FINAL REPORT

Evaluation of the Youth Care System Implemented at Swanson Correctional Center for Youth – Madison Tallulah, Louisiana

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EXECUTIVE SUMMARY

The Youth Care System (YCS) was implemented at the Swanson Correctional Center for Youth in Madison Parish, Tallulah, Louisiana. The YCS is a behavior management system in which staff interact with youth based on three criteria: 1) the situation, 2) the youth's stage of adolescent development, and 3) the youth's level of developmental maturity. The YCS affords staff the opportunity to manage youth behavior more effectively so as to create an environment where appropriate programs and services such as cognitive behavioral interventions like cognitive restructuring and skill development may be used.

The evaluation of the Youth Care System implemented at Swanson – Madison began February 2002 and ended December 2002. This report reflects intake and termination data collected from youth in Unit 2 and from staff employed at Swanson Correctional Center for Youth – Madison from February 2002 through December 2002.

A one-group pre and posttest design was used to conduct the evaluation of the Youth Care System at Swanson – Madison. The following specific research questions and results include:

What were the characteristics of the youth and the staff participating in the Youth Care System evaluation?

- The typical youth in the Youth Care System was African American, 17 years of age and medium-maximum security custody level.

- The Youth Care System, which is a behavior management system, is appropriate for these youth. Pre-test data reveal the youth had cognitive distortions, antisocial attitudes, beliefs, and values as measured by several assessment instruments. Moreover, these antisocial attitudes may manifest themselves in the form of antisocial behavior.

- The typical staff member at the facility was African American, female, and 34 years of age. The majority of the participants were correctional officers (76.9%), have been at their current facility for approximately 1½ years with an average of 2½ years in the corrections field.

- An assessment of the primary and secondary leadership styles revealed that the majority of the staff's primary leadership was coaching (73.3%), followed by directing (15.8%), participating (5.8%), and delegating (5.0%). The majority of the staff's secondary style was directing (53%), followed by participating (27.4%), coaching (17.9%), and delegating (1.7%).

- Staff placed a great emphasis on many daily activities including: preventing escapes, ensuring that both staff and youth follow procedures, and providing adequate services to the youth. In addition, staff believed that the institution was very successful at meeting its goals of: preventing escapes, helping youth learn new skills, and following legally mandated procedures.

- The majority of staff appeared to be satisfied with their job and would decide without hesitation to take the same job.

Were staff members knowledgeable of the Youth Care System, and did they implement the system effectively and efficiently?

- Site visits were conducted to determine if the Youth Care System was implemented as designed. The following were strengths found during the site visit: youth wore different colored shirts to identify their stage of development; a stage review meeting is conducted every 90 days and the appropriate representatives are present for the hearing; some staff are completing the Behavior Improvement Plan and the Youth Performance Report; staff have received appropriate training; and staff interact with youth according to the youth's stage of development.

- During the site visits, there were some areas that could be improved upon so that the Youth Care System will be implemented as it was designed. First, there was some confusion over the issue of consequences and their relationship with the Behavior Improvement Plans. Second, the Mentor Program has not been implemented at Swanson-Madison. Last, youth were not receiving some of the privileges.

What were the rates of phase advancement through the Youth Care System? Does participation in the Youth Care System reduce the number of disciplinary infractions?

- The number of infractions for the youth ranged from none to 69 incidents with an average of 8.27 disciplinary infractions during the evaluation period of the Youth Care System. Of these infractions, only 19.4 percent were not guilty. Furthermore, a paired sample t-test revealed that there was a significant decrease in the number of disciplinary infractions when comparing the first three months in the Youth Care System with the last three months in the Youth Care System.

- Based on the service tracking data, the youth were slowly progressing through the stages of development. Sixteen to 27 percent of the youth progressed at least one stage during the evaluation period. Furthermore, it appeared that the percentage of youth in the emerging stage began to decrease while the percentage of youth in the transformation

stage began to increase during the 11 months. However, Swanson Correctional Center for Youth – Madison still does not have any youth at the highest level – citizen stage.

What were the changes in the juveniles' cognitive distortions, criminal sentiments, perceptions of the correctional climate, and irrational beliefs? Did participation in the Youth Care System affect the attitudes of the staff?

- From all the assessment instruments, only one scale was statistically significant from the pre and post-test for youth. The time 2 score for the subscale which measures the attitudes concerning the laws was significantly lower at the post-test score. For the remaining scales, there were no statistically significant differences. Accordingly, participation in the Youth Care System did not significantly increase nor decrease the youth's cognitive distortions, antisocial attitudes, beliefs, or values.

- There were statistically significant differences between the time 1 and time 2 scores for many items in the Staff Survey. First, the emphasis on preventing the flow of contraband into and within the prison decreased from the administration of the pre and post-test. Second, the perceptions regarding the institution's ability to achieve the following goals decreased: helping youth learn new skills and punishing youth for crimes that resulted in incarceration. Even though these scales resulted in a significant decrease, it should be noted that the initial scores of these items were very high.

- When examining staff's attitudes and perceptions, there were two statistically significant relationships. The post-test scores revealed that staff were more likely to disagree that they feel that the control of the institution was out of their hands and that youth do not have enough opportunities to give their ideas about institutional problems. Accordingly, it appeared that the Youth Care System allowed the staff to feel that they have more of a control of the institution and that youth were given more opportunities to voice concerns.

- According to the staff's perceptions, participation in the Youth Care System significantly increased the quality of the correctional environment. Specifically, the structure, emotional feedback to the youth, the safety of the environment, the social and supportiveness of the environment, and the privacy for the youth significantly increased.

RECOMMENDATIONS

Based on the site visit, the following recommendations can be made:

- Staff needs more training concerning the function and proper use of the BIP.

- The lines of communication between departments should be improved to facilitate the sharing of information concerning the Youth Care System. In addition, supervisors need to closely monitor the implementation of the system and steps should be taken to improve quality assurance.

- For the Youth Care System to be effective, it is important that the privileges be consistently given to the youth. When youth do not receive their privileges, other youth (i.e., emerging and adaptation youth) take notice and may not strive to progress to the next stage of development.

- If a youth cannot read the manual, efforts should be made to provide staff that can read the manual to the youth. Furthermore, Swanson – Madison may want to encourage the youth that are on the transformation stage or higher to take the time to explain the Youth Care System to these youth that cannot read.

- Efforts should be developed to increase the youth's motivation regarding the Youth Care System. The implementation of mentors may work to increase the motivation of the youth.

Based on the data from the pre and post-tests, the following recommendations are made for Swanson Correctional Center for Youth – Madison.

- Swanson Correctional Center for Youth – Madison should continue the Youth Care System for a number of reasons. First, the evaluation of the Youth Care System occurred at its implementation in the facility. Research has shown that programs are more effective once they have become stable (after a period of two years). Accordingly, it may be that youth's perceptions did not significantly change for the better because the program was still experiencing growing pains. As a matter of fact, the site visit revealed certain changes and additions that were needed to make the program more effective. Second, staff perceptions, especially those regarding the correctional climate of the environment significantly increased indicating that the Youth Care System made Swanson Correctional Center for Youth – Madison a better environment for the youth. Third, while we found no significant changes in the youth's attitudes and perceptions, there was a significant decrease in the number of disciplinary infractions during the time spent in the Youth Care System. Lastly, as a whole, these results are very promising considering that the facility and Unit 2 especially, has usually been reserved for the more problematic behaviorally-oriented youth.

- Swanson Correctional Center for Youth – Madison should do everything possible to reduce the amount of staff turnover in the facility. Instability throughout the institution will only serve to decrease the effectiveness of the Youth Care System. When new staff is hired, they should receive extensive training on the Youth Care System and should also be monitored for a period of time to ensure that they fully understand and are correctly implementing the Youth Care System.

- Swanson Correctional Center for Youth – Madison should continue to collect data regarding the effectiveness of the Youth Care System. The intake and exit packets for the youth and staff should be collected at intake and termination from the facility. Furthermore, every effort should be made to reduce the amount of missing data.

- Due to the results from this evaluation, Swanson Correctional Center for Youth – Madison may want to implement the Youth Care System facility-wide. The results from this evaluation are promising and as such, other youth should benefit from the Youth Care System.

- It is not surprising that the attitudinal scales (*How I Think Questionnaire*, *Beliefs Inventory*, and *Criminal Sentiments*) did not show much change given that the Youth Care System is not a treatment program. What the results from the study show is that these youth are extremely antisocial and have distorted thinking. Given this fact, the reductions in disciplinary reports, improvements in staff attitudes on some key factors (especially their perception of the prison environment), and the fact that most of the indicators are moving in the predicted direction indicates that the Youth Care System is doing what it suppose to – *improving the management of behavior in the facility.* Now that the Youth Care System is stable, the facility should begin to implement structured cognitive behavioral treatment interventions (*Thinking for a Change*, *Aggression Replacement Therapy*, or *Corrective Thinking)*.

EVALUATION OF THE YOUTH CARE SYSTEM

SWANSON CORRECTIONAL CENTER FOR YOUTH – MADISON

INTRODUCTION

The Youth Care System (YCS) was implemented at the Swanson Correctional Center for Youth in Madison Parish, Tallulah, Louisiana. The YCS is a behavior management system in which staff interacts with youth based on three criteria: 1) the situation, 2) the youth's stage of adolescent development, and 3) the youth's level of developmental maturity. The YCS affords staff the opportunity to manage youth behavior more effectively so as to create an environment where appropriate programs and services such as cognitive behavioral interventions like cognitive restructuring and skill development may be used.

RESEARCH QUESTIONS

The evaluation of the YCS will address the following questions:

- ***What were the characteristics of the youth and the staff participating in the Youth Care System evaluation?***
- ***Were staff members knowledgeable of the Youth Care System and did they implement the system effectively and efficiently?***
- ***What were the rates of phase advancement through the Youth Care System from February through December?***
- ***Does participation in the Youth Care System reduce the number of disciplinary infractions?***
- ***What were the changes in the juveniles' cognitive distortions, criminal sentiments, perceptions of the correctional climate, and irrational beliefs?***
- ***What were the characteristics of the youth and the staff participating in the Youth Care System evaluation?***

METHODS

Case managers at Swanson Correctional Center gathered data for Youth—Madison. The case managers were responsible for collecting intake, assessments, and termination information on all youth in Unit 2 (the YCS was piloted in this unit). In addition, data concerning the youth's behavior while in the unit were also gathered to determine if the Youth Care System was successful in reducing the number of disciplinary infractions. A youth intake packet was developed which contained all the assessments that case managers were to give to the youth during the initial assessment (see Appendix A). The youth were to complete the packet of assessments within one week. The case managers were to gather the packets and then send them to the research team for scoring.

Assessment data were also gathered from all staff members in Unit 2 to determine if they understood the system and if their attitudes/environment had changed as a result of the Youth Care System. Again, a staff intake packet was developed which contains a copy of all the initial assessments for the staff (see Appendix A). The staff was to complete the packet and return it to the program manager who then sent the packets to the evaluators for scoring.

The final set of data was gathered by staff from the University of Cincinnati. This data examined whether staff efficiently implemented the system. To determine if the Youth Care System was implemented as designed, University staff interviewed both staff and youth. In addition, both staff and youth were interviewed to determine their attitudes regarding the Youth Care System.

A pre and post-test design was used to determine if the Youth Care System changed the antisocial attitudes and cognitive distortions of the youth. Furthermore, a pre and post-test design was used to determine if the system changed the attitudes of the staff concerning the

environment, their employment, and their attitudes concerning the interactions with the youth. The post-tests were conducted on all youth who participated in the Youth Care System in Unit 2, and all on staff[1].

Assessment Instruments. The following assessment instruments were used in evaluating the Youth Care System: *Beliefs Inventory*, *How I Think Questionnaire*, *Criminal Sentiments Scale*, and the *Prison Environment Inventory*. Pre and post-test measures were gathered from all youth in Unit 2 to determine the effectiveness of the Youth Care System in reducing antisocial attitudes and behavior.

The *Beliefs Inventory* is designed to measure the youth's irrational beliefs such as: absolute necessity for approval from peers, family, and friend's; unfailing competent and being almost perfect; certain people are villainous, evil, and wicked; and it is horrible when things are not the way you would like them to be.

The *How I Think* Questionnaire is designed to measure the youth's cognitive distortions. There are 4 behavioral referent scales, which examine the tendency toward antisocial behavior and 4 cognitive distortion scales, which examine antisocial attitudes and thought patterns. The behavioral referents are oppositional defiance, physical aggression, lying, and stealing. The cognitive distortions are self-centeredness, blaming others, minimizing, and assuming the worst.

The *Criminal Sentiments* scale is used to assess the youth's antisocial attitudes in the following categories: attitudes towards laws, courts, and police; tolerance for law violation; and identification with criminal others.

The *Prison Environment Inventory* was developed to measure the correctional climate of the housing unit. Pre and post-test measures on this instrument demonstrate if the Youth Care

[1] If the youth left Unit 2 before the end of the evaluation period, then the case managers were suppose to give the youth the youth exit packet to complete.

System increased or decreased the youth's perceptions of structure, emotional feedback, activities, safety, freedom, support, and privacy within the institution.

Each month case managers were to complete the service tracking form, which was developed to determine the number of stages youth progress through during the evaluation period. Furthermore, data was gathered as to their length of time at each stage.

In addition to youth, staff at Swanson Correctional Center—Madison was also surveyed. The following instruments were used to assess staff members: a *Staff Survey*, the *Prison Environment Inventory*, and the *Staff Leadership Questionnaire*. Pre and post-test measures were given to all staff members in Unit 2 and to staff members throughout the institution that were trained in the Youth Care System

The *Staff Survey* was used to measure the correctional officers or staff members' perceptions of the housing unit in which they work. In addition, it also examined attitudes concerning the philosophy of punishment.

The *Prison Environment Inventory* was a survey that measured what it was like to work in the housing unit. This instrument measured the following items: structure, emotional feedback, activities, safety, freedom, support, and privacy within the institution.

The *Staff Leadership Questionnaire* was designed to assess the leadership style interventions of the staff. This instrument allowed staff members to identify their primary and secondary leadership style. There are 4 types of styles in which to interact with the youth: directing, coaching, participating, and delegating.

Treatment Group

Swanson Correctional Center for Youth – Madison is a secure facility for juvenile males. When youth cannot adjust or show behavioral problems at other institutions, they are sent to

Swanson – Madison. The Youth Care System was implemented at Swanson Correctional Center for Youth – Madison in Unit 2 during the month of February 2002. Unit 2 is reserved for youth that have been identified as having the most severe behavior problems within facilities of the Department. There are 2 main wings in Unit 2 that are operating the Youth Care System – Java and Louisiana. The youth were placed in the dorms according to their stage level. For example, most emerging youth were placed in the same dorm and most of the adaptation youth were placed in the same dorm. One dorm in the Louisiana wing was reserved for youth who refused to participate in the Youth Care System. These youth were placed together to prevent them from disrupting the other youth participating in the Youth Care System, but were given the same programs and services as if they were in the general Unit 2 population.

IMPLEMENTATION OF THE YOUTH CARE SYSTEM

There have been three site visits conducted by the research team from the University of Cincinnati. The first visit occurred in February to determine what information was available for the evaluation. The second visit was conducted at Swanson – Madison on August 13 and 14, 2002. During the second site visit, staff and youth were interviewed to assess issues related to the Youth Care System. The last visit occurred mid-December to conduct the exit evaluations for the staff and youth.

***Strengths*.** It appears that some aspects of the Youth Care System were implemented as designed. First, youth wore different color shirts according to their stage of development. Youth in the emerging stage wore orange; youth in the adaptation stage wore yellow; and youth in the transformation wore green[2]. When the youth progressed from one stage to another, they were given the corresponding colored shirt to wear.

[2] There were no youth in the citizen stage; however, these youth will wear the color white.

Second, a stage review meeting is conducted at least every 90 days for every youth. The counselor/case-manager acts as the spokesperson for the youth during this review meeting. Case Managers review the Youth Performance Reports, Behavior Improvement Reports, disciplinary tickets (JR-2's), and any other information about the youth's behavior and then present the information to the committee members. In addition, the youth are present during the stage review meeting. The decision to progress the youth to a higher stage is based on a unanimous vote from all staff present.

According to the Youth Care System, when a youth is acting out, staff that witness the incident is suppose to develop a Behavior Improvement Plan. This plan briefly identifies the situation, details the specific behavior that needs to be improved, and provides strategies as how to correct and improve the behavior. It appears that most staff are writing Behavior Improvement Plans in order to help the youth improve their behavior. For example, unless the incident is a major infraction, some staff will write a Behavior Improvement Plan to allow the youth to correct their behavior instead of experiencing punishment. Furthermore, staff reported that they would take the time to sit and talk with the youth about their behavior and what they should do to correct it before a Behavior Improvement Plan is written.

Staff also complete a Youth Performance Report on every youth biweekly. These performance reviews are completed by all security, educational, and treatment staff. Staff reported that they are looking for consistent behavior from the youth in order to adequately assess the youth.

