THE NATIONAL INSTITUTE OF CORRECTIONS

CLASSIFICATION IN PROBATION AND PAROLE:
A MODEL SYSTEMS APPROACH

SUPPLEMENTAL REPORT

THE CLIENT MANAGEMENT CLASSIFICATION SYSTEM

The Client Management Classification System (CMC), which was developed and first utilized in Wisconsin in 1975, is a pragmatic and easily administered classification and case handling approach designed for adult probation or parole clients. The procedures employed by the CMC assist agents in:

o   Rapidly gaining an understanding of the client's problems and needs;

o   Anticipating impediments to effective solutions for these problems; and

o   Developing a meaningful casework plan.

When the CMC System is employed at intake, clients are assigned to the appropriate casework groups on the basis of their responses to an objectively scored, semi-structured interview. The CMC System approach eliminates for agents the initial problem of trying to identify quickly those particular areas where a newly assigned client most needs help. By utilizing such a system, agents are able to develop a timely, coherent casework plan.

DEVELOPMENT OF THE SYSTEM

The CMC System uses a semi-structured interview to place clients in one of five differential casework treatment modalities. Developed for Wisconsin's Bureau of Community Corrections as part of the Case Classification/Staff Deployment Project, the system was designed specifically for use in adult probation and parole agencies.

The system was constructed empirically. When developing the system, the feasibility of using the I-level and Quay systems was explored since these were used most extensively in corrections to classify offenders into case-handling groups. Utilization of these systems was rejected for a number of reasons; foremost among them was that neither of these systems had been designed or used extensively with adult probation and parole clients. However, the better features of both of these systems were combined with the practical experience of dealing with probation and parole clients by the developers of CMC.

As a first step in constructing the new system, items with potential for differentiating among basic offender types were generated. A forced-choice rating form was developed to measure these items, utilizing information derived from client interviews. Due to difficulties in obtaining reliable ratings, a semi-structured interview with scripted questions was developed to insure that the appropriate information was obtained. Subsequently, a "scoring guide" was also developed to improve reliability. Questions and items were continually revised and simplified over time to improve the flow of the interview.

The final version of the classification interview consists of 45 items dealing sequentially with the clients' attitudes about their offense, offense history, family, interpersonal relationships, current problems, and future plans. For each of these general areas, one or two open-ended questions are provided, followed by more specific questions designed to elicit the needed information. In addition to the structured interview, these are 11 objective background and offense history items, eight behavior ratings (based on interview behavior), and seven items calling for agents' impressions of the clients'

most and least important problem areas. The "scoring guide" covers all parts of the classification system, and is included at the bottom of each page for easy reference (the interview format is provided in Appendix A).

The client interview using the structured interview format requires approximately 45 minutes to administer, and approximately five minutes to score.

EVALUATION

Since the CMC System was first developed in 1975, the scoring system was evaluated for validity and reliability and a survey of agents who were trained to implement the system was conducted to assess the usefulness of the system as a case classification device.

Validity and Reliability of the Scoring System

The CMC System interview has gone through many modifications to improve the content, the style of questions, the ability of agents to rate items reliably, and the ability of the system to differentiate clients into treatment groups. The reliability and validity of the scoring system has been improved since the initial evaluation study was completed in August 1977, due to the inclusion of data from a group of agents trained in the CMC System. Interviews of 110 clients from this group provided a retest of the validity of the scoring system. The current version of the interview (see Appendix A) contains items that have met the criteria established for weighting items, utilizing the combined samples of over 250 clients.

CMC System items are scored in a positive or negative direction. For example, a positive Casework/Control score (one of the classification groups), predicts the client is more likely to fall in the C.C. group, while a negative C.C. score predicts the opposite. Each positive or negative score is weighted 1, 2, or 3. These weights were determined by establishing validity and reliability criteria for each weight.

Item weight	No. of items	Item reliability	Item validity
±3	59	.90 or better	.001 or better
±2	70	.80 or better	.01 or better
±1	97	.70 or better*	.05 or better

Thus, for an item to be weighted C.C. ±3 it must show an interrater reliability of .90 and differentiate the C.C. clients from other groups at the .001 level (Chi Square analysis).

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* Five items narrowly missed this criterion but were included anyway, with modifications in wording designed to improve reliability.

The original taxonomies, upon which the item validity analyses were performed, were selected by members of Wisconsin's Case Classification/Staff Deployment Project. This group consisted of two clinical psychologists, Dr. Cary Arling, and Dr. Kenneth Lerner and one probation and parole agent, Mr. Gene Moen. Each had approximately 10 years direct experience working with clients in a probation and parole system. After thorough evaluations, clients were subjectively placed in one of the casework groups, based on an assessment of the client's needs, problems, personality, criminal style, etc., and the type of recommendations the development team would have provided to agents working with those clients. The Chi Square procedure described above was then performed to determine the extent to which each item influenced their decision

The reliability and validity of the total interview is higher than that for individual items. Different raters obtain the same client groups approximately 90% of the time. In about 10% of the cases, 2 groups scores are close enough to be considered a tie by the system. About half the ties are broken by scoring rules. If there is no rule for breaking the tie, the agent then discusses the case with the supervisor and together they choose the "primary" casework strategy.

Using the initial sample of cases, a discriminant analysis was completed, which demonstrated that with only a limited number of scoring variables (about 20), 100% of the clients could be placed correctly into the four groups. This analysis was utilized to test the accuracy of the scoring system. However, the weighting system utilized rater reliability factors which were not considered in the discriminant analysis. It was felt that the interview presents a comprehensive picture of the client, and that scoring redundancy added to overall reliability of the interview. Furthermore, to focus on a few of the most significant variables would damage the quality of the information and relation provided by this format and would diminish the understanding of the client developed during the course of the interview.

Survey of Agents

In June 1980 a survey was conducted of 23 agents who had had 6 months community field experience using CMC. There are two sources of data on the agents' response to this system. The first of these is a survey taken at the end of an initial three-day training session in the use of the system. These training sessions have been conducted in a number of locations with agents of varying degrees of experience with probation and parole work. The one consistent factor is that the training was contracted through management, i.e., the agents participated on a non-voluntary basis. As might be expected, the initial level of enthusiasm for the training was very different from agent to agent. However, greater consistency was found in the evaluation of the training at the end of the 3 day session. The agents surveyed had an average of four years experience and were assigned to take CMC training on a non-volunteer basis.

Inconsistencies in the response rates for these data as well as those that follow are due to failure by the agents to respond to specific items.

Nineteen of the agents surveyed recommended CMC training for all agents while four agents recommended the training for inexperienced agents only.

In rating CMC as an initial interview tool, 16 of the agents felt it was excellent and six thought it was a good device. None of the agents responding to the question felt the device was fair or poor.

Nineteen of the agents felt the information gained from the CMC interview helped them fill out risk and need scales while only one agent responding to the question felt the CMC interview was not helpful. Nineteen agents said they were comfortable with the interview format while two agents responding to the question said they were not.

