior in a prison setting, as they relate to lowering recidivism rates, the intervening phenomenon of attitude change (referred to by Bandura, above) would appear to be a worthwhile focus of study. While ultimately concerned with behavior, social scientists rely heavily on inferred predictions. A score on an I.Q. test often determines educational placement. Similarly, a 15-minute interview, taken as reflective of an individual's total psychological functioning, is frequently used as the basis for determining legal competency to stand trial, for deciding on prospective employment, or for setting the foundation for an interpersonal relationship.

A notion of institutional behavior and personal dynamics may serve to conceptually place the attitude-behavior duality within the prison milieu. Often, an inmate whose compound behavior has labelled him as an "incorrigible, insensitive, thug," displays the assets of insight, intellect, and sensitivity, within the non-threatening confines of the psychotherapy consultation room. Most prison situations,

as well as the criminal justice system are not oriented to appraise attitudes; the major concerns are visible behavior and accountability. The inmate is well aware of this and quickly learns the behavioral roles he must play for custodians and fellow inmates alike. Despite this emphasis on observable behavior, it would appear that a complex of attitudes--towards self, others, and the environment, are potentially meaningful predictors of the behavior which follows.

It would seem possible then, to modify attitudes in either a dynamic or behavioral sphere. A highly structured setting, such as a prison, however, would appear to favor a behavioral approach to attitude change. Inmates are committed, not because of illegal attitudes, but because of behavior which falls outside of the law. In the same way, once an individual is assigned to a correctional facility, it is a matter of what he does and not why he does it, that counts. An attempt may be made to find novel ways to employ behavior modification principles in order to alter important, yet unobservable attitudes.

Applications of the principles of behavior modification continue to proliferate both in number and kind. The isolated and pioneering efforts of the early investigators (Wolpe, 1958; Lazovik and Lang, 1960; Allyn and Michael, 1962; Lazarus, 1959; et al.) have provided a broad foundation for later practitioners in translating learning theory into therapeutic (and attitudinal) change. Presently, comprehensive collections of research findings in behavior modification or behavior

therapy (Ullmann and Krasner, 1965; Yates, 1970; Bandura, 1969), are readily available. As further indicators of its growing popularity, many academic programs include courses in behavior modification, while several universities provide complete degree programs in this area and two publications, the Journal of Experimental Analysis of Behavior and Behavior Research and Therapy are specifically devoted to this field.

The diverse uses to which behavior modification techniques have been put would seem to approximate the number of studies undertaken. Ullmann and Krasner (1965) have outlined some illustrative examples of therapeutic interest: behavior of psychotic patients, phobic conditions, social interaction, sexual dysfunctions, verbal manipulation in psychotherapy, and childhood autism.

One implied or stated requisite in a behavioral change program, whatever its theoretical base or client focus, is a defined relationship between two individuals (or two separate groups of individuals). The first member of this relationship may be called the therapist, psychologist, behavior modification technician, or change agent, while the second is usually labelled "client, patient, or subject." Without notable exception, the change agent is afforded considerable authority to specify the technique selected (e.g. systematic desensitization, implosive therapy), the physical conditions for therapeutic contact (time, place, and frequency), and the criteria of successful completion. A controversial issue attendant to behavior modification endeavors, beyond these

routinely acceptable parameters, concerns the involuntary involvement of subjects or patients. Typical therapeutic milieu in which individuals in positions of authority presume the consent of subjects include child psychotherapy, public and private psychiatric hospitals, educational institutions, and prisons. Because of the particular relevance to the current study, it may be worthwhile to note briefly a defensible distinction between prison subjects and the others listed above. In the former cases, implied subject consent is based on the notion that these subjects lack the capability, by virtue of immaturity or legal determination, to meaningfully decide upon--to grant or withhold--consent. In contrast, involuntary involvement by prison inmates is predicated on the presumed societal mandate to redirect criminal behavior in a more socially desired direction. The legality of this position is in serious question and has been the object of a recently filed federal lawsuit (Washington Star-News, February 7, 1974).

One study, presented under the self-explanatory title, "Little Brother is Changing You," (Gray, Graubard, and Rosenberg, 1974) responds to the issue of implied consent. By reversing the traditional, authority-related roles of change agent and subject (whose behavior is to be altered), these authors suggest that changes in a positive or desired direction can be effected (in this study) for junior high school students, their teachers, and perhaps, more importantly, the relationship between them. The program itself is based on

training the students (whose school behavior is disruptive and whose academic performance is judged to be underachieving) in techniques of behavior modification.

With supervised guidance, the student (change agent) attempts to modify the behavior of his teachers and other significant authority figures in his life, e.g. parents. The researchers imply that the enthusiastic endorsement by the students is based on the degree of control they may have over their own life situations. There would also seem to be minimal objection voiced by the teachers or parents who would not discount positive changes in their own behavior or the over-all goals of the behavior modification program.

The training program developed by Gray, Graubard and Rosenberg, with its general goals and theoretical rationale has timely and potentially fruitful applicability to correctional institutions. In the current research, one necessary alteration of this training program relates to the behavior being modified. The setting at The El Reno Federal Reformatory, representative in many respects to most correctional institutions, is a highly restrictive environment. As such, few avenues of individual expression of situational control exist for its inmates.

One meaningful, concrete, or realistic phenomenon which is receptive to some degree of impact by inmates concerns the evaluation process by institutional officers and staff. As a contributing factor in custody, furlough and parole considerations, these evaluations represent a highly

appropriate behavior modification goal. Therefore, a problem to be investigated in this study can be posed in the form of the question: Can a brief training program outlining basic principles of behavior modification or applied learning theory bring about measurable differences in the nature of evaluations of inmate adjustment as provided by correctional officers and staff? A second problem to be investigated relates to the effects of receiving positive feedback on these evaluations. These effects can be assessed in terms of attitude toward self (the Ego Strength Scale of the MMPI) and towards the relationship between the individual and his environment. This second attitude or orientation may be reflected by the degree of internality on Rotter's Internal-External Locus of Control Scale.

Barron's (1953) development of the Ego Strength Scale was initially done to isolate a measure useful for prediction of success in psychotherapy for psychoneurotic patients. The 68 items that he extracted from the MMPI proved to be a highly significant (above the .01 level) composite indicator of improvement in psychotherapy over a six month period of time. The term "ego strength" which Barron chose to use, has its roots in psychoanalytic theory. To expand upon the meaning of ego strength (beyond its definition as a predictor of success in psychotherapy) it may be worthwhile to return to its currently used source in the analytic literature. Rose (1972) offers this definition:

"Ego Strength may be estimated in part by the degree of discrepancy between the already present mental image and the external stimulus that the perceptual apparatus is able to perceive rather than deny. (1972, p. 172.)"

Briefly, in an attempt to paraphrase Rose, ego strength may be seen as a measure of the ability of an individual to achieve an effective balance between external or objective reality and internal or subjective reality.

An alternative, but compatible definition for ego strength is:

"The effectiveness with which the ego discharges its various functions. A strong ego will not only mediate between id, superego, and reality and integrate these various functions, but further it will do so with enough flexibility so that energy will remain for creativity and other needs (Hinsie and Campbell, 1970, p. 256)"

The added meaning provided by this latter definition is that greater ego strength provides, not only for a balance between various hypothesized personality components and reality, but also allows for a higher order of interaction (creativity, social responsiveness, etc.) with the environment.

Another less theoretical, but perhaps more pertinent way to look at ego strength, as it relates to the prison setting, is by noting the characteristics associated with high Es scores on the MMPI. The Physician's Guide to the MMPI (Good and Branter, 1961, p. 34) includes the following features; "...spontaneity, the ability to share emotional

experiences, good contact with reality; feelings of personal adequacy and vitality; physical courage and lack of fear."

Rotter has postulated that "the unit of investigation for the study of personality is the interaction of the individual with his meaningful environment (1954, p. 85." This concept suggests the existence of a three-part dynamically integrated process: (1) the individual, his personality, and behavior; (2) the social and physical setting; and (3) the interaction between these two entities. The Internal-External Locus of Control (I-E) scale was developed to assess how the individual experiences his position in regard to his meaningful environment. The conceptual extremes in this continuum are the sense of insignificance or impotence in the face of an overwhelmingly controlling environment and, conversely, the belief that the individual has complete mastery over the environment and his own destiny.

At this point, it would appear to be purposeful to integrate what has already been presented in more concise form, before introducing the hypotheses for the study. The purpose of this study, in its broadest statement, is to determine if changes in attitude are related to changes in behavior. Following the study by Gray, Graubard, and Rosenberg, the inmates (in parallel to the students in this earlier study) are designated as the change agents with the ostensible goal of altering the behavior of authority figures in the environment (prison staff members as compared to teachers and parents). The focus of the present study is ultimately, the attitudes

and behavior of the inmate-subjects. The attitudes of staff members towards the behavior of the participating subjects (expressed via a measure of institutional adjustment) must also be taken into account. Conceptually, this process is outlined in Figure 2.

Training will focus on the traditional topics included in most basic learning theory courses, in condensed form, modified to pertain to a prison setting. Potential changes in attitude, as a result of this training, will be measured by the Es scale and the I-E scale. In a related way, the effectiveness of applying this training will be estimated by scores earned on the Compound Adjustment Measure (the CAM). Feedback of scores earned on this measure is expected to further enhance the notions that the individual (1) can cope with reality, can increase his sense of personal adequacy, etc. and (2) has some influence over a system which generally dictates his every activity, the quality of his life, etc.

Hypotheses

The hypotheses for the current study are organized as follows, and are stated in the form of the Null Hypothesis:

I. Experimental. It is hypothesized that, for reformatory inmates, randomly assigned to one of three training conditions, those subjects assigned to the Learning Theory group,

A. Primary.

1. will not receive higher CAM scores relative to members of the other experimental groups,

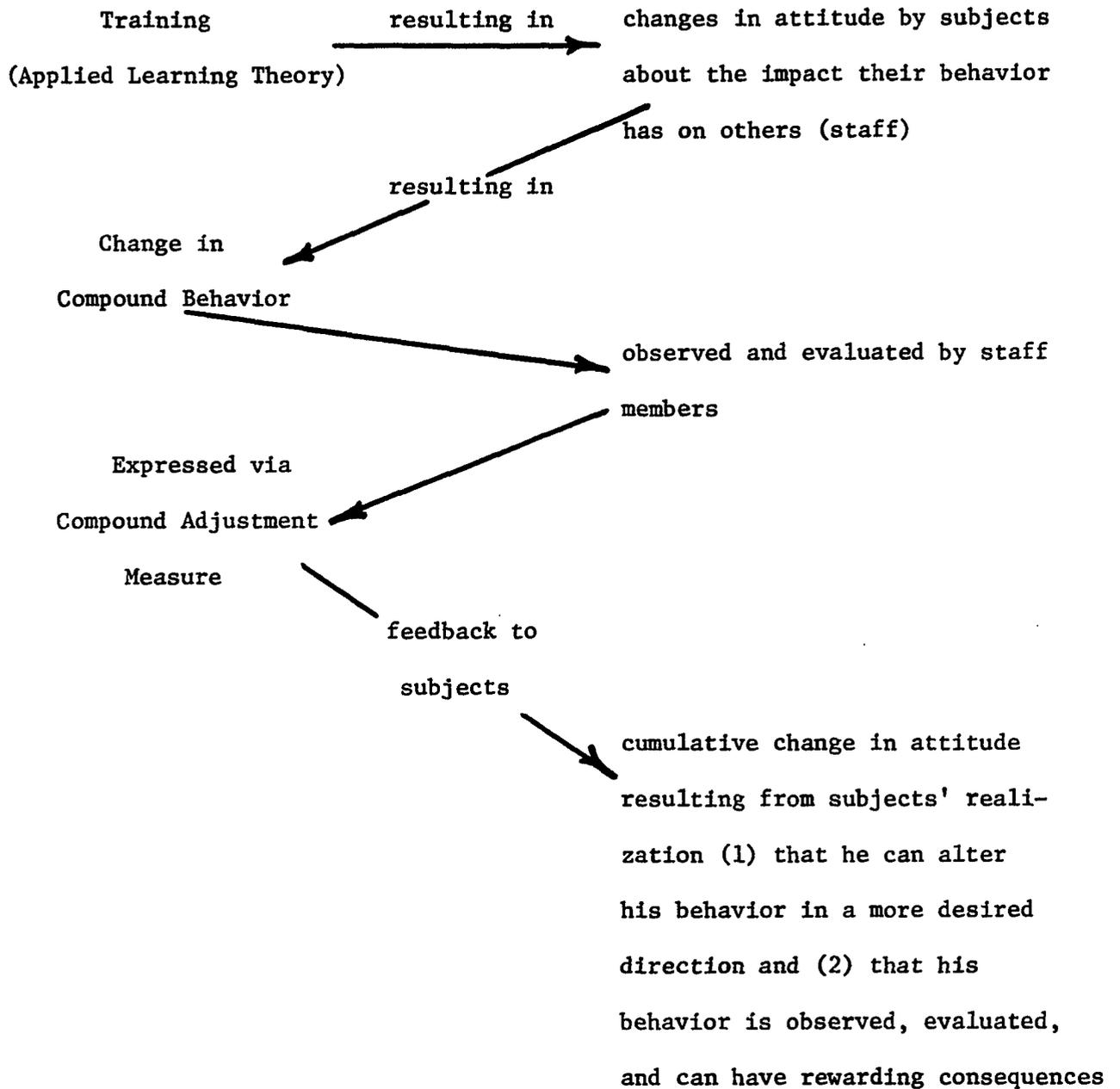


Figure 2. Conceptual scheme for study.

