

Intensive Parole Supervision Assessment *JRA Intensive Parole Evaluation, Briefing Paper #7*

Background

In 1997, the Washington State Legislature funded intensive parole for youth under the supervision of the state's Juvenile Rehabilitation Administration (JRA). This legislation targets 25 percent of the JRA population at the highest risk for re-offending.¹ The goals of the intensive parole program include the following:

- ◆ Maintain public protection in both the short-term and long-term;
- ◆ Assure individual accountability; and
- ◆ Provide treatment and support services.

JRA's method for achieving these goals is through a case management system intended to help high-risk delinquents transition from secure confinement to community supervision.

The Institute is publishing a series of briefing papers during 2000 and 2001, as well as annual progress reports, to answer the following questions:

- ◆ How well is the intensive parole model being implemented?
- ◆ Does intensive parole reduce recidivism?
- ◆ Do the program's benefits outweigh the program's costs?

Six briefing papers have been published:²

- #1 – Study population description
- #2 – Supervision status analysis
- #3 – Parole revocation analysis
- #4 – Parole unauthorized leaves
- #5 – Parole contact standards
- #6 – Residential contact standards

This last briefing paper looks at intensive parole program youth and answers the following questions:

- ◆ What value does the Intensive Parole Supervision Assessment (IPSA) have for JRA?
- ◆ How does the IPSA relate to JRA's two additional risk instruments: the Initial Security Classification Assessment and the Community Risk Assessment?
- ◆ How should we use the IPSA to measure progress on parole?
- ◆ How does the IPSA change between the initial assessment and the final assessment at the end of intensive parole?

This report does not assess the IPSA's validity, that is, how well the instrument predicts recidivism. That topic will be covered in a subsequent report.

The IPSA is a modified version of the Washington Association of Juvenile Court Administrators' Assessment.³ JRA modified the instrument to include additional concepts.

JRA intensive parole staff complete the IPSA for intensive parole youth at the beginning and end of parole, as well as four months after parole begins.

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For more information, contact the Institute at (360) 586-2677.

¹ RCW 13.40.210

² Robert Barnoski, *Population Description: JRA Intensive Parole Evaluation (Briefing Paper #1)*, May 2000; *Supervision Status: JRA Intensive Parole Evaluation (Briefing Paper #2)*, May 2000; *Parole Revocations: JRA Intensive Parole Evaluation (Briefing Paper #3)*, June 2000; *Unauthorized Leave: JRA Intensive Parole Evaluation (Briefing Paper #4)*, June 2000; *Parole Contacts: JRA Intensive Parole Evaluation (Briefing Paper #5)*, May 2001; *Residential Phase Intensive Parole Contact Standards: JRA Intensive Parole Evaluation (Briefing Paper #6)*, March 2001, Washington State Institute for Public Policy, Olympia, WA.

³ The Washington Association of Juvenile Court Administrators and the Washington State Institute for Public Policy jointly developed the assessment as required by the 1997 Community Juvenile Accountability Act.

SUMMARY

This briefing paper reviews JRA's Intensive Parole Supervision Assessment as administered to intensive parole program youth and answers the following questions:

◆ **What value does the Intensive Parole Supervision Assessment (IPSA) have for JRA?**

The IPSA is a comprehensive assessment of risk and protective factors containing 100 items. These data provide insights into the JRA intensive parole population and can be used for program planning. Annual "snapshots" of these data also provide JRA management with information on changes in the population. The predictive validity of the IPSA will be examined in a subsequent study.

◆ **How does the IPSA relate to the Initial Security Classification Assessment (ISCA) and the Community Risk Assessment (CRA)?**

The IPSA, the ISCA, and the CRA are moderately related to each other. These results support the construct validity of all three assessments—all three measures of risk are somewhat related in the predicted manner. The ISCA is more closely related to the IPSA than is the CRA.

◆ **How should we use the IPSA to measure progress on parole?**

Item-correlation analyses revealed that most of the assessment domains can be represented by two "concepts" that are related to risk and protective factors. The Problem Solving, Education, Family, and Parole Progress domains include multiple "concepts" that also need to be represented when measuring progress. Change between the initial and final IPSA is measured using three methods: differences in averages, percentage of youth with changed scores, and comparison of percentage distributions between the initial and final IPSA.

◆ **How does the IPSA change between the initial assessment and the final assessment at the end of intensive parole?**

In this study sample, 40 percent of youth on intensive parole did not have a final IPSA completed. Therefore, the presented results may better describe youth who were successfully discharged from intensive parole, rather than the entire intensive parole population.

Looking at the total risk and protective factor scores, almost all youth had a change in IPSA scores; very few youth had no change between the initial and final assessments.

Some positive findings emerged from the analysis. The problem-solving domain on the ISCA had the most positive change, since risk was reduced and protective factors increased. The work domain showed an increase in protective factors and the family domain had reduced risk, but no increase in protective factors. The relationships domain had mixed results with an increase in protective factors, but also an increase in risk. Four domains had little change in risk: work, frustration tolerance, empathy, and mental health. Education seems to have the poorest results, with increased risk and decreased protective factors.

Without a comparison group, it is not possible to attribute any of these changes to intensive parole. The only group comparison is between the first and second study cohort. A comparison of the two study cohorts does not reveal an improvement in risk and protective factor scores in Cohort 2.

RECOMMENDATIONS

◆ Improve IPSA Sensitivity to Measure Change

The IPSA scoring system that adds together the risk and protective factor information was developed for recidivism prediction. The IPSA does not measure change as well as it could because of the emphasis on predicting recidivism. For example in the work domain, the first item measures work history, including successful employment and being fired. There is no comparable question about employment since the last assessment, only whether the youth is currently employed. The next version of the IPSA should be modified to better measure change.

◆ Revise the IPSA to Better Measure JRA Competencies

The IPSA and competencies could be integrated to form a more uniform measurement approach. This integration effort could develop the framework for organizing information collected about youth as they enter and move through JRA residence and parole. That is, the assessment structure could guide the collection and organization of the youth's social file in a database. This enables anyone looking at the youth's computerized file to find, for example, education or mental health information by clicking on those domain tabs and viewing all relevant data. Time and effort could be saved in obtaining information since the IPSA data may already be available from the juvenile courts assessment database.

◆ Begin Collecting IPSA Information While the Youth Is Still in Residence

If IPSA data were collected while the youth was in residence, the parole counselor could go over the IPSA with the youth's last residential counselor and the youth's family before the youth is placed on parole. The residential counselors could pass on their knowledge of the youth without the parole counselor having to start from scratch.

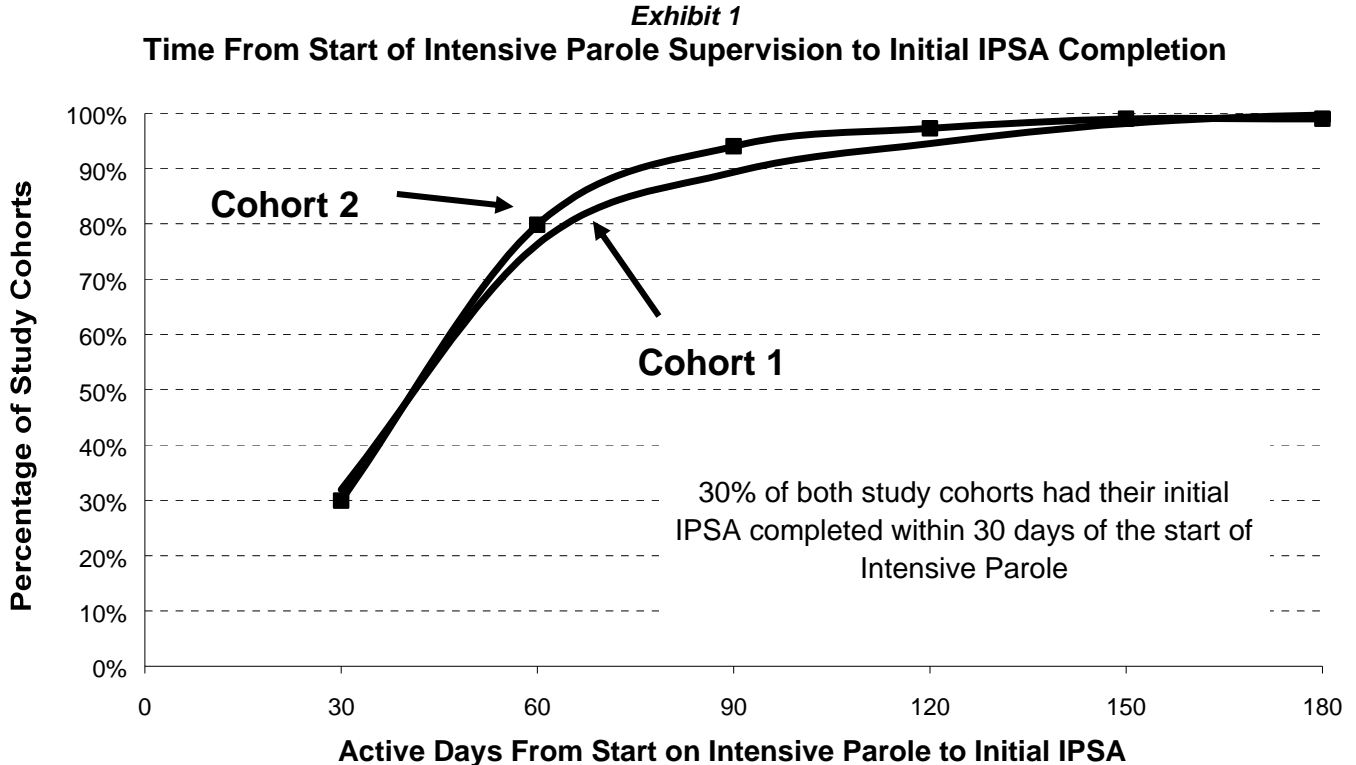
◆ Continue emphasizing clinical use of the IPSA for guiding rehabilitation of each youth, rather than measuring change

For the IPSA to become integral to JRA, it must have value to JRA staff. That is, the assessment must be more than a form that the youth's counselor completes, files, and then ignores in day-to-day decisions. The most successful evidence-based treatment approaches use an assessment process to reduce the likelihood of re-offending by targeting for change those risk and protective factors contributing to re-offending. For the multi-problem youth, who constitute the majority of JRA youth, JRA staff must focus on a subset of factors that they hypothesize are the most critical, and see if working to change those factors leads to improvements. If not, an alternative hypothesis is tested. This emphasizes doing re-assessments to measuring clinical progress. The interim outcome information comes from a complete re-assessment during supervisory reviews on a more scheduled basis.

