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COMMUNITY SERVICE FOR JUVENILE OFFENDERS:  
AN EXPERIMENTAL EVALUATION

by

Carolyn L. Feis

A DISSERTATION

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF PHILOSOPHY

Department of Psychology

1990

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## ABSTRACT

### COMMUNITY SERVICE FOR JUVENILE OFFENDERS: AN EXPERIMENTAL EVALUATION

by

Carolyn L. Feis

This study describes an experimental evaluation of a community service restitution program for juvenile offenders. This program was based on a philosophy of accountability which suggests that, in order to reduce recidivism, youths must feel responsible for the crimes they commit. Ninety-four youths originally ordered to perform community service were randomly assigned to community service and traditional service groups. Subjects were assessed on measures of accountability, bonding to convention norms, bonding to delinquent norms, and self-esteem. In addition, a variety of measures were used to monitor the intervention process, as well as to measure prior and subsequent criminal history. This data showed no relationship in the expected direction between treatment condition and any of the intermediate or final outcome measures. However, experimental youths showed more positive attitudes toward community service over time while controls did not. Efforts to create typologies of youths to predict outcome were largely unsuccessful. Additional efforts to confirm a theoretical model of delinquency theory produced mixed findings. This intervention most likely failed to produce the expected results for a variety of reasons

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including a low level of service intensity, a short follow-up, inappropriate theory, small sample size, and the influence of social desirability on the intermediate outcome measures. Any or all of these may account for these findings, but further research would be needed to rule out any of these explanations.

Copyright by  
CAROLYN LITTLE FEIS  
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For my parents, Laney and Bill,  
who taught me the most important lessons.

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## ACKNOWLEDGEMENTS

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Into this dissertation went a great deal of blood, sweat, and tears. I want to thank those who bandaged my wounds, wiped by brow, and kissed away my tears. My parents' love and support taught me that I could do anything I wanted. This proves it. Despite all of the obstacles and struggles, it's finally over! Thank you for your patience. Greg and Martha were always encouraging me and provided their share of assistance. And Steven, who's smile could cheer me up on the worst days. May your life be filled with joy, love, and understanding.

Kelly Hazel was with me for the best and worst of times. She is a true friend, in every sense of the word.

My thanks to

everyone, with

Bill's support.

In the early days

my friends --

Bill, Barbara,

Barbara, Joe and

my parents.

I am thankful

to you, and many

Sandy Herman tolerated my erratic hours in the latter stages of writing, without so much as a sideways glance. Jeff Knoll's support, encouragement, advice, love and inspiration in the early days were unmatched. And now there are my new friends -- Linda Callies, Phil Herr, Jacqui D'Alessio, Paul Yakoboski, Mark Rom, Joe Kile, Randy Wold, Paul Herrnson, Joe White -- who offered an empathetic ear in the final moments.

I am thankful for and forever indebted to these people, and many others.

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## INTRODUCTION

Juvenile crime and delinquency are among the most important social issues in the United States and public debate continues over the best strategies for sanctioning offenders. The use of one strategy, restitution, has grown throughout this country over the past 10 years. Since the late 1970's, a great deal of money and time has been invested in the planning and implementation of restitution programs, and, to a lesser extent, the evaluation of these programs (Armstrong, 1983; Criminal Justice Research Center, 1982; Evans & Koederitz, 1983; "Expansion", 1981).

However, few conclusions can be made about the effectiveness of restitution. There are relatively few studies of restitution, and those which do exist have had mixed results (Hudson & Galaway, 1980; Hudson, Galaway & Novack, 1980; Schneider, 1986; Wax, 1977). Inconsistent findings have been attributed to poor program descriptions (Armstrong, 1983; Gendreau & Ross, 1987), methodological problems (Gendreau & Ross, 1987; Hudson & Galaway, 1980) and a lack of connection to a theory of delinquency in efforts to explain why restitution might be effective at reducing delinquency (Harland, Warren, & Brown, 1979; Van Voorhis, 1983). This paper describes an evaluation of a community service restitution program for juveniles. This study addressed the major problems of prior evaluations by including both a rigorous evaluation design and a detailed

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The introduction contains five major sections. First, the development of restitution is described. This section includes a definition of restitution, a description of its history, a discussion of its justifications, and a proposed model on which to build a restitution program. Second, a comprehensive review of research on restitution is presented. Third, the development of a multi-dimensional theory of delinquency causation, which incorporates strain theory, social learning theory, and control theory, is described. The fourth section illustrates ways this integrated theory of delinquency may be used to explain how restitution could be an effective intervention with juveniles. Finally, the goals of the research are redrawn and the research questions which guided this study are presented.

The methodology of the study is then detailed and results are presented. The discussion examines how these results answer the research questions originally proposed by this research, explores areas in which the research may have failed, and makes suggestions for future research.

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## Development of Restitution

### Definitions

Restitution is usually referred to as monies or services paid to a victim by the offender (Barnett, 1979; Galaway, 1977a; Hudson & Galaway, 1977). This is often framed as repaying or repairing the damages to the victim by the offender (Beck-Zierdt, Shattuck, Ascher, Chesney, & Jaede, 1982). This definition has three primary components. First, restitution involves action by the offender. Second, restitution is performed with the knowledge and consent of the criminal justice system. Finally, restitution is designed to repair damages (Galaway, 1977b).

Restitution is distinguished from victim compensation where the state is responsible for paying the victim. Unlike restitution, compensation programs do not require that the offender take action and, further, the victim is compensated whether or not a perpetrator is apprehended, charged, or convicted. (Beck-Zierdt et al., 1982).

The form (monetary or service) and the recipient (the victim or a community organization) of restitution serve to define four different types of restitution. Monetary-victim restitution involves the payment of money to the actual victim of the crime. Monetary-community restitution refers to payment of money to a substitute victim such as a public establishment. Service-victim restitution involves the offender performing a service directly for the victim.

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Service-community restitution is often referred to simply as community service. Offenders perform unpaid service for a community organization.

Monetary-victim and service-community restitution are the most common practices in the United States (Galaway, 1977b). Schneider (1985) found that only 1-2% of 170 programs surveyed were using direct victim service. The community service format of restitution has been strongly embraced by criminal justice practitioners because it avoids the disruption of relationships and economic hardship of many monetary restitution programs that make offenders' families unintended victims (Harris, Carleton, & Siebens, 1979). Community service restitution has been used primarily for cases that might otherwise be handled by a fine or probation, rather than cases traditionally involving imprisonment (Newton, 1979).

Restitution has been implemented at the state, county, and city levels (Galaway, 1977a) and at various stages in the criminal justice process (Geis, 1977; Harland, 1978). Victims have been directly involved in the restitution process in some programs and totally excluded in others. Restitution has been implemented as a sole-sanction and combined with other sanctions, such as probation and parole (Chesney, Hudson, & McLagen, 1978; Galaway, 1977a). There has been reluctance to use any type of restitution as a sole sanction (Hudson, Galaway & Chesney, 1977; Galaway, 1977b;

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"Restitution Sentences", 1977). Casson (1983) demonstrated the variety of forms that restitution can take in proposing a number of different such models.

The amount of restitution to be paid is sometimes determined by the amount of loss suffered by the victim. In community service programs, this dollar amount may be translated to community service hours at the rate of minimum wage. Matrices have also been developed to compute community services hours. The sentence is then based on the severity of the offense with various add-ons and subtractions. These matrices serve the purpose of developing a disposition which offenders can see as proportional to the offense, and therefore perceive as fair. This method has been used in a number of programs across the country (Rubin, 1985-1986).

#### History of Restitution

The practice of restitution began thousands of years ago with the Code of Hammurabi ("an eye for an eye, a tooth for a tooth"), the Old Testament, and the Twelve Tables of Ancient Rome (Casson, 1983; Jacob, 1977; Schneider, 1985). In its earliest form, restitution was practiced by small-scale societies in order to prevent blood revenge. Because the process of making restitution was not institutionalized, the resulting payments often exceeded the actual loss (Armstrong, 1983).

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While the development of restitution in Western cultures has been traced back to the 18th century, the decline of feudalism was accompanied with a decline in the use of restitution (Armstrong, 1983). Calls for the redevelopment of restitution began in the mid 19th century, but went largely unanswered. Margery Fry, a British penal reformer and magistrate, reintroduced the concept in the middle of this century, suggesting that restitution may not only be a means of compensating victims, but also a means of rehabilitating offenders (Brown, 1983; Jacob, 1977).

Recent interest in restitution has been primarily linked to four factors (Armstrong, 1983). First, the late 1960's and 1970's were associated with major reforms in the juvenile justice system. Diversion and deinstitutionalization were just some examples of the recognition that institutional custodial care had failed. Second, there was a search for innovative programming. Criticisms of previous sanctions and treatments facilitated the interest in new programming, particularly in the context of family and community. There was increasing dissatisfaction with existing sentencing alternatives (Hudson & Galaway, 1977). Third, renewed interest in the victim lead to the call for restitution (Hudson & Galaway, 1977; Jacob, 1977). A variety of organizations and advocates brought the rights of the victim to the attention of the community (Armstrong, 1983; Evans & Koederitz, 1983;

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This renewed interest was associated with efforts from the federal government to support research and development of restitution as an alternative to traditional dispositions. In the late 1970's, the Law Enforcement Assistance Administration (LEAA) spent \$3.2 million in 11 states on 14 programs to develop and test restitution for adult offenders (Criminal Justice Research Center, 1982). A grant program was later sponsored by the Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP) in which \$30 million was distributed over three years in 41 separate awards to study juvenile restitution (Armstrong, 1983; Evans & Koederitz, 1983; "Expansion", 1981).

In 1978, 16 states were considering or had introduced legislation establishing a mechanism by which offenders could make restitution. In addition, there were 54 programs across the United States which had restitution as a primary focus (Chesney et al., 1978). A survey of courts on the National Council of Juvenile and Family Court Judges' mailing list found that 86% of the courts surveyed had used restitution (Schneider, Schneider, Reiter, & Cleary, 1977). A 1983 survey found that 52% of the courts had a formal restitution program and that 97% had ordered restitution on occasion (Schneider, 1985).

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### Philosophical Justifications

Restitution is not only a common practice, but also has been justified on the basis of providing benefits to the victim, the community and the juvenile justice system, as well as the offender. Because restitution programs have been tailored to meet a number of different objectives (Armstrong, 1983), confusion has existed over the purpose of restitution (Schneider et al., 1977).

### Who Benefits

Restitution may benefit offenders, victims, the community and the juvenile justice system through reduced recidivism, reduced intrusiveness, reduced sanction, victim restitution, equity restoration, victim satisfaction, fear/hostility reduction, alleviation of agency problems, and cost reduction (Beck-Zierdt et al., 1982).

It has been argued that restitution fulfills the need for effective noncustodial sanctions which avoid the destructiveness of incarceration and is also less costly than imprisonment, has the possibility of helping the offender, and may bring compensation to the victim (Newton, 1979).

The offender. Restitution was designed to make juveniles atone for their acts in a constructive way. Youths must be active in the carrying out of the sanction (Galaway, 1977a, 1977b; Gilbeau, Hofford, Maloney, Remington, & Steenson, 1980; Staples, 1986) and exercise a

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sense of responsibility (Harding, 1982). Youths are introduced to the idea of regular work, whether or not they receive compensation (Brown, 1977). As the value of community service is recognized, the offender becomes a community resource and asset, rather than a community liability (Read, 1977). This allows the offender an opportunity to regain community standing ("LEAA's JD Office", 1978) and become a productive member of society (Geis, 1977; Siegel, 1979).

Restitution is related to the amount of damage done and may therefore be perceived as more just than other sanctions (Galaway, 1977a, 1977b). As such, restitution provides a clear and simple message of consequences for behavior (Gilbeau et al, 1980; Maloney, Gilbeau, Hofford, Remington, & Steenson, 1982). It demonstrates that someone is concerned enough about their behavior to attach concrete consequences to it (Steenson, 1983). In addition, restitution provides an opportunity for offenders to pay for the offense; exposes the offender to the needs of others; and combines punishment with training or learning experiences such as work experience, occupational skills, and training. Participants may recognize that they possess skills they were previously unaware of and further, that these skills are valuable.

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the community as a result (Harding, 1982). Completion of the requirements of restitution allows for a sense of accomplishment (Galaway, 1977b; Gilbeau et al., 1980; Maloney et al., 1982). Restitution has also been defended as providing a socially acceptable way of expressing atonement and guilt (Galaway, 1977b; Harding, 1982) and reducing the stress associated with inequity (Utne & Hatfield, 1978). Restitution helps offenders avoid the stigmatization or demeaning treatment of other programs (Harris et al., 1979). Restitution allows offenders to be characterized as debtors to society, rather than as criminals (Pease, 1981). Offenders are required to take positive steps toward compensating their victims (Balivet et al., 1975; Staples, 1986).

However, some argue that restitution actually increases youth involvement in the justice system (Matthews, 1981) because of a widening of the net and the fact that restitution orders may take some time to complete.

The victim. Restitution not only recognizes claims of the victim (Maloney et al., 1982; Staples, 1986; Viano, 1978), but also provides compensation to the victims (Siegel, 1979) who may otherwise feel estranged from the criminal justice process (Geis, 1977; Harding, 1982). Victims may also gain some satisfaction in having their say (McDonald, 1978). Restitution may serve to increase victim interest in the criminal justice system as well as to

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Some have argued, however, that restitution is not really a benefit to victims because the majority of crimes are unsolved, making restitution an ineffective means of compensating victims (Galaway, 1977a, 1977b; Stookey, 1977). It has also been argued that victims are often unable to understand the purpose and intent of restitution programs (Raue, 1978).

The community. Restitution may make probation a more acceptable sanction to the public (Brown, 1977) because it is an understandable, objective, tangible, observable, measurable, and logical consequence to crime (Gilbeau et al., 1980; Maloney et al., 1982). Further, restitution allows the community an opportunity to restate certain values, restore equity, and develop a renewed confidence in the justice system (Harding, 1982). Restitution may also satisfy the desire for retribution (Harris et al., 1979).

In addition to improving community relations with those who have been skeptical of the criminal justice system (Siegel, 1979), restitution provides a direct benefit to community agencies who receive valuable and needed services from the youths who participate in community service programs (Brown, 1977; Gilbeau et al., 1980). Restitution has also been argued to be one of the most cost-effective sanctions available (Brown, 1977; Gilbeau et al., 1980).

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The juvenile justice system. Restitution is an easily administered sanction which is less demanding on the criminal justice system than are its alternatives (Galaway, 1977a, 1977b; Gilbeau et al., 1980; Maloney et al., 1982). Restitution not only increases the sanctioning options available to court workers (Galaway, 1979; Siegel, 1979), but also can serve to eliminate system overload (Siegel, 1979) by providing tangible closure for each case (Gilbeau et al., 1980)

Restitution has been referred to as an efficient way to ensure that non-violent offenders become law-abiding, tax-paying citizens after sentencing ("Expansion", 1981) while avoiding the costs and other disadvantages of incarceration (Brown, 1977; Gilbeau et al., 1980).

#### Traditional Aims of Sentencing

Some restitution programs may simultaneously serve multiple goals (Harland, 1978; Hudson & Galaway, 1978; Staples, 1986; Van Voorhis, 1983) and as such, appeal to people with different goals ("Restitution Evaluation", 1983). Restitution may be viewed as punishment because offenders are made to assume responsibility for their actions (Armstrong, 1983; Schmitt, 1985). Restitution may also serve as a deterrent (Schmitt, 1985; Thorvaldson, 1980b; Tittle, 1978), particularly with the recognition that fulfillment of restitution requires a loss of liberty and property (Armstrong, 1983).

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In addition, restitution may have some rehabilitative results, such as instilling a sense of accomplishment, providing socially acceptable ways of expressing guilt, and fostering atonement (Armstrong, 1983). Furthermore, restitution programs can teach attitudes and skills which can be used to cope with social, emotional, and economic problems, and thereby reduce law-breaking behaviors (Thorvaldson, 1980b). Restitution may help offenders regain self-esteem (Harding, 1982; "LEAA's JD Office", 1978; McGregor, 1978; Smith, 1977) and build character ("Kansas", 1975). It has also been argued that community service restitution is the area where the rehabilitative potentials of restitution programming can best be realized (Read, 1977).

Restitution allows a community to demand that an offender do something he or she would not otherwise do, thereby satisfying the need for retribution (McAnany, 1978; Schmitt, 1985). Restitution is a form of incapacitation which is a cheaper alternative than incarceration (Klein 19 ). Further, such a sanction teaches moral values through the realization of the damage done while also maintaining the core values of the community (Eglash, 1977; Thorvaldson, 1980b).

#### Accountability

It has been repeatedly demonstrated that restitution is not simply punishment nor rehabilitation. Rather,

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restitution was designed to influence broad social and moral attitudes such as a sense of responsibility to others, a sense of reconciliation with the community, and a sense of redemption. The basic idea of restitution is that offenders must be held responsible for their crimes (Harding, 1982) so that the offender sees the connection between the harm done and the service to be performed (Thorvaldson, 1978, 1980a, 1980b). Juveniles may therefore become aware of the cause and effect relationship between their criminal activity and its consequences.

A growing consensus in the 1980's is that, despite varied goals, the underlying rationale of restitution is to hold juveniles accountable to the victim for crimes committed (Schneider, 1986). Seattle, Washington even included the word "accountability" in the title of their restitution program ("'Accountability'", 1977).

The philosophy of accountability has emerged out of the fact that most restitution programs seemed to focus on accountability, rather than treatment or punishment (Schneider, 1986). Accountability was also recently found to be the most important goal of restitution as rated by 170 directors of restitution programs (Schneider, 1985). In 1984, OJJDP awarded \$1.4 million for the development of the Restitution Education, Specialized Training & Technical Assistance (RESTTA) Program ("OJJDP Program", 1984) which was based on the premise that restitution teaches people to

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The accountability perspective emphasizes individual responsibility and accountability for one's actions. A person is held accountable to the victim in a way that is proportional to the amount of harm done and the level of responsibility for the crime (Schneider, 1985). The offender is required to repair the damage he or she has done (Armstrong, 1983). While such a perspective may result in other benefits to offenders, accountability is viewed as a goal which should be pursued whether or not there are any other benefits.

The message of accountability is that the offender is responsible for what he or she did. Restitution is a sanction in which the offender takes an active role. Restitution is not something done to an offender (as in punishment); nor is it something done for an offender (as in treatment). Restitution is something an offender does. As a result, offenders are more likely to accept responsibility for their actions (Barnett & Hagel, 1977; Schafer, 1960, 1970, 1975). The philosophy of the accountability perspective suggests that restitution should be viewed as a reinvestment strategy, rather than a rehabilitation strategy.

There are four primary assumptions of the accountability philosophy (Schneider, 1985). First, the

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offender owes a debt to the victim. Second, the sanction should be proportionate to the offense. Third, the emphasis is on the offense, not the offender. Finally, the goal is an end itself, not just a means to another goal.

Many other treatment and rehabilitative approaches to juvenile justice have found juveniles and their parents confused over the nature of the sanction imposed. All too often, the message of the court and the justice system have been lost on the offender (Steenson, 1983). A program of accountability makes these intents very clear. While it has been argued that many offenders are not equipped to readily assume responsibility for what they have done (Steenson, 1983), a well designed restitution program can ensure that they will be.

Restitution, when guided by the philosophy of accountability, has been called the most effective sanction available to the juvenile justice system today (Gilbeau et al., 1980). Armstrong (1983) argued that it is reasonable to structure a restitution program around the goal of offender accountability. However, because accountability is a relatively new philosophy to be clearly operationalized, there have been few empirical studies of its effectiveness.

Justice Springer emphasized that efforts must be concentrated on developing and implementing programs based on this new model of accountability (Armstrong, Hofford, Maloney, Remington & Steenson, 1983). Hofford (1983) also

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argued that programs which have failed are those which have not consistently adhered to the philosophy of accountability and that successful programs are ones in which the terms of the restitution order are clear, measurable, and achievable (Gilbeau et al., 1980; Remington, 1979). A well articulated rationale has often been cited as one of the keys to a successful restitution program (Beck-Zierdt et al., 1982; Gilbeau et al., 1980; Schneider, 1985).

For restitution to work, offenders must understand the nature of the relationship to victim, have some awareness of the victim's needs, and appreciate the notion of paying back the victim for damages caused by the offender (Heide, 1983). The payment should be an effort, a sacrifice of time or convenience; the assignment should be clearly defined, measurable, and achievable without being too easy; the effort should be meaningful; and the assignment should produce some rewards (Keve, 1978).

### Conclusion

It is clear that restitution is not a new practice and that there may be many beneficiaries of such programs, including the offender, the victim, the community, and the juvenile justice system. Further, because restitution can simultaneously address many different goals of sanctioning, it appeals to a diverse audience. Recent efforts to describe the important characteristics of successful programs have suggested that for restitution to be

effective, it must be built around the philosophy of accountability. Next it is important to examine studies on the effectiveness of restitution.

#### Research on Restitution

Research on restitution has lagged far behind public enthusiasm, political clamor and theoretical claims for its effects (Chesney et al., 1978; Miller, 1981). Not only is descriptive material about community service programs rare, but evaluation information is even more sparse (Harris et al., 1979; Hudson & Galaway, 1978; Miller, 1981). The research in the field has not been extensive and many completed evaluations are not available in published form. While most restitution research has emerged out of a theoretical vacuum (Harland et al., 1979; Van Voorhis, 1983), this is not a problem unique to restitution (Altschuler & Armstrong, 1989).

However, there appears to be consensus among judges that restitution reduces recidivism and the victims who are compensated are more satisfied with the way the offenders are handled by the system (Evans & Koederitz, 1983). The economic and political benefits of restitution have also been proposed as adequate justification for restitution, even without clear results about its impact on recidivism (Keve, 1978). There is strong theoretical and some empirical support that requiring offenders to settle their

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In general, empirical analyses of restitution programs have been reported only since the late 1970's and most early studies looked only at its impact on victim attitudes (Schneider & Schneider, 1985). There is also little evidence about how offenders perceive restitution or the impact of these perceptions on success and failure (Van Voorhis, 1983). Harland and associates (1979) pointed to deficiencies in methodological sophistication. Keve (1978) argued there were no convincing reports from competent research about the rehabilitative effectiveness of restitution.

Gendreau and Ross (1987) noted that most programs have not been described in sufficient detail to determine their integrity. Recent research has also failed to examine program components which may account for the success of restitution programs (Armstrong, 1983). Despite the interest in restitution, researchers and practitioners have generally not made attempts to build on the work of others who came before them (Hudson & Galaway, 1977). Further, there has been little effort to systematically integrate what is currently known about restitution (Hudson & Galaway, 1978).

As recently as 1985, there were claims that restitution was still experimental and research was needed to explore

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its effectiveness. Andrew Klein, the founder of the Quincy, Massachusetts "Earn-It" restitution program, argued that research on juveniles' perceptions of restitution is needed. The primary concern should be the youths' perception of what was done to them, regardless of what professionals and experts think they are doing to youths. If a youth does not link the offense with the service, or understand where the money being paid to the court is really going, restitution cannot be expected to be successful ("Growing", 1985).

A number of previous reviewers have demonstrated that there have been few experimental studies of restitution programs. Hudson and Chesney (1978) uncovered only one experimental evaluation. In a review of restitution and community service studies, Hudson and Galaway (1980) found only four studies with experimental designs. Studies which have involved a control group have also shown little equivalence between the control and experimental groups (Gendreau & Ross, 1987).

Two recent computer literature searches of the National Criminal Justice Reference Service (NCJRS) and Criminal Justice Periodical Index databases explored community service and financial restitution programs for both juveniles and adults. The literature on financial restitution programs and adult offenders was included because there are many themes which cut across all forms of restitution and therefore have relevance to a study of



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The research studies which were available in published form or through NCJRS were divided into two primary categories: attitude studies and outcome studies. Attitude studies are described first. These studies are summarized briefly and only general results are presented because they are not directly relevant to the issues of this study. Next, the outcome studies were classified as quasi-experimental or experimental studies. First, the general conclusions of previous reviews will be discussed.

#### Reviews of Restitution Research

Chesney and associates' (1978) review classified studies as descriptive, attitude, or evaluation studies. While their methods were not systematic, the authors identified two descriptive studies which suggested a high use of restitution by judges. The authors concluded that nine attitude surveys have shown that most judges, victims, offenders, community members, legislators and corrections workers were in favor of the use of restitution. Two major evaluation studies were also identified, both of which were residential programs. Neither study included restitution as the only treatment and the second study included no outcome

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data, illustrating some of the limitations of the existing research on restitution.

A later review by Hudson and Galaway (1980) was more systematic and detailed. Perhaps one the most enlightening comments to come from this review of community service and restitution research was that decisions to include studies for their review were more a matter of acquisition than of selection. They identified 43 studies, only four of which had been published in professional journals and only four of which included experimental designs. None of the these studies included pretests. Further, none of the 31 program evaluation studies offered clear descriptions of the program. The authors concluded that these studies were void of control, there was no basis for comparison, and the studies lacked internal validity.

The remaining 11 studies examined attitudes or opinions of restitution, eight of which relied on mailed surveys with poor response rates. However, the results of these studies consistently suggested that lay people as well as criminal justice professionals endorse restitution. Offenders also reported restitution to be a useful and fair sanction.

Hudson and associates (1980) identified 336 articles, books, and reports about restitution. Included were 43 research studies of which 24 could be classified as outcome evaluations. While the authors acknowledged that the results of these studies were difficult to generalize from,

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they reported that the community service studies demonstrated that a large number of people were handled at a relatively low-cost and with few in-program failures. In addition, a great deal of work had been performed for the community.

#### Attitude Studies

The results of attitude studies collectively demonstrate support for the use of restitution. First, offenders have reported that restitution is more reparative or rehabilitative in its goals than it is a form of punishment (Thorvaldson, 1978, 1980a; Van Voorhis, 1985). Further, both victims and offenders perceived restitution to be a fair disposition and were satisfied with the sentence (Chesney, 1976; Hudson et al., 1980; Novack, Galaway, & Hudson, 1980; Thorvaldson, 1978, 1980a). Probation counselors rated the majority of their clients as somewhat or very cooperative in completing their restitution order (Steggerda & Dolphin, 1975). Criminal justice professionals have also reported their belief that restitution increased participants' sense of responsibility and reduced recidivism (Chesney, 1976; Evans & Koederitz, 1983; Schneider et al., 1977).

#### Quasi-experimental Outcome Studies

Included in the group of quasi-experimental studies which examined outcome were a number of brief reports which provided recidivism rates of restitution participants or

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changes in crime rates of communities with restitution programs. The studies were grouped into five categories according to design: changes in crime rates, completion rates, one group posttest assessment of recidivism, variables related to success, and two-group quasi-experimental studies of outcome.

### Crime Rates

Marion County, Oregon partially attributed an 18% decline in the crime rate in one year to a new restitution program for property offenders ("Juvenile Crime", 1978). Seattle, Washington reported that police contacts with youths had declined significantly (-11%) in the area of a restitution program as compared to the rest of the city (+7%). In addition, recidivism was two-thirds less than had been predicted during the 12 month follow-up ("'Accountability'", 1977).

### Completion Rates

A study of seven projects under the Community Service Restitution Program (CSRP) found that 87% of the offenders successfully completed all community service hours within a prescribed time frame and only 4% were rearrested during their assignments (Cooper & West, 1981a, 1981b). Schneider's (1983) evaluation of 17,354 juveniles in the OJJDP sponsored programs found that 88% of those ordered to perform unpaid community service, 87% of those ordered to pay monetary restitution and 86% of those ordered to



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complete a combination of community service and monetary restitution successfully completed their orders.

Nationally, completion rates of restitution participants have been estimated to be better than 80%. Results of the initial projects funded by OJJDP in 1978 found that 87% of the 12,000 juveniles completed their restitution program and almost 86% had no subsequent contact with the court ("Expansion", 1981). Other studies have found completion rates of 75% (Nelson, 1978), 91% (Macri, 1978), and 98% (Keldgord, 1978).

#### One Group Post-test Only

The juvenile restitution initiative which began in 1978 funded 85 programs across the United States. In the first two years of the project, 17,354 offenders were referred to restitution projects. The authors found that reoffense rates were 4% in the first three months, 8% at six months, and 14% at 12 months (Schneider, Schneider, Griffith, & Wilson, 1982). A study of 24,915 offenders who participated in community service in England found that only 9% had been convicted of another crime (Pease, 1981).

The Charleston County Juvenile Restitution Program (JRP) was developed in 1979 to teach offenders accountability through the performance of community service. Follow-up reports collected on 112 participants 90 days after program termination found that 5% of the youths had

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been rearrested, all of whom were incarcerated as a result (Hofford, 1981).

In addition, participants of restitution programs have reported that the programs were helpful (Macri, 1978). Keldgord (1978) also found that nearly three-fourths of the agencies who participated said that their needs had been met.

#### Variables Related to Success

Some studies examined the relationship between success in restitution and characteristics of the programs or personality variables of the participants. These studies were attempts to examine variables which may differentially affect the outcome of restitution programs.

Organizational characteristics. Schneider (1983) examined the differential impact of certain organizational characteristics of restitution programs which were part of the OJJDP Juvenile Restitution Initiative. He found that successful completion rates and in-program reoffense rates of those who did not participate in victim mediation was similar to that for those who did have victim mediation. In addition, the differences in completion rates and in-program re-offense rates for those in community service programs, financial restitution programs and combined programs were not functionally significant. However, participants in sole sanction programs had completion rates of 94% which were significantly greater than those of participants who had

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additional sanctions (85%). Further, those in sole sanction programs had a reoffense rate of 15% which was significantly less than that of youths in programs with other sanctions (22%).

Personality variables. Heide (1983) examined the relationship between personality variables and recidivism for 49 participants in a post-conviction restitution program. A number of the variables which assessed attitudes towards the self were successful at predicting completion of restitution. However, it should be noted that only 20 of 122 variables assessed revealed a significant relationship with completion.

#### Two-group Quasi-Experimental Studies of Outcome

A summary of the two-group quasi-experimental studies is in Figure 1. Brown (1983) compared the success rates of offenders ordered to pay restitution with those not so ordered. Newton (1979) and Pease and associates (Pease, Billingham, & Earnshaw, 1977) conducted a one-year follow-up study of community service, assessing reconviction rates of offenders referred to community service compared to a group referred to, but not given, community service.

Challeen and Heinlen (1978) evaluated a program alternative to fines, jail and probation for adult, first-time, non-violent misdemeanants. Experimental group participants had some say in the form of restitution while controls had been sent to jail during this same period.

Authors	Experimental Treatment
Lee (1980)	monet
Lee (1979); Lee et al (1979)	cs
Lee & Lee (1978)	monet
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Authors	Experimental Treatment	Control Treatment	Subjects	Outcome Measures(n)	Results
Brown (1983)	monetary	none	adult	Recidivism	ns
Newton (1979); Pease et al (1977)	cs	no cs	adult	Recidivism	ns
Challeen & Heinlen (1978)	monetary	jail	adult	Recidivism	ns
Cannon & Stanford (1981)	cs work	none none	juvenile juvenile	Recidivism Recidivism	pos pos
Crotty & Meier (1980)	monetary, cs, both	none	juvenile	Recidivism	pos?
Bonta et al (1983)	monetary and incarceration	incar- ceration	adult	Recidivism	ns
Shichor & Binder (1982)	monetary	no petition	juvenile	Recidivism	ns
Miller (1981)	monetary and probation	probation		Recidivism	ns
Heinz et al (1976)	monetary	parole	adult	Recidivism(2) Employment	pos,ns pos

cs = community service.

pos = statistically significant results favoring the experimental group.

pos? = the direction of the results favored the experimental group, but the statistical significance was not reported.

ns = no statistically significant differences.

Figure 1: Two-group Quasi-experimental Studies



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Cannon and Stanford (1981) studied a work and community service restitution program for youthful property offenders. The comparison group was selected from referrals received during the same period two years earlier. Subjects were followed for nine months after referral.

Crotty and Meier (1980) tested a program where experimentals received probation and restitution while youths in the comparison group were selected from similar referrals made before the restitution program was implemented. Bonta and associates (Bonta, Boyle, Motiuk, & Sonnichsen, 1983) compared offenders who were incarcerated, willing to pay restitution, and eligible for placement at a community resource center to those in the center's Temporary Absence Program who had no restitution agreement.

