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Effect of Cooperativeness of the Parent on Juvenile Probation Officer Decision-Making Using a Randomized Controlled Design

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EFFECT OF COOPERATIVENESS OF THE PARENT ON JUVENILE
PROBATION OFFICER DECISION-MAKING USING A
RANDOMIZED CONTROLLED DESIGN

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RANDOMIZED CONTROLLED DESIGN

by

TAMARA KANG, B.A.

THESIS

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Abstract

Juvenile probation officers acknowledge the importance of gaining the parents' cooperation during supervision to ensure the best chance for rehabilitation. However, there is reason to believe that officers may attend to parental cooperativeness to inform decisions on how much to involve the *parent* in supervision. The importance of the parent is well accepted, but the effect of parental cooperation on officers' decisions concerning the *juvenile's* fate on supervision has yet to be examined. Aim 1 of this study examined the extent to which an officer's response to a first instance and second instance of noncompliance was affected by the cooperativeness of the parent. Aim 2 examined whether officer orientation moderated the relationship between parental cooperation and the officers' response to noncompliance. Parental cooperation and officer orientation did not impact the officers' responses to a first instance or second instance of noncompliance. The non-significant findings raise two future directions for research. The possibility of the parent being more important during probation the more deeply embedded the juvenile is in the justice system is discussed. Furthermore, the results raise awareness of important differences in ideologies between the adult and juvenile justice system that are important to take into account for future research.

Keywords: Juvenile Probation, Decisions, Compliance, Parent, Cooperation, Role Orientation

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Chapter 1: Introduction

In 2011, more than 1.2 million youth were processed through juvenile justice courts (Office of Juvenile Justice and Delinquency Prevention, 2011a). Of the youth dealt with by courts in 2010, nearly 53% of delinquency cases resulted in juveniles being sentenced to probation (Office of Juvenile Justice and Delinquency Prevention, 2011b). Youth on probation are under a probation officer's supervision while in the community. The goal of probation is to provide the juvenile guidance in abstaining from criminal behavior, to help the juvenile access community based treatment programs, and to help the juvenile become a productive member of society (Torbet, 1996). Although probation is economically efficient, it is not entirely effective at reducing reoffending. For example, 51.2% of juveniles in Texas were re-arrested after they were deferred to probation in 2007 (Legislative Budget Board, 2011). As a result, probation agencies seek to improve the effectiveness of probation to reduce delinquency. During a juvenile's time on probation, the juvenile will have contact with a probation officer whose role is to assess, refer, coordinate, and counsel them (Schwalbe & Maschi, 2009). The factors that probation officers actually use to make decisions do not always align with the empirically supported factors that are predictive of recidivism (Eno Louden & Skeem, 2013; Ricks & Eno Louden, 2014; Schwalbe & Maschi, 2011). Therefore, there is a need to examine the extent to which non-empirically supported factors influence juvenile probation officers' decisions about youth while on probation, because these decisions influence juveniles in highly impactful ways.

1.1 The Juvenile Probation Officer's Role

The responsibilities of juvenile probation officers vary by state, but generally officers are responsible for deciding whether to refer the juvenile to court, screening juveniles for a variety of needs (e.g. recidivism risk level, mental health needs), conducting pre-sentence investigations where the probation officer recommends the juvenile's punishment to the court, supervising the juvenile while on probation, and enforcing adherence to probation requirements (Torbet, 1996). Requirements of juvenile probation include (but are not limited to): attending school, abiding by curfews set by the probation officer, attending counseling, participating in treatment programs associated with their offense (e.g., anger management), paying restitution, and performing community service (Abbott, 2009). The probation officer is responsible for enforcing all of these requirements and responding to any violations of the requirements. As such, the probation officer is responsible for many areas of the juvenile offender's outcome on probation and has an influential role in the juvenile's rehabilitation.

The probation officer's actions greatly affect the juvenile's success while on probation. According to Trotter's (1996) research with adult probation officers, the short period of time an officer has contact with the offender may be influential if the time is properly used. If the time on probation is used effectively, the adult offender may feel the motivation to change and abstain from crime in the future. Similarly, the juvenile probation officer must balance the competing goals of promoting public safety, holding juveniles accountable for their behaviors (e.g., juvenile adherence to probation requirements), and facilitating rehabilitation while handling a heavy caseload (Schwalbe & Maschi, 2009).

1.2 Core Correctional Practices Affect Recidivism Rates

In the past, much research has focused on reducing juvenile offender recidivism rates by targeting risk factors associated with delinquency, matching the treatment intensity with the juvenile's risk level, and adjusting the type of treatment based on the unique learning styles of the offender (Bonta & Andrews, 2007). This empirically supported framework for correctional staff is called the Risk-Need-Responsivity (RNR) model, and has been shown to reduce recidivism in young offenders (Dowden & Andrews, 1999). Researchers have discovered that other factors may also play a role in whether an offender reoffends, such as reinforcement and punishment strategies of the officer, the behaviors modeled by the probation officer, the quality of the relationship between the probationer and the officer, the style the probation officer uses to approach the juvenile (authoritarian vs. authoritative), and the probation officer's ability to use problem solving skills (Dowden & Andrews, 2004; Latessa & Cullen, 2002). These characteristics of correctional staff and the *way* the staff delivers services is termed Core Correctional Practices (CCP; Dowden & Andrews, 2004). CCP in combination with the use of RNR offer young offenders the best chance at rehabilitation (Dowden & Andrews, 2004).

Importantly, research on CCP demonstrates that effective use of authority and proper pro-social modeling of how to use punishment and reinforcement fairly is of upmost importance in successful rehabilitation (Dowden & Andrews, 2004). Effective use of authority is when the probation officer balances care by using fair treatment and focusing on rehabilitation, and equally balancing control by firmly communicating and enforcing the rules to promote public safety. Best practices suggest that probation officers that use encouraging behaviors and treat the juvenile with trust instead of purely enforcing rules have more success with juveniles during supervision. In theory, when the probationer is noncompliant with the rules of probation, the

probation officer would decide how punitive the probationer's punishment would be after considering empirically-based dynamic risk factors from the RNR model. Relying on empirically-based dynamic risk factor that can be targets for intervention rather than attending to factors that are not empirically supported predictors of recidivism; such as ethnicity of the juvenile, or characteristics of the officer themselves (Ricks & Eno Loudon, 2014; Schwalbe & Maschi, 2011). When officers attend to factors that are not predictive of recidivism when exercising their authority, the officer is not balancing care and control effectively. Modeling unfair treatment to the juvenile communicates that treating others unfairly is acceptable behavior (Dowden & Andrews, 2004). Further, Dowden and Andrews (2004) conducted a meta-analysis and found juvenile probation officers who adhere to a firm but fair approach have offenders with more success in treatment programs. Therefore, if a probation officer is attending to factors that are not empirically supported predictors of recidivism when gaining compliance, they may not be maximizing probation's potential in decreasing future delinquency.

According to CCP, the quality of the relationship between the probation officer and the probationer is an important factor for effective rehabilitation (Dowden & Andrews, 2004). Relationship factors contribute to successful rehabilitation, and best practices suggest that probation officers that are genuine, empathic, and focused on helping the probationer succeed while on probation have more success with rehabilitation efforts. When a probation officer treats an offender with care and fairness, this increases the quality of relationship. If the relationship between the probation officer and juvenile is strong, the juvenile is more likely to abide by the rules of probation (Dowden & Andrews, 2004). As a result, when an offender breaks the terms of probation, the probation officer must focus on rehabilitating the probationer, being empathic, and be clear on what the offender did wrong in order for the offender to feel they were treated

fairly. Often when officers use their discretion to gaining compliance, their decision is based upon something other than just the misbehavior (Ricks & Eno Loudon, 2014). If officers attend to factors that are not empirically supported deterrents of future noncompliance, this has the potential to deteriorate the quality of the relationship between the officer and the juvenile (Dowden & Andrews, 2004).

1.3 Probation Officers Have the Power to Exercise Discretion

While the probation officer is balancing competing roles, they are also responsible for making decisions on how to respond to noncompliance with the rules of probation.

Noncompliance is a failure to comply with the requirements of probation, such as attending scheduled meetings, attending treatment associated with the offense, random drug tests, curfew, avoiding contact with antisocial others, and community service (Youth Advocacy Division, 2013). The probation officer has flexibility when making decisions on criminal justice outcomes; this is known as discretion (Jones & Kerbs, 2007). For example, the probation officer can refer the juvenile to court and recommend that the juvenile's probation term be revoked. Alternatively, the probation officer can choose to give the juvenile a warning, increase the reporting requirements of probation, set stricter guidelines for probation, or choose to include the technical violation in a report. Researching discretionary decision-making is important, because researchers have found support for factors predictive of future delinquency (those consistent with RNR and CCP), but what is less known is whether officers implement empirically supported procedures when handling probationers. The little research in this area suggests that probation officers do not adhere to the RNR model for rehabilitation in supervision meetings with offenders (e.g. do not match the treatment intensity to the risk level of the offender; Bonta, Rugge, Scott, Bourgon, & Yessine, 2008). Although delivery of programming affects offender outcomes, implementation is difficult. Juvenile justice staff often does not adhere to CCP. For example, Dowden and Andrews (2004) conducted a meta-analysis and found that only 3% of correctional staff effectively used disapproval.

1.4 Factors Considered Best Practices are Often not Implemented in Practical Settings

Best practices for deterrence of future delinquency suggest that some characteristics of the offender are more predictive of recidivism than others, but often officers do not consider these factors when making decisions such as how to respond following noncompliant behavior. Because there is limited research on juvenile probation officers, much of the research discussed next focuses on adult probation officers. Adult probation officers tend to believe that certain characteristics are evidence that the offender is high risk to reoffend when really there is no empirically supported association between the characteristics officers attend to and the risk to reoffend (e.g. inaccurate belief that there is an association when there is not—human judgment error; Dawes, Faust, & Meehl, 1989). For example, Eno Loudon and Skeem (2013) found that officers were more likely to rate adult offenders with schizophrenia as high risk to violently reoffend when mental illness is not directly associated with high risk to reoffend. Furthermore, officers' rating of violent risk to reoffend did not change when the offender was told that the offenders with a mental illness abused cocaine—this is contradictory to what has been found in prior research as substance abuse raises the risk for violence in offenders with a mental illness (Eno Loudon & Skeem, 2013). This highlights the problem of officers' failure to consistently attend to empirically supported risk factors associated with recidivism.

Schwalbe and Maschi's (2011) work suggests non-adherence to best practices is present within the juvenile justice system as well. Characteristics of the juvenile probation officer themselves and characteristics of the youth they supervise affect the officer's approach when gaining compliance from the juvenile. Schwalbe and Maschi (2011) had juvenile probation officers randomly choose a juvenile from their caseload and then were asked, through a web-based survey, about their attitudes towards punishment and rehabilitation and then asked about

the tactics they used with that juvenile they selected from their caseload. First, officers' attitudes towards punishment, the age of the officer, and the gender of the officer affected what approach the officer employed when gaining compliance. Characteristics of the juvenile such as the juvenile's age and ethnicity were also related to the approach the officer used (Schwalbe & Maschi, 2011). Juvenile probation officers varied in using confrontational, client centered, or balanced approaches depending on these factors. Juvenile probation officers that had stronger attitudes towards punishment, male officers, and younger officers used more confrontational approaches. Officers also used more confrontational strategies when the juvenile was younger, abused illicit substances, and when the juvenile was African American. Officers used more client-centered approaches with youth of Latino and European American decent (Schwalbe & Maschi, 2011). This illustrates that even in juvenile justice settings, probation officers are attending to factors that are not predictive of future delinquency when exercising discretion on how to respond to noncompliant behavior.