Study Cohorts

This report examines IPSA data for two cohorts of youth on parole for at least six months as of April 30, 2001. Cohort 1 consists of the 318 youth with an initial IPSA completed between March 1, and December 31, 1999; Cohort 2 consists of the 385 youth initially assessed between January 1, and October 31, 2000. The number of youth who started intensive parole during the two cohort timeframes is 871 for Cohort 1 and 1,071 for Cohort 2. Since we do not have IPSA data on every youth who started intensive parole, the results may not represent the entire intensive parole population.⁴

JRA's intensive parole timelines specify that an IPSA will be completed within 30 days of a youth's release to parole, again after 120 days on parole, and at discharge. Exhibit 1 illustrates how long after the start of intensive parole the IPSA was administered in the two cohorts. Thirty percent of the youth in both cohorts had an initial IPSA completed within 30 active days⁵ of the start of their supervision. Approximately 80 percent of youth in both cohorts had an IPSA completed within 60 active days.



⁴ Data for this report were obtained from the computer application used by JRA staff to record the IPSA.

⁵ Active days exclude days when the youth was on unauthorized leave, in jail/detention, or was revoked and placed back in a JRA institution.

Exhibit 2 summarizes the percentages of youth in both cohorts who had 120-day and final assessments completed.

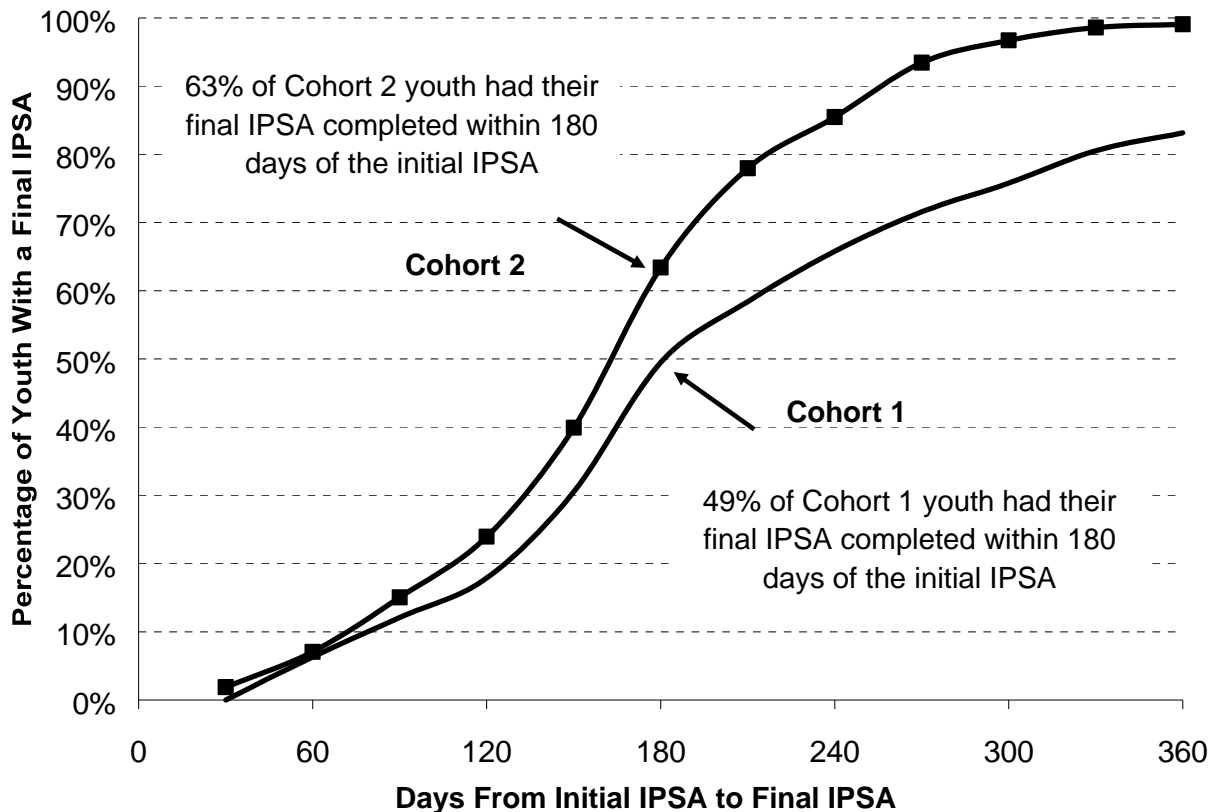
Exhibit 2
Percentage of Youth With 120-Day and Final IPSAs

	COHORT 1	COHORT 2
Number of Youth With Initial IPSA	318	385
Percentage With a 120-day IPSA	61%	59%
Percentage With a Final IPSA	60%	56%

Of those youth without a final IPSA, approximately 50 percent were either transferred to DOC, in jail/detention, revoked back to a JRA institution, or their whereabouts were unknown. The remaining 50 percent were discharged. In comparison, 86 percent of the youth with a final IPSA were discharged from parole, while 13 percent were either transferred to DOC, in jail/detention, revoked back to a JRA institution, or their whereabouts were unknown. Those with a final IPSA appear to have been more successful in getting discharged from parole, and may not be representative of the entire intensive parole population.

Exhibit 3 shows the cumulative percentage distribution of the number of days between the initial and final IPSAs for youth with a final IPSA. Sixty-three percent of Cohort 2 youth with a final IPSA had it completed within 180 days of the initial IPSA, compared to 49 percent for Cohort 1.

Exhibit 3
Number of Days From Initial to Final IPSA, for Youth With a Final IPSA



WHAT VALUE DOES THE INTENSIVE PAROLE SUPERVISION ASSESSMENT (IPSA) HAVE FOR JRA?

The IPSA is a comprehensive assessment of risk and protective factors containing 100 items organized into 13 domains, which are shown in Exhibit 4. It is not possible to form a conclusion about these IPSA data for a sample of youth. Rather, the IPSA provides JRA with the ability to use data for planning and management. For example, annual “snapshots” of the JRA population would allow the organization to see if and how their population changes over time. That is, the IPSA gives JRA the ability to answer a wide variety of questions about their intensive parole population.

**Exhibit 4
Intensive Parole Supervision Assessment (IPSA) Domains**

1) ISCA History	6) Problem Solving
2) Aggression Management	7) Constructive Response to Frustration
3) Work	8) Victim Empathy/Restoration
4) Education	9) Family
5) Life Skills	10) Substance Abuse
a) Use of Free Time	11) Sex Offender
b) Relationships	12) Mental Health
c) Criminal Attitudes/Behaviors	13) Progress on Supervision

Appendix A contains the percentage distributions of the IPSA items for the cohorts in this report. Exhibit 5 is a sampling of the information available from the IPSA about intensive parole youth.

**Exhibit 5
Highlights From the Initial IPSA Assessment**

<p>Aggression Management 54% believe the use of physical aggression to resolve conflict is sometimes or often appropriate.</p> <p>Education 51% have been in special education programs. 50% are in school, 25% have been suspended, expelled, or dropped out of school, while 25% have graduated or obtained a GED.</p> <p>Work 48% have never been employed, but 45% of those who graduated from school are currently employed.</p> <p>Life Skills 51% believe they can avoid or stop their anti-social behavior. 38% are involved in structured recreational activities, and 57% are involved in unstructured recreational activities. 69% have a comfortable relationship with a pro-social adult other than a family member. 63% spend time with anti-social friends or gangs, and 68% go along with their anti-social friends. 61% accept responsibility for their anti-social behavior. 19% often get upset over small things or have tantrums.</p> <p>Victim Empathy/Restoration 71% have at least some empathy for their victims.</p> <p>Family 87% are currently living with a mother, father, stepparent, other relative, other adult, or in a foster/group home. 43% live in a family with an annual income under \$15,000.</p> <p>Substance Abuse 34% have disrupted functioning from alcohol abuse and 44% from drug abuse.</p> <p>Mental Health 32% have a history of mental health problems.</p>
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HOW DOES THE INTENSIVE PAROLE SUPERVISION ASSESSMENT RELATE TO THE INITIAL SECURITY CLASSIFICATION AND THE COMMUNITY RISK ASSESSMENTS?

JRA has two other assessments that measure risk: the Initial Security Classification Assessment (ISCA) and the Community Risk Assessment (CRA). The ISCA, administered when a youth enters the JRA system, combines a risk level with an offense seriousness level to determine the youth’s initial security classification. The CRA, on the other hand, assesses a youth’s potential for risk to public safety, residential security, and rehabilitative progress. The CRA is used to adjust a youth’s security classification while still in residence. These assessments should be related to each other, although each provides a different perspective on a youth at different points in time while the youth is in the JRA system. This section of the report examines this relationship.

Exhibit 6 shows the correlations⁶ between the IPSA domain risk and protective factor scores and the ISCA and the CRA risk scores. For example, the ISCA domain score has a .82 correlation with the ISCA,⁷ and a .76 correlation with the last CRA before placement on intensive parole supervision. All IPSA risk scores have a positive relationship with the ISCA and the CRA and all IPSA protective factor scores have a negative relationship. This is expected since the ISCA, the CRA, and the IPSA risk scores all measure risk. The opposite is true of the IPSA protective factor scores that measure resistance to risk. *These results support the construct validity of all three assessments—all three being somewhat related in the predicted manner.*

**Exhibit 6
Correlations Between the IPSA, the ISCA, and the CRA**

IPSA Domain	ISCA		CRA	
	IPSA Risk	IPSA Protective	IPSA Risk	IPSA Protective
ISCA	0.82*	N/A	0.76*	N/A
Aggression	0.24*	-0.20*	0.11*	0.11*
Work	0.15*	-0.31*	0.09*	-0.22*
Education	0.12*	-0.14*	0.07	-0.07
Free Time	0.14*	-0.14*	0.06	-0.05
Relationships	0.20*	-0.20*	0.09*	-0.11*
Attitudes	0.20*	-0.08*	0.09*	-0.02
Problem Solving	0.23*	-0.21*	0.12*	-0.12*
Frustration Tolerance	0.24*	N/A	0.12*	N/A
Empathy	0.14*	N/A	0.06	N/A
Family	0.07	-0.05	0.01	0.04
Alcohol/Drug	0.09*	N/A	0.09*	N/A
Sex *	0.16	N/A	0.18*	N/A
Mental Health	0.14*	N/A	0.06	N/A
Parole Progress	0.11*	-0.10*	0.06	-0.03
<i>IPSA Total</i>	<i>0.21*</i>	<i>-0.27*</i>	<i>0.09*</i>	<i>-0.14*</i>

*Statistically Significant, p<.05

⁶ Correlations measure the strength of the association between two variables where a perfect relationship has a correlation of 1.0 or -1.0 and no association (independence between the two variables) has a correlation of 0.
⁷ The IPSA/ISCA domain score was entered into the IPSA computer application at the time the youth was assessed. The ISCA scores are based a revised ISCA scoring that includes three new items in the ISCA database. As a result, the ISCA score recorded on IPSA, and ISCA completed at admission are slightly different and are not perfectly correlated.

