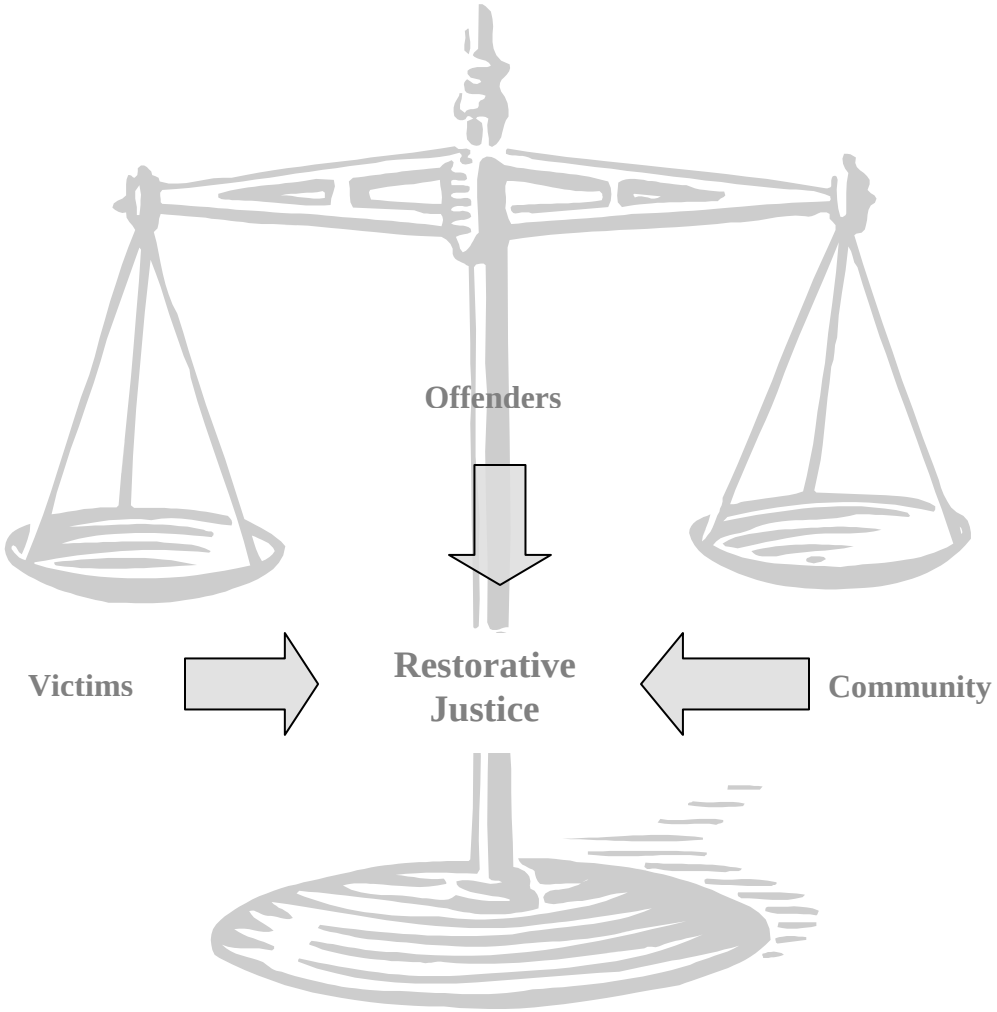
An Evaluation of the Florida Department of Juvenile Justice's

Impact of Crime Curriculum



A Research Report Submitted to the:

FLORIDA DEPARTMENT OF JUVENILE JUSTICE
JEB BUSH, GOVERNOR
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Produced by:

THE JUSTICE RESEARCH CENTER
443 EAST COLLEGE AVENUE
TALLAHASSEE, FL 32301

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Produced by

Justice Research Center, Inc.
443 East College Avenue
Tallahassee, Florida 32301
850-521-9900 voice
850-521-9902 fax

Kristin Parsons Winokur, Ph.D.
Julia Blankenship, MSW
Elizabeth Cass, Ph.D.
Gregory Hand

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Miami Halfway House

Larry Black
Claudine Collier
Angelique Williams
Ira Davis
Shelia Miller

Palm Beach Halfway House

Patricia Thomas Hammond
Christine Rouse
Richard Rathell
Elisa Marullo
Marvin Holloway
Kristen Desimon, MSW
Berndette Jasper, MSW
Raphael Sierra
Phillip Sledge
Larry McNutt
Sedrick King

Broward Intensive Halfway House

Mike Tift
Wendy Ortiz
Ralph Dominique
Alfred Mendevil

Orange Halfway House

Tom Fay
Sue Brown

Polk Halfway House

Nick LeFrancois
Maura Forsgren
Larry Newton
Teresa Keller
Thomas Faison
Cilinda Hill
Willie McIntosh
Lucious Pearson
Mr. Sanchez
Mr. Smith
Charles Stokes
Pennie Messick

Price Halfway House

John Cancel
Angie Parkman
Richard Barone
Cathy Hillman
Dr. Jonas Trinidad
Carla Currie
James McMurdo
John Cancel
Darryl Wells
Mack Gollman

Dozier Training School

Danny Pate
Gavin Tucker
Ken Phillips

Introduction

This report describes an evaluation of the implementation and impact of the Florida Department of Juvenile Justice's (DJJ) curriculum entitled *Impact of Crime: Addressing the Harm to Victims and the Community* (*IOC*). In moving toward a more balanced system of justice, DJJ has introduced the *IOC* curriculum to provide instruction to youth in residential facilities on victim's issues, and offenders' accountability for the harm caused to victims, their families and their communities. Reflecting the philosophy of restorative justice, the curriculum is based on the premise that in addition to the harm suffered by the victim of a crime, crime damages the community as a whole. The restorative justice philosophy holds that the offender has a responsibility to repair that harm.

The *IOC* curriculum is based on the California Youth Authority and Mothers Against Drunk Driving *Victim Awareness Program.* Their manual was sponsored by the National Victim Center and supported by the Office for Victims of Crime. In the past five years, many states have implemented similar programs directed at youthful offenders, and most, including the Florida Department of Corrections' Youthful Offender's Program, developed their curriculum based upon the California model. DJJ modified the California model to reflect the specific recommendations that emerged from the two phases of its pilot project in four residential commitment programs in 2001, and five additional residential commitment programs in 2002.