1.5 Factors That can Guide a Probation Officer's Decisions

Many factors influence whether a probation officer emphasizes enforcing rule compliance or focusing on the rehabilitation of the offender when gaining compliance, and many factors officers attend to do not adhere to the principles of RNR or CCP. Individual characteristics of the officers themselves affect how the officer gains compliance, such as the officer's role orientation. The research on role orientation has been mostly conducted with adult offenders, but gives insight to how juvenile probation officers may treat the juveniles under their supervision. Role orientation can be conceptualized as the varied levels of the balance between care and control discussed earlier. Prior research has identified three types of role orientations endorsed by adult probation officers. First, there is the *law enforcer*, who acts as an authoritarian, focuses on rule compliance and control, and promotes public safety rather than rehabilitation (Klockars, 1972; Skeem & Manchak, 2008). On the opposite end of the spectrum is the *therapeutic agent*, who focuses on providing support, care, and guidance to the offender to aid in their rehabilitation (Klockars, 1972; Skeem & Manchak, 2008). Lastly, there is the *synthetic* or *hybrid* probation officer (Klockars, 1972; Skeem & Manchak, 2008) who balance care and control equally, which is consistent with CCP (Dowden & Andrews, 2004). Confrontation, client centered, and balanced approaches observed among juvenile probation officers discussed by Schwalbe and Maschi (2011) are similar to the law enforcer, rehabilitation, and hybrid approaches found in the adult probation literature (Schwalbe & Maschi, 2011).

Role orientation influences how adult probation officers respond to technical violations. Ricks and Eno Loudon (2014) used the Revised Community Corrections Officer Orientation Scale (RCC) to determine to what degree adult probation officers identify with variations of role orientations defined in prior research (e.g., control orientation, rehabilitative orientation, or

hybrid orientation). Ricks and Eno Louden (2014) found that officers' response following the adult's first instance of noncompliance was not related to their role orientation. However, after the offender was noncompliant with the terms of probation a second time, adult probation officers with a balance or control orientation turned to negative punishment strategies to handle the continued noncompliance, while officers with a rehabilitative approach used neutral pressure strategies. This is contrary to CCP, as CCP states that effective disapproval is consistent across probation officers with different orientations and focused on reinforcing good behaviors and finding alternatives when the offender exhibits problematic behavior (Dowden & Andrews, 2004).

Furthermore, adult probation officers' decisions on how to respond to a noncompliant behavior vary based on other factors that prior research has found are not predictive of recidivism. Individual characteristics such as differing interpretations of the law, the sex or race of the officer, the officer's major in college, the officer's current caseload, the officer's previous employment, and even the officer's memberships to organizations affect officers' decisions (Jones & Kerbs, 2007; Reed & King, 1966). Officer characteristics affect how adult probation officers handle noncompliance, which is concerning, as best practices suggest that increasing the intensity of probation is effective when matched with the offender's risk level (Bonta & Andrews, 2007).

There is limited research on officer orientation for juvenile probation officers, but research has found that officer orientation does affect the amount of effort officers exert when supervising a juvenile. Schwalbe and Maschi (2009) asked officers to choose a juvenile from their caseload at random and then asked how strongly they associated with an accountability orientation or rehabilitation orientation, and how frequently they contacted the juvenile. Officers

who more favorable of punishment strategies contacted the juvenile less, while officers more favorable of rehabilitation strategies contacted the juvenile more (Schwalbe & Maschi, 2009). Best practices suggest that the amount of effort that officers' exercise when deciding how frequently to contact the juvenile is most effective if officers base their decisions on the juvenile's risk level, and match level of risk with the intensity of supervision (Bonta & Andrews, 2007).

Juvenile probation officer decision-making is also influenced by prototypes of offenders. Officers have experience with multiple juveniles and begin to sort the juveniles into categories based on the juvenile's characteristics. For example, officers may have a prototype for the 'difficult juvenile.' Vidal and Skeem (2007) used vignettes to manipulate juveniles with psychopathy, juveniles with past child abuse, or juveniles of either African American or European American decent. Officers were more likely to use control-oriented strategies when handling juveniles with psychopathy and were more likely to use care-oriented strategies with juveniles who had been abused, but viewed both cases as 'difficult' (Vidal & Skeem, 2007). Vidal and Skeem's (2007) research supports the theory that probation officers attend to non-empirically supported factors when deciding which strategies to use during supervision. Choosing an approach to gain compliance this way may not be as effective, because best practices suggest that officers who use a balanced approach that emphasizes care and control equally have the most success on probation (Skeem & Manchak, 2008).

1.6 Effective Rehabilitation From a Probation Officer's Perspective

Unlike adult probation officers, juvenile probation officers must work with both the juvenile and the juvenile's parent(s). This adds a layer of complication, as the probation officer must now seek coordination and cooperation from two (or more) individuals instead of one. Schwalbe (2012) assessed officers' perspectives on supervising juvenile offenders using administered a semi-structured telephone interview to juvenile probation. Probation officers acknowledge this struggle of gaining compliance from both the juvenile and parent and feel that the parent has an influential role in the juvenile's rehabilitation (Schwalbe, 2012). Further, probation officers' perspectives on mechanisms that engender change for a juvenile found that officers believe that rehabilitation is effective when the youth participates and cooperates, when the relationship between the probation officer and the juvenile is strong, and when the parent(s) are supportive (Schwalbe, 2012). The addition of a parent's support to rehabilitation in juvenile justice settings adds a new dynamic to the relationship between the probation officer and the juvenile. The probation officer is not only attempting to have a high-quality relationship with the juvenile, but also with the parent.

Interviews with juvenile probation officers have revealed that probation officers believe that there are three core-parenting guidelines that increase the likelihood of effective rehabilitation. First, parental support (e.g. helping the juvenile make appointments) is important as the probation officer and parent must coordinate efforts to rehabilitate the juvenile (Maschi, Schwalbe, & Ristow, 2013; Peterson-Badali & Broeking, 2009; Schwalbe, 2012). Second, effective parental authority (e.g. parental monitoring) is important as the officer can only monitor the juvenile so much and relies on the parents to monitor the juvenile at home and enforce rules (Griffin & Torbet, 2002; Maloney, Romig, & Armstrong, 1988; Maschi et al., 2013; Mullins &

Toner, 2008). Lastly, the strength of the partnership between the parent and the probation officer (e.g. respect for the probation officer) is important, because the parent must model appropriate behavior (Maschi, Schwalbe, & Ristow, 2013). Furthermore, Maschi and colleagues (2013) conducted a qualitative analysis examining the officer's opinion of the ideal parent. Three distinct patterns in qualities of the ideal parent emerged, and were consistent with the three types of core parenting guidelines above. But what if the parent violates one or more core parenting guidelines?

Prior research has primarily investigated parental cooperation in terms of how much the officer involves the parent in the process of probation depending on the parent's level of cooperativeness (Maschi et al., 2013; Schwalbe & Maschi, 2010). Juvenile probation officers admit that parental cooperation affects how much they involve the parent in the rehabilitation process (Schwalbe & Maschi, 2010). Schwalbe and Maschi (2010) had juvenile probation officers randomly choose a juvenile from their caseload and then asked how often the officer contacted the parent, assessed how cooperative they thought the parent was during probation, and asked the officer to describe various characteristics of the parent through a web-based survey. Research has found that probation officers contacted the parent less if the parent was not cooperative, or if the parent abused drugs or had a prior criminal record (Schwalbe & Maschi, 2010). This supports the notion that characteristics of the parent influence how probation officers make decisions on how much to involve the parent. Involving the parent less in probation, for whatever the reason, can lessen the likelihood that the juvenile will succeed while on probation. According to Schwalbe and Maschi (2010), probation officers are treating the parent differently by involving them less in their child's rehabilitation because the parent is

uncooperative. Researchers have not yet determined whether the presence of an uncooperative parent also changes how a probation officer treats the child with the uncooperative parent.

1.7 Probation From the Parent and Juvenile Perspective

Just as juvenile probation officers have their perspective of which variables are important for a successful rehabilitation, parents and juveniles have perspectives on how officers treat them. Holloway, Brown, Suman, and Aalsma (2012) interviewed parents and juveniles to determine how they felt probation officers perform at being gateway providers for mental health needs. Parents and juveniles reported that probation officers vary in which types of strategies they use, and emphasized that probation officers differ on following up with the families on whether they received mental health services and how they coordinate mental health services for the family (how much information they choose to provide, how effortful they are at finding appropriate services; Holloway et al., 2012). Although Holloway et al. (2012) focused on mental health needs, their results suggest that probation officers vary on what strategies they use with juvenile offenders. Probation officers have discretion in making these types of mental health decisions, which is similar to the discretion that probation officers have when deciding how to respond a juvenile's noncompliant behavior during supervision. Research needs to uncover what contributes to the differential treatment of various juveniles and whether the probation officer is attending to parental characteristics that may explain the variation of treatment among families.

1.8 Difficult Parents in Other Settings

Although the addition of parents in the process of probation adds a layer of complication for the juvenile probation officer, the role of the parent in probation supervision is not well understood. As such, literature from other settings where professionals must handle difficult parents will be discussed as it provides insight to how youth with difficult parents may be treated in juvenile justice settings. For example, physicians in pediatric settings often have to deliver bad news to a parent, which often causes parents to be uncooperative with the physician (Breuner & Moreno, 2011). The same diversity of confrontational and client-centered approaches occur in pediatric settings as well. Importantly, many pediatric youth (20%) reported that many physicians had a bad attitude towards them and some youth (10%) reported their physician was not sensitive towards them (Hsiao, Evan, & Zeltzer, 2007). The reason behind why unhelpful and helpful techniques are used among different juveniles is unknown, but both probation officers and physicians handle difficult parents on a daily basis, which may account for why unhelpful techniques are used at times.

The differential treatment of families has been seen in social work settings as well. Social workers encounter difficult families on a daily basis as they have the difficult job of keeping children safe and delivering potentially upsetting news to defensive parents. Platt (2008) and Spratt and Callan (2004) interviewed parents to examine how social workers interact differently among families. Parents reported that most of the time, social workers were warm, sensitive (Platt, 2008; Spratt & Callan, 2004), made them feel comfortable, and developed a trusting relationship with them (Spratt & Callan, 2004). Other times, the social workers were perceived as rude and made the families defensive, upset, feel disrespected (Spratt & Callan,

2004), acted as if they were not listening to the families, or were rarely available to speak on the phone (Platt, 2008).

Juvenile probation officers must form a working relationship with the family based on mutual respect, caring, and trust while balancing the goals of enforcing rules much like how social workers form a caring relationship with the family and balance enforcing the child's safety. Platt (2008) and Spratt and Callan (2004) found support for the idea that families are given differential treatment in the social work field, which is similar to the differential treatment that has been found in probation settings (Holloway et al., 2012). This differential treatment among families in the medical (Hsiao et al., 2007) and social work fields (Platt, 2008; Spratt & Callan, 2004), and in probation agencies (Holloway et al., 2012) leads to the question of which factor(s) these professionals are attending to that guides their use of harsher and more distant methods among different families. Since differential treatment of juveniles has been found across multiple settings where difficult parents are present (Holloway et al., 2012; Hsiao et al., 2007; Platt, 2008; Spratt & Callan, 2004), this supports the hypothesis that the presence of a difficult parent may account for why these professionals use more confrontational strategies with some families while using more friendly approaches with other families.