Several items on the ISCA are similar to items on the IPSA. Exhibit 7 summarizes the correlations between these comparable items. The highest correlation of .31 is between the IPSA and ISCA Alcohol/Drug items. The Peer Relationships, Critical Thinking, and Problem Solving items have the lowest correlations, but are still statistically significant.

Exhibit 7
Correlations Between Comparable Items
on the IPSA and ISCA

IPSA Item	Correlation With Comparable ISCA Items
Aggression Risk	0.14*
Frustration Tolerance	0.21*
Alcohol/Drug Risk	0.31*
Peer Relationships	0.10*
Problem Solving	0.08*
Consequential Thinking	0.13*
Critical Thinking	0.10*

*Statistically Significant, $p < .05$

There are also several CRA items similar to IPSA items. Exhibit 8 summarizes the correlations between these two sets of similar items. The Alcohol/Drug item on the CRA and IPSA are not correlated, otherwise the IPSA and CRA measures are moderately well correlated. The CRA alcohol/drug item measures use during the youth's stay in a JRA facility, which is quite different from use in the community as measured by the IPSA.

Exhibit 8
Correlations Between Comparable Items
on the IPSA and CRA

IPSA Items	Correlation With Comparable CRA Items
Aggression	0.24*
Alcohol/Drug	0.02
Frustration Tolerance	0.29*
Problem Solving	0.24*
Consequential Thinking	0.23*
Critical Thinking	0.20*

*Statistically Significant, $p < .05$

Exhibits 7 and 8 provide additional support that the three assessments measure common characteristics in a moderately consistent way at different points in time.

HOW SHOULD WE USE THE IPISA TO MEASURE PROGRESS ON PAROLE?

The IPISA is initially given when a youth starts parole, is re-administered after 120 days on parole, and again at the end of parole. There are 100 items in the IPISA that are organized into domains. The domains match the core treatment areas from the JRA Youth Competency Rehabilitation Model.⁸ The intensive parole project chose to have staff target two competency areas, in addition to the family domain, which is a mandatory focus. The IPISA includes a Sex Offender domain and a Progress on Supervision domain that are not in the Competency Model.

The IPISA has a scoring scheme that accumulates risk and protective factor points for recidivism prediction by each domain. These domain scores can also be summed to provide overall measures of risk and protective factors. In addition, some domains include multiple concepts that need separate measurement. For example, the problem-solving domain includes six sets of items that are measuring related yet somewhat independent information. It is necessary to measure each concept within a domain in order to adequately understand how progress is being made. Analyses of the relationships among the responses to items within each domain⁹ were used to determine the concepts to be included for measuring progress.¹⁰

The results are summarized in Exhibit 9. Risk and protective factor scores can represent most IPISA domains.¹¹ The Education, Problem Solving, Family, and Parole Progress domains include multiple concepts that need to be separately represented when measuring change.¹² The IPISA validation study will reveal how the various concepts are related to recidivism.

Exhibit 9
Concepts Measured Within Each IPISA Domain

Domain	Concepts Within Domain
ISCA	Risk
Aggression	Risk and Protective
Education	Risk and Protective Enrollment Performance Attachment Interviewer Assessment
Problem Solving	Problem Solving Self Control Consequential Thinking Critical Thinking Self-monitoring Interpersonal

Domain	Concepts Within Domain
Frustration Tolerance	Risk
Empathy	Risk
Alcohol/Drug	Risk
Family	Risk and Protective Independent Living Transient Living Family Dynamics Family Conflict
Sex	Risk
Mental Health	Risk
Free Time	Risk and Protective
Attitudes	Risk and Protective
Work	Risk and Protective

⁸ The Youth Competency Rehabilitation Model was developed by JRA to guide youth competency development.

⁹ The items from the sex offender domain were excluded in this analysis because only 29 youth had this domain completed.

¹⁰ A factor analysis with varimax rotation was used.

¹¹ The risk and protective factors scores are retained for all domains to explicitly illustrate changes in positive and negative directions even if a single concept was found in the factor analyses.

¹² Appendix B describes the items that define each concept.

This report uses *three measures of change* to compare the initial and final assessments across items and domains. Each method has its advantages and disadvantages.

Measure one compares the *average differences between the initial and final scores*. This measure includes the magnitude as well as direction of change, and the averages can be influenced by a small number of youth with large differences. The desired outcome is a decrease in average risk scores and an increase in average protective factor scores. Using the Aggression risk score as an example, the initial average score was 2.0 and the final average score was 1.9, resulting in a -0.1 point difference or a 5 percent decrease in aggression risk.

Measure two ignores the magnitude of change and concentrates on the *number of youth who change*. This method shows the percentage of youth whose scores decreased, remained the same, or increased between the initial and final assessment. The desired outcome is to have a higher percentage of youth with decreased rather than increased risk scores, and a higher percentage with increased rather than decreased protective factor scores.

These two measures share a limitation. The lowest possible score cannot decrease, nor can the highest possible score increase. If a large percentage of youth fall into one of these categories, both measures understate the amount of change. In addition, change in score is a positive result when the initial score is an undesirable result, and is a negative when the initial score is a desirable result. This creates additional ambiguity in interpreting the results.

The third measure examines *key items within each domain* and shows how youth changed between the initial and final assessment. This method presents the *clearest* picture of change but requires a more *complicated* presentation.

A final caution needs to be made about this analysis. The validity of the results depends on the reliability of the initial and final assessments. Reliability is a fundamental property of any measurement process. A reliable instrument should produce the same assessment results for the same subject when done by different assessors or within a short period of time. For an instrument to be used reliably, there must be clear definitions for the concepts being assessed and extensive training must precede the use of the assessment. Only individuals who have completed the training and are certified should be allowed to perform these assessments. Only when both the initial and final assessments are done reliably will the change in assessments be meaningful.

A more subtle threat to reliability arises because the counselor knows the youth better. As the parole counselor gets to know the youth on parole, more information becomes known. Therefore, a youth may end up with an increased risk score when the change is due to the counselor's keener understanding rather than a change in the youth.

HOW DOES THE IPSA CHANGE BETWEEN THE INITIAL ASSESSMENT AND THE FINAL ASSESSMENT AT THE END OF INTENSIVE PAROLE?

JRA's timelines specify that a final IPSA shall be completed within 30 days of the youth's release to parole, after 120 days on parole, and at discharge from parole. To simplify the presentation, the two study cohorts are combined and only the change between the initial and final assessment is examined. Since only 60 percent of the youth in both cohorts had a final IPSA, these results may not be representative of all intensive parole youth; rather, they are representative of youth who were successful in getting discharged from intensive parole.

Exhibit 10 presents the average differences and the percentage of youth changing. For domains with multiple concepts, the changes in the concept scores are also presented.

The total risk and protective factor scores, which are a sum of the domain scores, present the broadest look at change. The initial total risk score of 67.08 increased by 2.86 points, or by 4.3 percent on the final assessment. This is an increase rather than a desired decrease in risk. The total protective factor score of 26.11 points increased by +0.61 points to 26.72. This is a 2.3 percent increase, which is in the right direction but is not a statistically significant result.

Looking at the percentage of youth who changed, only a few had no change between the initial and final assessment on the total risk and protective factor scores. Fifty-four percent had an increase in risk score, while 40 percent had a decrease. More youth had an increase than decrease in risk score. A slightly higher percentage of youth (47 percent) had increased protective factor scores than decreased scores (42 percent).

Changes within each IPSA domain provide a more detailed view. The IPSA domains that show statistically significant reductions in risk were Problem Solving, Frustration Tolerance, and Family. Three risk factor areas had significant increases: Education, Relationships, and Parole Progress. Eight domains had little percentage change in average risk: Aggression, Work, Free Time, Attitudes, Empathy, Alcohol/Drug, Sex, and Mental.

The domains exhibiting significant increases in protective factor scores were Work, Problem Solving and Relationships. The one protective factor area that had a significant decrease was Education. For the remaining domains, there was no difference between the initial and final protective factor scores.

In summary, the problem-solving domain showed the best results, since risk was reduced and protective factors were increased. The work domain showed an increase in protective factors, and the family domain showed reduced risk but no increase in protective factors. Relationships had mixed results with an increase in protective factors, but also an increase in risk. Education seems to have the poorest results, with increased risk and decreased protective factors.

Appendix C contains the same information presented by JRA region.

