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Easing Reentry of Incarcerated Youth With and Without Disabilities Through Employability and Social Skills Training

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EASING REENTRY OF INCARCERATED YOUTH

Dissertation

Easing Reentry of Incarcerated Youth With and Without Disabilities Through
Employability and Social Skills Training

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March 2016

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APPROVAL OF THE REVIEW COMMITTEE

This dissertation has been duly read, reviewed, and critiqued by the Committee listed below, which hereby approves the manuscript of Taryn VanderPyl as fulfilling the scope and quality requirements for meriting the degree of Doctor of Philosophy.

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EASING REENTRY OF INCARCERATED YOUTH

Abstract

Easing Reentry of Incarcerated Youth With and Without Disabilities Through Employability and Social Skills Training

by

Taryn VanderPyl

Claremont Graduate University: 2016

When incarcerated youth – those with and those without disabilities – face the prospect of reentering the community, they have many obstacles to overcome. Employment requirements are often associated with terms of parole or aftercare. Those who fail to obtain and maintain employment often reenter the juvenile justice system instead of successfully reentering society. Research shows employment is critical for successful transition from incarceration back in to the community. Limited information is available about programs that positively impact post-incarceration employment for juveniles, however. Practitioners face the challenge of selecting effective curriculum, interventions, or supports. Unfortunately, the current knowledge base provides limited guidance about teaching employability and social skills to incarcerated youth. This study evaluated one instructional program, *Ready for W.A.G.E.S.*, that teaches competencies for employability and social skills to incarcerated youth for the purposes of easing reentry. This instructional program was evaluated using a quasi-experimental, wait list control design with a sample of 22 incarcerated youth in one long-term juvenile justice facility. The results are varied, with the standardized instruments showing no statistically significant

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findings, but the qualitative evidence showing significant impact. Changes were made to the *Ready for W.A.G.E.S.* instructional program as a result of this study.

Keywords: reentry, transition, juvenile delinquency, juvenile detention, juvenile justice, employment, employability skills, social skills, incarceration, incarcerated youth, post-incarceration, recidivism, desistence, *Ready for W.A.G.E.S.*

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Chapter 1: Rationale and Overview

Beyond ensuring public safety, the intent of the juvenile justice system has historically been to rehabilitate youth engaged in delinquent behavior. It can be argued that for many youth the issue is one of *habilitation* rather than *rehabilitation* [emphasis added]. Many justice-involved youth never had the nurturing and direction needed by all children and youth, and so the purpose with these youth is to provide them with access to positive, pro-social experiences and opportunities to develop new skills. (Liddell, Clark, & Starkovich, 2014, p. 360)

The obligation of the juvenile justice system is far more complex than that of typical schools or even adult correctional facilities. Beyond security, juvenile justice facilities have the added pressure of educating and raising whom, for all intents and purposes, are still children. This responsibility must be taken very seriously. In Oregon, one response to the debate over the structure of the juvenile justice system and punishment versus rehabilitation captures the sentiment. There, family court Judge Nan Waller said, "it's far, far better to save a child than deal with the aftermath of imprisoning an adult" (Bernstein, 2014, para. 10). This quote stresses the importance of creating unique and sensitive services specially designed for children. Burrell (2014) explains the impact on the youth and community, stating that having been incarcerated increases the likelihood of dropping out of high school and becoming chronically unemployed. "This in turn lowers wages and income, ultimately reducing tax revenues and hurting the

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economy. It also increases the chances that the person will need public benefits to survive” (para. 5).

The long-term impact of short-term incarceration must be carefully considered. Youth who enter the justice system face a long list of challenges. To make matters worse, once they initially exit the system, they are often primed for failure. Those unable to meet the employment requirements of their parole or aftercare often reenter the justice system instead of successfully reentering society.

Research shows employment post incarceration significantly increases successful transition from incarceration back into the community. However, limited information is available about which programs or supports positively impact post-incarceration employment. “The lack of research on critical issues and effective practices, coupled with limited access to usable and effective risk-prevention programs and policies, can increase the potential of harm to youth, staff, and the public” (Dunlap, 2014, p. 1). Practitioners have the challenge of locating and choosing curriculum, interventions, or supports without a strong research base to guide their decision-making. A dearth of information at each step of youth delinquency and incarceration exists.

Three distinct time periods frame the juvenile justice process: before, during, and after incarceration. Chapter 2 provides a review of literature on services and supports at each of these critical stages, specifically regarding employability and social skills. These skills, although supportive of, are different than vocational skills. Beyond specific trade skills, employability and social skills include at a minimum: effective communication, problem solving, taking responsibility, and teamwork. These skills are important in many areas in addition to employment, but they are perhaps most essential to obtain and hold a

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job. Thus, in this chapter, the importance of employability and social skills, the psychological damage of youth incarceration, the impact on obtaining and maintaining employment post incarceration, and compounding challenges for incarcerated youth are examined.

The Importance of Employability and Social Skills

Of all the factors that impact the success or failure of reentering society post incarceration (hereafter referred to simply as *reentry*), employability and social skills are paramount. In summarizing critical areas for reentry programming, Liddell et al. (2014) listed employment as an “essential element” of any reentry or transition plan and stressed the importance of building upon “youths’ strengths and assets to promote pro-social development” (p. 389).

The reasons for the value placed on employability and social skills are evident throughout most research about recidivism and reoffending by formerly incarcerated youth (Bahr, Harris, Fisher, & Armstrong, 2010; Berg & Huebner, 2011; Bullis, Yovanoff, Mueller, & Havel, 2002; Bushway & Apel, 2012; Justice Policy Institute, 2007). Because almost all incarcerated youth are eventually released, improving post-incarceration success and employment rates among formerly incarcerated youth should not be considered an individual issue (Burell, & Moeser, 2014). The success or failure of these individuals affects all of society.

Research findings indicate that public safety is directly related to increased employment and wages, and communities with lower unemployment rates also have lower crime rates (Justice Policy Institute, 2007). Additionally, studies show employment post incarceration decreases repeated offending (Bahr et al., 2010; Berg & Huebner,

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2011; Bushway & Apel, 2012). For example, the Transition Research on Adjudicated Youth in Community Settings (TRACS) study found immediate work or return to school upon release had a significantly positive impact on reentry and decreased recidivism (Bullis et al., 2002).

Despite the importance of employability and social skills, few incarcerated youth have the skills needed to obtain and maintain employment post incarceration. “The skills lacking among youth in confinement settings range from basic communication to more advanced anger management and problem solving” (Liddell et al., 2014, p. 371). It is important to note that youth are able to have their criminal records expunged, so the difficulty in obtaining employment is not the result of having a record (Jacobs, 2013). The factors involved in expunging a record are discussed in more detail in the final chapter of this dissertation. Employability and social skills must be taught in order to help youth achieve positive outcomes. For these reasons, employability and social skills, among all possible factors affecting reentry, are the primary focus of this dissertation.

Psychological Damage

The very experience of incarceration is a significant factor in leading youth to future criminal offending and further incarceration (Kirk & Sampson, 2012). When youth enter the justice system, they are removed from schooling, family, and community, further alienating them from their typical or non-incarcerated peers. Juvenile arrest frequently leads to school dropout and sustained unemployment (Kirk & Sampson, 2012). “It is tragically ironic that juvenile justice facilities are one of the most difficult environments for traumatized youth – yet their traumatic histories often play a major role in the delinquent or violent behavior that gets them there” (Boesky, 2014, p. 405).

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The psychological damage youth incur from any time spent incarcerated increases the importance of helping youth transition back to life in the community. Transition planning services are not often at a sufficient level to meet existing needs, however.

Without a sound philosophical approach and attention to reintegration as the key mission of short-term facilities, it is shortsighted at best, and negligent at worst, to ignore the impact of short-term removal on youthful offenders and believe that short-term facilities are simply a ‘time out’ from the youth’s normal development. (Burell & Moeser, 2014, p. 652)

Trauma-informed care. Recognizing the psychological damage youth experience within the juvenile justice system, as well as the compounding nature of trauma the same youth experienced prior to entering the system, a focus on rehabilitation necessitates a consideration of significant mental health concerns (Wasserman, McReynolds, Schwalbe, Keating, & Jones, 2010). “It is clear that trauma is a core issue for many youth entering residential treatment, and is likely a major contributor to their emotional disturbance including trauma-related mental health problems” (Hodgdon, Kinniburgh, Gabowitz, Blaustein, & Spinazzola, 2013, p. 680). In fact, over 76% of youth entering the system qualify for mental health diagnoses and services (Skowrya & Coccozza, 2007). Substantial psychiatric needs among incarcerated youth have resulted in trauma-informed care initiatives within secure care facilities (Dierkhising, Ko, & Halladay, 2013; Hodgdon et al., 2013).

Trauma-informed care is a long-term focus of the National Child Traumatic Stress Network, providing skills-based training throughout the juvenile justice system (Dierkhising et al., 2013). “The juvenile justice system, specifically, has been an essential

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service system to target in light of the strikingly high prevalence of trauma exposure and traumatic stress among justice-involved youth” (Dierkhising et al., 2013, p. 1).

Incarcerated youth have unique needs in addition to the unique circumstance of being in a secure care setting. Trauma-informed care within the juvenile justice system recognizes the importance of working with youth in their specific situation to provide them “ongoing support in their day to day interactions with the world” (Hodgdon et al., 2013, p. 680).

Such efforts are vitally important for youth who will be transitioning back in to the community.

Employment Post Incarceration

Following the psychologically damaging experience of incarceration, reentry is a substantial challenge for most, if not all. “These adolescents tend to display maladaptive behaviors that seriously impair their abilities to work, live, and function successfully in society” (Todis, Bullis, Waintrup, Schultz, & D’Ambrosio, 2001, p. 119). Arditti and Parkman (2011) found that because of their criminal background, employment upon release was “out of reach” for the young men they studied. Social exclusion, commonly experienced by formerly incarcerated youth, plays a role in restricting job opportunities, as well as limiting conditions of some state and federal assistance for improving vocational skills or educational achievement (Arditti & Parkman, 2011).

Compounding this challenge, employment is a frequent requirement of probation or parole (Arditti & Parkman, 2011; Office of Juvenile Justice and Delinquency Prevention [OJJDP], 2015a). Youth who have spent their formative years imprisoned have not developed the psychological, emotional, social, and general life skills and relationships like that of their non-incarcerated peers. Instead, they have developed

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characteristics that make employment and independence considerably more challenging (Arditti & Parkman, 2011). Yet, if the young offender does not meet the terms of their parole, probation, or aftercare, they may be recommitted to juvenile detention, thereby perpetuating a cycle of recidivism (OJJDP, 2015a). These requirements, though, are well intentioned and empirically justified. As Schindler (2014) explains,

(t)he research on justice-involved youth shows that lack of employment is one of the biggest predictors of justice system involvement and unsuccessful re-entry.

And research has shown that access to employment and job-training opportunities can help youth avoid a lifetime of negative justice-related consequences. (para. 9)

In a recent study conducted by the University of Chicago's Crime Lab (Heller, 2014; Ingmire, 2014) and as a "powerful idea" in a recent documentary by Academy Award winner, Feida Lee Mock (Mock, 2012), the notion that "nothing stops a bullet like a job" has become "conventional wisdom." This concept is also the guiding principle of many community service agencies working with youth who are reentering society after incarceration. For example, Homeboy Industries in Los Angeles, the largest and most successful rehabilitation and reentry program in the United States, has found that employment is roughly 80% of "what these folks need to redirect their lives" (Homeboy Industries, 2014, Why Homeboy Industries Works section, para. 1). Through employment and social supports, recidivism statistics are inverted from 70% of ex-offenders reoffending to 70% avoiding future incarceration and becoming productive members of society (Mock, 2012). Homeboy Industries is a striking example of the power of employment for formerly incarcerated youth.

Compounding Challenges for Incarcerated Youth

Sampson and Laub (1997) explain through the application of life course theory (discussed further in the conceptual framework of Chapter 2's literature review) how *cumulative disadvantage* leads to a lifetime of delinquency and criminality. Likewise, Morrow (1999) investigates risk and vulnerabilities through a natural disaster lens. Interestingly, her findings reveal that risk factors tend to occur in combinations, thereby intensifying risk for further negative outcomes exponentially (Morrow, 1999). Youth in the juvenile justice system face compounding challenges of varying degrees including: common risk factors, the presence of a disability, and academic challenges.

Common risk factors. Youth who enter the juvenile justice system typically face multiple risk factors, as defined by the U.S. Department of Justice: “those characteristics, variables, or hazards that, if present for a given individual, make it more likely that this individual, rather than someone selected from the general population, will develop a disorder” (Shader, 2004, p.2). Specifically identified risk factors associated with predictors of delinquency in youth are (Shader, 2004):

- Family (inconsistent or inappropriate parenting, large family size, unstable or combative home environment, abuse, mistreatment, criminal behavior among family members)
- Peers (negative influences, criminal behavior, academic disinterest, promoting criminal behavior, peer loyalty, peers as highest priorities, negative peer pressure)
- Community and/or neighborhood (criminal behavior of adults, social acceptance of criminal activities)

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- School (discipline challenges, frequent contact with disciplinary figures, academic challenges, lack of promotion alongside peers, alternative placement, disciplinary actions such as suspension or expulsion)

Disabilities. Youth who are in the juvenile justice system face a number of the risk factors listed above, often in the presence of a disability. Research shows as high as 85% of youth in the juvenile justice system have disabilities (National Council on Disability, 2015). Demographic data from individual facilities seldom reflects this statistic, including the facility in this study. It is important to note many of the existing disabilities remain undiagnosed, yet have a significant impact on those particular incarcerated youth. This is frequently reflected in math and reading scores, behavioral infractions, and academic challenges. The presence of a disability often is accompanied by lack of impulse control, poor social skills, and misunderstanding social cues – all characteristics that can increase a youth’s vulnerability with the justice system. The most common disabilities represented in the juvenile facilities are learning disabilities, emotional or behavioral disorders, attention deficit hyperactivity disorders, and intellectual disabilities (Leone, Meisel, & Drakeford, 2002; Rutherford, Bullis, Anderson, & Griller-Clark, 2002). For youth with these disabilities who have encountered the juvenile justice system, employability and social skills are perhaps even more important than for their similarly incarcerated peers.

Academic challenges. The disabilities listed above and their innate characteristics are more often than not coupled with academic challenges. Multiple studies have linked academic challenges to future criminal offending (Leone et al., 2002; Mallett, 2014; Murray, 1976; Stenhjem, 2005; Walker & Sprague, 1999). Struggling students become

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disenfranchised with school in early grades. The repeated frustrations and experiences of failure lead to less effort in school, negative peer relationships, undesirable behaviors, and frequent discipline issues (Murray, 1976; Walker & Sprague, 1999). The challenges struggling students face are often unnoticed or misinterpreted, leading to further negative outcomes.

The aforementioned challenges of common risk factors, disabilities, and academic challenges often overlap and compound. Youth encountering the juvenile justice system require special considerations in a number of areas. The challenges these youth face, especially compounded, make employability and social skills training a critical ingredient of intervention and rehabilitation.

Currently available instructional programs do not sufficiently meet the needs of this population of learners, particularly in the area of employability and social skills. It is especially difficult to find programs that adequately teach employability skills as distinct from vocational skills. For these reasons, the instructional program *Ready for W.A.G.E.S.* has been chosen as the intervention in this dissertation.

Research Questions

In this study, the following research questions were addressed.

- What is the impact of the *Ready for W.A.G.E.S.* instructional program on the competencies for employability and social skills of incarcerated youth as measured by standardized instruments?
- How is performance in *Ready for W.A.G.E.S.* related to special education diagnosis?
- How is performance in *Ready for W.A.G.E.S.* related to age at first adjudication?

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- How is performance in *Ready for W.A.G.E.S.* related to time to release?

Upcoming chapters in this dissertation cover the existing literature about and programs for teaching employability and social skills to at-risk youth, those currently within the juvenile justice system, and formerly incarcerated youth. The methodology of this study is explained in detail, followed by the findings and analysis of the results of the study, and then the implications and recommendations that resulted from this study. Finally, the need for future research is discussed.

Chapter 2: Review of Literature

The following review of literature examines current programs that teach competencies for employability and social skills to youth with or without disabilities at each distinct timeframe in the juvenile justice process – before, during, and after incarceration. Programs for the areas of employability skills and social skills are discussed for each of the distinct timeframes, followed by gaps in literature and practice in each area.

Instructional Programs Targeting Competencies for Employability and Social Skills

As previously mentioned, research is examined for the distinct timeframes of before, during, and after incarceration. The specific purpose is to understand what current programs exist to teach employability and social skills to at risk, incarcerated, or formerly incarcerated youth. Further, this research is evaluated to determine which of these programs are successful. Employability and social skills supports or training are discussed for each stage of the juvenile justice process.

Before incarceration. Interventions early in a child’s academic career have long been recognized as vital for a child at risk of future failure. Walker and Sprague (1999) identified the trajectory by which a student experiencing early school difficulties can progress down a pathway to delinquency. Their *path to long-term negative outcomes* (Walker & Sprague, 1999) is similar to the *dynamic cascade model of development* created by Dodge, Greenberg, Malone, and the Conduct Problems Prevention Group (2008) in which difficult experiences and environments during the developmental process lead to negative outcomes. Similarly, Mallett (2014) named this phenomenon the *learning disability to juvenile detention pipeline* in comparison to the school-to-prison

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pipeline. In each of these studies, disabilities and academic challenges were found to lead to undesirable behavior and future criminal offending (Mallett, 2014).

Thus, interventions *before* a youth begins down a negative pathway, as early as academic challenges are identified, are vital. Early intervention can help set struggling youth on an alternative path to positive life outcomes. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) advises that any intervention should address risk factors that could lead to delinquency *as well as* protective factors that could help children cope with those risk factors (Office of Juvenile Justice and Delinquency Prevention [OJJDP], 1998). Such protective factors include interventions on employability and social skills.

Employability skills. Several high schools in Arizona, Oregon, and New York have adopted the Youth Transition Program (YTP) that works in partnership with Vocational Rehabilitation Services. The YTP personnel work with students who are identified as having a disability or needing any additional supports in the academic setting. They provide students with career coaching, job shadowing, interview skills, work experience, and more. The goal is to improve students' opportunities for a successful transition from school to community, all based on each individual student's interests (Benz, Lindstrom, & Yovanoff, 2000; Oertle & Trach, 2007; Test, Fowler, White, Richter, & Walker, 2009). Staff, Osgood, Schulenberg, Bachman, and Messersmith (2010) found beyond simply obtaining a job, the *type* of employment mattered in keeping youth from delinquency. While they found all manner of employment correlated to lower rates of delinquency and substance abuse, the more the work aligned with preferences for employment, the greater the outcomes (Staff et al.,

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2010). Thus, programs like YTP built around a youth's own interests and goals are more likely to have positive long-term results.

Another option is for students to take advantage of vocational programs in their neighborhood high school or to attend a career and technical or vocational high school. In these programs or schools, workforce readiness is encouraged alongside or over college readiness. Students graduate with a high school diploma, professional certification, work experience, and often a job (Bidwell, 2014). Despite debate over “tracking” students to the workforce instead of college, students who themselves choose career over college find vocational schools are often a good fit (Bidwell, 2014). Vocational skills also prepare students for college, not only the workforce (Hanford, 2014). In other words, the “track” is not limiting.

Heller (2014) also recognized the value of employment. High rates of violent crime in the city of Chicago and its surrounding neighborhoods prompted her to seek interventions that could interrupt the trajectory toward a criminal future (Heller, 2014). On the notion that nothing stops a bullet like a job, Heller (2014) provided Chicago youth with a summer employment program. Findings demonstrate that when youth are given a summer job and an adult job mentor to help develop employment skills, they are more likely to avoid violent crime arrests. In Heller's (2014) study, violent crime arrests were reduced by 43%.

Social skills. Social skills interventions help at risk youth as well as those with disabilities who commonly demonstrate below average social skills. Programs can support youth in preventing delinquency, improving post-school outcomes, or simply supporting a vulnerable population. For example, de Boo and Prins (2007) as well as

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Fenstermacher, Olympia, and Sheridan (2006) examined social skills training for children with attention deficit hyperactivity disorder (ADHD). Four social skills training interventions were evaluated by de Boo and Prins (2007) for adaptability to students with ADHD, determining whether the curricula could be adapted for these students without impacting fidelity. Whereas, Fenstermacher, et al. (2006) tested a “computer-mediated social skills training program” already designed for students with ADHD. The training program resulted in improvement and maintenance of social skills across a small sample.

Additional social skills interventions have been evaluated with students with other types of disabilities. Hillier, Fish, Siegel, and Beversdorf (2011) focused on social skills training for youth with autism spectrum disorder. Apsche, Bass, and Siv (2005) compared three different treatments for youth with conduct and personality disorder, one of which is social skills training. Similarly, Miller, Lane, and Wehby (2005) examined social skills interventions for students with high-incidence disabilities.

As this collection of literature demonstrates, social skills training is most often directed at youth diagnosed with a disability or demonstrating characteristics of such. Researchers have sought to address the social skills deficits found among these youth in hopes of warding off future negative outcomes.

Missed opportunities. Many of the interventions for before incarceration are geared toward youth considered to be at risk of future failure. Interventions are not for students maintaining status quo in the general curriculum. As a result, some students are able to “fly under the radar,” and their needs are not noticed until it is too late. For example, Smeeding (2002) examined poverty rates for children internationally, finding the United States to be among the worst. Children experiencing poverty may not struggle

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academically or be diagnosed with a disability, but they have substantial obstacles and little supports or resources (Smeeding, 2002). In her book *Many Children Left Behind*, Meier (2004) explains many factors impacting a child's educational success or failure and the missed opportunities that exist throughout their school years. It is for the students who have compounding challenges and are less noticeable that extra effort must be made to keep them from entering the juvenile justice system.

During incarceration. Time *during* incarceration should be used for rehabilitation, education, and personal growth. As previously mentioned, the experience of incarceration can be damaging for youth who are already facing compounding challenges. To avoid causing harm or further psychological damage, the time during a youth's incarceration should be carefully managed. "Youth in confinement facilities are some of the nation's most troubled and troublesome youth. The time they spend in confinement and what they do during this time are crucial" (Liddell, Clark, & Starkovich, 2014, p. 390).

The goals during incarceration can and should be accomplished through effective programming. "Even unexceptional and limited programs serve to reduce the number of problems youth experience in confinement" (Liddell et al., 2014, p. 361). As Liddell et al. (2014) imply, any and all effort is of value, yet using evidence-based practices and programs is highly recommended.

Employability skills. Housed under the auspices of transition services, the teaching of employability skills is an important part of any program for incarcerated youth. In the *Desktop Guide to Quality Practice for Working with Youth in Confinement*, a collection of "promising and effective practices that are rooted in theory and tested by

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research” has been assembled as recommendations for juvenile justice facilities (Dunlap, 2014, p. 2). Several of these practices and programs either focus on or include skills necessary for obtaining and maintaining employment.

Griller-Clark, Mathur, and Holding (2011) provide enhanced transition services at two juvenile detention facilities for 68 incarcerated youth with disabilities. A transition specialist helped youth create a portfolio that included a vocational assessment and resumé in addition to educational and general information and resources. The addition of these employment-related items to the basic transition portfolio received in the control group was determined to positively impact post-release outcomes for participants. Formerly incarcerated youth with disabilities were 64% less likely to reoffend if they received the enhanced transition support (Griller-Clark et al., 2011).

Burell and Moeser (2014) assert “(v)ocational and interest inventories should be performed routinely ... at institutions where youth will have a prolonged stay, and job preparation and job readiness can be part of the transition planning that occurs in every youth confinement facility” (p. 657). Facilities, unfortunately, are typically lacking the supports needed for vocational and interest inventories to be immediately useful, however. For example, vocational training to get the identified job skills of interest before they are released or arrangements with employers in the community who will hire formerly incarcerated youth in their fields of interest are rare among juvenile justice facilities. This is especially true in short-term facilities. In other words, learning from a vocational interest inventory that one has people-skills and would be good in customer service is of little short-term value to this group in this setting and should be taken in to consideration.

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Social skills. Rational Behavior Therapy (RBT) has been used in many facilities to teach incarcerated youth new methods of thinking through their reactions to both daily and significant events. Staff in the facilities work with youth to understand a situation and the automatic thinking and behaviors they typically associate with such experiences. In this process, they work through a “thinking chain” that follows the path of “situation → thinking → feeling → behavior → consequences” and complete a “Rational Self Analysis” to identify better solutions (Liddell et al., 2014, p. 370-371).

Similarly, the curriculum employed by Boys Town, *Teaching Social Skills to Youth*, teaches problem solving and communication skills by using an antecedent-behavior-consequence (ABC) model (Liddell et al., 2014). The ABC model helps both youth and staff identify what happened prior to an undesirable reaction and what happened as a result. Being able to recognize triggers helps youth stop automatic reactions and solve problems productively, leading to more positive outcomes (Liddell et al., 2014).

Another intervention is cognitive skill building in which staff model and reinforce positive examples of social skills (Liddell et al., 2014). Alternatively, Nas, Brugman, and Koops (2005) implemented a social skills training program across three juvenile detention facilities using the EQUIP program. This program is designed specifically for youth who have demonstrated antisocial behaviors. It teaches them to think and act responsibly, positively support their peers, and help one another (Nas et al., 2005).

Skills not mastered, needing to be taught. The Serious and Violent Offender Reentry Initiative (SVORI) project monitored the impact of 16 different programs across four juvenile detention facilities to determine whether the needs of these students were

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being met (Hawkins, Lattimore, Dawes, & Visher, 2010). In their study of 337 incarcerated male youth, Hawkins et al. (2010) found two of the top five services offenders reported needing prior to release were job training and help finding a job. Yet, the same respondents reported that they did not receive these or related services while incarcerated (Hawkins et al., 2010). Training of competencies for employability and social skills for incarcerated youth clearly remains an area of need.

After incarceration. As mentioned previously, almost all those who are incarcerated are eventually released back in to the community (Burell & Moeser, 2014). Therefore, valuable services aid in easing reentry through aftercare supports for formerly incarcerated youth. “Jurisdictions have invested in these services to allow for some level of post-release supervision of youth, with the goal of increasing the likelihood of safe and successful transitions of youth back into their homes and communities” (Clark, 2014, p. 76). Examples of these services may include: independent living programs that provide varying levels of support with life skills; employment support; and social skills training (Liddell et al., 2014). Unfortunately, because these important skills are not the target of instruction during incarceration, basic instruction is often necessary after release.

Competencies for employability and social skills. As previously described, Homeboy Industries provides a collection of services and supports to help formerly incarcerated youth. Their evidence-based model includes providing jobs in-house and partnering with felony-friendly employers to help ex-gang members who have been incarcerated as either youth or adults become productive members of society (Homeboy Industries, 2014). The conceptual framework that governs everything at Homeboy Industries is their Impact Theory, part of which includes teaching job readiness and job

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specific skills (Leap, Franke, Christie, & Bonis, 2011). Homeboy Industries provides job training and work experience in their own businesses, regularly promoting from within, and moving employees around to different positions and types of jobs to build their resumés with varied experience (Homeboy Industries, 2014). These businesses include: Homeboy Bakery, Homegirl Café, Homeboy Café, Homeboy Silkscreen, Homeboy Merchandise, and graffiti removal and maintenance services (Choi & Kiesner, 2007). They also have job counselors to help these same employees when they are ready to transition from Homeboy Industries to employment in the community, helping them make connections, interview, and get a job (Leap et al., 2011).

A similar program is Encompass Community Services in Santa Cruz, California. Among other supports, Encompass provides transition services to youth on probation. These supports can include various types of skill building to increase success of reentry and self-sufficiency (Encompass, 2015). The mission of Encompass is to “support and empower youth in making a healthy transition into successful adulthood” (Encompass, 2015, para. 1). This transition is accomplished by helping formerly incarcerated youth find and maintain employment, providing life skills coaching, and linking them with additional community supports (Encompass, 2015).

Skills not mastered, needing to be taught. Baltodano, Mathur, and Rutherford (2005) reviewed ten intervention and descriptive research studies about the transition outcomes of youth with disabilities from secure care settings back into the community. Findings revealed the importance of being engaged in work, school, or community upon release. Multiple studies they reviewed determined formerly incarcerated youth who were engaged productively post incarceration were dramatically less likely to reoffend

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(Baltodano et al., 2005). They called for an increased focus on transition services beginning as soon as the youth is incarcerated and following through with mentoring post release (Baltodano et al., 2005).

Clearly, formerly incarcerated youth are not prepared well enough for successful adult lives. Larson and Turner (2002) recommend a focus on social and vocational skills to decrease reoffending by giving formerly incarcerated youth opportunities to learn these skills post reentry. These supports should be available in the communities in which these youth reside if they are to positively impact the individuals who most need them (Stenhjem, 2005).

As mentioned in the previous chapter, it is especially difficult to find programs that adequately teach employability skills as distinct from vocational skills. In the evaluation of existing programs for this dissertation, only the instructional program *Ready for W.A.G.E.S.* made this distinction. This program will be discussed in greater detail in the upcoming chapter on methodology.