The Youth Care System at Swanson – Madison had been in operation for approximately 6 months at the time of the site visit. During this time, the staff received training concerning the system. This training allowed the staff to become familiar with the stages of development and

perhaps more importantly, how to interact with the youth according to their developmental level. It appears that staff interact with youth according to their stage of development. Staff were able to articulate how they interact with a youth based on their stage of development. For example, staff reported that they have to explain everything to an emerging youth and constantly make sure that the youth understands the directive. However, for an adaptation youth, staff report that these youth do not require as much direction and therefore, they are able to offer advice and explanation. For the transformation stage, staff reported that they still have to be directive but not as often. Furthermore, staff can be more supportive of these youth because youth are able to receive and provide feedback.

Interviews with the youth confirmed that staff are aware of the youth's stage of development and will interact accordingly. Interestingly, youth reported that staff treated them fairly or equally, but how the staff approached the youth was different. For example, youth reported that staff would give emerging youth very direct orders and then ask the youth if they understood the orders. For the adaptation youth, it was reported that staff would talk with the youth more and give him advice. For the transformation youth, it was reported that staff did not have to give as many directions.

Another strength of the Swanson – Madison Youth Care System is the use of the stage review and the Behavior Improvement Plan. It was reported that some youth are recommended for a stage review before their automatic 90-day review. Furthermore, staff and youth reported that a Behavior Improvement Plan was written for youth in the event that they did not advance to the next stage of development at the stage review meeting. If the behavior can be corrected within a few days then another stage review meeting will be conducted to determine if the youth should advance to the next stage.

There are different skills that youth must demonstrate before they progress to the next stage of development. Swanson – Madison brings the youth to the stage review meeting and will ask the youth questions to determine if the youth is learning the skills. In addition, representatives from different departments are present at these meetings to determine if the youth is consistently showing the necessary skills and behavior.

Areas That Need Improvement. Some of the concerns expressed about the behavior management system were related to the fast implementation of the system. Staff felt that they were forced into the situation without sufficient time to extinguish the old system[3]. In addition, when the program was implemented, it seemed to be working but there was an influx of new youth into the unit. These new youth caused a lot of disruptions to the youth participating in the Youth Care System. However, staff were quick to note that these issues have begun to correct themselves.

Another concern was expressed about the Behavior Improvement Plan. It appears that there was some confusion concerning the use of consequences and the subsequent follow-up. As previously stated, the staff member that witnesses the behavior is responsible for developing and implementing the BIP. The BIP is explained to the youth and then steps are taken to achieve its goals. Some staff were not sure about whether they were suppose to issue consequences or make recommendations for consequences.

Staff also expressed concerns about the follow-up with the Behavior Improvement Plan. For example, staff work on shifts and some reported that they have no way of knowing whether the other staff are making sure that the youth are working on the steps to improve the behavior or achieve the goals.

[3] Under the old system, youth were allowed to have different privileges and materials in their possession. With the implementation of the Youth Care System, youth are given certain privileges based on stage of development.

Another staff concern was the use of the Youth Performance Reports. They noted that the reports are too general or too vague in the fact that it does not adequately assess the youth's behavior while in treatment or in educational programming. It was recommended by many staff that the form be changed to more adequately assess each area.

According to the Youth Care System, the facility should implement a mentor program. A Mentor Program uses staff who interact with youth on a regular and consistent basis. Mentors can be correctional officers, teachers, administrators, managers, support staff, virtually any caring adult, who will work closely with the youth to reinforce what he is learning in the program. It should be noted, however, that a mentor program has not yet been implemented at Swanson – Madison.

The Youth Care System has established privileges that should be implemented so that the youth will strive to achieve higher stages of development. It was reported that youth were not receiving some of their privileges. For example, youth on the transformation stage were suppose to receive special weekend activities (i.e., fitness equipment or additional gym time), however, it was reported that they were not receiving this privilege. Another concern that was noted about the privileges is that some youth think that the privileges they would acquire if they were to reach the Adaptation Stage were not enough to get them to change their behavior.

Another concern expressed during the interviews was the cognitive level of the Youth Care System. There were concerns that the system may be too cognitive for the youth. Furthermore, staff felt they may not always have time to adequately interact or read the manuals to the youth to make sure that he understands the system[4].

[4] It is important to note that some staff were making an effort to read the manual to the youth and/or take the time to explain the manual and the Youth Care System to the youth.

The last major concern that was noted during the site visit was that staff and youth reported on the importance of motivation. It was repeated many times that youth will not change until they are ready regardless of the Youth Care System. In addition, some youth have "refused" to participate in Youth Care and some do not want to advance from the emerging stage.

RESULTS

Youth Characteristics

This section will focus on the background characteristics for the youth and staff participating in the Youth Care System and will answer the following research question:

- ***What were the characteristics of the youth and the staff participating in the Youth Care System evaluation?***

Table 1 reports the demographics of the youth participating in the Youth Care System, those who refused to participate, and all youth in Unit 2[5]. There were 304 names of youth provided by the facility of which 70 youth (23.0%) refused to participate in the evaluation of the Youth Care System[6]. Participation in the evaluation of the Youth Care System was voluntary and as such the youth could refuse to participate. Chi-square and a difference of means test revealed that there were no significant differences between the youth that refused to participate and those who participated in the evaluation of the Youth Care System. As such, this section will focus on those youth participating in the Youth Care System Evaluation.

Column 1 reports the demographics of the youth participating in the Youth Care System. The majority of youth were nonwhite (91.2%). The ages of the youth ranged from 14 to 21 years with the majority of the youth ranging in ages from 16 to 18 years old. The average age of the participants was 17.25. Swanson Correctional Center for Youth – Madison incorporates a

[5] The staff provided a list of youth, which were eligible for the youth care system (i.e., were housed in Unit 2). From this list, the following information were obtained: race, age, and security level.
[6] Table 1 in Appendix B reports the breakdown of the refusals.

classification system level: minimum, medium, and maximum. The greatest number of youth was classified as maximum-security custody (47.3%).

Table 1. Demographic Characteristics of the Youth in Unit2

Characteristic	Participating Youth		Refused Youth		All Youth*	
	N	%	N	%	N	%
Race:						
White	16	7.8	6	8.6	22	8.0
Nonwhite	187	91.2	64	91.4	253	92.0
Age:						
14	14	6.6	0	0.0	14	5.0
15	27	12.7	4	5.7	31	11.0
16	42	19.8	15	21.4	57	20.2
17	60	28.3	25	35.7	85	30.1
18	37	17.5	15	21.4	52	18.4
19	21	9.9	6	8.6	27	9.6
20	10	4.7	5	7.1	15	5.3
21	1	0.5	0	0.0	1	0.4
	$\bar{x}$ = 17.25		$\bar{x}$ = 17.27		$\bar{x}$ = 17.26	
Security Level:						
Minimum	37	18.0	11	15.7	48	17.5
Medium	71	34.6	23	32.9	94	34.2
Maximum	97	47.3	36	51.4	133	48.4

* Ns may not equal 231 due to missing information.

Pretest Data for the Youth

The youth were assessed using four different assessment instruments: the *How I Think* Questionnaire, the *Criminal Sentiments* Scale, the *Prison Environment Inventory*, and the *Beliefs Inventory*.

***How I Think* Questionnaire.** The *How I Think* Questionnaire measures cognitive distortions. Cognitive distortions are inaccurate ways of attending to or conferring meaning upon

experiences (Barriga, Gibbs, Potter, & Liau, 1999). Research has indicated that cognitive distortions may contribute to antisocial or criminal behavior (Yochelson and Samenow, 1976). Four self-serving cognitive distortions were examined: self-centered (according such status to one's own views that the opinions of others are not considered), blaming others (misattributing blame to outside sources), minimizing/mislabeling (believing that antisocial behavior is acceptable, admirable, or causes no real harm), and assuming the worst (assuming that improvement is impossible, or considering a worst case scenario). The *How I Think* Questionnaire also depicts four behavioral referents scales that are manifested from the cognitive distortions: opposition/defiance, physical aggression, lying, and stealing. From these subscales, three summary scores can be computed. The overt scale is computed by averaging the opposition/defiance and physical aggression means. The covert scale is computed by averaging the lying and stealing means. The overall *How I Think* score is computed by averaging the means of all eight subscales. Higher scores indicate higher levels of cognitive distortions.

The *How I Think* Questionnaire was administered to 186 youth in Unit 2; however, because some youth did not answer all questions, the total number of useable intake questionnaires was reduced to 161. The questionnaire has an anomalous responding scale to determine the truthfulness of answers. Scores greater than 4.25 are invalid and cannot be used in data analysis. Scores greater than 4.0 but less than or equal to 4.25 are considered "suspect" and should be interpreted with caution. After removing the invalid cases (9 cases), there were 152 cases that were available for analysis of which 14 cases were considered "suspect". The following analysis includes the suspect cases[7].

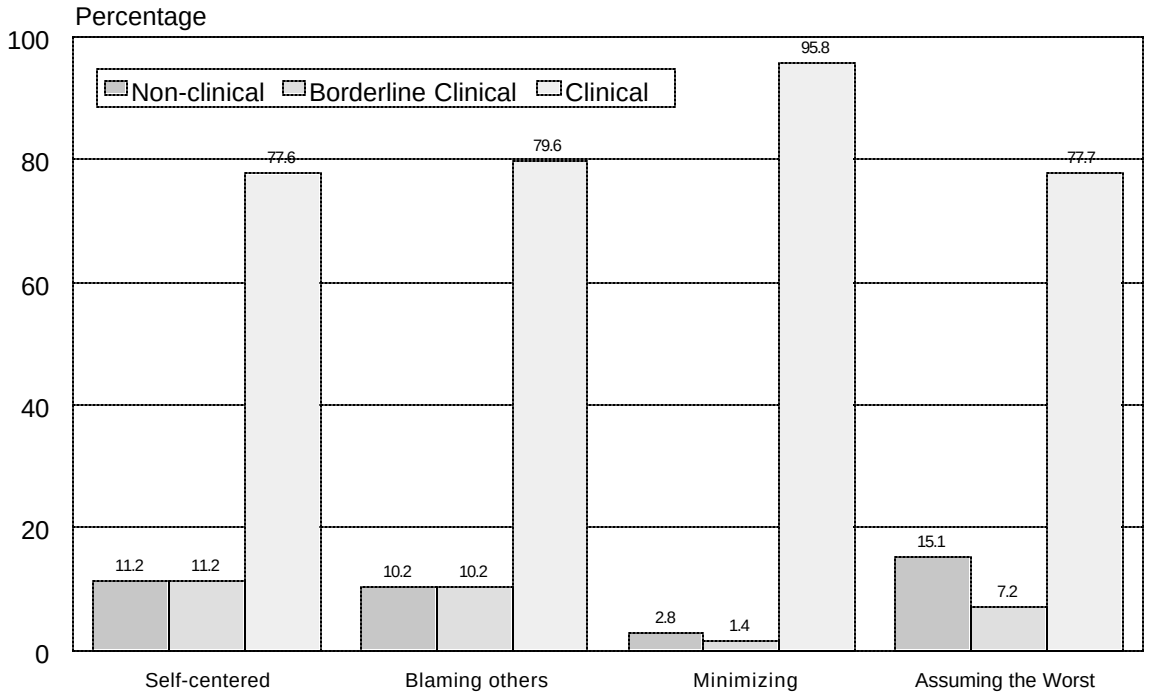
[7] Figure 1 through 3 in Appendix B reports the intake *How I Think* information for those cases where the suspect cases were removed.

One way to analyze the scales of the *How I Think* Questionnaire is to determine which of the three ranges (non-clinical, borderline-clinical, clinical) the score falls into. The ranges on the eight subscales can be used to provide a fine-grained analysis of the Youth Care System program participants. As Figure 1 reveals, the majority of youth fell into the clinical range on all the cognitive distortion scales – self-centeredness (77.6%), blaming others (79.6%), minimizing (95.8%), and assuming the worst (77.7%). Individuals scoring in the clinical range on these scales are described as having a strong egocentric bias and a need for treatment that addresses their externalization and minimizing the consequences of their behavior.

Figure 2 shows the behavioral referent scales. Again, the majority of youth scored in the clinical range on all four behavioral referents – oppositional defiance (81.7%), physical aggression (81.8%), lying (72.2%), and stealing (94.5%). Thus, it appears that not only did the Youth Care participants have ingrained cognitive distortions; these attitudes have the propensity to manifest themselves into high-risk behavior.

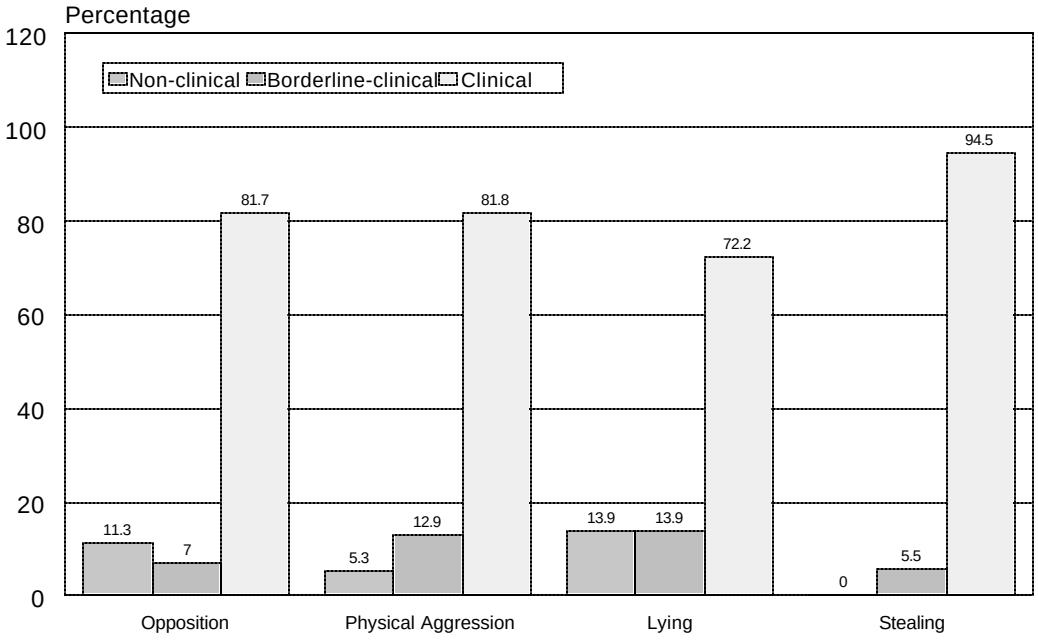
Figure 3 reports the results for the overt, covert, and overall *How I Think* scales. Again, the majority of youth scored in the clinical range on the overt (84.3%) and overall *How I Think* scales (94.2%) and in the borderline clinical and clinical range in the covert scale (65.9%). According to Barriga et al. (1999), individuals falling into the borderline-clinical and clinical range for the *How I Think* scale may exhibit externalizing psychopathology. Individuals in the borderline clinical and clinical ranges in the overt scale may exhibit antisocial behavior that typically involves confrontation with the victims, whereas these ranges for the covert scales indicate non-confrontational antisocial behavior.

Figure 1: Cognitive Distortion Scales for the *How I Think* Questionnaire*



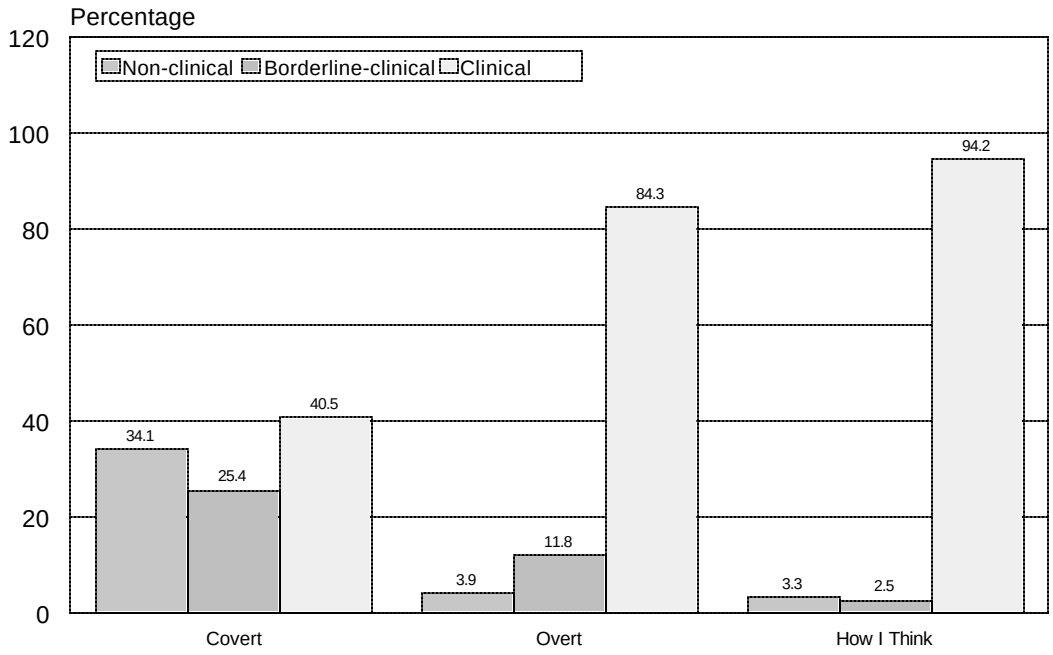
*Youth scoring 4.25 or lower on the Anomolous Response Scale. Youth were placed in the classifications based on which third of the scale their scores fell within. Higher scores indicate a problem in the cognitive distortion measured.