1.9 Importance of Identifying the Role of an Uncooperative Parent

Determining whether an uncooperative parent contributes to this variation in treatment of the juvenile is relatively unexplored and is important for a number of reasons. First, treating juveniles differently based on whether they have an uncooperative parent does not align with best practices in probation, because best practices suggest that adjusting the level of intensity of probation is most effective when based on the juvenile's risk level and criminogenic needs. Other factors, such as cooperativeness of the parent, may introduce bias by putting a low-risk juvenile offender in a more restrictive environment and treated more punitively could inhibit rehabilitation efforts (Andrews & Bonta, 2010; Bonta & Andrews, 2007; Bonta et al., 2008; Cook & Gordon, 2012; Dowden & Andrews, 1999; Dowden & Andrews, 2004). Research has shown that more restrictive sanctions for low-risk juveniles can potentially do harm rather than good and increase rates of delinquency (Lowenkamp & Latessa, 2004).

Second, parents who do not abide by the three core parenting guidelines increase the likelihood that the juvenile's delinquency will continue and may escalate, and later, the child has a higher likelihood of becoming a high risk offender (Cook & Gordon, Cook, 2013). Therefore, juvenile probation officers must make a genuine effort to maximize the benefit of the juvenile's time on probation as this subgroup of youth have a higher probability of becoming high-risk offenders (Cook, 2013; Cook & Gordon, 2012). Prior research has found that the increased risk for future delinquency may be due to parents who poorly monitor their children, become overly angry with their child, model mistrust of the juvenile justice system, and support delinquent and disruptive behaviors at home (Cook & Gordon, 2012). Cook and Gordon (2012) support this theory, as juveniles with these types of parents were more likely to be noncompliant with the rules of probation. These juveniles are at higher risk for reoffending and need fair and consistent

treatment rather than the officer becoming frustrated with the parent and their frustration may unintentionally filter down and may affect how the officer treats the juvenile. The juvenile probation officer and juvenile's quality of relationship is more important if there is low parental assistance (Vidal, Oudekerk, Reppucci, & Woolard, 2013). Therefore, it is vital for juvenile probation officers to effectively balance between care and control and have a quality relationship with the juvenile to offset the parent's poor parenting style.

1.10 The Present Study

Decision-making research in legal settings has mostly focused on decision-making on how to legally handle a case (Barton, 1976; Bell & Lang, 1985; Bishop, Leiber, & Johnson, 2010), how adult probation officers respond to noncompliance (Jones & Kerbs, 2007; Reed & King, 1966), and how officers respond to noncompliance and the type of strategy officers employed based on the officer's role orientation (Ricks & Eno Loudon, 2014; Schwalbe & Maschi, 2009). Research on the effect of parental cooperation on decision-making is nonexistent, but research has found that on multiple occasions officers acknowledge the importance of parental cooperation on the outcome of the juvenile's supervision. Prior research on the role of the parent in probation has focused on investigating the officers' view of the cooperative ideal parent, how certain characteristics of the parent (such as drug abuse) affect how much the officer involves the parent in probation, and how parenting that lacks the three ideal parenting components are risk factors for delinquency (Cook & Gordon, 2012). Research has yet to uncover how a child with an uncooperative parent is treated by the officer during supervision after the child is noncompliant. Due to the importance of the parent in probation as reported by officers (Maschi et al., 2013) and based on a multitude of studies reporting officers tendency to attend to factors that are not empirically supported when responding to noncompliant behavior (Ricks & Eno Loudon, 2014; Eno Loudon & Skeem, 2013; Jones & Kerbs, 2007; Reed & King, 1966; Vidal & Skeem, 2007], the present study proposed the following aims.

Aim 1 examined the extent to which an officer's response to a juvenile offender's first instance of noncompliance and second instance of noncompliance is influenced by the juvenile's parent. Specifically, the present study examined whether an uncooperative parent effects the type of response an officer selects following a juvenile's first instance and second instance of

noncompliance. Schwalbe and Maschi (2010) found that probation officers involved the parent less if the parent was not cooperative. Therefore, based on Schwalbe and Maschi's (2010) findings, it is hypothesized that officers will select more severe responses following a first instance of noncompliance if the juvenile has an uncooperative parent when compared to a cooperative parent. For the second instance of noncompliance, it was hypothesized that the same outcome will emerge, but the effect of the uncooperative parent will be more pronounced.

For Aim 2, the present study examined the extent to which officer role orientation moderates the relationship between the parent's ability to cooperate with probation and the type of response selected by the officer following the juvenile's noncompliant behavior. It was hypothesized that the parent's inability to cooperate with probation would predict the type of response that the officer selects following the juvenile's noncompliant behavior, and this relationship will be indirectly affected by the role orientation of the officer.

Chapter 2: Method

Aim 1 was addressed by using a between subjects design and randomly assigning officers to one of four conditions. Three of the conditions depicted parents that violated one of three core parenting guidelines, and the last condition included a parent who adhered to one of the three core parenting guidelines. Officers read two scenarios from one condition. In the first scenario the juvenile commits a first instance of noncompliance and in the second scenario, the same juvenile is caught committing a second instance of noncompliance. The officer was asked to make a decision on which response they would select following probationer's noncompliant behavior. A randomized controlled design was chosen to decrease the likelihood that officers would be aware of the manipulation of *cooperativeness of the parent* and maximize the likelihood that responses were truthful rather than socially desirable. Officer role orientation was the moderator for Aim 2. Other variables found in prior research (such as age, years as a juvenile probation officer, level of education, previous employment, etc.) to be related to discretionary decision-making were measured and treated as covariates.

2.1 Participants

Participants were 222 juvenile probation officers from juvenile probation agencies across five regions of the United States (Southwest, West, Southeast, Midwest, and Northeast). On average, officers were approximately 40-years-old and officers' ages ranged from 25 to 64 years old ($M = 40.10$; $SD = 9.05$). Officers reported that they had worked as a juvenile probation officer for an average of 10.9 years and the range of years as an officer ranged from 0 to 33 ($M = 10.96$; $SD = 7.34$). The majority of officers were European American (42.1%), Latino (37.6%), and African American (13.6%). Approximately 25% of officers had completed their Master's degree, but most officers had completed 2-4 years of college (73.4%). The most commonly reported major during college was criminal justice (55.8%) followed by psychology, counseling, or social work related field (25%). Before becoming an officer, the most commonly reported previous job was a prior law enforcement related job (e.g., correctional officer, detention officer, officer for boot camp, police officer, etc.; 32.7%) and a prior rehabilitation related job (e.g., social worker, counselor, etc.; 21.8%). Although efforts were made to recruit officers from multiple states to represent a diverse set of geographical locations, majority of respondents were officers in Texas (46.4%) and California (22.1%).

2.2 Procedure

Participation from the officers was voluntary. Chiefs from juvenile probation agencies in a number of geographical locations were contacted to gain permission to conduct research at their agency. Chiefs that agreed to allow this research to be conducted at their agency were asked if a researcher could send an online survey to the officer's work email address. For the officers' participation, they received \$10 towards any purchase on a well-known online retailer, or a token of appreciation depending on the agencies' policies regarding compensating employees for participation in research.

First, officers were prompted to read a consent form and to provide their consent prior to participating in the study. To preserve officer and agency anonymity, the IRB granted a waiver of written consent. The officer did not sign the informed consent, but selected an "agree" button on the consent form (see the Appendix for informed consent form), which had to be selected in order for the officer to move on to the first question of the survey. Next, officers were asked to provide information on the covariates listed in the Appendix (e.g. ethnicity, years on the job, orientation, major in college, state agency was located in, age, etc.). Next, a randomization number generator randomly assigned each officer to read two vignettes from one of the four conditions of parental cooperativeness. One of these vignettes was a scenario involving a juvenile being noncompliant for the first time. Then, the second vignette was a scenario about the same juvenile who was now noncompliant a second time. After each scenario the officer was asked to select which response they would use following the juvenile's noncompliant behavior.

Next, one question prompted the officer to decide how cooperative they believed the parent was in the previous two scenarios they read. This question served as a manipulation check. Then, a question asked the officers to rank the four choices provided as response options

following the juvenile's noncompliant behavior to examine if the rank order responses selected by the researchers were analogous to the rank order system the officers used when responding to the scenarios. Next, officers were prompted to answer the questions on the RCC. Finally, the officer was directed to a new anonymous site (separate from the site used to collect the confidential responses) to enter their email address so the researcher could contact them to deliver the incentive, or token of appreciation.

2.3 Power Analysis

The number of participants recruited was informed by a power analysis. Research on parents' role in officer decision-making is limited; the most closely related study identified was Vidal and Skeem (2007), which examined juvenile probation officer decision-making much like the present study. Vidal and Skeem (2007) reported that officers' supervision approach varied among probationers with child abuse ($\eta^2 = .13$; $f = .38$) and probationers with psychopathy ($\eta^2 = .16$; $f = .43$). Vidal and Skeem's (2007) findings were used to estimate a medium size effect, because Vidal and Skeem's (2007) variables of interest were similar to the present study. G* Power was used to determine the number of officers needed and indicated that 122 officers were needed for an Ordinal Logistic Regression analysis ($1 - \beta = .80$; $\alpha = .05$). According to Aiken and West (2001), f^2 is the most common effect size used in moderation analyses. Therefore g*power was used to estimate the number of participants need to detect a medium size effect for Aim 2, and indicated that 179 officers were needed to detect an effect if it truly exists in the population.

2.4 Measures

2.4.1 Categorical Predictor

Maschi and colleagues (2013) qualitatively examined officers' opinions on what they consider the *ideal parent* to work with in probation to increase the likelihood of the child abstaining from future delinquency. Three types of core parenting guidelines emerged from Maschi and colleagues' (2013) qualitative analysis. Officers reported that the cooperative ideal parent would be *supportive* to the child and to the goals of probation, effectively *monitor* their child's behavior and properly respond to their child's behavior with appropriate rewards and punishments, and lastly the parent would *partner* with the officer so they can work together to ensure the best chance at deterring delinquency.

The categorical independent variable had four conditions of parental cooperativeness that were based on the three-core parenting guidelines adopted from Maschi et al.'s (2013) study. Three of the four total conditions of parental cooperativeness portrayed a parent violating one of the three core parenting guidelines. The fourth condition was the control condition and included a parent adhering to one of the core parenting guidelines. Each officer was randomly assigned to one of the four conditions. Within each condition, there were two vignettes. Each set of two vignettes included one scenario where the juvenile commits their first instance of noncompliance. The second vignette depicted the same juvenile committing a second instance of noncompliance. For the juvenile's first instance of noncompliance, the juvenile was caught associating with antisocial peers. For the juvenile's second instance of noncompliance, the juvenile was caught breaking curfew (see the Appendix for all eight vignettes and complete study packet).

Poor Parental Support for the Goals of Probation

The juvenile's time on probation is different than that of an adult, as many cannot drive themselves and must rely on their parent to help them make it to their scheduled appointment. If the

parent helps the juvenile make it to their scheduled appointments the parent is being supportive of the requirements of probation (Maschi et al., 2013; Schwalbe, 2012). Therefore, to manipulate poor parental support, the parent did not help the juvenile make it to their scheduled appointments.

Poor Parental Monitoring

The parent and officer must work as a team as the officer cannot monitor the juvenile at all times. The officer and parent must work as partners to help the juvenile stay delinquency free (Maschi et al., 2013). To portray poor parental monitoring, when the juvenile commits a first instance of noncompliance and second instance of noncompliance, the parent told the probation officer that they cannot be bothered to watch the juvenile.