Conceptual Framework

Arditti and Parkman (2011) attribute the cause and effect relationship of negative outcomes post incarceration to *life course theory*. “Life course studies relate lived experiences (in this instance incarceration and reentry) to developmental processes” (Arditti & Parkman, 2011, p. 205). The opportunity for growth and rehabilitation works in conjunction with two influential factors: (1) experiencing vulnerabilities through compounding challenging circumstances, and (2) being at a critical stage of development in transitioning from delinquent youth to young, productive adult. Figure 2.1 illustrates

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this process. These coinciding influential factors are, quite possibly, the exact right impetus for substantial life change (Arditti & Parkman, 2011).

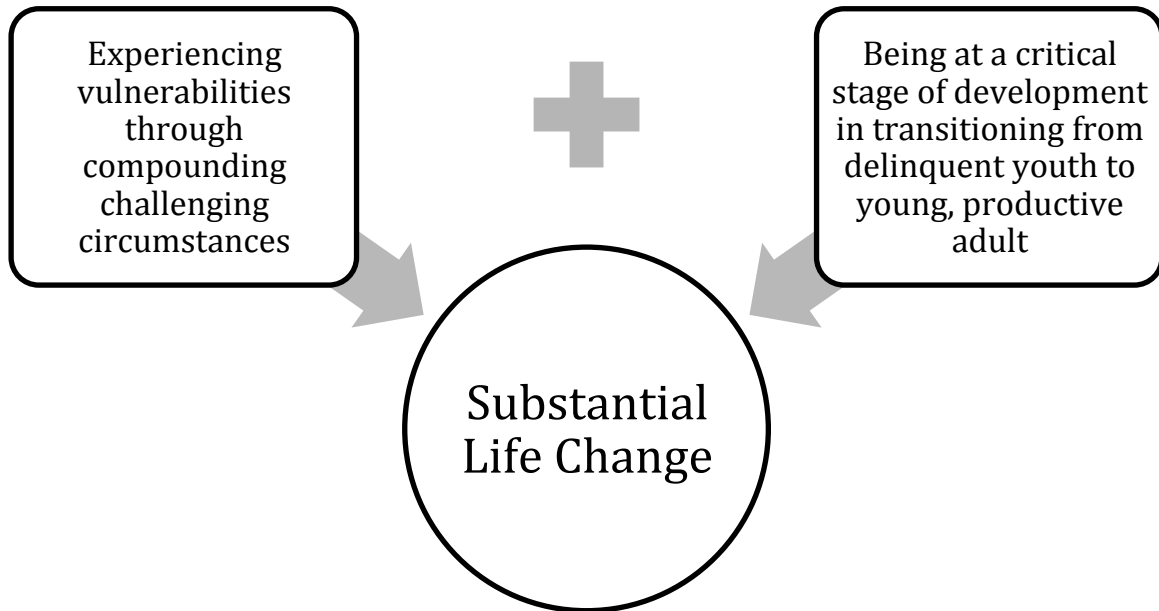


Figure 2.1. Life course theory: The process of life change

Life course theory looks closely at significant life transitions, their timing with what else is happening in the environment, and the meaning associated with these transitions by both the individual and society (Elder, 1994). Arditti and Parkman applied this theory to incarcerated youth who are reentering society (2011). Their work stands on a foundation of previous research using life course theory as applied to criminal behavior and delinquency.

Sampson and Laub (1997) used life course theory to understand or explain why cumulative disadvantage leads to a life of delinquency. Although, related to the concept first introduced by Elder in 1994, Sampson and Laub were still working out the relationships in their book chapter about the connection among life events, changes, and

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challenges, and the overall link to delinquency and criminality. Since Elder proposed a theory about life course in 1994, it has slowly emerged as relevant to a variety of fields. Its merits, however, were still being argued in 2003 (Elder, Johnson, & Crosnoe, 2003). For the purposes of this review, only this theory's application to criminology is presented.

In addition to Arditti and Parkman (2011) discussed above, a few other projects have adopted the connections between life course theory and criminal behavior. Sampson and Laub (2005) use life course theory again (following their 1997 work relating cumulative disadvantage and delinquency) to contradict popular moral and biological developmental theories frequently used in the study of criminology (O'Connor, 2006). In contrast to the commonly used theories, Sampson and Laub "envision development as the constant interaction between individuals and their environment, coupled with random developmental noise and purposeful human agency" (2005, p. 12). Their view is opposed to rational choice that would be attributed to either the environment or the individual (Sampson and Laub, 2005). They recognize the factors that lead up to delinquency are far more complicated than can be explained in traditional developmental theory (Sampson & Laub, 2005; Laub, Sampson, & Sweeten, 2006).

Benda (2005) applied life course theory to the study of recidivism. In a 5-year follow-up study of 600 graduates of a criminal offense rehabilitation program, he identified variables for men and women and their likelihood of reoffending. The lengths of time the individuals in this sample were able to live in the community without reoffending were influenced by several life factors including: satisfaction with employment, education, home life, emotional stability, peer influences, and family (Benda, 2005). This study, similar to Arditti and Parkman (2011), applies life course

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theory to circumstances and events of an individual's life experiences, their developmental timeframe, and criminal outcomes.

As with the studies described above, this review demonstrates the consistency of difficult events or circumstances during key developmental timeframes that make individuals vulnerable to decisions associated with significant consequences. Individual agency is heavily influenced by environment, development, and many additional factors. This further supports the need for protective factors (OJJDP, 1998) of employability and social skills training being included in instructional programs.

The Necessity of Further Research and Development

“In the end, our work lives its ultimate life in the lives that it enables others to lead” (Eisner, 2005). From this perspective, the onus is on researchers, practitioners, and anyone involved at any stop along the three stages of incarceration discussed in this review. Eleanor Roosevelt poignantly asked, “When will our consciences grow so tender that we will act to prevent human misery rather than avenge it?” (1946, para. 3). The following resources support practitioners in their efforts to rehabilitate, rather than punish, incarcerated youth.

Resources for practitioners. Even with the intent of rehabilitation, little evidence exists about what really *does* work and what *does not*. While it would be inappropriate to discontinue unproven interventions that appear to have positive results, at the same time it is essential to determine which programs and supports attain the desired results. Success for such interventions is most often measured by recidivism (Griller-Clark et al., 2011). More specifically, “Successful reintegration includes achievement of positive youth outcomes (e.g., educational achievements, employment, civic involvement) and

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increased public safety (e.g., reductions in recidivism)” (Liddell et al., 2014, p. 388).

Very few studies of employability or social skills programs include data on recidivism and long-term post-incarceration outcomes. As already noted, successful reentry is in the community’s best interest as well as the individual’s. Knowing this, providing effective programming to ease reentry is a goal that must be supported.

Interventions must continue where they are currently successful and expand or adjust where they are still needed in order to continue to work toward this goal. The resources for incarcerated youth are not abundant compared to those for their typical peers. They do, however, exist. For example, *The Desktop Guide to Quality Practice for Working with Youth in Confinement* (Boesky, 2014; Burell & Moeser, 2014; Clark, 2014; Dietch, 2014; Dunlap, 2014) mentioned and referenced throughout this review provides suggestions on the use of evidence-based practices in juvenile justice settings. The guide is available at www.desktopguide.info. Additionally, the Office of Juvenile Justice and Delinquency Prevention’s *Model Programs Guide* may be found at ojjdp.gov/mpg. This guide provides an online searchable database of evidence-based interventions and programs for reentry (Office of Juvenile Justice and Delinquency Prevention [OJJDP], 2015b). “It is a resource for practitioners and communities about what works, what is promising, and what does not work in juvenile justice, delinquency prevention, and child protection and safety” (Liddell et al., 2014). Another resource is The National Reentry Resource Center at www.csgjusticecenter.org. The Center “provides education, training, and technical assistance to states, tribes, territories, local governments, service providers, nonprofit organizations, and corrections institutions working on offender reentry” (Liddell et al., 2014).

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Though these resources are few in number, they are valuable. Continued research will expand these resources for practitioners, giving a clearer answer to the question of what works and what does not.

Future research. The following additional research is recommended based on the findings in this review. Research is proposed in three areas: the effectiveness of programs and practices, the impact of these programs on desistance or recidivism, and the effect of community-based alternatives on employment outcomes.

Programs and practices. Employability and social skills must be a major focus of transition planning for reentry. The current resources provided for teaching employability and social skills are a helpful starting point for practitioners. Continued research will broaden this knowledge base and find the most effective interventions for incarcerated youth, both with and without disabilities. Such studies are the only way to broaden the knowledge base of which programs are truly evidence-based.

Desistance or recidivism. Accurate tracking of the youth who participate in each intervention is a necessary component of future research to follow their employment post incarceration. It is only through these long-term follow-up studies that effectiveness of programs can accurately be measured through recidivism (reoffending) or desistance (discontinuing criminal behavior) of past participants. Current statistics concerning recidivism with rates at 84.2% in California within three years of release (California Department of Corrections and Rehabilitation, 2012), stress the importance of monitoring the possible impact of instructional programming. In this regard, it is imperative to know about these vulnerable students' employment experiences. Time to employment, ability to maintain employment, progress toward improved employment circumstances, and

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future goals are all key factors in the enjoyment, fulfillment, and success of work-life post incarceration for these youth.

Such studies, however, take several years to complete, but useful information is needed now. Tracking the youth who participated in particular programs for any time post incarceration, certainly for years on end, is extremely difficult, but necessary in the long-term. Until solutions are found for these complex challenges, scholars and practitioners must rely on short-term outcomes with a hopeful impact on a long-term outcome of employment as a significant factor in reducing recidivism. For this reason, results from short-term studies should be made available regarding evidence-based programs with the potential of long-term analysis to follow later. For now, studies can focus on the efficacy of programs designed to teach competencies in employability and social skills.

Community-based alternatives. As incarceration falls out of favor and community-based alternatives are more often used for lower-risk youth (Clark, 2014; Deitch, 2014), research is also needed to understand the impact of community-based settings on transition and employability post release. Juvenile justice experts recognize that low-level, non-violent offenders are not a risk to public safety. Thus, supervision in the community instead of incarceration is a more appropriate option, as well as less expensive (Clark, 2014). “Community supervision is also less disruptive to family life, to participation in educational and other community-based programming, and to sustaining employment for those youth who have been able to find a job” (Clark, 2014, p. 72).

The value of community-based alternatives is considerable because they may provide the ability to maintain existing employment or have the option to gain new

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employment. As discussed previously, employment has a significant effect on preventing future criminal offending (Bahr, Harris, Fisher, & Armstrong, 2010; Berg & Heubner, 2011; Bullis, Yovanoff, Mueller, & Havel, 2002; Bushway & Apel, 2012; Justice Policy Institute, 2007). Thus, the effect of community-based alternatives on employment and reoffending needs to be further explored.

Conclusion

In this review, programs and supports aimed at improving employability and social skills were discussed for each of the three stages of delinquency – before, during, and after incarceration. The key findings of this review were as follows:

- Competencies for employability and social skills are extremely important for at risk, incarcerated, or formerly incarcerated youth with or without disabilities.
- Because of the high rates of recidivism of incarcerated youth, it is clear that more interventions using evidence-based practices must be implemented at every stage of the juvenile justice process.
- More research is needed to find out which programs and supports are evidence-based for teaching delinquent youth skills related to employability and social skills.

As mentioned in the previous chapter, this dissertation addresses the efficacy of one instructional program, *Ready for W.A.G.E.S.*, implemented within juvenile correctional facilities during incarceration that teaches the competencies needed for improved employability and social skills. Thus, it is of the need to find evidence-based programs and practices on which this study based.

Chapter 3: Methodology

In this chapter, specific details about the methodology used in this study are described. These topics include the setting, subjects, procedures, design, instruments, key variables, data analysis, issues of trustworthiness, limitations of the study, and implications.

Research Questions

As shared in the first chapter of this dissertation, four research questions were addressed in this study. These research questions include:

- What is the impact of the *Ready for W.A.G.E.S.* instructional program on the competencies for employability and social skills of incarcerated youth as measured by standardized instruments?
- How is performance in *Ready for W.A.G.E.S.* related to special education diagnosis?
- How is performance in *Ready for W.A.G.E.S.* related to age at first adjudication?
- How is performance in *Ready for W.A.G.E.S.* related to time to release?

Setting

The study was conducted at a juvenile court school and residential probation camp in the greater Los Angeles area.

The district. Los Angeles County Office of Education (LACOE) has 14 probation camps (residential schools) governed by five Principal Administrative Units (PAUs). Personnel, resources, and materials are shared among the camps within each PAU. For example, the principal in one PAU is actually the principal at 4-5 different camp schools within that PAU. LACOE serves over 1,800 students daily at the 14 camps

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(Los Angeles County Office of Education [LACOE], 2014), which have a “primary mission of improving the literacy skills of all students, as these skills are the gateway to learning, employment and full engagement as a citizen” (LACOE, 2014, sect. 4).

The average stay for youth in these facilities is three to six months, with sentences as long as 18 months. Forty percent of the youth read “at or below a fourth grade level and are functionally illiterate” (LACOE, 2014, sect. 2). A minimum of 30% of the youth have a learning or other type of disability and 30-40% are English language learners (LACOE, 2014). Class sizes are relatively small with a maximum ratio of 17 students to one teacher (LACOE, 2014). After-school tutoring is available for reading and mathematics. Training and testing for the General Education Development (GED) credential is also available and roughly 500-700 students qualify for this service. Of those who qualify, 60% earn their GED while residing in the camps (LACOE, 2014).

Additionally, transition counseling is provided to aid in the successful reentry of youth to their home communities (LACOE, 2014). Depending on the camp, career or vocational training opportunities may include construction, culinary arts, electrical, auto repair, forestry and horticulture (LACOE, 2014).

The camp. The camp school that participated in this study was Afflerbaugh-Paige Camp, also referred to as Camp AP, in La Verne, California, approximately 40 miles east of Los Angeles. At Camp AP, two camps share one school. Although sharing a school site, the residents of each camp are not mixed with residents of the other camp and remain separate in hallways, classrooms, and the cafeteria. The two camps that make up Camp AP are Camp Afflerbaugh and Camp Paige. Camp Afflerbaugh houses the younger residents, grades 7 through 10. Camp Paige is for the older residents, those

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typically between the ages of 16 and 18, in grades 11 or 12, or have already completed high school or earned a GED. A total of 150-200 students reside in Camp AP, with more younger than older students (60% of the total population of Camp AP is at or below the sophomore level of high school) (Afflerbaugh-Paige Camp [Camp AP], 2013).

The racial/ethnic makeup of the facility is far from representative of the county in which it resides. The youth in the facility are 69.8% Hispanic or Latino, 23.9% Black or African American, 1.9% American Indian or Alaska Native, 1.9% White, and 2.5% other races (Afflerbaugh-Paige Camp [Camp AP], 2015). The demographics for the students in the school district most of them are from, however, are 68.4% Hispanic or Latino, 49% White, 8.6% Black or African American, 6.3% Asian, 0.5% American Indian or Alaska Native (National Center for Education Statistics, 2013). Additionally, 97% of the residents of Camp AP are considered “socioeconomically disadvantaged” and 30% are English language learners (Camp AP, 2013). All incarcerated youth at Camp AP are male.

Subjects

This study was conducted at Camp Paige with the older students that comprise Camp AP. Camp Paige has a limited number of students with disabilities, therefore not reflecting national or even district data on the typical proportion of incarcerated youth with disabilities. Whereas the district reports that a third of students have disabilities (LACOE, 2014) and national studies report as high as 85% of incarcerated youth have disabilities even if only 37% are formally diagnosed and receiving services (National Council on Disability, 2015), this is not reflected at Camp AP. Approximately 16.7% of the Camp AP population is reported to have disabilities (Camp AP, 2015). Camp Paige,

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in particular, has an even lower proportion of students with disabilities. This is because the school for Camp Paige does not have a special day class (SDC) for students with severe disabilities who have more intensive educational needs. They only have a resource specialist program (RSP) for students with mild to moderate learning disabilities. The students in the district who become incarcerated and have more intensive needs are placed in an alternative residential probation camp with the program that will meet their needs.

The older students from Camp Paige were chosen because they are of employability age, already participate in the work crew participation requirement discussed below under Procedures, and are nearing or at the age of exclusion from the juvenile justice system (age of criminal responsibility). If these students reoffend after they are released, their next stop is likely the adult criminal justice system.

The participating students are required to complete a work study hour at the end of their school day to make up for school time spent out of school on their assigned work crew. During this time, students typically work on a computer program teaching employability skills. This program, *Workforce Readiness Skills*, is described further in the Procedures section below. During the intervention, the treatment group paused their progress in the computer program to participate in the *Ready for W.A.G.E.S.* program instead. The incentive was earning a certificate of completion at the end of the program. Students are able to show certificates to the judge presiding over their cases to demonstrate progress made during their incarceration and petition to shorten their sentences. As a result, students are especially motivated by the promise of a certificate of completion.

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Participating students. The demographics of the participating students are reviewed in detail in Chapter 4. In summary, participants were all male and ranged from 16 to 18 years of age. They were incarcerated for crimes against persons, crimes against property, and behavior. Their sentences ranged from five to nine months. All of the participants were involved in work crew and, thus, had opportunity to immediately apply what they learned in *Ready for W.A.G.E.S.*

Protection of rights and Institutional Review Board. The youth who participated in this study were predominantly minors and wards of the state. Therefore, the juvenile courts and an advocate within the facility granted consent. A copy of the juvenile court approval can be found in Appendix C. Even though these youth were not personally granting their consent, they were protected during participation. Each student granted his ascent to participate in the study, noting his right to stop participating at any time. Copies of the ascent and consent forms are in Appendix D. No highly sensitive questions related to criminality nor risky behaviors were included in any of the measures. Privacy was maintained in record keeping by assigning all participants an identification number that was associated with their data instead of using their names. Data are reported in aggregate so no individual participant can be identified. The presence of a diagnosed disability was noted, but was not used as any inclusion or exclusion criterion. All data were kept strictly confidential and no harm was foreseen for participants.

Additionally, security clearance was granted through the probation department for the researcher, who was also the *Ready for W.A.G.E.S.* lead facilitator/instructor. To obtain security clearance, an application was submitted to the County of Los Angeles Probation Department asking to be granted permission to volunteer within a facility under

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their jurisdiction. The probation department, then, arranged for a fingerprinting and photo session followed by a background investigation. Once approved, the facilitator completed a volunteer orientation before being allowed access to the facility or the students.

The Institutional Review Board (IRB) at Claremont Graduate University also approved the study and methods. The IRB application packet and approval is in Appendix E.

Procedures

All students received two interventions: the instructional program *Ready for W.A.G.E.S.*; and the Camp Community Transition Program (CCTP). The students also participated in the Forestry Program as part of their individualized treatment program. The CCTP and Forestry Program are “business as usual” at the camp.

Instructional Program: *Ready for W.A.G.E.S.* The intervention that was the focus of this research is an instructional program consisting of 14 lesson plans designed to teach competencies related to employability and social skills. The *Ready for W.A.G.E.S.* instructional program was developed at University of Oregon (Unruh, Johnson, Waintrup, & Sinclair, 2014) and is a *promising practice* as defined by the Washington State Institute for Public Policy (2015). This definition is, “a program or practice that, based on statistical analyses or a well-established theory of change, shows potential for meeting the evidence-based or research-based criteria, which may include the use of a program that is evidence-based” (Washington State Institute for Public Policy, 2015, p. 4).

Each of the lesson plans follow the same format: reviewing the previous lesson and practice activity, going over the purpose of the current lesson, identifying which

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workplace foundation skills will be targeted in the lesson, learning new vocabulary, interactive content delivery, group practice in class, check for understanding, then an individual practice activity for between classes. *Ready for W.A.G.E.S.* is tailored specifically to students in juvenile justice settings, making the examples and individual practice activities immediately applicable. It focuses on teaching workplace foundational skills including taking responsibility, communication, problem solving, and teamwork. The tenets of Cognitive Behavioral Therapy are interwoven in the instructional program through teaching students the connections between their actions, thoughts, and feelings as it relates to workplace settings and challenges.

The most recent version of this instructional program was updated significantly but had not yet been independently evaluated for effectiveness. University of Oregon is the recipient of an Institute of Education Sciences (IES) federal grant that will evaluate this instructional program in at least 12 facilities. This study served as a pilot for that next round of evaluations. The original study done with the first version of this instructional program in 2008 (Johnson & Unruh, 2008) served as a pilot for this study and resulted in significant changes to the program. The results were positive and the feedback from all participants in Oregon, Maryland, and Arizona contributed to the latest version of this instructional program. Similarly, feedback from the participants and facilitators in this study has contributed to changes to the instructional program for the upcoming IES study.

Beyond the fact that *Ready for W.A.G.E.S.* meets a vital need and is specifically created for this population of learners, there is the added benefit of having access to the instructional program and support from its creators. Finally, the unique characteristic that makes this instructional program especially appealing is the focus on teaching

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employability skills as distinct from vocational skills. No other such program was found in the course of this study specifically for incarcerated youth.

Camp Community Transition Program. Within LACOE, residents of the camps participate in a Camp Community Transition Program (CCTP) (County of Los Angeles Probation Department, 2015). This program is designed to provide aftercare supports and services to youth upon release from the camps back into the community. “The services begin prior to their release, followed by a 30 to 60-day intensively supervised transition period to ensure prompt school enrollment, community service and participation in selected programs provided by community-based organizations until termination” (County of Los Angeles Probation Department, 2015, para. 1). This program culminates in a transition packet students take with them when they are released that includes lists of community services and pertinent paperwork for enrolling in school.

Forestry program. Most students at Camp Paige also participate in a forestry program as part of the mandatory work crew participation required in many of the youths’ individualized treatment plans. All the participants in this study participated in the forestry program and regular work crew excursions. “Practical daily work skills and employer expectations are stressed in all training and work crew assignments in preparation for work within the private sector” (Camp AP, 2013, p. 2). Upon release, youth who participated in the forestry program are “encouraged to seek employment in the nursery trade, landscape business, irrigation systems or tree maintenance companies upon graduation” (Camp AP, 2013, p. 2). The forestry program also provided an opportunity for participants to practice their newly acquired employability skills – a requirement of *Ready for W.A.G.E.S.*

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Workforce Readiness Skills. As part of the forestry program, students were required to make up class time they missed when they were out on work crew. During this time, they were assigned to one of two classes they must attend after school. Typically, in those classes, they work individually on a computer program called *Workforce Readiness Skills* (SkillsTutor, 2001). This computer program is comprised of 14 lessons on “job search skills,” 11 lessons on “employability skills,” and 6 lessons on “life skills” (SkillsTutor, 2001). The lessons are all self-paced and include periodic quizzes on which students must earn a predetermined grade before they can move on to the next section. This program is intended to reinforce the skills students are learning on work crew in the forestry program and to make up for any class time they miss during the day as a result. The skills addressed in the *Workforce Readiness Skills* computer program align with the skills taught in *Ready for W.A.G.E.S.* Thus, participation in *Ready for W.A.G.E.S.* met the requirement the treatment group had of making up class time.

Recidivism rates for Camp AP, specifically, and the county in which it resides are not available. In the state of California, however, recidivism is 84.2% within three years of release (California Department of Corrections and Rehabilitation, 2012). Thus, while the CCTP and forestry program are doing appropriate and valuable work, they have not yet been able to lower recidivism to the national average of 67.8% and, therefore, welcomed additional supports in this area (Office of Justice Programs, 2014).

Design

Using a quasi-experimental wait list control design (see Figure 3.1), a sample ($N = 22$) of the incarcerated juvenile population received the intervention to teach employability and social skills. These youth all resided at the local juvenile correctional

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facility discussed above and participated in either the treatment or the wait list control group. One group of each type ran simultaneously with 14 students in the treatment group ($N = 14$) and eight students in the control group ($N = 8$). With the wait list control design (see Figure 3.2), both groups received the intervention.

	T1		T2	
Treatment ^a	O	X	O	
Control ^b	O		O	X

Note: O = Assessment; X = Intervention

a. $N = 14$

b. $N = 8$

Figure 3.1. Diagram of Study Design

	Opening	Timespan 1 5-Week Duration	Timespan 2 5-Week Duration	Closing
Treatment Group ($N = 14$)	Pre- Assessment (T1)	<i>Ready for W.A.G.E.S</i>	Post- Assessment (T2)	
Control Group ($N = 8$)	Pre- Assessment (T1)	Wait List Control	Post- Assessment (T2)	<i>Ready for W.A.G.E.S.</i>

Figure 3.2. Wait List Control Research Design

Participants in both groups were given pre-assessments (T1), and then the treatment group received the intervention. Next, both groups were given post-assessments (T2), followed by the wait list control group receiving the intervention (Horner et al., 2009). In this manner, all students received the intervention, thereby serving all the youth with the potentially helpful instructional program.

Wait list control design. In a meta-analysis of Cognitive Behavioral Therapy interventions in criminal offender rehabilitation programs, Wilson, Bouffard, and

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MacKenzie (2005) reviewed 20 studies meeting stringent criteria. Of these studies, 25% ($N = 5$) used a wait list control group design (Wilson et al., 2005, p. 179). Additionally, 65% ($N = 13$) of the studies they reviewed compared the intervention to business as usual, as was done in this study (Wilson et al., 2005, p. 179). Finally, only 20% ($N = 4$) of the studies used random assignment to their treatment conditions, however, one of the studies had compromised integrity of design due to some shifting around of participants as needs arose (Wilson et al., 2005, p. 179). The remaining 80% ($N = 16$) of the studies analyzed used a quasi-experimental design (Wilson et al., 2005). Seven of the 16 quasi-experimental designs were determined to be of high quality because, although they did not use random assignment to their groups, they did make “attempts to control for group differences, either through design or statistical methods” as was done in this study (Wilson et al., 2005, p. 179).

IES standards. The wait list control design also aligns with the Institute of Education Sciences (IES) standards for high-quality quasi-experiments (Lesnick & Seftor, 2015). IES requires four factors for the design to be considered of high quality when randomization is not an option. First, the design must include two distinct groups – treatment and control (Lesnick & Seftor, 2015). The control (comparison) group must show what would have happened without the intervention. Additionally, the treatment group solely cannot be compared to itself at a different point in time. Using repeated measures ANOVA, both groups were compared to themselves using pre- and post-tests as a means to compare the variances in progress between the two groups.

Second, IES requires that baseline equivalency be established between the groups to demonstrate the groups are similar prior to the intervention (Lesnick & Seftor, 2015).

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Equivalence was based on observable key characteristics (age at first adjudication, time to release, and presence of a diagnosed disability) and the mean percentile ranks on the *SSIS* and *Working* assessments. Demographic and experience data were also used to compare the groups and establish baseline equivalence. The method for conducting this analysis is discussed under the section on strengthening validity.

Third, there must be no confounding factors (Lesnick & Seftor, 2015). It must be as clear as possible that the outcome is the result of the intervention. To increase the clarity of causation, IES suggests having two groups of each type with different teachers. Although the population was too small to have multiple groups, different teachers were used for different lessons to minimize any effects associated with teacher influence. The facilitator (who was also the researcher) acted as the lead instructor on eleven of the lessons and an assistant teacher led three out of the fourteen lessons. Thus, it cannot be stated that the outcomes are the result of one instructor or the other, thereby controlling for teacher-influence.

Finally, the last factor from IES is that the study must have eligible outcomes (Lesnick & Seftor, 2015). The instruments must have at least face validity, reliability, and not be over aligned with the intervention. By using *SSIS* and *Working* that were not designed specifically for this study and have been independently evaluated for validity and reliability, this factor was met. Also, there was no imputation of missing data, using only complete and accurate data for the analysis.

Strengthening validity. Efforts to bolster internal validity in this study were conducted through specifically chosen statistical methods. Following the first assessments (T1), baseline equivalence was assessed. Because random assignment was

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not possible in this study, it was expected to need to address baseline equivalence through statistical adjustments as needed. Therefore, data on all subjects were compared using T1 assessments and demographic and experience data to find any threats to internal validity. This evaluation was conducted using Mann-Whitney U and Wilcoxon W tests on continuous variables (e.g. age at first adjudication, time in months to projected release) to determine a probability of superiority and a Pearson's chi-square test on one key categorical variable (e.g. presence of a diagnosed disability status). The baseline equivalence was also determined by comparing effect sizes between the treatment and control groups. IES standards for high-quality quasi-experimental design set parameters for baseline effect sizes differences of 0.00 to 0.05 to satisfy equivalence. Differences in the range of 0.05 to 0.25 require statistical adjustments to satisfy baseline equivalence and those over 0.25 mean that no equivalency can be established for that measure (Lesnick & Seftor, 2015). The results are discussed in detail in Chapter 4.

Instruments

Students were assessed using multiple assessment tools. First, the *Social Skills Improvement System (SSIS) Rating Scale* (Gresham & Elliott, 2008a) and the *Working assessment* (Miles & Grummon, 1996) were given before and after the interventions (see again Figures 3.1 and 3.2). Experience and demographic data were collected from individual student records used to complete the *Ready for W.A.G.E.S. Demographic and Experience Form* for each participant. See Appendix F for samples of these instruments.

Pre/Post Assessment Instrument: *SSIS Rating Scale*. The *Social Skills Improvement System (SSIS) Rating Scale* (Gresham & Elliott, 2008b) is standardized and norm-referenced. It measures self-reported perceptions of social functioning skills in

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seven domains. These domains include: communication, cooperation, assertion, responsibility, empathy, engagement, and self-control (Gresham & Elliott, 2008a). *SSIS* was normed on a sample of 4,700 students, ages three to 18, representing United States demographics on race, socioeconomic status, and region, with equal numbers of males and females (Gresham, Elliott, Vance, & Cook, 2011).