Table 5
Outline for Hypotheses

| | <u>Training</u> | | |
|-----------------------|----------------------------|------------------------------|--------------------------------|
| | Exp. <u>(B-Mod.)</u> | Cont.1 <u>(Ord. Pos.)</u> | Cont.2 <u>(No Training)</u> |
| <u>Es</u> | + | - | - |
| <u>I-E</u> | + (greater internality) | - | - |
| <u>B-Mod.</u> | + | - | - |
| <u>Prison Outlook</u> | - | - | - |

+ = relatively positive results
 - = relatively negative or insignificant results

| | <u>Feedback (Positive)</u> | | |
|-----------------------|--------------------------------|------------------------------|--------------------------------|
| | Exp. <u>(B-Mod.)</u> | Cont.1 <u>(Ord. Pos.)</u> | Cont.2 <u>(No Training)</u> |
| <u>Es</u> | ++ | + | + |
| <u>I-E</u> | ++ (greater internality) | - | - |
| <u>B-Mod.</u> | ++ | - | - |
| <u>Prison Outlook</u> | - | - | - |

+ = relatively positive results
 ++ = comulatively positive results
 - = relatively negative or insignificant results

Figure 3. Graphic representation of hypotheses.

2. will not receive higher scores on the Es scale, relative to members of other experimental groups,
3. will not receive higher scores (reflecting greater internality) on the I-E scale, relative to members of other experimental groups, following training,
4. will not receive higher scores on the Es scale, relative to members of other experimental groups, following the CAM Feedback session,
5. will not receive higher scores on the I-E scale, relative to members of the other experimental groups, following the CAM Feedback session.

B. Secondary. It is hypothesized that for reformatory inmates, randomly assigned to one of three training conditions, the group which received training on Learning Theory, will

1. not, relative to the other experimental groups, use a higher percentage of positive adjectives in group discussion focused on Behavior Modification,
2. relative to the other experimental groups, use a higher percentage of positive adjectives in group discussion focused on outlook for the prison system.

Method

Volunteered inmates at a federal reformatory will be randomly assigned to three types of conditions for the study. The experimental group and one control group of subjects will receive formalized training, while a second control group will receive no such training. At the end of four training weeks, the two training groups will be tested on the material presented.

Concomitant to the testing session, an evaluation form (the Compound Adjustment Measure), which is to be completed by prison staff members, will be distributed to three such staff members, selected by each inmate-subject. A first Post-test Assessment session will then be held to allow for the administration of two paper-and-pencil tests, the Ego Strength scale of the MMPI and Rotter's Internal-External Scale and two 15-minute group discussions on (1) Behavior Modification and (2) outlook on the prison system.

During the following week, a feedback session will be held during which subjects will be advised of their mean score for the three CAMs completed for them. An outline presenting the distribution of these mean CAM scores for all subjects and for a given subject's particular group will be the basis for discussion about this measure. The final session in the study will be a second Posttest Assessment session duplicating the first such assessment period.

Subjects

Of a prison population of approximately 1000 inmates, 250 inmates will be initially selected as members of a potential subject pool. These 250 inmates have previously indicated, on an Information Questionnaire, that they might be interested in participating in later, unspecified, research studies. Because this questionnaire was completed as part of the Mental Health Program's Admission and Orientation testing program, beginning nine months ago, all inmates who would be selected as subjects will be incarcerated, at The El Reno Federal Reformatory, maximally, for nine months.

The 250 inmates will be interviewed to generally outline the alternate degrees of commitment required by participation. Reasons for exclusion will be imminent transfer to another penal institution or upcoming parole or release. Additional causes for exclusion will be time-conflicts with the industries', educational, or vocational training programs, involvement with service-oriented programs, assignment to the segregation unit, and, of course, lack of interest in participating in a research study.

Because of the interlaced randomization effects of (1) assignment to The El Reno Reformatory, over a nine-month period of time, (2) the exclusionary processes of institutional transfer and parole, and (3) diverse reasons for volunteering, it is expected that the sample finally derived, will be representative of the entire reformatory population. The dimensions used to describe this population includes an age range of from

18 to 26, a racial balance of 3-1 for White to Black inmates, an approximate I.Q. range of 80 to 120, and an educational range between second grade and college graduation.

Materials

Two types of data-gathering instruments were developed specifically for the present study, the Compound Adjustment Measure and the Institution Behavior Measure. The CAM represents a conceptually integrated questionnaire or survey reflecting the evaluatory focus of several similar surveys in use at the reformatory. These others are used for work performance assessments, educational progress, disciplinary reports, etc. No other comprehensive measure is in use. To accomplish the development of a broad and useful scale, consideration was given to (A) general and personal maintenance, (B) sociability, (C) self-discipline, (D) disposition, (E) general productivity or involvement with the institutional programs and (F) general commentary about institutional conduct. Growing out of these elements, twenty specific items, using a five-point differential scale of judgment were created.

A scoring system, allowing for alternative positive and negative responses (5 or 1 may be either most favorable or unfavorable) was also developed. Thus, a maximum score of 100 (5 points X 20 items) for most favorable judgments is possible, with a minimum possible score of 20. Two pilot studies were run on the CAM to provide some insight into its utility. The first study involved completion of 5 CAMs by

doctoral level mental health staff at the reformatory and provided information about the approximate time required to complete the survey. It was found that, on the average, two minutes were required to complete the CAM. It was also found that a high correlation (in the order of .90), exists between item #16 (the broadest estimate of inmate adjustment on the institutional compound) and the remaining 19 items.

A second pilot study, carried out at the Oklahoma State Correctional facility at Lexington, required 50 prison staff members to use the CAM to evaluate 50 inmates. Each inmate was evaluated by three staff members and the obtained correlations between individual item-scores and over-all CAM scores for a given inmate were in the vicinity of .90.

The Institution Behavior Measure is a survey based on information from the inmate-subject's official institutional record. It will be used, because of its less inferential nature, as a potential validity check on the CAM. The Institution Behavior Measure will be used after the completion of the formal study; for this reason, as well as the fact that neither subjects nor other staff members will be aware of its use, it will not affect the variables used in the study in any way. The items on this measure were selected on the basis of availability in the official record and general pertinence to inmate adjustment. No systematized effort has been made by the institution to organize or synthesize this material; thus, this information, while incomplete, represents the ultimate available measure of inmate behavior.

Two other instruments to be used in this study include the complete 29 items of Rotter's Internal-External Locus of Control scale and the 68 items of the MMPI which constitute Barron's Ego Strength scale. The only modification of the I-E scale to be made for the current study will be to use an inverse score, to reflect the degree of internality (rather than externality as proposed by Rotter). While the usual answer sheets will be used for these two measures, special keys will be devised to score responses.

Printed lesson outlines, to include Suggested Topics for Discussion, will be created to serve as guides for the taped, half-hour training material presentations. These outlines will be available for each of four training sessions, for both Learning Theory and Ordinal Position training. A review sheet covering the more important areas in Learning Theory and Ordinal Position will also be made available. In addition, two 25-item, predominantly multiple-choice examinations (with scoring keys) will be used to assess familiarity with terms and concepts for both Learning Theory and Ordinal Position.

A Participation Agreement outlining the respective responsibilities of the researcher and the subject will be prepared and signed by the subject. A Letter of Acknowledgment: Participation in Research, specifying the subject's name and institutional number and signed by the researcher, will be prepared for inclusion in the subject's official record.

Two forms relating to completion of the Compound Adjustment Measure will also be prepared. An Evaluator-Designation sheet will be presented to subjects to specify one dorm officer and two other staff members who know the inmate-subjects well enough to evaluate them. General Instructions to Evaluators, specifying the subjects to be assessed, will be attached to an appropriate number of CAMs.

Reel-to-reel and cassette tape-recording equipment will be used to record group discussions. Another type of material to be used, an incentive for participation, will be felt-tipped pens and writing pads; during the last three sessions, two donuts and a cold drink will be provided for each subject.

Procedure

Conceptually, the current investigation will proceed via two major phases and a series of lesser steps. The first step will involve the individual interviewing of approximately 250 inmates for 5-10 minutes, to outline the study and explain the alternative required time-commitments (eight one-hour sessions for training groups or three one-hour sessions for non-training groups). During this interview, the process of random assignment to one of three groups will be explained, as well as the general features of these groups. The incentives to be used, including the Acknowledgment of Participation letter, will also be mentioned. Those inmates who do volunteer, will be asked to sign the Participation Agreement and specify their three staff evaluators on the Evaluator Designation form.

General Schedule of Study

Session:

- 1st
 - 2nd
 - 3rd
 - 4th
- } Taped presentation and discussions (1 hour sessions)
- 5th- Formal testing session on material presented over previous four weeks
(On this same day or shortly thereafter, the Compound Adjustment Measure will be distributed to all available officers--A total of 180 evaluations).
- 6th- Posttest Assessment I (1 hour)
- a) administration of Es Scale (15 minutes)
 - b) administration of I-E Scale (15 minutes)
 - c) behavior modification discussion (15 minutes)
 - d) discussion of prison system outlook (15 minutes)
- 7th- Feed-back session (15 minutes to 1/2 hour)
Results of Compound Adjustment Measure--
combined quantified evaluations of three (3) staff members for each subject.

8th- Posttest Assessment II (1 hour)

- a) administration of Es Scale (15 minutes)
- b) administration of I-E scale (15 minutes)
- c) behavior modification discussion (15 minutes)
- d) discussion of prison system outlook
(15 minutes)

The next step, which coincides with the beginning of Phase I is the random assignment of subjects to one of three treatment conditions, (1) training on Learning Theory, (2) training on Ordinal Position, and (3) non-training. As each subject volunteers, his name will be added to a list and assigned in order, to conditions I, II, or III.

The second step in this phase is formal training. Each of four training sessions will be of one-hour duration, to be divided between prepared taped presentations on the didactic material and group discussions on the same material. A pre-doctoral level student in Counseling Psychology will be hired to conduct and supervise these training sessions, in addition to supervising subsequent testing and discussion meetings and the Feedback session. During the training period (four weeks), and testing session, members of the non-training group will not formally meet. At the end of training, two 25-item, predominantly multiple choice type tests will be given to the respective Learning Theory and Ordinal Position training groups. As a control measure, each training group will be tested on the material for which they were not trained. As a second control, another group of inmates (an Admissions and Orientation group, naive as to the existence of the present study) will be given both training related tests.

During the week in which the training tests are to be administered, the Compound Adjustment Measure will be distributed to, and collected from the institution staff members who were previously designated by subjects. The interchange

of blank and completed CAMs will be effected by use of the institutional mailing system. Assurances will be given to the participating staff members that their individual evaluations will be kept confidential by presenting subjects with only the mean scores for the three evaluations completed for each subject. Keys which take into account response sequence reversals will be used to score the CAMs.

The final step of Phase I will be the Posttest Assessment I session. This one-hour period will be split into four 15-minute segments. These segments will be used for (1) administration of the Ego Strength scale of the MMPI, (2) administration of Rotter's Internal-External Locus of Control scale, (3) taping group discussion focused on Behavior Modification and (4) taping discussion on outlook for the prison system. Scoring the Ego Strength scale will follow the routine method, with a possible range of scores from 0 to 68. Scoring on the Internal-External Locus of Control scale will depart from the usual scoring as a measure of externality for higher scores. The I-E scale (which comprises 29 items, of which 23 are scorable), will be scored in the direction of internality. The taped discussions will be subsequently reviewed in order to record the number of positive and negative adjectives used, as indices of attitudes toward behavior modification and the outlook for the prison system.

Phase II is conceptually demarcated by the Feedback Session. During this session, subjects will be given folded sheets of paper on which are printed their names, institutional

numbers, and mean scores for the CAMs completed for them. They will also be given a photostat-copy sheet outlining the full range of CAM scores for all subjects. The remaining time will allow for group discussions about the meaning of the CAMs. The second step of this phase, and final step for the entire study, is labelled "Posttest Assessment II." It is also to be a one-hour session, designed to appraise the effects of receiving feedback information regarding the CAM. This session is a duplication of the Posttest Assessment I session (which was included to evaluate the differential effects of the training sessions). At the beginning of each of the three final sessions, two donuts and a cold drink will be given to each subject.

Following the formal segments of the study, an additional session will be available for interested subjects, to provide test results, which were not earlier available to participants. Es scores and I-E scores will be typed on slips of paper with each subjects' name and institution number; privacy will again be respected by folding and stapling these slips. The scored test examinations for Learning Theory and Ordinal Position material will also be made available to subjects. In whatever time remains during this session, general questions relating to the entire study will be answered.

Analysis

The data will be divided in respect to two separate schemes for analysis. First, following the general progression of the study, data will be categorized as part of Phase I or

Table 6

Experimental Variables

- Phase I -

Independent

3 Training
Conditions

Dependent

Individual
CAM Score
Es₁ Score
I-E₁ Score

Group
Discussions--
Per Cent Positive
Adjectives
B-Mod.
prison outlook

- Phase II -

Independent

CAM Feedback

Dependent

Individual
Es₂-Es₁
I-E₂I-E₁

Group
Discussions--
Per Cent Positive
Adjectives
B-Mod.
prison outlook

Phase II. Phase I constitutes the differential effects of the three training conditions. Thus, ANOVAs will be obtained for the three training conditions as they may affect CAM, Es and I-E scores. Phase II will test the effects of receiving feedback on the Compound Adjustment Measure; ANOVAs will be used for this phase to determine the feedback influence on differences (Posttest I-Posttest II) in Es and I-E scores. After these ANOVA's have been obtained, t-Tests will be performed for each experimental variable for both phases of the study, across the three conditions of the study.

The second scheme in this analysis, relates to performing t-Tests on three related demographic variables, Educational Level, Race, and Length of Sentence. A fourth factor, I.Q. score, will be tested across these three variables as well as across the three experimental conditions.

An additional, specific, analysis will be run for stratified Compound Adjustment Measure scores. For this purpose, t-Tests will be performed for the means of CAM scores for appropriate ranges: 50-59, 60-69, 70-79, 80-89, and 90-99. In order to test for significant difference between the means for the (training material) tests, t-Tests will be run for the mean scores for the Learning Theory and Ordinal Position tests. This will be done for each of the two groups trained on this material, as well as for a control group (Admissions and Orientation group), which will not be exposed to either training experience.

Two types of correlational analysis will be performed to assess the degree of internal reliability and external validity for the Compound Adjustment Measure. First, correlation coefficients will be determined for the relationship between overall CAM scores for an individual subject and the three scores (from each evaluator) on a particular item--to be done for all 20 items. This analysis will be done for subjects involved in the pilot study to be performed at the Oklahoma Correctional Facility at Lexington, and the subjects at the El Reno Federal Reformatory. A second type of reliability check will focus on determining correlation coefficients for the relationship between each CAM item score (for all El Reno subjects) and the remaining 19 items.