In response to the question, "Do you feel CMC helps you to get a 'handle' on a client sooner than you would without the system?" 15 of the agents responding answered "yes" and six answered "sometimes." None of the responding agents answered "no."

Twenty of the agents stated that they felt the CMC System's description of anticipated attitudes and behavior is generally accurate, while one responding agent said it was "questionable." None of the responding agents answered in the negative.

The agents were then asked to rate five items on the basis of their six-month experience with the CMC System and the results are as follows:

		Improved	Remained About the Same
a.	Knowledge and understanding of client	21	2
b.	Case planning	16	7
c.	Appropriateness of referrals	12	11
d.	Ability to anticipate problems clients present	17	6
e.	Interviewing skills	16	7

The final question asked agents for their overall opinion of the CMC as a tool for agents. Thirteen of the responding agents found it "very helpful" while eight of the agents rated it as "helpful." One agent said the CMC was "moderately helpful." None of the agents said the CMC was "of little help." (One agent did not answer the question.)

Overall, it can be stated that the CMC System presents a reliable means of classifying probation and parole clients for differential case handling. It is an easily administered system, requiring an average of 45 minutes per client interview. Scoring is fairly simple. The CMC System, provides agents with an objective "consult" to combine with their own subjective impressions in formulating a case plan. Most importantly, it allows agents to assume a proactive, rather than a reactive, role with clients.

TREATMENT MODALITIES

The Client Management Classification System consists of four treatment modalities:

1.   Selective Intervention-Situational and. a sub-type, Selective Intervention-Treatment

2.   Environmental Structure

3.   Casework/Control

4.   Limit Setting

The CMC System is an attempt to develop differential treatment models for the four different groups of clients and the one sub-group. Probation and parole agents being trained to implement the system are advised that individual case needs, when they differ from the general recommendations for a group, should override the more general treatment recommendations. The general treatment recommendations should lead to a consistent approach in case planning by providing a framework within which the agent can formulate more specific plans appropriate to the individual.

The labels identifying the four groups and one sub-group were derived from the characteristic supervision strategy utilized with each group. The supervision strategies should be viewed as a framework for initiating work with the client. As experience with a particular client is generated over time, modifications should be made in line with more specific needs, or circumstances which may be uncovered. In addition, as the client makes substantial progress, some modifications in the agent's approach will be desirable.

The five treatment modalities are described in the material which follows:

SELECTIVE INTERVENTION

The most prominent characteristic of clients in this group is that they generally tend to have relatively stable and pro-social life styles. They are usually steadily employed, established in the community, and have minimal offense histories. The current offense will frequently be their first involvement with the law. (Distinction should be made between this group and the successful, professional criminal who has been involved over a long period in law-violating behavior but was never previously caught.) Offenses committed by this group are generally motivated by some isolated and stressful event or a relatively specific, neurotic problem. Their offenses can be viewed as a temporary lapse or suspension of an otherwise normally functioning social value system. The lapse is often brought about by an unusually stressful circumstance or a compulsion to fulfill a particular neurotic need (e.g., exhibitionism). With appropriate intervention these clients are least likely to get involved in further legal difficulties.

As suggested above, there are actually two types of clients within this group (selective intervention - situational and selective intervention - treatment.) The characteristics of these two types of clients suggest slightly

different approaches. While the interview scoring system does not differentiate between these two types, criteria for the selective intervention treatment sub-type along with special treatment considerations are listed at the end of the selective intervention section.

Goals

1. Help these clients deal with the temporary situational crisis or isolated neurotic problem which produced the offense.

2. Help them get back on the track of their generally pro-social life pattern.

Client-Agent Relationship

1. These clients generally require the least time and present the fewest supervision problems to the agent.

2. Develop a supportive relationship that allows the client to utilize probation and parole resources as needed but doesn't make the client feel the agent is directing his (her) life.

3. It is generally appropriate to accept the self-reports of this group.

4. While these clients tend to be relatively honest and straightforward, attempts to overly minimize their illegal behavior should heighten the agent's concern and prompt a deeper look into their emotional problems.

5. When appropriate, attempt to foster a relationship which will facilitate insight-oriented discussion of their problems.

6. Avoid increasing guilt and criminal identification in these clients. They may be highly sensitive about their offense and the fact that they are under supervision.

Auxiliary Services

1. Clinical referral should be utilized if the agent is unsure about the seriousness of the emotional problems presented by these clients.

2. Out-patient treatment and family counseling should be considered. Short-term therapeutic interventions may be very useful with this group.

3. Generally, these clients won't require many auxiliary services. Where specific problems or need areas (e.g., vocational training) are identified, the agent should attempt to help the client deal with those needs.

Treatment Techniques

1. These clients are often able to benefit from more verbal and abstract discussions of their problems with their agents.

2. Insure that the temporary crisis or emotional problem leading up to the offense is being dealt with or has been resolved.

3. Involvement of the client's family may be appropriate, especially during the early stages of supervision. This may be aimed at marital or family stresses which helped produce the illegal behavior or to assist both the client and family in dealing with feelings resulting from the client's offense.

4. Use rational problem-solving approaches.

5. Casework counseling is a preferred method.

Selective Intervention Treatment Sub-type

Include clients in this group if any of the following characteristics are identified:

1. Sexual offense history.

2. Ongoing drug or alcohol abuse.

3. Serious emotional disturbance.

4. Assaultive offense history.

Special Sub-Type Considerations: Clients in this group will often have a specific ongoing problem which will necessitate special handling by the agent. Generally, outpatient psychotherapy or family therapy will be most appropriate. While these clients tend to do well in other areas of their lives (e.g., vocational adjustment, living stability.etc.) agents should recognize that this does not indicate a successful resolution of the specific emotional problem. Agents should be especially alert to clients when they deny or minimize these emotional problems.

If the agency uses a system of minimal or write-in supervision for selected low risk clients, this sub-type should not be included until after treatment needs are dealt with satisfactorily.

ENVIRONMENTAL STRUCTURE

A predominant characteristic of clients in this group is a lack of social and vocational skills. Intellectual deficits may also contribute to their problems. Their law-breaking behavior is usually a result of their inability to succeed in the world at large and a strong tendency to be lead by more sophisticated associates. They demonstrate little foresight about consequences for criminal activity, and there is a high element of impulsiveness in their behavior. They have difficulty being introspective and learning from past mistakes. Malice as a motivation for criminal activity is rare. However,

involvement in physically assaultive offenses could take place at the direction of more sophisticated peers upon whom they tend to be dependent.

Goals

1. Develop increased survival (work and daily living) skills.

2. Develop alternatives to association with criminal peers, particularly those that instigate criminal behavior and take advantage of people in this group.

3. Improve social skills.

4. Increase impulse control.

Client-Agent Relationship

1. Assume a giving, caring, and non-threatening stance with these individuals. Be patient and prepared for very gradual changes and avoid becoming discouraged by slow progress.