Multi-rater versions are available for increased reliability, gathering perceptions about each student from their teachers and parents, but for the purposes of this study, only the student self-reporting scale was used. *SSIS* is intended for use with students in general education settings, grades kindergarten through twelfth. Although the setting was different for this study, the assessment measures the skills the instructional program addresses and is, therefore, considered to be appropriate.

This assessment took roughly 10 to 25 minutes to complete. Participants rated themselves on a 4-point Likert-scale of the frequency with which they exhibit a specific behavior. *SSIS* is written at a second-grade reading level and was also read aloud to participants without any impact on validity and reliability. The secondary form for students between the ages of 13 and 18 used in this study has shown “strong psychometric properties in terms of internal consistency and test-retest reliability estimates” (Gresham et al., 2011, p. 37). Median scale reliabilities are in the mid- to upper-.90s for the student form and test-retest indices were .81. Additionally, the stability estimate is in the .80s for the student form (Gresham et al., 2011, p. 37-38).

Pre/Post Assessment Instrument: *Working*. The *Working* assessment (H&H Publishing, 2015a) is a “statistically valid and reliable diagnostic and prescriptive instrument” (para. 1). This assessment measures nine competencies including: taking

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responsibility, working in teams, persisting, having a sense of quality, interest in life-long learning, adapting to change, permanent problem solving, information processing, and thinking in terms of systems (H&H Publishing, 2015b, para. 1). *Working* is designed for use in multiple settings such as high school, college, and the workplace.

This assessment is a self-scoring form that can be taken and scored by the students, but the participants were not asked to complete the scoring portion themselves, nor did they see the results. *Working* consists of 50 Likert-scale questions that when completed produce a profile of strengths and weaknesses in each of the nine competencies. Public Policy Associates independently verified the assessment for validity and reliability (H&H Publishing, 2015a). Reliability on each competency ranges from .52 to .75, averaging sufficient reliability overall, and there is evidence of validity on all nine competencies (Maduschke & Grummon, 1996).

Demographic and experience data. Demographic and experience data were collected from individual student records using the *Ready for W.A.G.E.S.* Demographic and Experience Form. In addition to basic demographic data (gender, age, race/ethnicity), this form also records participation in the forestry program, special education diagnosis and disability type, time to age of majority, length of current sentence, time to planned release, any infractions (disciplinary actions) during current sentence, type of crime for current sentence, highest severity of crime leading to incarceration, age of first adjudication, standardized test scores for math and reading, credits completed, and high school or GED completion.

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Key Variables

A number of key variables were monitored during the research. Data on these variables are reflected in the research questions or are shared in the findings. These are:

- *Current age*: age at the beginning of the *Ready for W.A.G.E.S.* intervention
- *Race/ethnicity*: Hispanic/Latino, Black/African American, White/Caucasian, Native American, Asian/Pacific Islander, Multi-Racial, Other Race/Ethnicity
- *Special education diagnosis*: participation in special education, documented presence of a diagnosed disability, and disability type
- *Length of stay*: length of current sentence
- *Type of offense*: type of offense for which committed to sentence during intervention, as categorized by crimes against property, crimes against person, or behavior
- *Most severe crime*: most severe crime committed leading to incarceration, even if not for current sentence, as categorized by crimes against property, crimes against person, or behavior
- *Time to release*: time in months to scheduled release from custody
- *Age of first adjudication*: age of participant upon first adjudicated offense
- *Time to majority*: time in months to turning eighteen and becoming a legal adult
- *Rate of discipline*: number of disciplinary actions during current incarceration

Data Analysis

The data gathered from each of the assessments (*SSIS* and *Working*) and the demographic and experience data were analyzed using multiple statistical methods. Nonparametric tests were determined most appropriate because of the small sample size.

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Following data collection, the first step was to inspect the data. During this step, outliers were identified, along with out-of-bounds variables, distribution of data, and whether any transformations that were needed.

Then, baseline equivalence was assessed as discussed in the previous section to identify threats to internal validity. This process was followed by attrition analysis designed to: 1) identify any participant who completed the first assessment (T1) but did not complete the later assessment (T2), and 2) determine whether the attrition was due to the study conditions. This process and the results are discussed further in Chapter 4.

Main effects were measured using repeated measures ANOVA with the control condition as the predictor variable. These data compared the performance of the treatment group on the *Ready for W.A.G.E.S.* instructional program to the performance of the wait list control group receiving only CCTP and forestry programming, as measured by the *SSIS* and *Working*. A Spearman r regression analysis was also conducted to determine other variables, such as age at first adjudication or presence of an identified disability, which may have affected performance in *Ready for W.A.G.E.S.*

Next, generalized eta² (η^2) was calculated for the effect size measure. The expected effect size was 0.40 based on extant literature using similar outcome measures for social skills interventions (Quinn, Kavale, Mathur, Rutherford, & Forness, 1999) and the pilot study conducted on *Ready for W.A.G.E.S.* in 2008 (Johnson & Unruh, 2008). Quinn et al. (1999) conducted a meta-analysis of 35 studies of social skills interventions for youth with emotional and behavioral disorders. They calculated a pooled mean effect size of 0.199 out of a total of 328 different effect size measures in the 35 studies, equaling an average increase of only 8 percentile ranks on the social skills inventories

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used (Quinn et al., 1999). For the 83 measures of self-reports by students, the mean effect size was 0.217 (Quinn et al., 1999). Looking specifically at measures of pro-social skills, the mean effect size was 0.199 across the 35 studies (Quinn et al., 1999). The mean effect size across these social skills interventions was approximately 0.20. The effect size obtained during the pilot study of the previous version of *Ready for W.A.G.E.S.* was a mean of 0.32. Since significant improvements to the instructional program resulted from the first pilot study, and based on extant literature discussed above, the expected effect size for this study, therefore, was a mean of 0.40.

The larger the effect of the intervention, the smaller sample size needed to detect it. In a power analysis using G*Power, the sample size needed to detect an effect size of 0.40 is approximately 40 as show in Figure 3.3. Planning for attrition, a sample size of approximately 60 participants was sought initially, expecting approximately 30% of participants to be unable to complete the full intervention for reasons discussed under data analysis and internal validity. However, a sample size of only 22 participated in the study, ten of whom had to be removed from the final calculations for missing data. Thus, the study was too small to represent the sought effect size and, therefore, underpowered. This challenge is discussed further in the limitations of the study.

Means: Difference between two dependent means (matched pairs) t-test			Means: Wilcoxon signed-rank test (matched pairs)		
Power	Effect Size	Sample Size	Power	Effect Size	Sample Size
0.7	0.2	120	0.7	0.2	125
	0.3	54		0.3	57
	0.4	31		0.4	33
	0.5	21		0.5	22
	0.6	15		0.6	16
0.8	0.2	156	0.8	0.2	164
	0.3	71		0.3	74
	0.4	41		0.4	42

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	0.5	27		0.5	28
	0.6	19		0.6	20
0.9	0.2	216	0.9	0.2	226
	0.3	97		0.3	102
	0.4	55		0.4	58
	0.5	36		0.5	38
	0.6	26		0.6	27

Figure 3.3. Effect size analysis using G*Power

Issues of Trustworthiness

Internal and external validity and fidelity were examined to address possible threats. As much as was possible, these threats were addressed in the design of the study to increase trustworthiness of the results.

Internal validity. Possible threats to internal validity included selection bias, local history, and mortality rate.

Selection bias. Selection bias was addressed by including all of the students already participating in the forestry training program. Students in the program were already divided in to two classrooms, thus one classroom became the treatment group and one became the control group. Which group would serve as the treatment and which as the control was determined by classroom teacher availability (the group that ended up being the control group had a classroom teacher who was about to be gone for a few days and, therefore, he could not have the program begin in his class as soon as the other teacher). This decision kept baseline data from being a factor affecting group assignment and avoided any researcher bias.

Local history. In secure care facilities, there are often unforeseen circumstances that could interfere with a study. For example, if a lock down procedure were to occur before or during one or more of the scheduled sessions, the results would naturally be

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affected. No such occurrence happened during the course of this study, but was planned for by allowing flexibility in the timeline. The only factor affecting the study was the inconsistent attendance of participants in the treatment group. This is discussed in detail in Chapter 4.

Mortality rate. Finally, a high mortality rate was likely in a secure care setting because inmates are moved between facilities, released, or admitted on a daily basis. Some of the students participating in this study were released and new participants were added. These changes are discussed in Chapter 4. Knowing this was likely to be a concern in this setting, it was planned that any participants with missing data would be removed from the analysis.

External validity. The generalizability of this study is limited to the unique setting for which this instructional program is designed. The targeted population was incarcerated youth in juvenile facilities. Therefore, the results are not generalizable to incarcerated youth in adult correctional facilities or students in typical school settings. The *SSIS* and *Working* assessments, however, can be used in multiple settings because they are not specific to this instructional program.

Positive effects such as novelty effect, Hawthorne effect, hypothesis guessing, and close bonds were all considerations for this study. The youth involved were especially vulnerable to positive relationships with adults and authority figures, which the researcher took into consideration in all interactions. Negative effects were less likely, but were also considered in the results. The negative effects on the post-tests are discussed in Chapter 4 and 5.

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The reliability of the measures used for this study helped control for researcher expectancy or Pygmalion effect in addition to other threats to external validity. The pilot study conducted with *Ready for W.A.G.E.S* showed no interactions of this nature that were of concern.

Fidelity. A second teacher was employed, in addition to the researcher, to control for teacher effect and meet IES standards. In this manner, each teacher led different lessons and results were not affected by having one strong or poor teacher for all lessons. Having two teachers allowed the result to be more accurately tied to the intervention rather than the effects of an individual teacher.

Limitations of the Study

It was known the study would be underpowered due to a small sample size ($N = 22$). Participants were limited to those between the ages of 16 and 18. This age group was selected because it is closer to the age of majority and, therefore closer to the age of criminal responsibility and entry into the adult correctional system upon re-offense post release. This reality often makes learning employability skills more appealing to incarcerated youth because with maturity and experience, they have increased intrinsic motivation to engage in the instructional program. Because of the smaller sample size and, therefore, low power, it was determined that nonparametric measures would be most appropriate in this study.

Random assignment. Participants could not be randomly assigned to treatment or control groups because of the nature of the facility and the need to carefully plan programming for each student. Schedules had to be made in advance for each individual students' program and were not adjusted for the sake of this study. Classroom

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assignments, and therefore group assignments, were completed prior to the beginning of and unrelated to the study. Therefore, baseline equivalence was established via multiple statistical methods, knowing statistical adjustments might become necessary.

Recidivism. While the ultimate purpose of interventions that teach competencies related to employability and social skills is to reduce recidivism, this study only provides data about the efficacy of one instructional program designed to teach these skills. The first step is to determine program effectiveness, which was the purpose of this study. Only then, when a program is proven effective to build knowledge and skills, can the long-term impact of the instruction be tested. Thus, statements about actual long-term employment, positive social skills, and reduced recidivism cannot be made from the findings of this study.

Summary

Using the sample, instruments, measures, and design detailed above, the key variables were analyzed to determine the effect of *Ready for W.A.G.E.S.* in this particular secure care setting. The study was designed to be replicable in other secure care settings as well, and replication studies are encouraged for a more reliable and clear understanding of the impact of this program.

Chapter 4: Findings

This dissertation was conducted as part of a larger initiative through the University of Oregon. A new Institute of Education Sciences (IES) grant is funding upcoming research on the efficacy of the *Ready for W.A.G.E.S.* instructional program and, therefore, University of Oregon supported a pilot study of the updated version. This dissertation provides an analysis of the existing program as measured by standardized instruments, and also provides valuable feedback through additional means discussed in Chapter 5.

The data analyses conducted in this dissertation included multiple steps and statistical methods. Steps included inspecting the data, establishing baseline equivalence, attrition analysis, measuring main effects, and effect size analysis. The statistical methods and results for each step are discussed in detail in this chapter. Finally, the demographic and experience data of the participants are shared and analyzed.

Data Sources

As was discussed in Chapter 3, the standardized instruments, *Social Skills Improvement System (SSIS) Rating Scale* (Gresham & Elliott, 2008a) and the *Working assessment* (Miles & Grummon, 1996), were used for the pre-tests (T1) and post-tests (T2). Participants in the control and treatment groups were compared both before and after the intervention on all seven domains of *SSIS* and each of the nine competencies of the *Working* assessment. Further, demographic and experience data were gathered for each participant and are compared below.

***SSIS* assessment domains and aggregated values.** *SSIS* summarizes results in to seven domains that fall under social skills and four domains considered to be competing

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problem behaviors. The social skills domains include: communication, cooperation, assertion, responsibility, empathy, engagement, and self-control (Gresham & Elliott, 2008b). The domains for competing problem behaviors include: externalizing, bullying, hyperactivity/inattention, and internalizing (Gresham & Elliott, 2008b). The problem behavior domains identified troubling levels of: abusive behavior, anger, hurting others, forcing others to do something, impulsive reactions, being easily distracted, poor self-esteem, and negative feelings. None of the participants scored in areas of concern for any of the problem behavior domains.

The scoring on *SSIS* provided aggregated data on each of the social skills and problem behavior domains as raw scores that were then converted to standardized scores and percentile ranks. These percentile ranks were then averaged across participants for the treatment group and for the control group for the purposes of comparison. It is the social skills average percentile rank and the problem behavior average percentile rank that were predominantly used in the analyses for this dissertation, although further analysis by social skills domain is provided as well.

Working assessment competencies and aggregated values. *Working* summarizes results into nine competencies that include taking responsibility, working in teams, persisting, having a sense of quality, interest in life-long learning, adapting to change, permanent problem solving, information processing, and thinking in terms of systems (Miles & Grummon, 1996). Scoring provided aggregated raw totals for each competency that were then converted to percentile ranks. The percentile ranks were then averaged across participants in the treatment group and in the control group. It is the overall average percentile rank across competencies on the *Working* assessment that is

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used predominantly in these analyses, although further analysis by competency is provided as well.

Prior to Analyses

Prior to beginning any statistical analysis, the data were inspected. Results from pre-tests (T1), post-test (T2), and the demographic and experience data were all examined. Outliers and out-of-bounds variables were sought. Participants with missing data were removed from the statistical analysis as is discussed below under attrition analysis. One participant in the treatment group attended only one lesson and did not complete the pre- or post-tests. As a result, he is considered an outlier and was removed from the analysis. The mean, median, and mode were calculated for the number of lessons participants in the treatment group attended. The outlier did not affect the median and mode, but since mean is pulled toward extremes, it was affected. The mean number of lessons attended with the outlier in the calculation was 8.43, whereas the mean number of lessons attended without the outlier in the calculation was 9.00. For these reasons and the missing assessment results, this participant was removed from further analyses. No out-of-bounds variables were identified. Also, because nonparametric tests were used, the assumptions do not require normal distribution and transformations were not needed.

Analysis of Treatment and Control Group Equivalence

Baseline equivalence between the treatment and control groups was assessed following the first assessments (T1). The purpose was to determine whether threats to internal validity were present. The treatment and control groups were compared using data from the *SSIS* and *Working* assessments as well as demographic and experience data. Continuous variables (e.g., outcomes from standardized instruments, age at first

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adjudication, time to release) were compared using nonparametric Mann-Whitney U and Wilcoxon W tests to determine probability of superiority, followed by a one-way ANOVA test on the same variables. Then, a Pearson's chi-square test of independence was conducted for the key categorical variable of presence of a diagnosed disability. Baseline equivalence was further evaluated by comparing effect sizes between the two groups using η^2 . Statistical tests were performed in SPSS and Excel. Each test and its results are discussed below.

Equivalence by average rank. Pre-test results were examined in three areas using the standardized instruments, *Working* and *SSIS*. Using pre-test (T1) data, the overall average percentile rank across categories on the *Working* assessment, the social skills average percentile rank on the *SSIS* assessment, and the problem behavior average percentile rank on the *SSIS* assessment were compared between groups. Additionally, treatment and control groups were compared using the demographic and experience data variables that were determined to be key for the baseline analysis. These variables included age at first adjudication and time in months to projected release. Although the *SSIS* and *Working* assessment have complete data on 12 of the participants, the demographic and experience data includes complete data on only 11 of the 12. Therefore, the following tests on age at first adjudication and time in months to projected release have a sample size of 11 rather than 12. The null hypothesis for Mann-Whitney U and Wilcoxon W tests both state that pooled observations from the treatment and control groups are the same when ranked. The results imply equality of central tendency between the groups and, therefore, the null hypothesis is supported (failed to reject) and baseline

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equivalence is established on these measures. The results are shown in Tables 4.1 and 4.2.

Table 4.1. Wilcoxon W and Mann-Whitney U tests of superiority on standardized instrument outcomes

	Pre-Test Overall Average Percentile Rank on <i>Working</i> Assessment	Pre-Test Social Skills Average Percentile Rank on <i>SSIS</i> Assessment	Pre-Test Problem Behavior Average Percentile Rank on <i>SSIS</i> Assessment
Average Rank for Control Group	5.00	6.75	7.25
Average Rank for Treatment Group	7.25	6.38	6.13
Mann-Whitney U	10.00	15.00	13.00
Wilcoxon W	20.00	51.00	49.00
Probability of Superiority [1-(U/N ₁ x N ₂)]*	0.69	0.56	0.59
Significance (2-tailed, $\alpha = 0.05$)	0.31	0.87	0.61

*N₁ = 4; N₂ = 8

Table 4.2. Wilcoxon W and Mann-Whitney U tests of superiority on demographic and experience data

	Age at First Adjudication	Time in Months to Projected Release
Average Rank for Control Group	3.33	7.33
Average Rank for Treatment Group	7.00	5.50
Mann-Whitney U	4.00	8.00
Wilcoxon W	10.00	44.00
Probability of Superiority [1-(U/N ₁ x N ₂)]*	0.88	0.75
Significance (2-tailed, $\alpha = 0.05$)	0.83	0.67

*N₁ = 3; N₂ = 8

Equivalence by mean score. One-way ANOVA tests were conducted for the same outcome variables used for the Mann-Whitney U and Wilcoxon W tests (overall average percentile rank across categories on the *Working* assessment, social skills average percentile rank on the *SSIS* assessment, problem behavior average percentile rank

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on the *SSIS* assessment, age at first adjudication, and time in months to projected release). For each variable, the mean score of the treatment group was *not* statistically significantly different from the mean score of the control group. Therefore, the null hypothesis that the samples are drawn from populations with the same mean, which assumes also the variance and standard deviations are the same, is not rejected for any of the outcomes. This further supports baseline equivalence. The results for each of the one-way ANOVA tests are shown in Tables 4.3, 4.4, 4.5, 4.6, and 4.7 below. Note that as mentioned previously, the *SSIS* and *Working* assessment have complete data on 12 of the participant and the demographic and experience data includes 11 complete data sets. As a result, the *SSIS* and *Working* variables below are calculated on $N = 12$ and the demographic variables are calculated on $N = 11$.

Table 4.3. One-way ANOVA for the outcome variable of overall average percentile rank across categories on the *Working* assessment

Source	SS	df	MS	F	Sig.
Between Groups	502.64	1	502.64	1.37	0.27
Within Groups	3661.51	10	366.15		
Total	4154.15	11			

Table 4.4. One-way ANOVA for the outcome variable of social skills average percentile rank on the *SSIS* assessment

Source	SS	df	MS	F	Sig.
Between Groups	352.67	1	352.67	0.50	0.50
Within Groups	7084.00	10	708.40		
Total	7436.67	11			

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Table 4.5. One-way ANOVA for the outcome variable of problem behavior average percentile rank on the *SSIS* assessment

Source	SS	df	MS	F	Sig.
Between Groups	70.04	1	70.04	0.22	0.65
Within Groups	3187.63	10	318.76		
Total	3257.67	11			

Table 4.6. One-way ANOVA for the outcome variable of age at first adjudication

Source	SS	df	MS	F	Sig.
Between Groups	6.06	1	6.06	2.05	0.19
Within Groups	26.67	9	2.96		
Total	32.73	10			

Table 4.7. One-way ANOVA for the outcome variable of time in months to projected release

Source	SS	df	MS	F	Sig.
Between Groups	0.85	1	0.85	0.97	0.35
Within Groups	7.88	9	0.88		
Total	8.73	10			

Equivalence by presence of a diagnosed disability. Pearson's chi-square test of independence was used to determine whether there was a relationship between group membership (control or treatment) and the presence of a diagnosed disability. The relationship between group membership and presence of a diagnosed disability was not significant; therefore the null hypothesis of independence was not rejected. This test of independence further establishes baseline equivalence. The results are listed in Table 4.8.

Table 4.8. Pearson's chi-square test of independence

	Presence of Diagnosed Disability
Pearson's chi-square	0.82
Degrees of freedom (df)	1
<i>p</i> -value (2-tailed, $\alpha = 0.05$)	0.37

Equivalence by effect sizes. Based on the IES standards for high-quality quasi-experimental design, the baseline effect size differences must fall within the acceptable range of 0.00 to 0.05 for satisfying equivalence on two of the three measures (Lesnick & Seftor, 2015). The effect size measure chosen for this study, η^2 (η^2), uses a ratio of variance and is equivalent to the portion of variance explained as in R^2 of linear regression analysis.

The results are shown in Table 4.9. Differences over 0.05 require statistical adjustments based on the IES standards for high-quality quasi-experimental design in order to satisfy baseline equivalence (Lesnick & Seftor, 2015). They are still, however, within the acceptable range to satisfy equivalence once the adjustments have been made. Thus, during the main effects analysis, a statistical adjustment should be made for the outcome of overall average percentile rank on the *Working* assessment by using a regression analysis to estimate the program impact where the overall average percentile rank on the *Working* assessment is included as a covariate in the analytical model (What Works Clearinghouse [WWC], 2015). However, since nonparametric Spearman r regression analysis is used to determine main effects in this small sample size, this statistical adjustment is not appropriate. Therefore, the effect of age at first adjudication, time to projected release, and presence of a diagnosed disability on the overall percentile rank on the *Working* assessment cannot be determined.

Table 4.9. Effect sizes of η^2 (η^2)

	Pre-Test Overall Average Percentile Rank on <i>Working</i> Assessment	Pre-Test Social Skills Average Percentile Rank on <i>SSIS</i> Assessment	Pre-Test Problem Behavior Average Percentile Rank on <i>SSIS</i> Assessment
η^2 (η^2)	0.12*	0.05	0.02

*Greater than acceptable range for satisfying baseline equivalence and requires statistical adjustment

Analysis of Attrition

Attrition analysis was conducted to determine whether attrition was due to the study conditions. Participants were identified who completed the pre-tests (T1) but did not complete the post-tests (T2). It was originally planned to perform this analysis by applying dummy codes to the status of attrition (1 attritive, 0 not attritive) and then conducting a cross tab analysis/comparison and chi-square analysis. However, because the sample size was small, each individual who was categorized as attritive was manually identified and explanations were gathered for each one as to why they did not complete the second round of testing.

Of the 22 total participants, ($N = 14$) in the treatment group and ($N = 8$) in the control group), six completed the pre-tests (T1) but did not complete the post-tests (T2). Three participants in the treatment group and three in the control group were released during the course of the treatment. Two participants in the treatment group completed the post-test, but not the pre-test. One participant, the aforementioned outlier, was not tested at all and attended only one lesson because he was placed in the classroom incorrectly on one day by security. Additionally, three participants joined the study after the treatment had already begun, leading to their completion of the pre-test happening after 2, 3, or 4 lessons had already been conducted with the treatment group as shown in Table 4.10 below.

Attrition was not due to study conditions. Rather, being released from incarceration was the primary reason for attrition. Likewise, attendance was inconsistent among participants in the treatment group due to uncontrollable events. Such obstacles to attendance included misbehavior by other incarcerated youth that led to the lock down of

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the dorms preventing participants from leaving to attend a lesson, or late return from work crew assignments that interfered with time scheduled for lessons. As a result, none of the participants attended all 14 lessons. Attendance ranged from three lessons to 13 lessons (removing the outlier of only one lesson attended) with a mean attendance of 9 lessons. Table 4.10 summarizes the lessons participants attended as well as their pre- and post-test participation.

Participants with any missing test data were eliminated from the final analysis. Therefore, the treatment group had only eight participants with complete data sets ($N = 8$), and the control group had four ($N = 4$).

Table 4.10. Treatment group attendance and pre- and post-test participation

Participant ID	Pre-Test Date	Lessons Attended	No. of Lessons Attended*	Post-Test Date
1T	Before first lesson	2-7, 9, 11-14	11	After final lesson
2T	Before first lesson	2-7, 9, 11-12, 14	10	After final lesson
3T	Not tested	2-3, 5-9	7	After final lesson
4T	After lesson 2	2, 4-6, 8-14	11	After final lesson
5T	After lesson 4	3-14	12	After final lesson
6T	After lesson 3	3, 5-11, 13-14	10	After final lesson
7T	Not tested	4	1**	Not tested
8T	Not tested	5-9, 11-14	9	After final lesson
9T	Before first lesson	1-8, 10-14	13	After final lesson
10T	Before first lesson	1-5, 9	6	After final lesson
11T	Before first lesson	1-9	9	Released after Lesson 9
12T	Before first lesson	1-3	3	Released after Lesson 3
13T	Before first lesson	1-5, 11-14	9	After final lesson

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14T	Before first lesson	1-6, 8	7	Released after Lesson 8
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*Mean = 8.43, Median = 9, Mode = 9

**With this outlier removed, Mean = 9, Median = 9, Mode = 9

Analysis of Treatment Effects

As part of the larger initiative through University of Oregon, this dissertation sought to answer specific research questions about the instructional program, *Ready for W.A.G.E.S.* These questions include:

- What is the impact of the *Ready for W.A.G.E.S.* instructional program on the competencies for employability and social skills of incarcerated youth as measured by standardized instruments?
- How is performance in *Ready for W.A.G.E.S.* related to special education diagnosis?
- How is performance in *Ready for W.A.G.E.S.* related to age at first adjudication?
- How is performance in *Ready for W.A.G.E.S.* related to time to release?

These questions are discussed in the following analysis of treatment effects. After cleaning the data, establishing baseline equivalence, and conducting the attrition analysis, main effects of the treatment were investigated. Unfortunately, no statistically significant effects were found. The results are detailed below and then discussed in the following chapter.

What is the impact of the *Ready for W.A.G.E.S.* instructional program on the competencies for employability and social skills of incarcerated youth as measured by standardized instruments? To answer the research question above, data from the standardized instruments *SSIS* and *Working* were analyzed for main effects as well as effect size. The data used in this analysis were the aggregated values of overall average

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percentile rank across categories on the *Working* assessment, the social skills average percentile rank on the *SSIS* assessment, and the problem behavior average percentile rank on the *SSIS* assessment.

Main effects. As discussed in the methodology chapter, main effects were measured using repeated measures ANOVA with the control condition as the predictor variable. This analysis compared the performance of the treatment group to the performance of the control group receiving only the Camp Community Transition Program (CCTP) and forestry programming, as measured by the standardized instruments, *SSIS* and *Working*.

The statistical test of repeated measures ANOVA was conducted for the three averaged values used to calculate baseline equivalence (overall average percentile rank across categories on the *Working* assessment, the social skills average percentile rank on the *SSIS* assessment, and the problem behavior average percentile rank on the *SSIS* assessment). No statistically significant variances were found for the treatment group between the first and second rounds of testing on each of these measures as is shown in Tables 4.11, 4.12, and 4.13. For further exploration, repeated measures ANOVA was conducted for each of the seven domains of the *SSIS* assessment and the nine competencies in the *Working* assessment. No statistically significant variances were found in any of these specific areas either. The results are shown in Tables 4.16 and 4.17 in Appendix A.