As a validity check on the CAM, correlation coefficients to determine the degree of relation between overall CAM score (for all items and all subjects) and the individual nine components of the Institution Behavior Measure, will be done. A final series of analyses will be performed to maximize the utility of both the Compound Adjustment Measure and the Institution Behavior Measure. A step-wise regression will be performed on the components of the Institution Behavior Measure to determine the ideal weightings for each of the nine components of this measure. A series of canonical correlations will then be performed to integrate the correlation coefficients between all CAM items and all Institution Behavior Measure components and simultaneously perform a factor analysis on all 29 items. The purpose of this analysis will be to appropriately weight each of these 29 components.

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Appendix B
Information Questionnaire

Mental Health Program
Information Questionnaire
Psychology Department

The information on the attached questionnaire will be available ONLY to the Psychology Department, for the purpose of research. If, for any reason, you do not want to answer any part of the questionnaire or the entire form, or know for certain that you do not want to take part in any kind of research, you do not have to complete the form.

1. Name: (Last, First, Middle Initial)

2. Institution Number: _____
3. Team Letter: (A, B, C, D, etc.) _____
4. Age: _____
5. Highest Grade Completed in School: _____
6. Marital Status: (Married, Single, Divorced, etc.)

7. Race: _____
8. State Residence at Times of Arrest: _____
9. Citizenship: _____
10. State in which first ten years of life were spent:

11. Age at time of First Arrest (Felonies Only): _____
12. Total Number of Prior Arrests: _____
13. Total Number of Prior Commitments: _____

14. Type of Offense for Current Commitment (Longest Sentence):

15. Length of Current Sentence: _____

16. Type of Sentence: (5010b, 4208 A-2, etc.) _____

17. Parent's Marital Status: (Married, Divorced, etc.)

18. Number of Children in Family (Your Brothers and Sisters):

19. Position with other Children: (Oldest, Youngest, etc.)

20. Father's Occupation: _____

21. Mother's Occupation: _____

22. Father's Highest Grade Completed in School: _____

23. Mother's Highest Grade Completed in School: _____

24. Current Emotional State (Confused, Angry, Depressed, etc.):

25. Approximate Income for Father AND Mother: _____

26. While at this institution, do you think you might want to see a psychologist or a psychiatrist? _____

(Please fold this sheet in half when you have completed it.)

Appendix C
Outline for Study Subjects

Outline for Study Subjects

We will be taking 2 short tests which should take only 5-10 minutes to finish. Put your names and numbers on the 2 answer sheets in front of you. After you're done with the tests, we'll spend some time discussing 2 things--Behavior Modification and the outlook for the prison system. For the purpose of the research study, the discussions will have to take exactly 15 minutes each, and will be taped. This study is not for the institution, but for my own research purposes. For this reason, you can be assured that, as far as the taping is concerned, (1) no attempt will be made to recognize particular subjects' voices during the taping and (2) I will be the only person listening to the tapes. Finally, the tapes will be taken out of the institution, played at my home within the next few days and then erased. In no way, will the taped discussions be available to anyone else at this institution at any time.

Appendix D
Participation Agreement

Participation Agreement

I have met with Mr. Greene on May _____, 1974. At that time, he explained the general nature of a research project he is conducting and assured me that my participation would not involve any danger to me. My part of this agreement is to make myself available for a total of one hour per week for a maximum of eight weeks, but my participation may involve as little as three weeks for one hour each week.

I understand that an "Acknowledgment of Participation" will be placed in my Institutional Record.

Signed, _____

Institutional Number _____

Appendix E
Letter of Acknowledgement

Date _____

Letter of Acknowledgment

Participation in Research

This is to acknowledge that _____,
Reg. No. _____, has volunteered to participate in a
research project carried out at The El Reno Federal Reform-
atory during the spring of 1974. His involvement is appre-
ciated and particularly notable in view of the fact that he
has given of his own time and potential earnings for the
duration of this study, without any personal compensation to
himself.

(This note has been shown to the participant and will
be added to his institutional record).

Leslie B. Greene
Mental Health Programs

Appendix F
Compound Adjustment Measure

Evaluator Designation Form

Compound Adjustment Measure

Inmate's Name _____

Institutional Number _____

Instruction:

From the list below select three (3) officers or staff members who have most regular contact with you during the week. One of these must be a dorm officer. The other two (2) would probably be someone you contact most in an education program or whom you work for. If you are not in school or do not work, any other officers or staff members could be listed here.

The three (3) evaluators (any staff members who have regular contact with the subject).

1. Must include a dorm officer
2. May include an educational instructor
3. May include a V. T. instructor
4. May include a detail foreman
5. May include an industries foreman
6. May include a correctional counselor

Title

Location and Name

1. (Dorm officer)

Which dorm? _____

Name _____

Hours per week in contact

_____ hrs.

2. ()

Where does he work?

Name _____

Hours per week in contact

_____ hrs.

3. ()

Where does he work?

Name _____

Hours per week in contact

_____ hrs.

To: Mr. _____

General Instructions to Evaluators

The inmate(s) listed below is (are) taking part in a research study. Your name, in addition to two other staff members, were selected to complete the attached Compound Adjustment Measure.

The instruction given to the inmate(s) was to select a staff member whom he felt knows him well enough to evaluate his adjustment here. So, in one sense, your selection here can be seen as an indication that you relate well to the inmates you work with.

It has been found that it takes about 2 minutes to complete a single Compound Adjustment Measure--to avoid taking up too much of your time.

Your evaluations will be returned directly to the researcher, so that your comments will not be available to the inmates you are evaluating. The evaluations will be scored and the average of the three (3) measures given to the inmate-subjects as a single number.

Because of a tight time schedule for the study, it would be appreciated if you could return the Compound Adjustment Measures, in a sealed envelope, to Les Greene, Mental Health Programs, within two days after you receive them. Thank you again.

Inmate's Name

Institutional Number

Conceptual Outline

Compound Adjustment Measure

- (A) General and personal maintenance
- (B) Sociability
- (C) Self-discipline
- (D) Disposition
- (E) General productivity or involvement with institutional programs
- (F) General comment about institutional conduct
- (A) General and personal maintenance
 - 1. condition of clothing
 - 2. orderliness of living, working or educational area
 - 3. personal hygiene (hair well groomed, clean shaven, physical cleanliness)
- (B) Sociability
 - 1. tendency to associate with others on compound
 - 2. frequency of contact with staff
 - 3. racial prejudice
- (C) Self-discipline
 - 1. ability to stay with tasks
 - 2. punctuality
 - 3. initiative
 - 4. ability to avoid or deal with interpersonal conflicts
 - 5. reactions to stress

(D) Disposition

1. general outlook
2. energy level
3. mood stability
4. flexibility with others (accepting vs. critical)

(E) General productivity or involvement with institutional programs (training, education, counseling)

1. willingness to go beyond basic program requirements
2. enthusiasm about programs
3. likelihood of completing programs

(F) General comment about institutional conduct (likelihood of having "shots" written or going to segregation)

1. prediction of getting into difficulties on the compound

Compound Adjustment Measure

The inmate whose name appears below is involved in a psychological research study. In order to learn if the program is effective, your help will be needed to determine how well he is adjusting on the compound. Your assistance is not only deeply appreciated, but absolutely necessary in carrying out the study. Thank you for your assistance.

Date _____

Inmate's Name _____

Institution Number _____

Institution Residence _____

Work Location or Training Program _____

Staff member completing form _____

Title _____

For each item below, circle the number that best describes this inmate.

1. Enthusiasm about programs

very

very

unenthusiastic unenthusiastic average enthusiastic enthusiastic

1

2

3

4

5

2. Punctuality

| | | | | |
|------------------------|-------------------------|--------------|------------------------|-----------------------|
| always on time 1 | Usually on time 2 | average 3 | rarely on time 4 | never on time 5 |
|------------------------|-------------------------|--------------|------------------------|-----------------------|

3. Racial prejudice

| | | | | |
|---------------------------|---------------------------------|--------------|-------------------------------|-------------------------|
| very unprejudiced 1 | moderately unprejudiced 2 | average 3 | moderately prejudiced 4 | very prejudiced 5 |
|---------------------------|---------------------------------|--------------|-------------------------------|-------------------------|

4. General comment about institutional conduct (likelihood
of having "shots" written or going to segregation)

| | | | | |
|---------------------|-----------|--------------|---------------|-----------------------|
| very likely 1 | like 2 | average 3 | unlikely 4 | very unlikely 5 |
|---------------------|-----------|--------------|---------------|-----------------------|

5. Energy level

| | | | | |
|-----------------------------|------------------------|--------------|----------------|------------------------|
| very non- energetic 1 | non- energetic 2 | average 3 | energetic 4 | very energetic 5 |
|-----------------------------|------------------------|--------------|----------------|------------------------|

6. Condition of clothing

| | | | | |
|------------------|-------------|--------------|-----------|----------------|
| very sloppy 1 | sloppy 2 | average 3 | neat 4 | very neat 5 |
|------------------|-------------|--------------|-----------|----------------|

12. Flexibility with others

| | | | | |
|------------------|----------|---------|-----------|-------------------|
| very critical | critical | average | accepting | very accepting |
| 1 | 2 | 3 | 4 | 5 |

13. General outlook

| | | | | |
|---------------------|-------------|---------|------------|--------------------|
| very pessimistic | pessimistic | average | optimistic | very optimistic |
| 1 | 2 | 3 | 4 | 5 |

14. Reactions to stress (excited, angry, depressed)

| | | | | |
|-----------|------|---------|------|-----------|
| very good | good | average | poor | very poor |
| 1 | 2 | 3 | 4 | 5 |

15. Tendency to associate with others on compound

| | | | | |
|-----------------------|------------------------|---------|------------------|-----------------|
| always with others | usually with others | average | usually alone | always alone |
| 1 | 2 | 3 | 4 | 5 |

16. Over-all estimate of this inmate's adjustment to compound

(including all aspects of institutional life)

| | | | | |
|-----------|------|---------|------|-----------|
| excellent | good | average | poor | very poor |
| 1 | 2 | 3 | 4 | 5 |

17. Ability to stay with tasks

| | | | | |
|-----|------|---------|------|-----------|
| bad | poor | average | good | excellent |
| 1 | 2 | 3 | 4 | 5 |

18. Mood stability

| | | | | |
|--------|---------|---------|---------------|---------------|
| always | usually | | sometimes | very |
| stable | stable | average | unpredictable | unpredictable |
| 1 | 2 | 3 | 4 | 5 |

19. Willingness to go beyond basic program requirements

| | | | | |
|--------|-----------|---------|--------|-------|
| always | sometimes | average | rarely | never |
| 1 | 2 | 3 | 4 | 5 |

20. Ability to avoid or deal with interpersonal conflicts

| | | | | |
|-----------|------|---------|------|-----------|
| very poor | poor | average | good | excellent |
| 1 | 2 | 3 | 4 | 5 |

Scoring System

Compound Adjustment Measure

Assessment: maximum score = 5 X 20 = 100

minimum score = 1 X 20 = 20

Total Score

Positive = 61 - 100

Neutral = 60

Negative = 20 - 59

Item Scoring Reversed

Assessment

| | | |
|-----|---|-------|
| 1. | | 11. |
| 2. | R | 12. |
| 3. | R | 13. |
| 4. | | 14. R |
| 5. | | 15. R |
| 6. | | 16. R |
| 7. | R | 17. |
| 8. | R | 18. R |
| 9. | | 19. R |
| 10. | R | 20. |

Code: 5 = most positive

1 = most negative

Appendix G

Institution Behavior Measure

Institution Behavior Measure

Inmate Name _____

Inmate Number _____

Study Group Number _____

Subject Number _____

1. Education Program Completed Yes _____

2. V.T. Program Completed Yes _____

3. Work Reports: Comments on Punctuality Positive _____

Negative _____

4. a) Number of times sent to "B" House _____

b) Total number of days in "B" House _____

5. "Gigs" for poorly maintained Living Area
(from Dorm Gig sheet) _____

6. Number of Shots for fighting _____

7. a) Number of special Certificates _____

b) Number of group memberships _____

Appendix H
Training Outlines

Learning Theory

Lesson I

Terms Used

1. Learning
2. Reward
3. Punishment
4. Stimulus
5. Response

Suggested Topics for Discussion

Why are the changes in behavior or thinking that are caused by drugs or alcohol not considered learning?

What is the difference between learning, conditioning, and behavior modification?

What is the difference between reward and punishment? What are some examples for each here at El Reno, for staff and inmates?

If you were to change someone's behavior or thinking, how would you go about it? Even more importantly, how would you decide what to change?

What does it mean that all behavior is motivated?

As far as learning is concerned, what is the difference between man and animals?

Learning Theory

Session II

Terms Used

1. Reinforcer
2. Primary Reinforcer
3. Secondary Reinforcer
4. Contigency
5. Extinction

Suggested Topics for Discussion

What is a reinforcer? What is the difference between positive and negative reinforcers? Give some examples of each.

Why is a primary reinforcer called a primary reinforcer?

What is a secondary reinforcer and which is more important to us--primary or secondary reinforcers? Give some examples of each.

What are some contingencies at El Reno?

Explain how some particular bit of behavior or thinking becomes extinguished.

What kinds of behaviors or thoughts would you like to extinguish in other inmates--in certain staff members?

Learning Theory

Session III

Terms Used

1. Generalization
2. Continuous Reinforcement
3. Partial Reinforcement
4. Classical Conditioning
5. Instrumental Conditioning
6. What is Behaviorism?

Suggested Topics for Discussion

What does generalization mean?

What is extinction and how would you expect to extinguish some particular bit of behavior or thinking?

Is continuous or partial reinforcement more effective for learning? Why?

What does Behaviorism mean?