The IOC curriculum is designed to teach juvenile offenders about the impact on victims and the community at large of various types of crimes, ranging from property crime to more serious crimes such as domestic violence, sexual battery and child abuse.[1] The stated goals of the *IOC* classes and curriculum are:

- To assist juvenile offenders in accepting responsibility for the harm they have caused by their criminal actions, reducing the risk of future criminal activity;
- To educate offenders on the impact of crime on victims, their families and their communities, thereby increasing offenders' awareness, empathy, and accountability for their actions;
- To provide a safe and healthy forum for crime victims to share their experiences with offenders in a manner that is restorative; and
- To provide direction for offenders in developing methods to restore their victims, families and communities both inside and outside the residential commitment facilities.[2]

This evaluation examines the implementation process and assesses whether the *IOC* classes had their intended effect. This is determined by examining whether youth who have completed the

[1] *Impact of Crime: Addressing the Harm to Victims and the Community.* Florida Department of Juvenile Justice (2003), p. 2.
[2] *Impact of Crime: Addressing the Harm to Victims and the Community.* Florida Department of Juvenile Justice (2003), p. 2.

classes have exhibited the following:

1. Greater knowledge of the impact of crime on victims;
2. Increased empathy for others; and
3. Decreased anti-social thinking

Evaluation Design

Both a process and an outcome evaluation were conducted. The process evaluation involved data collection regarding curriculum delivery, completion rates, facilitator competence, and participant feedback. Assessment of these aspects of the implementation will help improve delivery of the curriculum in the future.

The outcome evaluation focused on knowledge and attitudinal change. This information can be used to determine the effectiveness of the intervention. A quasi-experimental, pre/post-test design was used. Youth in seven residential programs who received the curriculum were contrasted to a comparison group of youth in the same programs who did not attend the *IOC* classes.

The *IOC* Curriculum

The *IOC* manual states: "The *IOC* curriculum was designed for juvenile offenders residing in commitment programs in Florida. It is intended that trained residential program staff implement the *IOC* curriculum with groups of juvenile offenders as part of their overall residential programming."[3] DJJ staff from Residential and Correctional Facilities, with the assistance of an outside consultant, developed and began implementing the *IOC* curriculum as part of a pilot project in 2000. The primary objective of the first phase was to develop a working curriculum and implementation strategy for Florida. The version of the curriculum delivered for this evaluation is the result of refinements to earlier versions administered during the pilot.

The curriculum consists of 12 chapters designed to be delivered in a classroom setting over a 12-week period. Programs were directed to provide a minimum of 4 hours of classroom instruction for each chapter for a total of 48 hours at a minimum. Chapter 1 introduces the basic concepts of restorative justice and impact of crime on victims. Chapter 12 reviews concepts and guides the youth in developing a restorative community project. Chapters 2 – 11 each address one of the following categories of crime:

1. Property Crimes
2. Hate/Bias Crimes
3. Impaired Driving, Drugs and Alcohol
4. Assault and Battery
5. Robbery, Gangs and Violent Crimes
6. Child Abuse

[3] *Impact of Crime: Addressing the Harm to Victims and the Community*. Florida Department of Juvenile Justice (2003), p. 3.

7. Sexual Assault
8. Domestic Violence
9. Crimes Against the Elderly
10. Homicide

Each chapter focuses on the impact of the crime on victims and the community at large. Appendix D describes the composition of each chapter. Each participant receives a student workbook that lists the objectives and definitions of key words along with the student exercises which are designed to help youth work through their thoughts and feelings about the impact of crime. These exercises form the basis for group discussions.

Participants and Evaluation Sites

DJJ chose seven state operated residential programs to participate in the evaluation (see Table 1). These were the only state-operated programs where youth had not already been exposed to the curriculum. The programs are located in four of the five residential regions of the state. Four of the programs are classified as moderate restrictiveness security level and three are classified as high restrictiveness. Six of the seven programs are small halfway houses with capacities of less than 30 youths. The exception is the Dozier Training School. All programs except Orange Halfway House are for males. Average length of stay for the halfway houses is between 6 to 9.5 months. The average length of stay at Dozier is 14.4 months.[4]

Table 1. *IOC* Evaluation Sites

Program Name	Region	Restrictiveness Level	Gender	Capacity	Average Length of Stay (in months)[6]
Price Halfway House	West Central	Moderate	Male	26	5.9
Palm Beach Halfway House	South	Moderate	Male	28	7.4
Miami Halfway House	South	Moderate	Male	28	5.9
Polk Halfway House	West Central	Moderate	Male	28	7.3
Dozier Training School	Northwest	High	Male	112	14.4
Broward Intensive Halfway House	South	High	Male	28	9.5
Orange Intensive Halfway House	East Central	High	Female	24	6.9

Table 2 presents the demographic characteristics and offense histories of youth in the evaluation for each of the seven sites. The youth being served by these programs were at high risk for recidivism. All programs served males except Orange Halfway House. Sixty-nine percent of the youth were minorities (55% black and 14% Hispanic). The youth ranged in age from 14 to 19, with the average age at post-testing at 16.7 years. The average age at first arrest was 12.7 for the treatment group and 13.2 for the comparison group. In addition, the youth had extensive prior histories of delinquency. On average, the treatment group had 8.6 prior adjudicated charges and the comparison group had 7.2 indicating that both groups included many chronic offenders.

[4] Florida Department of Juvenile Justice, *2003 Outcome Evaluation Report*, Tallahassee, Fl (February 15, 2003) at www.djj.state.fl.us/statsnresearch.

Table 2. Participant Demographic Characteristics and Offense History by Site

	Project Site							
	Price	Palm Beach	Miami	Polk	Dozier	Broward	Orange	Total
N in Treatment Group	12	12	12	12	12	12	12	84
N in Comparison Group	12	8	15	15	12	16	8	86
Total	24	20	27	27	24	28	20	170
% Black	42%	65%	50%	41%	42%	75%	70%	55%
% Hispanic	8%	15%	42%	4%	0%	18%	5%	14%
Minimum Age	14	14	15	14	14	14	14	14
Maximum Age	18	16	19	18	18	18	18	19
Mean Age at Post Test	16.5	15.5	17.2	16.8	16.3	16.9	16.7	16.7
Average Age First Offense (TG)	12.2	11.9	13.6	13.7	12.9	12.1	12.2	12.7
Average Age First Offense (CG)	12.6	13	13.4	13.1	13.5	13.4	12.9	13.2
Average Prior Adjudicated Charges (TG)	9.7	6.3	7.5	7.9	10.1	6.8	12.3	8.6
Average Prior Adjudicated Charges (CG)	8.6	3.5	5.3	6.7	9.8	7.2	9.8	7.2

* Note: CG=comparison group; TG=treatment group

The selection of the treatment and comparison group was dictated by the length of the curriculum (12 weeks) and the small capacity (less than 30) of the chosen residential programs. Due to the small capacity of six of the seven programs, all youth in those programs were included in the evaluation. The *IOC* manual states that classes should be limited to approximately 12 to 15 youth, and smaller groups are recommended when possible.[5] Therefore, for this evaluation the treatment group was set at 12 which represented one-half the population of most of the chosen programs, thus allowing for an approximately equally sized comparison group. The treatment group of 12 youth from each program was randomly selected from among those youth who were expected to remain at their residential programs for at least the 12 weeks it would take to administer the curriculum. All remaining youth in the programs were placed in the comparison group. As such, the sample size and program length of stay varied between the treatment and comparison groups, and within the comparison group.