Figure 2: Behavioral Referents for the *How I Think* Questionnaire*



*Youth scoring 4.25 or lower on the Anomolous Response Scale. Youth were placed in the classifications based on which third of the scale their scores fell within. Higher scores indicate a problem in the behavioral referent measured.

Figure 3: Summary Score Scales for *How I Think* Questionnaire*



*Youth scoring 4.25 or lower on the Anomolous Response Scale. Youth were placed in the classifications based on which third of the scale their scores fell within. Higher scores indicate a problem in the summary score measured.

***Criminal Sentiments* Scale.** Another instrument that measures antisocial attitudes is the *Criminal Sentiment* Scale. This instrument has 5 subscales – law (all laws deserve our respect), court (a jury can not be fixed), police (the police are honest), tolerance for law violation (a hungry man has the right to steal), and identification with criminal others (I'm more like a professional criminal than the people who break the law now and then). These scales are scored so that the higher the score the more favorable the attitudes for the law, court, police or the more favorable attitude for law violations and identification with criminal others. To determine the overall *Criminal Sentiments* Scale, the tolerance for law violation and identification with criminal others are added together to form one scale which is then subtracted from a scale that combines the law, courts, police subscales. The overall scale is computed so that the higher the score, the lower the antisocial attitudes (i.e., criminal sentiments).

Table 2 reports the results for the participants in the Youth Care System. Data were available for 181 youth (78.3%). To determine a baseline for the intake scores, the median was computed from the ranges and then the mean for each scale was examined to determine if the mean was above or below the median score. Accordingly, if the mean fell above the median score it represented more positive attitudes for the law, court, police, and overall *Criminal Sentiments* scale; if the mean fell below the median, it represented more antisocial attitudes for the tolerance for law violations and identification with criminal others. It appears that youth held slightly more favorable attitudes for the law ($\bar{x}$ = 31.58) and police ($\bar{x}$ = 21.30) and less favorable attitudes for the courts ($\bar{x}$ = 23.11). Furthermore, youth also appeared to have a higher identification with criminal others ($\bar{x}$ = 18.32) and have a higher tolerance for law violations ($\bar{x}$ = 30.31). In addition, the average score for the *Criminal Sentiments* Scale ($\bar{x}$ = 27.64) was much lower than the median, which reflects a tendency to have antisocial attitudes.

Table 2: *Criminal Sentiments* Score

Scale	N	Min.	Max.	Mean	SD
Law (range 10-50)	164	15.00	45.00	31.58	5.10
Court (range 8-40)	166	10.00	37.00	23.11	4.14
Police (range 7-35)	170	8.00	33.00	21.30	4.06
Tolerance for Law Violation (range 10-50)	162	16.00	46.00	30.31	6.01
Identification with Criminal Others (range 6-30)	166	9.00	30.00	18.32	3.53
Criminal Sentiments Scale (range –55 to 109)	132	-31.00	86.00	27.64	14.83

N's may not equal to 181 because of missing items throughout the instrument

The *Prison Environment Inventory.* The *Prison Environment Inventory* (Wright, 1985) was used to assess the correctional climate (i.e., what it is like to live) at Swanson Correctional Center for Youth – Madison. The instrument examines eight environmental issues – structure, emotional feedback, activity, safety, freedom, social, support, and privacy. For example, youth were asked questions such as: "youth know the rules" (structure); "the correctional officers tell the youth when they do well" (emotional feedback); "there is at least one movie each week" (activity); "a youth is sexually attacked on this unit" (safety); "youth practice whatever religion that want" (freedom); "youth spend several hours each day talking with friends" (social); "prison officials help youth with problems" (support); and "youth stay in their cells if they want" (privacy). The 80-item version was given to youth in Unit 2 at intake. The instrument was coded so that higher scores reflect a higher quality of correctional climate.

Table 3 reports the results of the *Prison Environment Inventory*. The assessment was conducted on 181 youth (78.4%)[8]. To assess the correctional climate for the intake data, the mean was compared to the median from the range. Thus, if the mean was higher than the median, the youth believed that the correctional climate was of a higher quality on that factor. It appears that the youth felt that there was some structure ($\bar{x}$ = 23.81) to the correctional climate and there was some socializing ($\bar{x}$ = 25.57) in the climate. However, youth felt that the emotional feedback ($\bar{x}$ = 24.05), activities ($\bar{x}$ = 24.68), freedom ($\bar{x}$ = 24.02), and privacy ($\bar{x}$ = 24.17) were lacking. Furthermore, the safety and support in the institution was about average.

Beliefs Inventory. The *Beliefs Inventory* was used to measure 10 irrational beliefs such as "It is an absolute necessity for an adult to have love and approval from peers, family, and friends" (approval) "you must be unfailingly competent and almost perfect in all you undertake" (perfection); "certain people are evil, wicked, and villainous, and should be punished" (evil); "it is horrible when things are not he way you would like them to be" (horrible); "external events cause most human misery – people simply react as events trigger their emotions" (emotionality); "you should feel fear or anxiety about anything that is unknown, uncertain or potentially dangerous" (fear); "it is easier to avoid than to face life difficulties and responsibilities" (avoidance); "you need something other or stronger or greater than yourself to rely on" (reliance); "the past has a lot to do with determining the present" (past-oriented); and "happiness can be achieved by inaction, passivity, and endless leisure" (lazy). This 100-item questionnaire is scored so that higher scores reflect higher irrational beliefs.

[8] Some youth did not complete all the items. Therefore, available cases varied from 162 cases to 167 cases.

Table 3. ***Prison Environment Inventory***

Scale	N	Min.	Max.	Mean	SD
Structure (range 9-36)	164	9.00	35.00	23.81	5.21
Emotional Feedback (range 10-40)	162	13.00	34.00	24.05	3.93
Activity (range 10-40)	166	10.00	37.00	24.68	5.68
Safety (range 10-40)	160	10.00	37.00	25.09	5.61
Freedom (range 10-40)	167	10.00	37.00	24.02	5.08
Social (range 10-40)	168	13.00	39.00	25.57	4.46
Support (range 11-44)	163	14.00	39.00	27.63	4.34
Privacy (range 10-40)	163	13.00	34.00	24.17	3.96

Ns do not equal 181 because of missing data

Table 4 reports the results from the *Beliefs Inventory*. Intake data were obtained from 187 youth (81%)[9]. To examine the *Beliefs Inventory*, the average was compared to the median of the range and if the mean was above the median, there were higher irrational beliefs. On average, youth, scored higher than the median on the following scales – evil, horrible, fear, reliance, and lazy. Accordingly, youth had irrational beliefs consisting of: "believing people are evil and should be punished; it is horrible when things do not happen a certain way; there is fear about the

[9] The *Beliefs Inventory* was the first instrument in the assessment packet. More youth completed this instrument than any other instrument. However, the number in each scale may not equal 187 due to missing data.

unknown; there is a need to rely on things greater than themselves; and focusing on the past instead of the future". Youth scored the lowest on the emotionality belief which means that the participants did not believe that events caused misery and that people react when events triggers their emotions.

Table 4: *Beliefs Inventory* Scales

Scale	N	Min.	Max.	Mean	SD
Approval (range 0-10)	163	0.00	8.00	4.47	1.60
Perfection (range 0-10)	166	0.00	10.00	4.57	1.63
Evil (range 0-10)	159	1.00	9.00	5.16	1.66
Horrible (range 0-10)	164	1.00	9.00	5.15	1.71
Emotionality (range 0-10)	165	0.00	10.00	4.27	1.83
Fear (range 0-10)	164	1.00	10.00	5.07	1.70
Avoidance (range 0-10)	166	1.00	9.00	4.95	1.44
Reliance (range 0-10)	168	1.00	9.00	5.15	1.47
Past-oriented (range 0-10)	162	2.00	8.00	5.03	1.51
Lazy (range 0-10)	169	0.00	9.00	4.89	1.71

Staff Characteristics

Demographic and Employment Information. Information was also gathered concerning the characteristics of the staff that implemented and facilitated the Youth Care System in Madison[10]. Table 5 reports the demographic information for staff. The majority of the staff were African American (86.4%) and female (54.1%). The ages of the staff ranged from 19 years of age to 68 years of age with the average being 34.96 years.

Table 5: Demographic Information for Staff

	N	Percentage
Race:		
White	25	11.3
African American	191	86.4
Other	5	2.3
Gender:		
Male	102	45.9
Female	120	54.1
Age:		
Less than 25	40	19.2
25 – 30	41	19.7
31 – 35	26	12.5
36 – 40	42	20.2
41 – 45	26	12.5
46 – 50	16	7.7
51 – 55	9	4.3
Over 55	8	3.8
	$\bar{x}$ = 34.96	

Information was available concerning the employment positions and stability of the staff. The majority of the staff were correctional officers (i.e.., security) (76.9%) (Table 6). Other positions included: educational staff (12.5%), general services staff (i.e.., administration, food services, maintenance) (6.7%), and treatment staff (4%). Swanson Correctional Center –

[10] Intake information was available for 227 staff.

Madison had been experiencing staff turnover with the majority of staff reporting being on the job for less than one year (57.5%). When examining the amount of time spent in the corrections field, the average amount of years in corrections is 2.42 years.

Table 6: Employment Information for Staff

	N	Percentage
Job Position:		
General Services	15	6.7
Education	28	12.5
Treatment	9	4.0
Correctional Officers	172	76.9
Years at Current Institution:		
Less than 1 year	123	57.5
1 year to 2 years	46	21.4
3 years to 4 years	18	8.4
5 years to 6 years	18	8.4
More than 6 years	9	4.2
	$\bar{x}$ = 1.42	
Years in Corrections:		
Less than 1 year	94	44.1
1 year to 2 years	43	20.2
3 years to 4 years	32	15.0
5 years to 6 years	26	12.2
More than 6 years	18	8.4
	$\bar{x}$ = 2.42	

Staff Leadership Assessment. As previously mentioned, the Youth Care System is a behavior management system in which staff provides a learning environment for youth. As such, staff's primary leadership styles were assessed (i.e.., directing, coaching, participating, and delegating)[11]. Figure 4 reports the primary leadership style for staff. The majority of the staff

[11] While this assessment determined what the primary and secondary interactional styles were, staff were instructed to use the appropriate style depending on the youth's level of development (i.e., use directing for emerging youth, use coaching for youth in the adaptation stage, use participating for youth in the transformation stage, and use delegating for youth in the citizen stage).

(73.3%) was classified as "coaching" followed by "directing" (15.8%), "participating" (5.8%), and "delegating" (5.0%). Along with the primary style, staff may have a secondary style. Figure 5 reveals the secondary styles for the staff at Swanson Correctional Center – Madison. Fifty-three percent of the staff was classified as "directing" followed by "participating" (27.4%), "coaching" (17.9%), and "delegation" (1.7%) as their secondary leadership style.

Characteristics of the "coaching" style include: being directive (specifically telling youth what to do, when to do it, and how to do it) and highly supportive behavior by explaining the decisions that are made to the youth and asking for suggestions from the youth while continuing to monitor the tasks. In addition, staff assist youth by offering them advice, feedback, and support. Staff who were classified as "directing" have the following characteristics: using high directive and low supportive behavior by maintaining external control through very direct instruction without yelling, making sure that youth understand the instructions, and closely supervising the tasks. Characteristics of the "participation" style include: high supportive and low directive behavior through making decisions together with the youth, and encouraging youth to set their own goals and make plans for the future. Leadership style that uses low supportive and low directive behavior is classified as "delegation." This type of style allows youth to take the initiative and achieve tasks independently.

Pre-Test Data for the Staff

Intake packets were administered to staff at either the beginning of the evaluation period or the beginning of their employment with Swanson – Madison. Three assessment instruments were administered: *Staff Survey*, *Prison Environment Inventory*, and the *Leadership Survey*[12].

[12] The number of respondents in each scale may not equal to 227 due to missing data.

Figure 4: Primary Staff Leadership Style

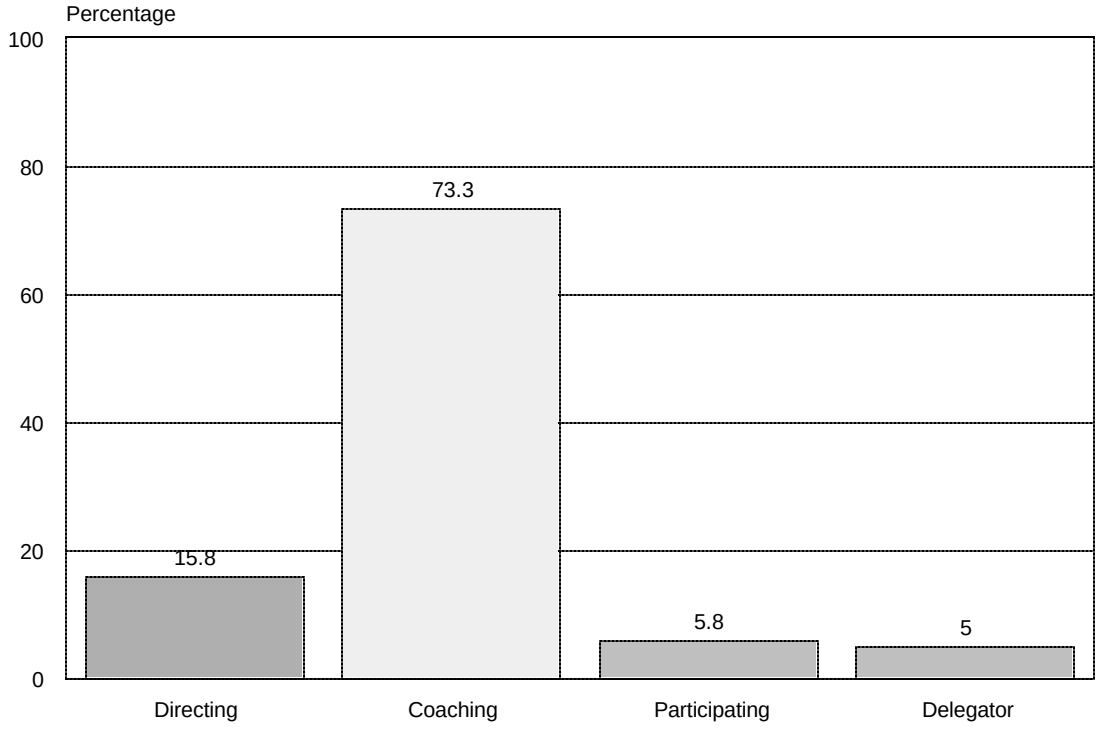
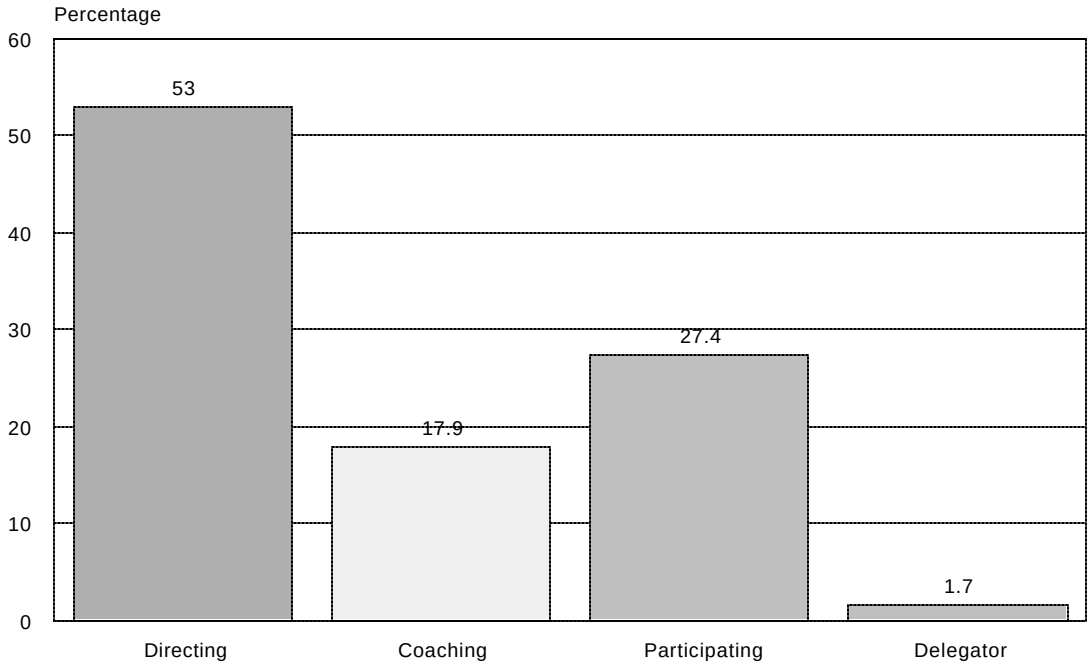


Figure 5: Secondary Staff Leadership Style



Staff Survey. The *Staff Survey* was developed by the University of Cincinnati to measure staff's attitudes concerning emphasis of daily activities, success at achieving institutional goals, general attitudes concerning other staff and youth, and staff's feelings toward their jobs. Table 7 reports the perceptions concerning the degree of emphasis they give to day-to-day operations. Staff were asked to rate each item on a 10-point scale ranging from "none" to "very great"[13]. By examining the results, it appears that staff gave a great amount of emphasis to these daily activities. Specifically, staff reported that "creating conditions to prevent escape" had the most emphasis ($\bar{x}$ = 8.88) followed by "ensuring that procedures and rules are followed by youth" ($\bar{x}$ = 8.48), and "ensuring that procedures are followed by staff" ($\bar{x}$ = 8.47). The item in which staff reported the least amount of emphasis was " providing activities to keep youth busy" ($\bar{x}$ = 7.99).