Exhibit 10
Average and Percentage Change Between the Initial and Final IPSA (N=700)¹³

Domain		Initial Average Score	Difference Between Initial and Final Average Scores		Percentage of Youth With		
			Average Difference	Percentage Difference	Decreased Score	Unchanged Score	Increased Score
RISK SCORES							
Total Risk	*+	67.08	+2.86	+4.3%	40%	5%	54%
Aggression		2.01	-0.10	-5.2%	22%	58%	19%
Work		0.61	+0.04	+6.8%	10%	76%	13%
Education	*+	9.04	+1.74	+19.3%	27%	30%	43%
Enrollment	*+	2.74	+0.28	+10.3%	14%	66%	21%
Performance	*+	2.05	+0.22	+10.7%	21%	49%	29%
Interviewer View		0.67	-0.02	-3.5%	15%	64%	21%
Free Time		1.37	+0.11	+7.9%	18%	60%	22%
Relationships	*+	8.89	+0.52	+5.8%	27%	36%	37%
Anti-Social		7.82	+0.41	+5.3%	28%	39%	33%
Attitudes		6.49	-0.09	-1.4%	30%	42%	28%
Problem Solving	*-	13.21	-0.65	-4.9%	38%	33%	28%
Problem Solving	*-	2.06	-0.23	-11.2%	28%	56%	15%
Self Control		2.23	-0.16	-7.2%	26%	56%	18%
Consequential Thinking		1.81	-0.02	-1.1%	21%	56%	23%
Critical Thinking	*-	2.41	-0.16	-6.5%	26%	56%	19%
Self-monitoring	*-	2.57	-0.16	-6.4%	26%	55%	19%
Interpersonal	*-	2.10	-0.17	-8.0%	24%	59%	17%
Frustration Tolerance	*-	0.87	-0.07	-7.8%	17%	73%	9%
Empathy		0.86	-0.03	-3.1%	14%	75%	11%
Family	*-	10.06	-1.09	-10.9%	38%	24%	38%
Independent Living	*+	0.06	+0.08	+133.9%	1%	90%	9%
Transient Living		0.03	+0.02	+63.1%	1%	95%	3%
Family Dynamics		6.04	-0.56	-9.3%	33%	35%	32%
Family Conflict		0.68	-0.09	-13.3%	17%	66%	17%
Alcohol/Drug		5.12	+0.39	+7.6%	20%	44%	36%
Sex		14.57	-0.57	-3.9%	43%	14%	43%
Mental Health		1.82	+0.12	+6.8%	12%	73%	15%
Parole Progress	*+	6.74	+1.96	+29.1%	31%	15%	54%
Events		2.85	-0.19	-6.8%	15%	63%	22%
Programming		1.09	0.09	7.8%	31%	48%	21%
Problems		10.58	59.06	558.1%	1%	26%	73%
PROTECTIVE FACTOR SCORES							
Total		26.11	+0.61	+2.3%	42%	11%	47%
Work	*+	2.51	+0.50	+19.9%	16%	52%	32%
Education	*-	2.18	-0.14	-6.5%	31%	50%	20%
Attachment		2.41	-0.01	-0.5%	23%	53%	25%
Activities		1.81	0.03	+1.5%	18%	62%	21%
Free Time		1.48	-0.10	-6.5%	23%	58%	19%
Relationships	*+	4.64	+0.21	+4.5%	21%	49%	30%
Pro-Social	*+	3.40	0.13	3.9%	18%	55%	28%
Attitudes		2.11	+0.07	+3.2%	15%	65%	20%
Problem Solving	*+	6.81	+0.59	+8.6%	25%	41%	34%
Family		3.83	-0.15	-3.8%	27%	51%	21%
Parole Progress		2.60	-0.39	-14.9%	44%	31%	25%

¹³ *Significantly different - Wilcoxon signed rank test for two matched samples. The sign of the difference reflects the direction of change.

The measures of progress presented so far show changes in scores. The next analyses present a more detailed look at progress by examining *changes between the initial and the final assessment for key individual items*.

Exhibit 11 reviews the item “Belief in physical aggression to resolve a disagreement or conflict,” to illustrate the measurement method. On the initial assessment, 49 percent of the youth rarely felt that the use of physical aggression was appropriate, 41 percent felt it was sometimes appropriate, and 10 percent felt it was often appropriate. Of the youth who were initially judged to believe aggression was rarely appropriate, 88 percent were rated to view aggression as rarely appropriate on the final IPSA, 10 percent as sometimes appropriate, and 2 percent as often appropriate. Of the 10 percent rated as initially believing that aggression was often appropriate, the final results were 21 percent rated rarely appropriate, 38 percent as sometimes appropriate, and 40 percent as often appropriate. Here, youth with a belief in aggression to resolve differences made gains, with 60 percent of these youth showing improvement, while youth who did not believe in aggression remained the same.

Exhibit 11
Initial and Final IPSA Changes for
Belief in Physical Aggression Item

RESPONSE	INITIAL ASSESSMENT	FINAL ASSESSMENT		
<i>Belief in physical aggression to resolve a disagreement or conflict</i>				
	Total	Rarely	Sometimes	Often
Rarely	49%	88%	10%	2%
Sometimes	41%	15%	79%	6%
Often	10%	21%	38%	40%
<i>Total</i>	<i>100%</i>	<i>51%</i>	<i>41%</i>	<i>7%</i>

These more detailed results are now compared with results using averages and percentage of youth changing. The risk scoring of this item is zero for rarely, one for sometimes, and two for often. Using the average difference method for measuring change, the average initial score is 0.62 and the final average is 0.56, for a .05 point or 10 percent reduction in risk. Eighty percent of the youth remained unchanged, 12 percent improved and eight percent got worse. These results provide an overall summary but do not paint as clear a picture of change as the more detailed analysis. Appendix D gives these more detailed results for keys items within each domain.

So far, we have learned that some youth on intensive parole have changed in a positive direction and others have changed for the worse according to the initial and final IPSA data. On average, the problem-solving domain showed the best improvement. However, we cannot make any claims that improvements or deteriorations are the result of intensive parole. Without the intensive parole program, we may have seen the same results, worse results, or even better results. A baseline group is needed as a comparison to allow inferences about the program. We have learned that youth are not improving universally. This is also true for the domain selected as a mandatory target—the family domain. Appendix D contains a more detailed look at progress in the family domain by examining changes between the initial and final assessment for key individual family items.

The last analysis compares the two study cohorts. Exhibit 12 compares the percentage of Cohort 1 and Cohort 2 youth with changed domain scores.

Exhibit 12
Comparison of Change Between the Two Study Cohorts

	Decrease		Same		Increase		
	RISK						
	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1	Cohort 2	
Total Risk	44%	37%	3%	7%	53%	56%	
Aggression	26%	19%	53%	63%	20%	18%	
Work	12%	9%	72%	80%	16%	11%	
Education	*	33%	21%	23%	36%	44%	43%
Enrollment		14%	11%	67%	64%	19%	25%
Performance		25%	19%	45%	51%	30%	30%
Interviewer view		19%	11%	59%	69%	22%	20%
Free Time		16%	20%	60%	60%	24%	19%
Relationships	*	32%	22%	28%	43%	40%	35%
Anti-Social	*	32%	22%	30%	45%	38%	33%
Attitudes		33%	28%	39%	44%	28%	28%
Problem Solving	*	43%	34%	25%	40%	32%	25%
Problem Solving		30%	25%	53%	60%	18%	16%
Self Control	*	26%	23%	49%	61%	25%	16%
Consequential Thinking		24%	17%	53%	59%	23%	24%
Critical Thinking	*	30%	19%	51%	60%	19%	20%
Self-monitoring	*	30%	20%	47%	63%	23%	17%
Interpersonal	*	25%	23%	53%	63%	22%	14%
Frustration Tolerance		20%	15%	70%	76%	10%	9%
Empathy	*	19%	9%	69%	80%	12%	11%
Family	*	49%	29%	15%	32%	36%	39%
Independent Living		2%	0%	90%	91%	9%	9%
Transient Living		1%	2%	96%	95%	3%	3%
Family Dynamics	*	39%	26%	26%	41%	35%	33%
Family Conflict		21%	14%	60%	70%	19%	16%
Alcohol/Drug		23%	17%	39%	48%	39%	34%
Mental Health		13%	11%	67%	79%	20%	10%
Parole Progress		31%	31%	14%	16%	55%	53%
Events		17%	12%	64%	63%	18%	25%
Programming		32%	27%	44%	53%	24%	20%
	PROTECTIVE						
Total		41%	42%	12%	11%	47%	47%
Work	*	20%	12%	46%	58%	34%	30%
Education	*	32%	29%	47%	52%	21%	18%
Attachment	*	29%	16%	48%	57%	23%	27%
Activities		17%	17%	61%	63%	22%	19%
Free Time		25%	22%	58%	59%	18%	19%
Relationships	*	23%	18%	42%	56%	35%	26%
Pro-Social		21%	17%	51%	56%	28%	27%
Attitudes		14%	15%	64%	67%	22%	18%
Problem Solving		27%	23%	37%	44%	36%	33%
Family		26%	29%	47%	55%	26%	17%
Family Support Network		25%	24%	48%	58%	27%	17%
Parole Progress	*	48%	40%	28%	33%	24%	26%

*Statistically significant at the .05 level using chi square test.

For the five risk domains of education, relationships, problem solving, empathy, and family, Cohort 2 had a smaller percentage of youth with decreased risk scores, and a greater percentage with unchanged risk scores. In the three protective factor domains of work, education, relationships, and parole progress, Cohort 2 had a smaller percentage of youth with decreased protective scores, and a greater percentage with unchanged risk scores.

In summary, a smaller percentage of youth in the second cohort showed decreases in risk and in protective factors, and a larger percentage of youth remained unchanged. One would expect a higher percentage of youth with decreases in risk and increases in protective factors in Cohort 2 as implementation of intensive parole progresses.

APPENDIX A

Percentage Distribution of IPSA Items From the Initial Assessment

DOMAIN 2: Aggression Management		
Belief in use of verbal aggression to resolve a disagreement or conflict:	32%	Rarely appropriate
	51%	Sometimes appropriate
	17%	Often appropriate
Belief in use of physical aggression to resolve a disagreement or conflict:	46%	Rarely appropriate
	42%	Sometimes appropriate
	12%	Often appropriate
Reports of Violence/anger:	57%	Yes
DOMAIN 3: Work		
History of employment:	48%	Never employed
	40%	Has been successfully employed
	12%	Was fired or quit because of poor performance
	6%	Was fired or quit or because could not get along
Currently Employed	28%	Yes
Currently Employment by School Enrollment:	45%	Graduated/GED
	16%	Full-Time
	30%	Part-Time
	8%	Suspended
	19%	Dropped
	27%	Expelled
DOMAIN 4: Education		
Youth's current school enrollment status, regardless of attendance:.	25%	Graduated, GED
	33%	Enrolled full-time
	16%	Enrolled part-time
	2%	Suspended
	21%	Expelled
	2%	Dropped out
Currently enrolled in school either full or part-time:.	49%	Yes
Youth is a special education student or has a formal diagnosis of a special education need:	19%	Learning
	25%	Mental retardation
	2%	Behavioral
	17%	(ADHD/ADD)
	51%	Any special education
Youth believes there is value in getting an education:		Believes getting an education of value
		Somewhat believes education is of value
		Does not believe education is of value
Youth believes school provides an encouraging environment for him or her:	32%	Believes school is encouraging
	50%	Somewhat believes
	18%	Does not believe
Total number of expulsions and suspensions since the first grade:	20%	Never
	80%	At least Once
	26%	Over 10 times
Age at first expulsion or suspension:.	70%	Under the age of 13
Youth has been enrolled in school during the last six months:.	81%	Yes