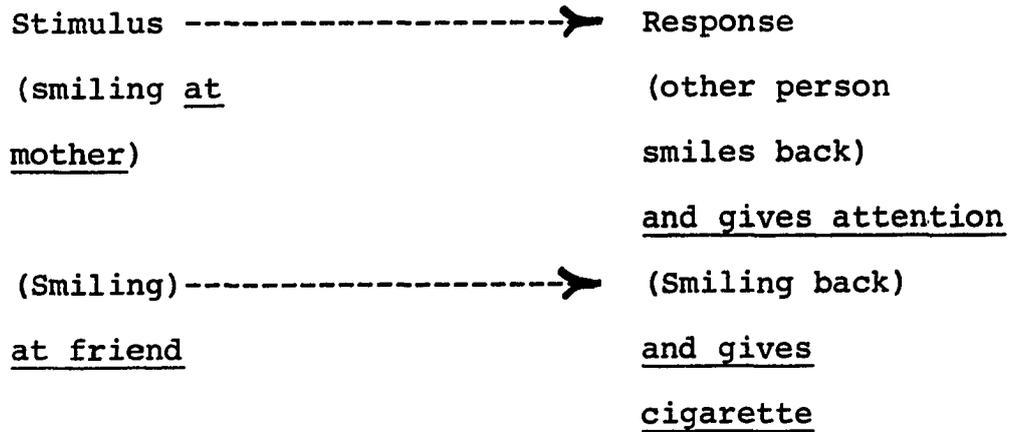
Basically, what is the difference between classical conditioning and instrumental conditioning?

Learning Theory

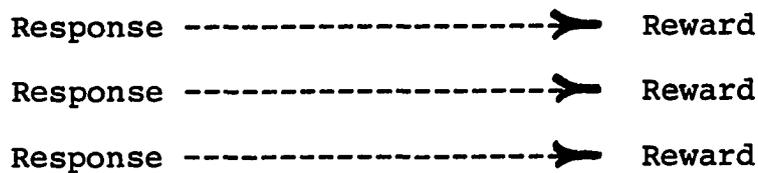
Session III

Review Sheet

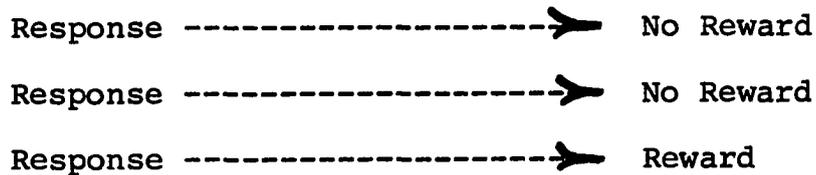
1. Generalization



2. Continuous Reinforcement



3. Partial Reinforcement



4. Classical Conditioning

- 1) Discovered by Pavlov in Russia at the turn of the century
- 2) Under control of the experimenter
- 3) Based on bodily or physiological functions, like hunger, thirst, etc.

- 4) Subject doesn't have to do anything voluntarily
- 5) Reward comes before subject acts

5. Instrumental Conditioning

- 1) Discovered by Thorndike in the U.S. in the 1930's
- 2) Under control of the subject
- 3) Based on a thinking process which leads to some action by the subject
- 4) Subject must do something, voluntarily
- 5) Reward comes after subject acts

6. Behaviorism

People are best understood by watching their behavior-thinking, feeling, etc., may be going on, but really are not things to study in psychology.

Learning Theory

Session IV

Terms Used

1. Social Learning Theory
2. Applied Learning Theory
3. Setting Goals
4. Establishing Baselines
5. Controversial Issues

Suggested Topics for Discussion

What is social learning theory?

What are the steps in a behavior change program?

Name some controversial issues in applied learning theory.

When is applied learning theory a worthwhile project?

Is reward or punishment more effective in Learning?

Why?

Ordinal Position

Session I

Terms Used

1. Ordinal position or birth order
2. Duplication theorem
3. Family constellation
4. Formative years
5. Peers
6. Sibling
7. Sibling position
8. Sibling rivalry

Suggested Topics for Discussion

For anyone who is willing to do it, tell the group what your family constellation is and have someone who doesn't know you, try to describe your personality.

What does ordinal position or birth order mean?

Why bother studying ordinal position?

What is a sib or a sibling?

How about peer?

What does Duplication theorem mean and how does it work?

What kind of marriage would an only child be looking for--How many children would he or she want to have?

Ordinal Position

Session II

Terms Used

1. Family sub-groups or clusters--Several siblings who are around the same age. There may be 2 or 3 different clusters in the same family.
2. Same-sexed parent--The father of the boys in the family or the mother of the girls in the family.
3. Losses--Any situation in which some important member of the family, especially a parent, leaves the family constellation. This is particularly important during the individual's formative years.
4. Identification--The fact that a child will tend to associate with a particular parent, and take on his mother's or father's attitudes or styles of behaving.

Suggested Topics for Discussion

How does the new information presented today help to make ordinal position easier to understand or a better predictor of social or personal functioning?

What are some examples of losses in the family constellation?

How does identification take place if there is only one parent at home?

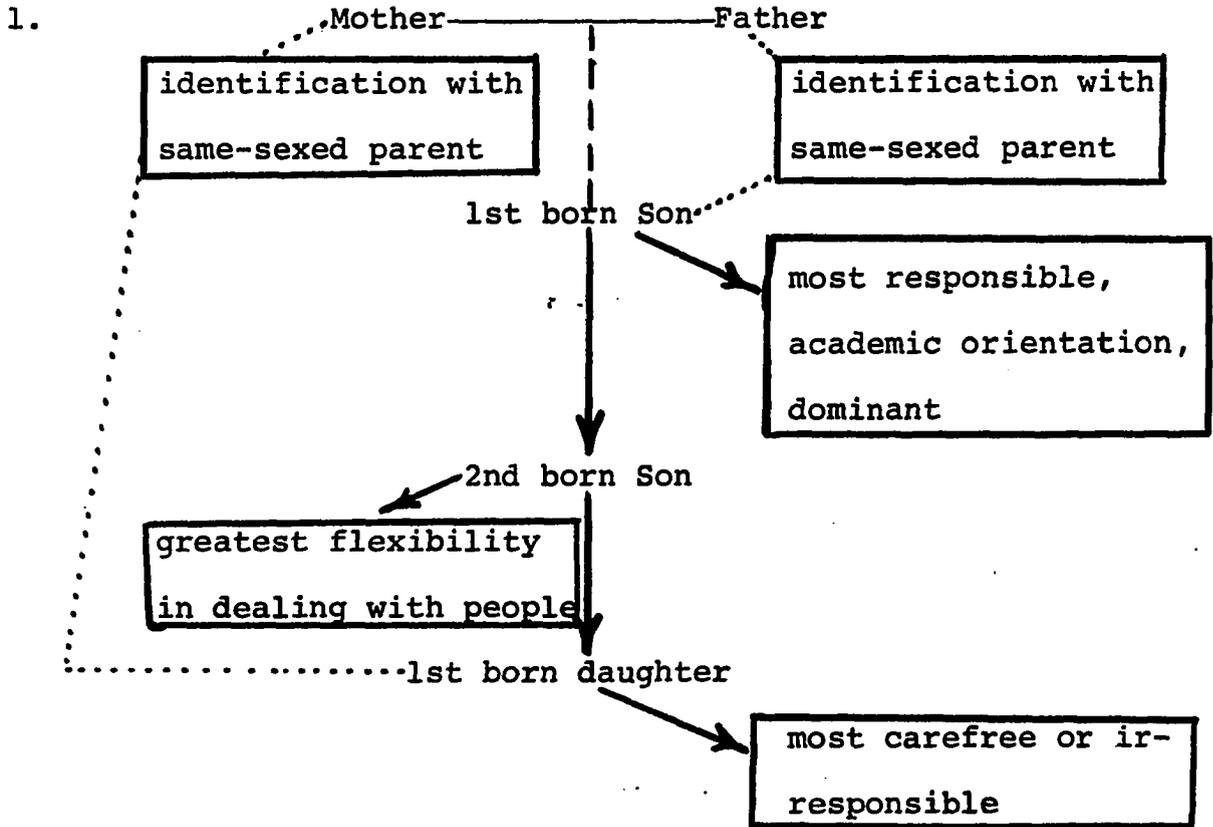
How does identification take place if a child is not home with his parents?--If he is raised in an orphanage or some other kind of institution?

What is the general effect of an incomplete family--
with one parent missing as a result of death, divorce or
desertion?

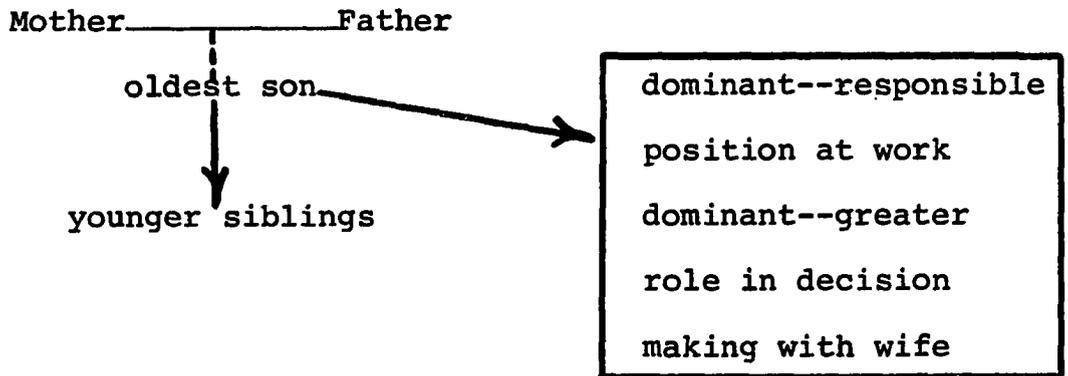
Ordinal Position

Session III

Review Sheet



2. Duplication Theorem



3. Formative Years

usually the first 8 years of life in which the basis for the later developing personality is established

4. Duplication Theorem

the re-creating of the family structure (family constellation) in later social situations outside of the home

5. Sibling Rivalry

conflict between brothers and sisters in the same family for the attention and affection of the parents

Ordinal Position

Session IV

Suggested Topics for Discussion

How accurate is the concept of ordinal position in making predictions about people we know or in understanding ourselves?

In addition to general personality factors, predictions about marriage and job selection, is there other value in knowing what a person's ordinal position is?

What other things should be known about a person (beyond his ordinal position) to better understand his thinking and behavior?

Does ordinal position tell us anything about the nature of the relationship between inmates and officers?

Appendix I
Training Tests

Learning Theory Test

For the following questions (1-15), pick the answer which most accurately completes the statements and circle the correct answer--a), b), c), d).

1. A reward is something which _____ the likelihood of a particular behavior or thinking happening again or continuing.

- a) decreases
- b) may increase or decrease
- c) increases
- d) does not affect

2. An example of a primary reinforcer is _____,

- a) money
- b) food
- c) a parole recommendation
- d) a book

3. An example of a secondary reinforcer is _____,

- a) bread
- b) a steak dinner
- c) a furlough approval
- d) sexual intercourse

4. The name most often associated with Classical Conditioning is _____.

- a) Pavlov
- b) Freud

- c) Watson
- d) Thorndike

5. The name most often associated with Instrumental Conditioning is _____.

- a) Pavlov
- b) Freud
- c) Watson
- d) Thorndike

6. Behaviorism is an idea which generally relates to behavior and _____.

- a) inner thoughts
- b) emotional states
- c) deep feelings
- d) nothing else

7. An example of punishment is _____.

- a) a long parole set-off
- b) an incident report
- c) a poor work report
- d) all of the above

8. Learning is a result of _____.

- a) physical illness
- b) past experience
- c) alcohol or drugs
- d) brain surgery

9. Learning is _____.

- a) a change in behavior or thinking
- b) something which only occurs in school

- c) not necessary for getting along in life
- d) something which only occurs for human beings

10. When a particular behavior or bit of thinking has been extinguished, it has _____.

- a) become easier to see
- b) become more frequent
- c) disappeared or dropped out
- d) none of the above

11. When something you have learned in one place or situation is used in a new place or situation, this is known as _____.

- a) generalization
- b) extinction
- c) a stimulus
- d) punishment

12. Giving a reward each time a certain response is given, is known as _____.

- a) continuous reinforcement
- b) behaviorism
- c) partial reinforcement
- d) generalization

13. When a reward is not given each time a certain response is given, it is known as _____.

- a) continuous reinforcement
- b) behaviorism
- c) partial reinforcement
- d) generalization

14. The term which generally describes the connection between stimulus and response is _____.

- a) extinction
- b) contingency
- c) behaviorism
- d) punishment

15. The reaction that a person has to a particular or general situation is known as _____.

- a) a reward
- b) a response
- c) extinction
- d) punishment

For the following questions, 16-20, match the terms on the left, to the terms on the right.

Put your answers here

- | | | |
|-------|-------------------------------|---|
| _____ | 16. Behaviorism | a) Thorndike |
| _____ | 17. Instrumental Conditioning | b) "B" House |
| _____ | 18. Punishment | c) Causes changes in behavior or thinking |
| _____ | 19. Stimulus | d) Pavlov |
| _____ | 20. Classical Conditioning | e) Strictly behavior |

For the following questions, 21-25, put a circle around the "T" if the statement is true, or circle "F" if the statement is false.

21. One name associated with Social Learning Theory is Julian Rotter.

T

F

22. Punishment is something which decreases the likelihood of certain behavior or thinking of continuing or happening again.

T

F

23. Behavior Modification has been used throughout the history of mankind, by parents in raising children, by teachers in school, and by adults in their relations with others.

T

F

24. Applied Learning Theory, conditioning, and Behavior Modification, all, generally mean the same thing.

T

F

25. In Instrumental Conditioning, the subject has no control over what happens to him.

T

F

Ordinal Position Test

For the following questions, pick the answer which most accurately completes the statements and circle the correct answer--a), b), c), or d).