2. Attempt to play a guidance (teacher) role.

3. Maintain frequent contacts. This group may report even when it isn't required, simply to tell their agent what's happening and receive verbal support.

4. These clients will form quick attachments to an agent who is perceived as accepting and helpful. Foster this initial dependence by providing tangible forms of assistance.

5. Don't prolong the client's dependency after he begins demonstrating a reasonably stable adjustment. Gradually help him do more things for himself and encourage more independent decision making.

6. Initially, don't expect these clients to follow through without some direct assistance (e.g., going apartment or job hunting with them).

7. When expectations for these individuals are too high, they are likely to avoid the agent and unlikely to confront him (her). The agent should take a more directive approach toward rectifying relationship problems, and not necessarily expect the clients to express their grievance directly.

8. Don't be overly confrontive or upset if these clients lie. Their lies often reflect fears of disappointing the agent as well as getting into trouble for what they have done wrong. The agent should allow unimportant lies to go unchallenged since constant challenges will make these clients feel more threatened and increase the likelihood of further lying.

Auxiliary Services

1. Sheltered work situations (e.g., Goodwill) or appropriate on the job training rather than long term training abstractly related to a job.

2. Sheltered or group living situations (e.g., half-way houses and even adult foster homes in selected cases).

3. Financial management and budgeting training.

4. Evaluation of intellectual and/or vocational potentials.

5. Clinical services can assist in the above evaluations and help the agent develop contingency behavioral programs, role rehearsal, role playing, assertiveness and social training techniques with these clients.

6. Volunteer-type programs (e.g., Volunteers in Probation).

7. Remedial academic programs.

8. Social skills training.

9. Medical assistance.

10. Visiting nurse services.

11. County homemaker services.

12. Guardianship - limited form (e.g., for finances).

13. Legal aid.

14. Planned parenthood.

Treatment Techniques

1. Reward participation and effort by these clients and not absolute achievements or attainments of goals.

2. Utilize behavioral contingency contracting and set small, concrete, and achievable goals.

3. Emphasize positive rather than negative reinforcements.

4. Deal with immediate consequences of situations, using immediate reinforcers.

5. Increase their ability to delay gratification by gradually introducing more delayed rewards.

6. Provide a few simple, concise rules to help them deal with problem situations.

7. Be redundant. Don't expect these clients to generalize from one situation to another.

8. Deal with one situation or problem at a time and stress achieving a specific solution or conclusion.

9. Avoid discussing issues at an abstract level. For example, in the case of a client making obscene calls, focus the discussion on the specific incident and the likely consequences, not underlying personality dynamics.

10. Increase their ability to empathize by pointing out the effects of their behavior on others.

11. Role rehearsal and role playing should be practiced to assist them in dealing with problems in social situations.

12. These clients can sometimes benefit from problem-solving groups, if the groups are supportive and not confrontive.

13. Assertiveness training can be beneficial.

14. Promote a positive self-image in these clients by focusing on tasks or assignments which can help build self-esteem.

LIMIT SETTING

Clients in this group generally display a fair degree of comfort with a criminal life-style and often demonstrate a pattern of long-term involvement with criminal activities. Unlike clients in other groups, members of this group often view "being a successful criminal" as a major goal in their lives, in preference to achieving success in a more conventional manner. Their crimes appear to be motivated by a need to overprove their ability to manipulate people and "beat the system." These needs are generally manifested in crimes motivated toward material gain and could involve situations which present danger to others. Guilt over criminal activities is generally superficial and has a programmed flavor (i.e., little contrition is present). While they often are reasonably capable of functioning adequately in society, they appear unmotivated to use their abilities in a pro-social manner. They tend to minimize or deny any personal problems and assign the blame for criminal activity to others or to circumstances. They generally function well in correctional institutions because they are adept at dealing with this system. Good behavior and program attainments within prison rarely change their basic values which lead them back to crime after they are released.

Goals

1. Change attitudes to motivate involvement in non-manipulative relationships and pro-social usage of client's abilities.

2. Provide community protection through close supervision.

Client-Agent Relationship

1. The agent will generally need to be directly involved, rather than a case manager, with these individuals. Although they may have some pronounced needs, motivation to work on these problems is often questionable.

2. The agent is more likely to obtain respect from these clients by demonstrating an openness toward helping the client and willingness to confront their failure to comply with rules. Even minor violations may be tests and the agent's failure to act assertively will be viewed as a sign of weakness. These tests often appear early in the client-agent relationship.

3. Frequent office contacts are appropriate until demonstrable progress is seen in the client's life situation.

4. Be skeptical when these clients are overly conforming, agreeable and friendly, but don't show appropriate behavioral changes to accompany their seemingly positive attitudes. They are often verbal and capable of making a good impression. Sometimes they talk about pleasant extraneous issues to avoid scrutiny by the agent.

5. Be prepared to resist the client's attempts to manipulate rules and be willing and able to establish reasonable limits. Don't set rules you can't enforce, because this costs the agent the respect of these clients.

6. Anticipate hostility from these clients who resent interference with their lives, and may become angry when demands are being placed on them.

7. These clients tend to frustrate and alienate those working with them through their callousness and manipulativeness. Agents can anticipate these feelings and should not allow them to significantly interfere with their working relationship.

8. Manipulation skills are often so well refined as to put agents (especially inexperienced) in compromised positions. Ploys designed to promote social guilt and sympathy are commonly used.

Auxiliary Services

1. Enlist assistance from police and street contacts to monitor client's activities.

2. Vocational testing and training should be utilized if the client lacks marketable work skills.

3. Clinical services may be most appropriately utilized on a consulting basis to help develop behavioral programs and to help agents deal with the hostility and frustrations these clients arouse.

4. These clients can benefit from involvement in structured leisure time activity programs.

5. Therapy is often used by this group as a means of avoiding incarceration or legal consequences. Group therapy which emphasizes peer pressure and confrontation is often useful with this group because it pushes them to become involved, and it's harder to fool a group of their peers.

6. These clients often have high aspirations (sometimes unrealistic) and if properly motivated can benefit from long term academic or vocational training.

7. When they begin working, financial management and budgeting assistance may help them from overextending their credit.

Treatment Techniques

1. Provide necessary surveillance and control to protect society. Unscheduled home visits may be very helpful, but caution must be exercised regarding potential dangers.

2. Legal procedures, revocation, and incarceration (short periods in county jail) are useful tools to improve reporting and cooperation with rules.

3. Insure that limits and consequences are clearly spelled out for this group, since they tend to abuse more ambiguously structured situations.

4. Good record-keeping is often essential in dealing with these clients who tend to argue with their agents in legalistic ways and try to deny and play games with non-documented statements made by the agent.