Disrespect for Probation Officer

To manipulate a parent that does not respect the authority of the officer, the juvenile committed a first instance of noncompliance and second instance of noncompliance and the parent told the officer that he or she cannot tell the parent what to do. This manipulation was selected because Maschi et al. (2013) found that probation officers believed that effective parenting is essential to effective rehabilitation and respectfulness for the officer and that is one of the parenting ideals officers reported as important to the rehabilitation process.

Control Vignette

To portray a juvenile offender with a cooperative parent, the juvenile committed a first instance of noncompliance and second instance of noncompliance and the parent showed the probation officer that they have a partnership in promoting the rehabilitation of the juvenile, and the parent in the vignettes reported the noncompliant to the probation officer themselves. This manipulation was selected because if the parent is reporting the juvenile's noncompliant behavior to the officer, they are not only monitoring the juvenile at home, but also taking an interest in the requirements of probation and

acknowledging that they have a part in helping the officer find out if the juvenile is on the right track to rehabilitation or falling back into their criminal ways. Prior research has found that probation officers appreciate when the parent creates a partnership with them and supports the goals of probation (Maschi et al., 2013).

2.4.2 Ordinal Dependent Variable

The dependent variable of interest was the probation officer's discretionary response to how they responded to a single instance of noncompliance and a second instance of noncompliance. After reading each of the two vignettes, officers were asked, "Which action would you most likely take now that the juvenile has violated the terms of probation?" The probation officer was directed to select one of the following responses following the juvenile's first instance and second instance of noncompliant behavior: 1 = give the juvenile a warning; 2 = increase reporting requirements; 3 = include noncompliance in a report; 4 = revoke the juvenile's probation. The response options were adopted from Jones and Kerbs's (2007) study on probation officers' discretionary decisions when responding to noncompliant behavior. Jones and Kerbs's (2007) original categories were: verbal reprimand, written reprimand, increase in reporting requirements, implementing a counseling requirement, and setting up a formal hearing. This approach of rank order coding of the dependent variable was selected to make the scenario realistic. Officers generally view response options to noncompliance using an integral ranking framework where different responses represent varying graduated increases in severity.

2.4.3 Revised Community Corrections Officer Role Orientation Scale (RCC)

The RCC was used to measure officer professional orientation in the moderation analysis (see the Appendix for RCC officer orientation measure). The RCC determines the degree to which officers identify their role as more law enforcement oriented or rehabilitation oriented.

The RCC is a continuous variable that consists of 24 items and total scores on the RCC range from 24 to 168. On one end of the spectrum is the officer that strongly identifies with a law enforcement orientation (e.g., score of 24) while officers on the other side of the spectrum strongly identify with a rehabilitative orientation (e.g., score of 168). Most adult probation officers score somewhere in the middle of 24 and 168 on the RCC (e.g., 76 to 111), which suggests they balance both types of role orientations somewhat equally. The RCC is a scale that is based on the social worker orientation, law enforcer orientation, and hybrid orientation, which were discussed in depth earlier (Klockars, 1972; Ricks & Eno Loudon, 2014; Skeem & Manchak, 2008).

The RCC's response options for each item range from -3 to 3, with 0 as the midpoint (Ricks & Eno Loudon, 2014). The RCC measures role orientation by presenting two polar opposite statements to the officer that depict either a rehabilitation or law enforcement perspective, and the officer must choose to what extent they agree with each statement, or agree with both statements equally (score of '0'). A sample item of the RCC includes the statement, "within ten years of release, more offenders will commit another crime than those who become productive people" on one extreme (-3). If officers agree with this statement they follow a law enforcer orientation. On the other extreme (+3) the item includes the statement, "if you do good work helping him reform his behavior, you can help reduce an offender's chances of committing another crime." This extreme focuses strongly on rehabilitation of the offender (Ricks & Eno Loudon, 2014). In research with adult probation officers, officers who score 111 or above are considered to have a rehabilitative orientation, whereas those who score 76 or below are considered to have a law enforcer approach. Officers who score between 76 and 111 on the RCC are considered to have a hybrid approach.

Ricks and Eno Louden (2014) examined the psychometric properties of the RCC with adult probation officers and achieved a .85, 95% CI [.82, .88], Guttman-Cronbach alpha. The RCC was found to have concurrent and divergent validity when its content was compared to scales measuring rehabilitation orientation and legal authoritarianism. This suggests that the RCC is valid and reliable in measuring officer orientation with adult probation officers (Ricks & Eno Louden, 2014).

2.4.4 Covariates

The present study controlled for the following variables that likely have a relationship between an officer's response to noncompliant behavior and the cooperation of the parent: ethnicity, number of years they have been a juvenile probation officer, highest level of education completed, and previous employment (e.g. background in mental health or criminal justice focused background). These covariates were selected because previous research suggests that officer characteristics affect legal decisions (Jones & Kerbs, 2007; Reed & King, 1966) and officer orientation affects discretionary decisions (Vidal & Skeem, 2007). The instrument used to measure the covariates is included in the Appendix.

2.5 Officers' Views on the Ordinal Ranking of the Response Options

Since the present study recruited juvenile probation officers from various agencies, a variable was added to the online survey to determine if the ordinal ranking the researchers assigned to the four integral responses reflected the juvenile probation officers' views on ranking the severity of the response options to noncompliant behavior. The majority of officers viewed the ordinal ranking of the responses in the same ordinal ranking system the present study originally utilized. Specifically, juvenile probation officers were in strong agreement that 'warning the child' after he/she is noncompliant was the least severe of all the response options (94.4%), and 'revoking probation' was the most severe of the response options provided (89.3%). Although the responses to the rank ordering of the other two types of response options were less defined, majority of officers were still in agreement with the original ranks utilized initially in the present study. Specifically, 61.8% of officers ranked 'increasing the child's reporting requirements' as the second most severe response option, and 63.5% of officers ranked 'include the probation violation in a written report' as the third most severe response option. Therefore, the present study did not alter the original integral ordinal ranking system.

2.6 Manipulation Check

To ensure that the manipulation was salient for each vignette, a question at the end of the vignette, after the officer had already decided how they would react when confronted with the noncompliant behavior, a question asked the officer, “to what extent do you believe [the juvenile’s] parent was being cooperative in the following scenario?” The manipulation check items were coded on a scale from 1 to 7, with 1 indicating the probation officer believed the parent was not cooperative at all, 4 indicating the probation officer felt the parent was somewhat cooperative, and 7 indicating the probation officer believed the parent was fully cooperative. A Chi Square analysis was conducted and revealed that the manipulation of cooperativeness was salient to the officers, and all officers in the control condition reported that the parent in the control condition was cooperative, and majority of officers in the other three uncooperative conditions reported the parent was uncooperative with the exception of one officer in each of the uncooperative parent conditions ($n = 3$) who reported that the uncooperative parent was cooperative ($\chi^2(18) = 192.33, p = < .000, \Phi = 0.96$).

Chapter 3: Analyses

To address Aim 1 of the present study, two Ordinal Logistic Regressions were used to examine the extent to which the type of cooperation displayed by the parent in the scenario affected the level of response the officer selected following a single instance of noncompliance and a second instance of noncompliance. SPSS's Ordinal Regression PLUM (Polytomous Universal Model) procedure was used to analyze the data. This procedure was designed to examine research designs with an ordinal dependent variable (Norušis, 2012). The Ordinal Logistic Regression was selected because it is well documented that using analytical techniques that treat ordinal variables as categorical or continuous variables is problematic and introduces biases to the results (Brant, 1990; McCallagh, 1980; Winship & Mare, 1984).

First, analyzing an ordinal variable as a categorical variable eliminates the integral element of an ordinal ranking system, and falsely classifies the variable with arbitrary categorical values. This results in a loss of information (McCallagh, 1980). Second, treating an ordinal variable as a continuous variable is violating assumptions of the analytical techniques used for continuous vs. ordinal variables (McCallagh, 1980). Ethnicity, prior employment, level of education, and years as a juvenile probation officer were used as covariates.

For Aim 2, two moderation analyses (one for each dimension of noncompliance) were used to investigate whether the officer's orientation, measured by the RCC, moderated the relationship between the four conditions of parental cooperativeness and the level of response selected by the officer following a single instance of noncompliance and a second instance of noncompliance. The four conditions of cooperativeness are categorical in nature. Therefore, the three conditions depicting uncooperative parents were dummy coded with the control condition as the reference group. MPlus 7th edition (Muthén, Muthén Asparouhov, & Nguyen, 2011) was

used to examine the RCC's moderating effects on the relationship between parental cooperation and level of response selected following a single instance of noncompliance and a second instance of noncompliance. MPlus has the ability to analyze complex models with both continuous, ordinal, and categorical variables independent and dependent variables, which made it a software that was compatible for analyzing the present study's design, which included a categorical predictor variable (four conditions of parental cooperativeness), a continuous moderator variable (the RCC), and two ordinal dependent variable (response officer selected following a single instance and second instance of noncompliant behavior; Muthén, et al., 2011).

3.1 Assessment of the Assumptions for an Ordinal Regression

Using the Ordinal Regression PLUM procedure for ordinal dependent variables in SPSS has four assumptions (McCullagh, 1980; Winship & Mare, 1984). First, the dependent variable should be an ordinal ranked variable (McCullagh, 1980). Second, the independent variable and covariates should be continuous, ordinal, or categorical, but should be treated as a categorical or continuous variable when used in the analyses (McCullagh, 1980). The variables in the present study satisfied both assumption one and two. Third, when using the PLUM procedure there should be no multicollinearity between independent variables (McCullagh, 1980). Assumption three was not applicable to the present study, because both analyses used the same independent variable (4 scenarios that vary in cooperativeness of the parent). Fourth, the data should have proportional odds (McCullagh, 1980). After analyzing the data using the Test of Parallel Lines, analyses revealed that both sets of data from the single instance of noncompliance ($\chi^2(7) = 10.72$, $p = .151$) and second instance of noncompliance ($\chi^2(3) = 0.83$, $p = .842$) met the proportional odds assumption.

Chapter 4: Results

Before addressing the primary study aims, the relationship between the covariates and the dependent variables were examined. Bivariate correlations were conducted to determine if the continuous covariates, which included age of the officer, numbers of years as a juvenile probation officer, and officer orientation (RCC), were related to the type of response the officer selected following the juvenile's first instance and second instance of noncompliance. For the first instance of noncompliance, officer's age ($r = .084, p = .246$), number of years as an officer ($r = .003, p = .960$), and officer orientation ($r = -.047, p = .526$) were not significantly related to the dependent variable. For the second instance of noncompliance, officer's age ($r = .004, p = .957$), number of years as an officer ($r = -.035, p = .607$), and officer orientation ($r = -.054, p = .472$) were not significantly related to the dependent variable. Although not planned, the bivariate correlations revealed that officer orientation was positively correlated to age of the officers. Older officers tended to report more beliefs that aligned with a social worker orientation rather than a law enforcer orientation.

Chi Square analyses were conducted to determine if the potential categorical covariates and the one potential ordinal covariate were related to the type of response the officer selected following the juvenile's first instance and second instance of noncompliance. The potential covariates included ethnicity, major in college, previous employment, region, and level of education (the ordinal covariate). For the first instance of noncompliance, ethnicity, $\chi^2(6) = 9.01, p = .173, \Phi = 0.20$, and major in college, $\chi^2(4) = 4.10, p = .391, \Phi = 0.14$, were not significantly related to the dependent variable. Previous employment $\chi^2(4) = 9.12, p = .058, \Phi = 0.20$, and level of education $\chi^2(2) = 5.62, p = .060, \Phi = 0.16$, approached significance and were included in the final analyses. Region $\chi^2(8) = 15.20, p = .055, \Phi = 0.26$, also approached significance, but

was not included in final analyses, because of small cell sizes for some regions. For the second instance of noncompliance, ethnicity, $\chi^2(6) = 4.60, p = .595, \Phi = 0.14$, major in college, $\chi(4) = 3.71, p = .446, \Phi = 0.13$, previous employment $\chi^2(4) = 3.13, p = .536, \Phi = 0.12$, level of education $\chi^2(2) = 0.64, p = .726, \Phi = 0.05$, and region $\chi^2(8) = 7.23, p = .512, \Phi = 0.18$, were not significantly related to the dependent variable and excluded from final analyses.