Table 7: Staff Perceptions of Daily Activities

Activity*	N	Min.	Max.	Mean	SD
Provide programs to learn new skills	224	1.00	10.00	8.08	2.05
Create protective conditions for youth	223	2.00	10.00	8.16	1.83
Provide activities to keep busy	223	1.00	10.00	7.99	2.10
Create conditions to prevent escape	224	1.00	10.00	8.88	1.90
Provide adequate space and services to youth	224	1.00	10.00	8.28	1.99
Ensure that procedures and rules are followed by youth	223	1.00	10.00	8.48	1.85
Ensure that procedures and rules are followed by staff	223	1.00	10.00	8.47	2.01
Prevent the flow of contraband into the prison	223	1.00	10.00	8.13	2.29
Prevent the flow of contraband within the prison	222	1.00	10.00	8.04	2.31

* coded so that 1 equals "none" to 10 equals "very great emphasis"

[13] Items coded so that higher scores represent a higher emphasis for the daily activity.

Aside from asking about the emphasis staff place on activities, we also asked about the institutional success at achieving its goal. Respondents were asked to rate the successes on a scale of one (not successful) to ten (totally successful). As shown in Table 8, the average response varied with the lowest average ($\bar{x}$ = 6.41) for "punishing youth for the crimes that caused their incarceration" and the highest average ($\bar{x}$ = 9.14) for "preventing escapes." Staff also reported that the institution was successful at "helping youth learn new skills" ($\bar{x}$ = 8.50). Thus, while the facility was concerned with security, it does not appear (at least by examining the attitudinal data from staff) that other important goals such as providing opportunities and activities to learn new skills and helping youth cope with the conditions of confinement were diminished or ignored.

Table 8: Staff Perceptions of Institutional Success in Achieving Goals

Activity*	N	Min.	Max	Mean	SD
Preventing escapes	222	1.00	10.00	9.14	1.58
Preventing the flow of contraband into the prison	221	1.00	10.00	7.41	2.53
Preventing the flow of contraband within the prison	221	1.00	10.00	7.43	2.48
Helping youth learn new skills	221	3.00	10.00	8.50	1.59
Protecting weaker youth from stronger youth	222	2.00	10.00	7.86	1.88
Following legally mandated procedures	222	2.00	10.00	8.45	1.66
Punishing youth for the crimes that caused their incarceration	217	1.00	10.00	6.41	2.97
Providing youth with activities to occupy their time	222	1.00	10.00	8.02	1.90
Helping youth cope with the conditions of confinement	220	1.00	10.00	7.93	1.84
Deterring youth from committing crimes on the street in the future	221	1.00	10.00	7.58	2.26

* coded so that 1 equals "not successful" and 10 equals "totally successful"

The *Staff Survey* included questions concerning the staff's attitudes and perceptions about the institution and the other staff. Staff were asked to respond to each item by determining if they "very strongly agreed", "strongly agreed", "agreed", "neither agreed nor disagreed", "disagreed", "strongly disagreed", or "very strongly disagreed" to each of the items in Table 9[14]. On average, staff agreed with the following statements: "I want correctional officers at my institution to be more sensitive to providing for youth's daily needs than they are now," "rehabilitation programs are important," "correctional officers should have a say in determining policy," "correctional officers should have more input in procedures," "the location of the facility makes it easy for families to visit," "we need to provide more activities to occupy the youth's time," "conditions at my institution should be harsher to deter youth from future crime," and "conditions are such that when youth leave, they do so with a positive outlook towards their lives." Staff disagreed with the following statements: "I often feel that the control of the institution is slipping out of my hands" and "youth do not have enough say in determining procedures concerning policy." For the following statements, staff reported not having an opinion or were undecided: "control of correctional institutions should be left to administrators and not the courts," "youth do not have enough opportunities to give me their ideas about institutional problems," and "carefully providing for the rights of the youth in disciplinary matters has a negative impact on discipline at my institution."

Aside from the above attitudes, staff was asked about their opinions concerning the goals of the prison system – retribution, incapacitation, rehabilitation, and deterrence. As shown in Figure 6, the majority of the staff (50.7%) reported that rehabilitation should be the most important goal of the prison system. Forty-two individuals (31.3%) reported that incapacitation

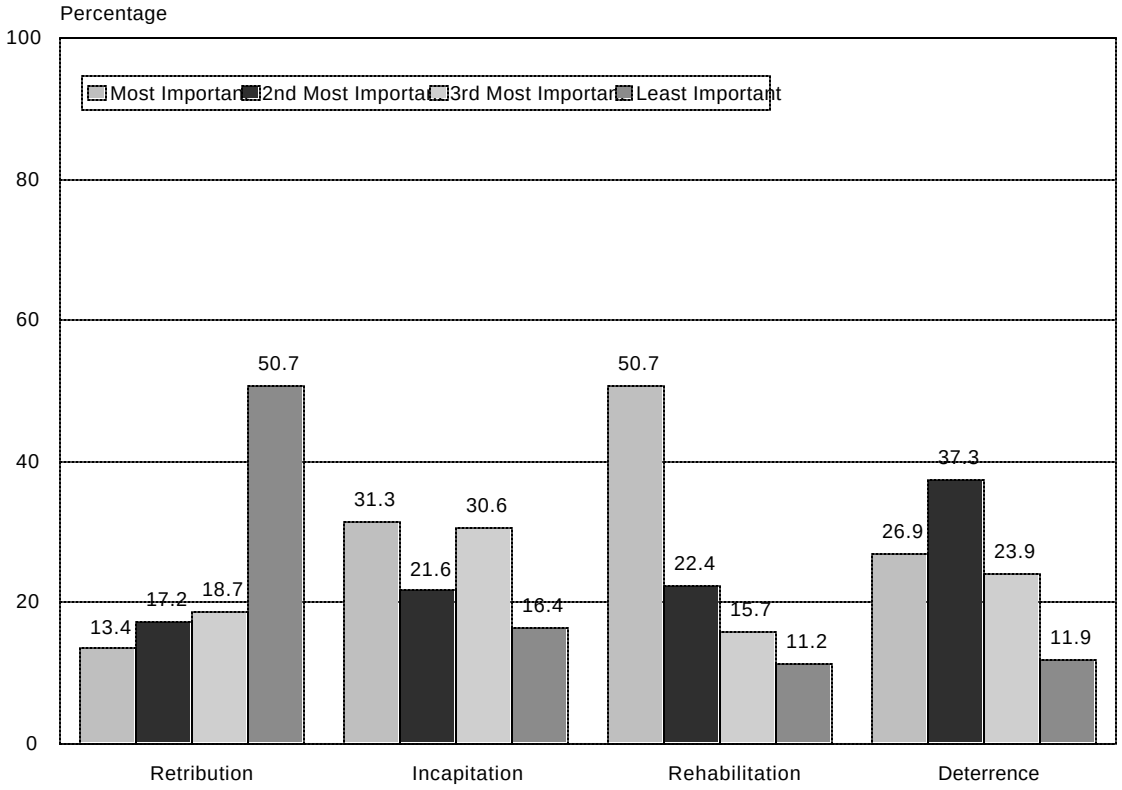
[14] The responses were coded so that lower scores represent a stronger agreement with the statement.

Table 9: Staff Attitudes and Perceptions

Activity*	N	Min.	Max.	Mean	SD
I often feel that the control of the institution is slipping out of my hands.	221	1.00	7.00	5.07	1.60
I want correctional officers at my institution to be more sensitive to providing for youth's daily needs than they are now.	219	1.00	7.00	3.75	1.78
Control of correctional institutions should be left to institutional administrators and not the courts.	220	1.00	7.00	4.03	1.94
Rehabilitation programs have an important place in my institution.	220	1.00	7.00	2.75	1.86
Generally speaking, correctional officers should have a say in determining procedures designed to implement institutional policy.	221	1.00	7.00	3.05	1.77
Generally speaking, youth do not have enough say in determining procedures designed to implement institutional policy.	218	1.00	7.00	4.58	1.67
Conditions at my institution should be harsher to deter youth from future crime.	220	1.00	7.00	3.67	1.84
Correctional officers should have more opportunities to give input into the design of institutional procedures.	222	1.00	7.00	3.07	1.59
The location of my facility makes it easy for family members to visit youth.	222	1.00	7.00	3.63	1.59
We need to provide more activities to occupy the youth's time.	221	1.00	7.00	3.16	1.76
Youth do not have enough opportunities to give me their ideas about institutional problems.	222	1.00	7.00	4.42	1.62
Carefully providing for the rights of the youth in disciplinary matters has a negative impact on discipline at my institution.	221	1.00	7.00	4.27	1.52
Conditions at my institution are such that when youth leave, they do so with a positive outlook towards their lives.	222	1.00	7.00	3.64	1.57

* coded so that 1 equals "very strongly agree" and 7 equals "very strongly disagree"

Figure 6: Goals of the Prison System



should be the main goal, whereas 26.9 percent reported that deterrence should be the main goal of the prison system. Fifty individuals (37.3%) believed that deterrence should be the second most important goal followed by rehabilitation (22.4%) and incapacitation (21.6%). Concerning retribution, it appeared that staff believed that this should be least important goal of the prison system (50.7%).

Table 10 reports the staff's perceptions regarding the percentage of the institutional population that fell into certain categories. Of concern was that on average, staff felt that almost one-third of the population were dangerous and should not be released into the society and that 45.6 percent of the population will recidivate and come back to prison. On the other hand, on average, staff reported that 41.4 percent of the population would be rehabilitated because of their participation in prison treatment programs.

Table 10: Staff Perceptions of Institutional Population

Percentage of Youth	N	Min.	Max.	Mean %	SD
Are dangerously violent and should not be released into society	217	0.00	100	33.65	28.17
Will be rehabilitated because of their participation in prison treatment programs	217	1.00	100	41.44	24.47
Will be deterred or scared straight by their prison experiment	213	0.00	100	32.05	25.26
Will recidivate and come back to prison	216	0.00	100	45.62	25.61
Need to be protected from other youth	215	0.00	100	30.53	25.44
Might be called chronic trouble makers	216	0.00	100	41.21	27.68
Average daily population at your institution	187	6.00	2800	353.64	214.64

The last set of questions pertained to the staff's feelings toward their job. A clear majority (96.8%) reported that they were satisfied with their job with 50 percent of those reporting that were at least somewhat satisfied (Table 11). Furthermore, approximately 69 percent reported that they would keep the job they have if they were free to go into any kind of job and 80 percent reported that they would still take the same job if they had it all to decide again. Lastly, approximately 44 percent of the staff reported that their job was very much what they wanted whereas 11 percent reported that their job was not like the job they wanted.

Table 11: Staff Perceptions/Feelings Toward Their Jobs

Item	N	Percentage
All in all, how satisfied would you say you are with your job:		
Very satisfied	111	50.0
Somewhat satisfied	104	46.8
Not too satisfied	6	2.7
Not satisfied at all	1	0.5
With regard to the kind of job you'd most like to have: If you were free to go into any kind of job you wanted, what would your choice be:		
I would keep the job I now have	151	68.3
I would want to retire and not work at all	33	14.9
I would prefer some other job to the job I now have	37	16.7
Knowing what you know now, if you had to decide all over again whether to take the job you now have what would you decide:		
I would decide without hesitation to take the same job	176	80.0
I would have some second thoughts about taking my job	41	18.6
I would decide definitely not to take the same job	3	1.4
In general, how well would you say that you job measures up to the sort of job you wanted when you took it:		
My job is very much like the job I wanted	96	43.8
My job is somewhat like the job I wanted	99	45.2
My job is not very much like the job I wanted	24	11.0

Prison Environment Inventory. Aside from youth receiving the *Prison Environment Inventory* (Wright, 1985), staff were also administered the questionnaire at the beginning of the evaluation or the beginning of their employment at Swanson – Madison. Recall that this instrument measures eight environmental issues – structure, emotional feedback, activity, safety, freedom, social, support, and privacy. Staff was asked to respond to each question using the following response set: never, seldom, often, and always[15]. Intake information was available for 202 staff (90%). Table 12 reports the intake *Prison Environment Inventory* scales for staff. It appears that staff felt that the correctional environment provided a good deal of structure for the youth, emotional feedback to the youth, provided activities, safety, and support to the youth. However, it also appears that staff found the correctional environment to be lacking in regards to freedom and privacy of the youth as these scores are below the middle scores of the scales[16].

Differences Between Staff and Youth Perceptions of the Correctional Environment

To determine if there were significant differences between the staff and youth's perceptions of the correctional environment, an independent samples t-test was conducted for each scale[17]. Table 13 reports the results from these tests. There were statistically significant differences between the staff and youth perceptions for all the scales. Specifically, staff perceived the correctional environment was a higher quality on the following characteristics: structure, emotional feedback, activity, safety, social, and support. Youth, on the other hand, perceived the environment as providing more freedom and privacy than staff.

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[15] The scales were coded so that higher scores reflect a higher quality of correctional climate.

[16] The middle scores (or median value) of the scales were computed by obtaining the difference between the absolute maximum and minimum score and dividing by 2. This number was then added to the minimum to obtain the middle score.

[17] T-tests were conducted on all intakes for staff and youth (even if there were no exit surveys).

Table 12: *Prison Environment Inventory* (Staff Perceptions)

Scale	N	Mean	SD	Min.	Max.
Structure (range 9-36)	177	30.33	3.57	18.00	36.00
Emotional Feedback (range 10-40)	182	27.89	3.64	16.00	37.00
Activity (range 10-40)	175	28.62	4.37	13.00	40.00
Safety (range 10-40)	178	30.23	4.55	11.00	40.00
Freedom (range 10-40)	182	21.58	3.68	11.00	35.00
Social (range 10-40)	179	26.20	3.42	16.00	35.00
Support (range 11-44)	181	32.86	1.26	14.00	44.00
Privacy (range 10-40)	180	23.00	3.62	10.00	34.00

Ns do not equal 217 because of missing data

Programming Considerations

Evaluations are enhanced when the researcher is able to determine what happened to the participant while under supervision. This may include documenting whether the individual moved to different phases based on progress. The purpose of this section is to identify rates of advancement in the Youth Care System, and to determine if participation in the Youth Care System reduced antisocial attitudes and behaviors. The specific research question addressed was:

Table 13: Independent Samples t-tests on the Prison Environment Inventory, Time 1 – Time 2 (Staff and Youth Perceptions)

Scale	Staff Mean	Youth Mean	t-value	**Sig.**
Structure (range 9-36)	29.98	23.82	15.77	.000
Emotional Feedback (range 10-40)	27.51	24.04	9.867	.000
Activity (range 10-40)	27.26	24.67	5.738	.000
Safety (range 10-40)	29.17	25.09	8.567	.000
Freedom (range 10-40)	20.96	24.02	-8.015	.000
Social (range 10-40)	26.4	25.57	2.297	.017
Support (range 11-44)	32.21	27.63	11.851	.000
Privacy (range 10-40)	22.87	24.17	-3.729	.000

- ***What were the rates of phase advancement through the Youth Care System from February through December?***
- ***Does participation in the Youth Care System reduce the number of disciplinary infractions?***

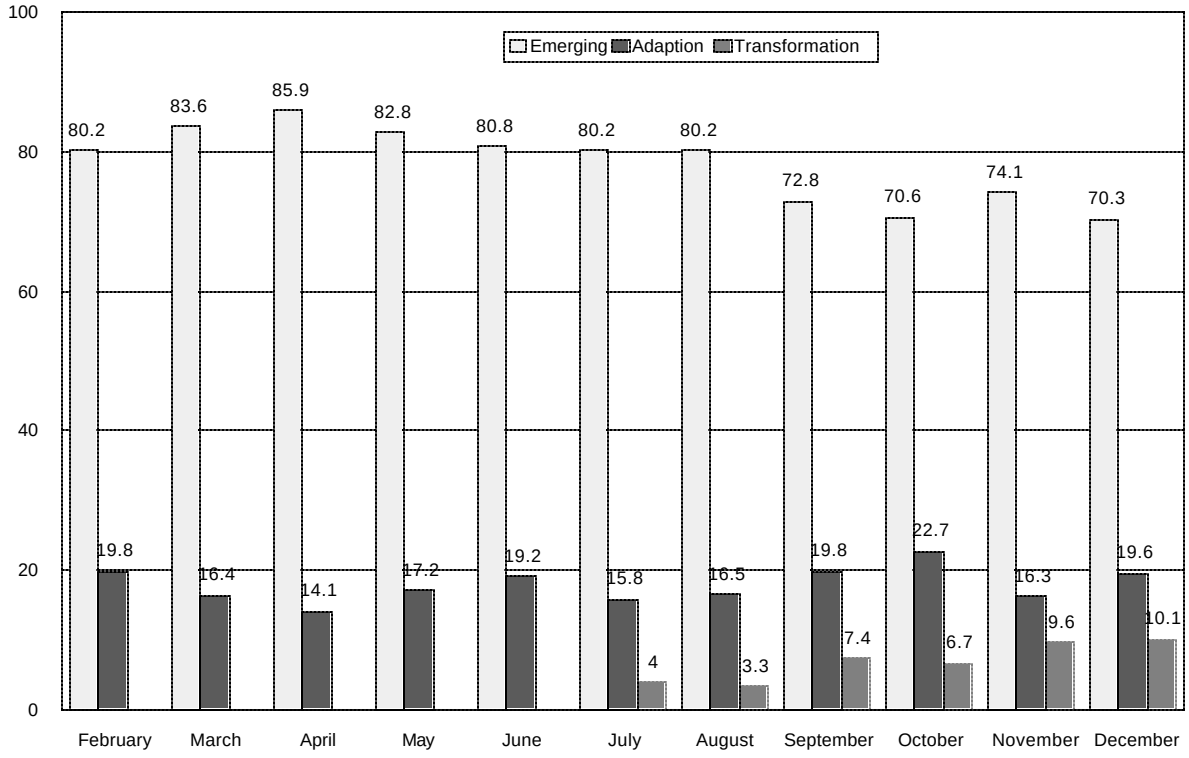
Service Tracking. Staff that work with the Youth Care System must classify youth based on their developmental level as defined by their competence (the youth's task knowledge and skills) and commitment (the youth's motivation and/or confidence or willingness to get the task done). There are four different stages that youth may be placed: *emerging, adaptation,*

transformation, and citizen. The emerging youth has low commitment and low competence. They are unwilling to participate in programs, their only plan for the future is to "get out of here", see no need to change, and possess little self-confidence. The adaptation youth has low commitment and some competence. He has begun to accept their placement into the facility, has participated in some programs, knows the rules of the facility, but has not yet formulated plans for the future. The transformation youth has variable commitment and high competence. These youth have some investment into programming, is working on personal goals, and has acquired skills but does not know how to generalize these to different situations. Youth in the citizen stage have demonstrated high commitment and high competence. They are fully invested in their program, have realized the harm of their behavior and expressed remorse, have strong social skills, and are competent in their abilities.