A total of 170 youth were selected to participate in the study. Both treatment (n=84) and comparison group youth (n=86) were evaluated immediately before the first session of classes (pre-test) and directly after the final session (post-test). In addition to the pre/post-tests, demographic and criminal history information were collected and analyzed.

Assessment Instruments

Three instruments assessing knowledge, empathy and anti-social thinking were administered during the week prior to the start of classes to the entire group of 170 youth. Data were entered into an Access database by program staff. A description of each of the instruments is presented below.

Knowledge Acquisition

A stated goal of the curriculum is to increase participant's knowledge of the impact of crime on victims, families and the community. A Knowledge Acquisition Instrument (KAI) consisting of

[5] *Impact of Crime: Addressing the Harm to Victims and the Community*. Florida Department of Juvenile Justice (2003), p. 10.

31 multiple choice and 7 true/false questions designed to assess youths' knowledge and understanding of the impact of crime on victims was developed for this evaluation. Items were drawn from quiz questions previously developed as part of the curriculum, with additional questions written in conjunction with the curriculum designers and trainers at DJJ. A copy of the instrument appears in Appendix A.

Empathy

Another goal of the *IOC* curriculum is to develop sensitivity to the impact of crime on the victims and the community. The Interpersonal Reactivity Index (IRI) was chosen to assess whether the curriculum increased youths' levels of empathy. Davis (1980) developed the 28-item questionnaire by conceptualizing empathy as a multidimensional measure consisting of both cognitive and affective aspects. The IRI consists of two factors, Perspective Taking and Fantasy, designed to measure the cognitive aspects of empathy. Perspective Taking considers an individual's reported tendency to embrace the psychological point of view of another. Fantasy involves using imagination to experience the feelings and actions of characters in creative works. The IRI also includes two factors, Empathic Concern and Personal Distress, designed to measure the affective aspects of empathy. Empathic Concern is an other-oriented component of empathy defined by regard and sympathy for others. Personal Distress involves experiencing another's distress as if it were one's own because the individual is incapable of distinguishing the difference. The scales use a 5-point Likert scale format with responses ranging from "does not describe me well" to "describes me very well." The IRI has been validated with adults and college students, not adolescents or individuals with criminal histories (Davis,1983). In interpreting the IRI, Davis (1980) cautioned against using a total score of the IRI and instead recommends examining scales separately. Only the Perspective Taking and Empathic Concern scales are reported in this analysis as they were the most appropriate given the curriculum objectives and youths assessed. A copy of the instrument appears in Appendix B.

Anti-Social Thinking

To assess changes in anti-social thinking, the Criminal Sentiments Scale (CSS) was administered (Andrews, 1985; Gendreau, Grant, Leipeiger, and Collins, 1979; Andrews, 1985; Andrews and Wormith, 1984). The CSS is a 41-item self-report questionnaire which measures three dimensions of criminal sentiments: attitudes toward the law, courts and police (LCP), tolerance for law violations, (TLV) and identification with criminal others (ICO). The CSS asks the participant to rate pro-social and antisocial statements on a 5-point Likert scale from "strongly disagree" to "strongly agree." Higher scores on the LCP reflect pro-social attitudes, while *lower* scores on the TLV and ICO scales reflect pro-social attitudes.

The psychometric properties of the CSS have been established and it can be used to predict criminal conduct and re-conviction rates among serious offenders (Wormith & Andrews, 1995; Simourd, 2000). The instrument has been validated and found to be reliable as well (Rettinger, 1992; Andrews, 1980; Wormith, 1984). A copy of the instrument appears in Appendix C.

Findings: Process Evaluation

Curriculum Delivery and Class Schedules

An important part of any process evaluation is determining whether the program was delivered in its entirety. The first class was offered the second week of March, 2003 and the curriculum was scheduled to run for 12 weeks. All sites completed the 12 chapters. At Orange Halfway House, classes were suspended while the program moved during the 6th week of the curriculum and they subsequently had to double-up on classes. They finished the curriculum a week late.

In attempting to balance existing programming at each site with the introduction of *IOC* classes, the *IOC* manual indicates that a minimum of four hours is needed to present each chapter and highly recommends that more time be dedicated to each chapter, if at all possible.[6] Each site was allowed to tailor their class schedules in terms of number of classes per week as well as hours per class to accommodate other programming at the facility. Table 3 indicates that four of the seven sites held 2 hour classes twice per week. However the other three programs held classes 3 or 4 days per week for an hour or more. Some sites incorporated the classes into the weekly schedule while others held the classes on weekends.

Table 3. IOC Class Schedules and Facilitators

Project Site	Classes Per Week	Hours Per Class	Number of Facilitators	Comments
Price Halfway House	4	1	2	1 core facilitator, plus various co-facilitators
Palm Beach Halfway House	3	varied	2	Used 10 facilitators
Miami Halfway House	2	2	2	
Polk Halfway House	4	1-1 ½	2	1 core facilitator, plus various co-facilitators
Dozier	2	2	2	
Broward Int. Halfway House	2	2	2	
Orange Halfway House	2	2	1	

Attendance and Completion Rates

To track attendance, facilitators at each site were provided with a database for reporting attendance on a weekly basis. Table 4 presents the number of youth who completed the curriculum, minimum and maximum hours of classes received and number of youth who attended all classes for each site. Of the 84 youth who started the curriculum, 73 (86%) were still in the facility at the end of the curriculum and are considered treatment completers. Eleven youth (14%) were released from the facility during the evaluation period, and therefore did not complete the *IOC* curriculum (dropouts). This was primarily due to being transferred out of the program for behavioral issues, although a few youth completed their residential stay earlier than anticipated. While most sites retained all but one or two of the treatment group, Palm Beach Halfway House had a completion rate of only 50%.

[6] *Impact of Crime: Addressing the Harm to Victims and the Community*. Florida Department of Juvenile Justice (2003), p. 4.

The number of class hours received also varied from a high of 67 at Polk Halfway House to a low of 46 at Orange Halfway House. Youth missed classes for a variety of reasons including: illness/doctor's appointments, temporary detention for court hearings, disciplinary confinement, home visits, and refusal to attend. Six of the seven sites reported that one or more youth refused to attend at some point over the 12 weeks. Overall, 55% of the youth missed at least one class session. This varied from 66.7% of the youth at Orange Halfway House and Broward Intensive Halfway House to 25% at Price, Palm Beach and Miami Halfway Houses.