4.1 Aim 1: Effect of Cooperativeness of the Parent on Officer Decision-Making

4.1.1 Vignette 1: First Instance of Noncompliance

The first Ordinal Logistic Regression examined how the type of parental cooperation affected the type of response an officer selected following the juvenile's first instance of noncompliance while controlling for previous employment and level of education. Overall, this model did not appear to be an adequate fit for the data, $\chi^2(7) = 13.05, p = .071, \Phi = 0.24$. When investigating the effect of cooperation of the parent on officers' decisions by itself, none of the four types of parental cooperativeness, outlined by Maschi and colleagues' (2013) core-parenting guidelines had a significant effect on the type of response the officer selected following the juvenile's first instance of noncompliance, $\chi^2(3) = 13.05, p = .728, \Phi = 0.07$. The response options provided to the officers were measured on a scale from 1 to 4 with 1 being the least severe response and 4 being the most severe response option to noncompliant behavior. Lack of support from the parent ($M = 1.62, SD = 0.82$), poor parental monitoring ($M = 1.75, SD = 0.85$), lack of the parent forming a partnership with officer ($M = 1.59, SD = 0.75$), and the cooperative parent ($M = 1.54, SD = 0.74$) had no effect on the officer's response following the juvenile's first instance of noncompliance.

As suggested by prior research, the covariates previous employment and level of education had an effect on the type of response the officer selected following the juvenile's first instance of noncompliance. The odds of an officer selecting a more severe response is 3.4 times more likely if the officer previously held a law enforcement related job rather than previously being unemployed or a student ($p = .027, CI [0.14, 2.32]$). In addition, the odds of an officer selecting a more severe response is 50.9% less likely if the officer completed 1 to 4 years of college rather than an officer who completed their master's degree ($p = .025, CI [-1.26, -0.08]$).

See Table 1.1 for parameter estimates from the Ordinal Regression analysis for the first instance of noncompliance.

Table 1.1: Parameter Estimates for Ordinal Regression for a Single Instance of Noncompliance

	Estimate	SE	Wald	df	<i>p</i>	OR	95% OR CI:
Previous Job							
Law Enforcement	1.23	0.63	1.68	1	.027	3.43	[1.15, 10.22]
Counseling	0.72	0.57	1.57	1	.208	2.06	[0.85, 7.90]
Other	0.95	0.56	2.85	1	.091	2.60	[0.66, 6.36]
None/Student	<i>Reference Group</i>						
Education							
1-4 Years of College	-0.67	0.30	4.99	1	.025	0.50	[0.28, 0.92]
Master's Degree	<i>Reference Group</i>						
Parental Cooperation							
No Partnership	-0.03	0.38	0.01	1	.933	0.96	[0.45, 2.07]
No Monitoring	0.45	0.37	1.43	1	.230	1.57	[0.75, 3.29]
No Support	0.31	0.39	0.64	1	.423	1.36	[0.63, 2.94]
Control	<i>Reference Group</i>						

4.1.2 Vignette 2: Second Instance of Noncompliance

The second Ordinal Logistic Regression examined how the type of parental cooperation affected the type of response an officer selected following the juvenile's second instance of noncompliance. The analysis revealed that the model was not a good fit for the data, $\chi^2(3) = 3.24, p = .355, \Phi = 0.12$. Again, lack of support from the parent ($M = 2.31, SD = 0.67$), poor parental monitoring ($M = 2.33, SD = 0.69$), lack of the parent forming a partnership with officer ($M = 2.17, SD = 0.73$), and the cooperative parent ($M = 2.15, SD = 0.69$) had no effect on the officer's response to a second instance of noncompliance. It is notable that the types of responses the officers selected had much variation across all four conditions of parental cooperativeness. For all conditions, officers were in agreement on the type of action to take after

a second instance of noncompliance less than 51% of the time. See Table 2.1 for parameter estimates for the Ordinal Regression analysis for the second instance of noncompliance. In addition, see Figure 1.1 for a pictorial representation of the means of the responses the officer selected following a single instance of noncompliance and a second instance of noncompliance, and the means of the responses are categorized by the four parental cooperativeness conditions.

Table 2.1: Parameter Estimates for Ordinal Regression for a Second Instance of Noncompliance

	Estimate	SE	Wald	df	<i>p</i>	OR	95% OR CI:
Parental Cooperation							
No Partnership	0.03	0.35	0.01	1	.927	1.03	[0.51, 2.08]
No Monitoring	0.50	0.36	1.96	1	.161	1.66	[0.81, 3.37]
No Support	0.43	0.37	1.40	1	.236	1.55	[0.74, 3.21]
Control Group			<i>Reference Group</i>				

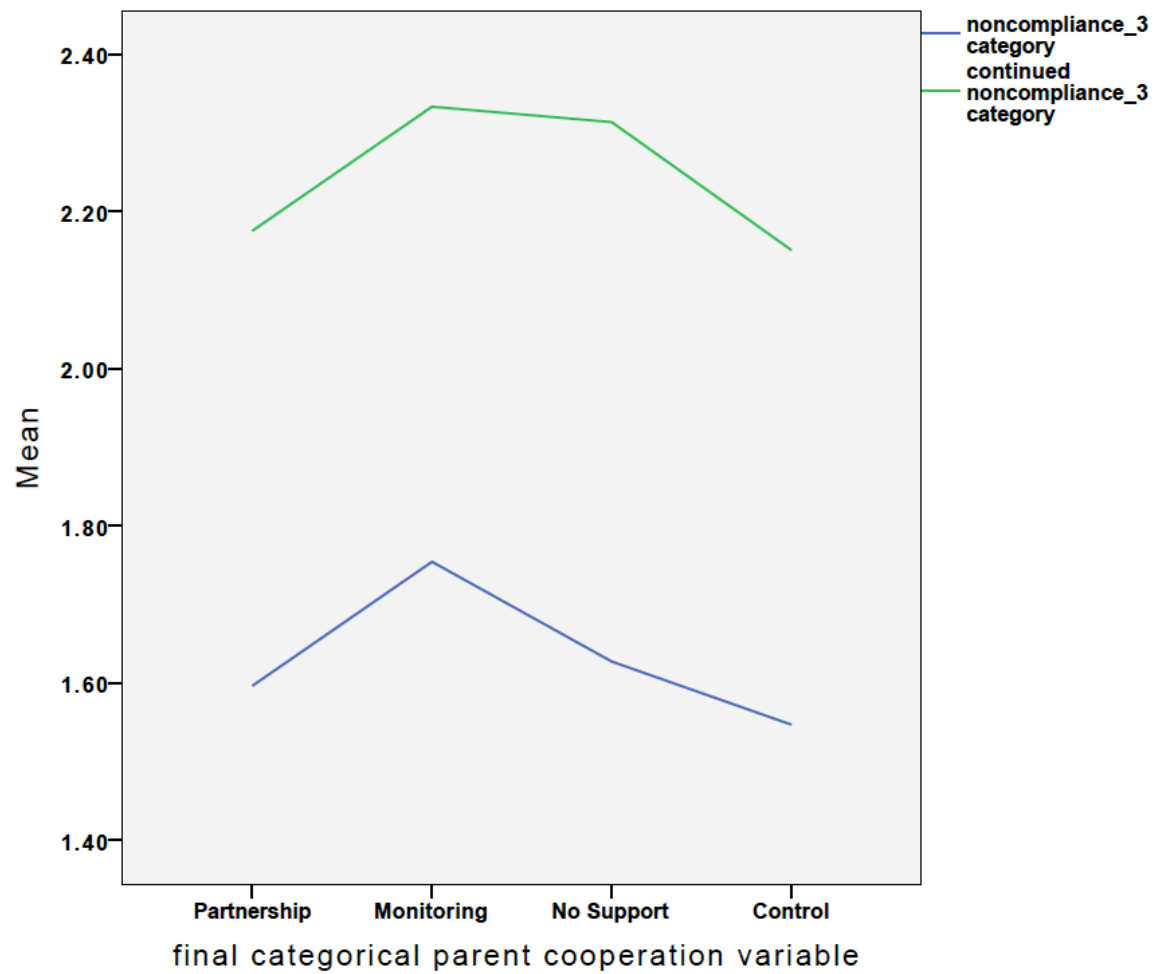


Figure 1.1. Means of Responses Selected Following Noncompliance

4.2 Aim 2: Officer Role Orientation as a Moderator

4.2.1 Vignette 1: First Instance of Noncompliance

The first moderation analysis in MPlus used the Mean and Variance Adjusted Weighted Least Squares (WLSMV) estimation method with 5000 bootstraps and examined whether officer orientation, measured by the RCC, moderated the relationship between the types of cooperativeness of the different parents in each scenario and the response selected by the officer following the juvenile's first instance of noncompliance (Cook, Kallen, & Amtmann, 2009). For the moderation analysis, the four conditions of parental cooperation were dummy coded with the cooperative parent as the reference group. The results revealed that the RCC did not significantly moderate the effects of type of parental cooperation on the level of response selected by the officer. Specifically, the officer's role orientation (RCC) did not significantly moderate the effect of lack of parental support, $p = .682$, CI [-0.005, 0.003], poor parental monitoring, $p = .113$, CI [0.00, 0.007], and the lack of forming a partnership with the officer, $p = .967$, CI [0.002, 0.003], on the response the officer selected following the first instance of noncompliance.

4.2.2 Vignette 2: Second Instance of Noncompliance

The second moderation analysis in MPlus used the WLSMV estimation method with 5000 bootstraps and examined the extent to which the RCC moderated the relationship between the type of cooperativeness of the different parents in each vignette and the level of response selected by the officer following the juvenile's second instance of noncompliance. Similarly, the RCC did not significantly moderate the effects of type of parental cooperation on the response the officer selected following a second instance of noncompliance. Specifically, the officer's role orientation (RCC) did not significantly moderate the effect of lack of parental support, $p =$

.774, CI [-0.004, 0.003], poor parental monitoring, $p = .511$ CI [-0.002, 0.005], and the lack of forming a partnership with the officer, $p = .775$, CI [-0.004, 0.003], on the response officers selected following the second instance of noncompliance.

Chapter 5: Discussion

The present study is the first to employ a randomized controlled design using Maschi and colleagues' (2013) core-parenting guidelines that officers identified in their *ideal parent*. The present study investigated the effect of three types of non-ideal uncooperative parents' actions compared to the effect of a cooperative parent's actions on probation officer decision-making. The results revealed that parental uncooperativeness did not affect the response officers selected following the juvenile's first instance and second instance of noncompliance. Second, the present study investigated the extent to which the officer's role orientation moderated the relationship between cooperativeness of the parent and the response officers selected following the juvenile's first instance and second instance of noncompliance. The officer's role orientation did not moderate this relationship, and officer orientation was not related to the response officers selected following the first and second instance of noncompliance.