5. Decreasing the number of office contacts after progress has been made can be a strong reinforcer for this group.

6. Avoid confronting the client's asocial morals with stereotyped value judgments. The agent should attempt to deal with the client's morals in innovative ways, for example, by showing the impractical and punitive consequences of the client's behavior.

7. Try to develop alternative social behaviors with this group. They often spend excessive time around alcohol and drug-related activities, although they may not be alcoholics or addicts. Drugs and drinking are often part of the street scene they habituate.

8. Help focus these clients on their responsibility for their own behavior and their responsibility to follow rules, etc. Don't allow them to distract efforts at dealing with their behavior by throwing up past sufferings or victimization by society. These arguments may have some factual foundation but in working with these clients they are often used as an excuse to justify the client's behavior and not as a means of increasing their insight about themselves.

9. Encourage a realistic point of view concerning the difficulties created for the clients by their criminal lifestyle. Discuss the likelihood of negative long-term consequences in spite of the short-term success or excitement they experience.

10. Attempt to develop innovative, challenging opportunities to provide this group with satisfying alternative's to a criminal lifestyle. They often have capabilities which can be channeled into profitable and legal areas.

CASEWORK/CONTROL

The predominant characteristic of clients in this group is a general instability in their life situation (e.g., inability to hold full-time employment, many problems in the home, family and living situation) and a general lack of goal-directedness in their lives. Habitual involvement with alcohol or other drugs is often a prominent feature with these clients. The offense pattern, once established, usually shows a considerable number of misdemeanor arrests, along with a few more serious crimes. Offenses generally stem from serious long-term emotional problems, drinking or drug problems, or negative self-perceptions. While some of these clients possess marketable job skills and many have the potential for developing them, their inability to deal appropriately with personal problems usually prevents them from acquiring and maintaining steady employment. Their personal histories often include a somewhat chaotic childhood which tends to be repeated with their own families with numerous changes in residence, marital problems, or inability to provide consistent financial support.

Goals

1. Increase stability in all areas of their life, work, family, and housing.

2. Achieve greater utilization of their potential abilities by helping them overcome their basically negative self-concept and eliminate self-defeating behavior. This usually requires helping them deal with long-term emotional, alcohol, or drug problems.

Client-Agent Relationship

1. This group requires a great deal of direct agent involvement, as well as considerable coordination or brokering of auxiliary programs.

2. Generally, agents are case managers (motivators or facilitators of treatment) with these clients rather than direct providers. Often, they will have to use considerable leverage to keep these clients involved in auxiliary programs.

3. Be supportive of attempts to deal with their long-term problems. This group is easily discouraged by failure and agent support during crisis periods is crucial. However, if they avoid dealing with basic personal problems, the agent should take a more confrontive stance.

4. These clients often create considerable frustration in people who are attempting to work with them by their constant thwarting of plans to improve their situation. Earlier failures to resolve their problems and redirect their life may make them reluctant to involve themselves in new efforts. At times, they may even be testing the agent to see whether he (she) will readily give up on them.

5. These clients produce considerable frustration by their many rules violations (e.g., continue to drink and screw up), even when there is an absence of new serious offenses. Often they have problems with authority stemming from the family, and will unconsciously sabotage the agent's efforts even when their behavior is costly to themselves.

6. Most up and down group emotionally. They report everything is fine one week, and everything is hopeless (even to the point of suicidal gestures or threats) the next week. The agent should slow them down when they're up, and encourage them when they're down.

7. Although these clients seem exceedingly needy (have frequent crises), avoid taking too much responsibility for them. A balance must be maintained between extending help and making sure the client puts forth some effort. Doing too much for them lowers their self-concept and increases their guilt.

8. Avoid feeling personally guilt-ridden or professionally inadequate if these clients continue to get in trouble. They may try to get the agent to feel responsible for problems in their life. They often have a strong need to fail, which may be difficult to overcome.

Auxiliary Services

1. Mental health programs (out-patient and in-patient).

2. Alcohol and drug information and treatment programs (e.g., A.A., detoxification programs, out-patient and in-patient).

3. Half-way housing facilities.

4. Programs geared to the development of more constructive uses of leisure time.

5. Vocational testing and training if the client lacks marketable work skills or clear vocational goals.

6. Medical assistance (often they may have developed undetected medical problems resulting from their self-abuse).

7. Clinical services should be used to evaluate the seriousness of the client's overall problems and to help develop treatment programs. They may become involved in treatment of hard-to-motivate clients or when the combination of agent-clinician effort is seen as being more effective than an outside resource. Collaboration between clinical services and agents may also be useful in working with their spouses and families.

8. Marital and family counseling.

Treatment Techniques

1. Closely monitor involvement with proposed programs for attendance and participation. These clients often defeat themselves and programs by losing interest and gradually avoiding the help being offered. The agent should use the leverage at his disposal to promote client involvement.

2. Since these clients have have difficulty with sustained efforts, and tend to seek and expect very quick, superficial, solutions to their problems, agents should make special efforts to reinforce sustained and consistent efforts rather than quick improvements.

3. Behavioral contracting is highly appropriate. This group is more likely to present problems by sabotaging plans rather than by committing new offenses. Contracts could contain both positive and negative sanctions, and the consequences of contract violations should be spelled out and readily enforceable.

4. Require the client's involvement in program planning and commitment to follow through on these plans. They have a tendency to get intensive programs established for which they feel little personal responsibility.

5. For clients who have repeatedly exhausted existing resources and lack motivation or have a need to defeat programs, it may be appropriate to discontinue major efforts to restructure their lives. As a last gasp effort, when all else seems to have failed, expect nothing more than legal conformity from them. For those who have been fighting you for a long time, it takes the wind out of their sails and if they wish to continue fighting you, they almost have to make a positive adjustment to prove you wrong.

IMPLEMENTATION AND TRAINING

The Client Management Classification System is fairly simple to implement in a probation and parole agency. The semi-structured interview format is administered to clients at intake, and requires 45 to 50 minutes to complete. With a semi-structured interview, agents can utilize their interviewing skills and interact with the client in a comfortable style. This process promotes deeper understanding of the client along with fulfilling its purpose of classification.

Scoring is accomplished by using eight templates (a positive and negative template for each group). The templates fit over the scoring page and the agent counts the points accumulated by the client. The highest group score is the classification for the client. In about 10 to 15% of the cases, scores will be close enough to require the application of an additional scoring rule. If this does not break the 'tie', the agent should discuss the case with the supervisor, making a final decision based upon the most appropriate treatment strategy for the individual involved.

Once the new client has been classified, the agents refer to the treatment recommendations provided and combine these with their own thinking to develop an individualized treatment plan. The treatment recommendations guide alerts the agent to the client's needs and problems. By combining the guidelines and their own skills and knowledge of case specifics, the agents should be able to produce a better plan than could be developed by the guidelines or the agent alone.