Shichor and Binder (1982) evaluated a community restitution program where youths referred from three police departments were compared to youths from a fourth department. Participants were youths who would not have been petitioned if there were no restitution program. Miller (1981) compared a sample of files of probationers ordered to pay restitution with a matched group ordered to probation only. Heinz and associates (Heinz, Galaway, & Hudson, 1976) conducted a 16 month follow-up study with new prison admissions referred to a restitution center who agreed to pay restitution and compared them to a matched group of men released on conventional parole.

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These studies found that the recidivism rates of restitution participants were equal to or lower than those for controls. The one study which assessed a different outcome variable found that significantly more restitution participants than controls were employed. However, five of these studies used adults as subjects, making generalizability to juveniles questionable. Further, the comparison groups were often not comparable to the experimental groups. The quasi-experimental nature of the designs also restricts the validity of these findings.

### Conclusions

Twenty-four quasi-experimental studies were described in this section. Only ten of these studies included a comparison group whose participants were not required to complete restitution (Bonta et al., 1983; Brown, 1983; Cannon & Stanford, 1981; Challeen & Heinlen, 1978; Crotty & Meier, 1980; Heinz et al., 1976; Miller, 1981; Newton, 1979; Pease et al., 1977; Shichor & Binder, 1982). Within these studies, the control groups were often not equivalent to the experimental group. For example, participants in the restitution sample were compared to probationers (Miller, 1981), to persons in jail (Challeen & Heinlen, 1978), and to persons who were referred during an earlier time periods (Cannon & Stanford, 1981; Crotty & Meier, 1980). In addition, all but one of the studies (Heinz et al., 1976) assessed recidivism as the only outcome variable and many

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authors did not report statistical tests of significance. Overall, however, these studies suggest that the recidivism rates of those who participated in a restitution program were equal to or lower than that for controls.

#### Experimental Outcome Studies

Few experimental studies were located through the literature search procedures described earlier. Those that were identified are summarized in Figure 2 and described below.

Property offenders randomly selected from new prison admissions referred to a restitution center were randomly assigned to restitution versus parole or discharge (Minnesota Department of Corrections, 1977, cited in Hudson & Chesney, 1978). However, offenders were asked to participate in the study after they were told of their treatment condition. Four experimentals refused, with no comparable drop-out for controls. Similarly, the parole board could deny entry into the program, for experimentals only, which it did in nine of 72 cases in the first two years. Restitution was not the only difference in sentence between the groups. The level of parole supervision was also greater for the experimental group than the control group. Thus, it is difficult to determine if the differences in recidivism rates were due to participation in restitution or the level of parole supervision.

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Authors	Experimental Treatment	Control Treatment	Subjects	Outcome Measures(n)	Results
Minnesota Department of Corrections (1977)	monetary	parole or discharge	adult	Recidivism	pos
Wax (1977)	cs	none	juvenile	Recidivism School atten Social beh Predict del	ns ns ns ns
Schneider (1986)	monetary or cs	detention	juvenile	Recidivism(4)	ns
	cs or monetary with mediation	probation	juvenile	Recidivism(4)	pos,ns
	Monetary or cs (alone or with counseling) and probation	traditional (probation or incarceration) counseling & probation	juvenile	Recidivism(4)	pos,ns
	monetary or cs, cs or monetary with probation	traditional	juvenile	Recidivism(4)	ns
Wilson (1982)	unknown	probation	juvenile	Recidivism(2)	pos?
Koch (1985)	cs	diversion or tradition	juvenile	labeling bonding Recidivism(2)	ns ns ns
Davidson & Johnson (in press)	cs	diversion or tradition	juvenile	labeling(4) employ education parent involv prosocial Recidivism	ns pos ns ns ns ns

cs = community service.

pos = statistically significant results favoring the experimental group.

pos? = the direction of the results favored the experimental group, but the statistical significance was not reported.

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Figure 2: Experimental Studies



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Wax (1977) assessed the impact of 20 hours of community service on juvenile shoplifters. Thirty juveniles were randomly assigned to one of three treatment conditions: restitution with the victim present at sentencing, restitution without the victim present at sentencing, and no community service. A number of problems existed with this research. First, the sample size was extremely small. Second, those subjects who needed services in addition to community service were excluded from the study. Those who failed to complete community service were also excluded. While the intervention was completed in two weeks, the posttest was not completed for six months and there were no significant differences on any of the four outcome measures. Because of the delayed posttest, immediate effects could not be detected.

Schneider (1986) examined four different studies. First, restitution was compared to short-term detention. Experimental youths were ordered to pay monetary restitution where there was a financial loss and community service restitution where there was no financial loss. Controls were ordered to an average of four weekends in detention and nine months probation. The second study compared victim-mediation restitution to probation. Because uncooperative youths could create problems during mediation, all youths assigned to restitution were allowed to reject their

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assignment and receive probation instead. Approximately 40% exercised this option.

The third study compared four conditions: restitution, counseling, restitution and counseling, and traditional services (usually incarceration or probation). All youths in the first three groups were also on probation. Seven percent of youths were ultimately placed in a group different from that randomly assigned to because of judicial discretion. The majority of youths (60%) in the restitution conditions performed community service. The final study assigned all cases where a monetary loss was determined to restitution only, restitution and probation, and traditional services. Approximately half of the youths in each of the restitution conditions paid monetary restitution while the other half performed community service.

In all sites, juveniles were randomly assigned to treatment conditions. However, all studies also allowed the local jurisdiction to change any assignment. All analyses were conducted on the groups to which participants were assigned, rather than the type of service received. Four estimates of recidivism were used in all studies. Results found that the recidivism rates of experimentals were equal to or lower than those for controls.

Wilson (1982) studied a program where offenders recommended for probation were randomly assigned to restitution or probation. Unfortunately, the report did not

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describe what services were provided in the various conditions, and the information which was provided suggested that subjects in all conditions were ordered to make some form of restitution. Further, less than two-thirds of the participants obtained from the probation group complied with the restitution order. This is substantially lower than most other studies. The low completion rates may be related to the high reoffense rates. However, experimentals had lower rates of recidivism than did controls.

Koch (1985) and Davidson and Johnson (in press) compared youths assigned to diversion, diversion with community service arbitration, and tradition court processing. All youths in the community service program performed 3 to 4 hours of community service per week for 12 weeks, regardless of the offense. While the results pertaining to labeling and bonding were disappointing, the low reliability of the scales may contribute to the absence of positive findings. This was true for both the original and subsequent study. The only positive finding was for employment expectations (Davidson & Johnson, in press).

#### Conclusions

A total of 24 quasi-experimental outcome and 10 experimental studies were included in this review, the majority of which were plagued with methodological problems. For those quasi-experimental studies which did include a comparison group, there were often major differences between

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the groups before the intervention began (Cannon & Stanford, 1981; Challeen & Heinlen, 1978; Crotty & Meier, 1980; Miller, 1981). Some of the studies had small sample sizes (Wax, 1977). The majority of studies relied solely on official records as the means for obtaining outcome data (Bonta et al., 1983; Brown, 1983; Cannon & Stanford, 1981; Challeen & Heinlen, 1978; Crotty & Meier, 1980; Miller, 1981; Schneider, 1985; Wilson, 1982). Few of the studies included an adequate description of services and often more than just completion of restitution differentiated the services received by participants in the different treatment conditions (Heinz et al., 1976; Hudson & Chesney, 1978; Wilson, 1982). A number of the studies did not make the restitution order related to the crime, a factor which has been cited as one of the keys to a successful program. Only four of the studies examined outcome variables other than recidivism. However, it is impossible to ignore the fact that a large number of studies have consistently concluded that the recidivism rates of restitution participants are at least equal to and sometimes lower than those of controls, where controls have usually received traditional services (e.g., parole, incarceration) or no service. Further, the political, economic and social benefits to the victims, community and justice system, have been proposed as adequate justification for restitution programs (Keve, 1978).



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### Theories of Delinquency

The above review suggests that restitution programs can benefit a number of people and may reduce recidivism. While restitution has not emerged from a theory of delinquency, such a theory can be used to guide its evaluation. Theories are useful ways to think about not only how youths become involved in delinquency, but also how youths stop committing crimes (Fagan, 1988). As such, outcome measures can be developed or selected from a theory which is consistent with an intervention. This evaluation used this process to select intermediate outcome variables. The theory used is described below.

A recent effort to integrate three of the more lasting and supported uni-causal delinquency theories: strain theory, social learning theory, and social control theory (Elliott, Ageton, & Canter, 1979; Elliott, Huizinga, & Ageton, 1985) has been met with a great deal of interest. Each of these theories offers positive contributions to the understanding of delinquency, while each also has limitations. While this has not been the only recent attempt to integrate two or more current theories of delinquency (e.g., Hepburn, 1977; Simons, Miller, & Aigner, 1980; Thornberry, 1987), the studies on which it is based are the most rigorous and detailed. Results from these studies suggest a high degree of explanatory power and stable relationships between theoretical variables. It is

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therefore one of the most appealing of the integrated models to be proposed. The three original theories will be presented and their limitations discussed. The multi-dimensional causal theory will then be presented.

### Strain Theory

Strain theory argues that delinquency results from frustrated needs or wants. This theory suggests that delinquency is behavior oriented towards conventional goals. Therefore, when there are inadequate socially acceptable means to achieve these goals, alternative means will be used. This model emerged out of the hypothesis that all youths internalize conventional goals of success but that lower class youths, in particular, are denied access to these goals because of their social class (Cloward & Ohlin, 1960).

Recently, however, theorists have tried to show how strain theory can also account for the fact that middle-class youths also become delinquent. It has been suggested that middle-class youths are just as likely to aspire beyond their means and because the difference between goals and opportunities are relative, middle-class youths may also engage in delinquent behavior to achieve these goals (Elliott & Voss, 1974). Nevertheless, this discrepancy is often greatest for lower-class youths. Further, what is important is the perception of youths that socially

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acceptable means of achieving desired goals are not available to them (Elliott & Voss, 1974).

### Limitations

The major problem with strain theory is that it is not able to explain why many lower-class youths do not become delinquent. The model assumes that the pressure to achieve a level of economic status above that which a person has is constant. If all economically disadvantaged persons are denied legitimate means to this goal, by definition, then all should become delinquent. However, this does not happen.

Secondly, while recent theorists have attempted to demonstrate that this theory can explain middle-class delinquency, these efforts have fallen short. Middle-class persons are not denied conventional and legitimate opportunities for success. Third, this theory ignores individual values. What may appear to be normlessness by one person may actually be different norms. Further, lower-class persons may not strive towards conventional goals at all. It may be that lower-class youths have goals unique to their social status and that they are achieving status in their own subculture by acting out. Strain theory also ignores the importance of peer influences on delinquent behavior.

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Social Learning Theory

While strain theory ignores the importance of social influences, social learning theory argues that criminal behavior is learned in interactions with other persons in intimate groups and that a person becomes delinquent because of "an excess of definitions favorable to violation of law over definitions unfavorable to violation of law" (Sutherland & Cressey, 1978, p.81). Not only are techniques for committing crimes learned, but also definitions which make a person willing to break the law are learned.

Akers (1977) added the notion of differential reinforcement; behavior is conditioned by the consequences it has. Given two choices, the act which is reinforced to the greatest amount, frequency and with the greatest probability will be maintained. Behavior is therefore determined by the expected rewards and punishments for engaging in certain acts, as well as the rewards and punishments anticipated with alternative acts. Therefore differential social reinforcement directs the decision to engage in conforming or deviant behavior. Akers, Krohn, Lanza-Kaduce, and Radosevich (1979) found that this social learning theory explained one half of the variance in drinking behavior and two-thirds of the variance in marijuana behavior of 3,000 youths. The importance of the components used in explaining this variance was ranked in the following order: differential association,



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### Limitations

There are a number of criticisms which have been levied against Sutherland's theory. First, not everyone who comes in contact with a criminal becomes a criminal themselves. Further, the theory does not explain why people associate with criminals in the first place and does not identify the source of definitions favorable or unfavorable to the law. Additionally, the theory has been criticized because of the difficulty in operationalizing "excess of definitions", "favorable to", and "unfavorable to". Akers' (1977) reformulation of this model does not adequately address these limitations.

### Control Theory

While social learning theory proposes that there are social patterns which favor delinquency, control theory suggests that it is the absence of controls which permits delinquency and the strength of social controls which restrain unconventional means of achieving goals. People conform because social controls have been effective, but criminality will emerge when these controls break down.

Control theories have focused upon the process of social bonding as a means of social control. The stronger that these bonds are, the more a person's behavior will be

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controlled. When these conventional ties do not exist, a person is free to engage in deviant acts. Therefore, youths who are not attached to conventional groups, who do not have a strong commitment to prosocial goals, have negative attitudes toward obeying the law and are uninvolved in conventional activities are more likely to become delinquent (Altschuler & Armstrong, 1989).

Hirschi (1969) identified four elements to this bond: attachment, commitment, involvement, and belief. Attachment is defined as a moral link to others, particularly family, peers, and school. Commitment is described as a rational investment in conventional goals, especially those that would be jeopardized by deviance. Briar and Piliavin (1965) noted that commitment is not an irreversible process. They asserted that those with low levels of commitment may have experiences which increase their stakes in conformity and lead to conventional behavior. Involvement suggests that time spent in conventional activities restricts the amount of time available for delinquent activities. Belief in the moral values of society is the last element of these bonds. These elements are all interrelated so that the weakening of one is accompanied by the weakening of another.

Social control theory suggests that delinquency is largely the result of inadequate or nonexistent social integration from various groups, such as family and peers. For youths who are involved in relationships that would be

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### Limitations

One limitation of control theory is that delinquents may not share conventional morality. Further, control theory lacks a motivational component. This theory does not attempt to account for external pressures which generate delinquency. While a lack of controls may be a factor conducive to delinquency, it is not a generative factor. Nevertheless, social bonding has been supported by a good deal of empirical evidence (Akers, 1977). The theory, however, lacks information about the role that sanctions may play in the development of delinquency.

### The Multi-dimensional Theoretical Model

By acknowledging the limitations of the individual theories, Elliott and associates (Elliott et al., 1979, 1985) have developed a hybrid model which is based on the strengths of strain, social learning and control theories. They suggested that there is support for the notion that strain has a direct cause on delinquency and that strain is also moderated by controls. In other words, not only does strain lead directly to delinquency, but strain may also weaken social controls which, in turn, may lead to delinquency.

While social learning and control theories emerged from different traditions, there are some common assumptions of

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these models. First, both models argue that behavior is the result of a rational weighing of costs and rewards associated with the various behavior options. Second, delinquency is viewed as the result of differential socialization and the most important source of social controls are social relationships. Control theory asserts that the content of socialization is constant and what varies is how well it works. In other words, the ability of the child to internalize the norms, the ability of the parent or teacher to teach the norms and the various circumstances under which this process occurs determines the effectiveness of the socialization process. On the other hand, social learning theory postulates that the content of the messages of socialization are not constant and therefore there is variation in what is internalized.

This model was tested by means of path analysis on data from 1,725 youths (Elliott et al., 1985). The resulting model is presented in Figure 3. The authors found that youths with high conventional bonding were lowest in terms of delinquent behaviors. Results also suggested that conventional bonding insulates against bonding to delinquent peers. Further, low conventional bonding, when combined with high delinquent bonding, was associated with more delinquent behaviors. They concluded that strong conventional bonds reduce the likelihood of developing strong delinquent bonds. Further, when associations with



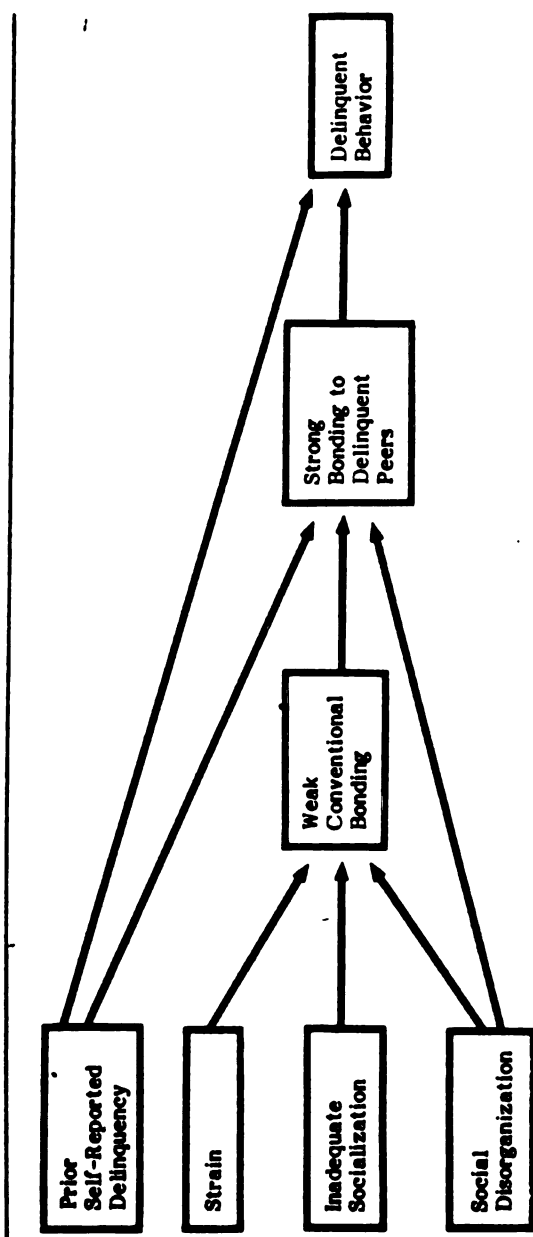


Figure 3. Multidimensional Model

From Elliott, Huizinga, & Ageton (1985)

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delinquent peers are developed, strong conventional bonds will reduce the strength of the pro-delinquent influences of the delinquent group. The predictive ability of this integrated model is greater than that of the individual models on which it was based.

In a similar path analysis test of differential association and social control theories, Hepburn (1977) found that while delinquency may be the result of an absence of constraints on behavior, particularly when there is a lack of perceived family support, it may also be the result of delinquent associations. The data support the notion, however, that delinquent definitions precede the development of delinquent associations.

The multi-dimensional causal model suggested by Elliott and associates simultaneously addresses issues of socialization, peer group influences, social bonding, and opportunities for achievement through conventional means. This model suggests that delinquency emerges from weak controls, strain, and peer influences. Intervention strategies should therefore be directed at these variables.

#### Implications for Research

This multi-dimensional causal model of delinquency is useful in evaluating a restitution program in a number of ways. Elliott and associates (1985) showed that weak controls, strain, and peer influences were related to delinquent behavior. Figure 4 shows the relationships

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Figure 4: R  
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Hypothesized Impact of Restitution	Theoretical Variable	Activities
Positive relationship with the community	Conventional Bonding	Involve youth with positive social influences (worksite supervisors)
Sense of accomplishment or success	Conventional Bonding	Completion letters, certificates, praise from supervisor
Less free time to spend with delinquent friends	Delinquent Bonding	Less free time to spend with friends

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Figure 4: Relationship Between Hypothesized Impacts of Restitution and Theoretical Variables Being Tested

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between the expected outcomes of restitution and factors in this theoretical model, and restitution activities that address these variables.

First, restitution is aimed directly at the issue of conventional bonding. Restitution programs, particularly in the form of community service, involve youths with positive social influences in the community, which may in turn strengthen conventional bonding and encourage conventional beliefs. On the other hand, it could be argued that because youths do not volunteer for community service but are coerced, there will be no commitment and therefore no bonding. In order to test this, conventional bonding should be assessed.

Restitution may also reduce the impact of negative peer influences. Efforts to fulfill restitution minimize the amount of interaction with delinquent youths so as to avoid the negative consequences of delinquent bonding. Because youths may spend a substantial portion of their free time meeting the terms of the restitution order, the relationships with delinquent peers may break down. Therefore delinquent bonding should also be assessed.

#### Goals of the Current Study

While research into a new area often begins with less sophisticated evaluations, the issue of restitution can no longer be considered a new area of study. It is time that evaluations become more sophisticated and directed. A

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number of authors indicated the need to develop programs based on what has already been learned and to not only construct, but also evaluate such programs in light the theory which is known (Hudson & Galaway, 1977, 1978).

This study was therefore designed to evaluate a community service restitution program based on what is known about restitution and to examine intermediate outcome variables suggested by current delinquency theory. As a result, this study evaluated a community service program, founded on the accountability philosophy with proportional sanctioning. The goal of this research was to evaluate the impact of a community service program guided by the philosophy of accountability and with concrete operationalization of each program component. What also makes this research unique is its examination of the impact of such a program in relation to contemporary theories of delinquency. This research utilized a unique set of measures, including some developed by and used to test certain dimensions (see Figure 5) included in the multi-dimensional causal model of Elliott and associates (1979, 1985).

Research questions to be answered were of four different types. First the intervention alternatives needed to be documented so as to confirm that the only differences between the two groups was performance of community service.

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Variables 1

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Figure 5:  
this study

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Variables in Theoretical Model	Measures Used
Prior Self-reported Delinquency	Court petitions related to prior offenses
Weak Conventional Bonding	General Bonding Scale Specific Bonding Scale
Strong Bonding to Delinquent Peers Associations Scale	Delinquent Normative Pressure Scale
Delinquent Behavior	Subsequent court petitions

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**Figure 5: Variables in the theoretical model measured in this study**

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1. What was the intervention process for each of the two conditions? Specifically, the number of community service hours, the number and type of additional court ordered requirements, the number of pretest and posttest appointments that were missed, the time from offense to pretest, the time from offense to community service, the time from pretest to community service, and the time from pretest and posttest were used to describe and compare the groups.

2. To what extent was community service implemented?

Second, the integrity of the community service program was determined by the extent to which it met the goals of accountability.

3. Were community service participants more likely than controls to understand the purpose of community service to be reparation?

4. Did community service participants perceive their community service order to be more fair than did controls?

5. Did community service participants feel more favorable toward their victim than did controls?

6. Did community service participants have greater feelings of accountability than did controls?

Third, it was important to examine the impact that participation in a community service program had on the youths. Each of the remaining research questions examined

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constructs suggested by part of the multi-dimensional causal theoretical model described.

7. Did community service participants have less delinquent friends than did controls? This addressed bonding to delinquent peers.

8. Did community service participants feel less pressure from their friends than did controls? This question also addressed bonding to delinquent peers.

9. Did community service participants have more positive attitudes towards traditional beliefs than did controls? This question served to address conventional bonding.

10. Did community service participants report greater self-esteem than did controls? Restitution is thought to give participants a sense of accomplishment and therefore improve self-esteem.

11. Did community service participants have lower recidivism rates than controls? This addressed delinquent behavior.

Finally, it was necessary to determine the extent to which the intermediate variables of accountability and conventional and delinquent bonding were related to recidivism.

12. Did subjects who had high scores on accountability measures at posttest have more positive outcome results than those with low scores?

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13. Can youths be classified into two or more groups based on their extent of conventional and delinquent bonding at pretest? If so, are there differences between these groups/types of subjects on other outcome variables?

14. Is there evidence that participation in community service positively impacts bonding and therefore delinquency?

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## METHODS

### Sample

Subjects were juveniles from the Ingham County Probate Court, juvenile division, who were referred to the Community Service Program between May, 1988 and January, 1989. There were a total of 106 referrals to the project during the course of this study, for an average of just over 13 referrals per month. This rate was consistent with recent years (15.5 per month in 1987 and 18.5 in 1986). Of these 106 referrals, 12 refused to participate. In some cases, a parent refused participation in order to guarantee that the youth would have to perform the community service. In other cases, a youth refused because he or she did not want to complete the interview.

A total of 94 youths agreed to participate. Forty-seven percent of the program participants were submitted through the Intake Department with the goal being to divert the youth from formal court proceedings, yet providing a consequence for illegal behavior. These youths, later referred to as "Informals", were generally first time offenders. These youths knew that failure to complete the community service requirements could result in the initiation of formal proceedings. The remaining youths (53%) had a formal court order specifying performance of community service work as part of their probation. These youths are referred to as "Formals". Failure to complete

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community service is considered a violation of probation, which could result in additional court proceedings where programming is reconsidered. The distribution of Informals and Formals was similar to that of previous years (43% and 57%, respectively, in 1987). Because informals were usually first-time offenders and often had no sanction other than community service and formals had both prior contact with the court and were on probation, all outcome analyses compared subjects on this "status" variable.

The number of participants required for this study was directed by the need to achieve adequate statistical power. Recidivism rates from previous studies (Cannon & Stanford, 1981; Challeen & Heinlen, 1978; Crotty & Meier, 1980; Heinz et al., 1976; Hudson & Chesney, 1978; Miller, 1981; Schneider, 1986; Schneider & Schneider, 1985; Shichor & Binder, 1982; Wilson, 1982) were used to create an average effect size ( $d$ ) of .50, which was then used to determine the sample size. While this estimate of the effect size seems to be high, it is the best estimate available. In order to achieve 70% power with two equal groups, a minimum of 82 youths were required to participate in this study (Kraemer & Thiemann, 1987). However, given the fact that these original studies had mixed findings and often found no differences between experimentals and controls, .50 is likely an overestimate of effect size. Therefore, 82 subjects will likely not be enough to achieve 70% power.

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The restriction on statistical power that is created by an insufficiently large enough sample cannot be ignored.

All subjects were randomly assigned to one of two treatment alternatives. Forty-seven youths were assigned to the Community Service Program (experimentals) and 47 youths were assigned to traditional services without a community service obligation (controls). The youths in these two groups were very similar.

#### Subject Mortality

Of the 94 youths who agreed to participate, 81 were successfully posttested. One youth in the experimental group refused to complete the posttest, while four other experimentals and five controls had moved out of the area to unknown locations (no forwarding address and/or caseworkers and family members were unaware of their location). In addition, one youth in the experimental group did not complete the posttest prior to project completion. One additional experimental youth did not complete the community service prior to project termination and this subject and his/her matched control were therefore also not posttested. However, official records were examined for all participants.

Four of the original 47 community service participants did not successfully complete their community service obligation. These subjects were excluded from outcome analyses because they did not receive the specified

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intervention. The number of subjects for whom this was true was very small and analyses which included these showed that the direction of findings did not change (see Appendix A). Figure 6 shows the flow and attrition of subjects throughout the course of the study.

Background characteristics are presented in Table 1. Overall, 68% were male, 60% were white, 19% were black, 17% were mexican, 42% lived with one parent/guardian, and in 27% of the cases, no parent/guardian in the household was working. One-third (38%) of the youths had held a job in the past or at the time of the first interview, 12% had previously performed community service work, and the average age of the subjects was 15.6 years. The only significant differences between the groups was when whites were compared to all persons of color, combined ( $X^2(1) = 5.34, p < .05$ ).

The majority of youths had no previous offenses, defined as contacts with this particular court (See Table 2). Fifty-seven percent of the experimentals and 61% of the controls had no prior petitions with approximately one-quarter of each group having one prior petition. The average number of prior petitions was .74 for experimentals and .57 for controls. There was a significant relationship between status (formal and informal) and number of prior petitions, such that youths with formal court orders had significantly more ( $F(1,84) = 27.99, p < .001$ ) prior

Experimental  
Group  
(n=4)

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Community  
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(n=39)

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Posttest  
(n=38)

Figure 6:  
Intervention

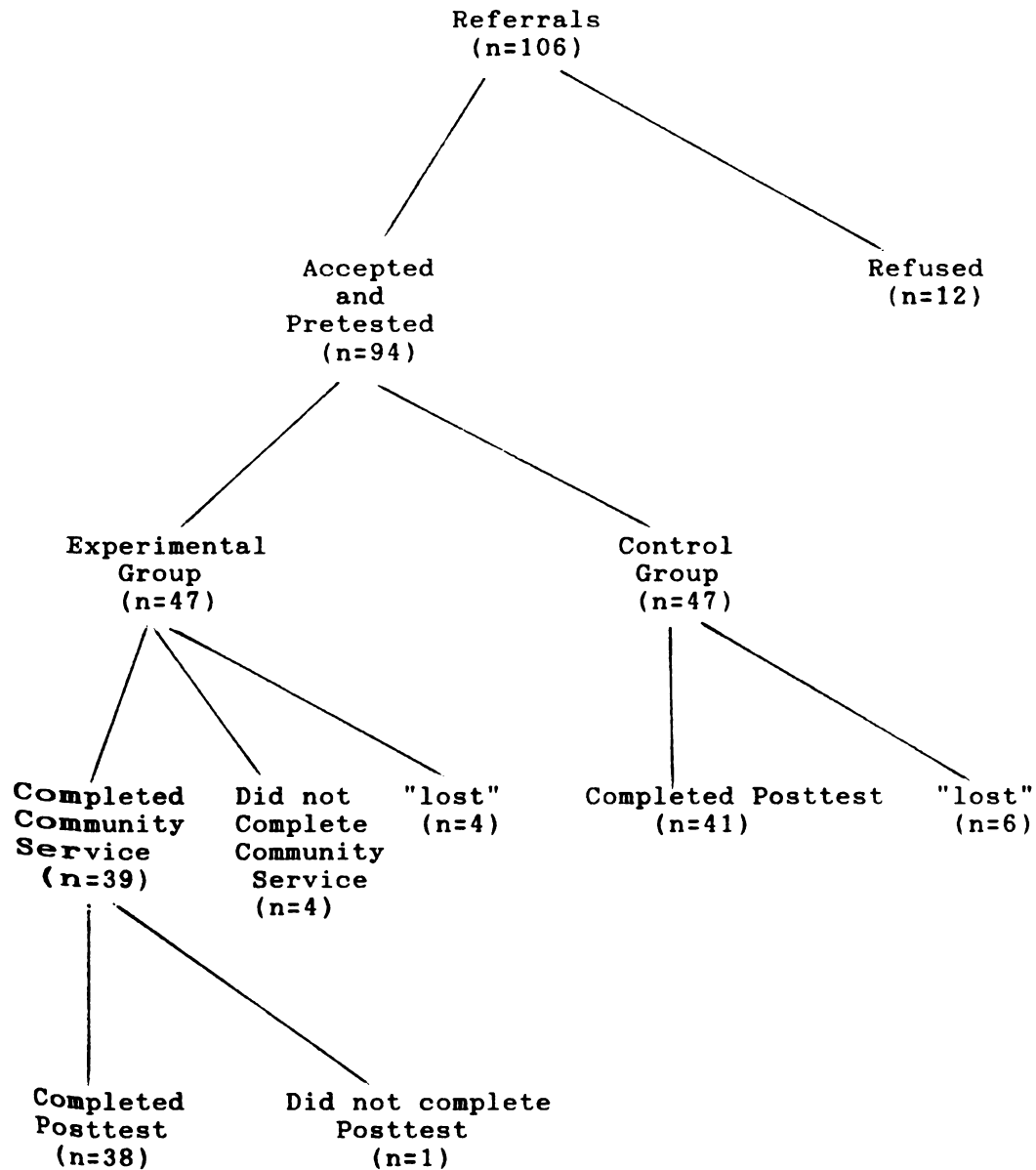


Figure 6: Flow of subjects through study, including attrition

Table 1

DemographicVariable

Status

Formal

Informal

Gender

Male

Female

Race

White

Black

Mexican

Mixed

Number of  
in house

One

Two

Number of  
parentYears of  
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Mean Age

Table 1

Demographic Characteristics of the Sample

Variable	Experimentals	Controls	X <sup>2</sup> (df)
	n (%)	n (%)	
<b>Status</b>			0.00 (1)
Formal	25 (53%)	25 (53%)	
Informal	22 (47%)	22 (47%)	
<b>Gender</b>			1.22 (1)
Male	29 (62%)	35 (75%)	
Female	18 (38%)	12 (26%)	
<b>Race</b>			7.38 (3)
White	34 (72%)	22 (47%)	
Black	5 (11%)	13 (28%)	
Mexican	7 (15%)	9 (19%)	
Mixed	1 (2%)	3 (6%)	
<b>Number of "parents"     in household</b>			1.58 (1)
One	16 (34%)	23 (49%)	
Two	31 (66%)	24 (51%)	
<b>Number with no     "parents" working</b>	10 (21%)	15 (35%)	0.87 (1)
<b>Youths with job     experience</b>	19 (40%)	16 (35%)	0.12 (1)
<b>Previous Community     Service</b>	4 (10%)	4 (10%)	0.00 (1)
<b>Mean Age</b>	15.6 years	15.5 years	$\underline{F}(1,88)=$ 0.19

Table 2

Distribution

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MEAN (SD)

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NOTE: Data  
available

Table 2

Distribution of Previous Offenses

Number of	Experimentals	Controls	
Prior petitions	n (%)	n (%)	<u>F</u> (1,85)
Zero	24 (57)	27 (61)	
One	9 (21)	10 (23)	
Two	6 (14)	6 (14)	
Three	2 (5)	1 (2)	
Four	1 (2)	0	
MEAN (SD)	0.74 (1.04)	0.57 (.82)	0.71

NOTE: Due to missing court records, this data was not available for all subjects.