Even though parental cooperation did not affect decision-making, officers still admit that parental cooperation affects the process of probation (Schwalbe & Maschi, 2010). Therefore, alternate avenues in which parental cooperation may affect the process of probation will be discussed. Second, although the majority of officers reported a hybrid orientation and social work orientation, officer role orientation was not related to parental cooperation or the level of the response selected following noncompliant behavior. Officer orientation is a construct that has been well investigated in the adult literature, but less has been examined on the effect of officer orientation in the juvenile justice system. The lack of variation in type of orientation likely reflects some important differences between the adult and juvenile justice systems.

5.1 Impact of Parental Cooperation on Low-Risk v. High-Risk Juveniles

According to prior research, parental cooperation affects the likelihood of officers to contact and involve the parent in the probation process. Schwalbe and Maschi (2010) found that frequency of contacting the parent interacted with the child's level of cooperation. Particularly, when the juvenile was uncooperative and/or classified as high-risk, the officer contacted the parent more, but this was contingent on the parent's level of cooperation. Parents who were very cooperative were contacted more, while parents that were uncooperative still were not contacted regardless of whether the child was high-risk. This finding suggests that risk level of the child may influence how the officers respond to cooperative and uncooperative parents (Schwalbe & Maschi, 2010). In the present study, the vignettes depicted a juvenile that was a first-time offender. The first-time offender in the vignettes may explain why the parent's level of cooperativeness was not seen as influential for the officer: It may be that the role of the parent becomes important later when the juvenile is more deeply embedded in the juvenile justice system.

In the present study, the officers' responses to the first-time offender's first instance of noncompliant behavior adhered to the evidence-based practices defined by the Risk Principle in the Risk-Needs-Responsivity Model (RNR). The Risk Principle states that best practices for rehabilitation involve matching the risk level of the offender with the level of supervision and level of treatment provided (Bonta et al., 2008). Therefore, high-risk offenders would be more intensely monitored, and receive more intensive treatment than low-risk (first-time) offenders. Officers' responses aligned with the Risk Principle. For the juvenile's first instance of noncompliance, the majority of officers across all conditions of parental cooperation responded with the most minimal response and warned the juvenile after he or she was noncompliant. The

range of officer agreement on *warning the juvenile* in response to the first instance of noncompliant behavior ranged from 50.9% to 58.2% agreement across all four conditions.

When examining the results of responses following a second instance of noncompliance compared to the officers' responses to a single instance of noncompliance, officers' responses following a second instance of noncompliance had more variation. The range of officer responses across all four conditions ranged from 43.1% to 50.9% agreement and the rate of agreement was not exclusively related to one type of response option. Instead, across three of the conditions the majority of officers were in agreement that the response following a second instance of noncompliance should be *to increase reporting requirements*. Then in one of the conditions, the majority of officers were in agreement that the correct response was to *include the violation in a report*.

This increase in variation of decisions on how to respond to a second instance of noncompliance can be explained by judgment and decision-making theories on uncertainty. Shafir, Sumonson, and Tversky (1993) explain how decision-making errors are made due to uncertainty. Shafir and colleagues (1993) describe several studies that when additional information is given or introduced, decisions become more uncertain. Now the person, or in this case officer, is attending to more information to digest and rank in importance of predicting an uncertain future consequence (e.g., future delinquency). Therefore, Shafir and colleagues (1993) and Bastardi and Shafir (1998) conclude that more information causes decisions to be based on information that is not predictive of the future consequence. The same logic can be applied to officers' decision-making in the present study. With the first instance of noncompliance, the officers were more certain that a first-time offender would likely not offend again, and the majority of officers selected the least severe response for the misbehavior. Then, when the same

offender misbehaves again, the officer has more information about the juvenile's patterns of delinquency when making the prediction of if the offender will reoffend. Therefore, according to decision-making theories on uncertainty, officers may begin to vary more in decision-making for high-risk repeat offenders, because more information becomes available to them, and this may be where parental cooperation impacts probation the most. This is supported by Schwalbe and Machi's (2010) finding that officers involved parents more for high-risk offenders unless the parent was uncooperative then regardless of low or high-risk; the officer did not involve the parent.

5.2 Effect of Parental Uncooperativeness on Officers' Perceived Control

Officers admit that the parent is important to whether supervision is successful (Maschi et al., 2013). Schwalbe and Maschi (2010) found that parental cooperation affects patterns of contact between the officer and parent. This type of research focuses on how the officer treats the *parent* in response to the parent's uncooperative behavior. The present study examined the role of an uncooperative parent in respect to how that influences decisions the officer makes about the *juvenile* while under supervision. Although in the present study parental uncooperativeness did not affect officers' decisions when the juvenile first comes into contact with probation, it may still be important to investigate other ways uncooperativeness of the parent affects the *juvenile's* experience on probation. These future research recommendations are discussed below.

It may be beneficial if future research investigated how parental uncooperativeness affects officers' *perceptions* of their own influence on the juvenile's success on probation, and their perceived hope that the juvenile will abstain from delinquency in the future. Officers have reported that one of the mechanisms that officers believe engenders change for a juvenile is when the parent(s) are supportive (Schwalbe, 2012). Therefore, if the parent is not cooperative, the officer may feel less in control of whether the juvenile reoffends. This is supported by Vidal and Skeem's (2007) research, which found that characteristics of the juvenile affected the officers' perceived hope and influence over the outcome of supervision. Vidal and Skeem (2007) found that officers reported that a child with psychopathic features was already destined down a path to continued delinquency and felt that treatment would not be effective due to the child's high-risk tendencies associated with psychopathy. In this example, the characteristics

that reduced the officers' perceived hope and influence over supervision are about the juvenile's characteristics (psychopathic features). Therefore, characteristics of the parent's uncooperative behavior may similarly shape the officer's views on the probability of the juvenile abstaining from future delinquency. Perceptions of lack of control over future delinquency may lead to concrete behaviors that may be worthy of examination. For example, the amount of effort exerted by the officer during supervision may vary based on the officer's views on their perceived influence over rehabilitation. Exerting equal effort by being actively involved in rehabilitation for all offenders is an important practice of CCP, and is associated with reduced future delinquency (Dowden & Andrews, 2004).

5.3 Officer Orientation: Potential Differences in Adult v. Juvenile Justice System

The present study's goal was to determine if officer orientation moderated the relationship of parental cooperativeness and level of response the officer selected following a first instance and second instance of noncompliance. The measure of officer orientation, The Revised Community Corrections Officer Orientation Scale (RCC), was not related to the type of response selected by the officer regardless of the parental cooperativeness condition. The majority of officers scored within the hybrid orientation range (blended law enforcement and social work orientations), which is encouraging for reduction in delinquency efforts, because research suggests that hybrid officers that blend care and control have a higher likelihood of helping the offender abstain from future noncompliance compared to other officer orientations (Skeem & Manchak, 2008). Out of 184 officers who completed the RCC, only three officers reported responses within the range of scores representative of a law enforcement approach to supervision. This is partially consistent with Schwalbe and Maschi's (2009) findings that majority of officers used a synthetic blended rehabilitative-approach and accountability-approach. This result emphasizes the differences evident between the adult system and the juvenile justice system, as the juvenile justice system is more rehabilitation oriented.

The juvenile justice system's ideologies on rehabilitation and public safety have evolved overtime. In 1899 a separate juvenile justice court was formed. This began the transformation of the juvenile justice system adopting an integrative ideology that emphasizes both public safety and rehabilitation into a balanced approach (Schwalbe & Maschi, 2009; Smallheer, 1999). As a result, juvenile probation officers have a tendency to orient their supervision strategies towards *rehabilitation*, *accountability*, or they use a *balanced approach* that integrates both

accountability and rehabilitation (Schwalbe & Maschi, 2009). At first glance, these juvenile probation officer role orientations seem synonymous to the role orientations in the adult offender literature discussed by Klocker (1973), which include the *law enforcer*, *therapeutic agent*, or a *synthetic officer* that integrates both law enforcement and therapeutic focuses. In the present study, officer role orientation was not associated with the officer's response to noncompliant behavior, which contradicts the significant association found in adult literature (Ricks & Eno Loudon, 2014). The present study suggests that role orientations practiced by officers in the adult and juvenile justice system differ in one important aspect.

When taking a closer look at role orientations between adult and juvenile justice system, the adoption of the integrative ideology of the balanced approach in the nineteenth century introduced the emphasis of accountability in juvenile probation. The way juvenile probation officers hold juveniles accountable does not function in the same manner as how adult probation officers express authority and law enforcement in supervision (Schwalbe & Maschi, 2009). Juvenile probation officers protect public safety by holding juveniles accountable for their misbehavior by helping them weigh the costs and benefits of their delinquent behavior, and using sanctions to change the juvenile's cognitions about the benefits of delinquency. In addition, officers focus on helping the juvenile make amends with the victims and members of their community that were affected by the juvenile's delinquency. Adult probation officers protect public safety differently by enforcing rule compliance with sanctions to reduce the threat of the offender to the community (Klockers, 1973). The ideologies behind the rehabilitative orientation and the techniques to effectively deliver a program based on CCP appear to be the same for both adult and juvenile offenders (Dowden & Andrews, 2004; Klockers, 1973; Schwalbe & Maschi, 2009). The unique perspective of accountability emphasized by juvenile probation officers is

important to take into account for future research; especially when replicating effects from the adult literature on officer role orientation (Ricks & Eno Loudon, 2014).

5.4 Limitations

Two primary limitations should be taken into account when interpreting the implications of the present study. First, the study employed an online survey, which decreased the amount of control allowed on the officers' responses and increased the chances that officers in the same agency spoke amongst themselves about the four different conditions and may have been aware of the manipulation. This may have resulted in socially desirable responses instead of reflecting the actual practices of the officer. In addition, the sampling strategy was chosen to collect officer responses from different geographical locations in the United States. There were some difficulties in gaining the agencies' approval to release the voluntary survey to the officers. After the agency approved the request, the officers still had the choice not to participate. The response rate was less than 5% at most agencies, which may suggest that those that volunteered may systematically differ from those that did not decide to spend the time to complete the survey.

5.5 Conclusion

In conclusion, the present study was a first step to identifying how a parent's uncooperative behavior during probation affects the officers' decisions about the *juvenile*. Parental cooperation did not affect the type of response officers selected following noncompliant behavior, but shed light on three important steps for future directions. First, identifying the impact of parental cooperation on probation for juveniles at different risk levels may help explain when the parent's behavior is most influential, and provide agencies suggestions for when interventions will be most effectively administered to both the parent and juvenile. Second, Maschi and colleagues (2013) have investigated the officers' perceptions of an uncooperative parent, and how the officers' perceptions affect their behavior. Another piece of the puzzle may be to examine officers' perceptions of the juvenile when their parent is uncooperative, and how that affects the officer's behavior towards the juvenile. Third, ideologies of juvenile and adult probation differ in how they attain public safety. Future research should consider this difference when replicating adult literature on officer role orientation for juvenile justice populations.

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Appendix

Sample Introductory Letter

Subject: Juvenile Probation Officer Decision-Making Research Invitation

Dear Sir or Madam,

I am a psychology student working on my master's thesis at the University of Texas at El Paso. My thesis concerns how juvenile probation officers make everyday decisions at work and how they view their role as a probation officer. This research will help us identify the best ways of improving training and the work environment for juvenile probation officers so they can have the best chance at ensuring the juvenile under their care will be successfully integrated into society. Further, this research is a first step in finding better ways to ease some of the stresses that probation officers face when working in the criminal justice system.

To complete the project, I am requesting your participation in a 30-minute **confidential** online survey (to be completed in your personal time—*unless the agency otherwise specifies and in that event, the letter will be tailored accordingly*), simply asking your opinions on several topics. You are eligible to participate in this survey if you currently work as a juvenile probation officer and currently have a caseload of juveniles under your care. Your supervisor will not know whether you participated, and will never have access to your responses. Participation is entirely voluntary and you can quit at any time.