The CMC System treatment plan guidelines present:

1.   General descriptions of clients;

2.   Suggested treatment goals;

3.   Anticipated client-agent relationship (positives and negatives);

4.   Auxiliary referral sources likely to be used; and

5.   Suggested techniques for approaching clients in each group.

The treatment guides focus on different supervision approaches for each group and correspond to client differences. The group labels reflect major case management emphasis and minimize the stigma of client classification. While offenses within each group can be the same, clients differ on lifestyles, motivation, and their responses to supervision. The CMC System emphasizes an understanding of why the client committed the offense in order to develop an appropriate corrective strategy.

Wisconsin's Case Classification/Staff Deployment Project staff found that about 40% of the clients fit the Selective Intervention Treatment mode (30% in Selective Intervention-Situational and 10% in Selective Intervention-Treatment); 15% of the clients are classified in the Environmental Structure group; 30% fit into the Casework/Control grouping; and 15% are classified into the Limit Setting group.

TRAINING

In order to realize the full potential of the CMC System, it is necessary to train agents and supervisors in its use. Training is a two phase process. The initial phase is a three-day group workshop which familiarizes the agent with the overall system and provides the basic training in the use of the interview and treatment guide. A goal of this phase is to begin to train the agents to reliably administer and score the interview. This is done via group scoring and discussion of taped demonstration interviews: agents listen to demonstration tapes of clients and practice scoring procedures. An overview of the differential treatment modalities is also presented. The primary emphasis here is to begin assisting the agents with appropriate use of the treatment guide to assist them in developing their own ideas about the clients in formulating an initial case plan.

The second phase of the training consists of agents returning to their home units and conducting client interviews using the CMC format. When the agents feel comfortable with the CMC format, they are asked to conduct an interview on tape and mail it to the workshop's training directors for review

and critique. The critiquing is done by the trainers with each individual agent on return visits to the home agency site.

Agents repeat this process three or four times. However, in order to derive the maximum benefit from these individual feedback sessions, agents are asked to wait for feedback on the previous interview before proceeding. As part of the final session, taped interviews are selected for a group case staffing involving other trained agents; the group discusses the case and the development of the case recommendations. The primary goal of the taping and feedback phase of the training is to bring the agent to a satisfactory level of reliability in scoring the interview and provide further training in the formulation of case plans on their own clients.

The developers of CMC have recently undertaken a program to train agency personnel in the system who could then assume responsibility for training others within the agency. This has obvious advantages of cost savings and providing individuals within the agency who could train newly hired agents in the system.

SUMMARY

The Client Management Classification System provides several advantages to adult probation and parole agents and systems. Its advantages to the agent include:

1. CMC provides a format and training for intake interviewing which agents can develop further incorporating their own styles or unique situations. CMC has been found to be particularily beneficial for newer agents as it provides training in one of the most important aspects of the job; interviewing and information analysis. It also helps more experienced agents evaluate their own techniques for bad habits.

2. Agents often accumulate vast amounts of information about clients: CMC provides a systematic way of integrating the varied pieces of information to provide a comprehensive picture of the client.

3. CMC provides probation and parole offices with an enhanced understanding of a client within a 45-minute interview; it may otherwise take months to formulate a clear comprehensive picture of the client.

4. It allows the agent to quickly formulate a more in-depth case plan; the agent doesn't have to wait for many trial and error experiences with the client to learn how the client is going to behave. The agent is often able to anticipate problems before they occur.

5. Agents begin to form impressions of clients rather quickly. These impressions may be based on biases an agent harbor against certain types of offenses or offenders. The CMC provides an objective consult on each client with which agents can compare their own first impressions. (It must be stressed that CMC does not represent competition between the agent and the system but that the observations of each could lead to the generation of more appropriate expectations and case plans for clients).

Advantages to the agency include:

1. The CMC System has a potential for assigning cases in a manner which takes advantage of individual agents' skills or preferences for working with certain types of clients.

2. The CMC provides supervisors with general expectations about each case allowing them to become more involved in casework and training. They can then assist agents to develop strategies and methods for dealing with client needs and problems. It also provides a basis for evaluating case plans.

3. It produces better trained, more capable agents, who are able to adjust their personal styles and approaches to more appropriately deal with each client.

One disadvantage of the system is that in order to implement it appropriately the agents must be trained in its use. An average of 28 hours per

agent is the recommended commitment. There is the potential for the misuse of the system with inadequate training and therefore it is strongly suggested that it not be implemented unless the agency is willing to make the necessary commitment to training.

APPENDIX 1

CMC INTERVIEW

CLIENT MANAGEMENT CLASSIFICATION

Instruction Sheet

There are four parts to the Client Management Classification Procedure:

A. Attitudes
B. Objective history
C. Interview behavior
D. Agent impressions of contributing factors

Whenever possible, the above sequence (A to D) of procedures should be used with each client.

A Scoring Guide is included to provide criteria and assistance in scoring questionable answers.

Instructions for Attitude Interview (45 items)

A semi-structured interview with suggested questions has been developed to elicit the attitude information. Use a comfortable, natural wording appropriate for yourself and the client when asking questions. If the client presents some interesting information requiring follow-up, feel free to follow through on the information before going back to the structured sequence. For each item, you must choose only one alternative. If you can't choose an alternative, don't rate the item.

Each section of the attitude interview is headed by one or two open-ended questions, which may provide material for rating specific items. If the information has not been obtained from the open-ended questions, more specific questions are also provided for individual items. If the specific questions fail to elicit the information, continue to inquire in a different or more direct manner unless you see the word -STOP-. "-STOP-" means to discontinue inquiry (except to repeat or clarify the question if it was misunderstood). For some items A & B questions are included. If the B question is asterisked (*) always ask it. If B isn't asterisked, ask B if the information wasn't elicited from question A.

Instructions for Objective Background Items (11 items)

These items follow the attitude interview. The information can probably be obtained quite rapidly with direct questions.

Instructions for Interview Behavior Ratings (8 items)

These ratings are based on the client's behavior during the interview.

Instructions for Agent Impressions (7 items)

These ratings should reflect the agent's impression of the importance of each contributing factor to the client's legal difficulties. On this part the agent must rate at least one factor as "highly significant (1)" and at least one as "not significant (5)."

ease rate the significance of each factor as it contributes to the client's legal
ifficulties. (Each client must receive at least one score of 1 and 5.)