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petitions (1.06) than did youths who were referred from the Intake Department (0.14).

The current offenses for all youths are presented in Table 3. The offenses are listed roughly according to the seriousness of offense. Those youths with single charges are listed in the top portion of the table. Those youths who were referred to community service with multiple charges are listed at the bottom of the table. The distribution demonstrates that most youths were charged with relatively minor offenses and that most of these were crimes against property, particularly shoplifting (covered under larceny and retail fraud categories).

#### Design

An experimental design was used to assess the impact of community service participation on recidivism and the intervening variables discussed earlier. Subjects were nested in time and crossed on treatment condition. This experiment was a single factor repeated measures design.

Pre-tests of all independent and dependent variables were used to assess the equivalence of the groups. Post-tests included these same measures. Official court records were examined as a measure of intervention integrity and recidivism.

Table 3

Offense

Offense

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Table 3

Distribution of Offenses for Current Petition

Offense	Experimentals	Controls
	n	n
Assault	1	2
Assault and Battery	1	1
Illegal Possession of a Credit Card	0	1
Larceny Under \$100	11	11
Retail Fraud - 2nd Degree	2	4
Attempted Larceny	0	1
No Operator's License	1	0
Trespassing	1	0
Aggravated Assault	0	2
Entry Without Breaking	1	0
Larceny Over \$100	3	1
Possession of a Controlled Substance	1	1
Receiving & Concealing Stolen Goods Over \$100	1	0
Unarmed Robbery	1	0
Malicious Destruction of Property Over \$100	1	1
Violation of Probation or a Court Order	3	1

(table continues)

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Table 3 (continued)

Offense	Experimentals n	Controls n
Breaking & Entering	4	7
Carrying a Concealed Weapon	1	2
Criminal Sexual Conduct	1	2
Unlawful Driving Away an Automobile (UDAA)	1	0
UDAA - Attempted	1	1
MULTIPLE CHARGES		
Assault & Battery - 2 Counts	1	0
Carrying a Dangerous Weapon AND Larceny Under \$100	1	0
Retail Fraud II AND Malicious Dest. Property Under \$100	0	1
Unlawful Use of Motor Vehicle AND Violation of Probation	1	0
Unarmed Robbery AND Violation of Probation	0	1
Breaking & Entering AND Breaking & Entering a Coin Machine/Box	1	0
Breaking & Entering AND Larceny Under \$100	0	1
Breaking & Entering AND Receiving & Concealing Stolen Goods Over \$100	1	1
Breaking & Entering AND Violation of Probation	1	1
UDAA AND Receiving & Concealing Stolen Goods Under \$100	0	1

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## Procedures

### Referral

Subjects were referred by the judge or the referee by means of a referral form (See Appendix B). The referral form included information about the youth as well as the number of community service hours to be performed and the date they were to be completed by. The number of community service hours was determined from a matrix which specified three classes of crimes and a range of appropriate hours (See Appendix C). Beginning with the maximum, a specified number of hours could be subtracted for youths who were in school full-time, had a job, participated in extra-curricular activities (related to both school or family and the court), were new referrals to the court, or met all of the above criteria. These procedures were adopted to ensure that the amount of community services was proportional to the harm that was done (Galaway, 1977a, 1977b; Schneider, 1985).

It is important to acknowledge that this hierarchy of sanctions may, despite its design, result in disproportional sentencing because of variations in the way charges are made, either at the time of arrest or processing by the court. For example, one youth may be charged with assault (Class A) and another with assault with a deadly weapon (Class C), having committed very similar offenses. While the system for assigning community service hours is not

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arbitrary in that sanctions are based on the charged offense, it may not necessarily result in proportional sanctioning for the severity of the offense.

Completion dates (the dates by which community service was to be completed by) were usually set shortly before the youth was scheduled to reappear in court. Referral forms were submitted to the Community Service Program shortly after completion and applications were then reviewed by project staff to ensure program eligibility.

#### Processing

Youths referred to the program were contacted by a letter from the Community Service Program, addressed to them and their parents (see Appendix D). This letter informed the youth and the parent that the youth had been referred to the program and that at least one parent and the youth must attend an initial interview at the court. The date and time of this interview was specified in the letter and they were told to contact the court if the interview was at an inconvenient time.

At the time of this interview, the research project was explained to the youth and the parent by the interviewer. Families were told that the project was designed to examine the effectiveness of various sanctions available to the court; the disposition would be determined by random assignment; participation would involve the youth completing an interview immediately and again a short time later; the

youth would receive coupons from local merchants, at posttest, for their time in completing these interviews; if the youth or the parent refused participation, the youth would be directed to perform the community service hours as ordered; and that participation was completely voluntary.

At that time, the youth and the parent were asked if they agreed to participate. If either party refused to participate, the youth was excluded from the research project. If both parties agreed to participate, they were asked to sign a consent form (See Appendix E). This form again described the project, outlined the consequences of non-participation, explained that participation is voluntary, and specified that the youth and parent agreed to these terms. These forms and the consent procedure were approved by the University Committee on Research Involving Human Subjects (UCRHIS) (See Appendix F).

After the consent form was signed, the youth was interviewed alone for 30 minutes. At the completion of the pretest interview, the parent and youth were reunited and the youth was randomly assigned to one of two treatment conditions (community service or traditional service).

The treatment condition to which the youth was assigned was determined by lottery and was stratified by referral status (i.e., intake or formal), age (i.e., 16 and over or under 16), and sex. Slips of paper were prepared with one of the treatment conditions written on it. These were then

randomly placed in envelopes prepared by the researcher. There were eight sets of envelopes, one for each combination of the stratification variables. Each set contained equal numbers of envelopes with each treatment option. The envelopes were numbered and labeled on the outside with the stratification combination (e.g., intake, male, under 16). The interviewer did not know the contents of any envelope until it was opened in the presence of the youth and his/her parent. Envelopes were initially prepared in batches of six for each stratification set. As envelopes were used, they were replaced with new envelopes prepared, in pairs, in a similar manner.

A minimum of four envelopes were presented and the youth or the parent drew an envelope determining the treatment condition. This reassured both the youth and the parent that the process was random.

#### Intervention Alternatives

After pretesting, the caseworker was informed of the treatment condition. Subsequent procedures varied according to the condition to which the youth was assigned. Below is an explanation of the intervention activities associated with each treatment alternative. It should be remembered that this study was designed to test the marginal effects of community service. The only difference between the experimentals and the controls was that controls were not

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required to fulfill the community service component of their disposition.

#### Traditional Services

Youths assigned to traditional services were handled according to the original disposition, excluding the community service obligation. For youths referred from the Intake Department, this often involved dismissal or a warning. For formally processed cases, traditional services most often involved probation and referral back to the caseworker.

#### Community Service

Youths assigned to community service were referred to the Community Service Program. The program was established in 1984 with the goals of increasing accountability and making compensation for property loss or damage caused by minors.

The initial contact for youths was an immediate intake interview, designed to discuss work placement and program responsibilities. First, the youth was asked about his or her knowledge of the purpose of the Community Service Program. To the extent that the youth was unable to articulate this purpose, it was explained to him or her. The goal of accountability was stressed (Harding, 1982; Schneider, 1986). The offense was outlined, the number of community service hours to be completed was discussed in relation to the offense, in order to increase the youths'

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perceptions of the fairness of the sentence, and therefore accountability (Schneider, 1985), and the youth was told that there are costs to the community even when property is recovered or the damage is of a small amount (Heide, 1983). The youth was told that the community would be repaid through the completion of community service activities (Armstrong, 1983). Youths who were referred from intake were also told that the offense would not go on their official record if they successfully completed their community service order.

To locate an appropriate placement, the youth was asked about responsibilities and obligations which would restrict his or her availability for such work, including school, after-school activities, jobs, and family responsibilities. Commitment to complete community service would result in less available free time for youths to spend with their friends, and therefore reduce delinquent bonding. The youth was also asked about available transportation for getting to and from work sites. If the public transportation system was the youth's only means of transportation, bus tokens were available to those who could not afford the costs. It was stressed to youths that it was their responsibility to get to the work site, not that of their parents or friends. The youths also completed a form which allowed them to record their interests and talents (See Appendix G) so that their placement could be most meaningful and commitment

would be increased (Keve, 1978). Human service placement requests were carefully screened to exclude those youths with violent histories.

While the interests of the youths were used to facilitate identification of an appropriate placement setting, geography, transportation, and hours of availability often controlled the selection process. There were over 60 cooperating agencies where youths may have been placed (See Appendix H). These agencies have been selected because they offer the youths an opportunity to experience positive social influences and thus increase conventional bonding. Job tasks typically include light maintenance; outdoor maintenance; clerical duties; parks conservation and clean-up; housekeeping; pre-school assistance; nursing home and hospital care; and assistance to museums, libraries, churches, and food and clothing banks.

Only one youth was placed at a work site at a time unless there were separate areas in which youths may have worked. An exception to this was the work crew program, operating mainly in the spring and summer months, when groups of approximately eight youths were driven from the court (by court staff) to a local park where they performed eight hours of community service and were returned to the court. These types of placements were often used with more violent offenders and difficult to place youths.



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The youth was told that a placement interview would be scheduled. If possible, a potential work site was contacted and an appointment was scheduled immediately. If this was not possible, the youth was told that he or she would receive a phone call or letter about the placement interview. Youths were told they would sign a contract outlining their responsibilities and that they must present a work permit to be signed at that meeting. Youths were also told that they would need to bring to that meeting a letter of apology to their victim. This letter was to explain to the victim that the youth would be completing community service to repay the community. The purpose of this letter was to reinforce to youths that they must take responsibility for their actions. They were also told that they would have to tell the work site supervisor what their offense was, because the supervisor had the right to know. Supervisors were also often reassured by this information, particularly when the crime was of a non-violent nature. This was another way that youths were required to take responsibility for their actions.

Youths were told when and where the interview would occur and that they must arrange appropriate transportation to the interview. The youth received the "Placement Interview Instructions" which described the information to include in the letter of apology; the date, time and



location of the placement interview, and a reminder to bring a work permit from school (See Appendix I).

At the placement interview, the community service advisor, the youth and the work site supervisor discussed the work responsibilities and the dates and times the youth was to work. A starting date and projected ending date were determined. The youth and work site supervisor were reminded of the number of community service hours to be completed. The youth was also told that time spent at the work site which was not productive time would not be counted as hours toward completion. The youth and the work site supervisor were invited to ask questions to help clarify this agreement.

Once an agreement had been reached, a contract outlining the number of hours to be completed, the date they must have been completed by, the dates and times the youth was to be at the work site, the name and phone number of the work site supervisor, a list of expectations (e.g., promptness, appropriate dress, etc.), and an explanation of the consequences for failure to meet this obligation (e.g., additional community service hours, in-home detention, juvenile home detention, etc.) was signed by the youth, the work site supervisor, and the community service advisor. The contract also stated that the court and the work site supervisor were to be notified in case of absence. In this way, there were clear goals and youths could see that the

assignment was achievable. The youth, the work site supervisor, and the community service advisor each received a copy of the contract (See Appendix J).

The work permit application was completed and signed by the work site supervisor and returned to the youth to be exchanged for a work permit prior to the first day of work. The youth also explained to the supervisor what the offense was.

Work site supervisors were contacted by telephone after the youths' first few days of work to ensure that the youth had attended and to remind the supervisor to contact the office in case of any problems or concerns. Weekly attempts to contact work site supervisors were made to monitor the progress of each youth. All contacts with the youth or the supervisor were recorded in the youth's file on the contact sheet (see Appendix K, a sample is also attached).

Youths were not contacted during placement unless they failed to fulfill the obligations of the agreement. Youths who failed to perform their duties according to their contract were contacted by the Community Service Program to determine the reasons behind the problems. Youths were reminded of their commitment and changes in the work site contract (e.g., times to report, work site, etc.) were made if necessary. If a youth continued to refuse participation, he or she was referred to the caseworker who determine the appropriate action. Sanctions usually included a

progressively intrusive set of responses, from increased community service hours to in-home detention to juvenile home detention. Specific sanctions were determined on an individual basis for each youth.

When the specified number of community service hours were completed, the work site supervisor returned to the Community Service Program a completed schedule which included the number of hours the youth worked and the supervisor's comments about the quality of the work (See Appendix L). On occasion, however, work site supervisors notified the Community Service Program of completions without returning these sheets. At completion, youths were sent letters of completion from the Community Service Program (See Appendix M). A certificate of special recognition was offered to six youths who exceed their responsibility in performing their community service duties (See Appendix N). This way, youths would experience as sense of accomplishment and perhaps increase their conventional bonding.

In addition to completing the community service requirement, youths in this group were also required to complete the other orders in their disposition.

#### Post-test Assessment

At the time of random assignment, youths in the traditional services condition were yoked with experimental youths to determine the pre-post interval. Each youth in

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the control condition was paired with an experimental youth whose intake date was as close as possible to his or her own. On occasion it was possible to match a control with one of several experimentals with the same pretest date. In these cases, the other criteria used for matching, in order, were number of community service hours ordered, status, sex, and then age. The date of the posttest for the control youth was then determined by the date of program completion for the matched experimental youth. Youths who successfully completed community service were contacted for a posttest appointment at the time that the completion letter was mailed. Youths who failed to complete the community service agreement and were referred back to a caseworker were contacted for a posttest appointment at the time of that referral. Controls were contacted for posttest at approximately the same time.

The posttest interviews were scheduled to occur at the court and lasted 30 minutes. Occasionally, interviews were conducted at the youth's home, when requested. At completion of the interview, youths received their coupons as compensation for their time and to reduce subject mortality. Most youths were offered a free movie pass and a coupon for a free beverage from a convenience store. The posttest appointment letters did not specify the nature of these coupons, however, after a youth missed one posttest appointment, a note was added to subsequent appointment



letters specifying the specific types of coupons he or she would receive.

Court records were reviewed by project staff blind to the treatment condition one month after posttest to determine in-program recidivism. A random sample of 10% of these records were coded a second time, one month later, for test retest reliability.

#### Interview Training

Interviews were conducted by undergraduate students recruited from the psychology and criminal justice departments. Students were told that they were expected to make a three-term commitment to the project. The first term involved 4-5 weeks of training, and the remainder of their time was spent interviewing youths. Four students were selected as interviewers and spent an average of 4 hours a week conducting interviews.

The initial training of the interviewers involved role-plays and tape-recorded practice interviews, as well as practice scoring of the interviews. Inter-rater reliability of the interviewers reached 80% before interviews were conducted.

#### Measures

The Community Service Program was built on the model of accountability. It was proposed that participation in community service activities would strengthen conventional bonds and reduce delinquent bonds and further reduce the

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likelihood of further delinquent activity. Measures were designed to assess both the integrity of the accountability model of community service and the impact that it had on these other variables. Figure 7 lists each of the measures used at pretest and posttest, according to treatment condition.

#### Implementation of Community Service

A number of measures were used to assess the integrity of the community service intervention. This included observation of a 10% random sample of the intake (see Appendix O) and placement interviews (see Appendix P) to ensure that all steps were discussed. In addition, a sample intake interview was transcribed to further document this process (see Appendix Q).

Extensive records were also maintained to monitor the progress of the youths (see Appendix R). Included were the number of community service hours ordered, program completion status (successful or unsuccessful), the type of placement, and the amount of time spent completing the order.

#### Intervention Process

Court records were used to describe the intervention alternatives. First, the researcher maintained a record of the dates of all pretest and posttest appointments for each youth so as to count the number of appointments that were missed. The dates of the first pre and post-test

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Measures	Experimental		Control	
	Pretest	Posttest	Pretest	Posttest
1. Official delinquency (# of petitions, seriousness of offense)	X	X	X	X
2. Referral (hours and other services)	X	X	X	X
3. Pretest Interview		X		X
4. Posttest Interview		X		X
5. Specific Community Service Outcomes (tasks, scales)		X		
6. Community Service Process (placement information, completion status)		X		
7. Process data (# appointments missed, pre-post interval)		X		X

NOTE: "X" the presence of a measure for a given condition and testtime.

Figure 7: Measures Used at Each Time Period, By Treatment Condition

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appointments as well as the dates these tests were actually completed, were also recorded as part of the project monitoring forms (see Appendix R).

In addition, court records were used to determine the current sanctions imposed on each participant so as to describe the services received by the control group and the additional services received by the experimental group (see Appendix S).

#### The Youth Interview

The youth interview was divided into 10 main sections (see Appendix T). Each section was identified by a letter which proceeded the question number. Section A therefore included questions A1 through A4, section B contained B1 through B13, and so on. There was also an opening section designed to gain background information on the youth, as well as to help the youth get comfortable with the interviewer and to save the more difficult questions for later.

#### Scale Development

While the interview consisted mostly of measures previously developed, this study included independent scale construction procedures to test the integrity of these scales. The strategy used in this study is similar to the rational-empirical approach discussed by Jackson (1970). Each of the "original" scales served as the starting point, or rational basis, for scale development. These rational

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scales were then modified, if necessary, to create "revised" scales with maximal internal consistency and independence.

First, individual items were examined for variance. Any item for which 90% of the valid scores fell in two adjacent categories (or in one category in the case of dichotomous items) was discarded. The next step involved the assessment of the internal consistency of the scales, using the Reliability program of SPSSx (SPSS Inc., 1986) which provides corrected item-total correlations and computes Chronbach's alpha as the measure of internal consistency. When only two-items are in scale, Guttman split-half is used as the measure of internal consistency and when the data in the scale is dichotomous, Kuder-Richardson-20 (KR-20) is used. Items which had corrected item-total correlations that were not statistically significant were removed from the scale. The "Reliability" procedure was repeated. Additional adjustments were made using these same procedures until all scales were internally consistent.

The corrected item-total correlations were compared to the items' correlations with the other scales. Those items which had higher correlations with three or more other scales than with their own scale were discarded. The reliability of the scales was recalculated and the relationships of items to other scales were then reexamined. This procedure was repeated until no further adjustments

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were required. For all scales, a high score represents a better score. Items which were reverse scored are specified in each of the tables demonstrating the reliability of the scales.

#### Measures of Intervention Integrity

One of the goals of the study was to learn how the youths perceived various criminal justice sanctions. As mentioned in the earlier review, it is more important to understand how the youth perceives his or her treatment, than it is to rely on professionals' assumptions about these various sanctions. The interviews of the youths therefore included questions pertaining to their perceptions of the purpose of various sanctions, their feelings about the sentence they received, and feelings about their victim.

Section A was designed specifically for this study and asked youths about the main purpose of four different criminal sanctions. This was used to answer research question 3. No attempt was made to scale these items as they were most valuable as individual items.

Section B was based on the Juvenile Offender Instrument (JOI), developed for the national evaluation of juvenile restitution programs (Wilson, 1983), and asked youths how they felt about the disposition they received, the components of the sentence not pertaining to community service, and the community service components of the disposition. Each of these three questions presented the

same series of nine semantic differential scales for the youths to rate their feelings. However, only those items relating to the community service disposition were retained. The general disposition and other services received questions were dependent on the presence of other sanctions, which not all youths had. In other words, for youths not ordered to other sanctions, the other services questions were never asked and the general disposition questions were identical to the community service questions. On the other hand, for youths who were ordered to other sanctions, the disposition questions reflected a composite of all sanctions. Because the primary interest was the attitudes toward community service, only those items were retained. Results from this scale was used to answer research question 4. These items were scored from 1 to 7 as indicated on the card. By discarding two items from the scale, the coefficient alpha was increased to .86 and the remaining items were not strongly related to other scales. In addition, most item-total correlations increased slightly (see Table 4).

At posttest, experimental youths were also asked about the tasks that they performed as part of their community service. They were asked about their perceptions of these tasks and their experience to further assess the extent to which the intervention met its goals of being tangible, measurable, meaningful, and rewarding (Keve, 1978). Three



Table 4

Internal Consistency of Attitudes Toward Community Service Scale

Items	Item-total Correlations	
		Community Services Scale
A - fair/unfair		.83
B - helpful/harmful		.80
C - wrong/right		.41
E - pleasant/painful		.59
F - exciting/dull		.51
H - interesting/boring		.64
I - useful/worthless		.71
Coefficient Alpha		.86

NOTE: Items A, B, E, F, H, and I were reverse scored.

NOTE: n = 82.

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scales emerged from these items. The Understanding Scale is based on the youth's knowledge of the community service requirements and the perception of his/her ability to complete these requirements (B8 and B10). This Guttman split-half coefficient was .92 and the item-total correlations of .87. The Effort Scale rated the amount of effort required by the youth (B5, B6, B7, B11). The coefficient alpha for the scale was .72 and the item-total correlations ranged from .39 to .66. The Benefit Scale assessed the extent to which the youth learned something or changed as a result of the community service (B12 and B13). The coefficient alpha for the scale was .50 and the item-total correlations were .33 (see Table 5).

Because these three scales each assessed the community service experience, it was expected that there might be some relationship between these scales. However, interscale correlations presented in Table 6 show that only the Understanding and Effort Scales are related. The three scales were therefore retained.

Section C, used to address research question 5, was also based on the JOI and used 14 semantic differential items to determine the youth's perception of the victim. These items were also scored from 1 to 7. The item-total correlations for the Victim Scale ranged from .43 to .68 and the scale had a coefficient alpha of .89. No adjustments





Table 5

Internal Consistency of Community Service Outcome Scales

Scale Items	Item-total Correlations	Reliability Coefficient*
UNDERSTANDING		.92
B8 - Know what was needed to complete community service	.87	
B10 - Feel you could complete community service requirements	.87	
EFFORT		.72
B5 - How much effort was community service	.39	
B6 - How much time did you give up	.59	
B7 - How inconvenient was it	.47	
B11 - How easy was it to complete	.66	
BENEFIT		.50
B12 - Did you learn a skill	.33	
B13 - Did community service make you a different person	.33	

NOTE: Item B11 was reverse scored.

NOTE: n = 37.

\* For the Understanding and Benefit Scales, the Guttman Split-Half coefficient was used. For the Effort Scale, Coefficient Alpha was used.

Table 6

Community Service Outcome Scale Intercorrelations

	UNDERSTANDING	EFFORT	BENEFIT
UNDERSTANDING	1.00		
EFFORT	-.28*	1.00	
BENEFIT	.08	.15	1.00

\*  $\underline{p} < .05$ .

NOTE:  $n = 37$ .

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were necessary and the scale was retained in its original form (see Table 7).

Bachman, Kahn, Mednick, Davidson, and Johnston (1967) developed measures of reciprocity and independence which were included as measures of responsibility and accountability to answer research questions 5 and 6. Section D contained five items of the Reciprocity Scale (2,4,6-8,10,12) and six items of the Independence Scale (1,3,5,9,11). These items were scored from 1 (very bad) to 6 (very good). A number of items were discarded from both scales because of a lack of item variance and poor reliability. The revised reciprocity scale contained four items and the independence scale three items. Because the revised scales were significantly correlated ( $r = .39$ ,  $p < .001$ ), these items were combined into the Accountability Scale. The reliability of this scale exceeds that of the two subscales (see Table 8).

#### Self-esteem

The Rosenberg Self-esteem scale (Rosenberg, 1965), found in Section E, was used to answer research question 10. This was the ten-item measure of self-esteem which was used by Elliott, Ageton, Hunter, and Knowles (1975) with a coefficient alpha equal to .75. Items were scored from 1 to 4 and totalled as suggested by Rosenberg. The reliability of the original scale was adequate but a number of the items

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Table 7

Internal Consistency of Attitudes Toward Victim Scale

Items	Item-total Correlations	Alpha
VICTIM		.89
C3A - troublesome/cooperative	.54	
C3B - good/bad	.61	
C3C - breaks rules/obeys rules	.57	
C3D - rude/polite	.67	
C3E - helpful to others/harmful to others	.55	
C3F - cowardly/brave	.45	
C3G - dumb/smart	.56	
C3H - honest/dishonest	.68	
C3I - lazy/hardworking	.56	
C3J - tough/weak	.47	
C3K - not wild/wild	.43	
C3L - mean/nice	.60	
C3M - kind/cruel	.67	
C3N - enemy/friend	.61	

NOTE: Items C3B, C3E, C3H, C3J, C3K, and C3M were reverse scored.

NOTE: n = 91.

Table 8

Internal Consistency of Accountability Scale

Scale Items	Item-total Correlations	Alpha
ACCOUNTABILITY		.65
D5 - Being outspoken and frank in expression one's likes and dislikes	.41	
D6 - Sticking up for someone who once stuck up for you	.37	
D7 - Going out of your way to pay people back for being kind	.32	
D8 - People paying their debts no matter what	.30	
D9 - Thinking and acting freely, without social restraints, and encouraging others to do likewise	.46	
D10 - People returning favors you have done them	.37	
D11 - Being independent, original, non- conformist, different from other other people	.38	

NOTE: All items were reverse scored.

NOTE: n = 94.



had poor variance and were discarded. The revised scale contained 6 items (see Table 9).

#### Delinquent Associations

Section F assessed differential associations as measured by Elliott and Voss (1974) who reported an alpha coefficient of .84. These items were used to answer research question 8 and were scored from 1 (none) to 4 (most). In this study, the coefficient alpha of the Delinquent Associations Scale was only .66. No adjustments to this scale were made (see Table 10).

Youths were also asked at pretest about specific instructions they may have been given by the judge or referee about restricting their contact with certain friends. Additional questions were developed for this study to examine the extent to which youths friends may be different between pretest and posttest. These were retained as individual items.

Normative pressure (Section G) was assessed by eight items developed by Elliott and associates (1975) and used by Simons and associates (1980). These items, which were used to answer research question 9, were reported to have an internal consistency coefficient of .64 (Elliott et al., 1975) and .74 (Simons et al., 1980). These items were scored 1 (no) and 3 (yes). Item G2 was discarded because it had zero variance and item G8 was also discarded. The

Table 9

Internal Consistency of the Self-Esteem Scale

Scale Items	Item-total Correlations	KR-20
SELF-ESTEEM		.54
Scale 2	.35	
E4 - I am able to do things as well as most other people		
E5 - I feel I do not have much to be proud of		
Scale 4	.21	
E7 - On the whole, I am satisfied with myself		
Scale 5	.47	
E8 - I wish I could have more respect for myself		
Scale 6	.32	
E9 - I certainly feel useless at times		
E10 - At times I think I am no good at all		

NOTE: Items E5, E8, E9, and E10 were reverse scored.

NOTE: n = 94.

Table 10

Internal Consistency of Delinquent Bonding Scales

Scale Items Coefficient*	Item-total Correlations	Reliability
DELINQUENT ASSOCIATIONS		.66
F1 - Current friends ever in trouble with the law	.47	
F2 - Friends known the longest ever in trouble with the law	.44	
F3 - Best friends in trouble with the law while best friends	.53	
NORMATIVE PRESSURE		.74
G1 - Friends would think less of a person if he/she were to get in trouble with the law	.63	
G3 - Friends feel that laws are good and should be obeyed	.59	
G4 - Friends get into trouble	.31	
G5 - Kids that get into trouble a lot feel uncomfortable with my friends	.62	
G6 - I choose friends that are not afraid to have fun, even if it means breaking the law	.24	
G7 - Kids who get into trouble are put down in my group	.51	

NOTE: Items G4 and G6 were reverse scored.

NOTE: n = 94.

\* For the Delinquent Associations Scale, Coefficient Alpha was used. KR-20 was the coefficient for the Normative Pressures Scale.

item-total correlations and the KR-20 coefficient alpha increased (see Table 10).

These items were asked a second time to ascertain the extent to which the youth agreed or disagreed with each statement as a measure of delinquent bonding as well as the extent to which the youth fit in with his or her peer group. The Normative Values Scale retained only three of the items (G9, G13, G15) that were in the Normative Pressure Scale (see Table 11).

#### Conventional Bonding

The final two sections of the interview assessed conventional bonding. Section H contained 22 items measuring normlessness (Elliott et al., 1975; Simons et al., 1980) with a previously reported coefficient alpha of .70. These items were scored from 1 (strongly disagree) to 4 (strongly agree). Two items were discarded because of poor variance, the remainder because of low item-total correlations or high correlations with other scales. The revised scale, General Bonding, contained 10 items with a coefficient alpha of .77 (see Table 12).

Section I contained 13 items from the Family (3, 5, 10, 13), Peer (1, 6, 8, 12) and School (2, 4, 7, 9, 11) Normlessness Scales (Elliott et al., 1985), with reliability coefficients reported between .60 to .69. These items were scored from 1 (strongly agree) to 5 (strongly disagree). In this study, the coefficient alphas of the original scales

Table 11

Internal Consistency of the Normative Values Scale

Scale Items	Item-total Correlations	KR-20
NORMATIVE VALUES		.59
G9 - I would think less of a person if he/she were to get into trouble with the law	.37	
G13 - Kids that get into trouble a lot feel uncomfortable with me	.37	
G15 - Kids who get into trouble are put down by me	.51	

NOTE: n = 59.

Table 12

Internal Consistency of Conventional Bonding Scales

Scale Items	Item-total Correlations	Alpha
GENERAL BONDING		.77
H1 - Sometimes necessary to lie on job application to get job you want	.38	
H9 - I often feel lonely	.44	
H11 - It's easier for other people to decide what is right than it is for me	.32	
H12 - The chances for me and my friends making it in life are getting worse not better	.42	
H13 - My friends don't like me as much as they did in the past	.34	
H14 - I often feel awkward and out of place	.50	
H15 - It's not worth planning for the future because I don't know what's going to happen these days	.55	
H16 - I sometimes feel like nobody cares about me anymore	.54	
H17 - I often feel like it's not worth trying to change things in my life	.52	
H21 - Everything changes so quickly I often have trouble deciding which are the right rules to follow	.31	
(table continues)		

NOTE: All items in the General Bonding Scale were reverse scored.

NOTE: n = 93 for the General Bonding Scale.

Table 12 (continued)

Internal Consistency of Conventional Bonding Scales

Scale Items	Item-total Correlations	Alpha
SPECIFIC BONDING		.80
I1 - Making a good impression is more important than telling the truth to friends	.42	
I2 - To stay out of trouble, it's sometimes necessary to lie to teachers	.41	
I3 - Making a good impression is more important than telling the truth to parents	.48	
I6 - You have to be willing to break some rules if you want to be popular with your friends	.46	
I8 - In order to gain the respect of your friends, it's sometimes necessary to beat up on other people	.44	
I9 - At school, it's sometimes necessary to play dirty in order to win	.40	
I10 - Sometimes it's necessary to lie to your parents in order to keep their trust	.47	
I11 - Making a good impression is more important than telling the truth to teachers	.66	
I12 - It's okay to lie if it keeps your friends out of trouble	.57	
I13 - It may be necessary to break some of your parents' rules in order to keep their trust	.50	

NOTE: n = 94 for the Specific Bonding Scale.

ranging from .56 to .64. However, Table 13 shows that the revised scales were highly correlated. The items in these three scales were therefore combined into a Specific Bonding Scale with a coefficient alpha of .80 (see Table 12).

#### Social Desirability

Finally, a portion of the Marlowe-Crowne Social Desirability Scale (Crowne & Marlowe, 1960) was included to determine the extent to which youths were providing honest, rather than socially desirable responses. While some view social desirability as a personality construct, it was used in this study as a measure of response set only. First, two items were excluded because they involved voting and driving activities which many of the subjects had never done. The remaining items were used as the item pool. Every other item scored "true" and every other item scored "false" were included, for a total of 15 items. By discarding a number of items, the reliability of the Honesty Scale was increased (see Table 14).

Interscale correlations. Measurement error in dependent variables creates a systematic bias that produces lower correlations between variables than would be found if measurement were perfect. Correction for attenuation (unreliability) of the dependent variables produces a corrected correlation that would be found if measurement were less unreliable. This correction involves dividing the observed correlation of two dependent variables by the



Table 13

Specific Normlessness (Revised) Scale Intercorrelations

	FAMILY	PEER	SCHOOL
FAMILY	1.00		
PEER	.66*	1.00	
SCHOOL	.54*	.57*	1.00

\*  $P < .001$ .

NOTE:  $n = 94$ .