Teachers/staff/coaches the youth likes or feels comfortable talking with:	64% 13% 23%	None One More Than One
Youth's involvement in school activities during most recent term:	8% 16% 31% 45%	Involved in two or more activities Involved in one activity Not involved in activities but interested No interest in school activities
Youth's conduct in the most recent term:	58% 35% 21% 9%	No problems Problems reported by teachers Calls to parents Calls to police
Youth's attendance in the most recent term:	49% 18% 23% 10%	No unexcused absences Some partial-day absences Some full-day unexcused absences Truancy petition filed, or equivalent
Youth's academic performance in the most recent school term:	4% 69% 27% 81% 11% 8%	Honor student C or better Lower than C Failing no classes Failing some classes Failing most classes
Interviewer's assessment of the youth staying in and graduating from high school or an equivalent vocational school:	36% 43% 21%	Very likely to stay in school and graduate Uncertain if youth will stay and graduate Not very likely to stay and graduate

DOMAIN 5C: Criminal Attitudes/Behaviors		
Accepts responsibility for anti-social behavior:	61% 35% 0% 4%	Accepts responsibility Minimizes, denies, justifies, excuses, or blames others Accepts anti-social behavior as okay Proud of anti-social behavior
Fatalistic attitude:	81% 17% 2%	Believes some things matter and he or she has a future Believes little matters because he or she has no future Believes nothing matters; he or she will be dead before long
Loss of control over anti-social behavior:	51% 44% 5%	Believes he or she can avoid/stop anti-social behavior Somewhat believes anti-social behavior is controllable Believes anti-social behavior is out of his or her control
Hostile interpretation of actions and intentions of others in a common non-confrontational setting:	59% 36% 5%	Primarily positive view of intentions of others Primarily negative view of intentions of others Primarily hostile view of intentions of others
Pro-social values/conventions:	26% 54% 17% 3%	Primarily positive attitude Somewhat positive attitude Does not think pro-social values apply to him or her Resents or is hostile to pro-social values/conventions
Respect for authority figures:	40% 43% 12% 5%	Respects most authority figures Resents some authority figures Resents most authority figures Defies or is hostile toward most authority figures
Readiness for change:	34% 45% 17% 4%	Hostile toward change or unwilling to change Does not see any need for change Believes there may be a need to change Committed to changing or working on changing

DOMAIN 5: Life Skills

SECTION 5A: Use of Free Time

Structured recreational activities:	12%	Involved in two or more activities
	26%	Involved in one activity
	31%	Not involved but interested
	30%	Not interested in any activities
Unstructured recreational activities:	23%	Involved in two or more activities
	34%	Involved in one activity
	23%	Not involved but interested
	20%	Not interest in any activities

SECTION 5B: Relationships

Number of existing positive adult non-family relationships:	31%	None
	17%	One
	19%	Two
	33%	Three or More
Pro-social community ties: Youth feels there are people in his or her community who discourage him or her from getting into trouble or are willing to help the youth.	13%	No
	45%	Somewhat
	42%	Yes
Friends the youth actually spends his or her time with:	25%	Only friends who have a positive pro-social influence
	13%	No friends or companions, no consistent friends
	40%	Friends who have a negative antisocial influence
	23%	Gang member/associate
Role of youth among peers:	16%	A leader who gets others into trouble
	27%	An independent youth who gets into trouble on his or her own
	35%	A peer who gets into trouble when in a group
	13%	Both an independent youth and a Peer
	9%	An immature follower who gets into trouble for attention, status and acceptance
Admiration/emulation of tougher anti-social peers:	35%	Youth does not admire, emulate tougher anti-social peers
	44%	Youth minimally admires, emulates tougher peers
	21%	Youth admires, emulates tougher peers

Complete the following information for a youth who associates with an antisocial peer group or gang.

Amount of free time the youth spends with antisocial peer group:	Spends one or two hours of free time per week	
	Spends three to seven hours of free time per week	
	Spends eight to 14 hours of free time per week	
	Spends all or nearly all of free time per week	
Strength of loyalty to anti-social peers:	48%	Would sometimes lie or cheat for peers
	18%	Would consistently lie or cheat for peers
	33%	Would sometimes steal, fight, do other serious acts for peers
	14%	Would consistently steal, fight, do other serious acts for peers
Strength of anti-social peer influence:	32%	Often does not go along with the antisocial peers
	43%	Usually goes along with the antisocial peers
	19%	Almost always goes along with the antisocial peers
	6%	Leads the antisocial peers

SECTION 5C: Criminal Attitudes/Behaviors

Accepts responsibility for anti-social behavior:	61% 35% 0% 4%	Accepts responsibility Minimizes, denies, justifies, excuses, blames others Accepts anti-social behavior as okay Proud of anti-social behavior
Fatalistic attitude:	81% 17% 2%	Believes some things matter and he or she has a future Believes little matters because he or she has no future Believes nothing matters; will be dead before long
Loss of control over antisocial behavior:	51% 44% 5%	Believes he or she can avoid/stop antisocial behavior Somewhat believes antisocial behavior is controllable Believes his or her antisocial behavior is out of his or her control
Hostile interpretation of actions and intentions of others in a common non-confrontational setting:	59% 36% 5%	Primarily positive view of intentions of others Primarily negative view of intentions of others Primarily hostile view of intentions of others
Attitude toward pro-social rules/conventions:	26% 54% 17% 3%	Primarily positive Somewhat positive attitude or positive towards some Does not think they apply to him or her Resents or is hostile to pro-social values/conventions
Respect for authority figures:	40% 43% 12% 5%	Respects most authority figures Resents some authority figures Resents most authority figures Defies or is hostile toward most authority figures
Readiness for change:	34% 45% 17% 4%	Committed to changing or working on changing Believes there may be a need to change Does not see any need for change Hostile toward change or unwilling to change

DOMAIN 6: Problem Solving			
	Yes	Somewhat	No
Problem-solving skills:			
Youth can identify/describe problem behaviors.	25%	57%	18%
Youth can think of different solutions to resolve the problem.	47%	48%	5%
Youth can apply an appropriate solution.	35%	35%	10%
Self-control skills to avoid getting into trouble:			
Can stop thoughts or actions that get him or her into trouble.	31%	56%	13%
Knows some self-control techniques to keep from getting into trouble.	39%	51%	10%
Uses a self-control technique to keep from getting into trouble.	24%	52%	23%
Consequential thinking skills:			
Youth understands there are consequences, good and bad, to actions.	34%	50%	16%
Youth acts to obtain good and to avoid bad consequences.	66%	32%	2%
Youth sets positive realistic goals.	33%	48%	19%
Critical thinking skills:			
Youth sees that there are two sides to an argument or a situation.	20%	55%	24%
Youth weighs or evaluates the merits of each side.	44%	47%	9%
Youth arrives at a conclusion or makes a decision based on this evaluation.	2%	57%	21%
Self-monitoring skills for triggers that can lead to trouble:			
Identifies external triggers: peers, drug use, situations that lead to trouble.	43%	46%	11%
Identifies internal triggers: thoughts, emotions that lead to trouble.	27%	56%	17%
Actively monitors triggers.	16%	51%	33%
Interpersonal skills:			
Appropriately expresses his or her needs and feelings.	47%	44%	9%
Negotiates with others.	29%	57%	13%
Carries on a meaningful conversation.	32%	52%	16%
DOMAIN 7: Constructive Response to Frustration			
Tolerance for frustration:	28%	Rarely gets upset over small things or has tantrums	
	54%	Sometimes gets upset	
	19%	Often gets upset	
DOMAIN 8: Victim Empathy/Restoration			
Empathy, remorse, sympathy, or feelings for the victim(s) of criminal behavior:	22%	Has empathy for his or her victim(s)	
	49%	Sometimes or has empathy for some victim(s)	
	29%	Does not have empathy for his or her victim(s)	

DOMAIN 9: Family			
Still living with biological parents:	43%	Mother	
	11%	Father	
	16%	Both mother and father	
	30%	Neither mother nor father	
The youth's current living arrangements:	26%	Father	
	58%	Mother	
	17%	Stepparent	
	41%	Siblings	
	15%	Other relatives	
	11%	Other adult	
	5%	Foster/Group Home	
	7%	Independent	
	3%	Transient	
The youth current living with mother, father, stepparent, other relative, other adult or foster/group home:	87%	Yes	
Problems of current family members living in the household:			
		<u>Mother</u>	<u>Father</u>
		<u>Sibling</u>	
	Any problems	42%	27%
	Alcohol	15%	15%
	Drug	12%	8%
	Mental health	7%	3%
	Physical health	12%	0%
	Employment	17%	10%
	Financial	29%	13%
	Jail/imprisonment	4%	8%
		14%	
Family annual income:	43%	Under \$15,000	
	39%	\$15,000-\$34,999	
	13%	\$35,000-\$49,000	
	5%	\$50,000 and over	
Support network for family; extended family and friends who can provide additional support:	13%	No family support network	
	65%	Some family support network	
	22%	Strong family support network	
Court ordered or DSHS voluntary out-of-home and shelter care placements exceeding 30 days.	76%	None	
	9%	One	
	15%	Two or More	
Runaways or times kicked out of home:	40%	None	
	25%	One to Four	
	35%	Five or More	
Petitions filed:	12%	Youth-at-risk	
	1%	ARP	
	4%	CHINS	
	3%	Dependency	
	17%	Any dependency petitions	
Parent/caretaker love, caring, and support of youth:	52%	Consistent love, caring and support given	
	38%	Inconsistent support given	
	8%	Indifferent, uncaring, unwilling to help	
	2%	Hostile towards youth, berates and belittles	
Family member(s) youth feels close to or has good relationship with:	9%	No one	
	32%	Father/male caretaker	
	66%	Mother/female caretaker	
	32%	Male Sibling	
	28%	Female sibling	
	29%	Extended family	