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Table 4.11. Repeated Measures ANOVA for the outcome variable of overall average percentile rank across categories on the *Working* assessment for Treatment (T) and Control (C) groups

Source	SS	df	MS	F
Between Subjects	4645.94 (T) 193.30 (C)	7 (T) 3 (C)		
Within Subjects	720.37 (T) 1000.78 (C)	8 (T) 4 (C)		
Between Rounds	4.88 (T) 226.38 (C)	1 (T) 1 (C)	4.88 (T) 226.38 (C)	0.05 (T)* 0.88 (C)**
Within Rounds	715.50 (T) 774.40 (C)	7 (T) 3 (C)	102.21 (T) 258.13 (C)	
Total	5366.31 (T) 1194.08 (C)	15 (T) 7 (C)		

*F_{critical} (.05,1,7) = 5.59; **F_{critical} (.05,1,3) = 10.13

Table 4.12. Repeated Measures ANOVA for the outcome variable of social skills average percentile rank on the *SSIS* assessment for Treatment (T) and Control (C) groups

Source	SS	df	MS	F
Between Subjects	3265.00 (T) 7914.00 (C)	7 (T) 3 (C)		
Within Subjects	5105.00 (T) 503.00 (C)	8 (T) 4 (C)		
Between Rounds	576.00 (T) 4.50 (C)	1 (T) 1 (C)	576.00 (T) 4.50 (C)	0.89 (T)* 0.03 (C)**
Within Rounds	4529.00 (T) 498.50 (C)	7 (T) 3 (C)	647.00 (T) 166.17 (C)	
Total	8370.00 (T) 8417.50 (C)	15 (T) 7 (C)		

*F_{critical} (.05,1,7) = 5.59; **F_{critical} (.05,1,3) = 10.13

Table 4.13. Repeated Measures ANOVA for the outcome variable of problem behavior average percentile rank on the *SSIS* assessment for Treatment (T) and Control (C) groups

Source	SS	df	MS	F
Between Subjects	5305.75 (T) 819.00 (C)	7 (T) 3 (C)		
Within Subjects	1160.00 (T) 557.00 (C)	8 (T) 4 (C)		
Between Rounds	121.00 (T) 12.50 (C)	1 (T) 1 (C)	121.00 (T) 12.50 (C)	0.82 (T)* 0.07 (C)**
Within Rounds	1039.00 (T) 544.50 (C)	7 (T) 3 (C)	148.43 (T) 181.50 (C)	
Total	6463.75 (T) 1376.00 (C)	15 (T) 7 (C)		

*F_{critical} (.05,1,7) = 5.59; **F_{critical} (.05,1,3) = 10.13

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Effect size. The mean effect size found in the previous study conducted by University of Oregon on *Ready for W.A.G.E.S.* was 0.32. The expected effect size in this pilot study of the new version of the program was 0.40, but no such effect can be reported. The effect size measure appropriate for repeated measures ANOVA is generalized eta squared (η_G^2 ; Olejnik & Algina, 2003).

$$\eta_G^2 = \frac{\sigma_{effect}^2}{\delta \times \sigma_{effect}^2 + \sigma_{measured}^2}$$

In this calculation, σ_{effect}^2 is the variance between rounds, $\delta = 1$ “if the effect involves only manipulated factors” (in this case the intervention of the *Ready for W.A.G.E.S.* instructional program) and $\sigma_{measured}^2$ is the “sum of variance components due to measured factors, such as ... variance within the cells of the design” (Olejnik & Algina, 2003, p. 436). Thus, the following simplified ratio measures the effect size between rounds compared to the total effect (Olejnik & Algina, 2003, p. 439).

$$\eta_G^2 = \frac{SS_{between\ rounds}}{SS_{total}}$$

The results of the generalized eta² calculations are shown in Table 4.14. As previously mentioned, the expected effect sizes were not obtained. The possible reasons behind this lack of success are discussed in the next chapter.

Table 4.14. Effect sizes of generalized eta² (η_G^2)

	Overall Average Percentile Rank on <i>Working</i> Assessment	Social Skills Average Percentile Rank on <i>SSIS</i> Assessment	Problem Behavior Average Percentile Rank on <i>SSIS</i> Assessment
Generalized eta ² (η_G^2)	0.04	0.04	0.02

How is performance in *Ready for W.A.G.E.S.* related to special education diagnosis, age at first adjudication, and time to release? A Spearman r regression analysis was conducted to determine whether other key variables affected performance in *Ready for W.A.G.E.S.* as measured by the same standardized instruments. These tests were conducted to answer the research questions: how performance in *Ready for W.A.G.E.S.* is related to age at first adjudication, how performance in *Ready for W.A.G.E.S.* is related to time to release, and how performance in *Ready for W.A.G.E.S.* is related to presence of a special education diagnosis. Therefore, the variables used in the Spearman r regression analysis were age at first adjudication, time in months to projected release, and presence of a diagnosed disability.

For the sake of baseline equivalence on the outcome of overall average percentile rank on the *Working* assessment, a statistical adjustment was required during the regression analysis to estimate the impact on performance by including the outcome as a covariate in the analytical model (WWC, 2015). However, as previously discussed, such a statistical analysis is not appropriate using the nonparametric Spearman r regression analysis, so the effect of each variable on the *Working* assessment is withheld. Thus, a Spearman r regression analysis was conducted on the variables age at first adjudication, time in months to projected release, and presence of a diagnosed disability to determine the effect on performance in *Ready for W.A.G.E.S.* as measured by the social skills average percentile rank on the *SSIS* assessment and the problem behavior average percentile rank on the *SSIS* assessment. Table 4.15 shows the correlations calculated by SPSS.

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Table 4.15. Spearman r table of correlations

		Pre-Test Social Skills Average Percentile Rank on <i>SSIS</i> Assessment	Pre-Test Problem Behaviors Average Percentile Rank on <i>SSIS</i> Assessment	Post-Test Social Skills Average Percentile Rank on <i>SSIS</i> Assessment	Post-Test Problem Behaviors Average Percentile Rank on <i>SSIS</i> Assessment
Age at First Adjudication	Pearson Correlation	-0.08	-0.40	-0.18	-0.32
	Sig. (1-tailed)	0.40	0.11	0.30	0.17
Time in Months to Projected Release	Pearson Correlation	-0.35	-0.30	-0.27	-0.60*
	Sig. (1-tailed)	0.15	0.18	0.21	0.03
Presence of a Diagnosed Disability	Pearson Correlation	-0.38	0.23	-0.58*	-0.11
	Sig. (1-tailed)	0.13	0.25	0.03	0.38

*Correlation is significant; critical value for $N = 11$, $\alpha = 0.05$, 1-tailed is 0.54

Statistically significant correlations were found between time in months to projected release and the post-test problem behaviors average percentile rank on the *SSIS* assessment as well as the presence of a diagnosed disability and the post-test social skills percentile rank on the *SSIS* assessment. The correlation between the time in months to projected release and the problem behaviors percentile rank implies the greater the time in months to release, the lower participants scored on the problem behaviors scale. In other words, the earlier participants were in their sentence (further from release), the fewer problem behaviors they had and the closer participants got to being released, the more problem behaviors they had.

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The presence of a diagnosed disability was coded in SPSS as 0 = “No” and 1 = “Yes”, thus a negative correlation implies the presence of a diagnosed disability led to a lower percentile rank on the social skills portion of the *SSIS* assessment. It would be expected that an individual with a disability would score lower on social skills, but not for this correlation to only be significant on the post-test.

These two statistically significant correlations call in to question the validity of the post-test results. The participants’ performance on the post-tests and the unlikely validity of the results on the *SSIS* and *Working* assessments is discussed further in the following chapter.

Analysis of Demographics and Experiences

To increase the value of the quantitative findings in this study, further data are provided on the participants. Demographic and experience data are summarized in aggregate below with some individual examples for increased clarity. These data represent almost the full list of participants ($N = 21$), 14 in the treatment group and 7 in the control group (one control group participant had missing data and was removed).

Age. The participants’ ages at the time of the pre-tests ranged from 16 years, 11 months to 18 years, 8 months. The mean age was 17 years, 9.57 months with the treatment group being slightly older than the control group (17 years, 11 months compared to 17 years, 6.60 months). Seven of the young men in the treatment group had already reached the age of majority prior to the study, yet only one of the participants in the control group had reached 18 already. Still, the ages in the two groups were similar enough to establish baseline equivalence.

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Race/ethnicity. Among all the participants, eight were African American (three in the treatment group and five in the control group), 12 were Hispanic/Latino (ten in the treatment group and two in the control group), and one was Asian/Pacific Islander (he was in the treatment group). There were no White participants, but both facilitators (the researcher and the assistant teacher) were White females. The racial/ethnic makeup of these groups represented that of the facility as a whole, as discussed in the chapter on methodology.

Diagnosed disabilities. Although it is reported 85% of incarcerated youth have a disability, even though only 37% are receiving special education services (National Council on Disability, 2015), the participants in this study did not reflect that statistic. As explained in Chapter 3, Camp AP and Camp Paige in particular have a lower than typical presence of students with disabilities. Four participants (two in the treatment group and two in the control group) were receiving special education services for specific learning disabilities. Anecdotally, several additional participants spoke of believing they had a learning disability or attention deficit disorder, but they remained undiagnosed according to their academic files. Although national statistics indicate that a significant number of students in the juvenile justice system have been formally diagnosed with emotional and behavioral disorders, no students in this sample carried this diagnosis (Leone, Meisel, & Drakeford, 2002; Rutherford, Bullis, Anderson, & Griller-Clark, 2002; PACER, 2015).

Length of sentence. The length of sentences for the participants ranged from six months to nine months. One participant in the treatment group had a set sentence of six months and another in the treatment group had a set sentence of nine months. Most commonly, however, participants were completing sentences of five to seven months

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(seven in the treatment group and five in the control group). Some participants (five in the treatment group and two in the control group) were completing sentences of seven to nine months. These sentences were extended for two of the participants (one in each group) for behavioral infractions. The participant in the treatment group had five days added to his sentence and the other in the control group had seven days added.

Participants state sentences can be extended for infractions as simple as refusing a haircut, but facility personnel state these types of extensions are more likely the result of fighting in the dorms.

Additionally, one of the participants in the control group (the same who had seven days added to his sentence for a behavioral infraction) was “re-filed” at the end of the wait list control group treatment and sentenced to complete the first three months of his five to seven month sentence over again. The court found that he had made no progress during the first three months of his program and the time must be repeated. He was regularly and frequently in trouble for fighting and talking back, spending many 12-hour punishment-by-isolation periods in “the box.”

Type of crimes. The specific crime for which the participant discussed above was committed is unknown except that it fell in category of crimes against persons.

The data on specific crimes was gathered in only general terms: crimes against persons, crimes against property, crimes against persons and property, or behavior. Three participants in this study were incarcerated for crimes against persons (one in the treatment group and two in the control group), eight for crimes against property (five in the treatment group and three in the control group), one for crimes against both persons and property (in the treatment group), and nine for behavior (seven in the treatment group

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and two in the control group). Those incarcerated for behavior had all also committed crimes against persons, property, or property and persons, but it was not for those crimes they were committed for this sentence.

During Lesson 13 on “The Risk and Rewards of Disclosure,” students were told to avoid specifics when discussing the crimes for which they were committed, but some students in the control group chose to share anyway because they wanted to know how to handle disclosure in their individual cases and what exactly could be expunged from their records. For example, an attorney who visited one of their classes went over the process of having your record expunged and gave them a list of which crimes could not be expunged from their records. The same attorney reportedly told the students it can take up to three years for their records to be expunged. The students who chose to share their crimes did so out of the concern that they would always have their specific crimes on their records or would be “found out.”

One participant shared that he had four felony counts against him including assault with a deadly weapon and possession of a firearm while on parole. He said he was also charged with selling marijuana, but that was downgraded to a misdemeanor charge and could be expunged. His brother was also convicted of the same crimes (they were arrested together), but he was over 18 and went to the adult criminal justice system instead. The participant shared that his brother could be incarcerated for up to 15 years, but his attorney is trying to get the sentence down to only three years. This allowed him to see how differently the same crimes are treated for minors versus adults.

A second participant shared that his crimes included making terrorist threats, bringing an assault rifle on to a school campus, and possession of methamphetamines.

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This participant has a 7-month-old daughter and also attends “L.A. Dads,” another program in the facility. His daughter was born while he was on house arrest for a previous conviction. He told me he is really lucky that he was able to be there for her right away because, “a lot of guys don’t get that.” He shared that his father is in prison and has a projected release date in 2019. His mother and “baby mama” took his daughter to the prison to meet her grandfather, which was very special to this participant.

Finally, the third participant who shared his specific crimes said he was committed for residential burglary and explained his crime could be expunged because it was not considered a home invasion. This participant plans to join the Navy upon release and wants to be a dentist. Unfortunately, he was denied early release at the end of this program and informed he will need to complete his full sentence, an additional thirty days. He shared that this was good news because it allowed him more time to work on credit recovery, getting him closer to earning his high school diploma. Another participant echoed his feelings stating that he hopes he does not get early release either and that he would rather stay inside and finish his high school education where he is better able to focus and stay out of trouble.

It was this lesson on disclosure that both groups took the most seriously as judged by their on-task behavior and the depth and seriousness of their discussions. It was not until this lesson, the thirteenth out of a total of fourteen, that the young men opened up and shared such personal information.

Age at first adjudication. Although the participants ranged in age from 16 to 18, they have been involved with the juvenile justice system since they were much younger. The range of ages at first adjudication was from 12 to 17, and the mean was 15 (15 years,

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6.80 months for the treatment group and 13 years, 10 months for the control group). For 15 of the participants (eight in the treatment group and seven in the control group), this sentence was not their first time being incarcerated.

Time to release. Students participated in the program at all stages of their incarceration, from those who joined the study on their first day at the facility to those who were released during the course of the study. Most participants were within four months of their projected release date at the time of the study. The mean time to projected release among all participants was 2.67 months (2.86 months for the treatment group and 2.29 months for the control group). These data do not include the re-file of the participant mentioned above, adding three months to his sentence.

Reoffending. With repeated incarcerations comes falling behind in school or school failure. The mean math ability level was 8th grade (8.57 for the treatment group and 7.71 for the control group). Similarly, the mean reading ability level was 9th grade (9.50 for the treatment group and 8.86 for the control group). While incarcerated, students work on credit recovery to work toward earning a high school diploma. The state of California requires 220 credits to graduate from high school. The mean number of credits earned by the time of the study for the participants was 128.62 (124.89 for the treatment group and 136.07 for the control group). Assembly Bill 167 in the state of California allows for highly mobile students, such as those in foster care or those who have been incarcerated, to graduate by meeting the state minimum requirement of 130 credits if it can be justified they would have difficulty completing a particular district's requirements for graduation (AB167, 2009). Two students in the treatment group, however, did earn their GEDs within days of the completion of the study.

Summary of Analyses

In these analyses of results, no statistical significance was found among the standardized instruments. The key findings were as follows:

- The treatment group and control group met all requirements for baseline equivalence.
- Although attrition was high, it was not due to study conditions, but rather to release of participants from incarceration.
- No statistically significant effects were found for participants on the competencies for employability and social skills as measured by the standardized instruments, *SSIS* and *Working*.
- Special education diagnosis, age at first adjudication, and time to release did not show any relation to performance on *Ready for W.A.G.E.S.*
- The demographic and experience data provide a more complete understanding of the participants, which will be explored further in the next chapter.

Since this dissertation is part of a larger initiative by University of Oregon, the results will be used to determine changes to the instructional program, *Ready for W.A.G.E.S.*, to be made before the next IES study takes place. Although there were not statistically significant findings in this dissertation, the feedback is nonetheless useful for the next version of the program and the upcoming study. This feedback and these changes are discussed further in Chapter 5.

Chapter 5: Discussion

The purpose of this dissertation research was to study the effectiveness of an updated version of *Ready for W.A.G.E.S.*, an instructional program developed specifically for incarcerated youth. The University of Oregon's Secondary Special Education and Transition research unit developed this program. A previous version was studied in 2008 and found to be moderately effective (Johnson & Unruh, 2008). Significant updates were made to the program as a result of that initial study, including cutting the length by more than half (from 33 lessons to 14). Unlike the previous study, however, the results of this research were statistically non-significant for every identified variable and measure. If looking only at these quantitative measures, it could be determined that the *Ready for W.A.G.E.S.* instructional program had no impact on the participants of this study.

In direct opposition to the statistical findings, the anecdotal evidence of the experience of the intervention implied very different results. Because comments from students and teachers seemed not to validate the statistical findings, it was decided that more information from the students would be beneficial. Thus, a focus group was conducted and the participants' own comments about what they learned during the course of the program are shared in this chapter.

First, possible explanations for the disparity between what was witnessed and what was shown by the standardized assessments are discussed below. This includes the possible effects on post-testing and on comparable measures. Then, the findings from the focus group with participants are shared. Finally, contributions of this research to the updated instructional program and benefits to the knowledge base and the participants are discussed, followed by implications for future research.

Possible Effects on Post-Testing

The attitude and age of participants are considered as possible effects on post-test outcomes. As described below, the control group's negative attitude about the program was revealed during the post-testing. These factors likely contributed to the value participants saw in the study and, therefore, the effort they put forth in the post-testing.

Attitude of participants. Participants in both groups were eager to please during the pre-tests. They appeared to take the assessments seriously and try to do their best. This was demonstrated by on task behavior, no side conversations, clarification questions on specific items on the assessments, and the amount of time put into completing each assessment. During the post-tests, however, the reaction was the polar opposite.

While students in the treatment group admittedly rushed through the post-tests to earn their completion certificates, students in the control group openly shared annoyance and even anger at being tested again. After initial defiance from several of the control group participants, they agreed to complete the assessments in exchange for mass amounts of licorice, but clearly rushed through them. They did not appear to be considering or even reading the questions and instead bubbled in the answer sheets randomly as they sat talking to their neighbor when the researcher or assistant teacher came over to remind them to keep working.

In hindsight, more accurate measures would have been achieved had the assessments been delivered one-on-one. This is discussed more in the section on future research as well. In any one-on-one interactions, the participants in the control group were very kind and respectful toward the researcher and the assistant teacher. Participants expressed interest in the study and in learning what *Ready for W.A.G.E.S.* could teach

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them. When their peers were involved in the conversation, however, socializing and grandstanding took priority. While one-on-one testing would have provided more accurate results, it would also have been a significant challenge logistically and would have extended the timeline of the study considerably.

Age of criminal responsibility. Age and closeness to turning eighteen (the age of criminal responsibility) may have been another factor impacting the post-testing outcomes. The level of maturity and interest in effective programming may be tied to the age in which incarcerated youth find personal importance and relevance to programs such as *Ready for W.A.G.E.S.* and are, therefore, willing to put in genuine effort.

The average age for the treatment group was 17.923 years (17 years, 11 months) and the control group was 17.548 years (17 years, 6.6 months). While the differences are not large enough to require any statistical adjustment to establish baseline equivalence, they may have been enough to explain the control group's negative attitude displayed toward participating in the study.

In a typical school setting such a small age difference would not be considered significant. In a secure care setting, however, the closer youth come to the age of criminal responsibility, the more their perception of services changes. As they repeatedly say when asked their age, "Next step is county." They have a keen understanding of how close they are to no longer being treated as a minor within the criminal justice system and how much time they have left to possibly reoffend and be charged as a juvenile rather than an adult. Therefore, their approach to effective programming and wanting help to avoid future incarceration is markedly different the closer they get to 18. As one participant who was 17 years, 11 months shared while observing a fellow participant who

was 17 years, 9 months, “I was just like him a couple months ago.” He further explained that, in his experience, his fellow incarcerated peers do not “take s*** seriously until they have to.”

These factors must be considered when evaluating the validity and reliability of the statistical results of this study. If participants did not accurately complete the post-tests, the lack of statistical significance in the findings is likely inaccurate.

Possible Effects on Comparable Measures

In order to accurately evaluate the effectiveness of the instructional program *Ready for W.A.G.E.S.*, especially when compared to the study of the previous version (Johnson & Unruh, 2008), differences must be taken into account. In addition to the minimal efforts put forth in the post-testing as discussed above, inconsistent attendance impacted fidelity of implementation for the treatment group. Further, the possibility of *SSIS* and *Working* not being the appropriate measures is considered. Finally, the factors of smaller sample size and shorter program length are discussed.

Inconsistent attendance. A likely factor in the statistically insignificant impact of the program on the treatment group was the inconsistency of attendance. As explained in Chapter 4, not one participant was able to attend every single lesson. As the mean attendance among the treatment group of 9 out of 14 lessons demonstrates, all the participants missed at least one component of the program. Missing any lessons, especially since there were only a total of 14, was likely to have impacted the performance on *Ready for W.A.G.E.S.* as measured by the standardized instruments. Therefore, the inconsistent attendance impacted the fidelity of implementation of *Ready for W.A.G.E.S.* for the treatment group.

Inappropriate measures. The standardized instruments chosen for this study may not have been the most appropriate measures. A more appropriate assessment could have been a curriculum-based measure similar to the interview questions discussed in the section about the focus group. The *SSIS* and *Working* assessments were chosen because they met the Institute of Education Sciences (IES) standards for high-quality quasi-experimental design in that they did not over-align to the intervention. They were also used in the pilot study by University of Oregon that preceded this study, as discussed in the Chapter 4. Yet, because the assessments were not delivered one-on-one, which would have resulted in more accurate measures because of the attitude and behavior of the participants, the results were determined to be unreliable. This result is not necessarily a reflection of the assessments, but instead a reflection only of the appropriateness of the assessments for the needs of this particular sample.

Small sample size. It is possible the results appeared significantly more positive in the University of Oregon study because there were much larger sample sizes. After all, smaller effect sizes can be detected with a large enough sample. In order to detect an effect size of 0.32 as was found by University of Oregon during the original pilot study of *Ready for W.A.G.E.S.*, using the Wilcoxon signed-rank test, a sample size of 57 would have been required for a power of 0.7, a sample size of 74 would have been required for a power of 0.8, and a sample size of 102 would have been required for a power of 0.9. Thus, the small sample size in this study ($N = 22$, with only 12 participants having complete sets of data) was not nearly large enough to detect a small effect size on these measures.

Shorter program. The original version of *Ready for W.A.G.E.S.* that was used in the previous study by University of Oregon contained 33 lessons plus an additional 12 complimentary career center activities (e.g., career guidance, interest inventories, career aptitude assessments, resume writing, cover letters, mock interviews, etc.) (Johnson & Unruh, 2008). The version used for this dissertation contained only 14 lessons total. It is possible that in order to show the effect size of 0.32, a longer instructional program (more lessons) may be necessary. Although participants retained new knowledge three weeks after post-testing, as is discussed in the focus group findings, it is unknown whether the brevity of the program was truly a factor in showing no statistically significant effect.

Focus Group with Participants

A focus group was conducted with six of the original 14 participants in the treatment group approximately three weeks after they completed the post-testing. This focus group was held in an effort to see what knowledge students had retained and to discuss the accuracy of the standardized instruments used to measure their growth resulting from participation in *Ready for W.A.G.E.S.* Questions were asked to the whole group as a means to encourage discussion. Direct quotes and whole-group consensus were noted.

The group was asked whether they had learned anything from the program. All six students in attendance enthusiastically and emphatically said, “Yes!” Students called out “I still use assertive communication” and “I still use owning versus moaning.” These quotes were specific to key terms and lessons taught in *Ready for W.A.G.E.S.* and are evidence of retention. Participants pointed out how they were able to demonstrate their new knowledge during the mock interviews during Lesson 14, the final lesson, in

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answering the questions. The interview questions were directly aligned to the objectives of the program. The questions focused on the “targeted workplace foundation skills” around which *Ready for W.A.G.E.S.* was built: taking responsibility, communication, problem solving, and teamwork. Additionally, the mock interviews addressed the issue of disclosure, which was covered in the culminating lessons, 12 and 13. The interview questions were as follows:

1. In this position, we are looking for an individual who is independent and is accountable. Please describe how, in a work setting or in a different environment, you have taken responsibility for completing a specific task.
2. In this position, the individual we hire will have to work with multiple people to complete a task. Please describe the important skills needed to work in a team effectively. Provide an example of how you work in a team.
3. We need an individual with effective communication skills in helping customers learn about our product. Describe how you would respond to a customer that was demanding.
4. Often there are circumstances that arise on this job when you may need to figure out how to solve a problem. What are some steps you would take to help solve a problem efficiently and effectively?
5. I notice that you did not answer the question on the application about prior felony convictions. Is there information you are withholding that may impact your success on the job?

The focus group participants all agreed the mock interviews were an accurate assessment of their knowledge. For each interview question, students answered with

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specific examples from the program, what they had learned, and how they were able to apply each skill to their current setting. In addition, they gave examples of how they would apply the new skills in the job for which they were interviewing and why the potential employer should hire them.

When asked why they thought the tests (*SSIS* and *Working*) did not show more favorable results about the growth they made as a result of the program, one student answered, “I don’t like tests. I’m not a test taker. That’s why I’m on an IEP.” Another student said, “There were a lot of opinions in the test. You could give too many different answers.”

Contributions to the Updated Instructional Program

Focus group discussions and feedback throughout the instructional program were shared with University of Oregon as they prepare for their upcoming Institute of Education Sciences (IES) study. Changes were made to the next version of *Ready for W.A.G.E.S.* as a result of this dissertation.

Although a statistically significant impact of *Ready for W.A.G.E.S.* on the participants could not be detected on the standardized instruments, the participants’ impact on the *Ready for W.A.G.E.S.* program itself was substantial. Following the study, the participants in both groups were asked for their feedback about the program and specific changes they would recommend. As a result of their suggestions and the findings of the focus group, several areas of the program will be updated prior to the testing to be conducted by University of Oregon through the upcoming IES federal grant project. The suggested updates came from regional differences between where the program was created and where it was implemented, different perspectives or mindsets between the

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creators of the program and the participants, and finally the use of the *SSIS* and *Working* assessments.

Regional differences. Some of the changes that will be made are related to regional differences that were previously unnoticed. For example, in Lesson 2 on “Actions, Thoughts, and Feelings,” one example given of a *thought* was, “I can’t wait to be 18!” In California, predominantly in Los Angeles County where all of the participants reside, the 18th Street Gang is one of the largest and most powerful criminal organizations in the area. Compared to Crips and Bloods, the 18th Street Gang has multiple factions that cover a large expanse of Los Angeles County and beyond, and have approximately 50,000 members (National Drug Intelligence Center [NDIC], 2008). The National Drug Intelligence Center (NDIC), formerly part of the U.S. Department of Justice, claimed there are as many as 200 factions of this insidious gang in 50 cities across 28 states (NDIC, 2008). The 18th Street Gang is reported to be active in cocaine, marijuana, heroin, and methamphetamine distribution and sales, as well as “assault, auto theft, carjacking, drive-by shooting, extortion, homicide, identification fraud, and robbery” (NDIC, 2008, para. 1). When participants in both groups read, “I can’t wait to be 18,” they all made gang references that are not permitted within the facility (reading the statement as, “I can’t wait to be 18th!”) and the classroom teachers had to reprimand the behavior immediately. As a result, this example, “I can’t wait to be 18!” must be removed from the program.

Another regional example was in Lesson 7 on “Maintaining Self-Control.” The lesson includes scripted scenarios that participants role-play to practice using assertive communication with difficult customers and coworkers rather than reacting to a

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challenging circumstance with aggressive, passive, or passive-aggressive communication. Two of the scenarios are set in gas stations with the employee in the role of a gas station attendant. In both scenarios, the challenge revolves around the employee pumping gas for a customer. In Oregon, where the *Ready for W.A.G.E.S.* instructional program was written, customers are not allowed to pump their own gas and every gas station has attendants for pumping gas and collecting payment from customers who must remain in their vehicles. In California, however, the participants had never heard of full-service stations and did not understand why the difficult customer could not simply pump her own gas. The confusion caused by the scenarios took away from the lesson behind them. As a result, University of Oregon will be updating these scenarios in Lesson 7.

Perspectives. Another cultural divide became evident in Lesson 6, although it was the result of varied mindsets rather than regional differences. The lesson is about empathy and includes three moral dilemmas to encourage participants to see a situation from multiple points of view. During the creation and trainings for *Ready for W.A.G.E.S.*, the middle-class, white, academic, professional adults who created the program along with the demographically equivalent facilitators they trained all found the proposed scenarios to be appropriately challenging moral dilemmas. These dilemmas were new to this version of the program and had not been previously field-tested. The moral dilemmas included a sinking ship with limited life rafts, a pharmacist unwilling to sell life-saving medicine for a reasonable price, and a bank robber who donated everything he stole to an orphanage. The participants' reactions to the moral dilemmas were vastly different than those of the creators and facilitators.

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For the first moral dilemma involving the sinking ship, participants were asked to decide if they would let some elderly people who were in the water into their already overloaded lifeboat. One participant said, “That would never happen to me because I would never go on a boat.” Other participants were able to imagine themselves in the situation, but were not able to articulate how they could see the situation from others’ perspectives in order to make their decision. Rather, they determined who could join the lifeboat by the temperature of the water. If the water was warm, they would trade places with the elderly people and swim to shore themselves. If the water was cold, they would “let the old people die because they’ve already had a long life.” Both the treatment and control groups answered this moral dilemma in the same manner.

For the moral dilemma about the greedy pharmacist who refused to sell the life-saving drug for a reasonable price, participants in both groups said they would simply break in and steal the drugs, even killing the pharmacist if it became necessary. When asked if they were willing to spend the rest of their lives in prison for those crimes, they focused on how to commit the crimes without getting caught and said if they did get caught, it would not be a life sentence and would be worth it. Again, this was the same in both groups and again, the discussion missed the point of the lesson.

For the moral dilemma involving the bank robber who gave everything he stole to an orphanage, participants were asked whether or not they would turn him in. All of the participants in both groups instantly answered, “No.” They all agreed they would never turn anyone in under any condition. Whereas the creators of the program and the facilitators struggled with the ethical factors and legal implications of this scenario, participants stood by the code with which they were raised: “snitches get stitches.”

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Participants recommended changing the moral dilemmas to ones with which they could more closely identify. They created examples to be presented to the creators of the program at University of Oregon and one of their examples will be used in the new version. The new moral dilemma involves two people riding in a car that gets pulled over. The driver of the car has a child at home and is on parole. He already has two strikes on his record and a third strike would send him to jail for life. He has a firearm in the vehicle for the safety of himself and his child because they live in a dangerous neighborhood. If the police officer finds the weapon, however, the driver will be charged with possession of a firearm while on parole, receive his third strike, and go to jail for the rest of his life. The question is whether or not the passenger should take the rap for the gun even though he has been trying to improve his own circumstances as well.