Table 14

Internal Consistency of the Honesty Scale

Scale Items	Item-total Correlations	KR-20
HONESTY		.60
J1 - I have never intensely disliked anyone	.25	
J7 - I am always willing to admit it when I make a mistake	.32	
J9 - I sometimes try to get even, rather than forgive and forget	.31	
J10 - I am always courteous, even to people who are disagreeable	.36	
J11 - There have been occasions when I felt like smashing things	.27	
J12 - I never resent being asked to return a favor	.23	
J13 - I have almost never felt the urge to tell someone off	.24	
J14 - I am sometimes irritated by people who ask favors of me	.33	
J15 - I have never deliberately said something that hurt someone's feelings	.25	

NOTE: Items J9, J11, and J14 were reverse scored.

NOTE: n = 94.

product of the square roots of the reliability of the two variables. The corrected interscale correlations are presented in Table 15. While the two scale of delinquent bonding (Delinquent Associations and Normative Pressure) and the two scales of conventional bonding (General Bonding and Specific Bonding) were highly correlated, they were retained as separate scales to have multiple measures of these very important constructs. Further, it should be noted that all scales were negatively correlated with the Honesty Scale (7 of 9 were statistically significant) suggesting that youths who gave more socially desirable answers on the Honesty Scale (low scores) also gave more socially desirable responses on the other scales (high scores).

### Recidivism

Court records were also examined to assess past offenses and recidivism rates (See Appendix R). This data was collected by staff blind to the treatment condition of the youths. Recidivism included all contacts with the court after referral to the program, excluding those instances where the charges were dismissed. The dates of the petition, the offense, and the sanctions ordered were coded for each contact. Subsequent offenses were divided into two types. First, petitions which were filed during the period the youth was performing his or her community service (or would have been if in the control group) were considered. This included all petitions filed between the date of the

Table 15

Scale Intercorrelations

Scales	1	2	3	4	5	6	7	8	9
1 Community Service	—								
2 Attitudes to Victim	.15	—							
3 Accountability	-.12	.20	—						
4 Self-esteem	-.13	-.13	.17	—					
5 Delinquent Associations	.12	.08	.20	.10	—				
6 Normative Pressure	-.19	.07	.20	.00	.41**	—			
7 Normative Values	.27	-.07	.24*	.30*	.13	.53**	—		
8 General Bonding	.22	-.06	.16	.60**	.29**	.29**	.15	—	
9 Specific Bonding	.37*	.15	.17	.24*	.44**	.60**	.39**	.48**	—
10 Honesty	-.10	-.16	-.24*	-.25*	-.44**	-.50**	-.49**	-.35**	-.43**

\*  $p < .05$ . \*\*  $p < .01$ .

NOTE: All correlations have been corrected for attenuation. Number of subjects for correlations ranged from 82 to 94.

youth's referral to the community service program and the date of completion. A second set of petitions considered were those filed between the date of community service completion and the date the posttest was completed. These were then added to the first set of petitions for a second method of counting offenses. There were no differences between the findings using the first and second method of counting recidivism. Only the results from this second set are presented.

Because the data was collected for a varied time period, the subjects were divided into quarters by the date of the pretest. The time lag from pre-to posttest was longer for the first and third quarters (138 and 140 days, respectively) than for the second and fourth quarters (105 and 107 days, respectively), however this difference was not statistically significant. Further, the time lag for the first and second quarters combined was not different than that for the third and fourth quarters combined.

#### Data Coding

Interviews were coded as they were conducted. Two interviewers coded a random sample of 5% of the interviews to assess inter-rater reliability. The pretest version of the interview contained 161 items. Of these items, there were between one and three discrepancies between the raters. Therefore, at pretest, there was total agreement between two raters on 98% to 99% of the items. The posttest version of

the interview contained 171 items and there was disagreement on zero to two of the items. At posttest, therefore, there was total agreement between two raters of 98% to 100%.

Test-retest reliability was used with the court record data collection. A random sample of 10% of the records were recoded two to four weeks later. For six of the eight records that were used in this check, there were no differences between any of the data on the original form and the reliability forms. For one case, the date of an offense was recorded differently the second time, using the data the petition was received, rather than the date it was filed. This did not affect categorization of the petition as a prior petition. In one other case, a second charge which was dismissed was recorded on the sheet during the original data collection phase, but was omitted during the reliability coding. Because of the large number of variables being coded on this form (ranging from 10 to 24 for these eight cases, depending on the number of prior and subsequent offenses), these differences suggest a small amount of error in the coding of court records (only 3 of a possible 107 for these eight cases). In other words, for six cases, there was 100% agreement, for one case there was 96% agreement, and for one case there was 90% agreement.

## RESULTS

### Intervention Description

#### Intervention Process

Youths who participated in this study received one of two types of treatment: traditional services including community service or traditional services without community service. In this section, the first research question "What was the intervention process for each of the two conditions?" will be answered by detailing the actual treatment provided to the youths. This description will focus on the types of services provided as well as the length of the intervention. The two groups were compared on the similarity of the original court order, determined by the number of community service hours ordered, and the other services or restrictions which were ordered.

#### Community Service Hours Ordered

The number of community service hours ordered by the judge or referee prior to program referral are presented in Table 16. While the number of community service hours ordered for experimentals ranged from 10 to 115, the majority of youths in the experimental group (61%) were required to complete 30 or fewer hours of community service, with a mean 34.89 hours. The distribution of community service hours ordered for controls ranges from 15 to 100 hours, however, the majority (53%) of youths in the control groups were originally ordered to complete 30 or fewer hours

Table 16

Distribution of Community Service Hours Ordered

Hours Ordered	Experimentals n	Controls n
10	1	0
15	7	4
20	6	11
25	8	8
30	5	1
35	1	1
38	0	1
40	7	7
45	0	1
50	2	2
60	2	2
65	0	1
70	2	0
75	1	0
80	0	2
85	1	2
100	0	2
115	1	0
MEAN (SD)	34.89(21.85)	38.29 (23.74)
<u>F</u> (1,88) = 0.49		

NOTE: This table represents the number of community service hours originally ordered. Controls did not complete these hours.

NOTE: Due to missing court records, this data was not available for all subjects.



of community service, with a mean 38.29 hours. However, youths in the control group did not have to complete these hours. The number of community service hours originally ordered for experimentals was not significantly different from that ordered for controls ( $F(1,88) = 0.49$ ). The low number of community service hours ordered for both experimentals and controls reflect the fact that the offenses the youths were charged with were not of a very serious nature. There was a significant positive correlation ( $r = .44$ ,  $p < .001$ ) between hours of community service and seriousness of current offense.

#### Additional Court Ordered Requirements

The number of court ordered requirements which were imposed is listed in Table 17. The court orders of 16% of the experimentals included no requirements beyond community service. For these youths, therefore, community service was the only service they received. Nearly half (41%) of the youths in the experimental group, however, had one or two services or restrictions which applied throughout the course of this study, in addition to community service. The court orders of 22% of the controls included no requirement other than community service. For these youths, therefore, assignment to the control group meant that they received no services or restrictions. Nearly half (42%) of the youths in the control group, however, had one or two services or restrictions which applied throughout the course of this

Table 17

Total Number of Requirements Ordered<sup>a</sup>, Not Including the  
Community Service Order

	Experimentals	Controls
Number	n (%)	n (%)
No others	4 (11)	7 (18)
One	9 (26)	5 (13)
Two	7 (20)	11 (29)
Three	5 (14)	4 (11)
Four	6 (17)	4 (11)
Five	1 (3)	3 (8)
Six	0	4 (11)
Seven	1 (3)	0
Eight	1 (3)	0
Eleven	1 (3)	0
MEAN (SD)	2.66 (2.36)	2.47 (1.91)
<u>F (1,72) = 0.14</u>		

NOTE: Due to missing court records, data not available for all subjects.

<sup>a</sup> Includes 8 experimentals and 4 controls ordered to write a letter of apology. This was part of community service and control youths did not complete this part of their order.

study. The mean number of requirements, not including community service, was 2.57 for experimentals and 2.24 for controls ( $F(1,88) = 0.52.$ ).

Table 18 displays the specific court order requirements for all youths. For those youths in the experimental group, this list details the services or restrictions which were required in addition to the community service. For those youths in the control group, this chart displays the only services or restrictions received. This list does not itemize those requirements which are part of every probation order, as these are common to experimentals and controls. The most frequently listed requirements for both experimentals and controls was probation. Court orders also often included completing psychological evaluations, participating in individual and/or family counseling, attending school regularly, and obeying their parents. Also frequently mentioned was avoiding contact with one or more specific individuals.

#### Missed Interview Appointments

Most subjects did not miss any appointment for their pretest (see Table 19) or their posttest interviews (see Table 20). One-quarter of the experimentals (23%) and controls (20%), however, did miss one pretest appointment and one-quarter of the experimentals (25%) and controls (27%) missed one posttest appointment. There were no significant differences between the groups for the number of

Table 18

Distribution of Court Order Requirements

Requirements	Exp.Con	
	n	n
Probation	25	25
Have no contact with one specific person	3	2
Have no contact with two or more specific persons	1	6
Curfew	3	1
Obtain employment	2	0
Make restitution to the victim	4	3
Submit to urinalysis	4	3
Complete high school or earn GED	1	0
Cooperate with the Volunteer Probation Officer	3	3
Do not physically or verbally abuse "parents"	3	4
Do not operate and automobile	2	4
Complete examination directed by PO	4	2
Complete psychological evaluation as directed	6	4
Individual and/or family counseling with parents	15	11
Parents attend parenting sessions	1	1
Assigned to Intensive Probation Services	4	5
Attend adolescent group of IPS	5	4
Parents participate in IPS parenting groups	2	5
Detention	1	1
In-home Detention	2	0
Attend school regularly	6	5

(table continues)

Table 18 (continued)

Distribution of Court Order Requirements

Requirements	Exp. n	Con n
Obey parents	11	9
Write a theme	0	1
Abide by behavioral contract	0	1
See high school counselor	0	1
Residential Substance Abuse Program	0	1
Return Merchandise	1	0
Attend Alanon	1	0

Table 19

Distribution of Missed Pretest Appointments

Pretest Appointments Missed	Experimentals n (%)	Controls n (%)
0	28 (64)	32 (71)
1	10 (23)	9 (20)
2	4 (9)	3 (7)
3	2 (5)	1 (2)
MEAN (SD)	.55 (.85)	.40 (.72)
<u>F</u> (1,88) = 0.76		

Table 20

Distribution of Missed Posttest Appointments

Posttest Appointments Missed	Experimentals n (%)	Controls n (%)
0	20 (53)	23 (56)
1	8 (21)	11 (27)
2	4 (11)	1 (2)
3	4 (11)	2 (5)
4	0	3 (7)
5	2 (5)	0
6	0	1 (2)
MEAN (SD)	1.00 (1.40)	0.90 (1.45)
<u>F</u> (1,78) = 0.09		

pretest ( $F(1,88) = 0.76$ ) or posttest ( $F(1,88) = 0.03$ ) appointments missed.

#### Lag from Time of Offense

The amount of time that elapsed from the date of the current offense to the date of the pretest exceeded 100 days (mean = 101.78, sd = 69.27). There was no significant difference between the length of this lag for experimentals and controls ( $F(1,81) = .07$ ,  $p = .792$ ). The lagtime from the time of the current offense to the first day of community service work was four months (mean = 128.55 days, sd = 74.51).

#### Pre to Posttest Interval

The number of days that youths participated in the study was dependent upon how long it took the youths in the experimental group to complete the community service requirements. The number of days between the pretest and the posttest is listed in Table 21. The average number of days between pretest and posttest was 130.70 (s.d = 66.42) days for experimentals and 122.59 (s.d. = 59.88) days for controls ( $F(1,80) = 0.33$ ).

#### Group Equivalence

To test the equivalence of the experimental and control groups, the two groups were compared on each of the variables which have been used to describe the intervention process. There were no significant differences between experimentals and controls in the number of community



Table 21

Distribution of Days Participating in Study<sup>a</sup>

Days Participating	Experimentals n (%)	Controls n (%)
39 to 60	5 (13)	5 (12)
63 to 91	10 (26)	10 (24)
95 to 121	9 (23)	10 (24)
133 to 181	5 (13)	10 (24)
185 to 240	7 (18)	3 (7)
242 to 252	2 (5)	3 (7)
MEAN (SD)	125.03 (62.06)	122.59 (59.88)
<u>F</u> (1,78) = 0.03		

<sup>a</sup> Number of days between pretest and posttest.

service hours originally ordered, the number of services or restrictions originally ordered, the number of pretest appointments missed, the number of posttest appointments missed, or the number of days from pre to posttest.

#### Summary of Intervention Process

Youths in the experimental were originally ordered to complete 35 hours of community service and control youths were originally ordered to complete 38 hours of community service. This difference was not statistically different. The number of additional court order requirements were similar for experimentals (2.57) and controls (2.24).

The number of pretest and posttest appointments missed were similar for experimentals and controls. Further, the number of days both from offense to pretest and pretest to posttest was not different for experimentals than controls. The control and experimental groups were similar on all measures of the intervention process.

#### Implementation of Community Service

The extent to which the community service intervention was implemented as designed (research question #2) was assessed in terms of the nature of the contact with the community service program and the services provided. This information was obtained from court records and observational assessments.

First, a random sample of 5% of the intake and placement interviews were observed by the researcher, who

indicated which components of the interview were included or excluded. The intake interview checklist contained 11 items which were to be covered. In all cases, no more than one item was ever omitted from the intake interviews. One intake interview did not adequately relate the sanction to the offense, one did not remind the youth to bring the work permit to the placement interview, and one did not remind the youth to bring the letter of apology to the placement interview. The placement interview checklist contained 8 items. Observations of placement interviews found that only collection of the letter of apology was ever omitted from the placement interviews. In all cases, the letter of apology was obtained prior to posttest.

A total of 21 different work sites were used by youths in this study. These agencies represented eight different types of placement sites, listed in Table 22. There were 33 youths who completed all of their community service hours in one site and an additional 10 who divided their hours across two different settings. The types of tasks that youths performed are listed in Table 23. The most common tasks were cleaning and/or housekeeping, and maintenance.

The number of days from the intake interview to the placement interview ranged from zero to 183 days. One-third (32%) of the youths were placed within one week and half (51%) were placed within 16 days (see Table 24). The average was 29.22 days from intake to placement. Many of

Table 22

Distribution of Placements Used by Experimentals who  
Completed Community Service

Types of Placement	Only Placement	One of two Placements
	n	n
Parks work program	5	4
Museum	10	4
YMCA	4	1
Library	5	0
Church	2	1
Service Organization	7	3
Police Department	0	1
School District	0	5
County	0	1

Table 23

Distribution of Type of Community Service Tasks Performed

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Task	n
Outdoor park cleanup	5
Yardwork	8
Cleaning and/or housekeeping	23
Maintenance	10
Shelving books	4
Cleaning and answer phones/secretarial	4
Food bank	2
Work with people (e.g. sports)	9

---

Table 24

Distribution of Number of Days Between Intake Interview and  
Placement Interview

Number of Days	%
7 days or less	32%
16 days or less	51%
30 days or less	73%

NOTE: n = 41.

NOTE: Mean number of days between intake interview and  
placement interview = 31.03 (sd = 39.95).

those youths in the upper end of the distribution were intentionally delayed for placement, awaiting the start of a work crew program. Other youths missed earlier placement appointments and therefore delayed their own placement.

The intensity of the community service intervention was examined in a number of different ways. First, the number of days that youths worked at their placements is listed in Table 25. The majority of youths (66%) attended five or fewer days, with an average of 6.17 days. For 14 youths, data on the number of days worked were not available because the work site supervisor did not return the schedule sheet which contained this information. However, information on completion status (success or failure) was available for all subjects.

The intensity of the community service was also defined by the number of days that elapsed between the first day a youth went to the placement site for work and the last day of work. The number of days that youths were available for work ranged from 2 to 160 days. For one-quarter of the youths (27%), this period was seven days or less and for one-half (49%), it was 14 days or less (see Table 26). The average was 32.58 days at the placement site.

Also computed was the number of community service hours divided by the number of days at the work site to get an average hours per day that the youths worked. The number of hours per day worked ranged from 2.73 to 8.50 hours. The

Table 25

Distribution of the Number of Days at Placement

Number of Days at Placement	n
2 days	1
3 days	3
4 days	4
5 days	9
6 days	1
7 days	3
9 days	1
10 days	2
11 days	1
13 days	1
18 days	1
Didn't finish	4
Missing	14

Mean number of days at placement = 6.30 (sd = 3.55).



Table 26

Distribution of Number of Days Between First and Last Day of  
Placement

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Number of Days	%
<hr/>	
7 days or less	27%
14 days or less	49%
31 days or less	67%

---

NOTE: n = 33.

NOTE: Mean number of days between first and last day of  
placement = 32.58 (sd = 36.69).

average was 5.36 hours per day at the placement site. Over one-third (35%) of the youths worked an average of 4 hours or less per day, another third (41%) between 5 and 7 hours per day, and one-quarter (24%) more than 7 hours per day. In addition, the number of community service hours ordered was divided by the time interval worked to get the number of hours per day "at risk for working". The number of hours per day that youths were available to work ranged from .16 to 8.00 hours per day. One-quarter (27%) of the youths worked less than one hour a day that they were available, another quarter (27%) worked from one to two hours a day that they were available, another quarter (21%) worked from just over two hours to less than four hours a day available, and another quarter (24%) worked between five and eight hours a day that they were available for work. The average number of hours worked per day that youths were available for work was 2.98 hours per day.

There were 47 youths assigned to the experimental group. Of these, 9% did not complete their community service obligation and were returned to their caseworker for additional sanctions. Therefore 91% did complete the community service requirement as ordered.

One component of the community service program required that youths write a letter of apology to their victim. If there was no victim (e.g., drug possession), youths were instructed to write a letter describing what they would do,

if anything, to avoid repeating the incident. These apologies were received from all of those youths who completed their community service and were posttested.

#### Summary of Implementation of Community Service

Observations of the intake and placement interviews showed that these included all of the required elements. Measures of intervention intensity showed that youths spent an average of 6 days at their placement, took one month to complete their community service hours and averaged just over 5 hours per day at the work site.

#### Summary of Intervention Description

The experimental and control groups did not differ on any of the intervention process variables, thus ensuring group equivalence. Further, the community service program was implemented as designed, in that the intake and placement interviews were administered properly and participants completed the necessary community service requirements.

#### Outcome

There are three ways that the data from this study could have been examined. The presence of pretest data allows for the use of repeated measures analysis of variance to test for time main and interaction effects. Change scores (the difference between a score at pretest and posttest) could also be examined with analysis of variance. The use of change scores, however, compounds the error which

is included in both the pretest and posttest scores. This was therefore not a desirable method. A third alternative was to use one-tailed tests of significance, such as a one-tailed t-test, because the research hypotheses suggested the direction of expected findings. The most conservative and informative test is the repeated measures analysis of variance and was therefore chosen in this study. One-tailed t-tests were also performed, however, these results were not different from the repeated measures analysis of variance and are therefore not reported.

When a data set contains a number of variables that measure similar constructs, and these variables are also correlated, multivariate analyses are suggested. Multivariate analysis of variance takes into consideration the correlation between dependent variables and controls for them. It allows one to examine relationships between variables rather than focusing on each in isolation. However, univariate analysis of variance assumes that there is a zero correlation between the variables, or that the relationship between the variables is of no interest (Bray & Maxwell, 1985). Where logical cluster of variables existed, analyses were therefore performed in a multivariate, repeated measures fashion using the MANOVA procedure of SPSSx (SPSS Inc., 1986). Post-hoc Scheffe tests were performed to identify group differences. Univariate repeated measures analyses of variance were

performed on the remaining variables. Both treatment condition (experimental and control) and referral status (formal and informal) were used as independent variables in these analyses.

### Intervention Integrity

This section examines the extent to which the goals of accountability were achieved. This was assessed through the youths' perception of the purpose of various criminal sanctions, attitudes toward community service, attitudes toward the victim, and feelings of accountability. In addition, there was data describing the community service experiences of youths in the experimental group.

### Purpose of Different Sanctions

The third research question asked how community service participants differed from controls in their understanding of the purpose of community service relative to traditional sentencing aims. Youths were asked what they thought the main purpose was of four different criminal sanctions: diversion, probation, community service, and detention. They were allowed to select punishment, deterrence, rehabilitation, revenge, or reparation as their responses. The majority of youths required an explanation for diversion prior to responding. The categorical nature of the response categories for these items required a Chi-square for the analysis of this data.

The responses to these questions suggest that youths recognized that these sanctioning options served different purposes. At pretest, the majority of youths indicated that the purpose of diversion was deterrence, the purpose of probation was rehabilitation, and the purpose of detention was punishment. The responses for community service were less clear, with one-third suggesting reparation and another one-third or more divided between punishment and deterrence (see Table 27). However, there were no significant differences between experimentals and controls for any of these sanctions.

It was expected that, at posttest, youths in the experimental group would believe the main purpose of community service was to repair the damage. No changes in the other responses were expected. At posttest, the majority of youths indicated that the purpose of diversion was deterrence, the purpose of probation was rehabilitation or deterrence, and the purpose of detention was punishment. This is fairly similar to the pretest responses. The majority of youths also felt that the purpose of community service was reparation (see Table 28). However, again, there were no significant differences between experimentals and controls.

There was a 20% increase from pretest to posttest in the number of youths in the experimental group who believed the purpose of community service was to repair the damage.

Table 27

Purpose of Criminal Sanctions - at Pretest

Sentence	Experimentals n(%)	Controls n(%)	Cramer's V
Diversion			.10
Punishment	4 (9)	3 (6)	
Deterrence	29 (62)	28 (60)	
Rehabilitation	9 (19)	8 (17)	
Revenge	0	0	
Repair the damage	5 (11)	8 (9)	
Probation			.18
Punishment	13 (28)	9 (19)	
Deterrence	11 (23)	11 (23)	
Rehabilitation	21 (45)	21 (45)	
Revenge	0	1 (2)	
Repair the damage	2 (4)	5 (11)	
Community Service			.27
Punishment	11 (23)	10 (21)	
Deterrence	7 (15)	12 (26)	
Rehabilitation	6 (13)	10 (21)	
Revenge	4 (9)	0	
Repair the damage	19 (40)	15 (32)	
Detention			.20
Punishment	27 (57)	28 (60)	
Deterrence	5 (11)	7 (15)	
Rehabilitation	10 (21)	8 (17)	
Revenge	0	2 (4)	
Repair the damage	5 (11)	2 (4)	

NOTE: Cramer's V is equivalent to the Phi Coefficient.

Table 28

Purpose of Criminal Sanctions - at Posttest

Sentence	Experimentals n(%)	Controls n(%)	Cramer's V
Diversion			.28
Punishment	2 (5)	4 (10)	
Deterrence	23 (61)	18 (44)	
Rehabilitation	7 (18)	15 (37)	
Revenge	0	1 (2)	
Repair the damage	6 (16)	3 (7)	
Probation			.32
Punishment	6 (16)	12 (29)	
Deterrence	17 (45)	11 (27)	
Rehabilitation	11 (29)	11 (27)	
Revenge	2 (5)	0	
Repair the damage	2 (5)	7 (17)	
Community Service			.25
Punishment	5 (13)	13 (32)	
Deterrence	4 (10)	5 (12)	
Rehabilitation	5 (13)	6 (15)	
Revenge	1 (3)	1 (2)	
Repair the damage	23 (61)	16 (39)	
Detention			.26
Punishment	21 (55)	17 (42)	
Deterrence	9 (24)	9 (22)	
Rehabilitation	5 (13)	10 (24)	
Revenge	3 (8)	2 (5)	
Repair the damage	0	3 (7)	

NOTE: Cramer's V is equivalent to the Phi Coefficient.



The responses were therefore recoded such that the item was scored as either yes or no for reparation. Comparisons between experimentals and controls still failed to yield a significant difference ( $X^2 (1) = 3.65, p < .06$ ). The pretest responses from experimentals were then compared to their posttest responses. Again, there were no significant differences.

#### Attitudes Toward Community Service

In order to answer the fourth research question, "How did community service participants differ from controls in their perceptions of the fairness of their community service order?", the fairness of the disposition was rated by the Community Service Scale, the score of which ranged from 0 to 7. This variable was analyzed with a repeated measures analysis of variance using condition and status as independent variables.

The analyses (see Table 29) found a significant time ( $F(1,57) = 4.98, p < .05$ ) and a significant condition by time interaction effect ( $F(1,57) = 7.53, p < .01$ ). Post-hoc Scheffe comparisons show that youths in the experimental group showed a more favorable attitude toward the community service component of the disposition at posttest than at pretest ( $F(1,29) = 11.28, p < .005$ ).

#### Attitudes Toward Victim

Attitude toward the victim was rated by the Victim Scale which ranged from 0 to 7 to answer research question

Table 29

ANOVA of Attitude Toward Community Service Scale

Condition	Status (n)	Test time	
		Pretest mean (sd)	Posttest mean (sd)
Experimental	Formal (14)	4.34 (1.26)	5.25 (1.27)
	Informal (16)	4.83 (1.01)	5.40 (1.04)
	Formal (12)	4.88 (1.67)	4.82 (1.30)
	Informal (19)	5.17 (1.03)	5.08 (1.01)
Control	Formal (14)	4.34 (1.26)	5.25 (1.27)
	Informal (16)	4.83 (1.01)	5.40 (1.04)
	Formal (12)	4.88 (1.67)	4.82 (1.30)
	Informal (19)	5.17 (1.03)	5.08 (1.01)

## Analysis of Variance

Source	DF	MS	F	Prob.	w <sup>2</sup>
Condition (C)	1	0.04	0.02	.896	
Status (S)	1	2.67	1.25	.268	
C X S	1	0.02	0.01	.926	
Subjects	57	2.14			
Time (T)	1	3.26	4.98	.030	.05
C X T	1	4.93	7.53	.008	.10
S X T	1	0.25	0.39	.536	
C X S X T	1	0.17	0.26	.612	
Error	57	0.66			

#5 (How did community service participants differ from controls in how they felt about their victim?). This scale was analyzed with a univariate repeated measures analysis of variance which did not reveal any significant effects (see Appendix U).

#### Accountability

The sixth research question asked how community service participants differed from controls in their feelings of accountability. The Accountability Scale ranged from 0 to 6. This scale was analyzed with a univariate repeated measures analysis of variance which showed a significant condition by status interaction effect ( $F(1,75) = 5.28, p < .05$ ). Post-hoc Scheffe tests show that youths in the control group who were informally processed had a greater sense of accountability ( $F(1,39) = 5.57, p < .05$ ) than did youths who were processed formally (see Table 30).

#### Response to Community Service

Youths in the experimental group described their experience on three different scales. While no statistical comparisons were possible since these questions were asked only at posttest for experimentals, the results are useful in describing the quality of the experience for the youths (see Table 31). The mean score for the Understanding Scale was 3.82 on a 4 point scale suggesting that youths understood and felt able to complete the requirements of

Table 30

ANOVA of the Accountability Scale

Condition	Status (n)	Test time	
		Pretest mean (sd)	Posttest mean (sd)
Experimental	Formal (20)	4.84 (.73)	5.01 (.42)
	Informal (18)	4.76 (.53)	4.87 (.52)
	Formal (21)	4.68 (.53)	4.68 (.62)
	Informal (20)	5.04 (.58)	5.09 (.49)
Control	Formal (20)	4.84 (.73)	5.01 (.42)
	Informal (18)	4.76 (.53)	4.87 (.52)
	Formal (21)	4.68 (.53)	4.68 (.62)
	Informal (20)	5.04 (.58)	5.09 (.49)

## Analysis of Variance

Source	DF	MS	F	Prob.	w <sup>2</sup>
Condition (C)	1	0.00	0.00	.918	
Status (S)	1	0.73	1.60	.210	
C X S	1	2.42	5.28	.024	.04
Subjects	75	0.46			
Time (T)	1	0.26	1.54	.218	
C X T	1	0.11	0.65	.423	
S X T	1	0.00	0.00	.988	
C X S X T	1	0.03	0.20	.652	
Error	75	0.17			

Table 31

Feelings About Community Service Experience

Scale	Mean	SD
UNDERSTANDING	3.82	.56
EFFORT	2.15	.81
BENEFIT	2.26	.90

NOTE: Based on 38 subjects in the experimental group.

community service. Eighty-seven percent of the youths had a mean score of 4.00 on that scale.

The mean score on the Effort Scale was 2.15 on a 4-point scale, suggesting only a little effort was required to complete community service. The average score on the Benefit Scale was 2.26. Half of the youths felt like they received little or no benefit from the program, while half felt like they had benefited somewhat or a great deal.

#### Exploratory Analyses

All analyses were repeated, excluding those youths who indicated at the end of their posttest, that the reason they thought they were selected to receive community service was because they drew the wrong envelope. It was thought that these youths would have been less likely to see the relationship between their offense and their punishment, simply because of something in the research process. This did not, however, change the findings.

#### Summary of Intervention Integrity

This section was designed to assess the extent to which accountability was achieved. While 20% more of the youths in the experimental group at posttest than at pretest reported the purpose of community service was to repair the damage, this was not significantly different from controls. Experimental youths at posttest, did show a more favorable attitude to community service than at pretest. There were no

differences between experimentals and controls on the Accountability Scale.

#### Intermediate Outcomes

The scales which assessed delinquent and conventional bonding were analyzed using a multivariate repeated measures analysis of variance. These four scales (Delinquent Associations, Normative Pressure, General Bonding, and Specific Bonding) were not only highly correlated, but also theoretically linked. A univariate approach was used with the Normative Values and Self-esteem Scales. For all comparisons, condition (experimental and control) and referral status (formal and informal) were used as independent variables. Additional analyses examined the relationship between these outcome variables and several process variables.

#### Delinquent and Conventional Bonding

Research question #7 asked, "How did community service participants differ from controls in the types of friends they spent time with?" The Delinquent Association Scale assessed the extent to which the youths friends "were in trouble with the law". The values of the youths friends was rated by the Normative Pressure Scale, which was used to answer research question #8, "How did community service participants differ from controls in the pressure they felt from their friends?". The General Bonding and Specific Bonding scales rated attachment to conventional norms, in

order to answer the ninth research question which asked how community service participants differed from controls in their attitudes towards conventional beliefs. A multivariate repeated measures analysis of variance did not yield a significant condition effect, nor condition by status, condition by time, status by time, or condition by status by time interaction effects. However, there was a significant status effect for the Delinquent Associations Scale ( $F(4,72) = 10.84, p < .05$ ). Youths who were formally processed had stronger bonds with other delinquents than did youths informally processed (see Table 32). Post-hoc Scheffe tests showed that there was also a significant time effect for the General Bonding Scale ( $F(4,72) = 6.20, p < .05$ ), such that youths expressed greater attachment to conventional norms at posttest than at pretest (see Table 33). There were no significant effects for the Normative Pressure and Specific Bonding Scales (see Appendix V).

#### Normative Values

A univariate repeated measures analysis of variance found a significant time effect for the Normative Values Scale ( $F(1,72) = 7.02, p < .01$ ). Youths had more attachment to delinquent values and norms at posttest than at pretest (see Table 34).