Table 4. Student Attendance

Project Site	Completers	Minimum Hours	Maximum Hours	Percent of Students Missing Classes	Average Hours Per Student
Price Halfway House	11	28	48	25.0%	44.25
Palm Beach Halfway House*	6	19	54.25	25.0%	42.75
Miami Halfway House	10	22	52	58.3%	47.33
Polk Halfway House	11	32.5	67	25.0%	58.71
Dozier	12	36	46	50.0%	43.75
Broward Int. Halfway House	12	44	48	66.7%	47.25
Orange Halfway House	11	18	46	66.7%	42.58

* Note: These figures only cover the 12 youth in the designated treatment group, and does not include the youth in the comparison group who were discovered to have received classes from the mental health contractor.

The data show that full implementation of the curriculum posed a challenge. Many of the day-to-day aspects of operating a residential program serve to interfere with ensuring that all youth receive the entire curriculum.

IOC Facilitators

"It is the intent of the Florida Department of Juvenile Justice that the *IOC* curriculum be taught by persons who have successfully completed specific training in its content and delivery. Such training typically takes a minimum of three days. It is also the intent …that two trained facilitators conduct each *IOC* group session or class."[7]

Table 3 above indicates that all sites except Orange Halfway House had two facilitators delivering the curriculum. Three of the seven programs used the same two facilitators throughout the classes. Palm Beach Halfway House lacked a stable team, utilizing 10 different facilitators for the training.

To assess the level of competency with which the curriculum was being delivered, JRC and DJJ staff developed a facilitator observation form (see Appendix E). Due to time and travel constraints, only one observation was planned for each of the sites.[8] Given the possibility that the one session observed was not representative of the course as a whole, the ratings should be viewed only as an indication of facilitator competence rather than as a definitive assessment. At one site, ratings were submitted on two facilitators. Facilitators were scored on 14 items related

[7] Impact of Crime: Addressing the Harm to Victims and the Community. Florida Department of Juvenile Justice (2003), pgs 9-10.
[8] The observers included people instrumental in developing the curriculum and conducting *IOC* training. No observation of Orange Halfway House occurred due to the program move.

to the presentation of material and group management (see Table 5 below). Not all observers rated each facilitator on each item, so percentages are based on varying sample sizes. Overall, the ratings of the facilitators were positive, but the range of responses indicated that the facilitators exhibited varying levels of familiarity with the material, control of the classroom, organization and skill at encouraging participation.

Table 5: Observers Ratings of Facilitator Competence

	Percent responding:						
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not applicable	Total
The facilitator was knowledgeable about the material being presented.	43%	57%	0%	0%	0%	0%	6
The facilitator had the materials needed to teach the class.	43%	57%	0%	0%	0%	0%	6
The facilitator was well organized.	43%	14%	43%	0%	0%	0%	6
The facilitator clearly stated the objectives of the class.	17%	33%	33%	17%	0%	20%	5
The facilitator achieved the objectives of the class.	20%	40%	40%	0%	0%	67%	3
The facilitator used techniques that encouraged student participation.	43%	43%	0%	14%	0%	0%	6
The facilitator appropriately handled statements made by youth that were representative of:							
denial (not taking responsibility for the crime)	17%	33%	33%	17%	0%	0%	7
minimizing (suggesting the impact of the crime is less than is it)	0%	67%	33%	0%	0%	67%	3
rationalizing (trying to justify the crime)	0%	50%	50%	0%	0%	20%	5
victim-blaming (putting the blame, or partial blame, for the crime on the victim)	50%	0%	50%	0%	0%	0%	1
The facilitator effectively re-directed the class when focus was lost (e.g., due to a youth diverting from the topic or focusing on self rather than victims of crimes).	40%	40%	20%	0%	0%	20%	5
The facilitator maintained control of the classroom.	57%	14%	14%	14%	0%	0%	6
The facilitator effectively handled youths' inappropriate behaviors.	14%	71%	0%	14%	0%	20%	5
The facilitator worked well with his/her co-facilitator.	50%	50%	0%	0%	0%	0%	5

The observer's ratings were transformed into a 5 point scale in which higher points indicated a more positive assessment.[9] The average rating for each site is presented below (Table 6). Polk Halfway House had the highest possible rating of 5, while Palm Beach had the lowest rating at 3.5.

Table 6. Ratings of *IOC* Facilitators

Evaluation Site	Average Rating*
Price Halfway House	3.9
Palm Beach Halfway House	3.5
Miami Halfway House	4.2
Polk Halfway House	5
Dozier (2 facilitators observed)	4.6 / 3.6
Broward Intensive Halfway House	4.2
Orange Halfway House	Not observed

*Note: Rating scale: 5 strongly agree, 4 agree, 3 neutral, 2 disagree 1 strongly disagree.

In additional to the numerical scores, the observers were asked to provide written feedback. Their comments addressed a number of issues not assessed in the observation form. Selected comments that illustrate some of the difficulties faced are reported verbatim below.

> "In talking with the participating youth, my perception is that they did not understand why they were in the class and seemed more focused on consequences rather than impact on victims/communities; harm caused and restoring/giving back."

[9] For each site, a number of the items were marked as not applicable by the observer. Averages were computed based on the number of items with valid scores.

"No time or very little time is allowed for prepping for the class. It is very difficult to be able to deliver a chapter, make copies, prepare planned activities, etc. without this time. In addition, the classes may only be one hour in length and are being delivered over the days during the week. The *objectives*, *words to know* and the other sections may all be delivered by different staff. Typically the facilitator does not have time to review all of the exercises in each chapter. There is no journal or letter writing activities being conducted at this facility."

"Setting makes it VERY difficult to keep group on track & involved. It is very loud, multiple interruptions by people passing through… Room is extremely loud, needs sound buffers to adjoining room to reduce noise in room. Spoke with Superintendent, who…...has agreed to move the class into the conference room in order to address the noise & distraction problem."

"Too much information in too short a period of time. Not enough (or any) time to allow "processing", questions, explanations, etc. (Total time 4 hrs. per chapter allotted regardless of length or complexity of information.) Boys that needed words defined or questions explained were rushed or put off in order to keep to the schedule. Both the instructors and youth stated that this curriculum is extremely helpful, but they need more time to work with it. The rush just serves to add more pressure on youth that may already be experiencing stress due to learning disabilities, or school demands."