Participants challenged one another with this moral dilemma and agreed it depends on the strength of the relationship between the two individuals in the car. The debate they had over this situation and times in which you would take the fall for someone else led to deeper discussions on empathy, whereas the scenarios included in the program did not.

Measures. The final change made as a result of this study regards the standardized instruments used as a measure of success. As previously discussed, it was determined the *SSIS* and *Working* assessments were not appropriate measures of the skills taught in the *Ready for W.A.G.E.S.* instructional program. If these standardized assessments are used in future studies, it is recommended they be given one-on-one with participants for more accurate measures. The findings were shared with University of Oregon and they are considering different forms of assessing the program as a result.

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Benefits

University of Oregon will be conducting the larger IES study with 12 sites over three years, thorough training of facilitators, and financial incentives for facilities, facilitators, and participants. The changes discussed above will be made as a result of this study, improving the *Ready for W.A.G.E.S.* program. Further, the training of the facilitators will also be adjusted based on feedback from this experience. This study and version of the program were improvements over the original pilot study conducted by University of Oregon in 2008 (Johnson & Unruh, 2008), and the next study and version will be more effective as a result of this dissertation. The feedback on the materials and methods that were the result of this study proved that although statistically significant impacts were not found, this study was still of value.

The facility in which this study was conducted will be included in the upcoming larger study. The administrators recognized the value of the program despite any challenges they may have witnessed. Their interest is the result of evidence they saw in the participants of improved communication skills, problem solving, and future planning. The program will be included in their continued efforts to decrease recidivism by improving transition services for incarcerated youth as they prepare them for reentry.

Contributions to the knowledge base. Although this study did not produce the results that were expected or hoped, it still had significant value. Beyond the improvements to the program discussed above, this study resulted in further supporting the value of pilot studies, mixed methods research, and member checking, as well as creating a beneficial experience for participants. Each of these values is explained in more detail below.

Pilot study. The importance of pilot studies or feasibility studies is widely accepted in both educational research and the social science. “Pilot studies are a crucial element of a good study design. Conducting a pilot study does not guarantee success in the main study, but does increase the likelihood” (van Teijlingen & Hundley, 2001, p. 1). Pilot studies routinely provide valuable insight for researchers and protect the following study from likely pitfalls.

One of the advantages of conducting a pilot study is that it might give advance warning about where the main research project could fail, where research protocols may not be followed, or whether proposed methods or instruments are inappropriate or too complicated. (van Teijlingen & Hundley, 2001, p. 1)

This pilot study led to changes in the *Ready for W.A.G.E.S.* instructional program itself and in how the success of program is assessed. Without this pilot study, the impact and value of the upcoming IES study by University of Oregon would be diminished.

Mixed methods. As discussed in the chapter on findings as well as this chapter, the quantitative results were unexpected and disappointing. Had those results been the only ones examined and the only ones upon which decisions were based, *Ready for W.A.G.E.S.* would be determined to be an abject failure. In examining purely quantitative data, there are various analyses that can be conducted, but none tell the full story as they are limited by having only the etic perspective. Such concern is articulated by Bonilla-Silva and Zuberi (2008) in defining *White Logic* and *White Methods*, “Data do not tell us a story. We use data to craft a story that comports with our understanding of the world” (p. 7). In looking at purely numerical data, researchers see an incomplete story, as was very evident in this study. “Statistical results, themselves, do not prove anything beyond

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the numerical relationship between two or more lists of numbers or variables” (Zuberi & Bonilla-Silva, 2008, p. 9). In other words, numerical data may show *what* is happening, but cannot explain *why* (Zuberi & Bonilla-Silva, 2008). It was only the incorporation of the qualitative pieces that shed light on the beneficial nature of the program and that led to improvements in *Ready for W.A.G.E.S.* that will be made for the upcoming IES study through University of Oregon.

The focus group clarified points of confusion from the quantitative data. Participants were able to quickly and easily demonstrate knowledge qualitatively that would have been missed otherwise. Further, the result of the focus group is that University of Oregon will now consider alternative measures for their upcoming study. This was possible because the participants were able to share their feelings about the assessments and prove they learned more than those particular measures showed.

It was the incorporation of the participants’ voice that made the difference in this study. Had only the quantitative data been considered, the lessons from the focus group and the feedback would have been missed. After all, *all* of the changes to the new version of the program came from the qualitative portion of this study.

Member checking. The focus group was also valuable for member checking, increasing the accuracy of the qualitative findings. Feedback and ideas were verified and clarified and the evaluation of the assessments was obtained. Lincoln and Guba (1985) connected member checking to sharing analyzed data with participants to review for authenticity of the results. With member checking, participants are given an opportunity to see if the results, whether qualitative or quantitative, truly represent their experience (Lincoln & Guba, 1985). Further, participants are given the opportunity to critically

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analyze the findings and comment on the results (Creswell, 2007). Member checking decreases the occurrences of incorrect data or results by researchers about the performance of participants (Harper & Cole, 2012).

Harper and Cole (2012) claim such member checking also has therapeutic benefits for participants. Experiences such as the focus group conducted in this study allow participants to hear from others and connect with similar experiences and new knowledge; learning what they felt, thought, and experienced was not unique to only them and is supported by their peers in the study. Participants experience validation from having their voices valued and being a part of a productive group making a program better for future participants.

Beneficial experience for participants. Participants in this study received multiple benefits. Participants learned competencies related to employability and social skills, specifically the workplace foundational skills of taking responsibility, communication, problem solving, and teamwork. Additionally, they experienced having their opinions heard and valued. This population is seldom heard; they are frequently quieted. An infraction they mentioned repeatedly during the course of the program is “comment after correction.” In this case, incarcerated youth can be written up or even placed in “the box” for speaking after being corrected by a parole officer in the facility. They are to remain quiet rather than argue or stick up for themselves. To rather be asked for their thoughts and opinions and ideas was a new experience for them.

When the participants were first asked for ideas and feedback to be presented to University of Oregon, they said their voices were not the ones that mattered. Ideas had to be coaxed out of them initially, yet once they began to share, the ideas and feedback were

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prolific and priceless. The participants know their ideas were taken seriously and that University of Oregon chose to incorporate their recommendations into the program that will soon be delivered at twelve facilities, impacting potentially hundreds of incarcerated youth just like them. They have taken pride in making a difference in this manner.

As a result, participants not only learned how to take responsibility, communication assertively and with self-control, solve problems, and work as a team, they also learned some people in positions of authority recognize they are worth listening to. They took pride in their contributions, as they should.

Implications for Future Research

Despite the value of this study as discussed above, there is still clearly a significant need for more research in this area. Myriad needs remain and the call for action is clear. Recognizing the trauma created by the experience of incarceration, the Juvenile Justice and Delinquency Prevention (JJDP) Reauthorization Act of 2015 includes “the support of a trauma-informed continuum of programs to address the needs of at-risk youth and youth who come into contact with the justice system” (S.1169, 2015). The goal of such services within secure care facilities is to help rehabilitate incarcerated youth in the hopes of them *not* becoming incarcerated adults, as is the more typical outcome.

Despite the Juvenile Justice and Delinquency Prevention (JJDP) Act of 2002 that calls for comprehensive plans at the state level to meet the needs of incarcerated youth both during and after incarceration (Office of Juvenile Justice and Delinquency Prevention [OJJDP], 2015b), recidivism rates are still at a national average of 67.8% (Office of Justice Programs, 2014). Recognizing the impact of incarceration on youth, the

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JJDP Reauthorization of 2015 proposes the inclusion in state plans of “community-based alternatives to the detention of juveniles in correctional facilities, enhanced mental health and substance abuse screening, and a description of the use of funds for reentry into the community of juveniles after release” (S.1169, 2015). This recognition of the importance of easing reentry is not new to the 2015 reauthorization, but it is highlighted with new accountability measures. Facilities will be required to account for how funds are spent in efforts to ease reentry and transition back in to the community post incarceration.

This increased focus on successful reentry and decreased recidivism increases the need to identify evidence-based practices for transition from juvenile justice settings. The recommendations for future research that were shared in the literature review chapter of this dissertation remain relevant and necessary. Research was proposed in the areas of evaluating new and existing interventions, the impact of these programs on desistance or recidivism, and the effect of these programs in community-based alternatives.

Evaluating new and existing interventions. As previously discussed, continued or increased research is recommended in finding evidence-based programs and practices for secure care settings, the impact of those programs on desistance or recidivism, and the effect of community-based alternatives on a variety of outcomes for youth who would otherwise be incarcerated.

One existing promising resource is the *Transition Toolkit 2.0: Meeting the Educational Needs of Youth Exposed to the Juvenile Justice System* created by the National Technical Assistant Center for the Education of Neglected or Delinquent Children and Youth (National Technical Assistant Center for the Education of Neglected or Delinquent Children and Youth [NDTAC], 2008). The transition toolkit is specifically

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designed to help juvenile justice facilities assess their own transition programs and “prioritize the strategies presented in the *Transition Toolkit 2.0*, assess the current level of implementation of each strategy, and then make a plan for revising current processes to make better use of the presented strategies” (NDTAC, 2008, Appendix A). The *Transition Toolkit 2.0* provides resources and practices for the areas of transitioning into the juvenile justice system, creating and maintaining a future-focus during incarceration through employment or educational goals, transitioning from incarceration back into the community, then aftercare for supporting formerly incarcerated youth to maintain desistence of criminal activity and decrease recidivism (NDTAC, 2008).

Resources such as the *Transition Toolkit 2.0* are extremely valuable and need continued support and updating. It is through continued research these resources are made possible.

Longitudinal studies. Longitudinal studies are the only way to measure or assess issues related to recidivism and the impact of employability on formerly incarcerated youth. Long-term studies, however, face many challenges. The type of longitudinal study required to test the efficacy of a specific intervention is one with a panel study sample. In this manner, the researcher could test the same sample on multiple occasions over time. One challenge with this type of study, however, is attrition or mortality over long periods of time. As Krathwohl (2009) explains,

If the likelihood of member loss is great, we could compensate by starting with a larger panel or find satisfactory replacements. Because ‘movers’ and ‘stayers’ tend to differ on certain characteristics, if these are related to what we are studying then exact replacement may prove difficult. Again, mortality may

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provide a rival explanation for observed changes. Because of the problem of retaining an intact group over time, panel studies tend to be of short duration. (p. 573-574)

This attrition or mortality demonstrates the difficulty of longitudinal studies with the sample population of formerly incarcerated youth. There are two types of participants who would likely qualify as “stayers”: those who obtain and maintain employment and are, therefore, easy to track down or those who become reincarcerated and are easy to track down because they are in the criminal justice system. The “movers,” on the other hand, are those who neither are employed nor reincarcerated and who are especially valuable to the assessment of the intervention. Understanding why they do not fall in to the two categories of employed or reincarcerated would be of service to the improvement of any program.

Additionally, longitudinal studies require significant commitment from the researchers involved, both in time and money. The act of following up with participants, whether they be “stayers” or “movers,” takes considerable efforts. The longer the study, also, the more difficult it is to maintain the original panel of participants. As a result, very few longitudinal studies are available about the effectiveness of juvenile justice reentry programs. They are, however, desperately needed.

Community-based alternatives. Another area of significant need is that of community-based alternatives and the impact of youth who would otherwise be incarcerated. The potential impact of a program teaching competencies for employability and social skills is possibly greater for youth who are able to remain in their communities for the duration of the program. Remaining in their home community allows participants

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to obtain employment with the supports of those leading the program, or to maintain existing employment. Either option provides real life implementation of newly acquired skills, making learning more meaningful to participants. It is, thus, reasonable to assume the potential impact of a program such as *Ready for W.A.G.E.S.* could be significantly higher in a community-based alternative setting. This remains to be determined through future research.

Clearly, the needs for future research are vast in the areas of identifying evidence-based programs and practices for each stage of the juvenile justice process. Clearly, topics of future research must include: increasing desistence and decreasing recidivism, maximizing the use of community-based alternatives for non-violent young offenders, and finding effective instructional approaches that contribute to successful employment and social skills for juvenile offenders.

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Appendix A: ANOVA Tables

Table 4.16. Repeated Measures ANOVA for the outcome variable of each of the seven domains on the SSIS assessment for Treatment (T) and Control (C) groupsA.2

Table 4.17. Repeated Measures ANOVA for the outcome variable of each of the nine competencies on the Working assessment for Treatment (T) and Control (C) groups...A.5

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Table 4.16. Repeated Measures ANOVA for the outcome variable of each of the seven domains on the SSIS assessment for Treatment (T) and Control (C) groups

The domain of *communication* measures one's competency in "taking turns and making eye contact during conversation, using appropriate tone of voice and gestures, and being polite by saying 'thank you' and 'please'" (Gresham & Elliott, 2008b, p. 1).

Domain:	SS	df	MS	F
<i>Communication</i>				
Between	22.94 (T)	7 (T)		
Subjects	53.50 (C)	3 (C)		
Within Subjects	36.50 (T)	8 (T)		
	2.00 (C)	4 (C)		
Between	1.56 (T)	1 (T)	1.56 (T)	0.31 (T)*
Rounds	0.50 (C)	1 (C)	0.50 (C)	1.00 (C)**
Within Rounds	34.94 (T)	7 (T)	4.99 (T)	
	1.50 (C)	3 (C)	0.50 (C)	
Total	59.44 (T)	15 (T)		
	55.50 (C)	7 (C)		

The domain of *cooperation* measures one's competency in "helping others, sharing materials, and complying with rules and directions" (Gresham & Elliott, 2008b, p. 1).

Domain:	SS	df	MS	F
<i>Cooperation</i>				
Between	133.00 (T)	7 (T)		
Subjects	147.00 (C)	3 (C)		
Within Subjects	92.00 (T)	8 (T)		
	17.00 (C)	4 (C)		
Between	9.00 (T)	1 (T)	9.00 (T)	0.76 (T)*
Rounds	0.00 (C)	1 (C)	0.00 (C)	0.00 (C)**
Within Rounds	83.00 (T)	7 (T)	11.86 (T)	
	17.00 (C)	3 (C)	5.67 (C)	
Total	225.00 (T)	15 (T)		
	164.00 (C)	7 (C)		

The domain of *assertion* measures one's competencies in "initiating behaviors, such as asking others for information, introducing oneself, and responding to the actions of others" (Gresham & Elliott, 2008b, p. 1).

Domain:	SS	df	MS	F
<i>Assertion</i>				
Between	210.94 (T)	7 (T)		
Subjects	66.38 (C)	3 (C)		
Within Subjects	48.50 (T)	8 (T)		
	11.50 (C)	4 (C)		
Between	7.56 (T)	1 (T)	7.56 (T)	1.29 (T)*
Rounds	3.13 (C)	1 (C)	3.13 (C)	1.12 (C)**
Within Rounds	40.94 (T)	7 (T)	5.85 (T)	
	8.38 (C)	3 (C)	2.79 (C)	

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Total	259.44 (T) 77.88 (C)	15 (T) 7 (C)		
The domain of <i>responsibility</i> measures one's competencies in "showing regard for property or work and demonstrating the ability to communicate with adults" (Gresham & Elliott, 2008b, p. 1).				
Domain: <i>Responsibility</i>	SS	df	MS	F
Between Subjects	132.75 (T) 118.38 (C)	7 (T) 3 (C)		
Within Subjects	83.00 (T) 16.50 (C)	8 (T) 4 (C)		
Between Rounds	0.25 (T) 0.13 (C)	1 (T) 1 (C)	0.25 (T) 0.13 (C)	0.02 (T)* 0.02 (C)**
Within Rounds	82.75 (T) 16.38 (C)	7 (T) 3 (C)	11.82 (T) 5.46 (C)	
Total	215.75 (T) 134.88 (C)	15 (T) 7 (C)		
The domain of <i>empathy</i> measures one's competency in "showing concern and respect for others' feelings and viewpoints" (Gresham & Elliott, 2008b, p. 2).				
Domain: <i>Empathy</i>	SS	df	MS	F
Between Subjects	89.94 (T) 66.38 (C)	7 (T) 3 (C)		
Within Subjects	78.50 (T) 8.50 (C)	8 (T) 4 (C)		
Between Rounds	0.06 (T) 1.13 (C)	1 (T) 1 (C)	0.06 (T) 1.13 (C)	0.01 (T)* 0.46 (C)**
Within Rounds	78.44 (T) 7.38 (C)	7 (T) 3 (C)	11.21 (T) 2.46 (C)	
Total	168.44 (T) 74.88 (C)	15 (T) 7 (C)		
The domain of <i>engagement</i> measures one's competencies in "joining activities in progress and inviting others to join, initiating conversations, making friends, and interacting well with others" (Gresham & Elliott, 2008b, p. 2).				
Domain: <i>Engagement</i>	SS	df	MS	F
Between Subjects	65.00 (T) 100.38 (C)	7 (T) 3 (C)		
Within Subjects	60.00 (T) 5.50 (C)	8 (T) 4 (C)		
Between Rounds	16.00 (T) 3.13 (C)	1 (T) 1 (C)	16.00 (T) 3.12 (C)	2.55 (T)* 3.95 (C)**
Within Rounds	44.00 (T) 2.38 (C)	7 (T) 3 (C)	6.29 (T) 0.79 (C)	
Total	125.00 (T) 105.88 (C)	15 (T) 7 (C)		

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The domain of *self-control* measures one's competencies in "responding appropriately in conflict (e.g., disagreeing, teasing) and nonconflict situations (taking turns and compromising)" (Gresham & Elliott, 2008b, p. 2).

Domain:	SS	df	MS	F
<i>Self-control</i>				
Between Subjects	87.00 (T) 151.38 (C)	7 (T) 3 (C)		
Within Subjects	52.00 (T) 6.50 (C)	8 (T) 4 (C)		
Between Rounds	2.25 (T) 0.13 (C)	1 (T) 1 (C)	2.25 (T) 0.13 (C)	0.32 (T)* 0.06 (C)**
Within Rounds	49.75 (T) 6.38 (C)	7 (T) 3 (C)	7.11 (T) 2.13 (C)	
Total	139.00 (T) 157.88 (C)	15 (T) 7 (C)		

*F_{critical} (.05,1,7) = 5.59

**F_{critical} (.05,1,3) = 10.13

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Table 4.17. Repeated Measures ANOVA for the outcome variable of each of the nine competencies on the *Working* assessment for Treatment (T) and Control (C) groups

The competency of *taking responsibility* measures one's "tendency to live up to commitments, 'own' problems that affect you, worry about what needs to be done, and make sure tasks are done right" (Miles & Grummon, 1996, p. 10).

Competency:	SS	df	MS	F
<i>Taking Responsibility</i>				
Between Subjects	10134.94 (T) 1068.50 (C)	7 (T) 3 (C)		
Within Subjects	2200.00 (T) 2793.00 (C)	8 (T) 4 (C)		
Between Rounds	64.00 (T) 242.00 (C)	1 (T) 1 (C)	64.00 (T) 242.00 (C)	0.21 (T)* 0.29 (C)**
Within Rounds	2136.00 (T) 2551.00 (C)	7 (T) 3 (C)	305.13 (T) 850.33 (C)	
Total	12334.94 (T) 3861.50 (C)	15 (T) 7 (C)		

The competency of *working in teams* measures one's "skills and attitudes toward working on problems and tasks with others as a team assignment" (Miles & Grummon, 1996, p. 10).

Competency:	SS	df	MS	F
<i>Working in Teams</i>				
Between Subjects	10204.98 (T) 971.09 (C)	7 (T) 3 (C)		
Within Subjects	1034.13 (T) 2915.63 (C)	8 (T) 4 (C)		
Between Rounds	37.51 (T) 413.28 (C)	1 (T) 1 (C)	37.52 (T) 413.28 (C)	0.26 (T)* 0.50 (C)**
Within Rounds	996.61 (T) 2502.34 (C)	7 (T) 3 (C)	142.37 (T) 824.12 (C)	
Total	11239.11 (T) 3886.72 (C)	15 (T) 7 (C)		

The competency of *persisting* measures one's "tendency to stick with a task until it is completed, even when it turns out to be tougher than you would like" (Miles & Grummon, 1996, p. 10).

Competency:	SS	df	MS	F
<i>Persisting</i>				
Between Subjects	8945.75 (T) 3137.50 (C)	7 (T) 3 (C)		
Within Subjects	2058.00 (T) 4050.00 (C)	8 (T) 4 (C)		
Between Rounds	2.25 (T) 2112.50 (C)	1 (T) 1 (C)	2.25 (T) 2112.50 (C)	0.01 (T)* 3.27 (C)**
Within Rounds	2055.75 (T)	7 (T)	293.68 (T)	

EASING REENTRY OF INCARCERATED YOUTH

	1937.50 (C)	3 (C)	645.83 (C)
Total	11003.75 (T)	15 (T)	
	7187.50 (C)	7 (C)	

The competency of *having a sense of quality* measures one's "attention to details, your dissatisfaction with just doing the minimum, and your desire to excel" (Miles & Grummon, 1996, p. 10).

Competency:	SS	df	MS	F
<i>Having a Sense of Quality</i>				
Between	9567.00 (T)	7 (T)		
Subjects	1315.38 (C)	3 (C)		
Within Subjects	4008.00 (T)	8 (T)		
	3250.50 (C)	4 (C)		
Between	42.45 (T)	1 (T)	42.25 (T)	0.08 (T)*
Rounds	1035.13 (C)	1 (C)	738.46 (C)	1.40 (C)**
Within Rounds	3965.75 (T)	7 (T)	566.54 (T)	
	2215.38 (C)	3 (C)	738.46 (C)	
Total	13575.00 (T)	15 (T)		
	4565.88 (C)	7 (C)		

The competency of *interest in life-long learning* measures one's "interest in learning, your curiosity, and your desire to explore new information and ideas" (Miles & Grummon, 1996, p. 10).

Competency:	SS	df	MS	F
<i>Interest in Life-Long Learning</i>				
Between	12210.11 (T)	7 (T)		
Subjects	1109.38 (C)	3 (C)		
Within Subjects	1692.13 (T)	8 (T)		
	737.50 (C)	4 (C)		
Between	0.77 (T)	1 (T)	0.77 (T)	0.00 (T)*
Rounds	253.13 (C)	1 (C)	253.13 (C)	1.57 (C)**
Within Rounds	1691.36 (T)	7 (T)	241.62 (T)	
	484.38 (C)	3 (C)	161.46 (C)	
Total	13902.23 (T)	15 (T)		
	1846.88 (C)	7 (C)		

The competency of *adapting to change* measures flexibility, your appreciation of variety, and your willingness to adjust to major changes in your life" (Miles & Grummon, 1996, p. 10).

Competency:	SS	df	MS	F
<i>Adapting to Change</i>				
Between	7937.00 (T)	7 (T)		
Subjects	1896.00 (C)	3 (C)		
Within Subjects	5653.00 (T)	8 (T)		
	4008.00 (C)	4 (C)		

EASING REENTRY OF INCARCERATED YOUTH

Between	196.00 (T)	1 (T)	196.00 (T)	0.25 (T)*
Rounds	1352.00 (C)	1 (C)	1352.00 (C)	1.53 (C)**
Within Rounds	5457.00 (T)	7 (T)	779.57 (T)	
	2656.00 (C)	3 (C)	885.33 (C)	
Total	13590.00 (T)	15 (T)		
	5904.00 (C)	7 (C)		

The competency of *permanent problem solving* measures one's "habits and skills when tackling problems in an active, systematic manner" (Miles & Grummon, 1996, p. 10).

Competency:	SS	df	MS	F
<i>Permanent Problem Solving</i>				
Between	10202.94 (T)	7 (T)		
Subjects	927.34 (C)	3 (C)		
Within Subjects	4520.50 (T)	8 (T)		
	5678.13 (C)	4 (C)		
Between	1425.06 (T)	1 (T)	1425.06 (T)	3.22 (T)*
Rounds	2032.03 (C)	1 (C)	2032.03 (C)	1.67 (C)**
Within Rounds	3095.43 (T)	7 (T)	442.21 (T)	
	3646.09 (C)	3 (C)	1215.37 (C)	
Total	14723.44 (T)	15 (T)		
	6605.47 (C)	7 (C)		

The competency of *information processing* measures one's "competence in managing your own learning processes and in having and using multiple strategies when learning" (Miles & Grummon, 1996, p. 10).

Competency:	SS	df	MS	F
<i>Information Processing</i>				
Between	9652.73 (T)	7 (T)		
Subjects	334.38 (C)	3 (C)		
Within Subjects	2590.63 (T)	8 (T)		
	5137.50 (C)	4 (C)		
Between	112.89 (T)	1 (T)	112.89 (T)	0.32 (T)*
Rounds	3003.13 (C)	1 (C)	3003.13 (C)	4.22 (C)**
Within Rounds	2477.73 (T)	7 (T)	353.96 (T)	
	2134.38 (C)	3 (C)	711.46 (C)	
Total	12243.36 (T)	15 (T)		
	5471.88 (C)	7 (C)		

The competency of *thinking in terms of systems* measures one's "competence in seeing how one situation affects another, in seeing the 'big picture' rather than just its parts, and in seeking improvements to problems or situations" (Miles & Grummon, 1996, p. 10).

Competency:	SS	df	MS	F
<i>Thinking in Terms of</i>				

EASING REENTRY OF INCARCERATED YOUTH

<i>Systems</i>				
Between	8795.44 (T)	7 (T)		
Subjects	1675.00 (C)	3 (C)		
Within Subjects	1285.50 (T)	8 (T)		
	3725.00 (C)	4 (C)		
Between	150.06 (T)	1 (T)	150.06 (T)	0.93 (T)*
Rounds	2112.50 (C)	1 (C)	2112.50 (C)	3.93 (C)**
Within Rounds	1135.44 (T)	7 (T)	162.21 (T)	
	1612.50 (C)	3 (C)	537.50 (C)	
Total	10080.94 (T)	15 (T)		
	5400.00 (C)	7 (C)		

*F_{critical} (.05,1,7) = 5.59

**F_{critical} (.05,1,3) = 10.13

Appendix B: Glossary of Terms

Glossary of Terms.....B.2

EASING REENTRY OF INCARCERATED YOUTH

Glossary of Terms

Adjudication – a court decision that determines the youth has committed the crime for which he/she is charged, similar to an adult conviction (and analogous to the term “convicted”)

Aftercare – services and supports designed to ease transition for formerly incarcerated youth back in to the community

Age of criminal responsibility – the age that an individual becomes eligible to be processed through the adult criminal system rather than the juvenile justice system, typically at the age of 18

Age of majority – the age of legal adulthood, 18

Behavior offenses – typically status offenses (conduct that is only illegal if committed by a minor) such as running away from home, truancy, curfew violations, loitering, disorderly conduct, underage drinking, or being beyond the control of parents or guardians

Box, the – a room in which incarcerated youth are held in isolation for up to 12 hours at a time for punishment

Camp school – secure care setting for adjudicated youth with an education (usually high school or GED) component; see also *juvenile court school* and *residential probation camp*

Close bonds – relationship between the researcher and participants of the study such that participants want to please the researcher, which could lead to results that would not come naturally

EASING REENTRY OF INCARCERATED YOUTH

Community-based alternative – residential or day treatments to include services and supports for youth adjudicated for non-violent offenses, allows them to remain in the community rather than be removed to a secure care setting

Credit recovery – incarcerated youth are given the opportunity to quickly earn high school credits they are lacking, allowing them to catch up with their peers or even complete their high school diploma within the facility

Crimes against persons – crimes such as murder, manslaughter, negligent manslaughter, kidnapping/abduction, rape, assault (simple or aggravated), intimidation, incest, statutory rape

Crimes against property – crimes such as robbery, larceny/theft, bribery, burglary/breaking and entering, counterfeiting/forgery, embezzlement, blackmail/extortion, credit card fraud, vandalism or tagging/graffiti, arson

Criminality – criminal activity or being a criminal

Cumulative disadvantage – inequality and challenges that accumulate over a life course

Delinquency – committing of an illegal act by a juvenile

Desistence – the cessation of criminal activity

Early release – release from incarceration prior to the full term of the original sentence, typically thirty days in advance for good behavior

Expunge records – destroying, erasing, or sealing of juvenile records so that the juvenile record does not inhibit future employment, varies by jurisdiction and can exclude certain crimes

Felony-friendly employers – companies willing to hire individuals previously convicted or adjudicated of a felony or felonies

EASING REENTRY OF INCARCERATED YOUTH

Hawthorne effect – beliefs by participants of a study that they are receiving something special or special treatment such that this belief may influence the effort and enthusiasm they contribute to the study; see also *novelty effect*

Hypothesis guessing – participants behaving in a way that influences the outcome of a study according to what they think the researcher is trying to prove

Infractions – offenses within a school or secure-care setting that have broken the rules of the facility and result in disciplinary action

Justice-involved – an individual who has been arrested, charged, and possibly adjudicated/convicted of an illegal or delinquent act

Juvenile court school – secure care setting for adjudicated youth with education (usually high school or GED) component; see also *camp school* and *residential probation camp*

L.A. Dads – parenting workshops/trainings for young fathers who are incarcerated in juvenile facilities, who can also continue participation in the program in their community post-release

Local history – the occurrence of an unanticipated or unplanned event during the course of the intervention in a study

Mortality rate – loss of participants during the course of an intervention in a study

Novelty effect – beliefs by participants of a study that they are receiving something special or special treatment that may influence the effort and enthusiasm they contribute to the study; see also *Hawthorne effect*

Parole – early release that includes meeting specified conditions during continued monitoring for a set period of time

EASING REENTRY OF INCARCERATED YOUTH

Probation – supervision of formerly incarcerated or adjudicated youth within the community, conditions/terms determined by court and must be met by individual to avoid reincarceration, often includes drug-testing, payment of restitution, participation in specific treatment programs, education or employment, community service

Pygmalion effect – increased performance by participants in a study because of higher expectations by the researcher, positive expectations can increase performance and negative expectations can decrease performance

Recidivism – re-offense by previously adjudicated and incarcerated youth or adults

Reentry – transition from incarceration back to the community

Re-file – an extension of a juvenile’s sentence by the court, usually for behavioral infractions or lack of demonstrated progress toward rehabilitation

Reoffending – previously adjudicated and incarcerated youth or adults committing illegal or delinquent acts

Researcher expectancy – unconscious influence of study results by the researcher based on seeing only what is expected

Residential probation camp – secure care setting for adjudicated youth with education (usually high school or GED) component; see also *camp school* and *juvenile court school*

School-to-prison-pipeline – policies and practices in schools (such as zero tolerance) that push children out of the classroom and into the juvenile and criminal justice systems

Secure care setting – locked facility from which adjudicated youth are not permitted to leave

Selection bias – the influence of group assignment in a study by characteristics that will affect the outcome of the intervention

EASING REENTRY OF INCARCERATED YOUTH

Social exclusion – difficulty being included by peer groups because of unfavorable reputation or record

Trauma-informed care – treatment framework that develops services and supports with an understanding of trauma experienced by participants

Trigger – a sight, smell, sound, touch, taste, comment, or interaction that causes an automatic reaction based on previous personal traumatic experiences or learning

Ward of the state – youth under the jurisdiction of the juvenile court, resulting from youth being removed from their home setting and placed into a setting determined by the court such as foster care or secure care

EASING REENTRY OF INCARCERATED YOUTH

Appendix C: Juvenile Court Approval

Juvenile Court Approval.....C.2

FILED
Superior Court Of California
County Of Los Angeles

AUG 10 2015

Sherri R. Carter, Executive Officer/Clerk
By Silvia Hernandez Deputy

SUPERIOR COURT OF CALIFORNIA
COUNTY OF LOS ANGELES
JUVENILE DIVISION

On behalf of:

Taryn VanderPyl, Ph.D. Candidate,
Claremont Graduate University,

Petitioner

ORDER RE: PETITION FOR
RESEARCH

Pursuant to a duly noticed "Petition and Order for Research" dated June 5, 2015 (the "Petition"), Taryn VanderPyl, Ph.D. Candidate at Claremont Graduate University ("Petitioner"), requests a limited waiver of confidentiality to conduct a study to examine the effectiveness of an instructional program known as *Ready for W.A.G.E.S.*, designed to teach competencies for employability and social skills to incarcerated youth with the purposes of easing reentry. Research shows that employment post incarceration decreases reoffending and increases public safety. Thus, the instructional program is specifically tailored to students in the juvenile justice system, making the examples and individual practice activities immediately relatable and usable. It focuses on teaching workplace foundational skills including taking responsibility, communication, problem solving, and teamwork. Petitioner seeks to access all juveniles at Camp Paige, including the individual records for each participant to complete a demographic and experience form.