#### Self-Esteem

Research question # 10 was "How did community service participants differ from controls in their self-esteem?" A



Table 32

ANOVA of the Delinquent Associations Scale

Condition	Status (n)	Test time	
		Pretest mean (sd)	Posttest mean (sd)
Experimental	Formal (20)	2.78 (.78)	2.68 (.77)
	Informal (18)	3.32 (.65)	3.24 (.52)
	Formal (21)	3.02 (.71)	2.76 (.52)
	Informal (20)	3.22 (.58)	3.10 (.51)
Control	Formal (20)	2.78 (.78)	2.68 (.77)
	Informal (18)	3.32 (.65)	3.24 (.52)
	Formal (21)	3.02 (.71)	2.76 (.52)
	Informal (20)	3.22 (.58)	3.10 (.51)

Analysis of Variance

Source	DF	MS	F	Prob.	w <sup>2</sup>
Condition (C)	4	0.01	0.02	.884	
Status (S)	4	6.52	10.84	.002	.001
C X S	4	0.74	1.24	.270	
Subjects	72	0.60			
Time (T)	4	0.73	3.38	.070	
C X T	4	0.95	0.44	.509	
S X T	4	0.66	0.30	.583	
C X S X T	4	0.03	0.14	.708	
Error	75	0.22			

Table 33

ANOVA of the General Bonding Scale

Condition	Status (n)	Test time	
		Pretest mean (sd)	Posttest mean (sd)
Experimental	Formal (20)	I	I
		I 2.95 (.44)	I 3.07 (.46)
	Informal (18)	I	I
		I 2.85 (.39)	I 2.93 (.52)
Control	Formal (21)	I	I
		I 2.72 (.41)	I 2.90 (.34)
	Informal (20)	I	I
		I 3.04 (.40)	I 3.03 (.41)

Analysis of Variance

Source	DF	MS	F	Prob.	w <sup>2</sup>
Condition (C)	4	0.27	0.90	.765	
Status (S)	4	0.10	0.33	.565	
C X S	4	1.13	3.73	.057	
Subjects	72	0.30			
Time (T)	4	0.33	6.20	.015	.07
C X T	4	0.00	0.08	.783	
S X T	4	0.14	2.62	.110	
C X S X T	4	0.50	0.95	.333	
Error	72	0.05			

Table 34

ANOVA of Normative Values Scale

		Test time			
Condition	Status (n)	Pretest mean (sd)	Posttest mean (sd)		
Experimental	Formal (19)	I	I	I	I
		I 1.33 (.57)	I 1.11 (.33)	I	I
	Informal (17)	I	I	I	I
		I 1.35 (.63)	I 1.16 (.50)	I	I
Control	Formal (21)	I	I	I	I
		I 1.29 (.53)	I 1.21 (.45)	I	I
	Informal (19)	I	I	I	I
		I 1.42 (.71)	I 1.21 (.50)	I	I

Analysis of Variance

Source	DF	MS	F	Prob.	w <sup>2</sup>
Condition (C)	1	0.07	0.18	.673	
Status (S)	1	0.10	0.26	.612	
C X S	1	0.01	0.03	.869	
Subjects	72	0.40			
Time (T)	1	1.20	7.02	.010	.06
C X T	1	0.04	0.25	.620	
S X T	1	0.02	0.14	.714	
C X S X T	1	0.06	0.37	.547	
Error	72	0.17			

univariate repeated measures analysis of variance found that there was a significant time effect for the Self-Esteem Scale ( $F(1,75) = 7.30, p < .01$ ). Youths showed a greater sense of self-esteem at posttest than at pretest (see Table 35).

#### Exploratory Analyses

First, the relationship between these intermediate outcomes and a number of process variables was examined. The process variables considered were the number of community service hours ordered, the number of prior petitions, the seriousness of the current offense, and the amount of time from pretest to posttest. The resulting correlation matrix is presented in Table 36. It should be noted that only three of the 24 correlations were statistically significant, and all involved the Delinquent Associations Scale.

There were significant negative correlations between the Delinquent Association Scale and the number of community service hours, the number of prior petitions, and the seriousness of the offense. Thus, the greater the number of community service hours required, the greater the number of prior petitions, or the more serious the current offense, the more friends the youth had who "were in trouble with the law". It was suspected that the number of community service hours ordered, the number of prior petitions and the seriousness of the offense would be related, and correlations confirmed this. Seriousness of the current offense was significantly related to the number of community

Table 35

ANOVA of the Self-Esteem Scale

Condition	Status (n)	Test time	
		Pretest mean (sd)	Posttest mean (sd)
Experimental	Formal (20)	I	I
		I 0.74 (.24)	I 0.73 (.29)
	Informal (18)	I	I
		I 0.63 (.30)	I 0.68 (.22)
Control	Formal (21)	I	I
		I 0.58 (.29)	I 0.70 (.26)
	Informal (20)	I	I
		I 0.69 (.26)	I 0.76 (.19)

Analysis of Variance

Source	DF	MS	F	Prob.	w <sup>2</sup>
Condition (C)	1	0.00	0.02	.881	
Status (S)	1	0.00	0.00	.973	
C X S	1	0.25	2.23	.140	
Subjects	75	0.11			
Time (T)	1	0.14	7.30	.009	.07
C X T	1	0.06	2.96	.089	
S X T	1	0.00	0.07	.785	
C X S X T	1	0.03	1.63	.205	
Error	75	0.02			

Table 36

Correlations Between Process and Intermediate Outcome Variables

Process Variables	Intermediate Outcomes					
	Delin. Assoc.	Norm. Bonding	Gen. Bond.	Specific Bonding	Norm. Values	Self Esteem
Community Service Hours	-.42****	-.12	.04	-.17	-.12	.17
Number of Prior Petitions	-.26*	-.04	.06	-.02	-.08	.09
Seriousness of Current Offense	-.36***	-.11	.13	.02	.01	.14
Days from Pre- to Posttest	-.04	.08	-.07	-.05	-.18	.07
Days from Current Offense to Pretest	-.37****	-.26*	-.14	-.28**	-.04	-.06

\*  $p < .05$ . \*\*\*  $p < .005$ . \*\*\*\*  $p < .001$ .

NOTE: Correlations based on 73 to 81 subjects.

service hours ordered ( $r = .44$ ,  $p < .001$ ) and the number of prior petitions ( $r = .46$ ,  $p < .001$ ). The number of prior petitions was not significantly related to the number of community service hours for the current offense ( $r = .15$ ).

Next, it was clear from the original interscale correlations that there were also significant negative correlations between the Honesty Scale and many of the intermediate outcomes. The subjects were therefore divided into two groups based on their posttest Honesty Scale score. Those who had responded to four or more items in a socially desirable way were placed in one group, "lie", with the remaining in another group, "honest". This variable was then entered into a series of univariate analysis of variance tests as an independent variable, along with treatment condition. All scales were analyzed for differences between youths who responded in a socially desirable way versus those who did not. The only significant main effects were for the Normative Pressure ( $F(1,71) = 9.50$ ,  $p < .005$ ) and Specific Bonding Scales ( $F(1,71) = 13.46$ ,  $p < .001$ ). Youths who gave more socially desirable responses reported that their peers had less delinquent values and that they had greater attachment to conventional values. In addition, on the Self-esteem Scale, there was a significant interaction effect for treatment condition and honesty ( $F(1,71) = 5.31$ ,  $p < .05$ ). Youths in the control group who gave socially desirable responses also reported greater self-esteem than

did youths in the control group who were more honest in their responses. Finally, there was a significant condition, status and honesty interaction for the Delinquent Associations Scale ( $F(1,71) = 4.24, p < .05$ ). For formally processed experimentals, the "dishonest" youths scored higher than the "honest" youths while for informally processed experimentals, the honest youths score higher than the dishonest youths. The results were opposite for controls. There were no significant differences for any of the other variables (see Appendix W).

As with the intervention integrity variables, all analyses were repeated, excluding those who thought that they were required to perform community service because of the draw of the envelope. The only change in findings was that this resulted in a significant time effect for Delinquent Associations, but there was no longer a significant time effect for Normative Values.

#### Summary of Intermediate Outcomes

There were no differences between experimentals and controls in terms of delinquent and conventional bonding, normative values, or self-esteem.

#### Final Outcome

##### Recidivism

Research question #11 asked "Did community service participants have lower recidivism rates than controls?" The experimental group had a 27% recidivism rate versus 12% for



controls. A repeated measures analysis of variance for previous offenses and recidivism, found significant effects for condition, status, time and the status by time interaction (see Table 37). Experimentals had more offenses than did controls. Formals had more offenses than did informals, almost by definition. That there were more previous offenses than there were subsequent offenses probably reflects the fact that the time period covered by previous offenses was much greater than that for subsequent offenses. The status by time interaction reflects the fact that formals had more previous offense than did informals but the difference between the groups on subsequent offenses was smaller. Again, this is most likely due to the short time period by which subsequent offenses were counted.

However, an ANOVA found no significant differences between the experimental groups for the number of subsequent offenses ( $F(1,72) = 3.43, p = .07$ ). Further, a repeated measures ANOVA performed after dichotomizing prior and subsequent offenses as either no offenses or one or more offenses found no significant condition effect or interaction effects involving condition.

The subsequent petitions were based on new offenses as well as violations of probation. If those youths whose petitions included only a violation of probation, with no new offenses, were excluded, the recidivism rate would be 24% for experimentals and 9% for controls.

Table 37

ANOVA of Recidivism

Condition	Status (n)	Test time	
		Previous mean (sd)	Subsequent mean (sd)
Experimental	Formal (19)	1.23 (1.20)	0.58 (0.90)
	Informal (16)	0.18 (0.54)	0.25 (0.58)
	Formal (20)	0.85 (0.93)	0.30 (0.57)
	Informal (18)	0.11 (0.32)	0.00 (0.00)

Analysis of Variance

Source	DF	MS	F	Prob.	w <sup>2</sup>
Condition (C)	1	2.35	4.01	.049	.04
Status (S)	1	13.53	23.11	.000	.24
C X S	1	0.30	0.52	.474	
Subjects	69	0.59			
Time (T)	1	3.73	7.59	.007	.08
C X T	1	0.00	0.01	.923	
S X T	1	3.18	6.48	.013	.11
C X S X T	1	0.21	0.44	.511	
Error	69	0.49			

### Exploratory Analyses

The number of subsequent offenses was examined in relation to the same process variables as were the intermediate variables: the number of community service hours ordered, the number of petitions, the seriousness of the current offense, and the number of days from pretest to posttest, (see Table 38). There was a significant correlation between the number of prior petitions and recidivism ( $r = .22$ ,  $p < .005$ ). There was also a significant correlation between the number of days from pre- to posttest and recidivism ( $r = .31$ ,  $p < .001$ ).

The correlation between the number of prior petitions and recidivism were examined separately for controls and experimentals. For those youths in the control group, there was a significant positive relationship between the number of prior petitions and recidivism ( $r = .39$ ,  $p < .005$ ). For experimentals, however, there was not a significant relationship between the number of prior petitions and recidivism ( $r = .21$ ). A Fischer's  $r$  to  $z$  transformation (Cohen & Cohen, 1975) showed that the difference between the correlations of experimentals and controls was not statistically significant.

### Summary of Final Outcome

The experimental group had a significantly higher recidivism rate than did controls. Recidivism was

Table 38

Correlations Between Process Variables and Subsequent  
Petitions

Process Variables	Subsequent Petitions
	Recidivism
Community Service Hours	.05
Number of Prior Petitions	.22*
Seriousness of Current Offense	.18
Days from Pre- to Posttest	.31**
Days from Current Offense to Pretest	.00

\*  $p < .005$ . \*\*  $p < .001$ .

NOTE: Correlations based on 73 to 81 subjects.

significantly related to the number of prior petitions and the number of days from pretest to posttest.

#### Additional Tests of the Intervention

Two different processes were employed to further explore the extent to which the intervention and intermediate variables were related to recidivism. First, those who received a clear message of accountability were separated from those who did not. This allowed a test of the importance of accountability in producing results. Second, typologies of youths were developed to see if there were different youths for whom community service might be most effective. These typologies were based on the variables of delinquent and conventional bonding.

#### Accountability

Research question #12 asked "Did subjects who had high scores on accountability measures at posttest differ from those with low scores in terms of other outcome measures?" Subjects were therefore divided into groups based on the extent to which the message of accountability was received and these groups were then compared to examine the relative effectiveness of the intervention. This was done in two ways.

First, youths were divided into two groups based on their posttest perception of the purpose of community service (A3). Those youths who saw community service as reparation were in one group and those who saw it as punishment,

deterrence, rehabilitation, or revenge were in the other group. There were no significant effects involving the purpose of community service on any of the outcome variables (Attitude Toward the Victim, Self-esteem, Delinquent Association, Normative Pressure, Normative Values, General Bonding, Specific Bonding, Understanding, Effort, Benefit, and Recidivism) (see Appendix X).

Similar comparisons were performed on just the subjects in the experimental group, where the notion of reparation was thought to be strongest. Youths in the experimental group who thought the purpose of community service was reparation had a significantly lower sense of accountability according to the Accountability Scale, than did youths who thought the purpose of community service was something other than reparation ( $F(1,36) = 5.23, p < .05$ ). There were no significant differences for any other variables (see Appendix Y).

Second, youths were divided into two groups based on their scores on the Accountability Scale. Youths with posttest mean scores less than 5.00 were placed in one group ( $n = 41$ ) while those with scores of 5.00 and up were in the second group ( $n = 38$ ). This divided the subjects into high- and low-intervention integrity groups to test this model. The only significant difference involving accountability was found for the Specific Bonding Scale. Those youths with higher feelings of accountability at posttest, had more

attachment to specific conventional norms ( $F(1,75) = 3.98, p < .05$ ) than did those with low feelings of accountability. When the experimental group was examined separately, there was a significant effect for accountability on the Delinquent Associations Scale ( $F(1,36) = 4.81, p < .05$ ). Youths who felt more accountable also felt less attached to delinquent peers at posttest, than did youths who felt less accountable. There were no significant differences for any other variables (see Appendix Z).

### Typologies

Research question #13 asked: "Can youths be classified into two or more groups based on the extent of conventional and delinquent bonding at pretest? If so, are there differences between these groups/types of subjects on other outcome variables?" Cluster analysis empirically forms groups of similar entities. The first step in cluster analysis is determining which variables should be used to create these typologies. Ideally, theory should drive their selection (Aldenderfer & Blashfield, 1984). However, one should also limit the number of variables used for classification. The more variables that are used, the less any one variable will contribute to the classification. In addition, interpretation of the solution is more difficult with large numbers of input variables. Ideally one should also attempt to avoid the use of highly correlated variables.

And finally, in selecting input variables, one should minimize the amount of missing data (Amdur & Herman, 1988).

This cluster analysis used the Delinquent Association, Normative Pressure, General Bonding and Specific Bonding Scale scores from pretest as input variables. While these scales were correlated, the multi-dimensional causal theory that drove this research identified these as important variables.

The next decision involves the standardization of these input variables. While most studies do standardize the variables, there are some disadvantages of doing so (Aldenderfer & Blashfield, 1984). While standardization equally weights all variables, it is not an equivalent transformation if the distributions of the items differ across subjects. This study was concerned with ensuring the equal weighting of variables and these scales were therefore converted into z-scores prior to the cluster analysis.

The third step in preparing a cluster analysis is selection of a similarity measure which is computed for each pair of subjects. Correlation and distance measures are the most common in the social sciences (Aldenderfer & Blashfield, 1984). Similarity coefficients assess the shape, elevation, and scatter of a distribution. However, correlation is sensitive only to shape. A distance measure which is sensitive to all three dimensions is the Euclidian Distance.



This was selected as the similarity measure for this analysis.

The next step is deciding on the clustering method. Different methods of clustering produce different solutions (Aldenderfer & Blashfield, 1984). Hierarchical agglomerative methods are the most popular. Hierarchical methods work in a tree structure format where the most similar subjects are combined into a cluster. Then the next two most similar clusters are brought together in a higher order cluster. One disadvantage of this procedure is that subjects are not removed from a cluster if they no longer fit. Ward's method is a common hierarchical method which optimizes the minimum variance within each cluster. For each cluster, the squared Euclidian distance to the cluster means is summed. The combination of two clusters that results in the smallest increase in the overall sum of squared-within cluster distances is selected as the next higher-order cluster (Norusis, 1985).

A second common method of clustering is iterative partitioning. This process begins by partitioning subjects into clusters by some method (selection of clusters is left to the researcher), and the centroids of these clusters are calculated. Then each data point is moved to the nearest cluster and the centroids are recalculated. These last two steps are repeated until there is no movement of subjects from one cluster to another. Often, the initial seeds can be

determined from a hierarchical analysis (Aldenderfer & Blashfield, 1984). The number of clusters must be specified in these procedures. For this study, Ward's method was used to generate initial seed points, and the iterative partitioning procedures were used until clusters stabilized.

The next decision concerns the number of clusters to create. This may be determined by theory or by examining the resulting clusters. Due to the sample size, two, three, and four cluster solutions were considered; anything greater would have resulted in small sample sizes within the clusters. After completing the hierarchical analysis with the CLUSTER program of SPSSx (SPSS Inc., 1986), the means of the clusters for the two, three, and four cluster solutions were entered into an iterative partitioning method using the QUICK CLUSTER program of SPSSx (SPSS Inc., 1986). Each of the clusters stabilized after five iterations, and the resulting clusters were examined.

The two cluster solution generated more conceptually consistent results than did the three and four cluster solutions and was therefore retained. This solution generated one cluster whose members had consistently low scores while the members of the other cluster had consistently high scores. The mean scale scores for the clustering variables, as well as related variables, are presented in Table 39.

Table 39

Description of Clusters

Variables	High Score Cluster (n=30)	Low Score Cluster (n=64)	Group Differences
<b>Clustering Variables</b>			
Delinquent Association	3.18	3.01	
Normative Pressure	2.65	1.81	
General Bonding	3.22	2.74	
Specific Bonding	4.19	3.47	
<b>Descriptive Variables</b>			
Number of Community Service Hours Ordered	34.04	38.07	.57 (1,83)
Number of Prior Petitions	.65	.62	.02 (1,77)
Days Offense to Pretest	91.22	102.22	.45 (1,71)
Current Offense Seriousness	2.26	2.17	.09 (1.84)
Attitudes Toward Community Service - posttest	5.53	4.91	4.00(1.66)*
Self-esteem - posttest	.77	.69	1.69 (1,77)
Accountability - posttest	4.91	4.91	.00 (1,77)
Attitude Toward the Victim - posttest	4.89	4.47	2.25 (1,74)
Recidivism	.35	.26	.30 (1,71)
Percentage Experimental	52	48	.02 (1)
Percentage Formal	40	50	.13 (1)
Percentage Male	63	70	.19 (1)
Percentage White	60	59	.11 (3)
Percentage without in-process petitions	81	81	2.71 (3)

There are a number of ways to test the results of the cluster solution. One method used to test the solution was to examine the structure of the clusters directly. Two matters were considered in this process. First, the number of subjects who were assigned to the wrong cluster was determined. When the distance to one's own cluster center was less than that to another cluster center, the subject was said to be in the wrong cluster. The second factor was labelled as the "ozone" (Amdur & Herman, 1988) which is the space that is further away from the cluster center than that center is to the next closest cluster center. This variable identifies outliers. For the 30 subjects that were classified into the high score cluster, three were identified as being in the ozone and none were in the wrong cluster. For the low scoring cluster, eight subjects were in the ozone, two were wrong, and two were both wrong and in the ozone. This error was considered small enough to validate the two cluster solution.

Another common method is to perform significance tests on external variables (Aldenderfer & Blashfield, 1984). However, because few significant findings were noted in the earlier analyses, this was not expected to yield much support for this solution. Nevertheless, univariate analysis of variance and Chi-squares were used to test the solution. There were no significant differences between cluster membership and the number of subsequent petitions, the number

of community service hours ordered, the number of prior petitions, or the seriousness of the current offense. The posttest scale scores were then examined for the two clusters. Cluster membership was significantly related to the Attitude Toward Community Service Scale ( $F(1, 66) = 4.00$ ,  $p < .05$ ). Cluster membership was not related to recidivism, probably because the low base rate. Of those in the high scoring cluster, 19% had a subsequent offense. This is comparable to the 21% with subsequent offenses in the low scoring cluster (see Table 40).

Finally, the distributions of the two clusters were examined. The four scale scores which were used to create the clusters were added and entered in a cross table with cluster type. In order to have "real" clusters, there must be holes in this distribution which illustrate clear groups. Instead, however, this distribution was continuous, with no clear gaps, and the clusters merely separate the subjects into two groups.

#### Path Analysis

Using a micro-computer statistical package created by Hunter and Hamilton (1986), a series of least squares path analyses were performed. These analyses used, as their basis, correlations which had been corrected for attenuation with internal consistency coefficients. First, all subjects were entered into a model which included those components of the multi-dimensional model developed by Elliott and

Table 40

Cluster Type and Subsequent Petitions Crosstabulation

Subsequant Petitions	High Score Cluster Percent	Low Score Cluster Percent
None	81	79
One or more	19	21

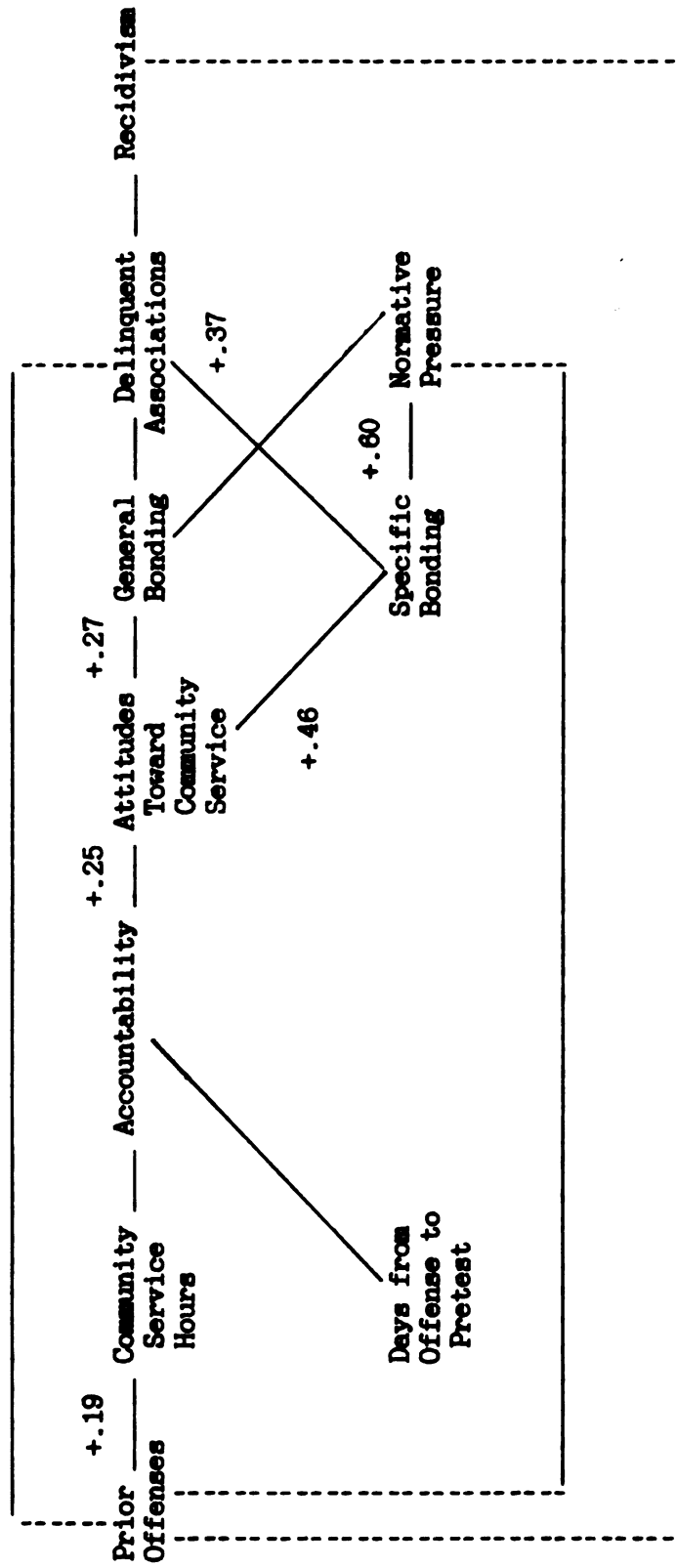
Phi coefficient = .02

associates (Elliott et al., 1985) that were assessed in this study, as well as the additional process variables of hours of community service, time from offense to pretest, feeling of accountability, and attitudes toward community service. This model, using all subjects at pretest is presented in Figure 8. For the most part, these results are as expected. However, the non-significant relationships between General Bonding and both Normative Pressure and Delinquent Associations were unexpected.

Next, this same model was tested using only the posttest scores of the experimental youths. This was done to examine the extent to which the intervention may have changed these relationships. Figure 9 shows a number of differences between these results and those using all subjects at pretest. It was not expected that the relationship between prior offenses and Delinquent Associations would increase substantially, or that relationship between Specific Bonding and Normative Pressure would not be significant.

#### Summary of Additional Tests of the Intervention

Those who had a sense of accountability at posttest were compared to those who did not. There were no differences when participants were divided on the basis of the purpose of community service. When using the scores of the Accountability Scale, youths with higher accountability also had more attachment to conventional norms than did those with low accountability.

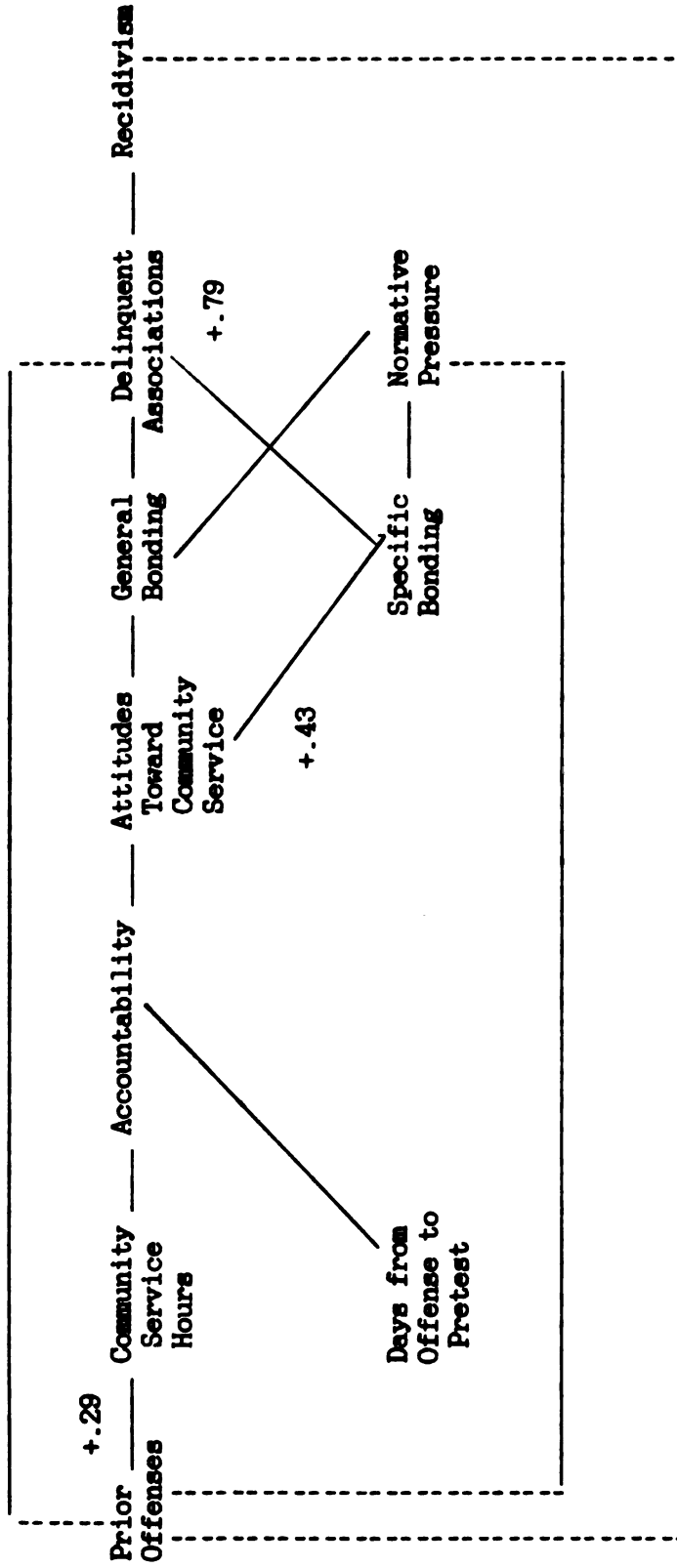


NOTE: Path analysis based on 61 subjects. All paths that were tested are shown, only significant path coefficients are printed.

Figure 8: Path analysis of all subjects at pretest



-.64



NOTE: Path analysis based on 32 subjects. All paths that were tested are shown, only significant path coefficients are printed.

Figure 9: Path analysis of experimental subjects at posttest

Further, a cluster analysis grouped participants into a high scoring and a low scoring group, based on delinquent and conventional bonding scores at pretest. There were no differences between these clusters on posttest scores except on the Attitude Toward Community Service Scale.

Path analyses showed relationships somewhat similar to what would be predicted, with some notable exceptions.

#### Summary of Outcome

There were no differences between experimentals and controls in terms of delinquent and conventional bonding, normative values, or self-esteem. Further, the level of accountability at posttest was not related to outcome. Finally, the level of conventional and delinquent bonding at pretest was not related to outcome.

## DISCUSSION

Several research questions were proposed by this research. The questions fell into three main areas: implementation of both the research, per se, and the community service intervention; the relative impact of community service on outcomes of delinquent bonding, conventional bonding, self-esteem, and recidivism; and the relationship between community service and a theory of delinquency causation, as well as the philosophy of accountability. In the first section a summary and interpretation of the findings is provided. Then, possible explanations for these findings are discussed. Finally, recommendations for future community service programming and research are also be discussed.

First, however, two methodological problems must be discussed. Prior studies suggested that a sample size of 82 was adequate for 70% power. This is, however, most likely an underestimate given the nature of the prior research findings on which this estimate was based. As a result, the current sample may well be too small to detect any real changes or differences between the groups.

Further, the intermediate variables relied on self-report. Seven of the nine intermediate outcome variables were significantly negatively correlated with the Honesty Scale. This means that youths who responded in socially desirable ways on the Honesty Scale also responded in

socially desirable ways on the other scales. While social desirability may be considered by some to reflect a response set bias, it could also reflect general positive presentation of self.

### Summary and Interpretation of Findings

#### Implementation

Successful implementation of the research design and intervention is one of the most crucial issues in evaluation. Research is often not fully implemented as designed and it is therefore necessary to systematically assess implementation variables. Tornatsky and Johnson (1982) have suggested that measurement of the degree of implementation is as important as the measurement of its effects. Therefore, both the research design and the community service intervention were examined.

Implementation of the research. In this study, the number of community service hours ordered, the number of court ordered requirements, the type of court ordered requirements, the number of missed pretest and posttest appointments, and the number of days from pretest to posttest were used to describe the implementation of the research as well as to document the equivalence of the experimental and control groups. Random assignment was maintained for all subjects and these comparisons documented that there were no significant differences between youths in the groups based on these or demographic variables.

Implementation of community service. This study assessed the extent to which the experimental intervention of community service was implemented. One complaint of research in restitution has been inadequate program descriptions (Gendreau & Ross, 1987). In addition, to determine if community service is a viable sentencing alternative, one must know what that alternative consists of, in detail. Sechrest and Yeaton (1981) have emphasized the importance of examining both the strength and integrity of treatment. Strength is defined as the planned intensity of the treatment and integrity as the degree to which the intervention was implemented. Overall, the results of the implementation assessment suggest that the community service intervention was implemented as designed. The observations of intake and placement interviews demonstrated that all youths receiving community service had similar experiences during these interviews. Further, those items which were to be covered during these meetings were covered.

While there was a broad range of community service hours ordered and completed, the number of hours reflected the seriousness of the offense, which was consistent with the use of the matrix to determine these hours. The average number of community service hours ordered was 35 hours. The research was designed to accommodate variation in the number of community service hours so that the punishment would be

proportional to the offense (Rubin, 1985-1986, Schneider, 1985).

The amount of time that elapsed between the offense and the pretest was just over 100 days. This is a fairly long time, and possibly enough time for youths to lose sight of the connection between the offense and the penalty. While speedier processing by the legal and judicial systems may be difficult, a long lag time may serve to undermine one of the fundamental principals of this sanction: that of an evident relationship between crime and penalty.

The number of days that it took to place youths in a work site also varied from 0 to 183 days. This is most likely due to the fact that youths with violent histories were assigned to the work crew programs which operated in spring and summer months. Therefore, if a youth was initially interviewed in the fall, there may have been a six month wait for the next work program. Alternatively, some youths consistently did not show up at their placement appointments, thereby delaying the start of their community service work.

The majority of youths (91%) successfully completed their community service responsibilities. This completion rate is consistent with that of other studies of restitution (Cooper & West, 1981a, 1981b; "Expansion", 1981; Keldgord, 1978; Macri, 1978; Nelson, 1978; Schneider, 1983).

The intensity of the community service intervention was assessed in four ways. Both the number of days at the work site and the number of days elapsing between the first and the last day of work were calculated. Youths worked an average of six days during the course of just over one month. The number of community service hours ordered was then divided by these two numbers so as to create the number of hours worked per day at the work site and the number of hours worked per day available for work. The average number of hours worked per day at the work site was just under 5 1/2 and the average number of hours worked per day available to work was just over 3 1/2 hours. Had this interval been based on the date of referral and the last day of work, the level of intensity would have been even less.