Service tracking data were available on 238 youth (86.5%)[18]. Figure 7 shows the percentage of youth in each stage of development for the months of February 2002 through December 2002. For each month, the majority of youth were placed at the emerging stage of development. The percentages ranged from a low of 70.6 percent in October to a high of 85.9 percent in April. Furthermore, it appears that the percentage of youth in the emerging stage decreased throughout the evaluation period while the percentage of youth in the transformation began to increase. Figure 8 reports the actual number of youth in each stage for the time period. The number of youth in the emerging stage increased from February to April and then began to decline. The number of youth in the adaptation stage appeared to remain fairly constant until September when the number of youth increased. It was not until July (5 months after the

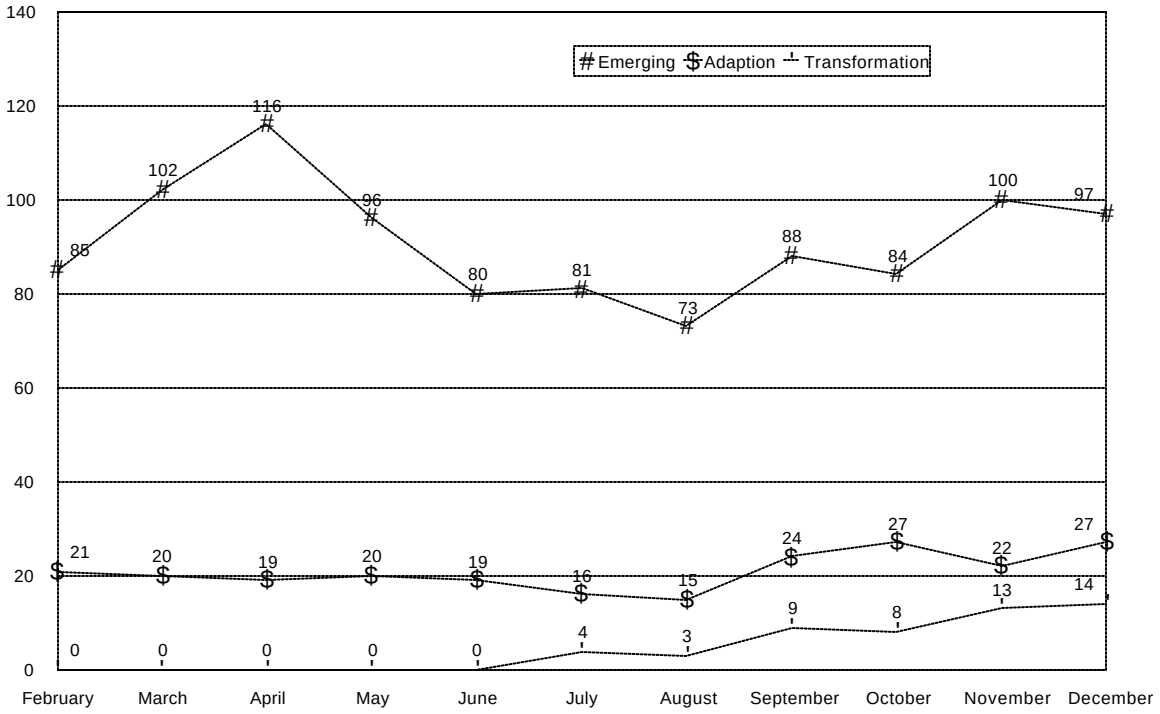
[18] While some youth refused to participate in the evaluation of the Youth Care System, staff still reported their stages of development.

Figure 7: Movement Throughout the Youth Care Stages*



* Percentage of youth in each stage at the first of the month

Figure 8: Number of Youth in Each Stage*



*February 2002 - December 2002

evaluation began) that the facility placed any youth into the transformation stage and there have been no youth placed in the citizen stage.

While the above figures reveal the number of individuals in each stage at each month, Table 14 reports how many youth actually progressed into another stage during the evaluation period. When examining all the youth, approximately 16 percent of the youth progressed at least one level. However, when examining only those youth that participated in the evaluation, approximately 28 percent progressed at least one level. Only 4 percent of the youth were reduced to a lower level[19].

Table 14: Information Regarding Youth's Progress and Regression in the Youth Care System

	All Youth		Youth Participating in the Evaluation	
	N	Percentage	N	Percentage
Progress:				
Yes	39	16.4	28	27.7
No	199	83.6	73	72.3
Regress:				
Yes	10	4.2	4	4.0
No	229	95.8	97	96.0

Disciplinary Infractions. The number of disciplinary infractions was examined to determine if the Youth Care System was effective in reducing the number of incident reports. Table 15 reveals the number of disciplinary infractions reported during the evaluation period[20]. Data were available for 288 youth. Column one reports the total number of disciplinary

[19] The 14 youth who were regressed were part of the initial group of Youth Care participants. These participants were reassessed at the beginning of the implementation of YCS because procedures were not followed. They were reassessed by May 2002.

[20] Information on the number of disciplinary infractions was not available for the time period 6 months prior to the implementation of the Youth Care System.

infractions. The number of infractions reported ranged from zero infractions to 69 incidents during the evaluation period, with an average of 8.27 disciplinary infractions[21]. To determine the outcome of the incident, the facility conducts a hearing with the youth. Column two reports the number of infractions in which the youth were found guilty. A clear majority of youth were found guilty for at least 3 infractions with the average number of guilty infractions being eight. The last column in Table 15 reports the number of not guilty infractions. Only 19.4 percent of the total number of disciplinary infractions was found not guilty.

Table 15: Disciplinary Infractions

	Total Violations		Guilty Violations		Not Guilty Violations	
Infractions	N	Percentage	N	Percentage	N	Percentage
None	52	18.1	56	19.4	232	80.6
1-2	75	26.0	75	26.0	52	18.1
3-5	31	10.8	29	10.1	3	1.0
6-10	42	14.6	43	14.9	1	0.3
11-15	38	13.2	37	12.8	0	0.0
16-20	21	7.3	20	6.9	0	0.0
21-25	7	2.4	11	3.8	0	0.0
26-30	9	3.1	5	1.7	0	0.0
Over 30	13	4.5	12	4.2	0	0.0
	$\bar{x}$ = 8.27		$\bar{x}$ = 8.00		$\bar{x}$ = 0.27	

To determine if the Youth Care System reduced the number of disciplinary infractions while in the facility, a paired sample t-test was conducted. The number of disciplinary infractions was determined for each youth for the first three months and the last three months they were in the program. As shown in Table 16, there was a significant difference in the number of disciplinary infractions. The average number of infractions for the first three months was 3.45

[21] The time period varied for each youth. Some youth were in the evaluation period for the entire time while others were in the evaluation period for a limited amount of time.

whereas the average number of infractions for the last three months was 2.22. Accordingly, it appeared that the Youth Care System significantly reduced the number of disciplinary infractions.

Table 16: Paired Sample t-tests for Disciplinary Infractions

	No. of Pairs	Time 1 Mean	Time 2 Mean	t-value	Sig.
Infractions	288	3.45	2.22	4.044	.000

Intermediate Outcomes

Intermediate outcomes are the effects that are attained through receiving the planned intervention (i.e., Youth Care System) such as reducing the juvenile's irrational beliefs, cognitive distortions, and criminal sentiments. The results were obtained by comparing pre and post-test data from the four different assessment instruments that were used[22]. The specific research questions addressed were:

- ***What were the changes in the juveniles' cognitive distortions, criminal sentiments, perceptions of the correctional climate, and irrational beliefs?***
- ***What were the changes in the staff's attitudes and perceptions as a result of participation in the Youth Care System?***

Cognitive Distortions. Juveniles' cognitive distortions such as self-centeredness, blaming others, minimizing behavior, and assuming the worst were measured by the *How I Think* Questionnaire. The questionnaire was administered at the beginning of the evaluation of the Youth Care System or at intake into Unit 2. The instrument was administered to 186 youth at intake and to 157 youth at the end of the evaluation period or termination from Unit 2. As

[22] While 231 youth were assessed at intake, the number of post-test data varied for the following reasons: 1) youth refused the exit evaluations; 2) youth used fake names in the pre-test assessments and thus we could not match the pre and post-test data; 3) youth refused to include their names in the assessment and the pre and post-test data could not be matched; and 4) some youth left the institution without being re-assessed and thus, the data were lost.

previously mentioned, the *How I Think* Questionnaire has an anomalous response scale that indicates untruthful answering by the individual. Scores greater than 4.25 are not to be included in the analysis and were removed. Therefore, the maximum number of cases available to compare time 1 and time 2 scores was 63.

According to Barriga et al. (1999), higher scores on the scales indicate higher levels of cognitive distortions and are associated with criminogenic behavior. Thus, participation in programming should reduce the likelihood of cognitive distortions. A comparison of means tests between all time 1 and time 2 scores (i.e., including the suspect cases) on the *How I Think* Questionnaire reveals that while the time 2 scores increased, these increases were not statistically significant (Table 17).

The evaluation of the Youth Care System was approximately 10½ months (February through mid-December). However, the length of time between the different measures varied with the range being a minimum of 18 days to a maximum of 286 days (9.5 months). The average number of days between the administration of the instrument was 129.63 days (approximately 4 months). Accordingly, to determine if amount of time affected the outcome for the time 2 score, regression analyses were conducted[23]. Time was not a significant predictor for any of the time 2 scores. However, for three cognitive distortion scales (blaming others, minimizing, and assuming the worst) and all four behavioral referent scales, the measure for time was negative indicating that the more time spent in the Youth Care System, the smaller the time 2 score (or the lower the cognitive distortion). In addition, the time measure was negative in the equations predicting the time 2 score for the covert scale and the overall *How I Think* scale; thus, indicating more time spent in the Youth Care System, the smaller the time 2 score. Accordingly,

[23] See Table 2 in Appendix B for the regression results.

while there were not significant changes in the youths' levels of cognitive distortions, the amount of time spent in the Youth Care System (or lack thereof) may be partially to blame.

Table 17: Paired Sample t-tests on the *How I Think* Questionnaire, Time 1 – Time 2*

Scale	No. of Pairs	Time 1 Mean	Time 2 Mean	t-value	Sig.
Cognitive Distortions					
Self-centered (range 0-6)	50	3.69	3.93	-1.582	.120
Blaming Others (range 0-6)	51	3.78	3.93	-.917	.364
Minimizing/Mislabeling (range 0-6)	51	4.23	4.27	-.311	.757
Assuming the Worst (range 0-6)	50	3.61	3.76	-1.003	.321
Behavioral Referents					
Opposition-Defiance (range 0-6)	47	3.82	3.96	-.964	.340
Physical Aggression (range 0-6)	49	3.84	3.97	-.814	.420
Lying (range 0-6)	55	3.76	3.98	-1.291	.202
Stealing (range 0-6)	54	3.76	3.93	-1.388	.171
Summary Scores					
Covert (range 1-6)	49	2.81	2.98	-1.586	.119
Overt (range 1-6)	39	3.84	3.93	-.624	.536
How I Think (range 1-6)	36	3.80	3.95	-1.037	.307

* Includes the scores that may be considered "suspect" because the anomalous scale is greater than 4.0 but less than 4.25.

A perusal of Table 18 reveals that when the suspect cases are removed from the analysis, there is a reduction in some cognitive distortions (blaming others and minimizing), the behavioral referent scale – physical aggression, and the overt subscale that measures the tendency to exhibit antisocial behavior that involves confrontation. However, these reductions were not statistically significant. To determine if time was a significant predictor for those cases that were not considered suspect, the time 2 was regressed on the length of time between the administrations of the instruments controlling for the time 1 score[24]. Time was not a statistically significant predictor in any of the equations. However, the greater the time spent in the Youth Care System, the smaller the post-test score for the following scales: self-centeredness, blaming others, assuming the worst, opposition-defiance, physical aggression, lying, and stealing. In addition, the greater the time spent in the Youth Care System, the smaller the post-test score the overt, covert, and overall *How I Think* scales. These results seem to suggest that the greater the amount of time spent in the Youth Care System, the greater the reduction in negative, antisocial thinking and cognitive distortions.

Criminal Sentiments. To determine if the Youth Care System influenced the youths' attitudes regarding legal matters, police matters, a tolerance for violating laws, and identification with criminals, the *Criminal Sentiments* Scale was administered at intake and termination from Unit 2. Intake data were available for 181 youth and post-test data were for 159 youth. Participation in the Youth Care System should have resulted in an increase in the following subscales: law, court, police, and the overall Criminal Sentiment Scale (coded so that higher scores represent prosocial attitude) and a decrease in the tolerance for law violation and identification with criminal others scales.

[24] See Table 3 in Appendix B for the regression equations.

Table 18: Paired Sample t-tests on the *How I Think* Questionnaire, Time 1 – Time 2*

Scale	No. of Pairs	Time 1 Mean	Time 2 Mean	t-value	Sig.
Cognitive Distortions					
Self-centered (range 0-6)	42	3.81	3.89	-.557	.581
Blaming Others (range 0-6)	43	3.93	3.89	.246	.807
Minimizing/Mislabeling (range 0-6)	43	4.24	4.21	.139	.890
Assuming the Worst (range 0-6)	42	3.74	3.81	-.462	.647
Behavioral Referents					
Opposition-Defiance (range 0-6)	40	3.88	3.97	-.601	.551
Physical Aggression (range 0-6)	40	3.95	3.92	.273	.787
Lying (range 0-6)	45	3.87	3.89	-.100	.921
Stealing (range 0-6)	45	3.89	3.96	-.559	.579
Summary Scores					
Covert (range 1-6)	40	2.90	2.97	-.561	.578
Overt (range 1-6)	32	3.96	3.95	.142	.888
How I Think (range 1-6)	29	3.93	3.95	-.117	.907

* Does not include the scores that may be considered "suspect". The anomalous response was below 4.00.

Table 19 reports the results of the difference of means test for the *Criminal Sentiments* Scale. One difference was statistically significant – attitudes concerning the law. Youths' prosocial perceptions of the law (i.e., all laws deserve our respect) decreased from time 1 to time 2. Only one scale increased in the predicted direction – court. Participation in the Youth Care System resulted in an increase in the youths' prosocial perceptions regarding the court system; however, the increase was not statistically significant. Regarding the perceptions of the police subscale and the *Criminal Sentiments* scale, the time 2 scores decreased indicating that the youths' perceptions became more antisocial. However, these differences were very minimal and were not statistically significant. For the remaining scales – tolerance for law violations and identification with criminal others – on average decreased at the time 2 measure. Thus, youths' tolerance for law violations and identification with criminal others was reduced resulting in a more prosocial attitude for these sentiments.