1 If the results of this study are as expected, *Ready for W.A.G.E.S.* will help teach
2 incarcerated youth skills necessary to successfully reenter society, with the long-term hope of
3 decreasing recidivism. Additionally, practitioners working in correctional facilities will have an
4 evidence-based program to instruct students about important skills needed in an adult life that is
5 free from involvement in the criminal justice system.

6 GOOD CAUSE APPEARING, the Juvenile Court hereby grants to Petitioner a limited
7 waiver of confidentiality, pursuant to Welfare and Institutions Code section 827 and California
8 Rules of Court, Rule 5.552, to conduct a study, as set forth in the Petition, to conduct a study to
9 examine the effectiveness of a program known as *Ready for W.A.G.E.S.* in Camp Paige subject to
10 the following limitations:

- 11
12
13 1. Prior to any minor's participation in research, Petitioner must obtain a consent form that
14 has been signed by the minor.
- 15 2. To ensure privacy, all participants shall be assigned random identification numbers.
16 Further, data shall be reported in the aggregate; therefore, no individual participant can be
17 identified.
- 18 3. Petitioner agrees to pay any and all costs incidental to the research. These costs will be
19 established prior to the initiation of the project.
- 20 4. Petitioner shall abide by all confidentiality laws, policies, and procedures of Probation
21 and the Court.
- 22 5. Petitioner shall ensure that no unauthorized persons or agencies have access to the
23 information released to Petitioner and/or her associates.
- 24 6. Petitioner shall make all scheduling arrangements with the appropriate person to obtain
25 access to any necessary information and the minors.

- 1 7. Petitioner shall ensure that names or identifying information regarding the minors are not
2 published in any documents (e.g., reports, evaluations).
3 8. Petitioner is to provide a copy of all research reports upon completion to the Juvenile
4 Court, the Office of the Public Defender, the Alternate Public Defender, and the
5 Probation Department at the following addresses:

6
7 The Superior Court
8 Juvenile Division
9 201 Centre Plaza Drive, Suite 3
Monterey Park, CA 91754

10 Public Defender's Office
11 Special Services Division
12 320 W. Temple Street, Suite 590
Los Angeles, CA 90012
Attn: Megan Gallow

13 Alternate Public Defender's Office
14 320 W. Temple St., Suite G35
Los Angeles, CA 90012

15 Probation Department
16 Lynwood Regional Justice Center
17 Research Unit – RM 3145
18 11701 Alameda Street
Lynwood, CA 90262

19 District Attorney's Office
20 Head Deputy – Juvenile Division
21 100 Oceangate, Suite 500
Long Beach, CA 90802

22 Panel Head – Compton
23 19009 Laurel Park Road, Suite 79
Dominguez, CA 90220

24 Panel Head – Eastlake & Pasadena
25 153 E. Walnut Street, Suite C
Pasadena, CA 91103

1 Panel Head – Inglewood
2 5222 E. Los Altos Plaza
3 Long Beach, CA 90815

4 Panel Head – Kenyon
5 1749 S. La Cienaga Blvd.
6 Los Angeles, CA 90035

7 Panel Head – Lancaster
8 43423 Division St., Suite 401
9 Lancaster, CA 93535

10 Panel Head – Long Beach
11 4326 Atlantic Ave.
12 Long Beach, CA 90807-2804

13 Panel Head – Los Padrinos
14 805 S. Gaffey Street
15 San Pedro, CA 90731

16 Panel Head – Pomona
17 1407 Foothill Blvd., Suite 127
18 La Verne, CA 91750

19 Panel Head – Sylmar
20 1605 W. Olympic Blvd., Suite 1063
21 Los Angeles, CA 90015

22 9. This order shall remain in effect until March 3, 2016.

23 IT IS SO ORDERED.

24 DATE: 8-10-15

25 
MICHAEL LEVANAS
Presiding Judge of the Juvenile Court

Appendix D

Consent formD.2

Ascent form.....D.4

EASING REENTRY OF INCARCERATED YOUTH

ADVOCATE CONSENT FORM *READY FOR W.A.G.E.S.*

Invitation to participate: The youth in your care has been selected to be in a research study that I am carrying out as a PhD student at Claremont Graduate University, with specific approval of the Juvenile Court, and under the supervision of Professor Deborah Smith. In this study, the goal is to learn more about the participant and how prepared he may be to keep a job by using appropriate behavior. What is learned from this study will be used to understand how well a class in job-related social skills works for students in juvenile justice settings.

What are participants being asked to do? Participants will be asked to complete 2 sets of questions about themselves. For example, how well they complete tasks or how they like to solve problems or what they would do in certain work-related situations. Completing the surveys should take about an hour and a half to two hours. The facilitator will read the questions to the participants and they will mark on a test sheet the answer that best fits what they would do in certain situations. The facilitator will also collect basic information about participants from information that is in their juvenile justice and education files. (For example, what crime they were incarcerated for, how many credits they have earned toward high school graduation).

Do participants have to do this? No. It is voluntary (their choice) whether they complete these sets of questions. If they decide **NOT** to participate, the decision will not affect their services from the facility. For agreeing to participate in this project, participants' relationship with the juvenile justice agency will not change for the better or for the worse. Their signature on the Youth Assent/Consent Form tells the facilitator that they have agreed to participate. If they decide to stop at any time, that is OK, too. The facilitator will destroy the assessment immediately, and keep the consent form. If the participant is under 18, an advocate must give permission to participate by signing the form, too.

Will others know their answers to the data collected? No. Participant names will not be used. The facilitator will assign a code to each name and once the answers are organized only the code will be used, not the participant's name.

What if participants don't like the questions or they make them uncomfortable? There is a small risk that participants may feel uncomfortable with some of the questions they are to answer about themselves. If they do feel uncomfortable, they can skip any question they choose or even not complete the questionnaire. They will not be penalized for stopping in the middle. They can also talk to their counselor about their discomforts. However, if they talk about hurting themselves or others, for example a child or an elderly person, or about abuse to them that has not been reported, facilitators or staff will share that information with their parole officer who will have to share that information with the appropriate agencies. Also, if they talk about future crimes and illegal acts, juvenile services will have to act on this information as part of his/her regular job.

EASING REENTRY OF INCARCERATED YOUTH

What do they get for doing this? Participants will receive a certificate of completion for their participation. Also, by doing this, they will be helping the facilitator understand how to better work with youth on parole or probation.

If they have questions? If participants have any questions, they may contact their treatment manager/counselor to relay the questions to the facilitator. If they have any questions about their rights in a research project, they should tell their treatment manager to contact the Institutional Review Board at Claremont Graduate University. The phone number is (909) 607-9406. Please keep a copy of this form to remember all this information.

What does it mean when I sign this? By signing this form, it means that you:

- ☐ Have read and understand all of the above.
- ☐ Agree to enroll the participant in this study.
- ☐ Understand that it is the participant's CHOICE to complete the surveys.
- ☐ They can choose to stop at any time.
- ☐ Have a copy of this form.
- ☐ Are not giving up any legal rights or claims on behalf of the participant.

Printed name of youth: _____

Printed name of designated advocate: _____

Designated advocate signature: _____

Date: _____

EASING REENTRY OF INCARCERATED YOUTH

YOUTH ASSENT/CONSENT FORM *READY FOR W.A.G.E.S.*

Invitation to participate: You have been selected to be in a research study that I am carrying out as a PhD student at Claremont Graduate University, with specific approval of the Juvenile Court, and under the supervision of Professor Deborah Smith. I want to learn more about you and how prepared you may be to keep a job by using appropriate behavior. What I learn from this study will be used to understand how well a class in job-related social skills works for students like you.

What am I being asked to do? You will be asked to complete 2 sets of questions about yourself. For example, how well you complete tasks or how you like to solve problems or what you would do in certain work-related situations. Completing the surveys should take about an hour and a half to two hours. I will read the questions to you and you will mark on a test sheet the answer that best fits what you would do in certain situations. I will also collect basic information about you from information that is in your juvenile justice and education files. (For example, what crime you were incarcerated for, how many credits you have earned toward high school graduation).

Do I have to do this? No. It is voluntary (your choice) whether you complete these sets of questions. If you decide **NOT** to participate, the decision will not affect your services from your facility. For agreeing to participate in this project, your relationship with the juvenile justice agency will not change for the better or for the worse. Your signature on this form tells me that you have agreed to participate. If you decide to stop at any time, that is OK, too. I will destroy the assessment immediately, and keep the consent form. If you are under 18, an advocate must give permission to participate by signing this form, too.

Will others know my answer to the data collected? No. Your name will not be used. We will assign a code to your name and once your answers are organized only the code will be used, not your name.

What if I don't like the questions or they make me uncomfortable? There is a small risk that you may feel uncomfortable with some of the questions you are to answer about yourself. If you do feel uncomfortable, you can skip any question you choose or even not complete the questionnaire. You will not be penalized for stopping in the middle. You can also talk to your counselor about your discomforts. But remember, if you talk about hurting yourself or others, for example a child or an elderly person, or about abuse to you that has not been reported, we will share that information with your parole officer who will have to share that information with the appropriate agencies. Also, if you talk about future crimes and illegal acts, juvenile services will have to act on this information as part of his/her regular job.

What do I get for doing this? You will receive a certificate of completion for your participation. Also, by doing this, you will be helping me understand how to better work with youth like yourself on parole or probation.

EASING REENTRY OF INCARCERATED YOUTH

If I have questions? If you have any questions, please contact your treatment manager/counselor to relay your questions to me. If you have any questions about your rights in a research project, tell your treatment manager to contact the Institutional Review Board at Claremont Graduate University. The phone number is (909) 607-9406. You can keep a copy of this form to remember all this information.

What does it mean when I sign this? By signing this form, it means that you:

- ☐ Have read and understand all of the above
- ☐ Understand that it is your CHOICE to complete the surveys
- ☐ Can choose to stop at any time
- ☐ Have a copy of this form
- ☐ Are not giving up any legal rights or claims.

Printed name of youth: _____

Youth signature: _____

Date: _____

If the youth is under 18:

Designated advocate signature: _____

Date: _____

EASING REENTRY OF INCARCERATED YOUTH

Appendix E

IRB application.....E.2

IRB approval.....E.12

Claremont Graduate University Institutional Review Board (IRB) Application for Research Project Review Please submit a signed original and one copy to Office location: 135 East Twelfth St. Mail address: Office of Research and Sponsored Programs 150 East Tenth St., Claremont, CA 91711	LEAVE BLANK—FOR IRB USE ONLY. IRB NUMBER & DATE RECEIVED: Action Taken: <input type="checkbox"/> Exempt from IRB Coverage <input type="checkbox"/> Approved under Expedited Review <input type="checkbox"/> Approved by Board <input type="checkbox"/> Disapproved by Board AUTHORIZED SIGNATURE & DATE:
--	--

To obtain IRB review of a **research project with human participants**, submit this completed form to the IRB with all of the indicated attachments. Allow sufficient time for review before starting the project. Please consult the IRB website www.cgu.edu/irb and contact irb@cgu.edu or 909-607-9406 with any questions before submitting an application.

Research as used here means a systematic investigation designed to develop or contribute to generalizable knowledge. This includes research, development, testing, and evaluation. *This does not typically include classroom exercises, demonstrations, or other course requirements that receive grades.* Research does not include customer satisfaction surveys or similar data collections designed to improve the operations of a single institution.

Human participants. The Institutional Review Board (IRB) reviews all research projects at Claremont Graduate University involving human participants. This means living individuals about whom an investigator obtains data through intervention or interaction with the individual or obtains identifiable private information from a separate source such as medical or school records or other individuals such as relatives.

Name of Study (do not exceed 100 characters, including spaces): Easing Reentry of Incarcerated Youth Through Employability and Social Skills Training	
PRINCIPAL INVESTIGATOR: Taryn VanderPyl	E-MAIL ADDRESS: taryn.vanderpyl@cgu.edu
DEPARTMENT: SES	TELEPHONE: (602) 320 - 8401
MAILING ADDRESS: Street: 465 Willamette Lane City: Claremont State: CA Zip Code: 91711	CO-PI, if any (Names, email addresses, affiliations):
PURPOSE OF RESEARCH : Ph.D. Dissertation If Other, explain (80-character limit):	IRB approval requested from another institution? <input checked="" type="checkbox"/> NO <input type="checkbox"/> YES <i>(insert additional pages if needed)</i> Status [Select] Date: Institution: Status [Select] Date: Institution:
PROJECT PRÉCIS OR SUMMARY (<i>Do not exceed 200 characters, including spaces</i>): This study evaluates one curriculum, Ready for W.A.G.E.S., which teaches employability and social skills to incarcerated youth for the purposes of easing reentry back into their communities.	
Is this project a sub-study of another project? <input checked="" type="checkbox"/> NO <input type="checkbox"/> YES* *If yes, <i>attach</i> information that is pertinent to the approval of the primary project. However, in this application form, include only the particulars that pertain to the study under direct review.	Has this project received or requested external funding? <input checked="" type="checkbox"/> NO <input type="checkbox"/> YES--if yes, list: Status Date Source [Select] [Select] [Select]
STUDY SITES if other than CGU (<i>insert additional pages if needed</i>) : Afflerbaugh-Paige Camp	

PARTICIPANTS (check all that apply): <input type="checkbox"/> Adults (18 years or older) <input checked="" type="checkbox"/> Minors (Less than 18 years) <input type="checkbox"/> Medical or other clinical Patients <input type="checkbox"/> Non-English Speaking <input checked="" type="checkbox"/> Mentally or Developmentally Disabled or Impaired <input checked="" type="checkbox"/> Prisoners, Parolees, or Incarcerated <input type="checkbox"/> Elected or Appointed Public Officials or Candidates	TYPE OF DATA (check all that apply): <input type="checkbox"/> Interviews (Face to Face) <input type="checkbox"/> Questionnaires or Surveys <input checked="" type="checkbox"/> Existing Data Banks, Archives or Documents <input type="checkbox"/> Physiological Measurements or Blood Samples <input type="checkbox"/> Observations/Record of Public Record <input checked="" type="checkbox"/> Educational Tests
NATURE OF INFORMATION TO BE OBTAINED: <input checked="" type="checkbox"/> Participants and their responses <u>cannot</u> be identified <input type="checkbox"/> Filming, Video or Voice-Recording <input checked="" type="checkbox"/> Information only pertains to standard educational strategies and/or techniques <input checked="" type="checkbox"/> Collected with permission or in collaboration with another agency/institution	OTHER: <input checked="" type="checkbox"/> Research conducted in an educational setting <input type="checkbox"/> Project involves temporary deception of participant <input type="checkbox"/> Project is time sensitive due to an unforeseen research opportunity (not due to a late start on this application)-- Explain:

By signing below, the Principal Investigator and co-Principal Investigators (if any) assure the IRB that all procedures performed during this project will be conducted by individuals legally and responsibly entitled to do so, and that any significant systematic deviation from the submitted protocol (for example, a change in principal investigator, sponsorship, research purposes, participant recruitment procedures, research methodology, risks and benefits, or consent procedures) will be submitted to the IRB for approval prior to its implementation.

By signing below, the Principal Investigator and co-Principal Investigators, if any, certify the following: 1) The information in this application is accurate and complete; 2) I/we will comply with all federal, state, and institutional policies and procedures to protect human subjects in research; 3) I/we understand the ethical responsibilities of research investigators and have received the required **training** in human research participant protection as specified at www.cgu.edu/irb; and 4) I/we will assure that the consent process and research procedures as described herein are followed with every participant in the research; 5) I/we will promptly report any deviations or adverse events to the IRB.

PRINCIPAL INVESTIGATOR SIGNATURE:	DATE:
CO-PRINCIPAL INVESTIGATOR SIGNATURE (add others below if applicable):	DATE:

Student Principal Investigators are required to include an endorsement from their faculty advisor. The signature below certifies that the faculty advisor has reviewed and approved this complete Application and its attachments and accepts responsibility to supervise the work described herein in accordance with applicable institutional policies.

FACULTY ADVISOR SIGNATURE (if applicable):	DATE:
Faculty Advisor Name:	
Email:	Telephone: () -
Office Address:	

Additional CO-PRINCIPAL INVESTIGATOR SIGNATURE (<i>In ink</i>):	DATE:
Additional CO-PRINCIPAL INVESTIGATOR SIGNATURE (<i>In ink</i>):	DATE:

Insert additional pages if needed

Procedures for the Review of Research Projects with Human Participants

To protect the rights and welfare of individuals recruited to participate in research conducted by faculty or students at Claremont Graduate University, CGU policy requires that all research with human participants as defined on Page 1 be reviewed by the CGU IRB. The CGU IRB follows the Common Rule (45 CFR 46) and other applicable federal regulations as applicable, and generally adopts the policies and guidance published by the Office for Human Research Protections of the U.S. Department of Health and Human Services (<http://www.hhs.gov/ohrp/policy/index.html>).

Each of the following elements must be included in this Application. Note carefully the **REQUIRED ATTACHMENTS**. The information text for this form may be submitted on these pages or as a separate attachment labeled APPLICATION FORM PAGES using the identical outline numbers and headings as below.

I. Research Summary:

Provide a brief description of the research, the role of human subjects, and the overall goals of this project in lay language (500 words or less). Include a brief summary of the research procedures, paying special attention to what will happen to participants and what they will be told about the research. If there are different phases or types of project with different participants, clearly enumerate these phases or types. *This research summary should be written or edited specifically for IRB review. Thesis proposals or grant applications are not appropriate substitutes and should not be included.*

Using a quasi-experimental wait list design, a sample of the incarcerated juvenile population will receive an intervention to teach employability and social skills. These youth will be at a local juvenile correctional facility and will be participating in either the treatment or the control group, although with the wait list design, both groups will receive the intervention.

First, all students will be given a pre-assessment, and then the treatment group will receive the intervention. Next, both groups will be given a post-assessment, followed by the wait list control group receiving the intervention and another round of pre- and post-assessments. In this manner, it bolsters the confidence of the quasi-experimental design as well as serves all the youth with the potentially helpful intervention.

The intervention will consist of the new Ready for W.A.G.E.S. instructional program developed at University of Oregon. This curriculum is tailored specifically to students in juvenile justice settings, but has not yet been independently evaluated for effectiveness. Ready for W.A.G.E.S. focuses on teaching workplace foundation skills including taking responsibility, communication, problem solving, and teamwork. The tenets of Cognitive Behavioral Therapy are interwoven in the curriculum through teaching students the connections between their actions, thoughts, and feelings as it relates to workplace settings and challenges. Ready for W.A.G.E.S. will be compared to the transition services students are currently receiving in Los Angeles County juvenile justice facilities.

II. Participants and Recruitment:

- a. Describe the population to be studied, including the approximate **numbers** of participants to be recruited and expected to complete the study, differentiating these numbers for each phase or type of project element, if multiple. Clearly state all **inclusion/exclusion criteria** for participation.

The facility at which this study will be conducted is the juvenile court school Afflerbaugh-Paige Camp, also referred to as Camp AP. At Camp AP, two camps share one school. Although sharing a school site, the residents of each camp are not mixed with residents of the other camp and remain separate in hallways, classrooms, and the cafeteria. The two camps that make up Camp AP are Camp Afflerbaugh and Camp Paige. Camp Afflerbaugh houses the younger residents, grades 7 through 10. Camp Paige is for the older residents, those typically ages 16 to 18. A total of 150-200 students reside in Camp AP, with more younger than older students (60% of the total population of Camp AP is at or below the sophomore level of high school) (Camp

AP, 2013). The racial and ethnic make up of Camp AP is majority-minority with 70% Hispanic or Latino, 24% Black or African American, 2% American Indian or Alaska Native, 2% White, and 2% other races (Camp AP, 2013). Additionally, 97% of the residents of Camp AP are considered “socioeconomically disadvantaged” and 30% are English language learners (Camp AP, 2013). All incarcerated youth at Camp AP are male.

This study will be conducted at Camp Paige with the older students that comprise Camp AP. The older students were chosen because they are of employability age, already participate in the training crew participation requirement discussed below under business as usual, and are nearing or at the age of exclusion from the juvenile justice system. If these students reoffend after they are released, their next stop is likely the adult criminal justice system.

In secure care facilities, there are often unforeseen circumstances that could interfere with a study. For example, if a lock down procedure occurs before or during one or more of the scheduled sessions, the results will naturally be affected. Any such occurrence will be disclosed in the final results.

Finally, a high attrition rate is likely in a secure care setting because inmates are moved between facilities, released, or admitted on a daily basis. Some of the students participating in this study will likely be moved and new participants will likely be added. Including more than forty students in the intervention with the goal of having forty complete sets of data, or forty students who participated from beginning to end will control for this challenge. Any participants with missing data will be removed from the analysis.

- b. Describe recruitment procedures, including how and where potential participants will first be made aware of the project, for each phase or type of project element. Describe any **compensation or incentives** that will be offered. **ATTACH** flyers, letters of initiation, and recruiting scripts, if any.

When beginning the first session to which youth have been assigned by their case managers, the facilitator will explain that she has already gained permission for the youth to participate in the intervention and study, but it is still up to the individual youth whether they CHOOSE to participate or not. Each section of the consent form will be reviewed and explained to each of the students in the order in which they appear and each section will be marked off upon completion of the verbal description. Prior to pre-testing, the facilitator will discuss with the students what they will do, that participation is voluntary, their information will remain confidential, possible discomfort they could feel answering any of the questions, what they will get for participating, and who to talk to if they have any questions. Once these topics have been fully addressed, the facilitator will ask the students whether they want to participate or not. If they do, they will be asked to sign the assent form (attached).

Upon completion of the intervention, students will receive a certificate of completion (attached). Students value these certificates because they count toward their individualized treatment program. Additionally, youth are able to show their completion certificates to judges in court who determine when they will be released as a means of demonstrating effort toward personal improvement and rehabilitation.

- c. Describe the process of gaining informed consent to participate in each phase or type of research element. **ATTACH** a copy of each written consent or assent form or script is to be used. Include all versions of multiple forms or scripts, if applicable, highlighting relevant differences. If any temporary **deception** of participants is planned, describe the research features that would not be disclosed in the initial informed consent process and provide a specific research **justification** for this deception.

The youth participating in this study are both minors and wards of the state. Therefore, an advocate within the facility will grant consent. A copy of the consent form is attached. However, even though these youth are not personally granting their consent, they will be protected during participation. No highly sensitive questions

related to criminality nor risky behaviors are included in any of the measures. Privacy will be maintained in record keeping by assigning all participants a random identification number that will be associated with their data instead of using their names. Data will be reported in aggregate so no individual participant can be identified. The presence of a diagnosed disability will be noted, but will not be used as any inclusion or exclusion criterion. All data will be kept strictly confidential and no harm is foreseen for participants.

Additionally, security clearance must be granted through the probation department for both the researcher (who is also facilitating the intervention) and the outside observer (observation form attached). To obtain security clearance, an application was submitted to the County of Los Angeles Probation Department asking to be granted permission to volunteer within a facility under their jurisdiction. The probation department, then, arranges for a fingerprinting and photo session followed by a background investigation. Finally, once approved the volunteer (in this case, the researcher) must complete a volunteer orientation before being allowed access to the facility or the students.

III. Research Procedures and Methods:

- a. Describe the **data collection procedures and materials**, including when and where research will take place. **ATTACH** copies or images of the actual materials to be employed, in final form to the extent possible, otherwise in draft or outline form—such as questionnaires, interview protocols, media to be shown to participants, pictures of apparatus to be used, etc. Indicate whether attachments are draft or final.

All students will receive two interventions: the instructional program Ready for W.A.G.E.S.; and the Camp Community Transition Program (CCTP). Most students will also participate in the Forestry Program if required as part of their individualized treatment program.

Ready for W.A.G.E.S.: The intervention that is the focus of this research is an instructional program, consisting of 14 lesson plans designed to teach competencies related to employability and social skills. The Ready for W.A.G.E.S. program was developed at University of Oregon (Unruh, Johnson, Waintrup, & Sinclair, 2014). It is tailored specifically to students in juvenile justice settings, but has not yet been independently evaluated for effectiveness. Ready for W.A.G.E.S. focuses on teaching workplace foundational skills including taking responsibility, communication, problem solving, and teamwork. The tenets of Cognitive Behavioral Therapy are interwoven in the curriculum through teaching students the connections between their actions, thoughts, and feelings as it relates to workplace settings and challenges.

Forestry program: Most students at Camp Paige participate in a forestry program as part of the mandatory training crew participation required in many of the youths' individualized treatment plans. "Practical daily work skills and employer expectations are stressed in all training and work crew assignments in preparation for work within the private sector" (Camp AP, 2013, p. 2). Upon release, youth who participated in the forestry program are "encouraged to seek employment in the nursery trade, landscape business, irrigation systems or tree maintenance companies upon graduation" (Camp AP, 2013, p. 2).

Camp Community Transition Program: Additionally, within LACOE, residents of the camps participate in a Camp Community Transition Program (CCTP) (County of Los Angeles Probation Department, 2015). This program is designed to provide aftercare supports and services to youth upon release from the camps back into the community. "The services begin prior to their release, followed by a 30 to 60-day intensively supervised transition period to ensure prompt school enrollment, community service and participation in selected programs provided by community-based organizations until termination" (County of Los Angeles Probation Department, 2015, para. 1).

Students will be assessed using multiple assessment tools. First, the Social Skills Improvement System (SSIS) Rating Scale (Gresham & Elliott, 2008) and the Working Assessment (Miles & Grummon, 1996) will be given before and after the interventions. As part of Ready for W.A.G.E.S., students will complete three additional assessments – pre-, mid-, and post-tests. Experience and demographic data will be collected from individual student records used to complete the Ready for W.A.G.E.S. Demographic and Experience Form for each participant.

SSIS Rating Scale: The Social Skills Improvement System (SSIS) Rating Scale (Gresham & Elliott, 2008) is standardized and norm-referenced. It measures self-reported perceptions of social functioning skills in seven domains. These domains include: communication, cooperation, assertion, responsibility, empathy, engagement, and self-control (Gresham & Elliott, 2008). Multi-rater versions are available for increased reliability, gathering perceptions about each student from their teachers and parents, but for the purposes of this study, only the student self-reporting scale will be used. SSIS is intended for use with students in general education settings, grades kindergarten through twelfth. Although the setting is different for this study, the assessment measures the skills the curriculum addresses and is, therefore, considered to be appropriate.