In addition to observing the facilitator, the observer also interviewed two to three other staff on duty at that time about whether they had received overview training on the *IOC* curriculum. Only the staff interviewed at Miami Halfway House reported having received overview training. The observer felt that the site had developed a culture that was supportive of the curriculum and in which staff knew how to reinforce concepts taught in *IOC* classes. Youth reported speaking of the class topics with program staff outside the classroom. The program developers at DJJ have indicated that having staff aware of the curriculum through overview training is important so that class lessons can be reinforced by program staff outside of class.

Speakers and Videotapes

The *IOC* manual also states that "each facilitator should use audiovisual materials and victim speakers to reinforce the content of each chapter."[10] "One of the most important aspects of the classes is the use of victim speakers to bring faces to the crimes. This interaction provides an opportunity for offenders to see and hear first-hand the devastating effects that crime has on its victims, their families and their communities."[11] The *IOC* manual recommends that a victim speaker be used with all 10 chapters of the curriculum that address a type of crime.[12]

[10] Impact of Crime: Addressing the Harm to Victims and the Community. Florida Department of Juvenile Justice (2003), pg.12.
[11] Impact of Crime: Addressing the Harm to Victims and the Community. Florida Department of Juvenile Justice (2003), pg.2.
[12] [12] Impact of Crime: Addressing the Harm to Victims and the Community. Florida Department of Juvenile Justice (2003), p. 5.

Speakers were used infrequently during this project at most sites. Four of the seven sites used no speakers. Polk Halfway House had eight speakers, making that site the only one to use a speaker for the majority (80%) of the 10 chapters that address a type of crime.

Videotapes were used more frequently; six of the seven sites used at least one videotape. The breakdown was as follows: Price and Broward (8), Dozier (7), Palm Beach and Miami (3), Orange (2) and Polk (0). One program noted that the videotapes were dated. Other programs received permission to utilize other audio-video resources.

Participant Feedback

Participant feedback was obtained from 68 youth in the treatment group who were present on the last day of class. Youth were asked to respond to 29 statements using a 5-point Likert scale with responses varying from strongly agree to strongly disagree. The response rate was excellent; no question had more than two missing responses. Participants' responses to the survey can be found in Appendix F.

Participants across all sites gave facilitators high marks for clarifying the lessons, presenting examples, explaining rules and maintaining control in the classroom. Participation in the classes was high, 81% of the youth say they "participated a lot" during the classes. Ninety percent agreed that "sometimes the class had really interesting discussions" indicating a high level of engagement. One area that may need to be addressed is that 66% of the youth agreed that *group leaders read from the manual most of the time.* This statement was designed to assess whether the facilitator was relying heavily on the manual by reading directly from it, or whether they were able to more comfortably talk about the material. However there is wide variation observed among the sites; at Price Halfway House 100% of the respondents agreed with this while at Palm Beach Halfway House only 33% did so. For most of the facilitators, this was the first time they had lead this class. Facilitators can be expected to improve in this area as they continue to teach these classes.

Another area to address is that almost half of the respondents agreed that *most class members did not seem to be taking these classes seriously*. Again, wide variation is observed among the sites; at Dozier 83% of the respondents agreed with this statement while at Broward only 25% did so. A significant minority (35%) of the respondents reported that *kids seemed to have trouble understanding the lessons*. This varied from 50% or more at Palm Beach, Dozier and Broward, to 13% or less at Price, Miami and Polk Halfway Houses.

Training may need to specifically address facilitator's responses to youth's reactions to the material. Forty-two percent of respondents at Broward Intensive Halfway House indicated *at least one of the group leaders seemed to take our comments too personally*. Forty-two percent of the participants at Broward and 50% at Dozier agreed that *other class members did not seem to respect what I have to* say. This can be viewed as consistent with the low rate of youth participation reported at Dozier (50%), but not with the high rate reported by youth at Broward Intensive Halfway House (83%).

Only three sites utilized guest speakers, however at each of these sites youth reported that guest speakers were an important part of the class. Of the 29 youth responding, only two youth stated that guest speakers were *not* an important part of class.

To examine the different aspects of classroom management and presentation, the 29 statements on the participant survey were grouped into five categories:

1. Classroom environment
2. Comprehension
3. Level of Involvement
4. Presentation
5. Effect of classes on thoughts and beliefs

A score was calculated for each of the five categories for each site. Table 7 presents average participant ratings by site. Overall the highest ratings were for participant involvement, and the lowest ratings were for questions pertaining to changing thoughts and beliefs. Miami and Orange Halfway House had the highest overall scores, while Dozier tended to have below average scores in all areas.

Table 7. Participant Feedback by Site*

	Average Rating						
Project Site	Classroom Environment	Comprehension	Involvement	Presentation	Thoughts and Beliefs	Overall Rating	Total Youth
Price Halfway House	*3.9*	*4.1*	*4.3*	*4.1*	*3.9*	*4.0*	9
Palm Beach Halfway House	*3.8*	3.9	*4.1*	3.8	3.1	3.7	6
Miami Halfway House	*4.1*	*4.4*	*4.6*	*4.0*	*4.3*	*4.2*	10
Polk Halfway House	*3.9*	*4.3*	*4.4*	3.9	*3.8*	*4.0*	8
Dozier	3.2	3.8	3.8	3.9	3.2	3.5	12
Broward Intensive Halfway	3.6	3.8	3.7	3.9	3.6	3.8	12
Orange Halfway House	*4.0*	*4.2*	4.0	*4.3*	*4.0*	*4.1*	11
Total	3.8	4.0	4.1	4.0	3.7	3.9	68

* Note: Numbers in italics are represent above average scores.

Facilitators' Evaluations of Participants

One facilitator at each facility was asked to rate each of the youth in the treatment group. Using a 5 point scale of very poor, poor, average, good, and excellent facilitators were asked to rate both overall class participation and completion of homework assignments. The ratings on classroom participation for the 76 treatment group participants rated breakdown as follows:

- 17% excellent
- 32% good,
- 37% average
- 14% rated poor or very poor

Facilitators were also asked to provide written comments describing youth's participation (see Appendix G). For youth whose participation was rated good or excellent, the comments mentioned the high level of participation and involvement. For youth rated poor or very poor, the comments focused on the difficulty in engaging those youth in the class, disruptive or

negative behavior, immature attitude, inability to read, or non-participation requiring the facilitator to continually draw the participant into the discussion and activities.

All sites assigned homework except Miami Halfway House. Ratings for completing homework assignments (n=63) broke down as follows:

- 10% excellent
- 40% good,
- 37% average.
- 14% rated poor or very poor

Facilitators who rated homework as excellent often mentioned that the youth completed assignments on time and the content of the assignments was thoughtful and showed an understanding and incorporation of the concepts covered in class. The quality of homework assignments might improve if other facility staff had overview training and better understood the purpose and basic concepts taught in the classes. This would enable them to effectively help youth with homework assignments.