	#1 Highly Significant	#2 Significant	#3 Somewhat Significant	#4 Minor Significance	#5 Not Significant
Social inadequacy	1	2	3	4	5
Vocational inadequacy	1	2	3	4	5
Criminal orientation	1	2	3	4	5
Emotional factors	1	2	3	4	5
Family history problems	1	2	3	4	5
Isolated situational (temporary circumstances)	1	2	3	4	5
Interpersonal manipula- tion	1	2	3	4	5

SCORING GUIDE

Item A – *Refers to the client's social skills in dealing with others, their ability to perceive the motives and concerns of others, and their ability to survive in society and care for themselves.*

Item B – *Refers to client's ability or skills to obtain relatively permanent and reasonably paying employment.*

Item C – *Refers to whether criminal behavior is an acceptable, common part of their life and they attempt to live off of crime. They don't really try to make it in a prosocial way.*

Item D – *Refers to degree of emotional problems in the client's life.*

Item E – *Refers to parental family problems experienced during childhood and adolescence.*

Item F – *Refers to some unusual or temporary circumstance in the client's life, which is unlikely to be repeated.*

Item G – *Refers to client's need to control others to gain their own end. Generally, these clients aren't overly concerned about using or manipulating other people.*

CLIENT'S NAME _____

ATTITUDES ABOUT OFFENSE

Could you tell me about the offense that got you into trouble?

1a. How did you get involved in this offense?
1b. How did you decide to commit the offense?

2. Could you tell me more about the circumstances that led up to the offense?

3. Looking back at your offense, what's your general feeling about it? -STOP-

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SCORING GUIDE

1. Motivation for committing current offense
   (a) emotional motivation (e.g., anger, sex offense, etc.)
   (b) material (monetary) motivation
   (c) both emotional and material motivation

2. Acceptance of responsibility for current offense
   (a) admits committing the offense and doesn't attempt excuses
   (b) admits committing the offense, but emphasizes excuses (e.g., drinking, influenced by friends, family problems, etc.)
   (c) denies committing the offense

3. Expression of guilt about <u>current</u> offense
   (a) expresses guilt feelings or spontaneous empathy toward victim
   (b) expresses superficial or no guilt
   (c) victimless crime

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1. A. –using drugs
      –assault (not for robbery)
   B. –prostitution
      –car theft (except for joy riding)
   C. –stealing primarily for peer acceptance
      –stealing from parents for revenge
      –man who won't pay alimony, primarily because he is angry with his ex-wife

2. A. –"I would never have done it if I hadn't been drinking."
      –"My friends get me in trouble."
   B. –drug usage
      –sexual activities between <u>consenting adults</u>.
   C. Clients who deny committing any significant aspect of the offense are scored "C". –client admits helping to jimmy a car window but denies responsibility for removing valuables because his friends removed them.

3. A. Client must feel some personal shame and regret (not just verbalization to impress the agent)
      –"I feel bad because now I have a record."
   B. –"People are disappointed in me." (Indicates some regret but not necessarily guilt.)
      –"I know it was wrong" (emphasis on having done wrong, not on feeling bad because one has done wrong.)
   C.

OFFENSE PATTERN

I'd like to talk about your prior offenses. Have you been in trouble before? (Obtain a complete picture of client's offense style, including current offense, when scoring items 5-8.)

4a. What prior offenses have you been convicted of?

*4b. Were you ever in trouble as a juvenile?

4. Offense and severity
   (a) no prior offenses (skip items 5, 6, 7, and 8)
   (b) mainly misdemeanors
   (c) no consistent pattern
   (d) mainly felonies

5a. Have you ever been armed or hurt someone during these offenses?

*5b. Did you ever threaten anyone?

5. Was client ever involved in offense where he (she) was armed, assaultive, or threatened injury to someone?
   (a) yes
   (b) no

6a. How did you decide to commit these offenses?

6b. Did you plan these offenses beforehand? (Discuss offenses individually until a clear pattern emerges.)

6. Offenses were generally
   (a) planned
   (b) no consistent pattern
   (c) impulsive

7. Were you drinking or high on drugs when you committed your offenses?

7. Percent of offenses committed while drinking or high
   (a) never
   (b) 50% or less
   (c) over 50%

8. Did you commit your offenses alone or with others?

8. Offenses were generally committed
   (a) alone
   (b) no consistent pattern
   (c) with accomplices

SCORING GUIDE

4. Items 4, 5, 6, 7 and 8 should include juvenile offenses and serious traffic offenses (e.g., drunk driving, hit and run).

   B. Should not be used if client has more than two serious felonies. (Use choice "C" or "D".)

   D. Over 50% of client's convictions are felonies.

6. A. —exhibitionist who drives around in a car looking for girls to expose himself to
      —person who decides to commit an offense, then drinks to build courage

   C. —exhibitionist driving to work, suddenly saw a girl and pulled over and exposed himself
      —persons gets drunk and into bar fight

5-8. Use current and prior offense factors to score
5 through 8.

Now I'd like to find out some things about your background. Let's begin with school. How did you like school?

9. What was your favorite subject in school? -STOP- How did you like school?

10a. Did you have a favorite teacher in high school?
*10b. What did you like about him/her?

11a. How far did you go in school?
*11b. Did you have any problems with schoolwork? (If client didn't graduate from high school find out why.)

12. What kind of jobs have you had?

9. Favorite subject
   (a) vocational
   (b) academic
   (c) gym
   (d) no favorite subject

10. Attitude toward teachers
   (a) no favorite teacher
   (b) teacher chosen because of certain qualities the client admired
   (c) teacher chosen because of close personal relationship with the client

11. Client's school performance
   (a) no problems
   (b) learning problems (difficulty performing schoolwork)
   (c) behavior problems or lack of interest

12. Primary vocation
   (a) unskilled labor
   (b) semi-skilled
   (c) skilled labor or white collar
   (d) no employment history (homemaker). (Skip 13 and 14.)
   (e) student or recent graduate. (Skip 13 and 14.)

SCORING GUIDE

9. A. -business courses
   B. -music or art

11. A. Don't use A for client who didn't complete high school.
    B. For client whose learning problems result from a lack of capacity (not just from lack of interest or behavioral problems). If client has both a lack of capacity and behavioral problems, score Choice B since lack of capacity takes precedence over ... problems.
    -client who's been in remedial or slow ...

12. A. Use Choice A for client who's been in job market over 6 months, but has no employment history. (Also score items 13 and 14.)
    D. For homemaker, use prior vocational history if available. If not, check Choice D and skip items 13 and 14.
    E. For client who recently (within 6 months) finished school and hasn't had an opportunity to establish an employment pattern, check Choice E and skip items 13 and 14.

13. How long did you work on your most recent job?
(Start with most recent, and go backwards until
a clear pattern is established.)

14a. Have you had problems getting jobs?
14b. What were your reasons for leaving jobs?

15a. Where do you live now?
*15b. Have you moved around much? (Deal with time
period after client turned 18.)

16. Have you had any trouble supporting yourself
or received welfare?

FAMILY ATTITUDES

Can you tell me what your childhood was like?

17a. How do (did) you get along with your father?
17b. How do you feel about your father?