To compensate you for your time, I offer a code worth **\$10 toward any purchase on Amazon.com**, or if your agency does not allow individual compensation, if you participate **\$10 towards any Amazon.com purchase will be given to your agency** to support enhancing diversion programs, incentives, etc. **If your agency did not allow for individual compensation or agency compensation, then this is specified in the email that you received with the link to the survey (some agencies allow you to receive a token of appreciation while others did not).**

If your agency allows for individual compensation, simply enter a valid email address at the end of the survey and you will receive the code in a few days, or if your agency is receiving a donation for your participation, if you enter your email address at the end of the survey, you will receive an email informing you of how much money has been donated to your agency so far. Your email address cannot be linked to your responses, and I will never use it for any purpose other than delivering your code.

Thank you for your participation!

Sincerely,

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Research Materials Packet

Demographic and Professional Information

Please complete the following questions about you. Be as accurate as possible.

1. Age _____ years
2. Check all ethnicities that apply.
 - a. African American or Black
 - b. American Indian or Alaska Native
 - c. Asian or Asian American
 - d. Caucasian, White, or European American
 - e. Latino or Hispanic
 - f. Native Hawaiian or Other Pacific Islander
 - g. Other race(s) _____
3. Highest level of education completed
 - a. High school/GED
 - b. 1-2 years of college
 - c. 3-4 years of college
 - d. Master's degree
 - e. Doctoral degree
4. College major (if college was completed) _____
5. # of years as a probation officer _____
6. Previous employment before you became a probation officer:

7. State that your agency is located in _____

Parental Cooperation Measure

(Juvenile probation officers will only randomly receive 1 condition (e.g., officer will see 2 vignettes from either condition 1, 2, 3, or 4))

Condition 1: Uncooperative parent shows no parental support (first instance of noncompliance)

Noncompliance: The following page contains a scenario involving a juvenile under probation. Imagine the juvenile in the scenario in regard to a juvenile currently under your supervision. After reading each scenario, read each question that follows and pick one of the decisions below that you would most likely choose based on the scenario below.

Juvenile S.M. is assigned to you for supervision. S.M. has never previously been on probation and is a first-time offender. Part of the terms of S.M.'s probation is to avoid contact with other peers involved in delinquency (antisocial peers). The school calls you and reports that S.M. has been hanging around with his friends that are involved in delinquency. The school caught S.M. hanging outside a school building with friends who were tagging, although S.M. did not do any tagging. You schedule an appointment with S.M. and his parent to talk with them about S.M.'s decision to hang out with his friends who are involved in delinquency. S.M. and his parent do not show up to their appointment. You call the parent and the parent tells you that he/she isn't responsible for whether or not S.M. makes it to his appointments. S.M. reports he tried to make the bus, but his parent would not give him the money. S.M. apologizes for his behavior.

The following questions are ways you might choose to respond to S.M.'s first instance of noncompliance. Pick the one course of action you would take in response to S.M.'s violation. Which action do you take now that the S.M. has violated the terms of probation? Which action do you take now that S.M. has violated the terms of probation?

1	2	3	4
Warn the juvenile not to do this again	increase the juvenile's reporting requirements	include the technical in a report	revoke the juvenile's probation

Condition 1: Uncooperative parent shows no parental support (continued noncompliance)
Continued noncompliance: The following page contains another scenario involving S.M. under probation. Imagine S.M. in regard to a juvenile currently under your supervision as you did before. After reading each scenario, read each question that follows and pick one of the decisions below that you would most likely choose based on the scenario below.

S.M. is still on probation under your supervision. He is also supposed to abide by curfew as part of his terms of probation. A police officer calls you and reports that S.M. broke curfew last night and was brought home by the police officer. You schedule an appointment with S.M. and his parent to talk with them about breaking curfew. They do not show up to their appointment again. You call the parent and the parent tells you again that he already told you he isn't responsible for whether or not S.M. makes it to his appointments. S.M. reports that he tried to make the bus again, but his parent would not give him money. S.M. apologizes for his behavior.

The following questions are ways you might choose to respond to S.M.'s continued noncompliance. Pick the one course of action you would take in response to S.M.'s violation. Which action do you take now that the S.M. has violated the terms of probation? Which action do you take now that S.M. has violated the terms of probation?

1	2	3	4
Warn the juvenile not to do this again	increase the juvenile's reporting requirements	include the technical in a report	revoke the juvenile's probation

Manipulation check: To what extent do you believe S.M.'s parent was being cooperative in the following scenario?

1	2	3	4	5	6	7
not cooperative at all		somewhat cooperative			very cooperative	

Dependent variable punitiveness check: Please rank these decisions that you can make when responding to noncompliance by severity using a scale from 1 to 4 (1 being not very punitive and 4 being very punitive). Please make sure every decision is assigned a number representing its severity.

#___ Warn the juvenile not to do this again
 #___ Include the instance of noncompliance in a technical report
 #___ Revoke the juvenile's probation
 #___ Increase the juvenile's reporting requirement

Condition 2: Uncooperative parent shows no parental monitoring (first instance of noncompliance)

Noncompliance: The following page contains a scenario involving a juvenile under probation. Imagine the juvenile in the scenario in regard to a juvenile currently under your supervision. After reading each scenario, read each question that follows and pick one of the decisions below that you would most likely choose based on the scenario below.

S.M. is assigned to you for supervision. S.M. has never previously been on probation and is a first-time offender. Part of the terms of S.M.'s probation is to avoid contact with other peers involved in delinquency (antisocial peers). The school calls you and reports that S.M. has been hanging around with his friends that are involved in delinquency. The school caught S.M. hanging outside a school building with friends who were tagging, although S.M. did not do any tagging. You schedule an appointment with S.M. and his parent to talk with them about S.M.'s decision to hang out with his friends who are involved in delinquency. The parent comes in with S.M. and tells you that they can't help who S.M. hangs around and what he does in his free time. The parent tells you that he can't be bothered to watch S.M., because it is not his problem. S.M. apologizes for his behavior.

The following questions are ways you might choose to respond to S.M.'s first instance of noncompliance. Pick the one course of action you would take in response to S.M.'s violation. Which action do you take now that the S.M. has violated the terms of probation?

- Which action do you take now that S.M. has violated the terms of probation?

1	2	3	4
Warn the juvenile not to do this again	increase the juvenile's reporting requirements	include the technical in a report	revoke the juvenile's probation

Condition 2: Uncooperative parent shows no parental monitoring (continued noncompliance)

Continued noncompliance: The following page contains another scenario involving S.M. under probation. Imagine S.M. in regard to a juvenile currently under your supervision as you did before. After reading each scenario, read each question that follows and pick one of the decisions below that you would most likely choose based on the scenario below.

S.M. is still on probation under your care. He is also supposed to abide by curfew as part of his terms of probation. A police officer calls you and reports that S.M. broke curfew last night and was brought home by the police officer. You schedule an appointment with S.M. and his parent to talk with them about breaking curfew. The parent comes in with S.M. and tells you again that he can't help what S.M. does and when he comes home. The parent tells you that he can't be bothered to watch S.M., because it is not his problem. S.M. apologizes for his behavior.

The following questions are ways you might choose to respond to S.M.'s continued noncompliance. Pick the one course of action you would take in response to S.M.'s violation. Which action do you take now that the S.M. has violated the terms of probation?

Which action do you take now that S.M. has violated the terms of probation?

1	2	3	4
Warn the juvenile not to do this again	increase the juvenile's reporting requirements	include the technical in a report	revoke the juvenile's probation

Manipulation check: To what extent do you believe S.M.'s parent was being cooperative in the following scenario?

1	2	3	4	5	6	7
not cooperative at all		somewhat cooperative			very cooperative	

Dependent variable punitiveness check: Please rank these decisions that you can make when responding to noncompliance by severity using a scale from 1 to 4 (1 being not very punitive and 4 being very punitive). Please make sure every decision is assigned a number representing its severity.

- #___ Warn the juvenile not to do this again
- #___ Include the instance of noncompliance in a technical report
- #___ Revoke the juvenile's probation
- #___ Increase the juvenile's reporting requirements

**Condition 3: Uncooperative parent shows no parental partnership with probation officer
(first instance of noncompliance)**

Noncompliance: The following page contains a scenario involving a juvenile under probation. Imagine the juvenile in the scenario in regard to a juvenile currently under your supervision. After reading each scenario, read each question that follows and pick one of the decisions below that you would most likely choose based on the scenario below.

S.M. is assigned to you for supervision. S.M. has never previously been on probation and is a first-time offender. Part of the terms of S.M.'s probation is to avoid contact with other peers involved in delinquency (antisocial peers). The school calls you and reports that S.M. has been hanging around with his friends that are involved in delinquency. The school caught S.M. hanging outside a school building with friends who were tagging, although S.M. did not do any tagging. You schedule an appointment with S.M. and his parent to talk with them about S.M.'s decision to hang out with his friends who are involved in delinquency. You tell the parent that he needs to keep an eye on what S.M. does and who he is hanging around. The parent replies, "who are you to tell me what to do? You're not the boss of me." S.M. is apologetic about his behavior.

The following questions are ways you might choose to respond to S.M.'s first instance of noncompliance. Pick the one course of action you would take in response to S.M.'s violation. Which action do you take now that the S.M. has violated the terms of probation?

- Which action do you take now that the S.M. has violated the terms of probation?
- | | | | |
|---|---|--------------------------------------|------------------------------------|
| 1 | 2 | 3 | 4 |
| Warn the juvenile
not to do this again | increase the juvenile's
reporting requirements | include the technical
in a report | revoke the juvenile's
probation |

**Condition 3: Uncooperative parent shows no parental partnership with probation officer
(continued noncompliance)**

Continued noncompliance: The following page contains another scenario involving S.M. under probation. Imagine S.M. in regard to a juvenile currently under your supervision as you did before. After reading each scenario, read each question that follows and pick one of the decisions below that you would most likely choose based on the scenario below.

S.M. is still on probation under your care. He is also supposed to abide by curfew as part of his terms of probation. A police officer calls you and reports that S.M. broke curfew last night and was brought home by the police officer. You schedule an appointment with S.M. and his parent to talk with him about breaking curfew. You tell the parent that he needs to keep an eye on what S.M. is doing and who he hangs around. The parent replies yet again, “who are you to tell me what to do? You’re not the boss of me.” S.M. apologizes for his behavior.

The following questions are ways you might choose to respond to S.M.’s continued noncompliance. Pick the one course of action you would take in response to S.M.’s violation. Which action do you take now that the S.M. has violated the terms of probation?

- Which action do you take now that S.M. has violated the terms of probation?
- | 1 | 2 | 3 | 4 |
|---|---|--------------------------------------|------------------------------------|
| Warn the juvenile
not to do this again | increase the juvenile’s
reporting requirements | include the technical
in a report | revoke the juvenile’s
probation |

Manipulation check: To what extent do you believe S.M.’s parent was being cooperative in the following scenario?

- | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------------------------|---|---|----------------------|---|---|------------------|
| not cooperative
at all | | | somewhat cooperative | | | very cooperative |

Dependent variable punitiveness check: Please rank these decisions that you can make when responding to noncompliance by severity using a scale from 1 to 4 (1 being not very punitive and 4 being very punitive). Please make sure every decision is assigned a number representing its severity.