1. The formative years refer to _____.
 - a) adolescence
 - b) the first two years of life
 - c) from birth to 8 years
 - d) young adulthood

2. They are called the "formative years" because during that period of time, _____.
 - a) the foundation is laid for later personality features
 - b) most physical growth takes place
 - c) sexual needs arise
 - d) all sorts of problems arise

3. Duplication Theorem means _____.
 - a) the possibility of duplicating someone else's personality
 - b) most relationships are made up of two people
 - c) the tendency to recreate or duplicate your family situation
 - d) twins have more trouble in life than other people

4. Sibling rivalry can be competition, in the same family, between _____.
- a) 2 brothers
 - b) 2 sisters
 - c) a brother and a sister
 - d) all of the above
5. An example of a peer is _____.
- a) your dorm officer
 - b) another inmate from your home town
 - c) a teacher in the educational program
 - d) either one of your parents
6. As far as ordinal position is concerned, Loss means _____.
- a) a large financial set-back
 - b) any important member of the family leaving or dying
 - c) the death of a distant relative
 - d) conflict between a child and his parents
7. A sibling is _____.
- a) a close friend not in your family
 - b) a parent of either sex
 - c) a girl you plan to marry
 - d) none of the above
8. The family constellation is made up of _____.
- a) only the male children
 - b) only the female children
 - c) only male and female children
 - d) all children and parents

9. Your same-sexed parent is your
- a) mother
 - b) father
 - c) neither your mother or your father
 - d) either one, depending upon whether both parents are living at home
10. For ordinal position, identification relates to _____.
- a) taking on the attitudes or styles of behavior of a parent
 - b) being able to name all of your brothers and your sisters
 - c) being recognized as a member of your family
 - d) having your name on a bracelet
11. Who would most likely want a job in which he guides, controls, or supervises other people?
- a) oldest child in a family
 - b) middle child in a family
 - c) youngest child in a family
 - d) only child in a family
12. Who would have most trouble in getting along with peers or people in general?
- a) oldest child in family
 - b) middle child in a family
 - c) youngest child in a family
 - d) only child in a family

13. Who is usually most serious, responsible, and tends to like school?

- a) oldest child in a family
- b) middle child in a family
- c) youngest child in a family
- d) only child in a family

14. Who is usually most carefree, easy-going and dependent on others?

- a) oldest child in a family
- b) middle child in a family
- c) youngest child in a family
- d) only child in a family

15. Who would have most flexibility or ease in dealing with different people of different ages?

- a) oldest child in a family
- b) middle child in a family
- c) youngest child in a family
- d) only child in a family

16. When we talk about "oldest child" or "first born," we are talking about his _____.

- a) ordinal position
- b) formative years
- c) identification
- d) family sub-group

17. Competition between two brothers for parental affection or attention is _____.

- a) identification

- b) the family constellation
- c) a family cluster
- d) sibling rivalry

18. Several brothers or sisters, around the same age, in the same family are _____.

- a) an example of identification
- b) a family cluster
- c) a family sub-group
- d) both b) and c)

19. The oldest brother of sisters would probably be the best husband for _____.

- a) a girl who is an only child
- b) the youngest sister of brothers
- c) the oldest sister of brothers
- d) a girl who has been divorced several times

20. A married couple made up of a husband and wife who were both only children would probably want _____.

- a) no children
- b) several children
- c) many children
- d) children of one sex

21. A father who was the oldest brother in his family would probably identify with or feel closest to _____.

- a) his oldest son
- b) his youngest son
- c) his youngest daughter
- d) none of his children

22. If you were raised in a family of all sisters and your father deserted the family when you were two years old, your relationship with women would probably be _____.

- a) awkward and uncomfortable
- b) poor
- c) comfortable and familiar
- d) none of the above

23. Ordinal position means the same as _____.

- a) birth order
- b) formative years
- c) identification
- d) sibling rivalry

24. Your sibling can also be your _____.

- a) parent
- b) son or daughter
- c) grandparent
- d) peer

25. Father, mother, 2 brothers and 2 sisters refers to _____.

- a) sibling rivalry
- b) family constellation
- c) identification
- d) formative years

Appendix J
Means for
Training Test Scores

Means for Training

Test Scores

| Type of Test Administered | Training | | |
|------------------------------|------------------|--------------------|-------------------------|
| | Learning | Ordinal | Admission & Orientation |
| | Theory (n=22) | Position (n=22) | Control Group (n=22) |
| Learning Theory | 76.00 | 58.18 | 53.46 |
| Ordinal Position | 62.91 | 86.73 | 51.28 |

Appendix K
Adjective Lists for Discussion

Adjective List
for
Discussion Sessions
(Posttest Assessment I)
Group I
Behavior Modification

| | | | |
|----------------------------------|---|----------------------------|---|
| 1. good | + | 13. first offense | o |
| 2. good | + | 14. juvenile | - |
| 3. right | + | 15. fuckin' | - |
| 4. bitch | - | 16. <u>actual</u> practice | o |
| 5. mother fuckin' | - | 17. wrong | - |
| 6. fuckin' | - | 18. dangerous | - |
| 7. <u>first</u> offense | o | 19. bad | - |
| 8. professional | o | 20. <u>cheap</u> price | + |
| 9. completely honest | + | 21. good | + |
| 10. <u>fuckin' little</u> people | - | 22. dangerous | - |
| 11. crazy | - | 23. fuckin' | - |
| 12. sob story | - | 24. <u>body</u> "high" | o |

Value Judgment
of Adjectives
+ = positive
- = negative
o = neutral

Total Number of Adjectives = 24

Total Number of Positive Adjectives = 6

Total Number of Negative Adjectives = 13

Percent Positive Adjectives (without neutral adjectives) = 32%

Adjective List
for
Discussion Sessions
(Posttest Assessment I)

Group I

Prison Outlook

| | | | |
|----------------------------------|---|-----------------------------|---|
| 1. rinky-dink | - | 14. better | + |
| 2. fuckin' | - | 15. over-stocked brooms | - |
| 3. <u>bullshit</u> job | - | 16. <u>lesser</u> crimes | - |
| 4. <u>personal</u> grudge | o | 17. careful | + |
| 5. <u>third</u> trip back | o | 18. <u>federal</u> crime | o |
| 6. fuckin' | - | 19. <u>internal</u> thought | o |
| 7. <u>personal</u> judgment | o | 20. easiest | + |
| 8. <u>socially</u> | o | 21. <u>young</u> offenders | - |
| 9. <u>more</u> emphasis | + | 22. non-violent | + |
| 10. <u>qualified</u> caseworkers | + | 23. <u>first</u> offender | + |
| 11. <u>good</u> idea | + | 24. <u>good</u> deal | + |
| 12. law is <u>right</u> | + | 25. rehabilitatable | + |
| 13. <u>internal</u> thought | o | 26. well | + |

Value Judgment of Adjectives

+ = positive

- = negative

o = neutral

Total Number of Adjectives = 26

Total Number of Positive Adjectives = 12

Total Number of Negative Adjectives = 7

Percent Positive Adjectives (without neutral adjectives) = 63%

Adjective List
for
Discussion Sessions
(Posttest Assessment I)
Group II
Behavior Modification

| | | | |
|-----------------------------|---|--------------------------|---|
| 1. <u>personal</u> feelings | o | 12. good | + |
| 2. <u>bad</u> attitude | - | 13. bullshit | - |
| 3. bad | - | 14. <u>free</u> world | + |
| 4. bad | - | 15. screwed up | - |
| 5. different | o | 16. harsh | - |
| 6. unconstitutional | - | 17. wrong | - |
| 7. <u>personal</u> hygiene | o | 18. wrong | - |
| 8. <u>crazy</u> man | - | 19. <u>first</u> time | o |
| 9. high | + | 20. right | + |
| 10. wrong | - | 21. <u>strong</u> degree | o |
| 11. smarter | + | | |

Value Judgment of Adjectives

+ = positive

- = negative

o = neutral

Total Number of Adjectives = 21

Total Number of Positive Adjectives = 5

Total Number of Negative Adjectives = 11

Percent Positive Adjectives (without neutral adjectives) = 31%

Adjective List
for
Discussion Sessions
(Posttest Assessment I)

Group II

Prison Outlook

| | | | | | |
|----------------------------|---|---------------------|---|------------------------------|---|
| 1. <u>bad</u> shape | - | 13. wrong | - | 25. worth a <u>dam</u> | - |
| 2. <u>liberal</u> minded | + | 14. good | + | 26. wrong | - |
| 3. <u>political</u> crimes | o | 15. never right | - | 27. shittin' | - |
| 4. tougher | - | 16. good | + | 28. bad | - |
| 5. better | + | 17. do <u>right</u> | + | 29. idiotic | - |
| 6. hard | - | 18. better | + | 30. <u>idle</u> time | - |
| 7. like <u>heaven</u> | + | 19. <u>too</u> much | - | 31. <u>dam</u> parole | - |
| 8. better | + | 20. <u>too</u> long | - | 32. <u>judicial</u> system | o |
| 9. good | + | 21. crazy | - | 33. <u>set</u> sentences | + |
| 10. <u>heavy</u> rap | + | 22. crazy | - | 34. <u>federal</u> judges | o |
| 11. fullest | - | 23. messed up | - | 35. <u>construction</u> site | o |
| 12. wrong | - | 24. important | + | | |

Value Judgment of Adjectives

+ = positive

- = negative

o = neutral

Total Number of Adjectives = 35

Total Number of Positive Adjectives = 12

Total Number of Negative Adjectives = 19

Percent Positive Adjectives (without neutral adjectives) = 39%

Adjective List
for
Discussion Sessions
(Posttest Assessment I)
Behavior Modification

| | | | |
|----------------------------|---|----------------------------|---|
| 1. modifying | - | 13. <u>hard</u> question | - |
| 2. <u>poor</u> behavior | - | 14. possible | o |
| 3. pacifying | + | 15. brand new | + |
| 4. <u>better</u> education | + | 16. like a kid | - |
| 5. looks <u>good</u> | + | 17. like a youngster | - |
| 6. looks <u>good</u> | + | 18. corrupt | - |
| 7. <u>honest</u> job | + | 19. scum | - |
| 8. <u>honest</u> job | + | 20. screw-ups | - |
| 9. <u>little old</u> game | - | 21. <u>bad</u> guys | - |
| 10. nice | + | 22. fuck-ups | - |
| 11. <u>little old</u> game | - | 23. constitutional right o | o |
| 12. <u>look</u> good | + | | |

Value Judgment of Adjectives

+ = positive

- = negative

o = neutral

Total Number of Adjectives = 23

Total Number of Positive Adjectives = 9

Total Number of Negative Adjectives = 12

Percent Positive Adjectives (without neutral adjectives) = 43%

Adjective List
for
Discussion Sessions
(Posttest Assessment I)

Group III

Prison Outlook

| | | | |
|------------------------|---|--------------------------------|---|
| 1. <u>great</u> future | + | 11. <u>little</u> game | - |
| 2. <u>dream</u> camp | + | 12. prick | - |
| 3. damn | - | 13. <u>negative</u> attitude | - |
| 4. <u>more</u> pay | + | 14. <u>bad</u> deal | - |
| 5. God-damned | - | 15. <u>extra close</u> custody | - |
| 6. fucked-up | - | 16. <u>little</u> fun | + |
| 7. <u>bad</u> mood | - | 17. <u>good</u> behavior | + |
| 8. <u>bad</u> deal | - | 18. <u>suspicious</u> behavior | - |
| 9. antagonistic | - | 19. look <u>suspicious</u> | - |
| 10. fuckin' | - | 20. <u>stupid</u> committee | - |

Value Judgment of Adjectives

+ = positive

- = negative

o = neutral

Total Number of Adjectives = 20

Total Number of Positive Adjectives = 5

Total Number of Negative Adjectives = 15

Percent Positive Adjectives (without neutral adjectives) = 25%

Adjective List
for
Discussion Sessions
(Posttest Assessment I)
Group IV

Behavior Modification

| | | | | | |
|----------------------|---|--------------------------|---|------------------------|---|
| 1. good | + | 14. not <u>kosher</u> | - | 27. doubtful | - |
| 2. positive | + | 15. self-inflicted | - | 28. perfect | + |
| 3. brainwashed | - | 16. most | o | 29. perfect | + |
| 4. good | + | 17. <u>little</u> change | - | 30. family | o |
| 5. negative | - | 18. dependent | - | 31. <u>first</u> grade | o |
| 6. more <u>aware</u> | + | 19. little | o | 32. right | + |
| 7. <u>paper</u> game | o | 20. <u>first</u> year | o | 33. perfect | + |
| 8. real | + | 21. drastic | - | 34. interesting | + |
| 9. wrong | - | 22. wrong | - | 35. routine | - |
| 10. ain't so hot | - | 23. independent | + | 36. minor | - |
| 11. modify | o | 24. damn | - | 37. likeable | + |
| 12. silly | - | 25. perfect | + | 38. <u>junk</u> store | o |
| 13. wrong | - | 26. ordinal | o | | |

Value Judgment of Adjectives

+ = positive

- = negative

o = neutral

Total Number of Adjectives = 38

Total Number of Positive Adjectives = 13

Total Number of Negative Adjectives = 16

Percent Positive Adjectives (without neutral adjectives) = 45%

Adjective List
for
Discussion Sessions
(Posttest Assessment I)

Group IV

Prison Outlook

| | | | |
|---------------------------|---|--------------------------|---|
| 1. great | + | 13. good | + |
| 2. more conscious | + | 14. rigorous | - |
| 3. <u>big</u> number | o | 15. time consuming | - |
| 4. perfect | + | 16. steady | + |
| 5. black | - | 17. subtle | o |
| 6. change | o | 18. little | o |
| 7. standard procedure | o | 19. little | o |
| 8. stuffed | - | 20. smoother on the | |
| 9. black | - | street | - |
| 10. good | + | 21. disciplinary | - |
| 11. <u>higher</u> tension | - | 22. good | + |
| 12. unreal | - | 23. <u>tension</u> level | o |

Value Judgment of Adjectives

+ = positive

- = negative

o = neutral

Total Number of Adjectives = 23

Total Number of Positive Adjectives = 7

Total Number of Negative Adjectives = 9

Percent Positive Adjectives (without neutral adjectives) = 44%

Adjective List
for
Discussion Sessions
(Posttest Assessment I)
Group V
Behavior Modification

| | | | |
|--------------------------------|---|-------------------------------|---|
| 1. any good | o | 11. worse | - |
| 2. <u>major</u> trouble makers | - | 12. <u>penal</u> hospital | o |
| 3. <u>first</u> time out | o | 13. <u>marijuana</u> smokers | o |
| 4. too nervous | - | 14. shitty | - |
| 5. like a <u>zombie</u> | - | 15. <u>mad</u> dog | - |
| 6. <u>agitated</u> state | - | 16. <u>individual</u> world | o |
| 7. <u>extreme</u> violence | - | 17. <u>institutional</u> game | - |
| 8. <u>extremely</u> violent | - | 18. so "down" | - |
| 9. calms down | + | 19. like an idiot | - |
| 10. cool down | + | | |