---

13. Percent of working life where client was employed
full time
(a) over 90%
(b) over 50%
(c) 50% or less

14. Primary vocational problem
(a) none
(b) problems due to lack of skills or capacity
(c) problems due to attitude

15. Living stability background
(a) essentially stable living arrangements
(b) some unstable periods
(c) essentially unstable living arrangements

16. History of being self supporting
(a) client usually able to support him/herself
(b) client has had several periods where unable to
support him/herself
(c) client has been essentially unable to support
him/herself

17. Present feelings toward father
(a) close
(b) mixed or neutral
(c) hostile

SCORING GUIDE

13. *Subtract time in school, institutions, etc.
from client's potential working life.*

14. *A. Don't use for clients working less
than 90% of time.*

16. *Illegal activities and welfare are not counted as self
supporting. For clients who have not had the opportunity
to support themselves (e.g., homemaker or person living
off relatives) estimate the likelihood of their being
able to support themselves.*

17. *In multi-father families, use the person whom the client
identifies as father.*
R. *—"We get along" (without implication of closeness.)*

18a. If you did something wrong as a <u>teenager</u>, how did your father handle it?
18b. What kind of discipline did he use?

19a. If you did something wrong as a <u>teenager</u>, how did your mother handle it?
19b. What kind of discipline did she use?

20a. How do (did) you get along with your mother?
20b. How do you feel about your mother?

21a. Were you ever abused by your parents?
21b. Did they ever go overboard on the punishment?
 —STOP—

22a. How would your parents have described you as a child (prior to adolescence)?
*22b. Did both parents see you the same way?

18. If the client didn't live with father or father figure during at least part of their adolescent years, do not rate Item 18.
 B. —"He always left it to Mom."

19. In multi-mother families, use the person whom the client identifies as mother.
 B. —"We get along" (without implication of closeness)

20. If the client didn't live with mother or mother figure during at least part of their adolescent years, do not rate Item 20.
 B. —"She always left it to Dad."

SCORING GUIDE

18. Type of discipline father used (during client's teenage years)
 (a) verbal or privilege withdrawal
 (b) permissive (generally let client do as he/she pleased)
 (c) physical

19. Present <u>feelings</u> toward mother
 (a) close
 (b) mixed or neutral
 (c) hostile

20. Type of discipline mother used (during client's <u>teenage</u> years)
 (a) verbal or privilege withdrawal
 (b) permissive (generally let client do as he/she pleased)
 (c) physical

21. Was client ever physically abused by a biological, step or adoptive parent
 (a) yes
 (b) no

22. Parental view of client (prior to adolescence)
 (a) good kid (normal)
 (b) problem child
 (c) parents differed

21. Item 21 should be based on <u>facts</u> described, and not whether the client <u>felt</u> abused.
 A. —cuts on face
 —severe body bruises
 —sexual abuse
 —locked in closet or starved for unusual periods of time

22. A. —no special problem
 —like anybody else
 B. —"parents always complaining about me"
 —"gave them lots of trouble"
 —seen as "strange kid"

23. How would you describe yourself as a child (prior to adolescence?

24a. How do you get along with your brothers and sisters?
24b. How do you feel about them?

25. Would you describe your early childhood as happy or unhappy? -STOP-

26. If you could change anything about your childhood, what would you change?

27. Can you describe your father's personality? (If answer is unclear, ask client to describe another person they know well).

SCORING GUIDE

23. As a child client describes self as
(a) good kid (normal)
(b) problem child

24. General feelings toward siblings
(a) close
(b) neutral or mixed
(c) hostile
(d) no siblings

25. General attitude toward childhood
(a) happy
(b) not happy

26. Satisfaction with childhood
(a) basically satisfied (little change)
(b) dissatisfied with material aspect
(c) dissatisfied with family, self or emotional climate

27. Client's description
(a) multi-faceted
(b) superficial (e.g., good, bad, nice, etc.)

23. *Accept what the client says, even if their behavior doesn't match their perception. (Examples from Item 22 also apply here.)*

24. *Include half-siblings, exclude step-siblings.*
B. *-"like some, not others"*

25. *Accept client's view*

27. *The focus of this item is the complexity with which the client views people. The ability to describe attributes, or explain the reasons for behavior, is being measured. "Superficial" indicates a lack of capacity to perceive depth in personality, and not just an evasion of the question. One or two complex statements are sufficient for an (A) score.*
A. *-"ambitious and honest"*
-"sensitive to others"
-"Dad was strict because that's the way he was brought up."
B. *-"no-good drunk" (with no further elaboration)*
-"mean"
-"kind"
-"don't know"

INTER-PERSONAL RELATIONS

Let's talk about your friends now. Do you spend much time with them?

28. Have your friends (associates) been in trouble with the law? (If client has no current associates, use prior associates.)

29a. How do you get along with your friends?
*29b. How do they act towards you?

30a. Do you have a closest friend?
*30b. What do you like best about him/her? -STOP-

31. Are you satisfied with the way you get along with people?

32. In general, do you tend to trust or mistrust people? -STOP-

28. Client's present associates are
   (a) essentially non-criminal
   (b) mixed
   (c) mostly criminal

29. In interactions with friends, client appears
   (a) used by others
   (b) withdrawn
   (c) other problems
   (d) normal

30. Description of client's relationship with his/her closest friend
   (a) talk (share feelings) or help each other
   (b) do things together (less emphasis on talking or sharing feelings)
   (c) has none

31. Satisfaction in interpersonal relationships
   (a) feels satisfied
   (b) feels dissatisfied

32. General outlook towards people
   (a) basically trusting
   (b) mixed or complex view
   (c) basically mistrusting

SCORING GUIDE

28. *Don't count marijuana use (by itself) as criminal. For parolees coming out of prison, use the last associates they had before entering prison.*
   A. *Don't use A if client committed offense with accomplices.*

29. *This item should be based on the quality of the client's interactions. If the agent feels the client is being used by his friends and the client feels he gets along O.K., check C.*

30. A. *— "Do things for each other"*
      — "We're like brothers"
   B. *— "He's a hunter too"*

31. *Accept the client's statement.*

32. B. *A complex view of people (e.g., trusts people in certain situations and not others)*
      — "trust people too much"
      — "takes a while to get to know them"

33a. How much socializing do you do with women (men)?
33b. Do you generally go out with a lot of women (men) or date the same person for long periods?

34. In your relationship with your wife or girlfriend (husband or boyfriend) who tends to make the decisions?

Do you have any problems handling your feelings?

FEELINGS

35. Do you consider yourself to be a nervous (or anxious) person? -STOP-

36a. What kinds of things get you depressed?
36b. What do you do when you're feeling depressed?

37a. Have you ever thought seriously about hurting or killing yourself?
37b. (If client says yes to above) Have you ever tried it?