Working Assessment: The Working Assessment (H&H Publishing, 2015a) is a “statistically valid and reliable diagnostic and prescriptive instrument” (para. 1). This assessment measures nine competencies including taking responsibility, working in teams, persisting, having a sense of quality, interest in life-long learning, adapting to change, permanent problem solving, information processing, and thinking in terms of systems (H&H Publishing, 2015b, para. 1). Working is designed for use in multiple settings such as high school, college, and the workplace.

Demographic and experience data: Demographic and experience data will be collected from individual student records using the Ready for W.A.G.E.S. Demographic and Experience Form. In addition to basic demographic data (gender, age, race/ethnicity), this form also records participation in the forestry program, special education diagnosis and disability type, time to age of majority, length of current sentence, time to planned release, type of crime for current sentence, highest severity of crime leading to incarceration, age of first adjudication, standardized test scores for math and reading, credits completed, and high school or GED completion.

Copies of Ready for W.A.G.E.S., SSIS, Working Assessment, and the Demographic and Experience Form are attached. Please note the Ready for W.A.G.E.S. is a draft.

- b. Describe procedures for maintaining participant **confidentiality** or anonymity, especially if tape recording, photographs, movies or videotapes will be used.

Privacy will be maintained in record keeping by assigning all participants a random identification number that will be associated with their data instead of using their names. Data will be reported in aggregate so no individual participant can be identified.

- c. If information about the research will be temporarily withheld during the consent process in order to mislead or deceive the participant, the deception must be fully disclosed in a debriefing after participation is completed, and an opportunity offered to withdraw from the study. If applicable, describe the participant **debriefing** procedures and **ATTACH** debriefing documents or scripts.

N/A

IV. Potential Risks and Benefits:

- a. Describe real and potential **risks to the participant** including possible inconvenience and discomforts; and any risks to nonparticipants. The lowest level of risk may be described as “minimal.” *The extent of risks described here should match the level of risk communicated during the informed consent procedure.* Separately describe procedures for minimizing potential risks and for managing any anticipated adverse effects that may arise.

No potential risk is foreseen. Students may experience some discomfort in answering some of the questions in the instructional program, but they can choose not to answer those if they prefer.

- b. --Describe definite or potential **benefits to the participant** due to completing the study, if any.
--Describe definite or potential benefits **beyond** the participant, including benefits to the researcher; and to a specific social group or institution, if any.
--If the risks to participants are **more than minimal**, describe the expected **scientific benefits** that justify exposing participants to above-minimal risks.
--*Compensation is not a benefit.*

If the results of this study are as expected, Ready for W.A.G.E.S. will help teach incarcerated youth skills necessary to successfully reenter society, with the long-term hope of decreasing recidivism. Further, practitioners working in correctional facilities will have an evidence-based program to instruct students about important skills needed in adult life. Future research is recommended in two areas: the impact of Ready for W.A.G.E.S. on recidivism, and the effect of community-based alternatives on employment outcomes.

References:

Afflerbaugh-Paige Camp (Camp AP). (2013). School accountability report card. Retrieved from <http://www.sarconline.org/SarcPdfs/Temp/19101990121921.pdf>

County of Los Angeles Probation Department. (2015). The juvenile school-based and special programs. Retrieved from http://probation.lacounty.gov/wps/portal/probation!/ut/p/b1/04_SjzQ3Njl0NTC1MNWP0I_KSyzLTE8syczPS8wB8aPM4t0MDAzc_Z2CjfyDXYwNPN3cnZwN_U0MHd1MgAoikRUYOLtbGng6mbhbeJmFGDr7mRPSH64fhU9JsJsRAQWGxugKsLgBrMAAB3A00PfzyM9N1c-NyrH0zAxIBwCFWypf/dl4/d5/L2dJQSEvUUt3QS80SmtFL1o2X0YwMDBHT0JTMk9TRDMwSUZHQkMxTzQxQVY3/

Gresham, F., & Elliott, S. N. (2008). Social Skills Improvement System (SSIS) Rating Scales [Assessment]. San Antonio, TX: Pearson.

H&H Publishing. (2015a). Overview of Working. Retrieved from http://www.hhpublishing.com/_assessments/WORKING/index.html

H&H Publishing. (2015b). Scales of Working. Retrieved from http://www.hhpublishing.com/_assessments/WORKING/scales.html

Miles, C. & Grommon, P. (1996). Working assessment. [Assessment]. Clearwater, FL: H&H Publishing Company.

Unruh, D., Johnson, M., Waintrup, M., & Sinclair, J. (2014). Ready for W.A.G.E.S. Eugene, OR: University of Oregon.

July 15, 2015

Dean R. Gerstein
Office of Research and Sponsored Programs
Institutional Review Board

Dr. Gerstein,

In response to questions/concerns emailed July 9, 2015, the following is offered:

1. The implementation and assignment of youth to the *Ready for W.A.G.E.S.* curriculum will not occur without the data collection elements present. The PI has arranged for delivery of the curriculum intervention as an integral experimental trial to which a case manager will assign participants as part of the research protocol. The assignment decision protocol is to be determined. Currently, the collaboration is on hold while waiting for approval from the juvenile court and from probation (security clearance). Once these approvals are received, the PI will meet with administrators at the facilities to finalize all details of the study. These details will include scheduling and assignment decision protocol. The information gained from these planning meetings will be submitted to IRB in the form of an addendum.
 - a. Advocate's consent form – An Advocate Consent Form has been created and is attached.
 - b. Participant's assent form – In this study, participants are enrolled by their case manager or advocate. Participants are required to complete courses as determined by their case manager or the juvenile court in order to progress toward their release. It is, however, within the participants' control to decide whether or not to participate. Therefore, the Youth Assent/Consent Form focuses on participation rather than enrollment. An updated version is attached with the information about an outside observer removed (discussed in point 5 below).
2. With the new advocate consent form, there will now be a set of forms for each participant – one consent from the designated advocate, and one assent from the participant.
3. The SSIS-RS and Working Assessment were chosen for two reasons:
 - a. First, they were chosen because of their use in the earlier pilot of the *Ready for W.A.G.E.S.* curriculum where they were determined to be accurate and useful measures of the skills taught in the curriculum. Although the curriculum has changed significantly since this earlier pilot, the components of these two assessments are still aligned. Also, although it will not be a direct comparison because of changes to the curriculum, these data will still allow for a rough comparison between the earlier and current versions of this curriculum to see some impact of the changes.

- b. Second, these assessments were chosen because they do not over-align with the curriculum, as is required by the IES standards for high-quality quasi-experimental design (Lesnick & Seftor, 2015).
- 4. Additional protection measures will be put in place based on the suggestions in the July 9th email.
 - a. Personally identifying information will be disposed of (deleted electronically and shredded if in hard copy form) within twelve months of completion of the study. During this time it will be password protected if electronic and locked in a home safe if in hard copy form or on a thumb drive.
- 5. The use of an outside observer, as mentioned in the initial IRB application, will no longer be done. Instead, a second teacher will be used. This teacher is also in the process of completing the security clearance process. By using a second teacher, the effects on the intervention will more clearly be tied to the curriculum itself rather than possible teacher effect. This aligns with IES standards for high-quality quasi-experimental design (Lesnick & Seftor, 2015).
- 6. Approval is being sought from the Los Angeles County Juvenile Courts for this study. The intervention cannot begin until this approval is granted. A copy of the court's approval will be given to IRB once it is received. No planning with the staff or administration at the setting is possible without the approval from the courts. This is why the assignment decision protocol is not yet determined and must come in the form of an addendum.

This itemized memorandum addresses all questions and concerns from the July 9, 2015 email. Please let me know if there are additional inquiries. I greatly appreciate your consideration and monitoring to protect these vulnerable subjects.

Sincerely,
Taryn VanderPyl

Reference:

Lesnick, J., & Seftor, N. (2015, March 3). Designing quasi-experiments: Meeting What Works Clearinghouse standards without random assignment [Webinar]. *Institute of Education Sciences*. Retrieved from <http://ies.ed.gov/ncee/wwc/multimedia.aspx?sid=23>



Institutional Review Board

Date: September 30, 2015

RE: Expedited Approval of IRB# 2493

Title of Study: Easing Reentry of Incarcerated Youth Through Employability and Social Skills Training

Dear Taryn VanderPyl:

Thank you for submitting your research protocol to the IRB at Claremont Graduate University. Your protocol has been approved as indicated on the coversheet that you provided when you submitted the protocol. Your signed cover sheet is being returned with this letter.

Your protocol is approved for a period of one year from the stamped date on this letter. At that time you must send the IRB a report on progress-to-date and ask to renew your IRB approval if necessary, using the Update & Closure form at www.cgu.edu/irbforms. Be sure to submit your report 15-30 days before this one expires to avoid closure. Include in your report any changes that should be made to the originally approved protocol for the renewal. The IRB number must be on the all consent forms, and a completed consent form must be submitted with the renewal or closure documentation.

If during the conduct of your research you discover or determine that any changes should be made to the leadership; sponsorship; recruitment scale, venues, or population; consent forms and processes; compensation; experimental interventions, survey elements, observational procedures; or similar significant features of the approved protocol, then promptly report on the proposed changes to the IRB. The proposed changes must not be implemented without IRB approval, except where necessary to eliminate immediate hazards to participants.

If any injuries or problems are encountered in the conduct of your research, whether relating to anticipated or unexpected risks to participants or others, you must notify the IRB as soon as practical but in no case more than five days after the occurrence (phone: 909-607-9406 or via email to irb@cgu.edu).

When your research is completed, please notify the IRB to close out the active file and identify any problems encountered. This will assist the Board in approving future research of the type you conducted. Please note that you are responsible for keeping all consent forms for 3 years after your protocol closes.

If Applicable: most listservs, websites, and bulletin boards have policies regulating the types of advertisements or solicitations that may be posted, including from whom prior approval must be obtained. Many institutions and even classroom instructors have policies regarding who can solicit potential research participants from among their students, employees, etc., what information must be included in solicitations, and how recruitment notices are distributed or posted. You should familiarize yourself with the policies and approval procedures required of you to recruit for or conduct your study by listservs, websites, institutions, and/or instructors. Approval or exemption by the CBU IRB does *not* substitute for these approvals or release you from assuring that you have gained appropriate approvals *before* advertising or conducting your study in such venues.

The entire Institutional Review Board of Claremont Graduate University wishes you well in the conduct of your research project.

Sincerely,

A handwritten signature in blue ink, appearing to read "Dean Gerstein".

Dean Gerstein
IRB Representative
Institutional Review Board

APPROVED

SEP 30 2015

CLAREMONT GRADUATE
UNIVERSITY IRB

ORIGINAL

Revised 10/17/2013

RECEIVED

Claremont Graduate University
Institutional Review Board (IRB)

**Application for
Research Project Review**

Please submit a signed original and one copy to
Office location: 135 East Twelfth St.
Mail address: Office of Research and Sponsored Programs
150 East Tenth St., Claremont, CA 91711

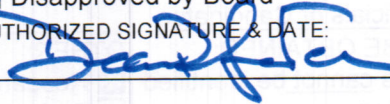
LEAVE BLANK—FOR IRB USE ONLY.

IRB NUMBER & DATE RECEIVED:

Action Taken:

- ☐ Exempt from IRB Coverage
☒ Approved under Expedited Review
☐ Approved by Board
☐ Disapproved by Board

AUTHORIZED SIGNATURE & DATE:



MAY 26 2015

IRB #

2493

9-30-15

To obtain IRB review of a **research project with human participants**, submit this completed form to the IRB with all of the indicated attachments. Allow sufficient time for review before starting the project. Please consult the IRB website www.cgu.edu/irb and contact irb@cgu.edu or 909-607-9406 with any questions before submitting an application.

Research as used here means a systematic investigation designed to develop or contribute to generalizable knowledge. This includes research, development, testing, and evaluation. *This does not typically include classroom exercises, demonstrations, or other course requirements that receive grades.* Research does not include customer satisfaction surveys or similar data collections designed to improve the operations of a single institution.

Human participants. The Institutional Review Board (IRB) reviews all research projects at Claremont Graduate University involving human participants. This means living individuals about whom an investigator obtains data through intervention or interaction with the individual or obtains identifiable private information from a separate source such as medical or school records or other individuals such as relatives.

Name of Study (do not exceed 100 characters, including spaces): Easing Reentry of Incarcerated Youth Through Employability and Social Skills Training

PRINCIPAL INVESTIGATOR: Taryn VanderPyl

E-MAIL ADDRESS: taryn.vanderpyl@cgu.edu

DEPARTMENT: SES

TELEPHONE: (602) 320 - 8401

MAILING ADDRESS:

Street: 465 Willamette Lane

City: Claremont State: CA Zip Code: 91711

CO-PI, if any (Names, email addresses, affiliations):

PURPOSE OF RESEARCH :

Ph.D. Dissertation

If Other, explain (80-character limit):

IRB approval requested from another institution? ☒ NO ☐ YES
(insert additional pages if needed)

Status [Select] Date: Institution:

Status [Select] Date: Institution:

PROJECT PRÉCIS OR SUMMARY (Do not exceed 200 characters, including spaces): This study evaluates one curriculum, Ready for W.A.G.E.S., which teaches employability and social skills to incarcerated youth for the purposes of easing reentry back into their communities.

Is this project a sub-study of another project?

☒ NO ☐ YES*

*If yes, attach information that is pertinent to the approval of the primary project. However, in this application form, include only the particulars that pertain to the study under direct review.

Has this project received or requested external funding?

☒ NO ☐ YES--if yes, list:

Status Date Source

[Select]

[Select]

[Select]

STUDY SITES if other than CGU (insert additional pages if needed) : Afflerbaugh-Paige Camp

APPROVED

SEP 30 2015

ADVOCATE CONSENT FORM
READY FOR W.A.G.E.S.

Invitation to participate: The youth in your care has been selected to be in a research study that I am carrying out as a PhD student at Claremont Graduate University, with specific approval of the Juvenile Court, and under the supervision of Professor Deborah Smith. In this study, the goal is to learn more about the participant and how prepared he may be to keep a job by using appropriate behavior. What is learned from this study will be used to understand how well a class in job-related social skills works for students in juvenile justice settings.

What are participants being asked to do? Participants will be asked to complete 2 sets of questions about themselves. For example, how well they complete tasks or how they like to solve problems or what they would do in certain work-related situations. Completing the surveys should take about an hour and a half to two hours. The facilitator will read the questions to the participants and they will mark on a test sheet the answer that best fits what they would do in certain situations. The facilitator will also collect basic information about participants from information that is in their juvenile justice and education files. (For example, what crime they were incarcerated for, how many credits they have earned toward high school graduation).

Do participants have to do this? No. It is voluntary (their choice) whether they complete these sets of questions. If they decide **NOT** to participate, the decision will not affect their services from the facility. For agreeing to participate in this project, participants' relationship with the juvenile justice agency will not change for the better or for the worse. Their signature on the Youth Assent/Consent Form tells the facilitator that they have agreed to participate. If they decide to stop at any time, that is OK, too. The facilitator will destroy the assessment immediately, and keep the consent form. If the participant is under 18, an advocate must give permission to participate by signing the form, too.

Will others know their answers to the data collected? No. Participant names will not be used. The facilitator will assign a code to each name and once the answers are organized only the code will be used, not the participant's name.

What if participants don't like the questions or they make them uncomfortable? There is a small risk that participants may feel uncomfortable with some of the questions they are to answer about themselves. If they do feel uncomfortable, they can skip any question they choose or even not complete the questionnaire. They will not be penalized for stopping in the middle. They can also talk to their counselor about their discomforts. However, if they talk about hurting themselves or others, for example a child or an elderly person, or about abuse to them that has not been reported, facilitators or staff will share that information with their parole officer who will have to share that information with the appropriate agencies. Also, if they talk about future crimes and illegal acts, juvenile services will have to act on this information as part of his/her regular job.

APPROVED

SEP 30 2015

**CLAREMONT GRADUATE
UNIVERSITY IRB**

What do they get for doing this? Participants will receive a certificate of completion for their participation. Also, by doing this, they will be helping the facilitator understand how to better work with youth on parole or probation.

If they have questions? If participants have any questions, they may contact their treatment manager/counselor to relay the questions to the facilitator. If they have any questions about their rights in a research project, they should tell their treatment manager to contact the Institutional Review Board at Claremont Graduate University. The phone number is (909) 607-9406. Please keep a copy of this form to remember all this information.

What does it mean when I sign this? By signing this form, it means that you:

- ☐ Have read and understand all of the above.
- ☐ Agree to enroll the participant in this study.
- ☐ Understand that it is the participant's CHOICE to complete the surveys.
- ☐ They can choose to stop at any time.
- ☐ Have a copy of this form.
- ☐ Are not giving up any legal rights or claims on behalf of the participant.

Printed name of youth: _____

Printed name of designated advocate: _____

Designated advocate signature: _____

Date: _____

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SEP 30 2015

CLAREMONT GRADUATE
UNIVERSITY IRB

YOUTH ASSENT/CONSENT FORM
READY FOR W.A.G.E.S.

Invitation to participate: You have been selected to be in a research study that I am carrying out as a PhD student at Claremont Graduate University, with specific approval of the Juvenile Court, and under the supervision of Professor Deborah Smith. I want to learn more about you and how prepared you may be to keep a job by using appropriate behavior. What I learn from this study will be used to understand how well a class in job-related social skills works for students like you.

What am I being asked to do? You will be asked to complete 2 sets of questions about yourself. For example, how well you complete tasks or how you like to solve problems or what you would do in certain work-related situations. Completing the surveys should take about an hour and a half to two hours. I will read the questions to you and you will mark on a test sheet the answer that best fits what you would do in certain situations. I will also collect basic information about you from information that is in your juvenile justice and education files. (For example, what crime you were incarcerated for, how many credits you have earned toward high school graduation).

Do I have to do this? No. It is voluntary (your choice) whether you complete these sets of questions. If you decide **NOT** to participate, the decision will not affect your services from your facility. For agreeing to participate in this project, your relationship with the juvenile justice agency will not change for the better or for the worse. Your signature on this form tells me that you have agreed to participate. If you decide to stop at any time, that is OK, too. I will destroy the assessment immediately, and keep the consent form. If you are under 18, an advocate must give permission to participate by signing this form, too.

Will others know my answer to the data collected? No. Your name will not be used. We will assign a code to your name and once your answers are organized only the code will be used, not your name.

What if I don't like the questions or they make me uncomfortable? There is a small risk that you may feel uncomfortable with some of the questions you are to answer about yourself. If you do feel uncomfortable, you can skip any question you choose or even not complete the questionnaire. You will not be penalized for stopping in the middle. You can also talk to your counselor about your discomforts. But remember, if you talk about hurting yourself or others, for example a child or an elderly person, or about abuse to you that has not been reported, we will share that information with your parole officer who will have to share that information with the appropriate agencies. Also, if you talk about future crimes and illegal acts, juvenile services will have to act on this information as part of his/her regular job.

What do I get for doing this? You will receive a certificate of completion for your participation. Also, by doing this, you will be helping me understand how to better work with youth like yourself on parole or probation.

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**CLAREMONT GRADUATE
UNIVERSITY IRB**

If I have questions? If you have any questions, please contact your treatment manager/counselor to relay your questions to me. If you have any questions about your rights in a research project, tell your treatment manager to contact the Institutional Review Board at Claremont Graduate University. The phone number is (909) 607-9406. You can keep a copy of this form to remember all this information.

What does it mean when I sign this? By signing this form, it means that you:

- ☐ Have read and understand all of the above
- ☐ Understand that it is your CHOICE to complete the surveys
- ☐ Can choose to stop at any time
- ☐ Have a copy of this form
- ☐ Are not giving up any legal rights or claims.

Printed name of youth: _____

Youth signature: _____

Date: _____

If the youth is under 18:

Designated advocate signature: _____

Date: _____

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PARTICIPANTS (check all that apply): <input type="checkbox"/> Adults (18 years or older) <input checked="" type="checkbox"/> Minors (Less than 18 years) <input type="checkbox"/> Medical or other clinical Patients <input type="checkbox"/> Non-English Speaking <input checked="" type="checkbox"/> Mentally or Developmentally Disabled or Impaired <input checked="" type="checkbox"/> Prisoners, Parolees, or Incarcerated <input type="checkbox"/> Elected or Appointed Public Officials or Candidates	TYPE OF DATA (check all that apply): <input type="checkbox"/> Interviews (Face to Face) <input type="checkbox"/> Questionnaires or Surveys <input checked="" type="checkbox"/> Existing Data Banks, Archives or Documents <input type="checkbox"/> Physiological Measurements or Blood Samples <input type="checkbox"/> Observations/Record of Public Record <input checked="" type="checkbox"/> Educational Tests
NATURE OF INFORMATION TO BE OBTAINED: <input checked="" type="checkbox"/> Participants and their responses <u>cannot</u> be identified <input type="checkbox"/> Filming, Video or Voice-Recording <input checked="" type="checkbox"/> Information only pertains to standard educational strategies and/or techniques <input checked="" type="checkbox"/> Collected with permission or in collaboration with another agency/institution	OTHER: <input checked="" type="checkbox"/> Research conducted in an educational setting <input type="checkbox"/> Project involves temporary deception of participant <input type="checkbox"/> Project is time sensitive due to an unforeseen research opportunity (not due to a late start on this application)-- Explain:

By signing below, the Principal Investigator and co-Principal Investigators (if any) assure the IRB that all procedures performed during this project will be conducted by individuals legally and responsibly entitled to do so, and that any significant systematic deviation from the submitted protocol (for example, a change in principal investigator, sponsorship, research purposes, participant recruitment procedures, research methodology, risks and benefits, or consent procedures) will be submitted to the IRB for approval prior to its implementation.

By signing below, the Principal Investigator and co-Principal Investigators, if any, certify the following: 1) The information in this application is accurate and complete; 2) I/we will comply with all federal, state, and institutional policies and procedures to protect human subjects in research; 3) I/we understand the ethical responsibilities of research investigators and have received the required **training** in human research participant protection as specified at www.cgu.edu/irb; and 4) I/we will assure that the consent process and research procedures as described herein are followed with every participant in the research; 5) I/we will promptly report any deviations or adverse events to the IRB.

PRINCIPAL INVESTIGATOR SIGNATURE: 	DATE: 5-26-15
CO-PRINCIPAL INVESTIGATOR SIGNATURE (add others below if applicable):	DATE:

Student Principal Investigators are required to include an endorsement from their faculty advisor. The signature below certifies that the faculty advisor has reviewed and approved this complete Application and its attachments and accepts responsibility to supervise the work described herein in accordance with applicable institutional policies.

FACULTY ADVISOR SIGNATURE (if applicable): 	DATE: 5/25/15
Faculty Advisor Name: Deb Smith	
Email: deb.smith@cgu.edu	Telephone: 909.607-8982
Office Address: 1237 Dartmouth - IRB Center	

Additional CO-PRINCIPAL INVESTIGATOR SIGNATURE (In ink):	DATE:
Additional CO-PRINCIPAL INVESTIGATOR SIGNATURE (In ink):	DATE: APPROVED

Insert additional pages if needed

SEP 30 2015

EASING REENTRY OF INCARCERATED YOUTH

Appendix F

<i>Social Skills Improvement System (SSIS) Rating Scale</i>	F.2
<i>Working assessment</i>	F.12
<i>Ready for W.A.G.E.S. Demographic and Experience Form</i>	F.19

SSiS Social Skills Improvement System

Frank M. Gresham, PhD, and Stephen N. Elliott, PhD

Rating Scales
Student
(Ages 13–18)
Hand-Scoring
Form

Instructions

This booklet contains a list of things students your age may do and has two parts: Social Skills and Problem Behaviors. Please read each sentence and think about yourself.

Social Skills & Problem Behaviors

Decide **how true** each sentence is for you.

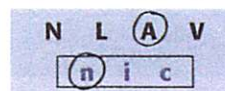
- If you think it is **not true** for you, circle the **N**.
- If you think it is a **little true** for you, circle the **L**.
- If you think it is a **lot true** for you, circle the **A**.
- If you think it is **very true** for you, circle the **V**.

Then, decide **how important** you think the sentence is when you are with others.

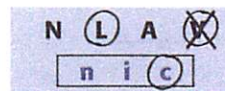
- If you think it is **not important** for you, circle the **n**.
- If you think it is **important** for you, circle the **i**.
- If you think it is **critical** for you, circle the **c**.

How to Mark Your Responses

When marking responses, use a sharp pencil or ballpoint pen; do not use a felt-tip pen or marker. Press firmly, and make sure to **circle** completely the letter you choose, like this:



If you wish to change an answer, mark an X through it, and **circle** your new choice, like this:



Please answer all questions with the best response for you for each sentence, even if it is hard for you to make up your mind. There are no right or wrong answers. Please ask questions if you do not know what to do. Begin working when told to do so.

Before starting, be sure to complete the information in the boxes on the right-hand side of page 3.

For each section below conditions described Scoring Instructions F

Mark the norm group used:

Age	Sex	Confidence Interval
<input type="checkbox"/> Ages 13-18	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Combined	<input type="checkbox"/> 68% <input type="checkbox"/> 95%

F Index

Acceptable	Caution	Extreme Caution
0-1	2-3	4-10

Date: _____

Teacher's Name: _____

Position/Class Taught: _____

Student's Name: _____

Birth Date: _____

Sex: ☐ Female ☐ Male

Summary Table							
Social Skills Subscales	Sum	Adjustment Value	Raw Score	Behavior Level			
Communication	_____	+	_____	=	_____	Below Average	Average Above Average
Cooperation	_____	+	_____	=	_____	Below Average	Average Above Average
Assertion	_____	+	_____	=	_____	Below Average	Average Above Average
Responsibility	_____	+	_____	=	_____	Below Average	Average Above Average
Empathy	_____	+	_____	=	_____	Below Average	Average Above Average
Engagement	_____	+	_____	=	_____	Below Average	Average Above Average
Self-Control	_____	+	_____	=	_____	Below Average	Average Above Average

Social Skills Scale

<input type="text"/>	<input type="text"/>	<input type="text"/>	-	<input type="text"/>	<input type="text"/>
Sum of Raw Scores	Standard Score	Confidence Interval		Percentile Rank	

Problem Behaviors Subscales	Sum	Adjustment Value	Raw Score	Behavior Level		
Externalizing	_____	+	_____	=	_____	Below Average Average Above Average
Bullying	_____	+	_____	=	_____	Below Average Average Above Average
Hyperactivity/Inattention	_____	+	_____	=	_____	Below Average Average Above Average
Internalizing	_____	+	_____	=	_____	Below Average Average Above Average

Problem Behaviors Scale

<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>	<input type="text"/>	-	<input type="text"/>	<input type="text"/>
PB Scale Sum		Adjustment Value		Raw Score	Standard Score		Confidence Interval	Percentile Rank

Social Skills S

- _____
- _____
- _____
- _____
- _____

Social Skills I

- _____
- _____
- _____
- _____
- _____

Social Skills

- _____
- _____
- _____
- _____
- _____

Competing P

- _____
- _____
- _____
- _____
- _____

Analysis of Social Behaviors

One or two behaviors (items) from each subscale that meet the Model of Social Behavioral Strengths and Weaknesses on the

Strengths

Performance Deficits

Situation Deficits

Intervention Behaviors

Additional Assessment Information

Summarize other assessments of this student.

Direct observations _____

_____ Date _____

Interviews _____

_____ Date _____

Other behavior ratings _____

_____ Date _____

Previous intervention outcome data _____

_____ Date _____

Intervention Planning Notes

Summarize possible intervention plans for this student.

Target behavior(s) _____

Desired outcome behavior(s) _____

Critical setting or situations for change _____

Procedure for maintaining strengths _____

Procedure for promoting skill acquisition _____

Procedure for increasing skill performance _____

Procedure for reducing problem behaviors _____

Procedure for facilitating generalization _____

Intervention resources _____

Intervention evaluation _____

Refer to the SSIS Intervention Guide and the SSIS Classwide Intervention Program to provide and guide interventions and instruction for individual and small-group sessions, and for classwide and schoolwide instruction, respectively.

Administrator: After the Rating Scales form is completed, detach pages 2 and 3 by carefully tearing along the perforated line.