Collectively, these measures do not describe a very intense intervention. Youths were not ordered to complete very many hours, they were not at the work site for very many days, and they did not take very long to complete their required community service hours. One could therefore question whether this was sufficiently intense to produce the desired results.

One of the goals of this community service program was to produce a sense of accountability in its participants. Earlier studies have shown that restitution programs based on this philosophy are successful (Gilbeau et al., 1980; Hofford, 1983; Remington, 1979). The extent to which this

message got across to youths was assessed with a number of measures. First, youths were asked what they thought was the main purpose of different criminal sentences. Two-thirds of the subjects in the experimental group recognized, at posttest, that the purpose of community service was reparation. This was consistent with previous research (Thorvaldson, 1978, 1980a; Van Voorhis, 1985). While 20% more experimental at posttest than at pretest stated that the purpose of community service was to repair the damage a person did, this change was not statistically significant. There were significantly more positive attitudes at posttest than at pretest toward the community service aspects of the sentence for experimentals than for controls (Community Service Scale). However, there were no differences between experimentals and controls on their sense of accountability or their attitudes toward their victim. Heide (1983) suggested that a successful restitution program requires both an appreciation of the payback notion and an awareness of victim needs. Neither of these messages were strongly achieved, limiting the potential of the program.

It has been suggested that completion of community service must be an effort or sacrifice of time; the assignment should be clear, measurable, and achievable; and it should produce some rewards (Keve, 1978). Each of these variables was assessed at posttest for those youths in the experimental group. The Effort Scale assessed the extent to



which the youths felt that completion of community service was easy or was inconvenient and required a sacrifice of time on their part. The average score was 2.15 on a 4 point scale suggesting that youths did not perceive community service to be much of an effort. This is consistent with the fact that the number of community service hours ordered and the intensity measures were low.

The Understanding Scale assessed the extent to which youths understood the requirements of community service and thought they could complete it, or clear and achievable as described above. The average score was 3.82 on a 4 point scale suggesting that the community service was in fact clear and achievable.

The Benefit Scale assessed the extent to which youths felt that they had learned a new skill or changed as a result of community service. The average score was 2.26 on a 4 point scale. Half of the youths had responded that they had benefitted somewhat or a great deal as a result of the community service. It should also be noted that half of the youths felt little or no benefits.

Based on the Keve's (1978) suggested components of a promising community service program, this intervention successfully met one (measurable and achievable), failed to meet one (a sacrifice of time, an effort), and had mixed results on the third (produce a benefit). Overall, therefore, this program may not be expected to have strong

positive impacts because of the low intensity and little effort that youths reported.

#### Outcome

Both intermediate and ultimate outcome variables were examined. Intermediate variables were those related to self-esteem, and delinquent and conventional bonding suggested by a multi-causal delinquency theory (Elliott et al., 1985). The ultimate outcome was recidivism.

This study found no differences between experimentals and controls on the extent to which youths associated with delinquents (Delinquent Associations Scale), their own values related to delinquent associations (Normative Pressure Scale), conventional bonding (General Bonding and Specific Bonding Scales), or self-esteem. While early studies showed that good self-esteem could insulate against delinquency (Dinitz et al., 1962; Reckless et al., 1956; Scarpitti et al., 1960), this study found no significant differences for self-esteem.

The overall recidivism rates suggested that approximately one-quarter of the experimentals and 10% of controls had new petitions filed between pretest and posttest. The difference in these rates for experimentals and controls was statistically significant, but the number of offenses was small, consistent with prior research (Klein, 19 ; Schneider et al., 1982). This is not inconsistent with the causal model which guided selection of

the intermediate variables. This model suggested that because the intervention was not associated with an impact on delinquent or conventional bonding, the recidivism rates of experimentals should be no better than controls. In fact, this study showed that they were worse.

#### Relationship to Restitution and Delinquency Theory

The community service program which served as the experimental intervention in this study was based on a principle of accountability which suggests that community service will teach youths to feel accountable and that this accountability will affect subsequent delinquent behavior (Armstrong, 1983; Gilbeau et al., 1980; Hofford, 1983; Schneider, 1985). The examination of the extent to which the message of accountability was perceived by the youths showed no significant differences between youths who completed community service and those who were in the control group. Further analyses were then designed to examine differences between those who felt accountable and those who did not. It was found that for youths in the experimental group who believed the purpose of community service was reparation had significantly lower feelings of accountability. This is directly in contrast to the expectations of many authors (Armstrong, 1983; Schneider, 1985). However, in support of these authors, youths who felt a sense of accountability at posttest, also felt attachment to conventional norms. Experimentals who felt a

sense of accountability at posttest were also significantly less attached to delinquent peers. While these results offer partial support for this theory, the inconsistency of findings is not encouraging.

A second test was designed to see if typologies of youths could be formed that were related to future delinquency. While there was clearly a group of youths in this study who felt strong attachment to conventional norms and little attachment to delinquent others, and another group who had strong associations with delinquent peers and weak attachments to conventional values, consistent with Elliott and associates (Elliott et al., 1985), this classification was unrelated to almost every other variable. Further, this classification does not represent two distinct typologies, but rather divides a group of subjects into high and low performers.

A final test was designed to test a model of delinquency causation based on theory (Elliott et al., 1985) with the addition of certain process variables. The results were mixed.

The model showed that the background and process variables were intervening as expected for all subjects at pretest. There was a positive relationship between prior offenses and hours of community service, a negative relationship between both hours of community service and time from offense to pretest and Accountability, a positive

relationship between Accountability and Attitude Toward Community Service and Attitude Toward Community Service and both General Bonding and Specific Bonding.

The posttest results for experimental subjects on this model showed that the relationship between number of community service hours and Accountability was positive. This suggests that the community service increased the sense of Accountability such that there was no longer a negative relationship between these variables, but a positive one. Further, the relationship between prior offenses and recidivism, thought to be one of the most enduring, was small and negative for this group, while it was larger and positive without intervention at pretest. Again, this suggests that participation in community service may disrupt some of these relationships.

However, it must be noted that other relationships changed in unexpected and undesirable directions. The path analysis results show that community service may not be a solution to recidivism.

#### Where Did the Study Go Wrong?

Rossi, Freeman, and Wright (1982) described three kinds of implementation failure: no treatment, or not enough treatment was delivered; the wrong treatment was delivered; or the treatment was unstandardized. The examination of the process data clearly demonstrated that treatment was received. However, it was also shown that relatively few

community service hours were completed over a short period of time, with little intrusion into the lives of the participants. It could easily be argued that not enough treatment was delivered to demonstrate an effect.

The next question concerns whether the wrong treatment was delivered. It was clear from the process review that the treatment was delivered as designed, so in that sense, it was not the "wrong" treatment. The next issue, then, is whether or not this was an appropriate treatment. There is considerable literature that suggests that community service is at least as effective at reducing subsequent criminal behavior as are other sanctions (Schneider et al., 1982). The recidivism rates found in this study are consistent with others (Cannon & Stanford, 1981; Lajeunesse, 1979; Schneider et al., 1982; Schneider, 1983). Further, the intervention directly addresses components found in a delinquency causal model that has high explanatory power. Theory suggests that the intervention should work. However, the path analysis results produced mixed results about the extent to which the intervention worked in practice in this setting.

It is most likely that the amount of community service completed was not enough to have an impact in the expected way. Further, the amount of time that it took to introduce youths to the idea of community service may also contribute to this failure. Since the intervention did not show increased feelings of accountability, it is not surprising

that experimental youths performed no better than controls in terms of conventional or delinquent bonding, or recidivism. Methodologically, statistical power was low and, for intermediate variables which relied on self-report, social desirability may have interfered. The possibility, however, does remain that it simply was the wrong intervention.

Further, it is true that the amount of community service varied across participants. The intervention was designed this way so that punishment would be proportion to the offense (Rubin, 1985-1986; Schneider, 1985). It is unrealistic to expect that a specified amount of community service would be ordered regardless of the offense (it would be equivalent to sentencing all adults to 5 years in prison regardless of whether they shoplifted a loaf of bread or raped and murdered 20 women). Because the literature suggests that it is best to set the amount of community service individually, it is unlikely that this accounted for the lack of positive findings.

Finally, there has not been sufficient controlled research on community service to suggest what the ideal intensity should be for programs to be effective. Earlier studies which have also evaluated programs with few hours of community service, such as Wax (1977) with 20 hours and Koch (1985) and Davidson and Johnson (in press) with 32 to 48 hours over 3 months, have also failed to show significant

effects on recidivism or intermediate outcome variables. This patterns of findings therefore suggests that these low orders are not sufficient.

### Summary

This study showed that there was complete implementation of the research design and the community service intervention. The random assignment was completely maintained and the experimental group did in fact perform community service while the control group did not. Further, the intake and placement interviews included the components designed to emphasize the accountability philosophy of the program, and most youths completed the required amount of community service. However, despite complete implementation of the intervention, the data suggest that the intervention may not have been sufficiently intense to produce the hypothesized effects.

There was consistent lack of support for the idea that this community service program would increase the participants' sense of accountability or appreciation of the victim. Further, there was little impact observed on conventional and delinquent bonding and recidivism, consistent with some recent community service research (Davidson & Johnson, in press; Koch, 1985). The most two plausible explanation for these findings are that of implementation failure and theory failure. While it is possible the wrong intervention was selected (however, this



intervention was selected because of its relationship to theory), it is also likely that the amount of community service performed was not adequate enough to produce the desired effects.

The literature suggests that community service should be an effort for the youths. Participants' responses suggested that community service was not an effort, and examination of the intensity of the intervention would also lead one to conclude that it was not. It is also possible the time lag from pre to posttest was not sufficient to show differences in either intermediate or ultimate outcome variables.

#### Conclusions and Recommendations

This study has reported the results of an experimental test of the effectiveness of community service. On the basis of these findings, a number of conclusions can be drawn about the adequacy of the intervention and recommendations for future programming and research can be offered.

It was proposed that, given successful implementation, recidivism would be reduced for participants in community service, through increased conventional bonding and decreased delinquent bonding. While the program was successfully implemented, there were no findings to support the impact on either recidivism or the intermediate variables. However, the low recidivism rates overall are

consistent with other studies (Heinz et al., 1976; Hudson & Chesney, 1978; Koch, 1985; Schneider, 1986; Schneider et al., 1982; Wax, 1977).

An examination of threats to internal and external validity, as well as implementation failure, suggest that this research failed to show the expected results for a number of possible reasons. First, the intervention described was rather weak. While the community service was implemented as designed, the intervention was not very intense. The number of community service hours and the amount of time it took to complete these hours suggest an intervention which the youths did not see as an effort or sacrifice. While others (Rubin, 1985-1986; Schneider, 1982) suggest that the amount of community service should be proportional to the amount of damage, perhaps a more successful alternative would be to make the intensity of the community service proportional. Instead of specifying the number of hours of community service to be performed, orders could, for example, specify the number of community service hours to be completed weekly and the number of weeks to be worked. This can still be influenced by outside factors such as jobs, extra-curricular commitments, family commitments, and the like. Nevertheless, such a procedure could make the community experience more intensive, while keeping the intensity dependent on the amount of damage as well as extraneous variables.

Second, the posttest and recidivism assessment was performed shortly after completion of the intervention. It is possible that some of the interpersonal changes that community service is thought to create don't become immediately obvious. A longer follow-up period, therefore, may have revealed some delayed outcomes.

Third, social desirability influenced the scores of the intermediate variables, making outcome conclusions impossible. Fourth, the sample size may have been too small to show real differences. Finally, community service may not be an appropriate way of reducing recidivism of youthful offenders.

Keve (1978) has argued that the economic and political benefits of community service are adequate justification for continuation of this sanctioning option. Judges, line-workers, victims, and community members have consistently shown support for community service (Chesney, 1976; Hudson et al., 1980; Novack et al., 1980). These factors alone may be justification for continuing investigations into this alternative. Given the findings of this study, further research is necessary to evaluate more intensive models of community service. New studies should also have larger sample sizes, more refined measurement tools, and longer follow-up periods.

## APPENDICES

## APPENDIX A

Distribution of Subjects by Variable

Source Variable	Pretest		Posttest	
	Exp.	Control	Exp.	Control
Interview				
Demographics	47	47	na	na
Purpose of Community Service	47	47	38	41
Attitude Toward Community Service	41	41	33	35
Attitude Toward Victim	46	45	37	39
Accountability	47	47	38	41
Self-Esteem	47	47	38	41
Delinquent Association	47	47	38	41
Normative Pressure	47	47	38	41
Normative Values	46	46	37	40
General Bonding	47	47	38	41
Specific Bonding	47	47	38	41
Honesty	47	47	38	41
Understanding	na	na	38	na
Effort	na	na	38	na
Benefit	na	na	38	na
Court Records - Successful completion and posttested				
Recidivism	na	na	35	38
Current Offense	na	na	35	38
Total Sanctions	na	na	38	41
Community Service Records - Successful completion and posttested				
Community Service Hours	na	na	38	41
Pretests Missed	44	45	na	na
Posttests Missed	na	na	38	41
Days in study	na	na	38	41
Days to placement	na	na	37	na
Days working	na	na	27	na
Days from first to last day of work	na	na	33	na

## APPENDIX B

Date of Referral \_\_\_\_\_ Caseworker \_\_\_\_\_

COMMUNITY SERVICE REFERRAL

☐ Individual Placement  
(non-assaultive offenders)

☐ Staff Supervised Work Program Referral  
(CSC, Arson, Violent Offenders)

Minor's Name \_\_\_\_\_ DOB \_\_\_\_\_ Phone \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Address \_\_\_\_\_

School \_\_\_\_\_ Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Not enrolled  
\_\_\_\_\_ Extra-curricular Activities \_\_\_\_\_

Presently employed \_\_\_\_\_ No \_\_\_\_\_ Yes - Hours worked \_\_\_\_\_

## Program Recommendations:

Total number of volunteer hours recommended/ordered \_\_\_\_\_

Date volunteer work is to be completed \_\_\_\_\_

Names of any co-offenders also referred to Community Service Program \_\_\_\_\_

---

- Intake Only -

Participation in this program is: \_\_\_\_\_ An Intake Diversionary measure

Offense Information: Date of Offense \_\_\_\_\_ Number of victims \_\_\_\_\_

Type of Offense \_\_\_\_\_

Previous Police or Court History, if known \_\_\_\_\_

## Victim Information:

Type of Victim: \_\_\_\_\_ person \_\_\_\_\_ household \_\_\_\_\_ school or public property

\_\_\_\_\_ store or business

Victim loss \_\_\_\_\_ Actual documented loss \$ \_\_\_\_\_

Total amount recovered (if any) \$ \_\_\_\_\_

Amount paid back by way of restitution to this date (if any) \$ \_\_\_\_\_

---

Other: (placement consideration, specific concerns, potential problems) \_\_\_\_\_

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\* Please attach copy of first sheet of Report of Investigation for all formal cases of legal status.

## APPENDIX C

Matrix of  
Community Service Hours

	Class A (15-40)	Class B (40-70)	Class C (70-130)
Maximum	40	70	130
Full-time school	-5	-5	-10
Job	-5	-5	-10
Extra-curricular school	-5	-5	-10
Extra-curricular court	-5	-5	-10
No priors	-5	-10	-20
Minimum	15	40	70

**CLASS A**

**Assault**  
**Assault and Battery**  
**Conspiracy to Commit Offense**  
**Curfew Violation**  
**Disorderly Conduct**  
**Disturbing the Peace**  
**Fraud (Attempted)**  
**Illegal Possession of Credit Card**  
**Improper Registration of Motor Vehicle**  
**Indecent Exposure**  
**Larceny under \$100**  
**Littering**  
**Malicious Destruction of Property under \$100**  
**Minor in Possession (Alcohol)**  
**No Operator's License**  
**No Proof of Insurance**  
**Police Officer, Failure to Obey**  
**Police Officer, Obstructing by Disguise**  
**Possession of Burglar Tools**  
**Possession of Imitation Controlled Substance**  
**Prostitution**  
**Prowling**  
**Receiving and Concealing Stolen Property under \$100**  
**Trespassing**  
**Possession of Brass Knuckles**  
**Driving, Suspended License**



**CLASS B**

Ambulance Call, False  
 Assault, Aggravated  
 Assault with Intent to Rob (Unarmed)  
 Breaking and Entering Coin Machine  
 Delivery of a Controlled Substance  
 Dog Fight, Causing A  
 Dog, Keeping For the Purpose of Fighting  
 Embezzlement  
 Entry Without Breaking  
 Failure to Report Property Damage Accident  
 Fire Alarm, False  
 Forgery, Uttering, and Publishing  
 Fraud  
 Larceny Over \$100  
 Larceny from Motor Vehicle  
 Malicious Destruction of Property (Attempted)  
 Operating Motor Vehicle Under Influence (Alcohol)  
 Police Officer, Fleeing and Eluding  
 Police Officer, Resisting and Obstructing  
 Police Report, False  
 Possession of Controlled Substance  
 Possession of Open Alcohol in Motor Vehicle  
 Possession of Switchblade Knife  
 Receiving and Concealing Stolen Property Over \$100  
 Robbery, Unarmed  
 Safebreaking  
 Unlawful Use of Motor Vehicle  
 Possession of a Controlled Substance, Intent to Deliver  
 Carrying a Dangerous Weapon

**CLASS B OR C**

Arson (Attempted)  
 Violation of Court Order/Probation

## CLASS C

## Arson

Assault with a Deadly Weapon

Assault with Intent to do Great Bodily Harm, Less than Murder

Assault with Intent to Murder

Assault with Intent to Rob (Armed)

Breaking and Entering

Breaking and Entering (Attempted)

Carrying a Concealed Weapon

Criminal Sexual Conduct

Extortion

Firearm, Careless Discharge

Firearm, Illegal Discharge

Negligent Homicide

Possession of Firearm During Commission of Felony

Robbery, Armed

Robbery, Armed (Attempted)

Unlawful Driving Away Auto

Unlawful Driving Away Auto (Attempted)

Assault with Intent to Commit Criminal Sexual Conduct

Driving, Felonious

Bomb Threat



APPENDIX D

Appointment Letter

DONALD S. OWENS  
R. GEORGE ECONOMY  
JUDGES

DOUGLAS W. SLADE  
COUNTY ADMINISTRATOR  
PROBATE REGISTER



State of Michigan

INGHAM COUNTY PROBATE AND JUVENILE COURT

300 INGHAM COUNTY BUILDING  
303 W. KALAMAZOO STREET  
LANSING, MICHIGAN 48933  
TELEPHONE: (517) 485-1731

COUNTY COURTHOUSE  
MASON, MICHIGAN 48854  
TELEPHONE: (517) 676-0288

Dear

Participation in the Ingham County Probate Court's Community Service Program by \_\_\_\_\_ was recommended or ordered at his/her court hearing.

As the Community Service Program Advisor, I have set an appointment for this minor and at least one parent for \_\_\_\_\_ at \_\_\_\_\_. The purpose of this appointment will be to discuss your involvement in the Community Service Program.

By the time of this scheduled appointment, the minor is expected to have his/her request for a work permit, which can be obtained from the home school or from the Lansing School District Administration Building, Room 305, 519 W. Kalamazoo, Lansing. Either a birth certificate or a driver's license is necessary in order to pick up the request for work permit.

If you have any questions or are unable to attend this appointment, please contact the Community Service Program Office.

Our meeting will take place at:

Ingham County Probate Court  
300 Ingham County Building  
303 W. Kalamazoo Street  
Lansing, Michigan 48933  
Juvenile Probation Office on Third Floor

Sincerely,

Gail Moore  
Community Service Program Advisor  
485-1751, ext. 555

## APPENDIX E

1

## Participation Agreement

This court has agreed to participate in a study designed to find better ways of dealing with young people who are sent to juvenile court for certain offenses. This project is designed to find out what options are best for what kinds of people. Those who agree to participate in the project will be helping court officials to make decisions about serving other young people in the future.

This project is going to look at two different ways of helping youths stay out of trouble. One-half of the youths who participate will be required to complete the order/recommendation handed down by the judge or the referee, which includes completion of a specified number of community service hours. The other half of the youths will be required to complete only those parts of the original order/recommendation which do not include community service. In other words, a youth ordered/recommended to six months probation and 30 hours of community service would complete only the six months probation if he or she were in this second group.

The details of the community service requirements will be worked out with the Community Service Advisor who will work with the young people to determine appropriate placements and negotiate an agreeable work schedule.

If you agree to participate, you will be put into one of these two groups by lottery. You have an equal chance of getting into each group. You do not have to participate in the project. If you do not agree to participate, you will be required to complete the original order/recommendation from the judge or referee. There will be no additional penalty for refusing participation.

If you do want to participate in the project, you will be asked to sign this form stating that you agree to the following:

1. We voluntarily agree to participate in this study. We are free to withdraw at any time. If we withdraw from the study, there will be no penalty in addition to that already prescribed by the court.
2. We agree to be assigned by lottery to one of two groups:
  - a. Group 1 will receive the original order
  - b. Group 2 will receive the original order minus the community service requirement.
3. We understand that youths who receive community service would have received community service anyway if this study was not being conducted.
4. We understand that if a new offense is committed during the study, or the orders/recommendations are not fulfilled, the youth will be treated by the police and the court officials in the usual manner. Participation will in no way affect any current or future court actions.

5. We understand that the young people in both groups will be interviewed twice: once right now and once again a short time later. These interviews should last 45 minutes to one hour. Honest and accurate answers are needed.
6. We understand that the following kinds of information will be gathered during the interview:
  - a. Background information such as family history, age, gender, and so on.
  - b. Attitudes the youth holds towards different options the court has available, their victim, themselves, their friends, and social rules and expectations.
7. We give our permission for the research staff to examine the court records of the youth for the past year and the next two years.
8. We understand that all of the information from the interviews and court records will be handled confidentially by the research staff. Information will only be released in group form and anonymously (without names).
9. We understand that the youth will receive food coupons at completion of the second interview. The interviews are considered to be part of the study and compensation is offered for the time spent in completing them.
10. We understand that there may be no direct benefits as a result of participation. However, others may benefit in the long run because of the information which is gathered.
11. At my request, a summary of the results will be given to me when available.
12. We have been given a chance to talk about the research study and ask questions. If I have additional questions, I may contact Carolyn Feis, Department of Psychology, Michigan State University (517) 353-5015. We agree to participate in the study described above with the understanding that we are free to withdraw at any time without penalty.

Youth	_____	_____
	print	signature
Parent	_____	_____
	print	signature
Staff	_____	_____
	print	signature

Date \_\_\_\_\_

APPENDIX F

UCRIHS Approval

MICHIGAN STATE UNIVERSITY

UNIVERSITY COMMITTEE ON RESEARCH INVOLVING  
HUMAN SUBJECTS (UCRIHS)  
210 ADMINISTRATION BUILDING  
(517) 355-2106

EAST LANSING • MICHIGAN • 48824-1046

May 12, 1988

Carolyn L. Feis  
Dept. of Psychology  
Psychology Research Building

Dear Ms. Feis:

Subject: "EXPERIMENTAL EVALUATION OF A COMMUNITY  
PROGRAM #88-123"

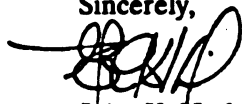
UCRIHS' review of the above referenced project has now been completed. I am pleased to advise that since the reviewer's comment has been satisfactorily addressed, the conditional approval given by the Committee at its May 2, 1988 meeting has been now changed to full approval.

You are reminded that UCRIHS approval is valid for one calendar year. If you plan to continue this project beyond one year, please make provisions for obtaining appropriate UCRIHS approval prior to May 2, 1989.

Any changes in procedures involving human subjects must be reviewed by the UCRIHS prior to initiation of the change. UCRIHS must also be notified promptly of any problems (unexpected side effects, complaints, etc.) involving human subjects during the course of the work.

Thank you for bringing this project to our attention. If we can be of any future help, please do not hesitate to let us know.

Sincerely,



John K. Hudzik, Ph.D.  
Chair, UCRIHS

JKH/sr

cc: W. Davidson

## APPENDIX G

COMMUNITY SERVICE PROGRAM APPLICATION

Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_  
 Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
 \_\_\_\_\_  
 School: \_\_\_\_\_ School Hours: \_\_\_\_\_

What type of volunteer work are you interested in doing? (make at least three choices and circle your choices.)

- A. Clerical: shorthand, typing, adding, answering phones, filling out forms, calling people, filing, other \_\_\_\_\_
- B. Indoor Maintenance: painting; washing windows, walls or floors; sweeping; dusting; emptying wastebaskets; repairing other \_\_\_\_\_
- C. Outdoor Maintenance: lawn care, trash/litter pick-up, painting, snow removal, animal care, gardening, other \_\_\_\_\_
- D. Human Services: child care, nursing home or senior citizen activities, handicapped activities, companionship, reading to others, other \_\_\_\_\_
- E. Recreation: arts & crafts, sports programs, other \_\_\_\_\_
- F. Other: \_\_\_\_\_

Do you have any special interests, skills or hobbies? \_\_\_\_\_

I agree to participate in this program to the best of my ability. I understand that if I am dismissed from this program due to poor performance, I may have to appear in Court for a preliminary hearing or a violation of my probation orders.

\_\_\_\_\_  
 Volunteer

\_\_\_\_\_  
 Date

I, as parent or guardian, understand the philosophy and goals of the Community Service Program and agree that my child be a participant. I will assist my child, to the best of my abilities, to see that these commitments are carried out, including arranging for transportation. I authorize the Community Service Advisor to release information concerning my child's offense to the agency being considered for my child's volunteer placement.

\_\_\_\_\_  
 Parent's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Community Service Advisor

\_\_\_\_\_  
 Date



## APPENDIX H

## Cooperating Agencies

Arthritis Foundation	Ingham County Parks Department
Boys & Girls Club - North	Lansing Area Safety Council
Boys & Girls Club - South	Lansing Civic Players Guild
Burcham Hills Retirement Center	Leslie Ambulance Service
Capitol Alternative Education	Leslie High School
Central Y.M.C.A.	Mary Avenue Care Center
Cristo Rey Church	Meridian Twn Fire Station #1
Cristo Rey Community Center	Michigan School for the Blind
Eaton County Parks Department	Oak Park Village Y.M.C.A.
East Lansing High School	Okemos High School
East Lansing Public Library	Parkwood Y.M.C.A.
First Missionary Church	Potter Park Methodist Church
Gerber's Children's Center	R.E. Olds Museum
Good Samaritan Family Center	Resurrection Day Care Center
Haslett Public Library	St. Casimir Catholic Church
Holt-Delhi Public Library	St. Vincent Home for Children
Holt United Methodist Church	Salvation Army Church
Holy Cross Church School	South Church of the Nazarene
Impression 5 Museum	V.F.W. Post 48
Indian Center	Waverly High School
Ingham County Building	Webberville High School
Ingham County, Hilliar Bldg.	Whitehills Health Care Center
Ingham Co., Human Services Bldg	Woldumar Nature Center
Ingham County Humane Society	Y.W.C.A.
Ingham County Library	Youth Development Corporation

## APPENDIX I

## Placement Interview Instructions

Remember: You are to bring a letter of apology to your placement interview. This letter should take some thought on your part and be honest and sincere. The letter should include the following:

1. Address the letter to "Whom it may concern"
2. Explain that you are apologizing, and what you are apologizing for.
3. Explain that you accept responsibility for what you did.
4. Explain that you will be performing community service as a way to repay the community for the offense.

This letter should be in your own words and not just a restatement of the four points above.

Your placement interview is scheduled for \_\_\_\_\_ on \_\_\_\_\_ at \_\_\_\_\_.  
You will be meeting with me and your work site supervisor, \_\_\_\_\_ who can be reached at \_\_\_\_\_.

\*\*\*\*Bring your letter of apology and your work permit to this meeting.

**APPENDIX J**  
INGHAM COUNTY COMMUNITY SERVICE  
WORKSITE CONTRACT

Minor's Name: \_\_\_\_\_ Assigned Hours: \_\_\_\_\_

Placement: \_\_\_\_\_

Address: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

Days to Report: \_\_\_\_\_ Time to Report: \_\_\_\_\_

Beginning Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

**WORK REQUIREMENTS**

1. You must arrive at the worksite on time. Transportation is not provided, so please make arrangements for a ride to and from the worksite. Remember, you have an obligation to fulfill your required hours and any absence must be made up.
2. If you are assigned to a full day of work, a lunch should be brought from home. A lunch break will be arranged.
3. Your duties will be explained to you at the worksite. It is your responsibility to complete the assigned tasks on a daily basis.
4. The following violations may lead to termination from the program:

Excessive tardiness  
 Excessive absence  
 Refusing to do assigned work  
 Not following instructions of work supervisors or others  
 Leaving the worksite without permission  
 Disruptive or destructive behavior

Poor performance on the job could result in either reprimand or dismissal from the program. Dismissal may require you to appear for a preliminary hearing or be considered a violation of your probation orders.

If you cannot make it to the worksite when scheduled, contact the worksite supervisor and either your caseworker or me at the Probate Court, 485-1751. Leave a message if you are unable to make contact. If problems arise, you are to contact the Community Service Advisor and your caseworker.

I have reviewed this contract with the worksite supervisor and we are in agreement with it.

\_\_\_\_\_  
 Minor's Signature

\_\_\_\_\_  
 Worksite Supervisor's Signature

\_\_\_\_\_  
 Community Service Advisor

cc: Caseworker, Worksite Supervisor, Minor

## APPENDIX K

JOBSITE/VOLUNTEER  
CONTACT SHEET

Date \_\_\_\_\_

Person \_\_\_\_\_

Method \_\_\_\_\_

Worker \_\_\_\_\_

Date \_\_\_\_\_

Person \_\_\_\_\_

Method \_\_\_\_\_

Worker \_\_\_\_\_

Date \_\_\_\_\_

Person \_\_\_\_\_

Method \_\_\_\_\_

Worker \_\_\_\_\_

Date \_\_\_\_\_

Person \_\_\_\_\_

Method \_\_\_\_\_

Worker \_\_\_\_\_

JOB SITE/VOLUNTEER  
CONTACT SHEET

Date 9/29/88 Cedar & Holmes, on bus route.  
 Person H. Miller 2:45 app<sup>4</sup> - OK.  
 Method person Mary Anne? 3 or 4 days  
 Worker HT a week until complete.  
 Leave message & Grandma re: app<sup>4</sup>

Date 10/4  
 Person Grandmother answering machine on my line 10/30 @ 3:30  
 Method message  
 Worker YM

Date 11/18/88 Dang well. 3 hrs.  
 Person James  
 Method mail  
 Worker H. M.

Date 1/5/89 Mary Anne worked only twice - 6 hrs. total.  
~~1/5/89~~ Has not returned.  
 Person J. French  
 Method ph  
 Worker HT

3-17 10 1/2 hrs complete. V will  
 no return call between 5 & 5:30 today.  
 HT  
 (HT)

## CASE CONTACTS

ate	3-17-89	Will complete a.D. Vesp 5. Appd. 3-27
erson	Heather	@ 1:00 Will work that afternoon
ethod	ph	and 1 1/2 more days. Will drive for
orker	MF	work permit.
ate	3/29	Heather showed for appointment.
erson		Said she only had to work 14 1/2
ethod	person	instead of 19. I sched. her
orker	MF	for 19 but told her I would
		check tomorrow on this.
ate	3/28	called Mary Ave placement. Heather does only
erson		have to work 14 1/2 instead of 19.
ethod	phone	- called Mr. Treaner to inform of change was told
orker	MF	Heather did not show - said she could do her hours at home.
		- trying to reach Heather's Grandmother: Told Grandmother
		of all the above.
ate	3/31	Completed hrs.
erson		She said she
ethod		would have Heather
orker	MF	show up tomorrow
ate		
erson		
ethod		
orker		
ate		
erson		
ethod		
orker		

Minor's Name \_\_\_\_\_ D.O.B. \_\_\_\_\_

Placement Site \_\_\_\_\_ Hours Assigned \_\_\_\_\_

In Case of Emergency Contact \_\_\_\_\_ Phone \_\_\_\_\_

\* Include in comments rating of performance (i.e. inadequate, adequate, excellent). Please do not give the minor credit for work unless he/she came to work on time, worked hard and displayed a good attitude.