Table 8 presents a breakdown of ratings by site. Overall facilitators rated youth above average on class participation. Miami Halfway House rated participants the highest (3.9) on class participation, while Dozier rated participants the lowest (2.8).

Table 8: Facilitator Rating of Participants

	Class Participation			Homework Assignments			
Project Site	Average Rating*	Maximum	Minimum	Average Rating*	Maximum	Minimum	Total
Price Halfway House	3.6	5	1	3.5	5	1	12
Palm Beach Halfway House	3.8	4	3	4.2	5	3	6
Miami Halfway House	3.9	5	2	n.a.	n.a.	n.a.	10
Polk Halfway House	3.2	5	2	2.8	4	1	12
Dozier	2.8	4	2	2.8	4	1	12
Broward Intensive Halfway	3.5	5	3	3.4	5	3	12
Orange Halfway House	3.8	5	3	4.0	4	4	12

* Note: Rating scale: 1 very poor, 2 poor, 3 average, 4 good, 5 excellent.

In examining the ratings of homework assignments, a greater diversity is observed. Ratings ranges from 2.8 (Polk and Dozier) to 4.0 and higher (Orange and Palm Beach).

Implementation Issues

During the course of collecting the data for the process evaluation, two anomalies were discovered that impact the outcome evaluation. First, Orange Halfway House changed locations during the project which resulted in the suspension of the curriculum for a number of weeks. In order to finish the classes within the required timeframe, 20 hours of the curriculum were delivered between May 29, 2003 and June 4, 2003 in four-hour sessions. Initial analysis of the post-test results from Orange Halfway House suggested that some of the youth in the treatment

group intentionally provided inaccurate responses. As results from Orange Halfway House were deemed unreliable, the site was dropped from the outcome evaluation.

Second, it was discovered that the eight youth in the comparison group at Palm Beach Halfway House were receiving an earlier version of the *IOC* curriculum from the mental health contractor at the facility. Given these youth received nearly identical treatment, the decision was made to count those comparison group youth who remained in the program long enough to be post-tested as part of the treatment group. Therefore, Palm Beach Halfway House was not included in statistical comparisons between the treatment and comparison groups. The total sample size for the outcome analyses that follow was therefore reduced from the original pool of 170 to 150.

Findings: Outcome Evaluation

The outcome evaluation component of the study examines changes in youths' knowledge of the impact of crime, empathy and anti-social thinking. These components were measured using the KAI, IRI, and CSS, as outlined previously in the evaluation design section. These three instruments were administered as post-tests on the last day of class or within the next few days. For youth who left the program before the end of the evaluation period, post-testing occurred at the time the youth left the program[13]. Change is measured by determining whether youths' scores improved from the pre-test to the post-test.

Based on attendance data, the youth were divided into three groups: completers (youth in the treatment group who were still at the facility when the last *IOC* class was held), dropouts (youth in the treatment group who left the program before the 12th week), and comparison group youth (youth who did not receive the classes). All completers took all three post-tests except one youth who did not take the CSS or the IRI and two youths who did not take the KAI. A much smaller percentage of the comparison group youth completed post-tests. Nineteen youth in the comparison group left within 3 weeks and post-testing within such a short period of time was deemed inappropriate. Six additional comparison group youth were not administered post-tests because they left the program under circumstances that did not lend themselves to pausing for a testing session (e.g., transferred from program, sent to detention center or jail).

Table 10 presents the percent of youth at each site that were post-tested. As was expected based on the selection criteria, a higher percentage of the treatment group were post-tested than the comparison youth.

[13] The length of time between pre and post-testing varied especially among the comparison group. Of the 60 youth in the comparison group who were post-tested, the time between pre and post-testing varied from 29 to 91 days with a mean of 72 days. For the 74 youth in the treatment group who were post-tested the average time between pre and post-testing varied from 30 to 91 days with a mean of 83 days. While varying lengths of time between pre- and post testing is not an ideal evaluation design, given the small size of the available programs, and the relatively short lengths of stay, this could not be avoided.

Table 10. Percent of Youth Post-Tested by Site

Project Site	Treatment Group	Comparison Group
Price Halfway House	100%	83%
Palm Beach Halfway House	65%	n.a.
Miami Halfway House	92%	53%
Polk Halfway House	92%	87%
Dozier Training School	100%	100%
Broward Intensive Halfway House	100%	75%
Total	89%	76%

* Note: One youth in the Price Halfway House comparison group refused to take the KAI pre-test.

Analyses of each of the three instruments (KAI, IRI, and CSS) includes an overall comparison of completer, dropouts and comparison groups' pre- and post-test scores. A statistical test[14] was used to determine whether the results for the three groups were significantly different. Ideally, the completers would exhibit significantly better outcomes than the other two groups. The results are also analyzed by site.[15]

Knowledge Acquisition

The Knowledge Acquisition Instrument (KAI) focused specifically on whether youth learned the material presented in the curriculum, that is, whether they improved their knowledge and understanding of the impact of crime on victims. Table 11 presents the KAI pre- and post-test and overall change scores for the treatment completer, dropout, and comparison group youth. The three groups did not differ significantly on the initial pre-test taken prior to the implementation of the curriculum. This finding is expected as youth would not differ drastically on their initial knowledge of the material. Ideally, the completers would exhibit greater increases in knowledge scores than either the dropouts or comparison group. The results in Table 11 illustrate such a pattern. The average post-test score of the completers (33.1) was significantly higher than either the dropouts (29.4) or the comparison group (26.8). Their overall change between pre- and post-test scores was also significantly greater than the other two groups. The completers had an average improvement of 5.1 points, compared to a 1.9 point improvement for the dropouts and a 0.4 point decline for the comparison group.

[14] A one-way ANOVA was run to examine differences between the three treatment groups. F-tests and corresponding significance values are presented for each test and indicate whether the three groups differed significantly from one another on the outcome measures.

[15] Dropouts were excluded from these analyses as the sample sizes were too small to warrant statistical analysis. Given that only two groups remained for comparison, the t-test statistic was used to examine mean differences and determine whether the completers differed significantly from the comparison group.

Table 11. Knowledge Acquisition Instrument (KAI) Pre- and Post-Test Scores for Completers, Dropouts, and Comparison Group Youth[1]

	Total N			Average[2]			Statistics	
Variable	Completers	Dropouts	Comparison	Completers	Dropouts	Comparison	F Test	Significance
Pre-Test	65	15	69	27.9	28.5	27.8	0.06	0.94
Post-Test	63	8	55	33.1	29.4	26.8	8.67	**0.00***
Change in KAI	63	8	54	5.1	1.9	-0.4	7.83	**0.00***

* $p < 0.05$.