Family provides opportunities for youth to participate in family activities and decisions affecting the youth:	20% 49% 31%	No opportunities for involvement provided Some opportunities for involvement provided Opportunities for involvement provided
Level of conflict between parents, between youth and parents, among siblings:	48% 37% 7% 9%	Some conflict that was well managed Verbal intimidation, yelling, heated arguments Threats of physical abuse Physical/sexual abuse: domestic violence
Parents/caretaker supervision:	33% 39% 28%	Good supervision Some good supervision Inadequate supervision
Parents/caretaker rule enforcement and control:	36% 49% 15%	Youth usually obeys and follows rules Youth sometimes obeys or obeys some rules Youth consistently disobeys, is hostile
Consistent appropriate discipline: punishment for bad behavior:	49% 24% 27%	Usually Sometimes Rarely
Consistent appropriate rewards for good behavior	52% 14% 34%	Usually Sometimes Rarely
Characterization of Punishment:	42% 18% 6% 27%	Appropriate Overly severe Overly lenient No or little
Characterization of rewards:	45% 8% 6% 34%	Appropriate Overly indulgent Overly protective No or little
Parent's/caretaker's disapproval of youth's anti-social behavior.	73% 22% 4% 0%	Disapproves of youth's anti-social behavior Minimizes, denies, justifies, excuses behavior, or blames others/circumstances Accepts youth's anti-social behavior as okay Proud of youth's anti-social behavior
DOMAIN 10: Substance Abuse		
<i>Assess any alcohol and drug usage by the youth relative to its disruption of the youth's life. Disrupted functioning involves problems in any one of these four life areas: education, family conflict, peer relationships, or health consequences. Disrupted functioning usually indicates that treatment is warranted.</i>		
Alcohol abuse:	27% 39% 34%	None Use Use disrupts function
Drug abuse:	25% 31% 44%	None Use Use disrupts function
<i>Indicate whether alcohol and/or drug use often contributes to criminal behavior; their use typically precipitates the commission of a crime. That is, there is evidence or reason to believe the youth's criminal activity is related to alcohol and/or drug use.</i>		
Alcohol use contributes to the youth's criminal behavior:	28% 29% 43%	No Somewhat Yes
Drug use contributes to the youth's criminal behavior:	22% 28% 50%	No Somewhat Yes
Drug/Alcohol use since last review	58% 42%	No Yes

DOMAIN 11: Sex Offender**DOMAIN 12: Mental Health**

For abuse and neglect, include any history that is suspected, whether or not substantiated; exclude reports of abuse or neglect proven to be false.

Victim of physical or sexual abuse.	64%	None
	22%	Physical Abuse
	7%	Sexual Abuse
	6%	Physical and Sexual Abuse
Victim of neglect:	28%	Yes
Mental health problems: Such as schizophrenia, bi-polar, mood, thought, personality and adjustment disorders.	27%	Diagnosed with mental health problem(s)
	22%	Medication prescribed
	12%	Treatment
	32%	Any mental health problem
Sexual aggression: Reports of aggressive sex, sex for power, young sex partners, voyeurism, exposure, etc.	9%	Yes
Sexual vulnerability/exploitation: Reports that youth is being sexually exploited or being taken advantage of but not actually victimized by an older or more sophisticated person including prostitution.	4%	Yes

Domain 13: Progress on supervision

Fulfillment of court ordered restitution:	44%	All completed
	40%	Some completed
	15%	None completed
Progress on Competency Intervention Plan:	24%	All completed
	69%	Some completed
	7%	None completed
Occurrence of an event that increases the youth's risk for re-offense:	55%	Yes
Occurrence of an event that reduces the youth's risk for re-offense:::	58%	Yes
Number of times revoked or referred to court within last three months:	75%	None
	25%	One or more
Number of violations of supervision conditions within last three months:	42%	None
	14%	One
	11%	Two
	12%	Three
	21%	Four of More
Four or More	75%	None
	25%	One or more
Successfully meet conditions of supervision:	52%	Believes he or she will be successful
	40%	Unsure if he or she will be successful
	8%	Does not believe her or she will be successful

Appendix B

Concept Definitions for Multi-Concept Domains

Education	
Enrollment	School Enrollment
Performance	Conduct Attendance Grades Failing Classes
Attachment	Belief in value of education Belief school is encouraging environment Close to teachers/staff/coaches
Interviewer Assessment	Interviewer's assessment of youth staying in school
Relationships	
Peer Anti-Social	Friends spends time with Admiration of tougher peers Free time spends with anti-social peers Strength of loyalty to anti-social peers Strength of anti-social peer influence
Pro-Social	Positive adult non-family relationships Pro-social community ties
Family	
Independent Living	Independent living arrangement
Transient Living	Transient living arrangement
Family Dynamics	Parental support Family opportunities for participation Paternal supervision Parental control Consistently appropriate punishment Consistently appropriate rewards Characterization of punishment Characterization of rewards Parental disapproval of anti-social behavior
Family Conflict	Family conflict
Family Support	Family support network
Parole Progress	
Events	Event that increases risk for re-offense Event that reduces risk for re-offense
Programming	Restitution payment Competency completion Successfully meeting conditions
Problems	Times revoked Number of violations of conditions Unauthorized leave days Confinement days

Appendix C

Exhibit C-1
Average Change in Risk Between the Initial and Final IPSA

Domain	Region 1 (n=41)			Region 2 (n=50)			Region 3 (n=53)			Region 4 (N=102)			Region 5 (N=86)			Region 6 (N=71)		
	Mean	Differ	% Diff	Mean	Differ	% Diff	Mean	Differ	% Diff	Mean	Differ	% Diff	Mean	Differ	% Diff	Mean	Differ	% Diff
Total Risk	51.56	1.83	4%	62.17	7.25	12%	71.05	9.15	13%	75.10	-4.71	-6%	61.50	-0.12	0%	66.86	4.23	6%
Aggression	1.55	-0.18	-12%	1.47	-0.02	-1%	2.16	0.10	5%	2.40	-0.37	-16%	1.96	-0.18	-9%	2.02	-0.09	-5%
Work	0.47	0.11	22%	0.51	0.10	20%	0.76	0.00	0%	0.63	-0.01	-2%	0.57	0.07	12%	0.68	-0.03	-4%
Education	7.03	1.11	16%	7.78	1.37	18%	9.26	2.50	27%	9.98	0.57	6%	8.41	1.00	12%	8.54	3.23	38%
Enrollment	2.43	0.08	3%	2.47	0.10	4%	2.84	0.38	13%	2.73	0.13	5%	2.82	0.24	9%	2.62	0.71	27%
Performance	2.06	-0.20	-10%	2.59	0.33	13%	2.03	0.45	22%	2.18	0.24	11%	1.78	0.26	14%	1.55	0.16	10%
Graduation	0.44	0.20	45%	0.65	-0.08	-13%	0.80	0.10	13%	0.76	-0.11	-14%	0.61	-0.07	-11%	0.57	-0.03	-5%
Free Time	1.08	0.03	2%	1.37	0.16	12%	1.84	0.12	7%	1.47	-0.16	-11%	0.99	0.03	3%	1.45	0.41	28%
Relationships	6.34	-0.05	-1%	8.00	1.06	13%	9.38	1.14	12%	11.11	-0.40	-4%	7.56	0.37	5%	8.17	1.03	13%
Anti-Social	6.00	-0.19	-3%	6.71	1.04	16%	8.60	1.24	14%	9.55	-0.23	-2%	6.63	0.11	2%	7.25	0.89	12%
Attitudes	2.75	-0.36	-13%	3.86	0.33	8%	4.38	0.02	0%	4.81	-0.99	-21%	3.59	-0.07	-2%	3.78	0.38	10%
Problem Solving	9.92	-0.49	-5%	10.06	-0.16	-2%	14.04	-0.50	-4%	15.91	-2.67	-17%	11.93	-1.04	-9%	13.57	0.35	3%
Problem Solving	1.56	-0.20	-13%	1.82	-0.37	-20%	2.12	-0.16	-8%	2.55	-0.46	-18%	1.67	0.00	0%	2.15	-0.18	-9%
Self Control	1.61	-0.20	-12%	1.61	0.04	3%	2.40	-0.04	-2%	2.66	-0.55	-21%	2.07	-0.16	-8%	2.35	0.14	6%
Conseq. Thinking	1.00	0.14	14%	1.18	0.27	22%	2.08	-0.08	-4%	2.43	-0.27	-11%	1.55	-0.12	-8%	1.80	0.15	9%
Critical Thinking	1.61	0.43	27%	2.12	0.10	5%	2.72	-0.30	-11%	2.99	-0.59	-20%	2.12	-0.28	-13%	2.25	0.15	7%
Self-monitoring	2.25	-0.31	-14%	1.92	-0.08	-4%	2.64	-0.06	-2%	2.93	-0.41	-14%	2.27	-0.24	-11%	2.77	0.17	6%
Interpersonal	1.89	-0.34	-18%	1.41	-0.12	-9%	2.08	0.14	7%	2.35	-0.38	-16%	2.15	-0.15	-7%	2.25	-0.08	-3%
Frustrat. Tolerance	0.83	-0.03	-3%	0.90	-0.08	-9%	1.00	0.06	6%	0.91	-0.14	-16%	0.72	-0.07	-9%	0.83	-0.11	-13%
Empathy	0.50	0.06	11%	0.88	-0.08	-9%	0.86	0.02	2%	1.01	-0.12	-12%	0.76	-0.03	-4%	0.88	-0.03	-4%
Family	8.72	-1.02	-12%	10.80	0.09	1%	10.32	1.23	12%	9.89	-2.08	-21%	9.39	-1.43	-15%	11.23	-2.22	-20%
Independent Living	0.08	0.06	69%	0.02	0.08	400%	0.00	0.12		0.07	0.09		0.08	0.05	67%	0.09	0.06	67%
Transient Living	0.00	0.00		0.00	0.00		0.02	0.04	200%	0.05	0.01	20%	0.03	0.00	0%	0.02	0.05	300%
Family Dynamics	4.78	-0.42	-9%	5.51	0.74	13%	6.12	1.03	17%	6.22	-1.36	-22%	5.90	-1.03	-18%	7.00	-1.16	-17%
Family Conflict	0.33	-0.06	-17%	1.02	-0.08	-8%	0.74	0.00	0%	0.63	-0.17	-28%	0.76	-0.12	-16%	0.51	-0.03	-6%
Alcohol/Drug	2.83	0.57	20%	4.59	1.24	27%	4.44	0.82	18%	4.11	0.09	2%	3.76	0.12	3%	3.85	-0.15	-4%
Mental Health	1.79	0.29	16%	1.29	0.18	14%	2.06	0.22	11%	1.99	0.21	10%	1.43	0.09	7%	1.94	-0.05	-2%
Parole Progress	5.13	1.68	33%	7.27	2.67	37%	6.48	3.24	50%	7.04	1.60	23%	6.88	1.07	16%	6.36	0.98	15%
Events	1.14	0.20	18%	1.20	0.16	14%	1.08	0.26	24%	1.22	-0.03	-3%	0.84	0.09	11%	1.12	-0.03	-3%
Programming	2.25	-0.51	-23%	2.80	-0.24	-9%	3.02	-0.12	-4%	2.86	-0.41	-14%	2.74	-0.11	-4%	2.98	0.15	5%