---

33. Client's opposite sex relationship pattern generally is
   (a) long term (over 6 months) or serious relationships
   (b) short and long term relationships
   (c) short term less emotionally involved relationships, or little dating experience

34. In interaction with the opposite sex, client generally
   (a) asserts self or dominates
   (b) is average or adequate
   (c) is nonassertive or dominated

35. Does client view himself (herself) as a nervous person?
   (a) yes
   (b) no

36. What client does when he (she) feels depressed
   (a) seeks someone to talk to, or tries to figure it out
   (b) seeks an activity to distract self
   (c) drinks or uses drugs
   (d) isolates self

37. Self destructive behavior
   (a) never seriously contemplated it
   (b) had definite thoughts of suicide
   (c) attempted it

---

33. C. *Short-term relationships with no solid commitments to people*

34. *Do not accept the client's response without probing their relationships or how some specific decisions are made (e.g., who decides what to do or whom to socialize with -- who controls the money).*

SCORING GUIDE

35. *Accept the client's statement*

36. B. - *"forget about them".*
   - *"watch T.V."*
   D. - *"I pray".*
   - *"Go to sleep".*

38a. What do you do when you're feeling angry with people?

*38b. Have you every hurt anybody when you were angry?

38. In handling anger, client
   (a) is physically aggressive toward people
   (b) avoids expression to others or has trouble expressing anger appropriately
   (c) responds appropriately

39a. Can you describe your personality?

39b. What do you like and dislike about yourself? -STOP-

39. In describing themselves, client
   (a) emphasizes strength
   (b) emphasizes inadequacy (client tends to downgrade self)
   (c) can't describe self

40. (No question asked - should be based on impression from client's discussion of feelings.)

40. Openness in discussing feelings
   (a) discusses openly
   (b) evasive or superficial

41. Aside from legal problems, what is the biggest problem in your life now? -STOP-

PLANS AND PROBLEMS

41. What does the client view as his/her important problem area right now
   (a) personal
   (b) relationships
   (c) vocational - educational
   (d) financial
   (e) no big problems presently (score item 42 as A)

SCORING GUIDE

38. Based on all sources of reliable information (e.g., offense), and not just client's statement. Physically aggressive problems should take precedence over other choices.
   B. -"break things".
      -denies getting angry

39. If the client gives both positive and negative statements about himself, choose the one emphasized the most. If the positive and negative have equal emphasis, choose the one given first. Choice C is designed to pick out those clients who are not capable of showing much insight or complexity in their view of themselves.
   C. -"I'm O.K." (and can't elaborate)
      - m a nice person"
      -"I'm not into too much too..."

40. A. If the agent felt that the client was fairly straightforward in talking about his feelings.
    B. If the agent felt that the client was superficial or evasive.

41. A. -"Drinking or drugs"
       -"Get my head together"
       -"Get things straightened out with my fiancee"
    B. -"Try to get along better with my parents"

42. How do you expect this problem (from item 41) to work out?

43a. What goals do you have for the future?

*43b. How do you expect to accomplish your goals?
-STOP-

44. (No questions asked — based on information throughout interview on education, jobs, training programs, following through on goals, or treatment, etc.)

45a. How will being on probation (parole) affect your life?

45b. What do you expect to get from being on probation (parole)? -STOP-

---

42. Attitude toward solving problems
    (a) optimistic, expects to succeed (include 41e)
    (b) unclear
    (c) pessimistic, expects to fail

43. Future plans
    (a) short-term goals (most goals can be fulfilled within about 6 months)
    (b) unrealistic goals
    (c) realistic long-term goals (most goals are well developed and extend beyond 6 months)

44. Client usually sticks with or completes things he/she begins
    (a) yes
    (b) no

45. Client's general expectations about P & P supervision
    (a) no effect
    (b) monetary, counseling, or program help
    (c) hopes supervision will keep them out of trouble
    (d) negative expectations
    (e) mixed or unclear expectations

<u>SCORING GUIDE</u>

42. A. — "O.K. because I've got a better paying job."
    B. — "O.K., I hope".
    C. — "I'll be O.K. if I get a better paying job."
       — Client is pessimistic about the outcome or can't figure out a solution.

43. A. — "No goals, live day to day"
    B. — Strange, way out, or impossible to achieve goals.

OBJECTIVE BACKGROUND ITEMS

1. Age of earliest court appearance:
   a. 14 or below
   b. 15 - 17
   c. 18 - 22
   d. 23+

2. Number of prior offenses:
   a. none
   b. 1 - 3
   c. 4 - 7
   d. 8+

3. Number of commitments to State or Federal Correctional Institutions:
   a. 0
   b. 1
   c. 2 or more

4. Time spent under probation supervision:
   a. none
   b. 1 year or less
   c. over 1 year - 3 years
   d. over 3 years

5. Medical history: (circle all applicable choices)
   a. back or stomach problems, or frequent headaches
   b. serious head injuries
   c. prior psychiatric hospitalization
   d. out-patient psychotherapy
   e. none of the above

SCORING GUIDE

1. *Include juvenile offenses and serious traffic offenses (e.g., drunk driving, hit and run).*

2. *Exclude the client's present offense in rating this item. Include juvenile and serious traffic offenses.*

3. *Include juvenile commitments.*

4. *Exclude probation time for the current offense. Include juvenile supervision.*

5. *A. -vague complaints not diagnosed by a physician*
   B. -skull fractures
   -head injuries which required treatment (beyond X-ray)

School History

6. Highest grade completed:
   a. 9th or below
   b. 10th to 12th
   c. high school graduate (exclude GED)
   d. some post high school training leading toward a degree

7. Did client ever receive special education or remedial help
   in school?
   a. yes
   b. no

Family Development

8. Client was raised primarily by:
   a. intact biological family
   b. other

9. Did either parent have a history of:
   (circle all applicable choices)
   a. being on welfare
   b. criminal behavior
   c. psychiatric hospitalization
   d. suicide attempts
   e. drinking problems
   f. none of the above

SCORING GUIDE

7. *Include special programs for learning deficiencies
   (rather than behavior problems).*

8. *Choice A requires both natural parents in an intact home
   until client reaches about 16 years of age.*

9. *Includes step and adopted parents.*

10. Have siblings (include half and step sibs) ever been arrested?

    a.   none
    b.   some
    c.   most
    d.   not applicable

11. Currently, client is:

    a.   single (never married)
    b.   single (separated, divorced, widowed)
    c.   married (includes common law)

****

BEHAVIORAL PATTERNS

Please rate the following behaviors as observed during the interview.

1. Grooming and Dress:

    A. ___ Below Average   B. ___ Average   C. ___ Above Average

2. Self Confidence:

    A. ___ Lacks Confidence   B. ___ Average   C. ___ Overly Confident

3. Attention Span:

    A. ___ Easily Distractable   B. ___ Average   C. ___ Very Attentive

4. Comprehension:

    A. ___ Below Average   B. ___ Average   C. ___ Above Average

5. Thought Processes:

    A. ___ Sluggish   B. ___ Average   C. ___ Driven (Accelerated)

6. Affect:

    A. ___ Depressed   B. ___ Average   C. ___ Elated

7. Self Revealing:

    A. ___ Evasive   B. ___ Average   C. ___ Very Open

8. Cooperation:

    A. ___ Negativistic   B. ___ Average   C. ___ Eager to Please