Value Judgment of Adjectives

+ = positive

- = negative

o = neutral

Total Number of Adjectives = 19

Total Number of Positive Adjectives = 2

Total Number of Negative Adjectives = 12

Percent Positive Adjectives (without neutral adjectives) = 14%

Adjective List
for
Discussion Sessions
(Posttest Assessment I)

Group V

Prison Outlook

| | | | |
|---------------------------|---|--------------------------------|---|
| 1. better | + | 16. <u>muslim</u> guy | o |
| 2. black | - | 17. <u>Vt Welding</u> program | o |
| 3. <u>right</u> direction | + | 18. <u>educational</u> program | o |
| 4. harsh | - | 19. <u>Black</u> group | o |
| 5. <u>Federal</u> system | o | 20. <u>White</u> group | o |
| 6. best education | + | 21. <u>Chicano</u> group | o |
| 7. aggressive | + | 22. <u>Indian</u> group | o |
| 8. educated | + | 23. go <u>straight</u> | + |
| 9. <u>more</u> in touch | + | 24. not <u>antagonistic</u> | + |
| 10. <u>convict</u> law | - | 25. <u>more</u> money | + |
| 11. peaceful | + | 26. decent | + |
| 12. calm | + | 27. <u>conjugal</u> system | + |
| 13. <u>racial</u> riot | - | 28. dehumanized | - |
| 14. screwed up | - | 29. decent | + |
| 15. <u>colored</u> guy | o | 30. hard-core | - |

Value Judgment of Adjectives

+ = positive

- = negative

o = neutral

Total Number of Adjectives = 30

Total Number of Positive Adjectives = 14

Total Number of Negative Adjectives = 7

Percent Positive Adjectives (without neutral adjectives) = 67%

Adjective List
for
Discussion Sessions
(Posttest Assessment I)
Group VI
Behavior Modification

| | | | |
|---------------------------------|---|-------------------------------|---|
| 1. <u>real</u> problem | o | 7. nasty | - |
| 2. <u>outside</u> communication | o | 8. cool | + |
| 3. like a volcano | - | 9. confused | - |
| 4. wrong | - | 10. <u>homosexual</u> attack | - |
| 5. <u>cold</u> attitude | - | 11. <u>outside</u> people | o |
| 6. <u>real</u> communication | + | 12. <u>free world</u> society | o |

Value Judgment of Adjectives

+ = positive - = negative o = neutral

Total Number of Adjectives = 12

Total Number of Positive Adjectives = 2

Total Number of Negative Adjectives = 6

Percent Positive Adjectives (without neutral adjectives) = 25%

Adjective List
for
Discussion Sessions
(Posttest Assessment I)

Group VI

Prison Outlook

| | | | |
|----------------------------|---|------------------------------|---|
| 1. <u>real</u> problem | - | 9. <u>drug</u> addict | o |
| 2. really | - | 10. <u>bad</u> kid | - |
| 3. <u>parole</u> officer | o | 11. <u>living</u> shit | - |
| 4. cool | + | 12. <u>tiresome</u> shit | - |
| 5. <u>college</u> students | o | 13. <u>lower</u> than a worm | - |
| 6. <u>bum</u> rap | - | 14. sick mother fuckers | - |
| 7. <u>bank</u> robbery | o | 15. crooked | - |
| 8. <u>big</u> set-off | - | | |

Value Judgment of Adjectives

+ = positive

- = negative

o - neutral

Total Number of Adjectives = 15

Total Number of Positive Adjectives = 1

Total Number of Negative Adjectives = 10

Percent Positive Adjectives (without neutral adjectives) = 9%

Adjective List
for
Discussion Sessions
(Posttest Assessment II)
Group I
Behavior Modification

- | | | |
|----|---------------------|---|
| 1. | beautiful | + |
| 2. | <u>main</u> speaker | o |
| 3. | <u>cheat</u> sheet | o |
| 4. | dumbest | - |
| 5. | stupid | - |

Value Judgment of Adjectives

+ = positive

- = negative

o = neutral

Total Number of Adjectives = 5

Total Number of Positive Adjectives = 1

Total Number of Negative Adjectives = 2

Percent Positive Adjectives (without neutral adjectives) = 33%

Adjective List
for
Discussion Sessions
(Posttest Assessment II)

Group I

Prison Outlook

| | | | |
|----------------------------|---|----------------------------|---|
| 1. funky | - | 15. Goddamned | - |
| 2. best God-damned | + | 16. <u>damn young</u> kids | - |
| 3. son-of-a-bitchin' | - | 17. bogus ass harassment- | |
| 4. fuckin' | - | 18. immature little | |
| 5. <u>damn</u> easy | + | child | - |
| 6. <u>kiddie</u> joint | - | 19. <u>bullshit</u> games | - |
| 7. roughest | - | 20. immature children | - |
| 8. <u>sweet little</u> ass | - | 21. <u>sugar</u> shaker | o |
| 9. <u>snitchin'</u> dog | - | 22. <u>crazy</u> shit | - |
| 10. God-damned | - | 23. <u>kid</u> shit | - |
| 11. bullshit | - | 24. dim | - |
| 12. mother fucking | - | 25. no fuckin' good | - |
| 13. fuckin' hole | - | 26. <u>little</u> games | - |
| 14. cold-blooded | - | 27. bitter | - |

Value Judgment of Adjectives

+ = positive

- = negative

o = neutral

Total Number of Adjectives = 27

Total Number of Positive Adjectives = 2

Total Number of Negative Adjectives = 24

Percent Positive Adjectives (without neutral adjectives) = 8%

Adjective List
for
Discussion Sessions
(Posttest Assessment II)
Group II
Behavior Modification

| | | | |
|----------------------------------|---|-----------------------------|---|
| 1. socially bad | - | 14. <u>murder</u> rap | o |
| 2. morally bad | - | 15. not always <u>right</u> | - |
| 3. pepped-up | + | 16. a <u>set</u> time | o |
| 4. changed | o | 17. <u>point</u> system | o |
| 5. <u>classical</u> conditioning | o | 18. <u>clean</u> clothes | + |
| 6. psychological fear | - | 19. <u>poor</u> decision | - |
| 7. may not be <u>right</u> | - | 20. bad | - |
| 8. psychological impact | o | 21. not all <u>bad</u> | - |
| 9. <u>basic form</u> of B. Mod. | o | 22. <u>better</u> behavior | + |
| 10. good | + | 23. <u>personal</u> pride | o |
| 11. good | + | 24. <u>worst</u> kind | - |
| 12. <u>natural</u> life | o | 25. inhuman | - |
| 13. <u>old</u> bum | - | | |

Value Judgment of Adjectives

+ = positive

- = negative

o - neutral

Total Number of Adjectives = 25

Total Number of Positive Adjectives = 5

Total Number of Negative Adjectives = 11

Percent Positive Adjectives (without neutral adjectives) = 31%

Adjective List
for
Discussion Sessions
(Posttest Assessment II)

Group II

Prison Outlook

| | | | |
|---------------------------------|---|-----------------------------------|---|
| 1. God-damned | - | 12. <u>co-ed</u> joints | + |
| 2. <u>little bitty</u> fans | - | 13. different class of | |
| 3. <u>big</u> fans | + | inmates | o |
| 4. <u>co-ed</u> thing | + | 14. <u>older</u> inmates | o |
| 5. <u>younger</u> people | - | 15. <u>minimum</u> custody | + |
| 6. good | + | 16. <u>furlough</u> police | o |
| 7. <u>plain</u> truth | + | 17. <u>furlough</u> policy | o |
| 8. <u>sweet little big butt</u> | | 18. <u>furlough</u> policy | o |
| boy | - | 19. <u>God's honest</u> truth | + |
| 9. intelligent | + | 20. <u>first 2 or 3</u> furloughs | o |
| 10. mature | + | 21. bad | - |
| 11. co-educational | + | 22. bullshit | - |

Value Judgment of Adjectives

+ = positive

- = negative

o = neutral

Total Number of Adjectives = 22

Total Number of Positive Adjectives = 10

Total Number of Negative Adjectives = 6

Percent Positive Adjectives (without neutral adjectives) = 63%

Adjective List
for
Discussion Sessions
(Posttest Assessment II)
Group III
Behavior Modification

| | | | |
|---------------------------------|---|------------------------|---|
| 1. prison system | o | 7. rinky-dink | - |
| 2. pretty right | + | 8. <u>damn</u> machine | - |
| 3. <u>school</u> programs | o | 9. <u>steady</u> jobs | + |
| 4. <u>Vt.</u> programs | o | 10. <u>good</u> money | + |
| 5. " <u>no sho nuff</u> " trade | - | 11. fair shakes | + |
| 6. <u>damn</u> thing | - | | |

Value Judgment of Adjectives

+ = positive - = negative o = neutral

Total Number of Adjectives = 11

Total Number of Positive Adjectives = 4

Total Number of Negative Adjectives = 4

Percent Positive Adjectives (without neutral adjectives) = 50%

Adjective List
for
Discussion Sessions
(Posttest Assessment II)
Group III
Prison Outlook

| | | | |
|---|---|---------------------------------|---|
| 1. <u>good</u> outlook (facetious) | - | 16. <u>speaking</u> engagements | o |
| 2. <u>great</u> future (facetious) | - | 17. <u>final</u> say-so | o |
| 3. <u>fascist</u> system | - | 18. <u>excellent</u> record | + |
| 4. <u>wrong</u> | - | 19. <u>whole</u> background | o |
| 5. <u>total</u> agreement | + | 20. <u>hot</u> summer | - |
| 6. <u>misconceived</u> views | - | 21. <u>cold</u> winter | - |
| 7. <u>long ways</u> to go | - | 22. <u>easy</u> time | + |
| 8. <u>penal</u> system | o | 23. <u>hard</u> time | - |
| 9. <u>art</u> gallery | o | 24. <u>rinky-dink</u> rule | - |
| 10. <u>different</u> breed of convicts | - | 25. God-damned rule | - |
| 11. <u>constructive</u> things | + | 26. pissy-assed little rules | - |
| 12. <u>young</u> kids | - | 27. <u>long</u> hair | o |
| 13. talk <u>mean</u> | - | 28. <u>young</u> men | o |
| 14. <u>good</u> parts | + | 29. too long | - |
| 15. <u>bad</u> parts | - | | |

Value Judgment of Adjectives

+ = positive

- = negative

o = neutral

Total Number of Adjectives = 29

Total Number of Positive Adjectives = 5

Total Number of Negative Adjectives = 17

Percent Positive Adjectives (without neutral adjectives) = 23%

Adjective List

for

Discussion Sessions

(Posttest Assessment II)

Group IV

Behavior Modification

| | | | |
|------------------------------|---|--|---|
| 1. carrot in front of the | | 15. <u>simple</u> yes or no | o |
| rabbit routine | o | 16. <u>good</u> carrots and sticks | + |
| 2. <u>negative</u> points | - | 17. <u>tangible</u> carrots and sticks | + |
| 3. working <u>fine</u> | + | 18. kept on the <u>Q.T.</u> | - |
| 4. <u>extra</u> time | o | 19. insignificant | - |
| 5. <u>good</u> time | + | 20. <u>special parole</u> review | o |
| 6. easy | + | 21. parole review hearing | o |
| 7. <u>cold-hearted</u> dudes | - | 22. B-Mod. deal | o |
| 8. <u>government</u> truck | o | 23. <u>fairly</u> desirable | + |
| 9. mentally not | | 24. <u>color</u> T.V. | + |
| adjusted | - | 25. <u>damn</u> thing | - |
| 10. <u>B-Mod.</u> program | o | 26. <u>little</u> power | - |
| 11. a <u>big</u> mystery | - | 27. point system | o |
| 12. <u>state</u> joint | o | 28. recreational program | o |
| 13. too much knowledge | - | 29. highest scores | + |
| 14. dangerous thing | - | 30. <u>old</u> convicts | o |

31. too damn lazy

-

32. too scared

-

Value Judgment of Adjectives

+ = positive

- = negative

o = neutral

Total Number of Adjectives = 32

Total Number of Positive Adjectives = 8

Total Number of Negative Adjectives = 12

Percent Positive Adjectives (without neutral adjectives) = 40%

Adjective List
for
Discussion Sessions
(Posttest Assessment II)

Group IV

Prison Outlook

| | | | |
|-----------------------------------|---|-------------------------------|---|
| 1. <u>riot</u> action | - | 15. ignorant | - |
| 2. <u>whole</u> "hole" | o | 16. rewards | + |
| 3. <u>little</u> incidents | o | 17. dim | - |
| 4. beat <u>living</u> hell out of | - | 18. <u>bad</u> shape | - |
| 5. <u>pretty young</u> dude | + | 19. <u>good</u> thing | + |
| 6. <u>record</u> job | o | 20. nit-shit | - |
| 7. B-Mod. program | o | 21. <u>bare</u> knucks | o |
| 8. <u>12 hour</u> furlough | + | 22. mad enough | - |
| 9. right | + | 23. chickenshit SOB | - |
| 10. <u>7 day</u> furlough | + | 24. <u>extended</u> furloughs | + |
| 11. <u>work release</u> program | + | 25. <u>7 day</u> furlough | + |
| 12. <u>school</u> release | + | 26. getting <u>better</u> | + |
| 13. <u>easy</u> time | + | 27. fantastic | + |
| 14. any <u>little</u> thing | - | | |