To determine if time spent in the Youth Care System was related to the time 2 score, regression analyses were conducted[25]. The time from the pre and post-test administration ranged from 18 to 297 days (approximately 10 months) with the average being 148.65 days (4.9 months). Time was a significant negative predictor of the post-test score for the tolerance for law violation. Thus, the longer the time spent in the Youth Care System, the lower the youths' tolerance for law violations (indicating a more prosocial thinking). For the remaining scales, time was not a significant predictor.

Prison Environment Inventory. To determine if the correctional climate was significantly changed due to the implementation of the Youth Care System, pre and post-test data

[25] Table 4 in Appendix B reports the regression results for the Criminal Sentiments Scale.

Table 19: Paired Sample t-tests on the *Criminal Sentiments* Scale, Time 1 – Time 2

Scale	No. of Pairs	Time 1 Mean	Time 2 Mean	t-value	Sig.
Law (range 10-50)	**84**	**32.18**	**30.13**	**2.823**	**.006**
Court (range 8-40)	78	22.64	22.90	-.399	.691
Police (range 7-35)	83	21.34	20.70	1.156	.251
Tolerance for Law Violation (range 10-50)	76	30.00	29.66	.338	.736
Identification with Criminal Others (range 6-30)	83	18.46	18.02	.727	.469
Criminal Sentiments Scale (range –55 to 109)	46	25.91	25.82	.027	.979

were examined. Data were available for 181 youth at intake and 151 youth at termination[26]. The *Prison Environment Inventory* was scored so that higher scores represent a higher quality of the correctional environment. Accordingly, the Youth Care System should increase the time 2 score. Table 20 reports the results of the difference in means tests. There were no statistically significant differences in the pre and post-test measures. However, the youths' perceptions of safety and support increased from time 1 to time 2.

The average length of time between the pre and post-tests for the administration of the *Prison Environment Inventory* was 147.87 days with a range of 18 days to 297 days. To

[26] While data were available for 151 youth at termination, some post-tests could not be matched to the pre-tests for explanations already explained.

determine if time spent in the Youth Care System was a significant predictor of the time 2 scores, length of time was regressed on the time 2 scores controlling for the pre-test score[27]. While time in the Youth Care System was not a significant predictor of the post-test scores, the longer the time spent in the program, the more likely youth were to report perceptions of safety.

Table 20: Paired Sample t-tests on the *Prison Environment Inventory*, Time 1 – Time 2 (Youth Perceptions)

Scale	No. of Pairs	Time 1 Mean	Time 2 Mean	t-value	Sig.
Structure (range 9-36)	76	23.99	23.02	1.294	.200
Emotional Feedback (range 10-40)	70	24.20	23.57	1.157	.251
Activity (range 10-40)	77	24.94	24.42	.626	.533
Safety (range 10-40)	70	24.60	26.03	-1.705	.093
Freedom (range 10-40)	82	24.83	23.46	1.783	.078
Social (range 10-40)	71	25.89	24.49	1.911	.060
Support (range 11-44)	78	27.71	28.25	-.889	.377
Privacy (range 10-40)	77	23.91	23.23	1.140	.258

Beliefs Inventory. The *Beliefs Inventory* was used to measure youths' irrational beliefs such as irrational need for approval, a need to be perfect, irrational emotions, irrational

[27] The results of the regression equation are found in Table 5 in Appendix B.

avoidance, fear, and an over-reliance on others. It was theorized that participation in the Youth Care System would reduce the irrational beliefs (i.e., time 2 score would be less than the time 1 score). Even though there were not significant changes between time 1 and time 2 scores, participation in the Youth Care System reduced the irrational beliefs of approval, perfection, evil, fear, avoidance, and laziness (Table 21). Interestingly, there were no differences between the pre and post-test scores for the irrational belief "past-oriented".

Table 21: Paired Sample t-tests on the *Beliefs Inventory*, Time 1 – Time 2

Scale	No. of Pairs	Time 1 Mean	Time 2 Mean	t-value	Sig.
Approval (range 0-10)	79	4.48	4.35	.482	.631
Perfection (range 0-10)	83	4.71	4.55	.633	.529
Evil (range 0-10)	79	5.28	4.90	1.464	.147
Horrible (range 0-10)	80	5.13	5.33	-.773	.442
Emotionality (range 0-10)	80	4.30	4.54	-.878	.383
Fear (range 0-10)	83	4.93	4.89	.151	.880
Avoidance (range 0-10)	86	4.99	4.76	1.032	.305
Reliance (range 0-10)	88	5.10	5.14	-.142	.887
Past-oriented (range 0-10)	81	5.00	5.00	.000	1.000
Lazy (range 0-10)	84	5.01	4.81	.835	.406

The length of time between the pre and post-test scores ranged from 18 days to 297 days with an average of 147. 27 days (4.9 months). Regression analyses were conducted to see if time spent in the Youth Care System was a significant predictor of the time 2 score[28]. While not statistically significant, the longer the time spent in the Youth Care System, the lower the time 2 score for the following scales: approval, perfection, emotionality, fear, avoidance, and lazy.

Staff Attitudes and Perceptions

Staff Survey. Paired sample t-tests were conducted to determine if the staff perceptions of daily activities changed due to the implementation of the Youth Care System. Exit data were available for 137 staff.[29] There were two statistically significant relationships from the administration of the pre and post-test. The time two scores significantly decreased for the following items – preventing the flow of contraband into the prison and preventing the flow of contraband within the prison (Table 22). While not significant, the difference between the pre and post-test scores decreased for the other items. However, it should be noted that the pre-test scores were very high creating an usually high baseline for comparison, reducing the likelihood to achieve significant differences between pre and post testing .The pre test scores also indicates that the staff placed a great deal of emphasis on the institution's daily activities.

To determine if the length of time between the pre and post-test scores may impact the time 2 score, regression analyses were conducted[30]. The average amount of days between the time 1 and time 2 scores were 154. 28 days with a range of 29 to 344 days. One statistically

[28] The results of the regression equation for the *Beliefs Inventory* are found in Table 6 in Appendix B.
[29] While exit data were available for 359 staff, the number of usable post-test data varied for the following reasons: 1) staff completed the intake packets but refused or did not complete the exit evaluations; 2) staff refused or did not complete the intake packets and therefore, the exit packets were unusable; 3) staff did not provide a name with either the intake or the exit packet and therefore, the packets could not be matched; 4) some of the exit data were in fact intake data; and 5) staff left the institution without completing the exit packet.
[30] Table 7 in Appendix B reports the regression results.

Table 22: Paired Sample t-tests on the Staff Perceptions of Daily Activities, Time 1 – Time 2

Activity*	No. of Pairs	Time 1 Mean	Time 2 Mean	t-value	Sig.
Provide programs to learn new skills	137	8.30	7.92	1.829	.070
Create protective conditions for youth	134	8.29	8.07	.984	.327
Provide activities to keep busy	136	7.96	7.75	.965	.336
Create conditions to prevent escape	136	9.02	8.61	1.823	.071
Provide adequate space and services to youth	137	8.30	8.26	.161	.872
Ensure that procedures and rules are followed by youth	136	8.64	8.35	1.458	.147
Ensure that procedures and rules are followed by staff	135	8.68	8.38	1.416	.159
Prevent the flow of contraband into the prison	**134**	**8.43**	**7.87**	**2.285**	**.024**
Prevent the flow of contraband within the prison	**134**	**8.37**	**7.68**	**2.960**	**.004**

* coded so that 1 equals "no emphasis" and 10 equal "very great emphasis"

significant relationship was found. The length of time was a significant positive predictor of the post-test score for the item "providing activities to keep youth busy". Specifically, the greater amount of time between the administration of the instruments, the higher the post-test score – indicating that staff were more likely to place an emphasis on providing activities to keep the youth busy. The other remaining results were insignificant but positive in direction indicating that the more time spent in the Youth Care System, the more emphasis was placed on that particular item.

Table 23 reports the results of the difference of means test that was conducted to determine if the staff's perceptions regarding institutional success at achieving certain goals changed. Only two items changed significantly – helping youth learn new skills and punishing youth for crimes that the youth committed. Staff's perceptions regarding the institution's ability to help youth learn new skills decreased from the pre and post-test administration. Furthermore, staff believed that the institution's ability to punish the youth for crimes that caused their incarceration significantly decreased by the time two score. Even though the time 2 score for the item helping youth learn new skills decreased, it may be concluded that staff believed that the institution was more successful at teaching youth new skills than punishing them for the crimes they committed.

The length of time between the administrations of the instrument was a significant predictor for only one item – protecting weaker youth from stronger youth[31]. As the length of time increased, the post-test score increased indicating that staff believed that their institution was very successful at protecting the weaker youth.

As shown in Table 24, there were two statistically significant differences between the pre and post-test scores concerning the staff's attitudes and perceptions on various items. These items were coded so that higher scores mean that the staff was in a stronger disagreement with the statement. The time 2 score for the item concerning control of the institution slipping out of the correctional officers hand significantly increased meaning that staff believed that control of the institution was *not* slipping out of their hands. In addition, at the post-test administration, staff did *not* agree that youths did not have enough opportunities to give their ideas about institutional problems. Thus, it appeared that the Youth Care System allowed staff to feel that

[31] See Table 8 in Appendix B for the regression results.

Table 23: Paired Sample t-tests on the Staff Perceptions of Institutional Success in Achieving Goals, Time 1 – Time 2

Activity*	No. of Pairs	Time 1 Mean	Time 2 Mean	t-value	Sig.
Preventing escapes	135	9.35	9.41	-.531	.596
Preventing the flow of contraband into the prison	133	7.71	7.48	.927	.356
Preventing the flow of contraband within the prison	133	7.65	7.43	.945	.346
Helping youth learn new skills	**134**	**8.54**	**8.16**	**2.152**	**.033**
Protecting weaker youth from stronger youth	133	8.05	7.68	1.437	.153
Following legally mandated procedures	132	8.51	8.39	.672	.503
Punishing youth for the crimes that caused their incarceration	**122**	**6.39**	**5.49**	**3.261**	**.001**
Providing youth with activities to occupy their time	132	7.96	7.88	.400	.690
Helping youth cope with the conditions of confinement	131	8.14	8.12	.098	.922
Deterring youth from committing crimes on the street in the future	130	7.69	7.70	-.037	.971

* coded so that 1 equals "not successful" and 10 equals "totally successful"

control of the institution was in their hands and that the system gave youth more opportunities to report ideas concerning institutional problems.

Length of time between the administrations of the instrument was a significant negative predictor for three attitudes and perceptions – youth having a say, conditions should be harsher

Table 24: Paired Sample t-tests on the Staff Attitudes and Perceptions, Time 1 – Time 2

Activity*	No. of Pairs	Time 1 Mean	Time 2 Mean	t-value	Sig.
I often feel that the control of the institution is slipping out of my hands.	**130**	**5.05**	**5.48**	**-2.769**	**.006**
I want correctional officers at my institution to be more sensitive to providing for youth's daily needs than they are now.	130	3.78	3.96	-.967	.335
Control of correctional institutions should be left to institutional administrators and not the courts.	131	3.93	3.56	1.745	.083
Rehabilitation programs have an important place in my institution.	131	2.82	2.77	.247	.805
Generally speaking, correctional officers should have a say in determining procedures designed to implement institutional policy.	132	3.17	2.91	1.307	.193
Generally speaking, youth do not have enough say in determining procedures designed to implement institutional policy.	130	4.63	4.88	-1.288	.200
Conditions at my institution should be harsher to deter youth from future crime.	131	3.69	3.76	-.285	.776
Correctional officers should have more opportunities to give input into the design of institutional procedures.	132	3.20	2.95	1.487	.139
The location of my facility makes it easy for family members to visit youth.	133	3.70	3.88	-.987	.335
We need to provide more activities to occupy the youth's time.	132	3.06	3.22	-.883	.379
Youth do not have enough opportunities to give me their ideas about institutional problems.	**131**	**4.47**	**4.88**	**-2.362**	**.020**
Carefully providing for the rights of the youth in disciplinary matters has a negative impact on discipline at my institution.	130	4.52	4.46	.314	.754
Conditions at my institution are such that when youth leave, they do so with a positive outlook towards their lives.	134	3.64	3.41	1.339	.183

* coded so that 1 equals "very strongly agree" and 7 equals "very strongly disagree"

for deterrence, and youth having opportunities to discuss problems[32]. As the length of time increased, staff were more likely to strongly agree or agree with the following statements: "youth do not have enough say in determining procedures designed to implement institutional policy", "conditions at my institution should be harsher to deter youth from future crime", and "youth do not have enough opportunities to give me their ideas".

Concerning the perceptions of the institutional population, there were some significant differences in the means between the time 1 and time 2 measures. Staff believed that the percentage of youth that were dangerously violent and should not be released into society significantly decreased from a mean of 31.56 percent to 25.65 percent (Table 25). Furthermore, staff felt that the percentage of youth that needed to be protected from other youth, the percentage of youth that might be called chronic trouble makers, the percentage of youth that would be rehabilitated, and the percentage of youth that would be deterred by their prison experiment also significantly decreased by the administration of the post-test. While not statistically significant, staff also believed that fewer youth will recidivate and come back to prison.

Table 26 shows the results of the pre and post-tests scores for the staff's feelings toward their jobs. Chi-square tests reveal that there were significant differences between the categories concerning their level of satisfaction with the job. It appeared that there were changes at both ends of the spectrum. A greater percentage of staff were very satisfied at termination than at intake and a greater percentage of staff were unsatisfied at termination than intake. Another significant finding regarding attitudes toward their jobs concerns whether the staff would take

[32] See Table 9 in Appendix B for the regression analyses for the staff attitudes and perceptions

Table 25: Paired Sample t-tests on the Staff Perceptions of Institutional Population, Time 1 – Time 2

Percentage of Youth	No. of Pairs	Time 1 Mean	Time 2 Mean	t-value	Sig.
Are dangerously violent and should not be released into society	**130**	**31.56**	**25.65**	**2.477**	**.015**
Will be rehabilitated because of their participation in prison treatment programs	**130**	**43.72**	**36.96**	**1.977**	**.050**
Will be deterred or scared straight by their prison experiment	**128**	**32.45**	**26.30**	**2.545**	**.012**
Will recidivate and come back to prison	129	41.79	36.15	1.790	.076
Need to be protected from other youth	**128**	**29.52**	**18.29**	**4.370**	**.000**
Might be called chronic trouble makers	**130**	**36.53**	**28.03**	**3.186**	**.002**

the same job again. While the percentage of staff reporting that they would decide without hesitation to take the same job decreased, a majority did report that they would take the same job (73.5%).

Prison Environment Inventory. Staff were administered the *Prison Environment Inventory* at beginning and termination from employment at Swanson Correctional Center for Youth – Madison[33]. It was theorized that participation in the Youth Care System would produce a higher quality correctional environment. Accordingly, paired sample t-tests were conducted to determine if the staff's perceptions significantly changed due to participation in the Youth Care System. Table 27 reports the results of the tests. All tests were statistically significant and in the expected direction except for the following scales: activity and freedom. Thus, staff's

[33] Usable exit data were available for 137 staff.

Table 26: Staff Perceptions/Feelings Toward Their Jobs, Time 1 – Time 2

	Time 1 Mean		Time 2 Mean	
Item	N	Percentage	N	Percentage
All in all, how satisfied would you say you are with your job:				
Very satisfied	111	50.0	72	53.7
Somewhat satisfied	104	46.8	50	37.3
Not too satisfied	6	2.7	9	6.7
Not satisfied at all	1	0.5	3	2.2
($\times^2$ = 20.808; p = .002)				
With regard to the kind of job you'd most like to have: If you were free to go into any kind of job you wanted, what would your choice be:				
I would keep the job I now have	151	68.3	80	60.6
I would want to retire and not work at all	33	14.9	31	23.5
I would prefer some other job to the job I now have	37	16.7	21	15.9
($\times^2$ = 10.239; p = .037)				
Knowing what you know now, if you had to decide all over again whether to take the job you now have what would you decide:				
I would decide without hesitation to take the same job	176	80.0	97	73.5
I would have some second thoughts about taking my job	41	18.6	30	22.7
I would decide definitely not to take the same job	3	1.4	5	3.8
($\times^2$ = 21.607; p = .000)				
In general, how well would you say that you job measures up to the sort of job you wanted when you took it:				
My job is very much like the job I wanted	96	43.8	56	42.4
My job is somewhat like the job I wanted	99	45.2	55	41.7
My job is not very much like the job I wanted	24	11.0	21	15.9
($\times^2$ = 3.562; p = .469)				

perceptions of the quality of the correctional environment significantly increased for five scales. Specifically, staff believed that the structure of the prison, safety of the youth, social and support, and privacy of the youth improved. Furthermore, staff believed that youth received more emotional feedback.

Table 27: Paired Sample t-tests on the Prison Environment Inventory, Time 1 – Time 2 (Staff Perceptions)

Scale	No. of Pairs	Time 1 Mean	Time 2 Mean	t-value	Sig.
Structure (range 9-36)	**85**	**30.55**	**31.62**	**-2.817**	**.006**
Emotional Feedback (range 10-40)	**92**	**28.38**	**30.15**	**-3.743**	**.000**
Activity (range 10-40)	87	29.29	30.23	-1.731	.087
Safety (range 10-40)	**93**	**30.63**	**32.55**	**-3.493**	**.001**
Freedom (range 10-40)	96	22.00	22.51	-.861	.391
Social (range 10-40)	**90**	**24.47**	**27.67**	**-2.416**	**.018**
Support (range 11-44)	**95**	**33.16**	**35.20**	**-4.012**	**.000**
Privacy (range 10-40)	**91**	**22.82**	**25.24**	**-5.066**	**.000**

To determine if the time between the pre and post-test may affect the post-test scores, regression analyses were conducted[34]. There was only one significant negative relationship found. As the number of days between the time one and time two score increased, the post-test score for structure decreased.