[1] Palm Beach Halfway House and Orange Halfway House were excluded from the results presented here. Palm Beach had no comparison group youth and Orange Halfway House had unreliable data resulting from implementation issues.

[2] The maximum possible score on the KAI is a 38.

Examination of responses to specific questions on the KAI shed light on the impact of the curriculum. The question asking for the definition of restorative justice increased from 54% to 61% correct for the comparison group, and 52% to 89% for the treatment group. In response to the statement "after a homicide is committed, there are no victims because the victim died" only 66% of the comparison group recognized this as false on the post-test, whereas 90% of the treatment group correctly identified the statement as being inaccurate. Eighty-eight percent of the treatment group (a 19% increase over the pre-test) could identify the correct definition of the term accountability compared to 72% of the comparison group (a 6% increase).

Table 12 examines the KAI pre/post-test changes for the completers and comparison group youth by site. As the numbers of dropouts per site were too small to conduct statistical analyses, completers are compared only to comparison group youth in the following analyses.[16] While, the treatment groups at each of the sites exhibited greater increases on the KAI scores than did the comparison groups, the difference between the two groups reached statistical significance in only three of the sites. Youth in the *IOC* classes at Miami, Polk, and Dozier all showed significantly greater increases in knowledge than the youth in the respective comparison groups. The comparison groups exhibited significantly less improvement, with one site's comparison youth, Miami Halfway House, actually scoring an average of 11.3 points *less* on the post-test than the pre-test.

[16] Appendix H contains the mean scores on the KAI for all three groups for all 7 sites.

Table 12. Means Tests of Knowledge Acquisition Instrument (KAI) Pre- and Post-Test Scores for Completers and Comparison Groups by Site

	Average Change		Statistics	
Project Site[1]	Completers	Comparison	T-Test	Significance
Price Halfway House				
Change in KAI	8.4	5.9	-0.65	0.53
Miami Halfway House				
Change in KAI	4.3	-11.3	-4.91	**0.00***
Polk Halfway House				
Change in KAI	5.2	0.4	-2.16	**0.04***
Dozier Training School				
Change in KAI	6.2	1.0	-2.47	**0.03***
Broward Intensive Halfway House				
Change in KAI	4.5	-0.1	-1.39	0.18

* $p < 0.05$.

[1] Palm Beach Halfway House and Orange Halfway House were excluded from the results presented here. Palm Beach had no comparison group youth and Orange Halfway House had unreliable data resulting from implementation issues.

[2] The maximum possible score on the KAI is a 38.

Empathy

The Interpersonal Reactivity Index (IRI) was used to examine the degree to which the curriculum improved youths' empathy increased (see Appendix B). Two scales from the IRI were examined, Perspective Taking and Empathic Concern. The Perspective Taking scale measures whether a youth has adopted the psychological viewpoint of others, while Empathic concern measures youths' regard or sympathy for others. Table 13 presents the pre-test, post-test and average change scores for the three groups: completers, dropouts and comparison group youth. The dropouts scored significantly lower on the Perspective Taking scale pre-test than either the completers or the comparison group. On the post-test, the dropouts exhibited the greatest gains (a mean increase of 4.5) while the completers exhibited a mean increase of 0.9 and the comparison group exhibited a *decrease.* These differences were statistically significant.

The decrease exhibited by the comparison group reinforces the need for experimental designs in studies of this type. Youth who did not receive the *IOC* curriculum exhibited a decrease in perspective taking (which was evident at all sites). Although it is not possible to draw conclusions from this data, it may be evidence of the importance of counteracting negative thought patterns exhibited by many delinquents who then influence others in residential programs. The lack of a greater increase on the Perspective Taking scale for the completers may be due to their relatively high scores on the pre-tests (average of 16.0). Davis found that the average score for male college students was 16.78 (Davis, 1980). Thus, the completers, who scored 16.0 on average, were close to what was found to be an average score in Davis' study.

Table 13 also presents the pre-and post-test scores on the Empathic Concern scale for all three groups (completers, dropouts, and comparison group youth). As with the Perspective Taking scale, both the completers and dropouts increased. While the pattern of results was similar to the Perspective Taking scale, the change scores did not reach statistical significance.

Table 13. Interpersonal Reactivity Index Subscale Pre- and Post-Test Scores for Completers, Dropouts, and Comparison Group Youth[1]

	Total N			Mean			Statistics	
Scale/Variable[2]	Completers	Dropouts	Comparison	Completers	Dropouts	Comparison	F Test	Significance
Pre-Test PT	65	15	70	16.0	12.7	16.2	3.13	**0.05***
Post-Test PT	63	8	55	17.0	16.8	14.6	3.47	**0.03***
Pre-Test EC	65	15	70	16.6	15.7	15.6	0.58	0.56
Post-Test EC	63	8	55	17.2	18.9	15.4	3.02	**0.05***
Change in PT	63	8	55	0.9	4.5	-1.3	4.40	**0.01***
Change in EC	63	8	55	0.7	3.5	0.1	1.10	0.34

* $p < 0.05$.

[1] Palm Beach Halfway House and Orange Halfway House were excluded from the results presented here. Palm Beach had no comparison group youth and Orange Halfway House had unreliable data resulting from implementation issues.

[2] PT=Perspective Taking Scale, with a range from 0 to 28; ***higher*** scores indicate a greater tendency to adopt the psychological viewpoint of others. EC=Empathic Concern Scale with a range from 0 to 28; ***higher*** scores indicate greater empathy.

When the results were analyzed for each site (see Table 14), no significant differences were found for any of the sites on either the Perspective Taking or the Empathic Concern scale. At the Miami and Polk Halfway Houses, the treatment completer youth outperformed the comparison group on both the Perspective Taking and Empathic Concern scales.[17] This is consistent with the generally favorable ratings both sites received in the process evaluation component of the study. Overall, however, given the lack of significant differences between the treatment and comparison group, it can be concluded that the *IOC* curriculum appeared to have little impact on youths' level of empathic concern.

[17] Note, only the completers and comparison youth were included in the statistical analyses, as there were too few youth in the dropout group to include them in the analyses.