- #___ Warn the juvenile not to do this again
- #___ Include the instance of noncompliance in a technical report
- #___ Revoke the juvenile’s probation
- #___ Increase the juvenile’s reporting requirements

Control Condition: Cooperative parent (first instance of noncompliance)

Noncompliance: The following page contains a scenario involving a juvenile under probation. Imagine the juvenile in the scenario in regard to a juvenile currently under your supervision. After reading each scenario, read each question that follows and pick one of the decisions below that you would most likely choose based on the scenario below.

S.M. is assigned to you for supervision. S.M. has never previously been on probation and is a first-time offender. Part of the terms of S.M.'s probation is to avoid contact with other peers involved in delinquency (antisocial peers). The parent calls you and reports that S.M. has been hanging around with his friends that are involved in delinquency. The parent caught S.M. hanging outside a building down the street from his house with friends who were tagging, although S.M. did not do any tagging. You schedule an appointment with S.M. and his parent to talk with him about the probation violation. The parent shows up to the appointment and is very interested in talking to you about how to fix this problem. S.M. apologizes for his behavior.

The following questions are ways you might choose to respond to S.M.'s first instance of noncompliance. Pick the one course of action you would take in response to S.M.'s violation. Which action do you take now that the S.M. has violated the terms of probation?

- Which action do you take now that the S.M. has violated the terms of probation?
- | 1 | 2 | 3 | 4 |
|---|---|--------------------------------------|------------------------------------|
| Warn the juvenile
not to do this again | increase the juvenile's
reporting requirements | include the technical
in a report | revoke the juvenile's
probation |

Control Condition: Cooperative parent (first instance of noncompliance)

Continued noncompliance: The following page contains another scenario involving S.M. under probation. Imagine S.M. in regard to a juvenile currently under your supervision as you did before. After reading each scenario, read each question that follows and pick one of the decisions below that you would most likely choose based on the scenario below.

S.M. is still on probation under your care. He is also supposed to abide by curfew as part of his terms of probation. The parent calls you and reports that S.M. broke curfew last night and was brought home by a police officer. You schedule an appointment with S.M. and his parent to talk with him about breaking curfew. The parent shows up to the appointment again and is very interested in talking to you about how to fix this problem. S.M. apologizes for his behavior.

The following questions are ways you might choose to respond to S.M.'s continued noncompliance. Pick the one course of action you would take in response to S.M.'s violation. Which action do you take now that the S.M. has violated the terms of probation?

- Which action do you take now that S.M. has violated the terms of probation?

1	2	3	4
Warn the juvenile not to do this again	increase the juvenile's reporting requirements	include the technical in a report	revoke the juvenile's probation

Manipulation check: To what extent do you believe S.M.'s parent was being cooperative in the following scenario?

1	2	3	4	5	6	7
not cooperative at all			somewhat cooperative			very cooperative

Dependent variable punitiveness check: Please rank these decisions that you can make when responding to noncompliance by severity using a scale from 1 to 4 (1 being not very punitive and 4 being very punitive). Please make sure every decision is assigned a number representing its severity.

- #___ Warn the juvenile not to do this again
- #___ Include the instance of noncompliance in a technical report
- #___ Revoke the juvenile's probation
- #___ Increase the juvenile's reporting requirements

**The Parole Officer Punishment and
Reintegrative Orientation Questionnaire**

Introduction

Two officers have been discussing their work with a new officer in training. During the conversation, the following statements were made. Please show how much you relate to each statement pair by placing a mark above one of the seven points between them.

Instructions

On the following pages you will see two statements an officer might make about a particular aspect of his or her job. You will notice that the two statements stress different values in an officer's role. You can agree with one of the statements completely, while disagreeing with the other completely, or you can agree with each to some degree. If you agree partially with both statements, you can select a point between the two that shows you agree with some characteristics of one and some of the other statement.

With this in mind, please rate yourself on the spectrum. If you completely agree with the statement on the left, but completely disagree with the statement on the right, place a check over point -3. If you completely agree with the statement on the right, but completely disagree with the statement on the left, place a check over point +3.

If you agree with both statements, but agree with the statement on one side more than the other, place the check closer to the side you agree with more. And, if you agree with both statements equally, place a check over point 0.

Rating Items Assignment of Criminal Responsibility
(Dimension 1)

1.

A person *decides* to break the law due to psychological pressures and social circumstances.

A person is predisposed to break the law by things he cannot control. These include genetics, psychological, and social circumstances.

-3	-2	-1	0	+1	+2	+3
----	----	----	---	----	----	----

2.

The causes of crime are internal to the offender. These include personality and choice.

The causes of crime are external to the offender. These include things like neighborhood poverty and lack of resources.

-3	-2	-1	0	+1	+2	+3
----	----	----	---	----	----	----

3.

In the first meetings, you should find how the offender feels about his past behaviors. Then talk about where they've gotten him, and ask if he would behave differently now.

The first meeting with an offender should focus on confidence that he can adjust, while making realistic, clear goals. You should avoid talking about the past.

-3	-2	-1	0	+1	+2	+3
----	----	----	---	----	----	----

4.

As problems come up during supervision, it is useful to point out bad decisions and selfish behavior. You can compare these to past problems the offender had.

Encourage the offender to reach reasonable goals, and help him to be strong in handling himself. Try not to talk about past behavior unless he suggests it.

-3 -2 -1 0 +1 +2 +3

5.

Always remember that each offender has the potential to violate. Even so, treat them in a way that does not decrease your confidence that you can help other offenders.

Concentrate on helping the offender develop work and adjustment skills. Increase his confidence that he can live in an acceptable way. Although rule violations are possible, avoid bringing up your concerns about them.

-3 -2 -1 0 +1 +2 +3

6.

Within ten years of release, more offenders will commit another crime than those who become productive people.

If you do good work helping him reform his behavior, you can help reduce an offender's chances of committing another crime.

-3 -2 -1 0 +1 +2 +3

7.

We can classify criminals into types because they identify tendencies to behave in certain ways. An offender's type should be considered in supervision.

Crime type is a label that does not necessarily reflect the many personalities and problems that cause crime.

-3	-2	-1	0	+1	+2	+3
<hr/>						
8.	Seeing the offender through his type of offense(s) keeps the officer from getting too involved with him as an individual. It enables the officer to be more effective in relating to him.			It is important to get involved in a case, because the more we do, the more we see the offender as an individual with needs we can attend.		
-3	-2	-1	0	+1	+2	+3
<hr/>						
9.	It is best to approach supervision by asking: What problems seem to be a behavior pattern we should work on?			It is best to approach the supervision relationship by asking: what are the offender's needs we can help with?		
-3	-2	-1	0	+1	+2	+3
<hr/>						
10.	Narcotics users are very difficult to deal with, because so many seem to enjoy using drugs.			Even though narcotics users are a problem, modern treatments can help. We need to determine which program fits the parolee's needs - i.e., tailor a program for him.		
-3	-2	-1	0	+1	+2	+3
<hr/>						
11.	We should focus on keeping the community safe from offenders' potential to commit crimes.			If we focus on rehabilitation, we will not need to focus on protecting the community. It will naturally follow.		
-3	-2	-1	0	+1	+2	+3
<hr/>						
12.	It is most important to			Main focus should be on		

maintain control. This is done through monitoring and other frequent contacts with the offender.

providing services to the offender, such as counseling, job skills, psychological referrals and assistance. Control measures should be minimal.

-3 -2 -1 0 +1 +2 +3

13.
If an offender has a hard time being accepted by others, it is probably a sign that he's not ready to reenter society.

When an offender feels rejected, it adds to the sense of alienation and anti-social thinking. This makes him more of a criminal.

-3 -2 -1 0 +1 +2 +3

14.
At best, probation and parole should help the offender lead a law abiding life. This is so that he can continue good behavior without supervision.

The offender should gain insight into himself and his behavior during probation and parole. This happens while working with officers through problems.

-3 -2 -1 0 +1 +2 +3

15.
Rules and regulations help to prevent offenders from doing things that are dangerous. This is because they require officers' approval for requests.

Requiring officer approval for requests makes the rules a learning tool. This helps the officer and offender discuss the pros and cons of important decisions.

-3 -2 -1 0 +1 +2 +3

16.
The rules of supervision should be viewed as the lowest acceptable

Rules and regulations should be used as a guide, giving the offender

standards of living in society.

experience living in an orderly, acceptable manner. But these rules may reflect a middle-class morality not all offenders agree with.

-3 -2 -1 0 +1 +2 +3

17.
Rules and regulations help to evaluate if the offender plans to be a useful citizen.

Rules help to check if the offender can fulfill important responsibilities to himself and others.

-3 -2 -1 0 +1 +2 +3

18.
Curfews and structure are helpful because they can keep offenders from being places at times they are likely to get into trouble.

Curfews and structure are extra restrictions, and show offenders you do not think they can take care of themselves. Restrictions should exist only if the offenders' behavior warrants them.

-3 -2 -1 0 +1 +2 +3

19.
The rules and regulations are an offender's contract with the community. Breaking the contract should mean punishment.

Rules and Regulations are a contract, and should be interpreted in context with the offender. If we have the option to punish, we should consider the offender's intent and needs.

-3 -2 -1 0 +1 +2 +3

20.
Rules and regulations should be enforced the same for everyone without exception. Otherwise, offenders might think you are using favoritism.

Even if they suspect favoritism at first, offenders will come to respect the officer's judgment over time.

-3	-2	-1	0	+1	+2	+3
<hr/>						
21.						
No matter what he says, the best way to guess an offender's current and future behavior is by watching how well he follows rules.				What the offender says is important in evaluating if he can live up to his responsibilities.		
-3	-2	-1	0	+1	+2	+3
<hr/>						
22.						
An offender misses two appointments in a row without telling you about them beforehand. Even if he had been doing well before, you should request sanctions.				If an offender has been doing well but misses two consecutive appointments, you should find out what has been going on before requesting sanctions.		
-3	-2	-1	0	+1	+2	+3
<hr/>						
23.						
Officers should not work extra hours unless they are being paid by the State for overtime.				Officers should deal with the offender's needs and provide services, even if it means working extra hours without pay.		
-3	-2	-1	0	+1	+2	+3
<hr/>						
24.						
Schedules can and should be adjusted so that paperwork can be completed, and offenders' needs can be addressed in that time frame.				There is not enough time in the present day pay period to complete paperwork and offender services.		
-3	-2	-1	0	+1	+2	+3
<hr/>						

Curriculum Vita

Tamara Kang is a PhD candidate at The University of Texas at El Paso (UTEP). She is in the department of psychology under the supervision of Dr. Jennifer Eno Loudon. She graduated from Southern Illinois University (SIU) in Carbondale, IL under the supervision of Dr. Daryl Kroner. During her time at SIU, she was a part of the McNair Scholars Program and worked on a project at the local probation office investigating the pathways to desistance and using dynamic risk assessments with adult probationers. Tamara graduated from SIU in 2011, and entered the Graduate School at The University of Texas at El Paso (UTEP) in fall of 2011.

Since then, Tamara has conducted mental health evaluations with juvenile probationers to validate a mental health screening tool (MAYSI-2) for its use with Hispanic juvenile offenders and to investigate the correlates of subclinical depression. In addition, Tamara has completed semi-structured interviews to investigate mental health and trauma needs of Hispanic women recently involved in the criminal justice system. From this data, Tamara has qualitatively coded women's responses with NVivo qualitative coding software and examined *who* women commit their first, most recent, and most severe crime with. She presented this project at the American Psychology and Law Annual conference in 2015. Since 2014, Tamara has been an active student representative for the American Psychology and Law Association Corrections Committee. In addition to the research she undertakes in her field of study, Tamara works as a Research Associate for the Provost Office and is investigating the effectiveness of learning communities and first-year seminars with a mostly minority sample of undergraduate students.

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