CONCLUSIONS

At the time of this evaluation, the Youth Care System has been in operation for approximately eleven months at Unit 2 in Swanson Correctional Center for Youth – Madison. Based on the information from the evaluation, the following can be summarized regarding the youthful participants:

- The typical youth in the Youth Care System was African American, 17 years of age and medium-maximum security custody level.

- The Youth Care System, which is a behavior management system, is appropriate for these youth. Pre-test data reveal the youth had cognitive distortions, antisocial attitudes, beliefs, and values as measured by several assessment instruments. Moreover, these antisocial attitudes may manifest themselves in the form of antisocial behavior.

- The number of infractions for the youth ranged from zero to 69 incidents with an average of 8.27 disciplinary infractions during the evaluation period of the Youth Care System. Of these infractions, only 19.4 percent of the total infractions were not guilty. Furthermore, a paired sample t-test revealed that there was a significant decrease in the number of disciplinary infractions when comparing the first three months in the Youth Care System with the last three months in the Youth Care System.

- Based on the service tracking data, the youth were slowly progressing through the stages of development. Sixteen to 27 percent of the youth progressed at least one stage during the evaluation period. Furthermore, it appeared that the percentage of youth in the emerging stage began to decrease while the percentage of youth in the transformation stage began to increase during the 11 months. However, Swanson Correctional Center for Youth – Madison still does not have any youth at the highest level – citizen stage.

- From all the assessment instruments conducted on the youth, only one scale was statistically significant from the pre and post-test. The time 2 score for the subscale which measures the attitudes concerning the laws was significantly lower at the post-test

[34] See Table 10 in Appendix B for the regression results.

score indicating that youth's attitude became more antisocial toward the law. For the remaining scales, there were no statistically significant differences. Accordingly, participation in the Youth Care System did not significantly increase nor decrease the youth's cognitive distortions, antisocial attitudes, beliefs, or values.

The following conclusions are reached concerning the staff at Swanson Correctional Center for Youth:

- The typical staff member at the facility was African American, female, and 34 years of age. The majority of the participants were correctional officers (76.9%), have been at their current facility for approximately 1½ years with an average of 2½ years in the corrections field.

- An assessment of the primary and secondary leadership styles revealed that the majority of the staff's primary leadership was coaching (73.3%), followed by directing (15.8%), participating (5.8%), and delegating (5.0%). The majority of the staff's secondary style was directing (53%), followed by participating (27.4%), coaching (17.9%), and delegating (1.7%).

- Staff placed a great emphasis on many daily activities including: preventing escapes, ensuring that both staff and youth follow procedures, and providing adequate services to the youth. In addition, staff believed that the institution was very successful at meeting its goals of: preventing escapes, helping youth learn new skills, and following legally mandated procedures.

- The majority of staff appeared to be satisfied with their job and would decide without hesitation to take the same job.

- There were statistically significant differences between the time 1 and time 2 scores for many items in the Staff Survey. First, the emphasis on preventing the flow of contraband into and within the prison decreased from the administration of the pre and post-test. Second, the perceptions regarding the institution's ability to achieve the following goals decreased: helping youth learn new skills and punishing youth for crimes that resulted in incarceration. Even though these scales resulted in a significant decrease, it should be noted that the initial scores of these items were very high.

- When examining staff's attitudes and perceptions, there were two statistically significant relationships. The post-test scores revealed that staff were more likely to disagree that they feel that the control of the institution was out of their hands and that youth do not have enough opportunities to give their ideas about institutional problems. Accordingly, it appeared that the Youth Care System allowed the staff to feel that they have more of a control of the institution and that youth were given more opportunities to voice concerns.

- According to the staff's perceptions, participation in the Youth Care System significantly increased the quality of the correctional environment. Specifically, the structure, emotional feedback to the youth, the safety of the environment, the social and supportiveness of the environment, and the privacy for the youth significantly increased.

RECOMMENDATIONS

Based on the site visit, the following recommendations can be made:

- Staff needs more training concerning the function and proper use of the BIP.

- The lines of communication between departments should be improved to facilitate the sharing of information concerning the Youth Care System. In addition, supervisors need to closely monitor the implementation of the system and steps should be taken to improve quality assurance.

- For the Youth Care System to be effective, it is important that the privileges be consistently given to the youth. When youth do not receive their privileges, other youth (i.e., emerging and adaptation youth) take notice and may not strive to progress to the next stage of development.

- If a youth cannot read the manual, efforts should be made to provide staff that can read the manual to the youth. Furthermore, Swanson – Madison may want to encourage the youth that are on the transformation stage or higher to take the time to explain the Youth Care System to these youth that cannot read.

- Efforts should be developed to increase the youth's motivation regarding the Youth Care System. The implementation of mentors may work to increase the motivation of the youth.

Based on the data from the pre and post-tests, the following recommendations are made for Swanson Correctional Center for Youth – Madison.

- Swanson Correctional Center for Youth – Madison should continue the Youth Care System for a number of reasons. First, the evaluation of the Youth Care System occurred at its implementation in the facility. Research has shown that programs are more effective once they have become stable (after a period of two years). Accordingly, it may be that youth's perceptions did not significantly change for the better because the program was still experiencing growing pains. As a matter of fact, the site visit revealed certain changes and additions that were needed to make the program more effective. Second, staff perceptions especially those regarding the correctional climate of the environment significantly increased indicating that the Youth Care System made Swanson Correctional Center for Youth – Madison a better environment for the youth. Third, while we found no significant changes in the youth's attitudes and perceptions, there was

a significant decrease in the number of disciplinary infractions during the time spent in the Youth Care System. Lastly, as a whole, these results are very promising considering that the facility and Unit 2 especially, had usually been reserved for the more problematic behaviorally-oriented youth.

- Swanson Correctional Center for Youth – Madison should do everything possible to reduce the amount of staff turnover in the facility. Instability throughout the institution will only serve to decrease the effectiveness of the Youth Care System. When new staff is hired, they should receive extensive training on the Youth Care System and should also be monitored for a period of time to ensure that they fully understand and are correctly implementing the Youth Care System.

- Swanson Correctional Center for Youth – Madison should continue to collect data regarding the effectiveness of the Youth Care System. The intake and exit packets for the youth and staff should be collected at intake and termination from the facility. Furthermore, every effort should be made to reduce the amount of missing data.

- Due to the results from this evaluation, Swanson Correctional Center for Youth – Madison may want to implement the Youth Care System facility-wide. The results from this evaluation are promising and as such, other youth should benefit from the Youth Care System.

- It is not surprising that the attitudinal scales (*How I Think* Questionnaire, *Beliefs Inventory*, and *Criminal Sentiments*) did not show much change given that the Youth Care System is not a treatment program. What the results from the instruments show is that these youth are extremely antisocial and have distorted thinking. Given this fact, the reductions in disciplinary reports, improvements in staff attitudes on some key factors (especially their perception of the prison environment), and the fact that most of the indicators are moving in the predicted direction indicates that the Youth Care System is doing what it suppose to – *improving the management of behavior in the facility.* Now that the Youth Care System is stable, the facility should begin to implement structured cognitive behavioral treatment interventions (*Thinking for a Change*, *Aggression Replacement Therapy*, or *Corrective Thinking*).

APPENDIX A

DATA COLLECTION INSTRUMENTS

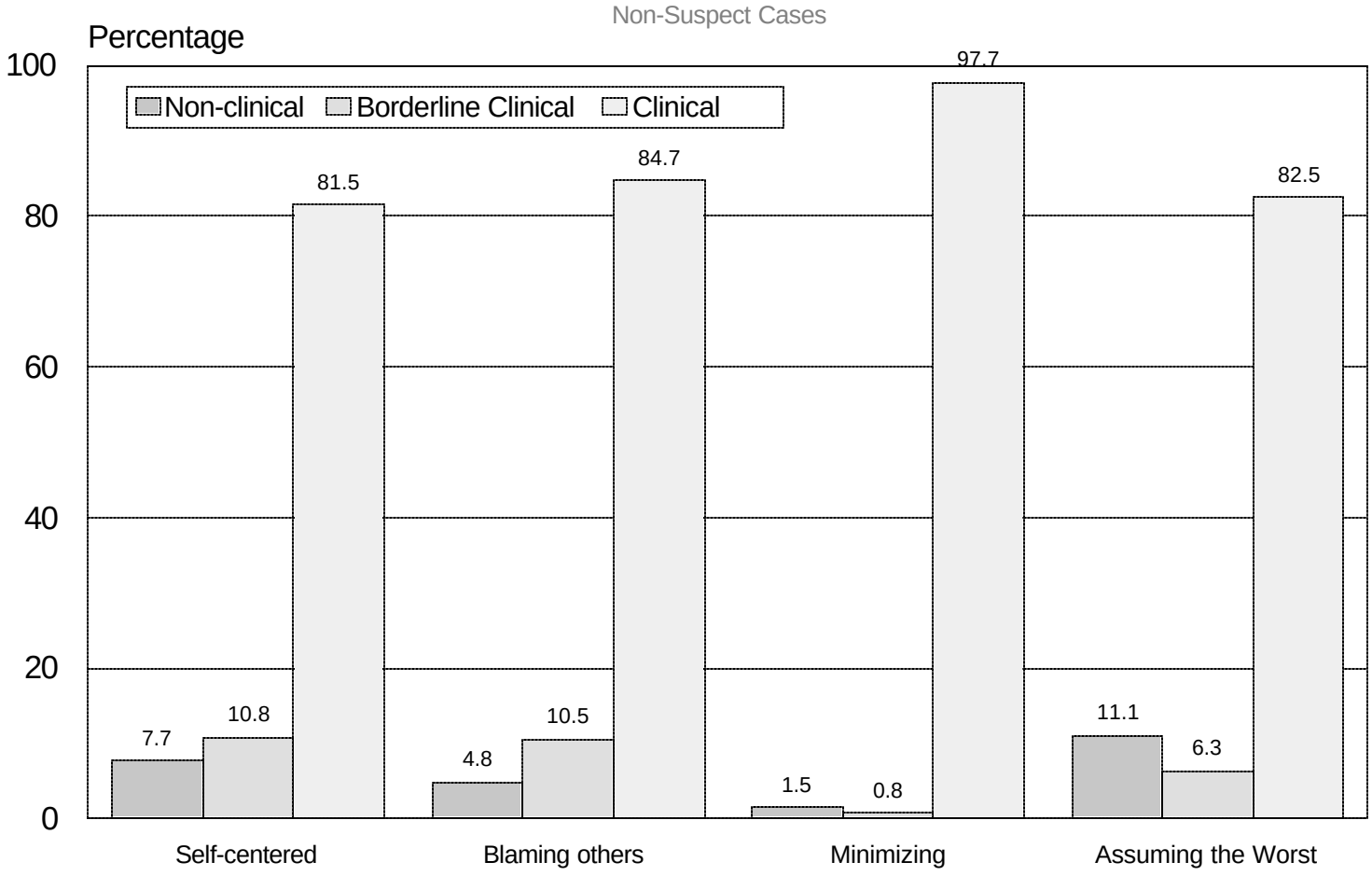
APPENDIX B

DESCRIPTIVE STATISTICS

Table 1: Information Pertaining to the Refusals from Youth

Item Refused	N	Percentage
Intake & Exit	50	58.1
Intake	20	24.4
Exit	15	17.4

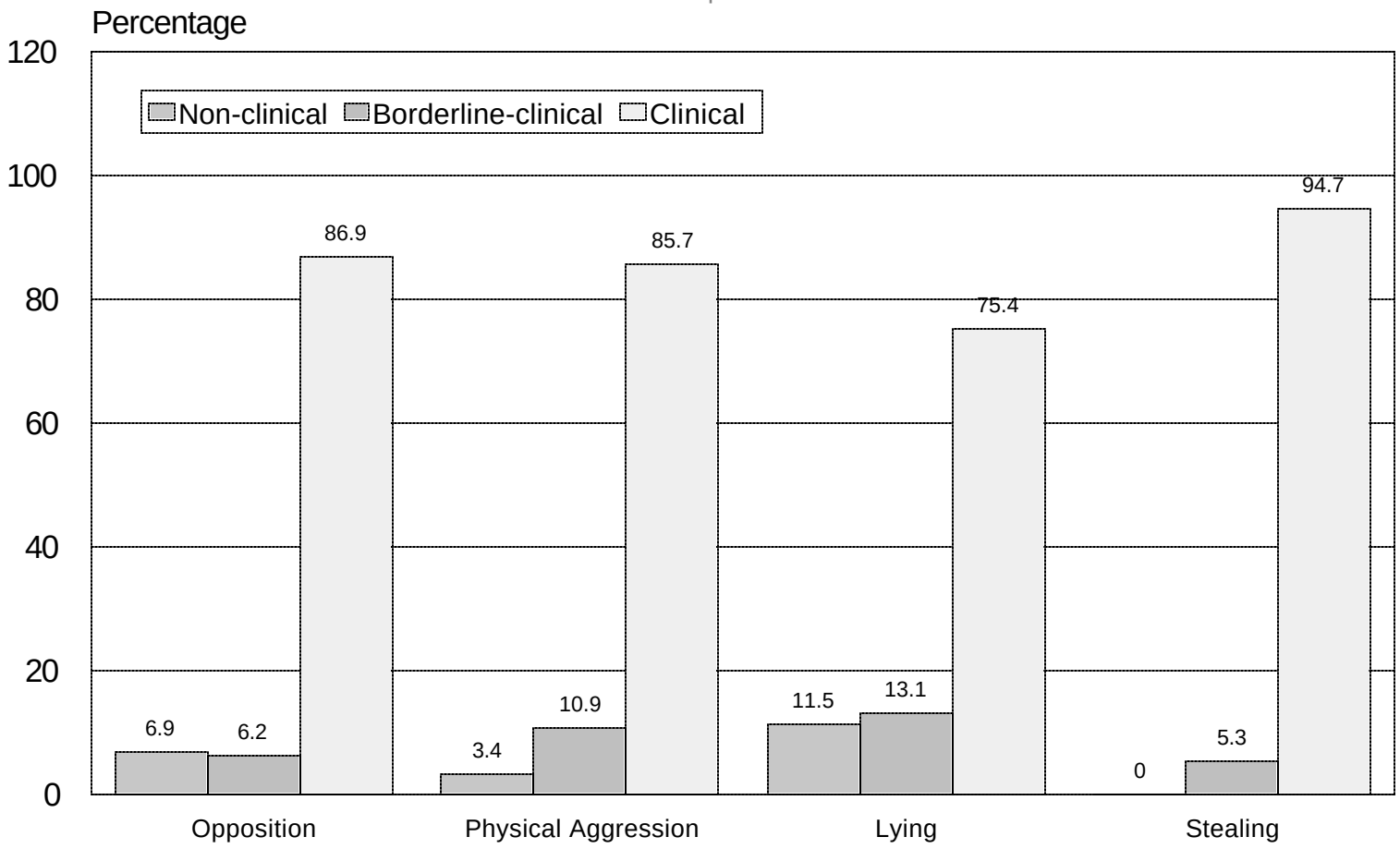
Figure 1: Cognitive Distortion Scales for the *How I Think* Questionnaire*



*Youth scoring 4.00 or lower on the Anomolous Response Scale. Youth were placed in the classifications based on which third of the scale their scores fell within. Higher scores indicate a problem in the cognitive distortion measured.