Value Judgment of Adjectives

+ = positive

- = negative

o = neutral

Total Number of Adjectives = 27

Total Number of Positive Adjectives = 13

Total Number of Negative Adjectives = 9

Percent Positive Adjectives (without neutral adjectives) = 59%

Adjective List
for
Discussion Sessions
(Posttest Assessment II)
Group V
Behavior Modification

| | | | |
|-----------------------|---|-------------------------------|---|
| 1. wrong | - | 9. <u>hustlin'</u> intentions | o |
| 2. right | + | 10. <u>little</u> hustle | o |
| 3. <u>fast</u> money | - | 11. <u>biggest</u> thief | - |
| 4. <u>good</u> money | + | 12. <u>big</u> money | - |
| 5. <u>rich</u> homes | + | 13. <u>big</u> people | - |
| 6. "jive" | + | 14. <u>right</u> people | - |
| 7. goodie-goodie | - | 15. <u>tricky</u> Dick | - |
| 8. <u>tricky</u> Dick | - | 16. <u>minimum</u> custody | + |

Value Judgment of Adjectives

+ = positive

- = negative

o = neutral

Total Number of Adjectives = 16

Total Number of Positive Adjectives = 5

Total Number of Negative Adjectives = 9

Percent Positive Adjectives (without neutral adjectives) = 36%

Adjective List
for
Discussion Sessions
(Posttest Assessment II)
Group V
Prison Outlook

- | | |
|------------------------------|---|
| 1. <u>point</u> system | o |
| 2. <u>7 day</u> furlough | + |
| 3. <u>screwed-up</u> | - |
| 4. <u>new</u> desk | + |
| 5. <u>athletic</u> committee | + |
| 6. <u>promise</u> street | - |
| 7. <u>long</u> time | - |
| 8. <u>promise</u> street | - |
| 9. <u>penal</u> institution | o |

Value Judgment of Adjectives

+ = positive

- = negative

o = neutral

Total Number of Adjectives = 9

Total Number of Positive Adjectives = 3

Total Number of Negative Adjectives = 4

Percent Positive Adjectives (without neutral adjectives) - 43%

Adjective List
for
Discussion Sessions
(Posttest Assessment II
Group II
Behavior Modification

| | | | |
|---------------------------|---|--------------------------------|---|
| 1. farce | - | 12. <u>J.C. Penney</u> shit | - |
| 2. immoral | - | 13. more intelligent | + |
| 3. older | + | 14. true | + |
| 4. wiser | + | 15. shit | - |
| 5. <u>slower</u> death | - | 16. <u>average</u> dude | o |
| 6. <u>pine</u> box | - | 17. <u>young</u> dude | o |
| 7. <u>pine</u> box | - | 18. mother-fuckin' | - |
| 8. <u>true</u> reality | o | 19. no God-damned good | - |
| 9. <u>pine</u> box | - | 20. more aware | + |
| 10. <u>hustling</u> thing | o | 21. <u>young</u> person's mind | o |
| 11. <u>\$300.00</u> suit | + | 22. mother-fuckin' | - |

Value Judgment of Adjectives

+ = positive

- = negative

o - neutral

Total Number of Adjectives = 22

Total Number of Positive Adjectives = 6

Total Number of Negative Adjectives = 11

Percent Positive Adjectives (without neutral adjectives) = 33%

Adjective List
for
Discussion Sessions
(Posttest Assessment II)

Group VI

Prison Outlook

| | | | |
|---------------------------|---|----------------------------|---|
| 1. pretty dull | - | 11. <u>racial</u> thing | - |
| 2. wrong | - | 12. <u>fuckin'</u> police | - |
| 3. man-made shit | - | 13. <u>intelligent</u> rap | + |
| 4. <u>shitty</u> deals | - | 14. patient | + |
| 5. psychological games | - | 15. impatient | - |
| 6. <u>white</u> dude | o | 16. <u>positive</u> look | + |
| 7. <u>black</u> dude | o | 17. positive outlook | + |
| 8. <u>little</u> game | - | 18. positive | + |
| 9. <u>God-damned</u> riot | - | 19. <u>educated</u> people | + |
| 10. <u>race</u> riot | - | 20. <u>assault</u> charge | o |

Value Judgment of Adjectives

+ = positive

- = negative

o = neutral

Total Number of Adjectives = 21

Total Number of Positive Adjectives = 6

Total Number of Negative Adjectives = 11

Percent Positive Adjectives (without neutral adjectives) = 35%

Appendix L
Summary Statistics

Mean I-E and Es Scores for
Posttest I and Posttest II

| | I-E | | Es | |
|-------------------|------------|-------------|------------|-------------|
| | Posttest I | Posttest II | Posttest I | Posttest II |
| Learning Theory | 16.5 | 16.18 | 51.55 | 52.41 |
| Ordinal Position | 15.96 | 16.09 | 52.95 | 54.86 |
| Non-Training | 14.68 | 14.95 | 49.59 | 51.1 |
| Combined Training | 15.71 | 16.14 | 51.36 | 53.64 |

Correlations for Dependent Variables

| <u>Variables</u> | <u>CAM</u> | <u>Es</u> | <u>I-E</u> | <u>Es Difference</u> | <u>I-E Difference</u> |
|------------------|------------|-----------|------------|----------------------|-----------------------|
| CAM | | .1332 | -.1453 | -.0258 | .1446 |
| Es | | | .3630 | -.3372 | -.1009 |
| I-E | | | | -.0555 | -.4281 |
| Es Difference | | | | | -.0476 |

ANOVA on Dependent Variables
 Experimental Effect Between Groups I, II, and III
 for CAM, Es, I-E, Es Difference,
 and I-E Difference

| <u>Variable</u> | <u>Group I</u> | <u>Group II</u> | <u>Group III</u> |
|-----------------------|----------------|-----------------|------------------|
| <u>CAM</u> | | | |
| Mean | 72.3863 | 70.6363 | 72.9908 |
| Standard Deviation | 7.5473 | 8.6340 | 8.7367 |

| Source | <u>df</u> | <u>MS</u> | <u>F</u> |
|----------------|-----------|-----------|----------|
| Between Groups | 2 | 32.8961 | 0.4748* |
| Within Groups | 63 | 69.2788 | |

*Obtained F ratio is not significant at the .05 level

| <u>Es</u> | <u>Group I</u> | <u>Group II</u> | <u>Group III</u> |
|-----------------------|----------------|-----------------|------------------|
| Mean | 51.5454 | 52.9091 | 51.0000 |
| Standard Deviation | 11.0614 | 9.7292 | 14.1993 |

| Source | <u>df</u> | <u>MS</u> | <u>F</u> |
|----------------|-----------|-----------|----------|
| Between Groups | 2 | 21.2727 | 0.1524* |
| Within Groups | 63 | 139.5439 | |

*Obtained F ratio is not significant at the .05 level

ANOVA on Dependent Variables

| <u>Variable</u> | | <u>Group I</u> | <u>Group II</u> | <u>Group III</u> |
|-----------------|--------------------|----------------|-----------------|------------------|
| <u>I-E</u> | Mean | 16.5000 | 15.9545 | 14.6818 |
| | Standard Deviation | 2.4833 | 5.3137 | 3.5642 |

| Source | <u>df</u> | <u>MS</u> | <u>F</u> |
|----------------|-----------|-----------|----------|
| Between Groups | 2 | 19.1515 | 1.2197* |
| Within Groups | 63 | 15.7020 | |

*Obtained F ratio is not significant at the .05 level

| <u>Es</u> | | <u>Group I</u> | <u>Group II</u> | <u>Group III</u> |
|-------------------|--------------------|----------------|-----------------|------------------|
| <u>Difference</u> | Mean | 0.8636 | 1.9091 | 3.6818 |
| | Standard Deviation | 6.1898 | 5.3176 | 9.2653 |

| Source | <u>df</u> | <u>MS</u> | <u>F</u> |
|----------------|-----------|-----------|----------|
| Between Groups | 2 | 44.6515 | 0.8788* |
| Within Groups | 63 | 50.8123 | |

*Obtained F ratio is not significant at the .05 level

ANOVA on Dependent Variables

| <u>Variable</u> | | | | |
|-------------------|--|----------------|-----------------|------------------|
| I-E | | | | |
| <u>Difference</u> | | <u>Group I</u> | <u>Group II</u> | <u>Group III</u> |
| Mean | | -0.3182 | 0.0909 | -0.0455 |
| Standard | | 2.2122 | 3.2937 | 2.5350 |
| Deviation | | | | |

| <u>Source</u> | <u>df</u> | <u>MS</u> | <u>F</u> |
|----------------|-----------|-----------|----------|
| Between Groups | 2 | 0.9545 | 0.1292* |
| Within Groups | 63 | 7.3896 | |

*Obtained F ratio is not significant at the .05 level

ANOVA on Dependent Variables
 Experimental Effect Between Group I and
 Groups II & III Combined for CAM, Es₁, I-E₁,
 Es₂, and I-E₂

Variable

| <u>CAM</u> | <u>Group I</u> | <u>Groups II and III</u> |
|--------------------|----------------|--------------------------|
| Mean | 72.3863 | 71.8136 |
| Standard Deviation | 7.5473 | 8.6661 |

| Source | <u>df</u> | <u>MS</u> | <u>F</u> |
|----------------|-----------|-----------|----------|
| Between Groups | 1 | 4.8083 | 0.0695* |
| Within Groups | 64 | 69.1492 | |

*Obtained F ratio is not significant at the .05 level

| <u>Es₁</u> | <u>Group I</u> | <u>Groups II and III</u> |
|-----------------------|----------------|--------------------------|
| Mean | 51.5454 | 51.9545 |
| Standard Deviation | 11.0614 | 12.0675 |

| Source | <u>df</u> | <u>MS</u> | <u>F</u> |
|----------------|-----------|-----------|----------|
| Between Groups | 1 | 2.4547 | 0.0178* |
| Within Groups | 64 | 137.9897 | |

*Obtained F ratio is not significant at the .05 level

ANOVA on Dependent Variables

| <u>Variable</u> | | <u>Group I</u> | <u>Groups II and III</u> |
|-----------------|----------|----------------|--------------------------|
| <u>1-E1</u> | | | |
| | Mean | 16.5000 | 15.3182 |
| | Standard | 2.4833 | 4.5175 |

| Source | <u>df</u> | <u>MS</u> | <u>F</u> |
|----------------|-----------|-----------|----------|
| Between Groups | 1 | 20.4849 | 1.3019* |
| Within Groups | 64 | 15.7350 | |

*Obtained F ratio is not significant at the .05 level

| <u>Es2</u> | | <u>Group I</u> | <u>Groups II and III</u> |
|------------|-----------|----------------|--------------------------|
| | Mean | 52.4091 | 54.7500 |
| | Standard | 12.1994 | 11.0835 |
| | Deviation | | |

| Source | <u>df</u> | <u>MS</u> | <u>F</u> |
|----------------|-----------|-----------|----------|
| Between Groups | 1 | 80.3714 | 0.6118* |
| Within Groups | 64 | 131.3682 | |

*Obtained F ratio is not significant at the .05 level

ANOVA on Dependent Variables

| <u>Variable</u> | <u>Group I</u> | <u>Groups II and III</u> |
|------------------------|----------------|--------------------------|
| <u>I-E₂</u> | | |
| Mean | 16.1818 | 15.3409 |
| Standard | 3.2898 | 3.9293 |
| Deviation | | |

| <u>Source</u> | <u>df</u> | <u>MS</u> | <u>F</u> |
|----------------|-----------|-----------|----------|
| Between Groups | 1 | 10.3712 | 0.7448* |
| Within Groups | 64 | 13.9243 | |

*Obtained F ratio is not significant at the .05 level

ANOVA on Dependent Variables

| <u>Variable</u> | <u>Groups I & II</u> | <u>Group III</u> |
|------------------------|--------------------------|------------------|
| <u>I-E₁</u> | | |
| Mean | 16.2273 | 14.6818 |
| Standard Deviation | 4.1082 | 3.5642 |

| <u>Source</u> | <u>df</u> | <u>MS</u> | <u>F</u> |
|----------------|-----------|-----------|----------|
| Between Groups | 1 | 35.0303 | 2.2589* |
| Within Groups | 64 | 15.5078 | |

*Obtained F ratio is significant at the .025 level

| <u>Es₂</u> | <u>Groups I & II</u> | <u>Group III</u> |
|-----------------------|--------------------------|------------------|
| Mean | 53.6136 | 54.6818 |
| Standard Deviation | 10.0677 | 13.9945 |

| <u>Source</u> | <u>df</u> | <u>MS</u> | <u>F</u> |
|----------------|-----------|-----------|----------|
| Between Groups | 1 | 16.7344 | 0.1264* |
| Within Groups | 64 | 132.3622 | |

*Obtained F ratio is not significant at the .05 level

ANOVA on Dependent Variables
Training Effect Between Groups I & II Combined
and Group III for CAM, Es₁, I-E₁,
Es₂, and I-E₂

| <u>Variable</u> | | <u>Groups I & II</u> | <u>Group III</u> |
|-----------------|--------------------|--------------------------|------------------|
| <u>CAM</u> | Mean | 71.5113 | 72.9908 |
| | Standard Deviation | 8.0672 | 8.7367 |

| Source | <u>df</u> | <u>MS</u> | <u>F</u> |
|----------------|-----------|-----------|----------|
| Between Groups | 1 | 32.1098 | 0.4672* |
| Within Groups | 64 | 68.7227 | |

*Obtained F ratio is not significant at the .05 level

| <u>Es₁</u> | | <u>Groups I & II</u> | <u>Group III</u> |
|-----------------------|--------------------|--------------------------|------------------|
| | Mean | 52.2273 | 51.0000 |
| | Standard Deviation | 10.3179 | 14.1993 |

| Source | <u>df</u> | <u>MS</u> | <u>F</u> |
|----------------|-----------|-----------|----------|
| Between Groups | 1 | 22.0906 | 0.1604* |
| Within Groups | 64 | 137.6830 | |

*Obtained F ratio is not significant at the .05 level

ANOVA on Dependent Variables

| <u>Variable</u> | | <u>Groups I & II</u> | <u>Group III</u> |
|-----------------|-----------------------|--------------------------|------------------|
| <u>I-E2</u> | Mean | 16.1136 | 14.6364 |
| | Standard Deviation | 3.6102 | 3.8365 |

| <u>Source</u> | <u>df</u> | <u>MS</u> | <u>F</u> |
|----------------|-----------|-----------|----------|
| Between Groups | 1 | 32.0076 | 2.3559* |
| Within Groups | 64 | 13.5862 | |

*Obtained F ratio is significant at the .025 level

Means and Standard Deviations for Variables
by Education Levels

| Variable | I | | II | | III | |
|------------------|-----------|-------|-------------|-------|-----------------|-------|
| | 7-9 years | | 10-12 years | | 12 years & over | |
| | (n=16) | | (n=39) | | (n=10) | |
| | M | SD | M | SD | M | SD |
| I.Q. | 107.00 | 10.06 | 110.18 | 13.22 | 113.60 | 10.01 |
| CAM Score | 71.56 | 9.18 | 73.28 | 7.23 | 67.52 | 10.05 |
| Instit. | | | | | | |
| Behavior | 11.13 | 3.36 | 11.67 | 3.18 | 13.90 | 3.93 |
| Test Score | 39.00 | 27.31 | 56.72 | 41.94 | 71.60 | 38.34 |
| Es ₁ | 49.69 | 8.43 | 51.51 | 13.19 | 57.90 | 7.37 |
| I-E ₁ | 15.06 | 3.55 | 15.97 | 36.69 | 16.20 | 5.65 |
| Es ₂ | 50.44 | 9.32 | 54.85 | 12.19 | 57.10 | 11.19 |
| I-E ₂ | 15.00 | 3.43 | 15.82 | 3.90 | 16.00 | 3.89 |

Note. Data for Test Score are for training groups only.

t-Tests for Variables
by Educational Levels

| | I-II | II-III | III-I |
|------------------|------|--------|--------|
| I.Q. | .84 | .78 | 1.63 |
| CAM | .74 | 2.07* | 1.05 |
| Inst. Behavior | .56 | 1.89 | 1.92 |
| Test Score | 1.47 | 1.02 | 2.15* |
| Es ₁ | .51 | 1.47 | 2.53** |
| I-E ₁ | .84 | .15 | .63 |
| Es ₂ | 1.30 | .53 | 1.64 |
| I-E ₂ | .73 | .13 | .69 |

* significant at the .05 level

** significant at the .02 level

Note. Data for Test Score are for training groups only.