APPENDIX M

Completion Letters

DONALD S. OWENS  
R. GEORGE ECONOMY  
JUDGES

DOUGLAS W. SLADE  
COURT ADMINISTRATOR  
PROBATE REGISTER



State of Michigan

INGHAM COUNTY PROBATE AND JUVENILE COURT

300 INGHAM COUNTY BUILDING  
303 W. KALAMAZOO STREET  
LANSING, MICHIGAN 48933  
TELEPHONE (517) 485-1751

COUNTY COURTHOUSE  
MASON, MICHIGAN 48854  
TELEPHONE (517) 676-0288

Dear

You have successfully completed your community service hours as required by the juvenile court. I hope that you now understand that there are consequences for your behavior, and that this has been a useful and positive experience for you. I understand that it may have been difficult for you to fulfill this obligation at times, and your persistence and dedication is recognized.

It is now time for your follow-up interview, as explained when you agreed to participate in the research project. You will receive coupons from local merchants for this interview which is scheduled from \_\_\_\_\_ on \_\_\_\_\_. If you cannot make this appointment, please call Carolyn Feis at 485-1751.

Again congratulations on your completion and don't forget about your final interview.

Our meeting will take place at:

Ingham County Probate Court  
300 Ingham County Building  
303 West Kalamazoo Street  
Lansing, Michigan 48933  
Juvenile Probation Office on Third Floor

Sincerely,

Gail Moore



DONALD S. OWENS  
R. GEORGE ECONOMY  
JUDGES

—  
DOUGLAS W. SLADE  
COURT ADMINISTRATOR  
PROBATE REGISTER



State of Michigan

INGHAM COUNTY PROBATE AND JUVENILE COURT

300 INGHAM COUNTY BUILDING  
303 W KALAMAZOO STREET  
LANSING, MICHIGAN 48933  
TELEPHONE (517) 485-1751

COUNTY COURTHOUSE  
MASON, MICHIGAN 48854  
TELEPHONE (517) 676-0288

Dear

It is now time for your follow-up community service interview, as explained when you agreed to participate in the community service research project. You will receive coupons from local merchants for this interview which is scheduled for \_\_\_\_\_ on \_\_\_\_\_. If you cannot make this appointment, please call me at 485-1751.

Our meeting will take place at:

Ingham County Probate Court  
300 Ingham County Building  
303 West Kalamazoo Street  
Lansing, Michigan 48933  
Juvenile Probation Office on Third Floor

Sincerely,

Carolyn Feis

APPENDIX N

Certificate of Recognition

DONALD S. OWENS  
R. GEORGE ECONOMY  
JUDGES

DOUGLAS W. SLADE  
COURT ADMINISTRATOR  
PROBATE REGISTER



State of Michigan

INGHAM COUNTY PROBATE AND JUVENILE COURT

300 INGHAM COUNTY BUILDING  
303 W KALAMAZOO STREET  
LANSING, MICHIGAN 48933  
TELEPHONE (517) 485-1751

COUNTY COURTHOUSE  
MASON, MICHIGAN 48854  
TELEPHONE (517) 676-0288

January 17, 1989

Dear Nathan

We would like to congratulate you on the outstanding job you did while performing your Community Service. Attached is a special certificate signed by both of the Probate Court Judges. Only seven other youth have received this honor in the past six months. We wish to thank you on behalf of the agency you served and know that if you ever need to use them as an employment reference, they will give you an excellent report.

Good luck!

Sincerely,

Gail Moore  
Community Service Advisor

State of Michigan  
Ingham County Probate Court

*Certificate of Recognition*  
5.

*for the excellent job done in performance of Community Service*

AWARDED IN LANSING, MICHIGAN  
ON \_\_\_\_\_

\_\_\_\_\_  
JUDGE OF PROBATE

\_\_\_\_\_  
JUDGE OF PROBATE

## APPENDIX O

## Intake Interview Checklist

Indicate if an item was covered with a "+" and a "-" if it was not covered.

- \_\_\_ Discussion of program purpose
- \_\_\_ Accountability
- \_\_\_ Related directly to offense
- \_\_\_ Other responsibilities and obligations
- \_\_\_ Transportation
- \_\_\_ Placement form (interests)
- \_\_\_ Placement interview scheduled or youth told it will be
- \_\_\_ Discussion of the placement interview
- \_\_\_ Be prepared to describe offense to work site supervisor
- \_\_\_ Bring letter of apology to victim
- \_\_\_ Bring work permit

## APPENDIX P

## Placement Interview Checklist

Indicate if an item was covered with a "+" and a "-" if it was not covered.

- \_\_\_ Discussion of work obligations
- \_\_\_ Agreement on dates and times of work
- \_\_\_ Agreement on starting and ending date
- \_\_\_ Discussion of contract
- \_\_\_ Contract signed
- \_\_\_ Work permit signed
- \_\_\_ Offense described to work site supervisor
- \_\_\_ Letter of apology collected

## APPENDIX Q

## Sample Intake Interview

CSA: Community Service Advisor

Y: Youth

F: Father

CSA: First of all, what I would like to do is to review some of the things that went on during your hearing just to make sure you're clear on them. The whole idea behind an informal case, and that's what you are, is the idea to divert you out of the court, to leave the court with a clear record. We have kids that come in here and usually go on to probation, they get a caseworker, they're temporary wards of the court, and their caseworker can recommend or the judge can order things like where they'll live, what hours they keep, if they're detained in the juvenile home. A whole number of things. Okay. In your case, the referee did not think this was necessary, basically he is saying to you that he felt you didn't belong here, your parents were doing their job, you recognized what you had done, and that by doing community service, and anything else he recommended you to do, that that should be enough and your case will be dismissed if you have no new petitions come in. The only reason they keep your file on record is to make sure another petition doesn't come in. If there are no new petitions by the time you are 18 years old, the records are destroyed. Most of the kids who come through this office, their records are kept until 30 years of age. Any juvenile records can follow you. Police have access to that file. We've had kids who have not gotten into the military because of those files. And the laws are changing more in protection of the victim and less in protection of the teenager. It's possible that more and more people are going to have access to those files. In this day and age of computers, you don't need something following you in your job hunting years or school years, that type of thing. Your records will be destroyed. I tell you this so you know what your rights are and also so you can protect yourself and be intelligent about this and follow through. Alright?

Y: OK

CSA: Like I said, your records are destroyed when you're 18 years old if you fulfill your responsibility here. You'll be dismissed and if you go to apply for a job and there's a line on the application that asks if you've ever been convicted of a crime, you write no because you never went through the court process. Technically you have never been convicted.

Y: OK

CSA: You were stopped at the front door. Now we'll get into community service. The whole idea behind the community service program is strictly one of payback, not to punish you, to make your life miserable. Whenever somebody breaks the law, there is a victim. And somebody pays for that law being broken. If somebody steals a bike from somebody else, its real obvious who the victim is. Sometimes, like in your case of shoplifting, it's a little less clear. Because you stole the jeans, but you returned the jeans. The store is still a victim because of the time they spent, the loss that way, the time that the people spent with you. Something you might not be aware of whenever merchandise is taken in shoplifting, they can't sell it until the case is closed. A pair of jeans is going to be okay, but a hit record album, fad clothes, seasonal clothes. They don't sell for full price. SO there is a loss. There's also a loss to the community. Anytime somebody breaks the law, the taxpayers lose. They pay for the referee's time, my time, the secretary that typed out your forms, the receptionist who answers the phone, the whole community pays for that. Whether its a teenager or an adult. Okay. So there is a cost. Now there are two kinds of restitution. There's community service where you do volunteer work and the other is financial restitution. Now in your case you don't have any financial restitution but you do have the community service. Do you understand now why you are doing what you're doing?

Y: Yeah.

CSA: The hours are determined by the offense and the effects that the offense has in terms of the loss to the victim and the loss suffered by individuals. We have some kids in here that have to do financial restitution and community service. Maybe they do community service because they broke the law and there's court costs and costs to the taxpayer, but they also have to pay the victim \$30 for the bike they broke before they got it back. Now we have 60 placement agencies, different non-profit organizations where kids in the Lansing area can work. What we look at is your school schedule, what your areas of interest are, and what means of transportation you have. Once in a while, parents have to provide transportation. But we try

whenever possible to make that your responsibility because you are the one that's here and it's worked out because most kids really refer taking total responsibility for themselves. Okay. So we take all of these things into consideration. I determine where you're going to work, but I try to put it in one of your areas of interest because I think we're all happier where we feel more comfortable. We work better where we're more comfortable. Alright. You're in school at Hill part-time. 2:30 to 4:20, so you're free in the mornings and you're free on weekends.

Y: Uh Uh.

CSA: Do you have a part-time job?

Y: No.

CSA: You're 16?

Y: Uh Uh.

CSA: Are you on the bus system?

Y: Un Un.

CSA: You're not on the bus route?

Y: No.

CSA: Do you have a bike?

Y: Yeah. I have a bike.

CSA: So what you're telling me is that your best means of transportation is walking or riding a bike.

Y: No. I don't want to ride my bike or walk. I can catch a bus.

CSA: You can catch the bus?

Y: Yes.

CSA: Well, since no one's offering placement in your front yard, we have to get you there somehow. I know where Cavanaugh Road is, but why don't you help me with 800 block. Can you give me...

F: About a block off Logan.

CSA: A block off Logan?

F: Near Shaheen.

CSA: That gives me some idea. South of Holmes before you get to Jolly.

Y: Yeah.

CSA: I know what confused me. I was thinking of Dykstra. Now that I know where we're talking about that. Human services is your first choice. Do you remember filling this application out?

Y: I remember doing it. I don't remember what I picked.

CSA: Okay. I do have some clerical jobs but they're downtown. So that would involve taking the bus. But I think I could get you in for like four hours a day, maybe even five, depending on how early you can be there which means you could be done in a week.

F: How many hours does she have to perform?



CSA: She has 25. And if that's a busy schedule with school, we could also do maybe Monday, Wednesday, Friday one week and Monday Wednesday the next. So you don't have to do two days in a row.

Y: I can do it in one week.

CSA: So that's one options. Human services. It depends on whether you're comfortable working with senior citizens. Whether I have any in your area or not.

Y: What do I have to do if I work with them?

CSA: We don't have any of our volunteers doing actual health care. They're more apt to do things like sit and visit with a patient. They have movies in the afternoon and if a volunteer will sit with them during the movie and pass out popcorn and be there so they can call a nurse if they have a problem, then that saves them from having one of their staff there. Frequently I have volunteers that help out with Bingo, a lot of different activities. There are two reasons why I don't know how this will work for you. Because you ask, it sounds like you aren't that familiar with nursing homes. These people are sick and they're older. Sometimes there's odor problems, sometimes they're confused. There isn't any more rewarding work, but if it's something that you're not comfortable with you aren't going to be able to function the way you normally function and they are going to sense that you aren't as comfortable. I would never force anybody to work in a nursing home because you can have the best intentions in the world and not be able to do a good job.

Y: Oh. Cause I can't even take care of my grandmother.

CSA: Yeah. Plus, with morning hours being more free that's more apt to be... activities are more likely to be in the afternoon.

Okay. I don't know how close you are to the Boys & Girls Club South. Sometimes we place volunteers there working with kids groups. But I just have a feeling that, again, they're closed in the mornings so we'd be talking evenings and I really don't want you walking that far. If you're going to be there during the bulk of their programs that's not a good time for you to be heading out and walking home from that particular area. Would you agree with that?

F: Yes.

CSA: That really eliminates human services that I have at that end. The only thing left that I might be able to do is janitor work at a church down at that end. But I really, whenever I have got anyone interested in doing applied services or when I have people interested in doing clerical work, I like to put them into those positions because I do have a need for them. Do you know where R.E. Olds Museum is?

Y: No.

CSA: Do you know where Impression 5 Museum is?

Y: Yes.

CSA: R.E. Olds is right next door. They sometimes have need for clerical. And sometimes I have need for clerical right down here on Capitol. It's called YDC, Youth Development Corps. Sometimes they can use people answering phones, running copies. It's an agency that helps teenagers find jobs. Well, teenagers and young adults. They usually have kids in there anywhere from 12 to 22. So if you're comfortable catching the bus downtown, I think that would be the best bet. That would give you 4 hours or 5 hours at a time, rather than working away 2 hours here and 2 hours there at a job that you didn't like as well. What do you think?

Y: That would be great.

CSA: How does that sound to you?

F: What is that?

CSA: Either doing some kind of clerical, gopher clerical work at R.E. Olds Museum or else doing reception work at the Youth Development Corps. And they're both right here downtown.

F: She'll get some experience at either one.

CSA: Exactly. When your done you can use these people as a reference. You don't have to state that you were here as a court referral. You just put down that you did some volunteer work at R.E. Olds Museum and you give them the name of the person. Let the person know ahead of time you're using them. Okay. Because we have had somebody call. Like one time the young lady had not even finished here community service work yet. She just put down Impression 5 and so lit as a volunteer that answered the phone and said 'Oh yeah, She's one of the court kids". But if you ask for the supervisor that supervises you so that they know the call is coming. They just tell them what kind of volunteer you were. They don't bother to tell them how you got there. But you need to complete your hours in order for them to be able to say she always showed up on time.

Okay. Let me call over to R.E. Olds and see what they need. Someone at the surveyors museum used to be with Impression 5 and she loved volunteers. She's also at R.E. Olds.

(Calls placement site)

What we usually do is to set up an appointment for you and I to go together and get your work permit signed, you meet your supervisor, and we talk about what hours and you sign a contract. They're having their opening on the 13th and what she'd like to do is train you to be a guide. Okay?

Y: Yeah.

CSA: But she doesn't want to try to get you in before they open because they're so busy trying to get things ready. But next Tuesday at 1:00. It would take us about half an hour and would still give you plenty of time to get back for school.

Y: Okay.

CSA: (Confirms appointment with supervisor still on the phone) They don't know what hours they're going to be open yet because they're going to wait and see what the public response is. But their concern is whether they're going to keep it open until 5 and you wouldn't be able to stay that late anyway. So what they could do is they could have you working from 10 to 1:30 or 10 to 2, but we're afraid that 2:00 would make it a little tight for you to get back to school. But 10 to 1:30. The main bus area downtown is only a block away from there so it's right outside there. So you would be able to get at least 3 1/2 hours in every time you worked and when I told you we would schedule every day or every other day, I should have said, and I didn't, it depends on the schedule of the work site. Because also of it's going to depend on their demand. They may want to put you on 2 days a week or 3 days a week rather than 5 in a row. Which means it would take you 2 or 3 weeks to finish but that's about normal and it would give you some time off in between so you wouldn't have a real hectic schedule. I think this is the best place for you for a couple of reasons. I don't know the supervisor at R.E. Olds right now and so I'm not sure what the hourly restrictions are. Some of the people that have been there will have kids work 3 hours a day every day and others only want them an hour and a half twice a week. But this is something where I know if she tells you these hours she'll find something for you to do. The other clerical placement I have downtown right now they've got a temporary secretary so they only need help in the afternoon. So I think this is the best bet plus you'll be working with nice people. It'll be kind of exciting. You'll be there right at the beginning of the museum.

Y: Will I have to tell people what they're looking at?

CSA: They'll tell you what you need to say.

Y: Okay.

CSA: You may be there just in case people have questions. You may be there just to direct in the direction they want to go. My guess is that because it's an unusual kind of museum just opening up, that they're going to be kind of feeling their way too. You may not have anybody there one day. You know. Or just a couple of people. But they're opening right at the time when Impression 5 has busloads and busloads of kids on

field trips. So you could be a dud or you could end up with all these teachers saying as long as we're here anyway, let's quick look at this museum. It's going to be nice because right now they've got the surveyors museum, R.E. Olds and Impression 5 and it's my understanding that they intend to keep building more and more museums down there. Well it is neat to go. I go there with my kids now. It'll be interesting and they'll find things to keep you busy. And if you don't have a lot of business and it's real quiet, they'll find little ways for you to help out with paper work or whatever. But it sounded to me from what Ruth said on the phone that she was really thrilled to have you. That way she's got somebody there in case she does get busy. And if you want to, go ahead and bring your lunch. They'll have some kind of refrigerator or something and then you can go ahead and eat it right on the bus. They do have a coffee shop there and I didn't used to advise people to go there because even though it was good it was expensive. But now it's pretty reasonable. So if you want to you can run over there on break and get something to eat on the way back to catch your bus out.

Now what I'm going to do is I'm going to give you the date and time of the appointment. It's in the same building as Impression 5. The surveyor's museum. You know where you go in the driveway to go park around the river, You'll pass the entrance on your right. It's in the same structure. I'd tell you more about what you're going to be doing and what it's like but I don't know cause they're new so I'm real interested to go. (Hands youth appointment slip). You should be out of there by 1:30 and that's a good way to test it to see what time you get back to school. So you'll know if you need to get out of there at 1:30 or quarter to 2.

Y: Do you know if they're hiring people to work there for summer or whatever?

CSA: My guess is probably not. The sad thing is is that what we run into is that part of the reason the people use volunteers is that they don't have the budget to hire the people they really want to hire. That's why it's called community service. You're working for a non-profit organization to benefit the community and not make any money. But I can refer you to YDC. That will tell you what summer jobs are available and you can go ahead and use Ruth as a reference. If something comes up where you aren't able to keep this appointment, please let her know. If you just stand somebody up you can't reschedule and this is really the best place for you. So unless you want to end up mapping the church, be responsible. And the same thing with me. It'll save me a trip over there if

something happens. Try not to cancel unless you absolutely have to. Right now I'm doing 2 jobs and I'm 3 weeks behind and I'd like to get you in before school's out.

Y: Okay.

CSA: Any questions?

Y: No.

CSA: Just remember. Since the idea behind this is payback, you've got to be productive. I'm not as worried about you. You're a little older. I get some 13 and 14 year olds in here that think it's like school - I showed up so count me as here. These people don't work for the court. They're willing to have our kids do volunteer work there because they legitimately can use the help and they treat you just like they do a member of their staff. But that also means that they expect you to be on time, to be productive, you're not paying back if you're not doing anything while you're there, and have a pleasant attitude to work around. I have to say that because it's part of the thing I need to tell everybody. I'm not really concerned about it because of the attitude you've shown to me. Either one of you have any questions?

F: No.

Y: No.

## APPENDIX R

## Community Service Data Collection Form

ID # .....	_____	(1-6)
Condition.....	_____	(7)
1 = Experimental 2 = Control		
Date of First Pretest.....	_____	(8-13)
Date of Pretest.....	_____	(14-19)
# Pretests missed _____	_____	(20)
Interviewer.....	_____	(21)
1 = Suzi Brundage 2 = Kathleen Cooper 3 = Carolyn Feis 4 = John Krapohl 5 = Joy Pleiness		
Date of Referral.....	_____	(22-27)
Number of Hours Ordered.....	_____	(28-30)
Date of Placement Interview.....	_____	(31-36)
First Work Day.....	_____	(37-42)
Placement (see list).....	_____	(43-44)
Last Day of Work.....	_____	(45-50)
Number of Days Worked.....	_____	(51-53)
Date Notified of Completion.....	_____	(54-59)
Successful Completion.....	_____	(60)
1 = Yes 2 = No		
Previous Community Service.....	_____	(61)
1 = Yes 2 = No		
Date of First Posttest.....	_____	(62-67)
Date of Posttest.....	_____	(68-73)
# Posttest Missed _____	_____	(74)
Card # 7	7	(75)

## APPENDIX S

Data Collection From for  
COURT RECORDS

Referral Date _____	ID _ _ _ _ _	(1-6)
<b>CURRENT OFFENSE</b>		
Date . . . . .	_ _ _ _ _	(7-12)
Offense . . . . .	_ _	(13-14)
Offense . . . . .	_ _	(15-16)
Sanction . . . . .	_ _	(17-18)
Sanction . . . . .	_ _	(19-20)
Sanction . . . . .	_ _	(21-22)
Sanction . . . . .	_ _	(23-24)
Sanction . . . . .	_ _	(25-26)
PAST(1)/FUTURE (2) OFFENSE . . . . .	_	(27)
Date . . . . .	_ _ _ _ _	(28-33)
Offense . . . . .	_ _	(34-35)
Offense . . . . .	_ _	(36-37)
Sanction . . . . .	_ _	(38-39)
Sanction . . . . .	_ _	(40-41)
Sanction . . . . .	_ _	(42-43)
Sanction . . . . .	_ _	(44-45)
Sanction . . . . .	_ _	(46-47)
PAST(1)/FUTURE (2) OFFENSE . . . . .	_	(48)
Date . . . . .	_ _ _ _ _	(49-54)
Offense . . . . .	_ _	(55-56)
Offense . . . . .	_ _	(57-58)
Sanction . . . . .	_ _	(59-60)
Sanction . . . . .	_ _	(61-62)
Sanction . . . . .	_ _	(63-64)
Sanction . . . . .	_ _	(65-66)
Sanction . . . . .	_ _	(67-78)
Card	8	(69)

	ID	— — — — —	(1-6)
PAST(1)/FUTURE(2) OFFENSE		—	(7)
Date . . . . .		— — — — —	(8-13)
Offense . . . . .		— —	(14-15)
Offense . . . . .		— —	(16-17)
Sanction . . . . .		— —	(18-19)
Sanction . . . . .		— —	(20-21)
Sanction . . . . .		— —	(22-23)
Sanction . . . . .		— —	(24-25)
Sanction . . . . .		— —	(26-27)
PAST(1)/FUTURE (2) OFFENSE . . . . .		—	(28)
Date . . . . .		— — — — —	(29-34)
Offense . . . . .		— —	(35-36)
Offense . . . . .		— —	(37-38)
Sanction . . . . .		— —	(39-40)
Sanction . . . . .		— —	(41-42)
Sanction . . . . .		— —	(43-44)
Sanction . . . . .		— —	(45-46)
Sanction . . . . .		— —	(47-48)
PAST(1)/FUTURE (2) OFFENSE . . . . .		—	(49)
Date . . . . .		— — — — —	(50-55)
Offense . . . . .		— —	(56-57)
Offense . . . . .		— —	(58-59)
Sanction . . . . .		— —	(60-61)
Sanction . . . . .		— —	(62-63)
Sanction . . . . .		— —	(64-65)
Sanction . . . . .		— —	(66-67)
Sanction . . . . .		— —	(68-69)
Card		9	(70)



## APPENDIX T

1

## Youth Interview

- (1)                    -    Test time  
                               1 = pretest  
                               2 = posttest
- (2-8) \_ \_ \_ \_ \_    Participant ID
- The first questions I have are about you and your family.
- (9-14) \_ \_ \_ \_ \_    1.    When were you born?
- (15-16)            - -    2.    How many years have you lived in the Lansing area?
- Now I need to know who lives with you.
- |           |   |
|-----------|---|
| #         | # |
| # 1 = Yes | # |
| # 2 = No  | # |
| #         | # |
3.    Which of the following live with you:
- (17)                   -    a. mother
- (18)                   -    b. stepmother
- (19)                   -    c. father
- (20)                   -    d. stepfather
- (21)                   -    e. parent's girlfriend
- (22)                   -    f. parent's boyfriend
- (23)                   -    g. brothers \_\_\_\_\_ (code number)
- (24)                   -    h. sisters        \_\_\_\_\_ (code number)
- (25)                   -    i. other \_\_\_\_\_
- (26-27) \_ \_        4.    Does your [female adult in house] have a job?
- 1 = Yes    If yes, WHAT \_\_\_\_\_
- 2 = No
- (28-29) \_ \_        5.    Does your [male adult in house] have a job?
- 1 = Yes    If yes, WHAT \_\_\_\_\_
- 2 = No

Participant ID \_\_\_\_\_

- (30) \_ 6. Do you go to school?
- (31) \_ 1 = Yes If yes, what grade are you in \_\_\_\_\_  
 2 = No If no, what was the last grade \_\_\_\_\_
- (32) \_ 7. Have you ever had a job?
- 1 = Yes If yes, where and doing what \_\_\_\_\_  
 2 = No \_\_\_\_\_
- (33) \_ 8. # \_\_\_\_\_ #  
 # 1 = female #  
 # 2 = male #  
 # \_\_\_\_\_ #
- (34) \_ 9. What racial group are you in?
- 1 = White  
 2 = Black  
 3 = Asian American  
 4 = Native American Indian  
 5 = Mexican American, Chicano, Chicana  
 6 = Mixed  
 7 = Other \_\_\_\_\_

None of the questions I'm going to ask you have right or wrong answers. The purpose of all of these questions is to learn about your feelings, attitudes, and opinions. Remember that all of your answers will be confidential.

# \_\_\_\_\_ #  
 # Hand Youth Card A #  
 # \_\_\_\_\_ #

First, I want to know what you think the purpose of certain criminal sentences is. Look at the responses on the card I just handed you and tell me which one you think is the main purpose of each sentence.

Participant ID \_\_\_\_\_

# \_\_\_\_\_ #  
 # 1 = To punish someone #  
 # 2 = To deter someone from committing future crimes #  
 # 3 = To rehabilitate someone #  
 # 4 = To get revenge #  
 # 5 = To repair the damage that the person did #  
 # \_\_\_\_\_ #

- (35) \_ A1. What do you think is the main purpose of diversion?  
 (36) \_ A2. What do you think is the main purpose of probation?  
 (37) \_ A3. What do you think is the main purpose of community service?  
 (38) \_ A4. What do you think is the main purpose of detention?

# \_\_\_\_\_ #  
 # Hand Youth Card B #  
 # \_\_\_\_\_ #

In the following questions, I will ask you to describe what you think about certain things. Look at the example on the top of the card I just handed you and I will help you understand the questions and how to answer them.

EXAMPLE: For each set of words, pick the number that best shows what kind of person you think you are:

QUIET	1	2	3	4	5	6	7	NOISY
SAD	1	2	3	4	5	6	7	HAPPY

For each pair of words like "quiet" and "noisy", answer by picking the number that best describes the kind of person you think you are. If you think that you're really quiet, you would pick number 2 or number 1; if you think you're pretty noisy, you would pick number 6 or number 7. If a person answered the example "5" on quiet/noisy and "6" on sad/happy, it would mean that the person thought he or she was rather noisy and happy.

- B1. The words on this card are for you to describe what you think about the sentence the [judge/referee] gave you. How do you feel about the things you have to do to fulfill your sentence?
- (39) \_ a. fair/unfair  
 (40) \_ b. helpful/harmful  
 (41) \_ c. wrong/right  
 (42) \_ d. tough/easy

Participant ID \_\_\_\_\_

- (43)    —       e. pleasant/painful
- (44)    —       f. exciting/dull
- (45)    —       g. frightening/not frightening
- (46)    —       h. interesting/boring
- (47)    —       i. useful/worthless

B2. The same set words on this card are for you to describe what you think about what you are required to do, NOT COUNTING THE COMMUNITY SERVICE [list these for the youth]. How do you feel about the things you have to do to fulfill your sentence, not including the community service?

- (48)    —       a. fair/unfair
- (49)    —       b. helpful/harmful
- (50)    —       c. wrong/right
- (51)    —       d. tough/easy
- (52)    —       e. pleasant/painful
- (53)    —       f. exciting/dull
- (54)    —       g. frightening/not frightening
- (55)    —       h. interesting/boring
- (56)    —       i. useful/worthless

B3. The same set words on this card are for you to describe what you think about the community service that you were referred to do [list these for the youth]. How do you feel about the things you have to do to fulfill your community service order only?

- (57)    —       a. fair/unfair
- (58)    —       b. helpful/harmful
- (59)    —       c. wrong/right
- (60)    —       d. tough/easy
- (61)    —       e. pleasant/painful

Participant ID \_\_\_\_\_

- (62) \_ f. exciting/dull
- (63) \_ g. frightening/not frightening
- (64) \_ h. interesting/boring
- (65) \_ i. useful/worthless

```
#
# EXPERIMENTAL POSTTEST GROUP ONLY #
#
```

Now I'm going to ask you some questions about the community service that you completed. Use your own words, not the cards, to answer these questions.

- (66-67) \_ B4. What kinds of things did you do in your community service  
 (68-69) \_ placement? \_\_\_\_\_  
 (70-71) \_ \_\_\_\_\_  
 (72-73) \_ \_\_\_\_\_  
 (74-75) \_ \_\_\_\_\_  
 (76-77) \_ \_\_\_\_\_

```
#
# Card 1 #
```

- (1) \_ Test time  
 1 = pretest  
 2 = posttest

(2-8) \_ \_ \_ \_ \_ Participant ID

```
#
# 1 = Not at all
# 2 = Very Little
# 3 = Somewhat
# 4 = A great deal
# 8 = N/A
#
```

- (9) \_ B5. How much of an effort did you feel that community service was?

- (10) \_ B6. How much time did you have to give up to complete your community service?

Participant ID \_\_\_\_\_

#		#
#	1 = Not at all	#
#	2 = Very Little	#
#	3 = Somewhat	#
#	4 = A great deal	#
#	8 = N/A	#
#		#

- (11)    -    B7. How inconvenient was it to complete your community service?  
 \_\_\_\_\_  
 \_\_\_\_\_
- (12)    -    B8. To what extent did you know what you needed to do to complete  
 your community service assignment?  
 \_\_\_\_\_  
 \_\_\_\_\_
- (13)    -    B9. As you were doing your community service, did you ever know  
 how many hours you had completed or how many more you had left  
 to do? If yes, how often did you know this?  
 \_\_\_\_\_  
 \_\_\_\_\_
- (14)    -    B10. When you began community service, to what extent did you feel  
 that you could complete the community service requirement?  
 \_\_\_\_\_  
 \_\_\_\_\_
- (15)    -    B11. To what extent do you think it was easy to complete your  
 community service requirement?  
 \_\_\_\_\_  
 \_\_\_\_\_
- (16)    -    B12. To what extent do you feel that you learned a skill from  
 community service?  
 \_\_\_\_\_  
 \_\_\_\_\_
- (17)    -    B13. To what extent do you feel that community service has made you  
 a different person, either better or worse?  
 \_\_\_\_\_  
 \_\_\_\_\_

#		#
#	Hand Youth Card C	#
#		#

The words on the third card are for you to describe what you think about the victim in the crime you were charged with.

Participant ID \_\_\_\_\_

```

#-----#
# PRETEST ONLY #
#-----#

```

(18) \_ C1. First, did you know the victim?

1 = Yes

2 = No

8 = N/A

(19) \_ C2. If yes, who was the victim? \_\_\_\_\_

```

#-----#
# ASK ALL YOUTHS #
#-----#

```

C3. Using the card I handed you, tell me how you feel about the victim?

(20) \_ a. troublesome/cooperative

(21) \_ b. good/bad

(22) \_ c. breaks rules/obeys rules

(23) \_ d. rude/polite

(24) \_ e. helpful to others/harmful to others

(25) \_ f. cowardly/brave

(26) \_ g. dumb/smart

(27) \_ h. honest/dishonest

(28) \_ i. lazy/hardworking

(29) \_ j. tough/weak

(30) \_ k. not wild/wild

(31) \_ l. mean/nice

(32) \_ m. kind/cruel

(33) \_ n. enemy/friend

```

#-----#
# Hand Youth Card D #
#-----#

```

Participant ID \_\_\_\_\_

I'm going to read you some more statements to learn about your feelings toward the way people behave and the way they treat each other. I would like to know what sort of things you think people SHOULD do, and what kinds of things they SHOULD NOT do. For each statement I read, decide whether it is a very good thing for people to do, a good thing for people to do, a fairly good thing for people to do, a fairly bad thing for people to do, a bad thing for people to do, or a very bad thing for people to do. After I read the statement, you tell me which one best describes what you think. For example, if I said "Being able to get along with all kinds of people, whether or not they are worthwhile" and you think that is only a little important for people to do, you would use the response, "fairly good" or maybe "good".

#	#
# 1 = VERY GOOD	#
# 2 = GOOD	#
# 3 = FAIRLY GOOD	#
# 4 = FAIRLY BAD	#
# 5 = BAD	#
# 6 = VERY BAD	#
#	#

- (34)    \_    D1.    Conforming to the requirements of any situation and doing what is expected of me.
- (35)    \_    D2.    Doing a favor for someone who had done one for you.
- (36)    \_    D3.    Working and living in harmony with other people.
- (37)    \_    D4.    Helping a person who has helped you.
- (38)    \_    D5.    Being outspoken and frank in expressing one's likes and dislikes.
- (39)    \_    D6.    Sticking up for someone who once stuck up for you.
- (40)    \_    D7.    Going out of your way to pay people back for being kind.
- (41)    \_    D8.    People paying their debts no matter what.
- (42)    \_    D9.    Thinking and acting freely, without social restraints, and encouraging others to do likewise.
- (43)    \_    D10.    People returning favors you have done them.
- (44)    \_    D11.    Being independent, original, non-conformist, different from other people.
- (45)    \_    D12.    People helping you when you have helped them.