Exhibit C-2
Average Change in Protective Factors Between the Initial and Final IPSA

Domain	Region 1 (n=41)			Region 2 (n=50)			Region 3 (n=53)			Region 4 (N=102)			Region 5 (N=86)			Region 6 (N=71)		
	Mean	Differ	% Diff	Mean	Differ	% Diff	Mean	Differ	% Diff	Mean	Differ	% Diff	Mean	Differ	% Diff	Mean	Differ	% Diff
Total	31.08	0.66	2%	31.10	-1.47	-5%	22.72	-0.44	-2%	23.71	3.59	15%	29.52	1.11	4%	24.71	0.02	0%
Work	2.82	0.61	21%	3.27	0.14	4%	1.48	1.06	72%	2.66	0.80	30%	3.04	0.11	4%	2.06	0.45	22%
Education	2.55	0.16	6%	2.37	-0.20	-9%	2.02	-0.16	-8%	2.16	-0.12	-6%	2.51	0.00	0%	1.85	-0.32	-17%
Attachment	2.43	0.28	11%	1.94	-0.10	-5%	2.00	-0.08	-4%	2.43	-0.25	-10%	3.21	0.08	2%	2.26	0.14	6%
Activities	1.77	-0.23	-13%	1.69	0.15	9%	2.02	0.06	3%	1.73	0.05	3%	1.76	0.12	7%	1.89	-0.08	-4%
Free Time	1.71	-0.08	-5%	1.53	-0.29	-19%	0.90	-0.16	-18%	1.38	0.09	6%	2.00	0.03	1%	1.41	-0.20	-14%
Relationships	4.95	0.53	11%	4.84	-0.02	0%	3.72	-0.02	-1%	4.68	0.43	9%	5.44	-0.01	0%	4.58	0.47	10%
Pro-Social	3.89	0.47	12%	4.20	-0.27	-6%	2.44	0.04	2%	3.40	0.13	4%	3.91	0.25	6%	3.08	0.22	7%
Attitudes	2.69	0.11	4%	2.47	-0.08	-3%	1.48	-0.04	-3%	2.23	0.21	9%	2.36	0.24	10%	1.63	-0.03	-2%
Problem Solving	9.47	-0.16	-2%	9.41	0.06	1%	6.70	-0.04	-1%	4.33	2.18	50%	7.69	0.93	12%	6.53	0.06	1%
Family	4.32	-0.24	-5%	4.51	-0.37	-8%	3.78	-0.40	-11%	3.82	0.10	3%	4.04	-0.04	-1%	3.92	-0.14	-3%
Family Support Network	3.61	-0.06	-2%	3.37	0.16	5%	2.44	-0.04	-2%	2.92	0.12	4%	2.95	-0.08	-3%	2.88	-0.08	-3%
Parole Progress	2.86	-0.29	-10%	2.71	-0.71	-26%	2.64	-0.68	-26%	2.44	-0.09	-4%	2.51	-0.19	-8%	2.80	-0.35	-13%

Exhibit C-3
Percentage of Youth With Change in Risk Between the Initial and Final IPSA

	Region 1			Region 2			Region 3			Region 4			Region 5			Region 6		
	+	0	-	+	0	-	+	0	-	+	0	-	+	0	-	+	0	-
Total Risk	37%	0%	63%	28%	0%	72%	34%	2%	64%	50%	4%	46%	37%	16%	48%	46%	4%	49%
Aggression	20%	68%	12%	18%	64%	18%	11%	66%	23%	32%	48%	20%	13%	73%	14%	32%	42%	25%
Work	5%	80%	15%	6%	76%	18%	13%	74%	13%	13%	75%	12%	9%	76%	16%	14%	76%	10%
Education	34%	29%	37%	32%	22%	46%	34%	15%	51%	26%	28%	45%	18%	50%	32%	24%	28%	48%
Enrollment	21%	59%	21%	14%	68%	18%	19%	53%	28%	13%	68%	19%	7%	74%	19%	9%	66%	26%
Performance	29%	50%	21%	24%	33%	43%	23%	40%	37%	18%	53%	29%	15%	57%	28%	26%	47%	27%
Graduation	5%	62%	33%	18%	61%	20%	11%	66%	23%	16%	55%	29%	17%	73%	10%	19%	65%	16%
Free Time	17%	73%	10%	22%	48%	30%	23%	49%	28%	20%	63%	17%	11%	73%	16%	17%	52%	31%
Relationships	27%	39%	34%	28%	22%	50%	17%	36%	47%	31%	38%	31%	18%	54%	28%	35%	24%	41%
Anti-Social	26%	44%	31%	28%	24%	48%	19%	38%	43%	30%	37%	32%	18%	57%	24%	36%	26%	39%
Attitudes	21%	54%	26%	26%	44%	30%	25%	49%	26%	36%	42%	22%	21%	61%	18%	29%	40%	31%
Problem Solving	42%	29%	29%	42%	24%	34%	34%	34%	32%	49%	30%	21%	27%	57%	16%	34%	19%	47%
Problem Solving	34%	47%	18%	38%	42%	20%	26%	55%	19%	30%	57%	13%	16%	72%	12%	24%	57%	19%
Self Control	29%	55%	16%	26%	44%	30%	19%	66%	15%	32%	50%	17%	20%	67%	13%	21%	49%	30%
Conseq. Thinking	16%	53%	32%	10%	60%	30%	25%	53%	23%	24%	55%	21%	17%	74%	9%	26%	37%	37%
Critical Thinking	13%	53%	34%	24%	44%	32%	25%	60%	15%	33%	53%	13%	20%	70%	11%	23%	51%	26%
Self-monitoring	37%	47%	16%	24%	48%	28%	21%	58%	21%	30%	53%	17%	17%	73%	10%	23%	47%	30%
Interpersonal	37%	53%	11%	26%	56%	18%	17%	55%	28%	30%	53%	17%	17%	72%	11%	21%	56%	23%
Frustrat. Tolerance	16%	74%	11%	20%	70%	10%	17%	64%	19%	20%	70%	10%	9%	90%	1%	23%	66%	11%
Empathy	5%	84%	11%	20%	68%	12%	13%	72%	15%	16%	71%	12%	7%	86%	6%	17%	70%	13%
Family	37%	32%	32%	46%	10%	44%	32%	17%	51%	41%	26%	33%	34%	40%	26%	38%	11%	51%
Independent Living	0%	95%	5%	2%	88%	10%	0%	89%	11%	1%	90%	9%	1%	91%	7%	3%	89%	9%
Transient Living	0%	100%	0%	0%	100%	0%	2%	92%	6%	2%	93%	5%	1%	98%	1%	1%	93%	6%
Family Dynamics	29%	39%	32%	32%	28%	40%	26%	21%	53%	33%	36%	30%	28%	48%	24%	37%	21%	41%
Family Conflict	11%	71%	18%	24%	60%	16%	18%	61%	22%	20%	63%	17%	11%	78%	11%	16%	60%	24%
Alcohol/Drug	18%	45%	37%	12%	44%	44%	17%	36%	47%	20%	49%	31%	14%	64%	22%	24%	43%	33%
Mental Health	12%	73%	15%	12%	68%	20%	17%	66%	17%	13%	69%	18%	6%	83%	11%	15%	77%	7%
Parole Progress	34%	15%	51%	24%	12%	64%	25%	8%	68%	37%	8%	55%	26%	33%	41%	39%	13%	48%
Events	5%	71%	24%	18%	50%	32%	15%	49%	36%	20%	63%	17%	11%	68%	21%	16%	70%	14%
Programming	34%	53%	13%	26%	62%	12%	30%	47%	23%	39%	35%	26%	26%	54%	20%	19%	49%	33%

Exhibit C-4

Percentage of Youth with Change in Protective Factors Between the Initial and Final IPSA

	Region 1			Region 2			Region 3			Region 4			Region 5			Region 6		
	+	0	-	+	0	-	+	0	-	+	0	-	+	0	-	+	0	-
Total	34%	12%	54%	60%	4%	36%	47%	11%	42%	31%	9%	59%	39%	27%	34%	45%	4%	51%
Work	12%	56%	32%	30%	46%	24%	9%	47%	43%	15%	48%	37%	20%	63%	17%	15%	49%	35%
Education	22%	51%	27%	38%	40%	22%	34%	40%	26%	28%	51%	21%	23%	63%	13%	39%	46%	14%
Attachment	15%	44%	41%	30%	44%	26%	28%	53%	19%	24%	57%	19%	22%	57%	21%	14%	51%	34%
Activities	30%	51%	19%	24%	49%	27%	19%	57%	25%	13%	66%	21%	9%	76%	16%	17%	67%	16%
Free Time	20%	51%	29%	36%	48%	16%	21%	66%	13%	19%	63%	18%	13%	72%	15%	37%	42%	21%
Relationships	20%	46%	34%	24%	36%	40%	25%	53%	23%	17%	52%	31%	16%	66%	18%	27%	34%	39%
Pro-Social	15%	44%	41%	26%	46%	28%	21%	60%	19%	16%	56%	28%	12%	67%	21%	24%	43%	33%
Attitudes	18%	54%	28%	20%	66%	14%	11%	77%	11%	10%	66%	24%	12%	68%	20%	21%	56%	23%
Problem Solving	32%	29%	39%	34%	30%	36%	25%	49%	26%	19%	39%	42%	16%	57%	27%	35%	31%	34%
Family	34%	49%	17%	32%	46%	22%	36%	40%	25%	22%	55%	24%	20%	61%	20%	37%	42%	21%
Family Support Network	32%	47%	21%	26%	42%	32%	26%	51%	23%	21%	57%	22%	17%	66%	17%	30%	49%	21%
Parole Progress	32%	53%	16%	60%	20%	20%	43%	34%	23%	42%	24%	34%	35%	43%	23%	51%	20%	29%