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6 7 8 9 10 11 12 A B C D E

Remember: How True: **N** - Not True **L** - Little True **A** - A Lot True **V** - Very True

How Important: **n** - not important **i** - important **C** - critical

Please mark

Social

1. I ask for information when I need it.	N L A V <input type="text" value="n i c"/>	11. I show others how I feel.	N L A V <input type="text" value="n i c"/>	21. I stay calm when I am te
2. I pay attention when others present their ideas.	N L A V <input type="text" value="n i c"/>	12. I do what the teacher asks me to do.	N L A V <input type="text" value="n i c"/>	22. I follow school rules.
3. I try to forgive others when they say "sorry."	N L A V <input type="text" value="n i c"/>	13. I try to make others feel better.	N L A V <input type="text" value="n i c"/>	23. I ask others to do things with me.
4. I'm careful when I use things that aren't mine.	N L A V <input type="text" value="n i c"/>	14. I do my part in a group.	N L A V <input type="text" value="n i c"/>	24. I am well-behaved.
5. I stand up for others when they are not treated well.	N L A V <input type="text" value="n i c"/>	15. I let people know when there's a problem.	N L A V <input type="text" value="n i c"/>	25. I say nice things about m without bragging.
6. I say "please" when I ask for things.	N L A V <input type="text" value="n i c"/>	16. I look at people when I talk to them.	N L A V <input type="text" value="n i c"/>	26. I stay calm when people out my mistakes.
7. I feel bad when others are sad.	N L A V <input type="text" value="n i c"/>	17. I help my friends when they are having a problem.	N L A V <input type="text" value="n i c"/>	27. I try to think about how others feel.
8. I get along with other children/adolescents.	N L A V <input type="text" value="n i c"/>	18. I make friends easily.	N L A V <input type="text" value="n i c"/>	28. I meet and greet new pe on my own.
9. I ignore others who act up in class.	N L A V <input type="text" value="n i c"/>	19. I do my work without bothering others.	N L A V <input type="text" value="n i c"/>	29. I do the right thing witho being told.
10. I take turns when I talk with others.	N L A V <input type="text" value="n i c"/>	20. I am polite when I speak to others.	N L A V <input type="text" value="n i c"/>	30. I smile or wave at people I see them.

Problem B

47. I'm afraid of a lot of things.	N L A V	53. I get embarrassed easily.	N L A V	59. I can't sleep well at night
48. I make people do what I want them to do.	N L A V	54. I hurt people when I am angry.	N L A V	60. I do not let others join m group of friends.
49. I often do things without thinking.	N L A V	55. I have temper tantrums.	N L A V	61. I find it hard to sit still.
50. I often feel sick.	N L A V	56. I think bad things will happen to me.	N L A V	62. I feel lonely.
51. I swear or use bad words.	N L A V	57. I lie to others.	N L A V	63. I cheat when playing gan
52. I find it's hard to focus on what I am doing.	N L A V	58. I often get distracted.	N L A V	64. I make careless mistakes schoolwork.

N L A V n i c	31. I try to find a good way to end a disagreement.	N L A V n i c	41. I stay calm when others bother me.	N L A V n i c
N L A V n i c	32. I pay attention when the teacher talks to the class.	N L A V n i c	42. I work well with my classmates.	N L A V n i c
N L A V n i c	33. I play games with others.	N L A V n i c	43. I try to make new friends.	N L A V n i c
N L A V n i c	34. I do my homework on time.	N L A V n i c	44. I tell people when I have made a mistake.	N L A V n i c
N L A V n i c	35. I tell others when I'm not treated well.	N L A V n i c	45. I ask for help when I need it.	N L A V n i c
N L A V n i c	36. I stay calm when dealing with problems.	N L A V n i c	46. I stay calm when I disagree with others.	N L A V n i c
N L A V n i c	37. I am nice to others when they are feeling bad.	N L A V n i c		
N L A V n i c	38. I ask to join others when they are doing things I like.	N L A V n i c		
N L A V n i c	39. I keep my promises.	N L A V n i c		
N L A V n i c	40. I say "thank you" when someone helps me.	N L A V n i c		

Behaviors

N L A V	65. I think no one cares about me.	N L A V	71. I feel nervous with my classmates.	N L A V
N L A V	66. I try to make others afraid of me.	N L A V	72. I say things to hurt people's feelings.	N L A V
N L A V	67. I break things when I'm angry.	N L A V	73. I fight with others.	N L A V
N L A V	68. I often get tired.	N L A V	74. I feel sad.	N L A V
N L A V	69. I talk back to adults.	N L A V	75. I break the rules.	N L A V
N L A V	70. I waste a lot of time.	N L A V		

Your Name: _____
 Date: _____
 Age: _____
 School/Center: _____
 Grade/Class: _____
 Other Data: _____
 Birth Date: _____
 Sex: ☐ Male ☐ Female

Model of Social Behavioral Strengths and Weaknesses

The Model of Social Behavioral Strengths and Weaknesses provides a framework and guidelines for where and how to intervene. Please refer to this table when completing the Analysis of Social Behaviors. See the SSIS Rating Scales Manual for further detail.

ed in Chapter 2 of the SSIS Rating Scales Manual.

Problem Behaviors					Item				
Item	N	L	A	V	Item	N	L	A	V
59.	0	1	2	3	65.	0	1	2	3
60.	0	1	2	3	66.	0	1	2	3
61.	0	1	2	3	67.	0	1	2	3
62.	0	1	2	3	68.	0	1	2	3
63.	0	1	2	3	69.	0	1	2	3
64.	0	1	2	3	70.	0	1	2	3
Sum					Sum				

these column sums (following the arrows, right to left), and add the total in the box labeled "PB Scale Sum."

the Bullying and Hyperactivity/Inattention subscales, transfer the responding item scores from the item grids to the Bullying and Hyperactivity/Inattention boxes found on the left side of the Item Scoring Page. Then, add these two columns of numbers and record the sum in the box at the bottom of each column. Be sure the sum does not exceed the maximum value provided for each subscale.

3: Calculating the F Index

F-index items are denoted by an unshaded rating value of either 0 or 3 in the item grid. To calculate the F-index score, count the number of circled unshaded rating value(s). Record the total count in the F-index section in the upper-left area of the Summary Page by circling the range within which this total count falls. If the total is 2 or more, follow the interpretation guidelines in the SSIS Rating Scales Manual.

4: Completing the Summary Table

Transfer each subscale's sum and adjustment value (from Step 2) to the corresponding section of the Summary Table on the Summary Page.

Add each subscale sum to its adjustment value, and record the total in the Raw Score column.

For the Social Skills scale, add the subscale raw scores, and record the total in the Social Skills scale Sum of Raw Scores box.

For the Problem Behaviors scale, transfer the PB Scale Sum from the Item Scoring Page to the Summary Table. Add the value in the PB Scale Sum box and the adjustment value, and record the total in the Problem Behaviors scale Raw Score box.

Refer to the appropriate tables in Appendixes C and D in the SSIS Rating Scales Manual to obtain the Standard Scores, Percentile Ranks, and Behavior Levels. Record this information in the designated spaces.

Find the Confidence Interval value (68% or 95%) for each scale. Subtract this value from its corresponding Standard Score and record the total in the Confidence Interval box on the left, then add the same value to the Standard Score and record the total in the box on the right.

	Conditions	Actions & Interventions
Social Skills Strengths A student knows and uses social skills consistently and appropriately.	<ul style="list-style-type: none"> Social Skills subscale is above average. Item within subscale has a frequency/belief rating of 3 and importance rating of i or c. 	<ul style="list-style-type: none"> Reinforce to maintain desired social behavior. Use student as a model for other students.
Social Skills Performance Deficits A student can use the skill but does so infrequently.	<ul style="list-style-type: none"> Social Skills subscale is below average. Item within subscale has a frequency/belief rating of 1 and importance rating of c. 	<ul style="list-style-type: none"> Use behavior techniques to increase student practice and performance of desired social behavior.
Social Skills Acquisition Deficits A student does not sufficiently know the skill or how to use it appropriately.	<ul style="list-style-type: none"> Social Skills subscale is below average. Item within subscale has a frequency/belief rating of 0 and importance rating of i or c. 	<ul style="list-style-type: none"> Direct instruction of the desired social behavior using the SSIS Intervention Guide and/or other interventions.
Competing Problem Behaviors A competing problem behavior interferes with a student's performance of a learned social skill.	<ul style="list-style-type: none"> Problem Behaviors subscale is above average. Item within subscale has a frequency/belief rating of 3. 	<ul style="list-style-type: none"> Use behavior techniques to reduce interfering behaviors. Collect further information (e.g., direct observations, interviews, comprehensive assessment of problem behaviors).

Scoring Instructions Page

Follow the instructions below to calculate scale and subscale raw scores and the *F* index. Detailed illustrations of these scoring procedures are

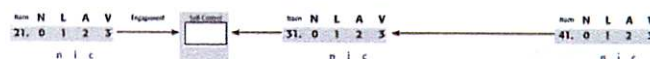
Step 1: Determining Adjustment Values for Missing Item Responses

If all test items have a rating response for "How True," proceed to Step 2. If there are missing item responses, follow the procedures below to determine scale and subscale adjustment values.

- For the Social Skills and Problem Behaviors scales, circle the item numbers below of items with missing responses. Count the number of circles and record the total in the Number Missing column. If the number of missing items is equal to or below the maximum number of missing items allowed, multiply the number by the adjustment factor and record the result in the Adjustment Value column. If the number of missing responses exceeds the maximum allowed, do not continue scoring the scale or its subscales.
- For each Social Skills and Problem Behaviors subscale, circle the item numbers below that have missing responses. Count the number of circles for each subscale and record the total in the Number Missing column. Multiply the number by the adjustment factor and record the result in the Adjustment Value column.

Step 2: Computing Scale and Subscale Raw Scores

- On the Item Scoring Page, calculate item scores in each row for items that are connected by arrows.



- Record each sum in the corresponding box. For example, the value in the first box of the Self-Control column is the sum of items 21, 31, and 41. *Note:* Some items in the Problem Behaviors scale are not connected to an arrow.
- For each section (i.e., Social Skills and Problem Behaviors), compute the sum of the numbers in boxes within each column and record the sums in the boxes labeled "Sum" at the bottom of each column. Be sure the sums do not exceed the maximum values indicated under each box.
- For the Problem Behaviors scale, also add the item scores in each of the five columns (see the following example), and record the sums in the boxes below each column.

Determining Adjustment Values

Scale/Subscale	Items	Number Missing (Max. Allowed)	Adjustment Factor	Adjustment Value
Social Skills	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46	(Maximum 4)	×	2 =
Communication	6 10 16 20 30 40		×	2 =
Cooperation	2 9 12 19 22 32 42		×	2 =
Assertion	1 5 11 15 25 35 45		×	2 =
Responsibility	4 14 24 29 34 39 44		×	2 =
Empathy	3 7 13 17 27 37		×	2 =
Engagement	8 18 23 28 33 38 43		×	2 =
Self-Control	21 26 31 36 41 46		×	2 =
Problem Behaviors	47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75	(Maximum 3)	×	1 =
Externalizing	48 49 51 54 55 57 61 63 67 69 73 75		×	1 =
Bullying	48 54 60 66 72		×	1 =
Hyperactivity/ Inattention	49 52 55 58 61 64 70		×	1 =
Internalizing	47 50 53 56 59 62 65 68 71 74		×	1 =

Social Skills									
N	L	A	V	Engagement	0	1	2	3	Sum
0	1	2	3	Self-Control	31.	0	1	2	3
0	1	2	3	Item	32.	0	1	2	3
0	1	2	3	Item	33.	0	1	2	3
0	1	2	3	Item	34.	0	1	2	3
0	1	2	3	Item	35.	0	1	2	3
0	1	2	3	Item	36.	0	1	2	3
0	1	2	3	Item	37.	0	1	2	3
0	1	2	3	Item	38.	0	1	2	3
0	1	2	3	Item	39.	0	1	2	3
0	1	2	3	Item	40.	0	1	2	3
0	1	2	3	Item	41.	0	1	2	3
0	1	2	3	Item	42.	0	1	2	3
0	1	2	3	Item	43.	0	1	2	3
0	1	2	3	Item	44.	0	1	2	3
0	1	2	3	Item	45.	0	1	2	3
0	1	2	3	Item	46.	0	1	2	3
0	1	2	3	Item	47.	0	1	2	3
0	1	2	3	Item	48.	0	1	2	3
0	1	2	3	Item	49.	0	1	2	3
0	1	2	3	Item	50.	0	1	2	3
0	1	2	3	Item	51.	0	1	2	3
0	1	2	3	Item	52.	0	1	2	3
0	1	2	3	Item	53.	0	1	2	3
0	1	2	3	Item	54.	0	1	2	3
0	1	2	3	Item	55.	0	1	2	3
0	1	2	3	Item	56.	0	1	2	3
0	1	2	3	Item	57.	0	1	2	3
0	1	2	3	Item	58.	0	1	2	3
0	1	2	3	Item	59.	0	1	2	3
0	1	2	3	Item	60.	0	1	2	3
0	1	2	3	Item	61.	0	1	2	3
0	1	2	3	Item	62.	0	1	2	3
0	1	2	3	Item	63.	0	1	2	3
0	1	2	3	Item	64.	0	1	2	3
0	1	2	3	Item	65.	0	1	2	3
0	1	2	3	Item	66.	0	1	2	3
0	1	2	3	Item	67.	0	1	2	3
0	1	2	3	Item	68.	0	1	2	3
0	1	2	3	Item	69.	0	1	2	3
0	1	2	3	Item	70.	0	1	2	3
0	1	2	3	Item	71.	0	1	2	3
0	1	2	3	Item	72.	0	1	2	3
0	1	2	3	Item	73.	0	1	2	3
0	1	2	3	Item	74.	0	1	2	3
0	1	2	3	Item	75.	0	1	2	3
0	1	2	3	Item	76.	0	1	2	3
0	1	2	3	Item	77.	0	1	2	3
0	1	2	3	Item	78.	0	1	2	3
0	1	2	3	Item	79.	0	1	2	3
0	1	2	3	Item	80.	0	1	2	3
0	1	2	3	Item	81.	0	1	2	3
0	1	2	3	Item	82.	0	1	2	3
0	1	2	3	Item	83.	0	1	2	3
0	1	2	3	Item	84.	0	1	2	3
0	1	2	3	Item	85.	0	1	2	3
0	1	2	3	Item	86.	0	1	2	3
0	1	2	3	Item	87.	0	1	2	3
0	1	2	3	Item	88.	0	1	2	3
0	1	2	3	Item	89.	0	1	2	3
0	1	2	3	Item	90.	0	1	2	3
0	1	2	3	Item	91.	0	1	2	3
0	1	2	3	Item	92.	0	1	2	3
0	1	2	3	Item	93.	0	1	2	3
0	1	2	3	Item	94.	0	1	2	3
0	1	2	3	Item	95.	0	1	2	3
0	1	2	3	Item	96.	0	1	2	3
0	1	2	3	Item	97.	0	1	2	3
0	1	2	3	Item	98.	0	1	2	3
0	1	2	3	Item	99.	0	1	2	3
0	1	2	3	Item	100.	0	1	2	3

Problem Behaviors									
N	L	A	V	Internalizing	0	1	2	3	Sum
0	1	2	3	Item	65.	0	1	2	3
0	1	2	3	Item	66.	0	1	2	3
0	1	2	3	Item	67.	0	1	2	3
0	1	2	3	Item	68.	0	1	2	3
0	1	2	3	Item	69.	0	1	2	3
0	1	2	3	Item	70.	0	1	2	3
0	1	2	3	Item	71.	0	1	2	3
0	1	2	3	Item	72.	0	1	2	3
0	1	2	3	Item	73.	0	1	2	3
0	1	2	3	Item	74.	0	1	2	3
0	1	2	3	Item	75.	0	1	2	3
0	1	2	3	Item	76.	0	1	2	3
0	1	2	3	Item	77.	0	1	2	3
0	1	2	3	Item	78.	0	1	2	3
0	1	2	3	Item	79.	0	1	2	3
0	1	2	3	Item	80.	0	1	2	3
0	1	2	3	Item	81.	0	1	2	3
0	1	2	3	Item	82.	0	1	2	3
0	1	2	3	Item	83.	0	1	2	3
0	1	2	3	Item	84.	0	1	2	3
0	1	2	3	Item	85.	0	1	2	3
0	1	2	3	Item	86.	0	1	2	3
0	1	2	3	Item	87.	0	1	2	3
0	1	2	3	Item	88.	0	1	2	3
0	1	2	3	Item	89.	0	1	2	3
0	1	2	3	Item	90.	0	1	2	3
0	1	2	3	Item	91.	0	1	2	3
0	1	2	3	Item	92.	0	1	2	3
0	1	2	3	Item	93.	0	1	2	3
0	1	2	3	Item	94.	0	1	2	3
0	1	2	3	Item	95.	0	1	2	3
0	1	2	3	Item	96.	0	1	2	3
0	1	2	3	Item	97.	0	1	2	3
0	1	2	3	Item	98.	0	1	2	3
0	1	2	3	Item	99.	0	1	2	3
0	1	2	3	Item	100.	0	1	2	3

Your Name: _____
 Date: _____
 Age: _____
 Sex: ☐ Female ☐ Male
 School/Center: _____
 Grade/Class: _____
 Other Data: _____

Item Scoring Page

Item	N	L	A	V	Communication	Cooperation	Item	N	L	A	V	Assertion	Responsibility	Empathy
1.	0	1	2	3	→		11.	0	1	2	3	→	<input type="text"/>	
		n	i	c					n	i	c			
2.	0	1	2	3	→	<input type="text"/>	12.	0	1	2	3	←		
		n	i	c					n	i	c			
3.	0	1	2	3	→		13.	0	1	2	3	→		<input type="text"/>
		n	i	c					n	i	c			
4.	0	1	2	3	→		14.	0	1	2	3	→	<input type="text"/>	←
		n	i	c					n	i	c			
5.	0	1	2	3	→		15.	0	1	2	3	→	<input type="text"/>	←
		n	i	c					n	i	c			
6.	0	1	2	3	→	<input type="text"/>	16.	0	1	2	3			
		n	i	c					n	i	c			
7.	0	1	2	3	→		17.	0	1	2	3	→		<input type="text"/>
		n	i	c					n	i	c			
8.	0	1	2	3	→		18.	0	1	2	3			
		n	i	c					n	i	c			
9.	0	1	2	3	→	<input type="text"/>	19.	0	1	2	3		<input type="text"/>	←
		n	i	c					n	i	c			
10.	0	1	2	3	→	<input type="text"/>	20.	0	1	2	3	←		
		n	i	c					n	i	c			
					Sum	<input type="text"/>						Sum	<input type="text"/>	<input type="text"/>
					Maximum	18						Maximum	21	18

Bullying		Hyperactivity/Inattention	
48.	_____	49.	_____
54.	_____	52.	_____
60.	_____	55.	_____
66.	_____	58.	_____
72.	_____	61.	_____
		64.	_____
		70.	_____
Sum	<input type="text"/>	Sum	<input type="text"/>
Maximum	15	Maximum	21

Item	N	L	A	V	Externalizing	Item	N	L	A	V	
47.	0	1	2	3	→	53.	0	1	2	3	
48.	0	1	2	3	→	<input type="text"/>	54.	0	1	2	3
49.	0	1	2	3	→	<input type="text"/>	55.	0	1	2	3
50.	0	1	2	3	→		56.	0	1	2	3
51.	0	1	2	3	→	<input type="text"/>	57.	0	1	2	3
52.	0	1	2	3			58.	0	1	2	3
					Sum	<input type="text"/>					
					Maximum	36					
PB Scale Sum <input type="text"/>						Sum <input type="text"/>					
Maximum 87											



Draft

Study ID

--	--	--	--	--	--	--	--

Working Survey

First Name:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Last Name:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

What is your age?

--	--

 years old

Date:

--	--

 /

--	--

 /

--	--

What is your gender? ☐ Male ☐ Female

What is your ethnicity? ☐ Hispanic or Latino ☐ NOT Hispanic or Latino

What is your race?

☐ American Indian or Native American
☐ Asian

☐ Black or African American
☐ Native Hawaiian or other Pacific Islander

☐ White or Caucasian
☐ Unknown

The next section has statements about how you might think, feel, and act when faced with a problem. A problem means something important in your life that bothers you a lot. Please read each statement. Fill in the appropriate bubble to describe how true each statement is of you.

Not at all true of me Slightly true of me Moderately true of me Very true of me Extremely true of me

1. I feel threatened and afraid when I have an important problem to solve.

☐ ☐ ☐ ☐ ☐

2. When making decisions, I do not evaluate all my options carefully enough.

☐ ☐ ☐ ☐ ☐

3. I feel nervous and unsure of myself when I have an important decision to make.

☐ ☐ ☐ ☐ ☐

4. When my first efforts to solve a problem fail, I know if I persist and do not give up too easily, I will be able to eventually find a good solution.

☐ ☐ ☐ ☐ ☐

5. When I have a problem I try to see it as a challenge, or opportunity to benefit in some positive way from having the problem.

☐ ☐ ☐ ☐ ☐

6. I wait to see if a problem will resolve itself first, before trying to solve it myself.

☐ ☐ ☐ ☐ ☐

7. When my first efforts to solve a problem fail, I get very frustrated.

☐ ☐ ☐ ☐ ☐

8. When I am faced with a difficult problem, I doubt that I will be able to solve it on my own no matter how hard I try.

☐ ☐ ☐ ☐ ☐

--	--	--	--	--

Survey

☐ 1 ☒ 2

State

☒ M ☐ N ☐ O

Facility

☒ L ☐ S



Draft

Not at all
true of me

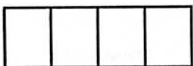
Slightly
true of me

Moderately
true of me

Very true
of me

Extremely
true of me

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 9. Whenever I have a problem, I believe that it can be solved. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I go out of my way to avoid having to deal with problems in my life. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Difficult problems make me very upset. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. When I have a decision to make, I try to predict the positive and negative consequences of each option. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. When problems occur in my life I like to deal with them as soon as possible. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. When I am trying to solve a problem, I go with the first good idea that comes to mind. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. When I am faced with a difficult problem I believe I will be able to solve it on my own if I try hard enough. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. When I have a problem to solve, one of the first things I do is get as many facts about the problem as possible. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. When a problem occurs in my life, I put off trying to solve it for as long as possible. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. I spend more time avoiding my problems than solving them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. Before I try to solve a problem, I set a specific goal so that I know exactly what I want to accomplish. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. When I have a decision to make, I do not take the time to consider the pros and cons of each option. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. After carrying out a solution to a problem, I try to evaluate as carefully as possible how much the situation has changed for the better. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. I put off solving problems until it is too late to do anything about them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. When I am trying to solve a problem I think of as many ideas as possible until I cannot come up with any more ideas. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. When making decisions, I go with my "gut feeling" without thinking too much about the consequences of each option. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. I am too impulsive when it comes to making decisions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



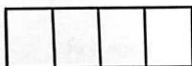


Draft

In this section you will find a series of statements that individuals can use to describe themselves. There are no correct or incorrect responses. All people are unique and different, and it is these differences which we are trying to learn about. Please read each statement carefully and give your best estimate of how well it describes you. **Fill in the appropriate bubble to indicate how well a given statement describes you.**

If one of the statements does not apply to you (for example, if it involves driving a car and you don't drive) then fill in "Not Applicable". Check to make sure that you have answered EVERY item.

	Almost never like me	Occasionally like me	Somewhat like me	Quite a bit like me	Almost always like me	Not applicable
1. I usually do something I enjoy rather than try something different.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I do extra work to make sure things are done just right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I keep and use a list of things I've got to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I don't usually like others giving me suggestions on how I should do something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. When learning something, I first think carefully about the very best way to tackle it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I don't usually ask questions that go much beyond the immediate task at hand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I follow through on things no matter what it takes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. When solving a problem, I keep double-checking to be sure I'm right on track.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I have found that group decisions are often better than individual decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I worry a lot about what could happen when things are changing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I tackle a problem by first trying to see how it affects others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I understand new things by seeing how they fit with what I already know.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I check to make sure that others have done what they said they would do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I seek out new activities and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

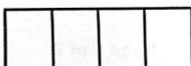


	Almost never like me	Occasionally like me	Somewhat like me	Quite a bit like me	Almost always like me	Not applicable
15. I get a job done, even when it's much harder than I first thought.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I usually don't make a special effort to learn new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I make a detailed plan before I tackle a complex problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I make a mental picture of what I'm trying to learn or solve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I frequently come up with new ideas for how to do things better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I'm usually most comfortable when things are predictable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I don't usually think about what I need to do until it's almost time to do it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I explain to others why we need to work together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I like to experiment with ideas and possibilities in my head.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I don't let go of something until I understand it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. When trying to understand something complicated, I carefully break it into parts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I want to see how one task is related to other tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I won't settle for just doing the minimum on anything, no matter what it is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I will offer a suggested solution whenever I bring up a problem to someone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. I am uncomfortable when I have to handle several things at once.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. It really bugs me to see a problem that nobody is trying to solve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Draft

	Almost never like me	Occasionally like me	Somewhat like me	Quite a bit like me	Almost always like me	Not applicable
31. I set definite goals, then keep working at them until I've achieved them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I like working in teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. When I have to wait, I will read anything I find lying around.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. I consciously ask myself questions to see how well I understand something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. I can't quit thinking about something until I'm sure I've done it very well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. It can take me a long time to get used to a major change in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. As soon as I finish one task, I look for another one to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. If I can't catch on to something quickly, I sometimes just drop it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. I prefer to learn with other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. I prefer to know what's in it for me before I spend a lot of effort learning something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. I consciously consider several different approaches before tackling a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. I know how to get things done in a system or an organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. I usually do my work with great care only if someone will be checking up on me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. I prefer to let others take the lead in getting something done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. I learn by figuring out how I can apply the things I'm learning to my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Almost never like me	Occasionally like me	Somewhat like me	Quite a bit like me	Almost always like me	Not applicable
46. I won't let go of a problem until I've got it licked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. I adapt quickly to new situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. I'm one of the first to volunteer to learn a new procedure or method.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. I'll frequently hold on to my opinion rather than compromise with the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. I don't worry about the little details as long as I've done the main things okay.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. I am often late for appointments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. It's often hard for me to alternate between two different tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. I often make plans that I do not follow through with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Even when I feel energized, I can usually sit still without much trouble if it's necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. I can keep performing a task even when I would rather not do it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. It is easy for me to hold back my laughter in a situation when laughter wouldn't be appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. I can make myself work on a difficult task even when I don't feel like trying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. When I am trying to focus my attention, I am easily distracted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. When interrupted or distracted, I usually can easily shift my attention back to whatever I was doing before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. It is hard for me to focus my attention when I am distressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Almost never like me	Occasionally like me	Somewhat like me	Quite a bit like me	Almost always like me	Not applicable
61. I can easily resist talking out of turn, even when I'm excited and want to express an idea.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. If I think of something that needs to be done, I usually get right to work on it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. When I am happy and excited about an upcoming event, I have a hard time focusing my attention on tasks that require concentration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. I often have trouble resisting my cravings for food, drink, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. I usually finish doing things before they are actually due (for example, like doing homework, or household chores).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. When I'm excited about something it's hard for me to resist jumping right into it before I've considered the possible consequences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. When I see an attractive item in a store, it's usually hard for me to resist buying it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. When I am afraid of how a situation might turn out, I usually avoid dealing with it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. It is easy for me to inhibit (hold back) fun behavior that would be inappropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank You For Your Participation.

Ready for W.A.G.E.S. Demographic and Experience Form

SECTION 1: Research Participant Information

Date this form was completed: _____

Participant ID Number: _____

Consent form signed: _____

- ☐ Treatment Group # ____
☐ Wait List Control Group # ____

Pre-test completion date: _____

Ready for W.A.G.E.S. begin date: _____

Participation in forestry program?

- ☐ Yes
☐ No

SECTION 2: Background Information

Facility incarcerated: _____

Gender: _____

Date of birth: _____

Time to age of majority from beginning *Ready for W.A.G.E.S.*: _____

What is the participant's primary ethnicity? (Select one)

- ☐ White/Caucasian
☐ Black/African American
☐ Hispanic/Latino
☐ Native American
☐ Asian/Pacific Islander
☐ Multi-Racial
☐ Other _____

Does the participant have a Special Education diagnosis? (Select one)

- ☐ Yes
☐ No
☐ Don't know

EASING REENTRY OF INCARCERATED YOUTH

If yes, what is the disability type? (Select all that apply)

- ☐ Specific Learning Disability
- ☐ Intellectual Disability
- ☐ Speech/Language Impairment
- ☐ Emotional Disturbance
- ☐ Behavioral Disorder
- ☐ Visual Impairment
- ☐ Orthopedic Impairment
- ☐ Hearing Impairment
- ☐ Deaf-Blind
- ☐ Autism Spectrum Disorder
- ☐ Asperger's
- ☐ Other Health Impairment
- ☐ Traumatic Brain Injury
- ☐ ADHD/ADD
- ☐ DSM-V Diagnosis

SECTION 3: Adjudication Information

What is the length of the participant's current sentence? _____

What is the type of offense for which the participant was adjudicated for the current sentence? (Select one)

- ☐ Property
- ☐ Person
- ☐ Behavior

Time to planned release from time of beginning *Ready for W.A.G.E.S.*:

List infractions (disciplinary actions) during current sentence, if any:

What was the most severe crime committed leading to incarceration? (Select one)

- ☐ Property
- ☐ Person
- ☐ Behavior

What is the age of first adjudication? (Select one)

- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12
- ☐ 13

EASING REENTRY OF INCARCERATED YOUTH

- ☐ 14
- ☐ 15
- ☐ 16
- ☐ 17

SECTION 4: Academic Records

Does the participant have any standardized test scores on record? (Select one)

- ☐ Yes
- ☐ No

If yes, note test type and scores.

Math level: _____

Reading level: _____

How many credits does the participant have? _____

Has the participant received some type of high school completion document? (Select one)

- ☐ Yes
- ☐ No

If yes, what types of completion documents has the participant received? (Select all that apply)

- ☐ High School Diploma
- ☐ GED
- ☐ Modified Diploma
- ☐ High School Completion Document
- ☐ Other _____

SECTION 5: Additional Notes