Participant ID \_\_\_\_\_

# \_\_\_\_\_ #  
 # Hand Youth Card E #  
 # \_\_\_\_\_ #

I'm going to read you a series of statements to learn a little more about you. Remember, there are no right or wrong answers, only honest ones. For each statement I read, decide whether you strongly agree, agree, disagree, or strongly disagree with the statement. After I read the statement, you tell me which one best describes you. For example, if I said "I am discouraged when things go wrong" and that is not true of you most of the time, you would use the "strongly disagree" response.

# \_\_\_\_\_ #  
 # 1 = Strongly Agree #  
 # 2 = Agree #  
 # 3 = Disagree #  
 # 4 = Strongly Disagree #  
 # \_\_\_\_\_ #

- (46) \_ E1. I feel that I'm a person of worth, at least on an equal plane with others.
- (47) \_ E2. I feel that I have a number of good qualities.
- (48) \_ E3. All in all, I am inclined to feel that I am a failure.
- (49) \_ E4. I am able to do things as well as most other people.
- (50) \_ E5. I feel I do not have much to be proud of.
- (51) \_ E6. I take a positive attitude toward myself.
- (52) \_ E7. On the whole, I am satisfied with myself.
- (53) \_ E8. I wish I could have more respect for myself.
- (54) \_ E9. I certainly feel useless at times.
- (55) \_ E10. At times I think I am no good at all.

# \_\_\_\_\_ #  
 # Hand Youth Card F #  
 # \_\_\_\_\_ #

Now I'm going to ask you a few questions about your friends. Use the responses on the card to answer the questions.

Participant ID \_\_\_\_\_

#		#
#	1 = Most	#
#	2 = Several	#
#	3 = Very Few	#
#	4 = None	#
#		#

(56) - F1. Think of all the friends you have been associated with MOST OFTEN within the last two weeks. Were any of them ever in trouble with the law?

(57) - F2. Think of all the friends you have known for the LONGEST TIME. Were any of them ever in trouble with the law?

(58) - F3. Have any of your BEST FRIENDS ever been in trouble with the law while they were your best friends?

#		#
#	Ask at PRETEST ONLY	#
#		#

(59) - F4. What did the judge or referee tell you about seeing any of your old friends?

- 1 = Nothing
- 2 = Don't spend time with one specific friend
- 3 = Don't spend time with two or more specific friends
- 4 = Don't spend time with any old friends
- 8 = N/A - posttest

#		#
#	ALL YOUTHS - Hand Youth Card G	#
#		#

The next set of statements have to do with your group of friends. Use the responses on this card to answer these questions.

#		#
#	1 = No	#
#	2 = Don't Know	#
#	3 = Yes	#
#		#

(60) - G1. The kids in my group would think less of a person if he/she were to get in trouble with the law.

(61) - G2. Getting into trouble in my group is a way of gaining respect.

(62) - G3. The members of my group feel that laws are good and should be obeyed.

Participant ID \_\_\_\_\_

#		#
#	1 = No	#
#	2 = Don't Know	#
#	3 = Yes	#
#		#

- (63)    \_    G4. The kids in my group get into trouble at home, in school, and in the city.
- (64)    \_    G5. Kids that get into trouble a lot feel uncomfortable in my group.
- (65)    \_    G6. When I choose a group of friends I choose kids that are not afraid to have a little fun even if it means breaking the law.
- (66)    \_    G7. Kids who get into trouble with the law are "put down" in my group.
- (67)    \_    G8. If you haven't gotten into some kind of trouble, the kids in my group think you are "chicken" or something.

These statements have to do with your feelings. Use the responses on the same card to answer these questions.

#		#
#	1 = No	#
#	2 = Don't Know	#
#	3 = Yes	#
#		#

- (68)    \_    G9. I would think less of a person if he/she were to get in trouble with the law.
- (69)    \_    G10. Getting into trouble is a way of gaining my respect.
- (70)    \_    G11. I feel that laws are good and should be obeyed.
- (71)    \_    G12. It's okay to get into trouble at home, in school, and in the city.
- (72)    \_    G13. Kids that get into trouble a lot feel uncomfortable with me.
- (73)    \_    G15. Kids who get into trouble with the law are "put down" by me.
- (74)    \_    G16. If you haven't gotten into some kind of trouble, I think you are "chicken" or something.

Participant ID \_\_\_\_\_

The next set of questions have to do with the friends that you have spent the most time with during the last two weeks. I don't want to know the names of these friends, I just want you to tell me some things about them. Again, use your own words.

- (75) - G17. How often do you spend time with your friends?  
 1 = every day  
 2 = 5 or 6 days a week  
 3 = 2 to 4 days a week  
 4 = once a week  
 5 = less than once a week

# \_\_\_\_\_ #  
 # Ask at POSTTEST ONLY #  
 # \_\_\_\_\_ #

- (76) - G18. Has your group of friends changed since you were interviewed the first time? If yes, how?  
 1 = Haven't changed  
 2 = No longer see some old friends, but no new friends  
 3 = See some new friends and all of the old ones  
 4 = See some new friends and don't see some of the old ones  
 7 = Other \_\_\_\_\_  
 9 = N/A - Pretest

(77) 2 # \_\_\_\_\_ #  
 # Card 2 #  
 # \_\_\_\_\_ #

- (1) - Test time  
 1 = pretest  
 2 = posttest

(2-8) - - - - - Participant ID

# \_\_\_\_\_ #  
 # ASK ALL YOUTHS - Hand Youth Card H #  
 # \_\_\_\_\_ #

Now, I would like to have your answers to a series of statements about yourself. Remember, I am interested in your opinions and there are no right or wrong answers.

Participant ID \_\_\_\_\_

#		#
#	1 = Strongly Disagree	#
#	2 = Disagree	#
#	3 = Agree	#
#	4 = Strongly Agree	#
#		#

- (9)     —     H1. It is sometimes necessary to lie on a job application to get the job you want.
- (10)    —     H2. If one wants to get good grades in school, he or she will have to cheat sometimes.
- (11)    —     H3. It's OK to lie if you are protecting a friend in trouble.
- (12)    —     H4. One can make it in school without having to cheat on exams.
- (13)    —     H5. One should always tell the truth, regardless of what one's friends think of him or her.
- (14)    —     H6. If one wants to have nice things he or she has to be willing to break the rules or laws to get them.
- (15)    —     H7. Most teachers, principals, and counselors don't really care about most kids.
- (16)    —     H8. It's hard to know who to trust these days.
- (17)    —     H9. I often feel lonely.
- (18)    —     H10. A kid has to live for today and can't worry about what might happen to him or her tomorrow.
- (19)    —     H11. It is easier for other people to decide what is right than it is for me.
- (20)    —     H12. The chances for me and my friends making it in life are getting worse, not better.
- (21)    —     H13. My friends don't seem to like me as much as they did in the past.
- (22)    —     H14. I often feel awkward and out of place.
- (23)    —     H15. It's not worth planning for anything in the future because I really don't know what is going to happen these days.
- (24)    —     H16. I sometimes feel like nobody cares about me anymore.

Participant ID \_\_\_\_\_

#		#
#	1 = Strongly Disagree	#
#	2 = Disagree	#
#	3 = Agree	#
#	4 = Strongly Agree	#
#		#

- (25)    —    H19. I often feel like it's not worth even trying to change things in my life.
- (26)    —    H18. One problem with the world today is that most people don't believe in anything.
- (27)    —    H19. It seems that it is harder to know how to act today than it used to be.
- (28)    —    H20. My friends seem to change their minds about things more often than in the past.
- (29)    —    H21. Everything changes so quickly these days that I often have trouble deciding which are the right rules to follow.
- (30)    —    H22. People were better off in the old days when everyone knew just how he or she was expected to act.

#		#
#	Hand Youth Card I	#
#		#

I would like to have your answers to a few more statements about yourself. Remember, I am interested in your opinions and there are no right or wrong answers.

#		#
#	1 = Strongly Agree	#
#	2 = Agree	#
#	3 = Neither Agree Nor Disagree	#
#	4 = Disagree	#
#	5 = Strongly Disagree	#
#		#

- (31)    —    I1. Making a good impression is more important than telling the truth to friends.
- (32)    —    I2. To stay out of trouble, it's sometimes necessary to lie to teachers.
- (33)    —    I3. Making a good impression is more important than telling the truth to parents.

Participant ID \_\_\_\_\_

#	#
# 1 = Strongly Agree	#
# 2 = Agree	#
# 3 = Neither Agree Nor Disagree	#
# 4 = Disagree	#
# 5 = Strongly Disagree	#
#	#

- (34) \_ I4. You can make it in school without having to cheat on exams or tests.
- (35) \_ I5. It's important to be honest with your parents, even if they become upset or you get punished.
- (36) \_ I6. You have to be willing to break some rules if you want to be popular with your friends.
- (37) \_ I7. It's important to do your own work at school even if it means some students won't like you.
- (38) \_ I8. In order to gain the respect of your friends, it's sometimes necessary to beat up on other people.
- (39) \_ I9. At school, it's sometimes necessary to play dirty in order to win.
- (40) \_ I10. Sometimes it's necessary to lie to your parents in order to keep their trust.
- (41) \_ I11. Making a good impression is more important than telling the truth to teachers.
- (42) \_ I12. It's okay to lie if it keeps your friends out of trouble.
- (43) \_ I13. It may be necessary to break some of your parents' rules in order to keep some of your friends.

I'm going to read you a number of statements concerning personal attitudes and traits. Listen to each item and decide whether the statement is TRUE or FALSE as it pertains to you personally.

#	#
# 1 = True	#
# 2 = False	#
#	#

- (44) \_ J1. I have never intensely disliked anyone.
- (45) \_ J2. On occasion I have had doubts about my ability to succeed in life.

Participant ID \_\_\_\_\_

- (46) \_ J3. My table manners at home are as good as when I eat out in a restaurant.
- (47) \_ J4. If I could get into a movie without paying and be sure I was not seen, I would probably do it.
- (48) \_ J5. I like to gossip at times.
- (49) \_ J6. I can remember "playing sick" to get out of something.
- (50) \_ J7. I'm always willing to admit it when I make a mistake.
- (51) \_ J8. I don't find it particularly difficult to get along with loud mouthed, obnoxious people.
- (52) \_ J9. I sometimes try to get even rather than forgive and forget.
- (53) \_ J10. I am always courteous, even to people who are disagreeable.
- (54) \_ J11. There have been occasions when I felt like smashing things.
- (55) \_ J12. I never resent being asked to return a favor.
- (56) \_ J13. I have almost never felt the urge to tell someone off.
- (57) \_ J14. I am sometimes irritated by people who ask favors of me.
- (58) \_ J15. I have never deliberately said something that hurt someone's feelings.

# POSTTEST ONLY #

- (59) \_ K1. Finally, please tell me how or why you think you were selected to received community service? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

1 = Because they deserved it

2 = The draw of the envelope

3 = Other \_\_\_\_\_

8 = N/A

# \_\_\_\_\_ #

# Card 3 #

# \_\_\_\_\_ #

Date: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Envelope Number: \_\_\_\_\_

(59) 3



## CARD A

To punish someone

To deter someone from committing future crimes

To rehabilitate someone

To get revenge

To repair the damage that the person did

---

## CARD B

EXAMPLE: For each set of words, pick the number that best shows what kind of person you think you are:

QUIET	1	2	3	4	5	6	7	NOISY
SAD	1	2	3	4	5	6	7	HAPPY

---

fair	1	2	3	4	5	6	7	unfair
helpful	1	2	3	4	5	6	7	harmful
wrong	1	2	3	4	5	6	7	right
tough	1	2	3	4	5	6	7	easy
pleasant	1	2	3	4	5	6	7	painful
exciting	1	2	3	4	5	6	7	dull
frightening	1	2	3	4	5	6	7	not frightening
interesting	1	2	3	4	5	6	7	boring
useful	1	2	3	4	5	6	7	worthless

## CARD C

troublesome	1	2	3	4	5	6	7	cooperative
good	1	2	3	4	5	6	7	bad
breaks rules	1	2	3	4	5	6	7	obeys rules
rude	1	2	3	4	5	6	7	polite
helpful to others others	1	2	3	4	5	6	7	harmful to
cowardly	1	2	3	4	5	6	7	brave
dumb	1	2	3	4	5	6	7	smart
honest	1	2	3	4	5	6	7	dishonest
lazy	1	2	3	4	5	6	7	hardworking
tough	1	2	3	4	5	6	7	weak
not wild	1	2	3	4	5	6	7	wild
mean	1	2	3	4	5	6	7	nice
kind	1	2	3	4	5	6	7	cruel
enemy	1	2	3	4	5	6	7	friend

---

## Card D

- a VERY GOOD thing for people to do
- a GOOD thing for people to do
- a FAIRLY GOOD thing for people to do
- a FAIRLY BAD thing for people to do
- a BAD thing for people to do
- a VERY BAD thing for people to do

CARD E

Strongly agree

Agree

Disagree

Strongly disagree

---

CARD F

MOST were

SEVERAL were

VERY FEW were

NONE were

---

CARD G

No

Don't know

Yes

---

CARD H

Strongly disagree

Disagree

Agree

Strongly agree

CARD I

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

## APPENDIX U

Table U-1

ANOVA of the Attitudes Toward Victim Scale

Condition	Status	Test time			
		Pretest		Posttest	
Experimental	Formal	I		I	I
		I	4.66	I	4.56
	Informal	I		I	I
		I	4.57	I	4.63
Control	Formal	I		I	I
		I	3.98	I	4.40
	Informal	I		I	I
		I	4.65	I	3.84

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	0.74	0.32	.571
Status (S)	1	2.86	1.26	.266
C X S	1	3.03	1.33	.253
Subjects	72	2.27		
Time (T)	1	0.76	1.49	.227
C X T	1	0.98	1.92	.171
S X T	1	0.02	0.04	.852
C X S X T	1	0.38	0.75	.390
Error	72	0.51		

APPENDIX V  
ANOVAs of Bonding Scales

Table V-1

ANOVA of the Normative Pressure Scale

Condition	Status	Test time			
		Pretest		Posttest	
Experimental	Formal	I	1.96	I	2.29
		I		I	
	Informal	I	2.12	I	2.16
		I		I	
Control	Formal	I	2.04	I	1.95
		I		I	
	Informal	I	2.17	I	2.17
		I		I	

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	4	0.11	0.20	.655
Status (S)	4	0.37	0.72	.400
C X S	4	0.28	0.53	.466
Subjects	72	0.52		
Time (T)	4	0.20	0.99	.324
C X T	4	0.51	2.59	.112
S X T	4	0.09	0.47	.497
C X S X T	4	0.35	1.74	.191
Error	72	0.20		

Table V-2

ANOVA of the Specific Bonding Scale

Condition	Status	Test time				
		Pretest		Posttest		
Experimental	Formal	I	3.77	I	3.84	I
		I		I		I
	Informal	I	3.72	I	3.63	I
		I		I		I
Control	Formal	I	3.48	I	3.62	I
		I		I		I
	Informal	I	3.86	I	3.90	I
		I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	4	0.06	0.10	.754
Status (S)	4	0.51	0.85	.361
C X S	4	1.84	3.04	.085
Subjects	72	0.60		
Time (T)	4	0.12	1.36	.247
C X T	4	0.06	0.70	.406
S X T	4	0.12	1.33	.252
C X S X T	4	0.00	0.00	.995
Error	72	0.09		

## APPENDIX W

## ANOVAs with Honesty Scale

Table W-1

ANOVA of the Accountability Scale

Condition	Status	Honesty			
		Honest		Dishonest	
Experimental	Formal	I	4.96	I	5.03
		I		I	
	Informal	I	4.79	I	5.02
		I		I	
Control	Formal	I	4.79	I	4.62
		I		I	
	Informal	I	5.21	I	5.06
		I		I	

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	0.05	0.17	.680
Status (S)	1	0.71	2.54	.116
Honesty (H)	1	0.03	0.12	.734
C X S	1	1.16	4.19	.045
C X H	1	0.40	1.46	.232
S X H	1	0.03	0.11	.746
C X S X H	1	0.02	0.08	.779
Error	67	0.28		



Table W-2

ANOVA of the Attitudes Toward Community Service Scale

		Honesty				
Condition	Status	Honest		Dishonest		
Experimental	Formal	I	4.95	I	5.64	I
		I		I		I
		I		I		I
	Informal	I	5.41	I	5.40	I
		I		I		I
		I		I		I
Control	Formal	I	4.26	I	4.90	I
		I		I		I
		I		I		I
	Informal	I	4.74	I	5.24	I
		I		I		I
		I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	4.24	3.08	.085
Status (S)	1	1.11	0.81	.373
Honesty (H)	1	3.08	2.23	.140
C X S	1	0.44	0.32	.576
C X H	1	0.22	0.16	.694
S X H	1	0.70	0.51	.480
C X S X H	1	0.32	0.23	.644
Error	60	1.38		

Table W-3

ANOVA of the Attitudes Toward Victims Service Scale

Honesty						
Condition	Status	Honest		Dishonest		
Experimental	Formal	I	4.36	I	5.13	I
		I		I		I
		I		I		I
	Informal	I	4.64	I	4.62	I
		I		I		I
		I		I		I
Control	Formal	I	4.37	I	4.42	I
		I		I		I
		I		I		I
	Informal	I	4.69	I	4.90	I
		I		I		I
		I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	0.02	0.01	.912
Status (S)	1	0.88	0.62	.432
Honesty (H)	1	0.72	0.51	.478
C X S	1	1.17	0.83	.367
C X H	1	0.24	0.17	.685
S X H	1	0.37	0.26	.609
C X S X H	1	0.95	0.67	.416
Error	68	1.41		

Table W-4

ANOVA of the Normative Values Scale

Honesty						
Condition	Status	Honest		Dishonest		
Experimental	Formal	I	1.05	I	1.27	I
		I		I		I
		I		I		I
	Informal	I	1.00	I	1.30	I
		I		I		I
		I		I		I
Control	Formal	I	1.00	I	1.33	I
		I		I		I
		I		I		I
	Informal	I	1.33	I	1.17	I
		I		I		I
		I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	0.03	0.13	.719
Status (S)	1	0.00	0.00	.958
Honesty (H)	1	0.56	2.78	.100
C X S	1	0.03	0.16	.668
C X H	1	0.12	0.61	.439
S X H	1	0.22	1.09	.300
C X S X H	1	0.35	1.74	.192
Error	67	0.20		

Table W-5

ANOVA of the General Bonding Scale

Condition	Status	Honesty			
		Honest		Dishonest	
Experimental	Formal	I	2.99	I	3.25
		I		I	
	Informal	I	2.88	I	2.97
		I		I	
Control	Formal	I	2.77	I	2.98
		I		I	
	Informal	I	2.99	I	3.05
		I		I	

Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	0.09	0.48	.489
Status (S)	1	0.01	0.05	.825
Honesty (H)	1	0.34	1.75	.190
C X S	1	0.52	2.73	.103
C X H	1	0.01	0.05	.828
S X H	1	0.10	0.54	.463
C X S X H	1	0.00	0.00	.960
Error	71	0.19		

Table W-6

ANOVA of the Understanding Scale

		Honesty			
Status		Honest		Dishonest	
Formal	I	3.61	I	4.00	I
	I		I		I
	I		I		I
Informal	I	3.94	I	3.90	I
	I		I		I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Status (S)	1	0.19	0.61	.439
Honesty (H)	1	0.26	0.81	.375
S X H	1	0.40	1.27	.268
Error	34	0.32		

Table W-7

ANOVA of the Effort Scale

		Honesty			
Status		Honest		Dishonest	
Formal	I	2.13	I	2.29	I
	I		I		I
	I		I		I
Informal	I	2.31	I	1.97	I
	I		I		I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Status (S)	1	0.06	0.01	.926
Honesty (H)	1	0.07	0.11	.747
S X H	1	0.55	0.78	.382
Error	34	0.70		

Table W-8

ANOVA of the Benefit Scale

		Honesty			
Status		Honest		Dishonest	
Formal	I	1.93	I	2.50	I
	I		I		I
	I		I		I
Informal	I	2.19	I	2.65	I
	I		I		I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Status (S)	1	0.40	0.52	.478
Honesty (H)	1	2.30	2.96	.095
S X H	1	0.03	0.03	.857
Error	34	0.78		

## APPENDIX X

## ANOVAs with Purpose of Community Service Scale

Table X-1

ANOVA of the Accountability Scale

Condition	Purpose of Community Service				
	Reparation		Other		
Experimental	I		I		I
	I	4.79	I	5.18	I
	I		I		I
Control	I		I		I
	I	4.87	I	4.89	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	0.22	0.78	.379
Purpose (P)	1	0.70	2.54	.115
C X P	1	0.61	2.22	.141
Error	71	0.28		



Table X-2

ANOVA of the Attitudes Toward Community Service Scale

Purpose of Community Service					
Condition	Reparation		Other		
Experimental	I		I		I
	I	5.46	I	5.19	I
	I		I		I
Control	I		I		I
	I	4.90	I	4.86	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	3.18	2.30	.134
Purpose (P)	1	0.41	0.30	.587
C X P	1	0.21	0.15	.701
Error	64	1.38		

Table X-3

ANOVA of the Attitudes Toward the Victim Scale

Purpose of Community Service					
Condition		Reparation		Other	
Experimental	I		I		I
	I	4.51	I	4.65	I
	I		I		I
Control	I		I		I
	I	4.57	I	4.68	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	0.04	0.03	.868
Purpose (P)	1	0.28	0.20	.658
C X P	1	0.01	0.01	.944
Error	72	1.39		

Table X-4

ANOVA of the Self-Esteem Scale

Purpose of Community Service					
Condition	Reparation		Other		
Experimental	I	0.67	I	0.75	I
	I		I		I
	I		I		I
Control	I	0.69	I	0.76	I
	I		I		I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	0.00	0.04	.834
Purpose (P)	1	0.10	1.76	.189
C X P	1	0.00	0.01	.975
Error	75	0.06		

Table X-5

ANOVA of the Delinquent Association Scale

Purpose of Community Service					
Condition	Reparation		Other		
Experimental	I		I		I
	I	2.78	I	3.20	I
	I		I		I
Control	I		I		I
	I	3.00	I	2.88	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	0.05	0.13	.724
Purpose (P)	1	0.36	0.96	.331
C X P	1	1.36	3.57	.063
Error	75	0.38		

Table X-6

ANOVA of the Normative Pressure Scale

Purpose of Community Service					
Condition	Reparation		Other		
Experimental	I	2.25	I	2.19	I
	I		I		I
	I		I		I
Control	I	1.97	I	2.11	I
	I		I		I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	0.62	1.79	.186
Purpose (P)	1	0.04	0.11	.743
C X P	1	0.19	0.54	.464
Error	75	0.35		

Table X-7

ANOVA of the Normative Values Scale

Condition	Purpose of Community Service				
	Reparation		Other		
Experimental	I		I		I
	I	1.18	I	1.05	I
	I		I		I
Control	I		I		I
	I	1.27	I	1.18	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	0.21	1.04	.312
Purpose (P)	1	0.21	1.05	.310
C X P	1	0.01	0.05	.823
Error	71	0.20		

Table X-8

ANOVA of the General Bonding Scale

Purpose of Community Service					
Condition	Reparation		Other		
Experimental	I	2.98	I	3.03	I
	I		I		I
	I		I		I
Control	I	3.03	I	2.92	I
	I		I		I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	0.02	0.12	.736
Purpose (P)	1	0.02	0.12	.727
C X P	1	0.13	0.68	.412
Error	75	0.19		

Table X-9

ANOVA of the Specific Normlessness Scale

Purpose of Community Service					
Condition	Reparation		Other		
Experimental	I	3.71	I	3.85	I
	I		I		I
	I		I		I
Control	I	3.55	I	3.89	I
	I		I		I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	0.07	0.17	.680
Purpose (P)	1	1.10	2.86	.095
C X P	1	0.20	0.53	.468
Error	75	0.38		



Table X-10

ANOVA of the Understanding Scale

Condition	Purpose of Community Service				
	Reparation		Other		
Experimental	I		I		I
	I	3.74	I	3.93	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Purpose	1	0.34	1.08	.305
Error	36	0.32		

Table X-11

ANOVA of the Effort Scale

Purpose of Community Service					
Condition	Reparation		Other		
	I		I		I
Experimental	I	2.12	I	2.20	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Purpose	1	0.06	0.09	.770
Error	36	0.68		

Table X-12

ANOVA of the Benefit Scale

Purpose of Community Service					
Condition	Reparation		Other		
	I		I		I
Experimental	I	2.35	I	2.13	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Purpose	1	0.42	0.51	.479
Error	36	0.82		

Table X-13

ANOVA of Recidivism

Condition	Purpose of Community Service			
	Reparation		Other	
Experimental	I		I	I
	I	0.36	I	0.54
	I		I	I
Control	I		I	I
	I	0.13	I	0.17
	I		I	I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	0.75	2.65	.108
Purpose (P)	1	0.21	0.73	.395
C X P	1	0.24	0.86	.357
Error	69	0.28		

## APPENDIX Y

## ANOVAs with Purpose of Community Service Scale - Experimentals

Table Y-1

ANOVA of the Self-esteem Scale

Purpose of Community Service					
Condition	Reparation		Other		
	I		I		I
Experimental	I	0.67	I	0.75	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Purpose	1	0.05	0.78	.383
Error	36	0.07		

Table Y-2

ANOVA of the Delinquent Associations Scale

Purpose of Community Service					
Condition	Reparation		Other		
	I		I		I
Experimental	I	2.78	I	3.20	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Purpose	1	1.58	3.31	.077
Error	36	0.48		

Table Y-3

ANOVA of the Normative Pressure Scale

Purpose of Community Service					
Condition	Reparation		Other		
	I		I		I
Experimental	I	2.25	I	2.19	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Purpose	1	0.03	0.10	.756
Error	36	0.32		

Table Y-4

ANOVA of the Normative Values Scale

Purpose of Community Service					
Condition	Reparation		Other		
	I		I		I
Experimental	I	1.18	I	1.04	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Purpose	1	0.17	1.00	.325
Error	35	0.17		

Table Y-5

ANOVA of the General Bonding Scale

Purpose of Community Service					
Condition		Reparation		Other	
	I		I		I
Experimental	I	2.98	I	3.03	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Purpose	1	0.02	0.10	.759
Error	36	0.24		

Table Y-6

ANOVA of the Specific Bonding Scale

Purpose of Community Service					
Condition		Reparation		Other	
	I		I		I
Experimental	I	3.71	I	3.85	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Purpose	1	0.16	0.48	.494
Error	36	0.34		





Table Y-7

ANOVA of the Recidivism Scale

Condition	Purpose of Community Service			
	Reparation		Other	
Experimental	I	I	I	I
	I	0.36	I	0.52
	I	I	I	I

## Analysis of Variance

Source	DF	MS	F	Prob.
Purpose	1	0.25	0.41	.529
Error	33	0.62		

## APPENDIX Z

## ANOVAs with Accountability Scale

Table Z-1

ANOVA of the Attitude Toward Community Service Scale

		Accountability			
Condition		Low		High	
Experimental	I		I		I
	I	5.11	I	5.55	I
	I		I		I
Control	I		I		I
	I	4.69	I	5.12	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	3.00	2.24	.139
Accountability (A)	1	3.25	2.43	.124
C X A	1	0.00	0.00	.986
Error	64	1.34		

Table Z-2

ANOVA of the Attitude Toward Victim Scale

		Accountability			
Condition		Low		High	
Experimental	I	4.61	I	4.57	I
	I		I		I
	I		I		I
Control	I	4.41	I	4.82	I
	I		I		I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	0.00	0.00	.980
Accountability (A)	1	0.68	0.50	.484
C X A	1	0.94	0.68	.412
Error	72	1.37		

Table Z-3

ANOVA of the Self-esteem Scale

		Accountability			
Condition		Low		High	
Experimental	I	0.71	I	0.69	I
	I		I		I
	I		I		I
Control	I	0.70	I	0.76	I
	I		I		I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	0.01	0.23	.634
Accountability (A)	1	0.01	0.15	.701
C X A	1	0.04	0.15	.444
Error	75	0.06		

Table Z-4

ANOVA of the Delinquent Associations Scale

		Accountability			
Condition		Low		High	
Experimental	I	2.73	I	3.22	I
	I		I		I
	I		I		I
Control	I	2.90	I	2.95	I
	I		I		I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	0.03	0.07	.787
Accountability (A)	1	1.32	3.55	.064
C X A	1	0.92	2.46	.121
Error	75	0.37		

Table Z-5

ANOVA of the Normative Pressure Scale

		Accountability			
Condition		Low		High	
Experimental	I	2.10	I	2.39	I
	I		I		I
	I		I		I
Control	I	2.02	I	2.09	I
	I		I		I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	0.66	1.95	.166
Accountability (A)	1	0.63	1.85	.178
C X A	1	0.24	0.72	.399
Error	75	0.34		

Table Z-6

ANOVA of the Normative Values Scale

		Accountability			
Condition		Low		High	
Experimental	I		I		I
	I	1.03	I	1.25	I
	I		I		I
Control	I		I		I
	I	1.16	I	1.27	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	0.10	0.50	.481
Accountability (A)	1	0.48	2.41	.125
C X A	1	0.05	0.27	.603
Error	71	0.19		

Table Z-7

ANOVA of the General Bonding Scale

Condition	Accountability			
	Low		High	
Experimental	I		I	I
	I	2.99	I	3.02
	I		I	I
Control	I		I	I
	I	2.94	I	2.98
	I		I	I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	0.04	0.19	.661
Accountability (A)	1	0.02	0.09	.768
C X A	1	0.00	0.00	.984
Error	75	0.19		



Table Z-8

ANOVA of the Recidivism Scale

		Accountability			
Condition		Low	High		
Experimental	I	0.30	I	0.60	I
	I		I		I
	I		I		I
Control	I	0.28	I	0.05	I
	I		I		I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Condition (C)	1	1.34	3.52	.065
Accountability (A)	1	0.01	0.03	.875
C X A	1	1.25	3.28	.074
Error	69	0.38		

Table Z-9

ANOVA of the Understanding Scale

		Accountability			
Condition		Low		High	
Experimental	I		I		I
	I	3.71	I	3.94	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Accountability	1	0.48	1.55	.221
Error	36	0.31		

Table Z-10

ANOVA of the Effort Scale

		Accountability			
Condition		Low		High	
Experimental	I		I		I
	I	2.05	I	2.28	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Accountability	1	0.50	0.76	.389
Error	36	0.66		

Table Z-11

ANOVA of the Benefit Scale

		Accountability			
Condition		Low		High	
Experimental	I		I		I
	I	2.33	I	2.18	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Accountability	1	0.23	0.28	.599
Error	36	0.82		

Table Z-12

ANOVA of the Attitude Toward Community Service Scale

		Accountability			
Condition		Low		High	
Experimental	I		I		I
	I	5.11	I	5.55	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Accountability	1	1.60	1.26	.270
Error	31	1.27		

Table Z-13

ANOVA of the Attitude Toward Victim Scale

		Accountability			
Condition		Low		High	
Experimental	I		I		I
	I	4.61	I	4.57	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Accountability	1	0.02	0.01	.912
Error	35	1.21		

Table Z-14

ANOVA of the Self-esteem Scale

		Accountability			
Condition		Low		High	
Experimental	I		I		I
	I	0.71	I	0.69	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Accountability	1	0.01	0.07	.789
Error	36	0.07		

Table Z-15

ANOVA of the Normative Pressure Scale

		Accountability			
Condition		Low		High	
Experimental	I		I		I
	I	2.10	I	2.39	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Accountability	1	0.82	2.75	.106
Error	36	0.30		

Table Z-16

ANOVA of the Normative Values Scale

		Accountability			
Condition		Low		High	
Experimental	I		I		I
	I	1.03	I	1.24	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Accountability	1	0.37	2.30	.138
Error	35	0.16		

Table Z-17

ANOVA of the General Bonding Scale

		Accountability			
Condition		Low		High	
Experimental	I		I		I
	I	2.99	I	3.02	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Accountability	1	0.01	0.03	.867
Error	36	0.25		

Table Z-18

ANOVA of the Specific Bonding Scale

		Accountability			
Condition		Low		High	
Experimental	I		I		I
	I	3.67	I	3.89	I
	I		I		I

## Analysis of Variance

Source	DF	MS	F	Prob.
Accountability	1	0.46	1.39	.246
Error	36	0.33		

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