Figure 2: Behavioral Referents for the *How I Think* Questionnaire*

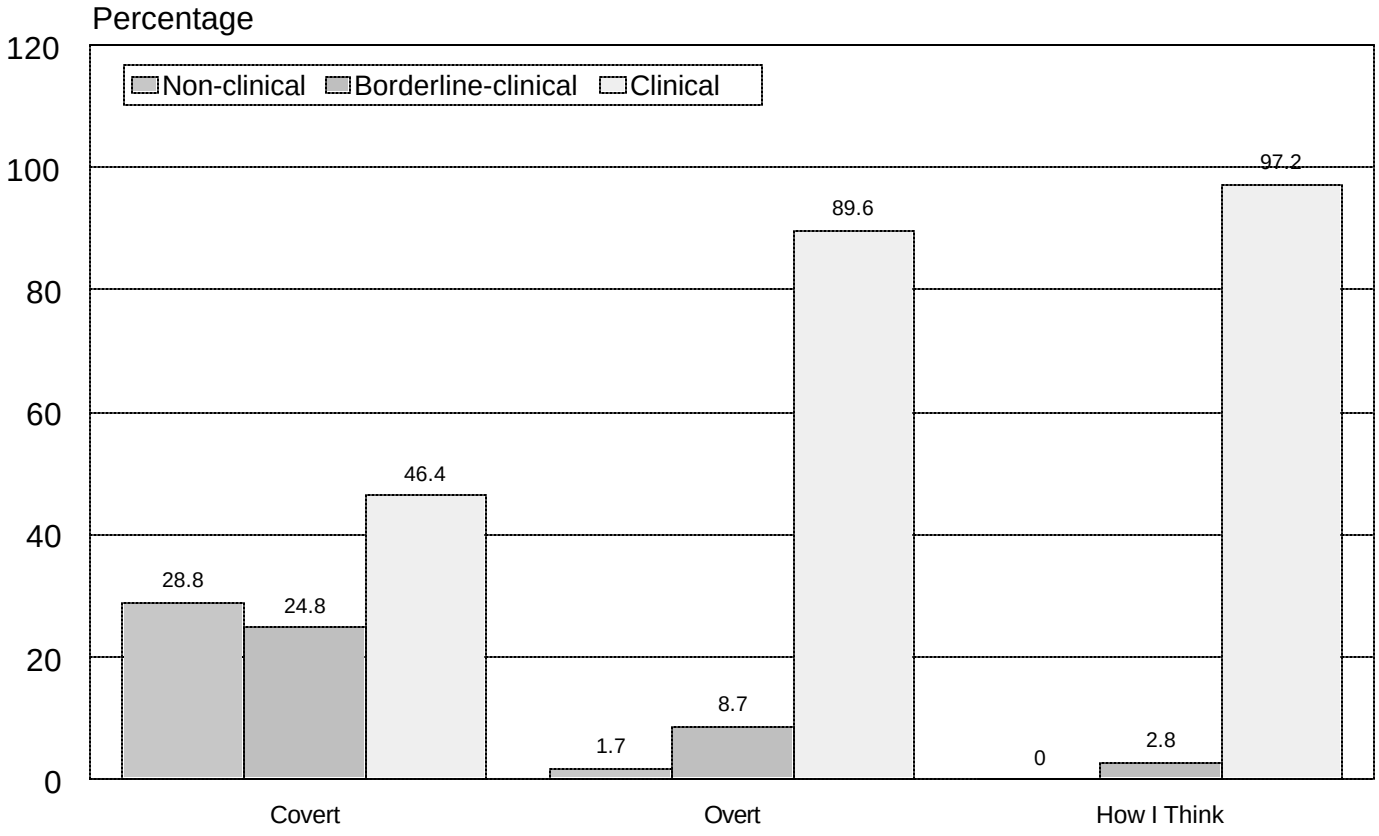
Non-Suspect Cases



*Youth scoring 4.00 or lower on the Anomolous Response Scale. Youth were placed in the classifications based on which third of the scale their scores fell within. Higher scores indicate a problem in the behavioral referent measured.

Figure 3: Summary Score Scales for *How I Think* Questionnaire*

Non-Suspect Cases



*Youth scoring 4.00 or lower on the Anomolous Response Scale Youth were placed in the classifications based on which third of the scale their scores fell within. Higher scores indicate a problem in the summary score measured.

Table 2: The Effects of Time on Cognitive Distortion and Behavioral Referents, With Controls for Pre-test Scores (Includes Suspect Cases)

	Self-Centeredness			Blaming Others			Minimizing		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	.0008	.001	.107	-.0007	.001	.084	-.0000	.001	-.003
Pre-test Score	.0913	.152	.092	-.0183	.154	-.018	.2070	.170	.184
Constant	3.545	.608*		4.1410	.635*		3.4150	.726*	
F-value	.386			.153			.754		
R^2	.018			.007			.034		

*p = .05

	Assuming the Worst			Oppositional Defiance			Physical Aggression		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	-.0011	.001	-.122	-.0000	.001	-.009	-.0010	.001	-.139
Pre-test Score	.0269	.201	.021	.1420	.172	.132	-.0465	.169	-.046
Constant	3.8430	.807*		3.4640	.676*		4.3190	.731*	
F-value	.364			.357			.349		
R^2	.017			.018			.017		

*p = .05

Table 2: The Effects of Time on Cognitive Distortion and Behavioral Referents, With Controls for Pre-test Scores (Includes Suspect Cases)

	Lying			Stealing			Overt		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	-.0009	.001	-.102	-.0004	.001	-.052	.0000	.001	.007
Pre-test Score	-.1550	.153	-.148	.0730	.138	.078	.1340	.229	.106
Constant	4.7180	.625*		3.7190	.555		3.4580	.946*	
F-value	.683			.209			.176		
R^2	.029			.009			.011		

*p = .05

	Covert			How I Think		
Independent Variables	b	SE	Beta	b	SE	Beta
Time	-.0000	.001	-.087	-.0000	.001	-.027
Pre-test Score	-.1290	.159	-.127	.1300	.221	.110
Constant	3.4360	.485*		3.5190	.895*	
F-value	.432			.200		
R^2	.021			.014		

*p = .05

Table 3: The Effects of Time on Cognitive Distortion and Behavioral Referents, With Controls for Pre-test Scores (Does Not Include Suspect Cases)

	Self-Centeredness			Blaming Others			Minimizing		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	-.0000	.001	-.044	-.0000	.001	-.091	.0000	.001	.120
Pre-test Score	.2100	.159	.221	.0186	.156	.020	.0928	.175	.091
Constant	3.2030	.636*		3.9630	.662*		3.7260	.735*	
F-value	.913			.167			.504		
R^2	.051			.009			.028		

*p = .05

	Assuming the Worst			Oppositional Defiance			Physical Aggression		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	-.0002	.001	-.206	-.0000	.001	-.124	-.0011	.001	-.183
Pre-test Score	.1280	.239	.091	.1900	.172	.189	-.0943	.163	-.107
Constant	3.5960	.971*		3.3980	.675*		4.5100	.718*	
F-value	1.107			.800			.529		
R^2	.059			.046			.032		

*p = .05

Table 3: The Effects of Time on Cognitive Distortion and Behavioral Referents, With Controls for Pre-test Scores (Does Not Include Suspect Cases)

	Lying			Stealing			Overt		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	-.0013	.001	-.171	-.0000	.001	-.069	-.0000	.001	-.091
Pre-test Score	-.0868	.160	-.088	.0897	.155	.094	.2360	.244	.193
Constant	4.4350	.654*		3.6910	.625*		3.1490	1.023*	
F-value	.701			.251			.695		
R^2	.036			.013			.053		

*p = .05

	Covert			How I Think		
Independent Variables	b	SE	Beta	b	SE	Beta
Time	-.0000	.001	-.186	-.001	.001	-.155
Pre-test Score	-.0628	.184	-.059	.313	.246	.258
Constant	3.3040	.563*		2.896	1.009*	
F-value	.631			1.171		
R^2	.037			.096		

*p = .05

Table 4: The Effects of Time on Criminal Sentiments, With Controls for Pre-test Scores

	Law			Court			Police		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	.0078	.006	.179	-.0010	.004	-.038	-.0060	.003	-.207
Pre-test Score	-.0381	.108	-.044	-.0737	.084	-.105	-.0080	.760	-.012
Constant	30.2980	3.270*		24.6830	1.922*		21.7990	1.691*	
F-value	1.046			.438			1.614		
R^2	.028			.013			.043		

*p = .05

	Tolerance for Law Violations			Identification with Criminal Others			Criminal Sentiments		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	-.0018	.007	-.315*	-.0032	.004	-.092	.0228	.021	.175
Pre-test Score	-.1140	.098	-.137	-.1550	.104	-.173	-.1200	.117	-.166
Constant	35.9460	3.275*		21.4280	2.159*		25.9040	4.208*	
F-value	3.998*			1.262			.953		
R^2	.110			.033			.049		

*p = .05

Table 5: The Effects of Time on Prison Environment Inventory, With Controls for Pre-test Scores (Youth Perceptions)

	Structure			Feedback			Activities		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	-.0066	.006	-.131	-.0027	.005	-.072	-.0094	.007	-.157
Pre-test Score	.1780	.116	.186	.2630	.121	.269	.1880	.122	.186
Constant	20.0190	2.955*		17.4570	2.969*		21.1150	3.112*	
F-value	1.650			2.440			1.752		
R^2	.048			.074			.050		

*p = .05

	Safety			Freedom			Social		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	.0113	.006	.212	-.0005	.006	-.090	.0000	.006	.016
Pre-test Score	.2330	.111	.257*	.0839	.114	.086	.2160	.121	.224
Constant	18.8250	3.069*		22.1000	3.051*		18.7340	3.152*	
F-value	3.326*			.590			1.690		
R^2	.098			.016			.052		

*p = .05

Table 5: The Effects of Time on Prison Environment Inventory, With Controls for Pre-test Scores (Youth Perceptions)

	Support			Privacy		
Independent Variables	b	SE	Beta	b	SE	Beta
Time	.0050	.005	.118	-.0022	.005	-.057
Pre-test Score	.1210	.114	.128	.1520	.106	.172
Constant	24.0790	3.183*		20.0320	2.652*	
F-value	1.223			1.129		
R^2	.035			.032		

*p = .05

Table 6: The Effects of Time on Beliefs Inventory, With Controls for Pre-test Scores

	Approval			Perfection			Evil		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	-.002	.002	-.097	-.002	.002	-.121	.002	.002	.118
Pre-test Score	.054	.123	.053	.136	.131	.120	-.096	.113	-.102
Constant	4.485	.677*		4.248	.709*		5.152	.663*	
F-value	.442			1.089			.794		
R^2	.013			.029			.022		

*p = .05

	Horrible			Emotionality			Fear		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	.003	.002	.160	-.003	.002	-.165	-.000	.002	-.005
Pre-test Score	.041	.121	.041	-.002	.119	-.002	.066	.105	.074
Constant	4.658	.762*		4.921	.718*		4.644	.581*	
F-value	.914			.975			.202		
R^2	.025			.027			.005		

*p = .05

Table 6: The Effects of Time on Beliefs Inventory, With Controls for Pre-test Scores

	Avoidance			Reliance			Past-Oriented		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	-.002	.002	-.136	.000	.002	.025	.003	.002	.176
Pre-test Score	.006	.123	.063	.054	.117	.052	-.071	.144	-.058
Constant	4.721	.653*		4.783	.712*		5.001	.779*	
F-value	.756			.123			1.195		
R^2	.020			.003			.033		

*p = .05

	Lazy		
Independent Variables	b	SE	Beta
Time	-.000	.002	-.047
Pre-test Score	.093	.093	.117
Constant	4.442	.514*	
F-value	.522		
R^2	.014		

*p = .05

Table 7: The Effects of Time on Perceptions of Staff' Daily Activities, With Controls for Pre-test Scores

	Programs to Learn New Skills			Protect Youth			Activities to Keep Busy		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	.004	.002	.138	.000	.002	.034	.005	.002	.189*
Pre-test Score	.240	.098	.206*	.133	.107	.109	.211	.078	.228*
Constant	5.402	.867*		6.882	.933*		5.373	.691*	
F-value	4.782*			.906			6.928*		
R^2	.068			.014			.096		

*p = .05

	Prevent Escape			Provide Space and Needed Services			Rules Followed by Youth		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	.002	.002	.080	.000	.002	.030	.000	.002	.020
Pre-test Score	.089	.097	.080	.076	.081	.082	.230	.103	.192
Constant	7.516	.956*		7.551	.733*		6.301	.962*	
F-value	.871			.533			2.533		
R^2	.013			.008			.037		

*p = .05

Table 7: The Effects of Time on Perceptions of Staff' Daily Activities, With Controls for Pre-test Scores

	Rules Followed by Staff			Prevent Contraband Into Prison			Prevent Contraband Within Prison		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	.002	.002	.058	.002	.002	.062	.002	.003	.050
Pre-test Score	.196	.101	.167	.119	.097	.107	.298	.098	.260*
Constant	6.479	.932*		6.616	.887*		4.984	.895*	
F-value	2.219			1.092			5.004*		
R^2	.033			.017			.072		

*p = .05

Table 8: The Effects of Time on Perceptions of Institutional Success at Achieving Goals, With Controls for Pre-test Scores

	Preventing Escapes			Prevent Contraband Into Prison			Prevent Contraband Within Prison		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	.000	.001	.073	.000	.002	.021	-.001	.002	-.053
Pre-test Score	.323	.065	.401*	.163	.083	.172	.272	.081	.283*
Constant	6.256	.635*		6.187	.742*		5.607	.726*	
F-value	12.735*			1.985			5.731*		
R^2	.164			.030			.082		

*p = .05

	Help Youth Learn New Skills			Protect Weaker Youth			Follow Mandated Policies		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	.003	.002	.121	.008	.003	.266*	.001	.002	.065
Pre-test Score	.474	.111	.350*	.068	.126	.046	.312	.105	.255*
Constant	3.691	.995*		5.917	1.124*		5.535	.935*	
F-value	10.609*			4.959*			4.883*		
R^2	.141			.072			.071		

*p = .05

Table 8: The Effects of Time on Perceptions of Institutional Success at Achieving Goals, With Controls for Pre-test Scores

	Punishing Youth			Activities to Keep Busy			Help Youth Cope		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	.003	.003	.083	.002	.002	.094	.000	.002	.027
Pre-test Score	.521	.087	.485*	.223	.084	.229*	.503	.080	.489*
Constant	1.642	.712*		5.789	.744*		3.966	.702*	
F-value	20.387*			4.265*			19.988*		
R^2	.258			.063			.241		

*p = .05

	Deter Youth		
Independent Variables	b	SE	Beta
Time	.000	.002	.036
Pre-test Score	.441	.089	.407*
Constant	4.143	.755*	
F-value	12.836*		
R^2	.170		

*p = .05

Table 9: The Effects of Time Attitudes and Perceptions, With Controls for Pre-test Scores

	Control of Institution Out of Hands			Others to Be More Sensitive			Control Left to Administrators		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	.000	.002	.030	-.000	.002	-.049	-.003	.002	-.108
Pre-test Score	.327	.081	.342*	.191	.075	.221*	.163	.087	.164
Constant	3.763	.473*		3.394	.408*		3.304	.491*	
F-value	8.504*			3.375*			2.475		
R^2	.120			.051			.038		

*p = .05

	Rehabilitation Important Place Here			COs Say In Procedures			Youth Do Not Have Say in Procedures		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	.003	.002	.132	.002	.002	.104	-.004	.002	-.209*
Pre-test Score	.097	.084	.101	.006	.083	.071	.003	.080	.034
Constant	2.020	.428*		2.378	.413*		5.339	.493*	
F-value	1.693			.962			3.043		
R^2	.026			.015			.046		

*p = .05

Table 9: The Effects of Time Attitudes and Perceptions, With Controls for Pre-test Scores

	Conditions Harsher to Deter			COs More Opportunities for Input			Location is Easy for Family to Visit		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	-.006	.002	-.234*	-.002	.002	-.111	-.000	.002	-.043
Pre-test Score	.149	.098	.131	.217	.088	.214*	.003	.087	.034
Constant	4.090	.528*		2.590	.429*		3.898	.463*	
F-value	5.134*			4.358*			.220		
R^2	.075			.064			.003		

*p = .05

	Need More Activities for Youth			Youth Do Not Have Enough Opportunities			Providing for Rights Has Negative Impact		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	.001	.002	.068	-.003	.002	-.180*	-.000	.002	-.029
Pre-test Score	.188	.082	.199*	.189	.078	.207*	.266	.109	.216*
Constant	2.448	.395*		4.596	.463*		3.369	.631*	
F-value	2.895			5.559*			3.282*		
R^2	.044			.081			.050		

*p = .05

Table 9: The Effects of Time Attitudes and Perceptions, With Controls for Pre-test Scores

	Conditions Are Such When Leave Do So With Positive Outlook		
Independent Variables	b	SE	Beta
Time	-.000	.002	-.007
Pre-test Score	.188	.089	.184*
Constant	2.747	.453*	
F-value	2.277		
R^2	.034		

*p = .05

Table 10: The Effects of Time on Prison Environment Inventory, With Controls for Pre-test Scores (Staff Perceptions)

	Structure			Feedback			Activities		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	-.008	.003	-.229*	-.008	.005	-.153	-.004	.005	-.107
Pre-test Score	.262	.073	.360*	.312	.133	.240*	.108	.099	.126
Constant	24.734	2.357*		22.465	3.989*		27.771	3.261*	
F-value	10.741*			4.538*			1.610		
R^2	.208			.093			.037		

*p = .05

	Safety			Freedom			Social		
Independent Variables	b	SE	Beta	b	SE	Beta	b	SE	Beta
Time	.008	.006	.015	.006	.006	.111	.005	.005	.117
Pre-test Score	.256	.097	.273*	.025	.117	.023	.097	.110	.095
Constant	24.604	3.274*		21.049	2.786*		24.327	3.093*	
F-value	3.549*			.587			.890		
R^2	.073			.012			.020		

*p = .05

Table 10: The Effects of Time on Prison Environment Inventory, With Controls for Pre-test Scores (Staff Perceptions)

	Support			Privacy		
Independent Variables	b	SE	Beta	b	SE	Beta
Time	-.002	.006	-.033	-.004	.005	-.081
Pre-test Score	.413	.125	.349*	.275	.137	.209
Constant	21.776	4.574*		19.575	3.193*	
F-value	6.949*			2.237		
R^2	.131			.048		

*p = .05