Means and Standard Deviations for Variables
by Racial Subgroups

| Variable | White | | Black | | Other | |
|------------------|--------|-------|--------|-------|--------|------|
| | (n=44) | | (n=20) | | (n=2) | |
| | M | SD | M | SD | M | SD |
| I.Q | 112.55 | 10.66 | 102.05 | 13.85 | 114.50 | 7.78 |
| CAM Score | 73.25 | 8.58 | 69.23 | 7.32 | 72.30 | 5.23 |
| Instit. | | | | | | |
| Behavior | 11.91 | 3.06 | 11.65 | 4.17 | 13.50 | 2.12 |
| Test Score | 61.09 | 40.45 | 41.80 | 39.84 | 28.00 | - * |
| Es ₁ | 54.16 | 10.96 | 46.65 | 12.33 | 52.00 | 1.41 |
| I-E ₁ | 16.50 | 4.11 | 13.85 | 3.25 | 17.00 | 1.41 |
| Es ₂ | 56.59 | 10.45 | 47.80 | 11.85 | 58.00 | 5.66 |
| I-E ₂ | 16.32 | 3.77 | 13.85 | 3.13 | 18.00 | 2.82 |

Note. Data for Test Score are for training groups only.

*Only one subject in this category.

t-Tests for Variables
by Racial Subgroups

| Variable | Black-White | White-Other | Black-Other |
|------------|-------------|-------------|-------------|
| I.Q. | 3.32** | .26 | 1.23 |
| CAM | 1.81 | .15 | .57 |
| Inst. | | | |
| Behavior | .28 | .72 | .61 |
| Test Score | 1.78 | 1.13 | .47 |
| Es1 | 2.44*** | .28 | .60 |
| I-E1 | 2.54*** | .17 | 1.33 |
| Es2 | 2.31* | .19 | .95 |
| I-E2 | 2.55*** | .62 | 1.79 |

* significant at the .05 level

** significant at the .01 level

*** significant at the .02 level

Note. Data for Test Score are for training groups only.

Means and Standard Deviations for Variables
by Stratified CAM Scores

| Variable | A (80-89) | | B (70-79) | | C (60-69) | | D (50-59) | |
|------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| | (n=10) | | (n=34) | | (n=17) | | (n=5) | |
| | M | SD | M | SD | M | SD | M | SD |
| I.Q. | 113.60 | 10.04 | 109.38 | 13.52 | 108.41 | 12.17 | 104.80 | 11.78 |
| CAM Scores | 82.60 | 2.74 | 74.89 | 3.32 | 65.46 | 2.78 | 53.44 | 2.13 |
| Instit. Behavior | 13.90 | 2.88 | 11.47 | 3.04 | 11.58 | 3.83 | 11.60 | 4.56 |
| Test Score | 44.40 | 47.76 | 59.65 | 39.55 | 46.35 | 40.92 | 64.00 | 39.29 |
| Es ₁ | 58.20 | 9.32 | 52.68 | 10.17 | 45.94 | 13.56 | 53.20 | 12.95 |
| I-E ₁ | 14.80 | 4.80 | 15.68 | 3.89 | 15.82 | 3.47 | 17.40 | 5.13 |
| Es ₂ | 57.30 | 11.10 | 55.56 | 9.27 | 49.12 | 13.44 | 53.00 | 16.19 |
| I-E ₂ | 15.20 | 3.52 | 15.56 | 3.94 | 15.76 | 3.46 | 16.40 | 4.51 |

Note, Data for Test Score are for training groups only.

t-Tests for Variables
by Stratified CAM Scores

| Variables | A-B | C-D | A-C | B-D | A-D | C-B |
|------------------|-------|------|--------|-------|-------|-------|
| I.Q. | .91 | .59 | 1.14 | .72 | 1.52 | .25 |
| CAM | 6.69 | 8.86 | 15.54 | 13.95 | 20.71 | 10.07 |
| Inst. Behavior | 2.25* | .05 | 1.71 | .08 | 1.20 | .04 |
| Test Score | 1.02 | .85 | .11 | .23 | .79 | 1.12 |
| Es ₁ | 1.54 | 1.06 | 2.52** | .10 | .86 | 1.99 |
| I-E ₁ | .59 | .80 | .64 | .89 | .97 | .13 |
| Es ₂ | .50 | .54 | 1.62 | .52 | .61 | 2.01* |
| I-E ₂ | .26 | .34 | .41 | .44 | .57 | .18 |

* significant at the .05 level

** significant at the .02 level

Note. Data for Test Score are for training groups only.

Means and Standard Deviations for Variables
by Sentence Length in Years

| Variable | I (2 or less) (n=25) | | II (2-4) (n=10) | | III (5-8) (n=24) | | IV (9-10) (n=2) | | V (10+) (n=5) | |
|------------------|----------------------------|-------|-----------------------|-------|------------------------|-------|-----------------------|-------|---------------------|-------|
| | M | SD | M | SD | M | SD | M | SD | M | SD |
| I.Q. | 109.24 | 14.39 | 112.20 | 10.76 | 107.63 | 11.94 | 115.50 | 9.19 | 111.00 | 11.55 |
| Cam Score | 71.30 | 9.33 | 69.66 | 8.26 | 72.93 | 7.71 | 74.65 | 6.58 | 74.72 | 6.69 |
| Inst. Behavior | 12.40 | 3.08 | 10.80 | 4.89 | 11.58 | 3.27 | 12.50 | 0.71 | 12.60 | 2.79 |
| Test Score | 56.32 | 44.29 | 49.60 | 37.06 | 56.00 | 39.60 | 78.00 | 14.14 | 35.20 | 48.94 |
| Es ₁ | 53.52 | 12.17 | 47.80 | 9.76 | 52.83 | 11.83 | 38.00 | 11.31 | 48.00 | 13.38 |
| I-E ₁ | 15.84 | 4.54 | 15.20 | 2.74 | 15.79 | 3.72 | 18.50 | 6.36 | 14.60 | 4.51 |
| Es ₂ | 54.44 | 11.48 | 49.90 | 14.37 | 56.08 | 10.52 | 54.50 | 2.12 | 49.40 | 11.55 |
| I-E ₂ | 15.76 | 3.42 | 16.60 | 3.66 | 15.25 | 3.94 | 15.50 | 0.71 | 14.80 | 5.63 |

Note. No t-test has been performed; means for variables listed above do not appear to be consistent or significant, by inspection.

Data for Test Score are for training groups only.

Ranges for Item to Item Correlation Coefficients
Compound Adjustment Measure

| Item Number | Range of Correlations |
|-------------|-----------------------|
| 1. | .1800 - .7122 |
| 2. | .1325 - .4856 |
| 3. | .0023 - .4569 |
| 4. | .0113 - .6712 |
| 5. | .1502 - .5590 |
| 6. | .0818 - .7135 |
| 7. | -.0099 - .4362 |
| 8. | .1900 - .6712 |
| 9. | -.0023 - .7135 |
| 10. | -.0646 - .5538 |
| 11. | -.0304 - .6886 |
| 12. | .2142 - .6343 |
| 13. | .2513 - .6531 |
| 14. | -.0099 - .6284 |
| 15. | .0113 - .3753 |
| 16. | .2696 - .6428 |
| 17. | .1645 - .6155 |
| 18. | .1791 - .6506 |
| 19. | .1219 - .7122 |
| 20. | .1329 - .6069 |

Correlation Coefficients for
Total CAM Score to Mean CAM
Item Score

| Item Number | Lexington Correctional Facility r | El Reno Federal Reformatory r |
|----------------|---|-------------------------------------|
| 1 | .9868 | .9919 |
| 2 | .9927 | .9939 |
| 3 | .9841 | .9789 |
| 4 | .9897 | .9888 |
| 5 | .9944 | .9920 |
| 6 | .9880 | .9917 |
| 7 | .9989 | .9961 |
| 8 | .9560 | .9965 |
| 9 | .9697 | .9854 |
| 10 | .9944 | .9940 |
| 11 | .9917 | .9811 |
| 12 | .9960 | .9848 |
| 13 | .9937 | .9962 |
| 14 | .9989 | .9935 |
| 15 | .9695 | .9867 |
| 16 | .9965 | .9925 |

| | | |
|----|-------|-------|
| 17 | .9871 | .9983 |
| 18 | .9950 | .9925 |
| 19 | .9944 | .9906 |
| 20 | .9947 | .9932 |

Note. For individual subjects in pilot study
sample and present sample.

Correlation Coefficient for CAM to
Components of Institutional
Behavior Measure

| Component | M | SD | Correlation Coefficient Components to CAM |
|-----------|---------|--------|---|
| 1 | 1.6818 | 1.5003 | .0289 |
| 2 | .1061 | .3102 | -.1177 |
| 3 | .1212 | .3288 | .1791 |
| 4 | -1.5000 | 2.1856 | .0663 |
| 5 | -.8068 | 1.5290 | .3083 |
| 6 | -.0758 | .3191 | -.0250 |
| 7 | -.0455 | .2098 | .0267 |
| 8 | 1.1212 | .4119 | -.2608 |
| 9 | 1.2121 | .5118 | .0360 |

Total Cam
Scores 72.1406 8.2964

Correctly Weighted Factors for
Institutional Behavior Measure
Step-Wise Regressions

| Institutional Behavior Measure Components | Corrected Weights | Weights Actually Used in Present Study |
|--|----------------------|---|
| 1. Education programs completed | - .11504 | +3 |
| 2. V.T. programs completed | -2.38156 | +1 |
| 3. Punctuality | 10.68772 | +--1 |
| 4. Times in "B" House | - .68492 | -3 each time |
| 5. Days in "B" House | 1.50149 | -1/4 each day |
| 6. "Gigs" for housing area | 4.57477 | -1 |
| 7. Fighting incidents | 2.93959 | -1 |
| 8. Certificates earned | -4.09926 | +1 each |
| 9. Group memberships | - .62969 | +1 each |

Note. If weighted correctly, the correlation between the CAM and the
best weighted linear combination for all Institutional Behavior
Measure scores = 0.4565

Canonical Correlations

| Component | Weighting | Component | Weighting |
|-----------|-----------|-----------|-----------|
| 1 | -.4943 | 6 | .3909 |
| 2 | -.1015 | 7 | .2079 |
| 3 | .2150 | 8 | .2177 |
| 4 | .1430 | 9 | -.2118 |
| 5 | .6772 | | |

| CAM Items | Weighting | CAM Items | Weighting |
|-----------|-----------|-----------|-----------|
| 1 | .1494 | 11 | .2111 |
| 2 | -.1881 | 12 | .5934 |
| 3 | .1137 | 13 | -.3789 |
| 4 | -.2388 | 14 | .1603 |
| 5 | -.2967 | 15 | -.2671 |
| 6 | -.0268 | 16 | -.2293 |
| 7 | -.0353 | 17 | -.2765 |
| 8 | .8447 | 18 | .7172 |
| 9 | .3060 | 19 | -.6780 |
| 10 | -.0373 | 20 | .3863 |

Note. With appropriate revision of CAM and Institutional Behavior Weightings, the Canonical Correlation in all components of both measures = .7552

Means and Standard Deviations for All Items
on Compound Adjustment Measure

| Item Number | M | SD |
|-------------|--------|-------|
| 1 | 3.3039 | .5955 |
| 2 | 4.0202 | .5931 |
| 3 | 3.3636 | .5350 |
| 4 | 3.8080 | .7443 |
| 5 | 3.4798 | .6246 |
| 6 | 3.6565 | .5933 |
| 7 | 3.5557 | .5857 |
| 8 | 3.9192 | .6870 |
| 9 | 3.9141 | .6440 |
| 10 | 3.4798 | .6246 |
| 11 | 3.7576 | .4876 |
| 12 | 3.5909 | .4850 |
| 13 | 3.3788 | .5226 |
| 14 | 3.5000 | .5883 |
| 15 | 3.4192 | .5648 |
| 16 | 3.7475 | .5232 |
| 17 | 3.8333 | .5796 |
| 18 | 3.8131 | .6301 |
| 19 | 3.5152 | .6137 |
| 20 | 3.5253 | .5199 |