Appendix D

Exhibit D-1
Changes in Key Between the Initial and Final IPSA

RESPONSE	INITIAL ASSESSMENT	FINAL ASSESSMENT					
Aggression: Belief in physical aggression to resolve a disagreement or conflict							
		Rarely	Sometimes	Often			
Rarely	49%	88%	10%	2%			
Sometimes	41%	15%	79%	6%			
Often	10%	21%	38%	40%			
<i>Total</i>	100%	51%	41%	7%			
Work: Youth is currently employed							
		No	Yes				
No	68%	82%	18%				
Yes	32%	42%	58%				
<i>Total</i>	100%	69%	31%				
Education: Youth current school enrollment status							
		Graduated/ GED	Enrolled Full-time	Enrolled Part-Time	Suspended	Dropped Out	Expelled
Graduated/GED	27%	85%	5%	3%	0%	0%	8%
Enrolled Full-Time	35%	4%	66%	11%	0%	3%	17%
Enrolled Part-Time	16%	14%	16%	34%	0%	0%	36%
Suspended	1%	0%	40%	0%	20%	20%	20%
Dropped Out	2%	0%	17%	33%	0%	33%	17%
Expelled	19%	5%	11%	12%	0%	1%	71%
<i>Total</i>	100%	27%	30%	13%	0%	2%	28%
Use of Free-Time: Structured recreational activities							
		Involved in Two or More	Involved in One	Not Involved	Not Interested		
Involved in Two or More	15%	59%	28%	8%	5%		
Involved in One	27%	9%	55%	13%	23%		
Not Involved	31%	1%	14%	63%	22%		
Not Interested	27%	3%	13%	13%	72%		
<i>Total</i>	100%	13%	27%	28%	33%		
Relationships: Positive adult non-family relationships							
		None	One	Two or More			
None	28%	61%	18%	21%			
One	17%	18%	53%	29%			
Two or More	55%	6%	4%	90%			
<i>Total</i>	100%	24%	16%	60%			

Exhibit D-1 (continued)

RESPONSE	INITIAL ASSESSMENT	FINAL ASSESSMENT					
Relationships: Friends youth spend time with							
		Pro-Social Only	No Friends	Anti-Social	Gang		
Pro-Social Only	30%	67%	5%	25%	3%		
No Friends	13%	22%	38%	36%	4%		
Anti-Social	37%	9%	5%	78%	8%		
Gang	20%	9%	4%	15%	73%		
<i>Total</i>	100%	28%	9%	44%	19%		
Attitudes: Belief in control over anti-social behavior							
		Can Avoid	Somewhat Avoid	Cannot Avoid			
Can Avoid	55%	80%	18%	2%			
Somewhat Avoid	40%	24%	73%	3%			
Cannot Avoid	5%	32%	32%	37%			
<i>Total</i>	100%	56%	40%	4%			
Attitudes: Attitude towards pro-social values and conventions							
		Positive	Somewhat Positive	Not Apply	Resents		
Positive	29%	77%	19%	4%	0%		
Somewhat Positive	54%	12%	77%	10%	1%		
Not apply	13%	4%	33%	62%	2%		
Resents	4%	14%	21%	29%	36%		
<i>Total</i>	100%	30%	52%	16%	2%		
Problem Solving Skills: Self control skills to avoid trouble							
		Self-Control	Some Self-Control	No Self-Control			
Self-Control	30%	69%	26%	4%			
Some Self-Control	53%	16%	73%	11%			
No Self-Control	17%	10%	28%	62%			
<i>Total</i>	100%	31%	51%	18%			
Constructive Response to Frustration: Tolerance for frustration							
		Rarely Gets Upset	Sometimes Gets Upset	Often Gets Upset			
Rarely Gets Upset	31%	80%	15%	5%			
Sometimes Gets Upset	52%	18%	75%	7%			
Often Gets Upset	18%	3%	43%	54%			
<i>Total</i>	100%	35%	51%	15%			

Exhibit D-1 (continued)

RESPONSE	INITIAL ASSESSMENT	FINAL ASSESSMENT				
Victim Empathy: Empathy for victim						
		Empathy	Some Empathy	No Empathy		
Empathy	32%	81%	16%	2%		
Some Empathy	50%	14%	76%	11%		
No Empathy	17%	6%	32%	62%		
<i>Total</i>	100%	34%	49%	17%		
Family: Consistent rewards						
		Usually	Sometimes	Rarely		
Usually	43%	73%	21%	6%		
Sometimes	37%	15%	66%	19%		
Rarely	21%	9%	12%	79%		
<i>Total</i>	105%	39%	37%	24%		
Family: Conflict management						
		Well Managed	Verbal	Physical	Abuse	
Well Managed	51%	77%	20%	2%	1%	
Verbal	34%	20%	70%	7%	2%	
Physical	6%	29%	12%	53%	6%	
Abuse	9%	4%	11%	7%	79%	
<i>Total</i>	105%	50%	35%	7%	8%	
Family: Parental rule enforcement and control						
		Obeys	Sometimes Obeys	Disobeys		
Obeys	38%	68%	28%	5%		
Sometimes Obeys	51%	17%	73%	10%		
Disobeys	12%	13%	19%	68%		
<i>Total</i>	105%	37%	50%	13%		
Substance Abuse: Use since last interview						
		No	Yes			
No	63%	56%	44%			
Yes	37%	13%	87%			
<i>Total</i>	100%	41%	59%			

Exhibit D-2
Changes in Family Domain Between the Initial and Final IPSA

RESPONSE	INITIAL ASSESSMENT	FINAL ASSESSMENT				
Number of Parents Living With						
		No Parents	One Parent	Two Parents		
No Parents	22%	84%	15%	1%		
One Parent	60%	21%	75%	3%		
Two Parents	18%	11%	2%	87%		
<i>Total</i>	100%	33%	49%	18%		
Support Network for the Family						
		No Family Support	Some Family Support	Family Support		
No Family Support	12%	50%	48%	2%		
Some Family Support	63%	5%	87%	8%		
Family Support	25%	4%	27%	69%		
<i>Total</i>	100%	10%	67%	23%		
Parental Love, Care And Support						
		Consistent Caring and Support	Inconsistent Caring and Support	Indifference, Uncaring or Uninterested	Hostility	
Consistent Caring and Support	55%	76%	22%	2%	1%	
Inconsistent Caring and Support	37%	14%	78%	6%	2%	
Indifference, Uncaring or Uninterested	6%	9%	32%	59%	0%	
Hostility	2%	0%	17%	50%	33%	
<i>Total</i>	100%	48%	43%	8%	1%	
Close to Family Members						
		No One	One	Two	More Than Two	
No One	6%	71%	10%	10%	10%	
One	38%	7%	65%	24%	4%	
Two	29%	3%	27%	59%	11%	
More Than Two	27%	1%	10%	16%	72%	
<i>Total</i>	100%	8%	36%	31%	25%	
Family Provides Opportunities For Participation						
		No Opportunities	Some Opportunities	Opportunities		
No opportunities	39%	74%	20%	7%		
Some opportunities	53%	14%	79%	8%		
Opportunities	8%	12%	24%	64%		
<i>Total</i>	100%	37%	52%	12%		

Exhibit D-2 (continued)

RESPONSE	INITIAL ASSESSMENT	FINAL ASSESSMENT				
Family Conflict Management						
		Conflict Well Managed	Verbal Intimidation	Physical Threats	Abuse/Domestic Violence	
Conflict Well Managed	53%	78%	19%	2%	1%	
Verbal Intimidation	34%	21%	70%	8%	2%	
Physical Threats	5%	33%	7%	53%	7%	
Abuse/Domestic Violence	9%	4%	11%	7%	79%	
<i>Total</i>	100%	50%	35%	7%	9%	
Parental Supervision						
		Good Supervision	Some Good Supervision	Inadequate Supervision		
Good Supervision	35%	70%	22%	8%		
Some Good Supervision	42%	6%	67%	27%		
Inadequate Supervision	23%	10%	13%	78%		
<i>Total</i>	100%	29%	39%	32%		
Parental Rule Enforcement						
		Youth Usually Obeys	Youth Sometimes Obeys	Youth Consistently Disobeys		
Youth Usually Obeys	39%	70%	25%	5%		
Youth Sometimes Obeys	52%	17%	73%	10%		
Youth Consistently Disobeys	10%	13%	20%	67%		
<i>Total</i>	100%	37%	50%	13%		
Consistent Appropriate Punishment						
		Usually	Sometime	Rarely		
Usually	43%	72%	19%	9%		
Sometime	35%	12%	69%	19%		
Rarely	22%	10%	13%	77%		
<i>Total</i>	100%	37%	35%	28%		
Consistent Appropriate Rewards						
		Usually	Sometime	Rarely		
Usually	44%	74%	20%	7%		
Sometime	38%	15%	65%	20%		
Rarely	18%	9%	13%	79%		
<i>Total</i>	100%	40%	35%	25%		

Exhibit D-2 (continued)

RESPONSE	INITIAL ASSESSMENT	FINAL ASSESSMENT				
Appropriate Punishment						
		No	Yes			
No	46%	86%	14%			
Yes	54%	28%	72%			
<i>Total</i>	100%	55%	45%			
Overly Severe						
		No	Yes			
No	94%	98%	2%			
Yes	6%	44%	56%			
<i>Total</i>	100%	95%	5%			
Overly Lenient						
		No	Yes			
No	82%	90%	10%			
Yes	18%	42%	58%			
<i>Total</i>	100%	81%	19%			
No or Little Punishment						
		No	Yes			
No	77%	88%	12%			
Yes	23%	38%	62%			
<i>Total</i>	100%	76%	24%			
Appropriate Rewards						
		No	Yes			
No	43%	87%	13%			
Yes	57%	18%	82%			
<i>Total</i>	100%	48%	52%			
Over Indulgent						
		No	Yes			
No	90%	95%	5%			
Yes	10%	52%	48%			
<i>Total</i>	100%	91%	9%			
Over Protective						
		No	Yes			
No	95%	96%	4%			
Yes	5%	47%	53%			
<i>Total</i>	100%	94%	6%			
Little or No Rewards						
		No	Yes			
No	71%	88%	12%			
Yes	29%	38%	62%			
<i>Total</i>	100%	73%	27%			

Exhibit D-2 (continued)

RESPONSE	INITIAL ASSESSMENT	FINAL ASSESSMENT				
<i>Parental Disapproval of Youth Anti-Social Behavior</i>						
		Disapproves	Minimizes, Denies, Excuses	Accepts As Okay	Proud Of	
Disapproves	74%	87%	12%	1%	0%	
Minimizes, Denies, Excuses	22%	34%	60%	6%	0%	
Accepts As Okay	3%	9%	27%	64%	0%	
Proud Of	1%	0%	50%	0%	50%	
<i>Total</i>	100%	72%	23%	4%	0%	



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