Table 14. Means Tests of Interpersonal Reactivity Index Pre- and Post-Test Scores for Completers and Comparison Groups by Site[1]

	Average Change		Statistics	
Site/Scale[2]	Completers	Comparison	T-Test	Significance
Price Halfway House				
Change in PT	2.0	-2.2	-1.90	0.07
Change in EC	1.1	2.7	0.55	0.59
Miami Halfway House				
Change in PT	1.1	-2.0	-0.99	0.34
Change in EC	3.3	-3.3	-1.90	0.08
Polk Halfway House				
Change in PT	0.7	-0.4	-0.40	0.69
Change in EC	1.9	0.0	-0.61	0.55
Dozier Training School				
Change in PT	-1.7	-0.9	0.38	0.71
Change in EC	-0.8	1.2	1.02	0.32
Broward Intensive Halfway House				
Change in PT	0.4	-1.3	-0.68	0.51
Change in EC	-0.9	-0.9	0.00	1.00

[1] Palm Beach Halfway House and Orange Halfway House were excluded from the results presented here. Palm Beach had no comparison group youth and Orange Halfway House had unreliable data resulting from implementation issues.

[2] PT = Perspective Taking Scale, with a range from 0 to 28; ***higher*** scores indicate a greater tendency to adopt the psychological viewpoint of others.

EC = Empathic Concern Scale, with a range from 0 to 28; ***higher*** scores indicate greater empathy.

* $p < 0.05$.

Anti-Social Thinking

The final outcome measure, the Criminal Sentiments Scale (CSS), assesses changes in anti-social thinking. Table 15 presents the pre-test, post-test and change scores for the three groups. In addition to a total score, scores on each of the 3 subscales of the CSS are presented: Identification with Criminal Others (ICO), Tolerance of Law Violation (TLV), and Attitudes towards Laws, Courts and Police (LCP). Care should be taken in interpreting the CSS as two scales (ICO and TLV) are scored in such a way that *lower* scores indicate pro-social attitudes while the LCP is scored so that *higher* scores indicate pro-social attitudes. A total score is calculated by subtracting the combined scores on the ICO and TLV scales from the LCP scale. Thus points indicating anti-social attitudes on the ICO and TLV scales are subtracted from points indicating pro-social attitudes on the LCP scale.

The most important finding is that the change in total CSS scores was significantly greater for the completers (10.1) as compared to the dropouts (0.1) or the comparison group (2.1). The change on the ICO scale was also statistically significant with the completers showing a small decrease (-0.3) which indicates a move in the direction of pro-social attitudes, while the dropouts showed a substantial increase (3.9) indicating an increase in anti-social attitudes and the comparison group showed virtually no change (0.1).

Table 15. Criminal Sentiments Scale Pre- and Post-Test Scores for Completers, Dropouts, and Comparison Group Youths[1]

	Total N			Mean			Statistics	
Scale/Variable[2]	Completers	Dropouts	Comparison	Completers	Dropouts	Comparison	F Test	Significance
Pre-Test ICO	65	15	70	17.6	17.1	18.0	0.48	0.62
Post-Test ICO	63	8	55	17.3	20.5	17.8	3.73	**0.03***
Pre-Test TLV	65	15	70	28.5	30.3	28.3	0.76	0.49
Post-Test TLV	63	8	55	25.7	28.8	27.9	2.68	0.07
Pre-Test LCP	65	15	70	78.9	78.4	79.4	0.06	0.94
Post-Test LCP	63	8	55	85.8	82.1	81.1	1.89	0.16
Pre-Test Total Score	65	15	70	32.7	31.0	33.1	0.09	0.91
Post-Test Total Score	63	8	55	42.9	32.9	35.4	2.75	0.07
Change in ICO	63	8	55	-0.3	3.9	0.1	4.91	**0.01***
Change in TLV	63	8	55	-2.9	-1.3	-0.5	2.20	0.12
Change in LCP	63	8	55	6.9	2.8	1.7	2.34	0.10
Change in Total Score	63	8	55	10.1	0.1	2.1	**3.22**	**0.04***

[1] Palm Beach Halfway House and Orange Halfway House were excluded from the results presented here. Palm Beach had no comparison group youth and Orange Halfway House had unreliable data resulting from implementation issues.

[2] ICO = Identification with Criminal Others, with a range from 6 to 30; ***lower*** scores are better and correspond to more pro-social attitudes.
TLV = Tolerance for Law Violations, with a range from 10 to 50; ***lower*** scores are better and correspond to more pro-social attitudes.

* $p < 0.05$.

Changes on the TLV and the LCP scales failed to reach the level of statistical significance. However, on both scales the completers exhibited greater increases in pro-social attitudes. On the TLV scale all groups decreased between pre- and post-testing, indicating an increase in pro-social thinking. Decreases were greatest for the completers (-2.9), somewhat less for the drop outs (-1.3) and the least for the comparison group (-0.5). The changes in the LCP, although not significant, also indicated the greatest improvement for the completers (6.9) and less improvement for the dropouts (2.8) or the comparison group (1.7).

Table 16 presents the pre/post-test changes for the treatment and comparison groups by site.[18] In general, the treatment group outperformed the comparison group on each of the sub-scales and the total CSS score. While completers exhibited greater changes than comparison group youth in total CSS scores at all sites, the differences reached the level of statistical significance only at Miami Halfway House. Completers at Miami Halfway House improved an average of 15.9 points on the total CSS score, while comparison youths at the program actually decreased by an average of 3.8 points. The change on the total CSS scores was nearly three times greater for the Polk Halfway House treatment youth than the comparison group at the same site. The lack of statistical significance for this finding may be partially attributable to the small sample size.

[18] Appendix I contains the mean scores on the CSS for all three groups at all 7 sites.

Table 16. Means Tests of Criminal Sentiments Scale Pre- and Post-Test Scores for Completers and Comparison Group Youth by Site[1]

	Average Change		Statistics	
Site/Scale[2]	Treatment Completer	Comparison	T-Test	Significance
Price Halfway House				
Change in ICO	0.5	-1.1	-0.81	0.43
Change in TLV	-2.2	-0.3	0.58	0.57
Change in LCP	4.6	3.9	-0.11	0.91
Change in Total Score	6.3	5.3	-0.10	0.92
Miami Halfway House				
Change in ICO	-1.1	0.1	0.72	0.48
Change in TLV	-3.8	2.6	1.96	0.08
Change in LCP	11.0	-1.0	-2.66	**0.02***
Change in Total Score	15.9	-3.8	-3.61	**0.00***
Polk Halfway House				
Change in ICO	-2.0	0.2	1.73	0.10
Change in TLV	-5.8	-2.9	1.13	0.28
Change in LCP	15.7	5.0	-1.69	0.11
Change in Total Score	23.5	7.8	-1.84	0.08
Dozier Training School				
Change in ICO	0.1	1.8	1.33	0.20
Change in TLV	-3.3	-0.1	1.20	0.25
Change in LCP	2.5	2.2	-0.07	0.94
Change in Total Score	5.7	0.5	-0.74	0.47
Broward Intensive Halfway House				
Change in ICO	0.8	-0.8	-1.36	0.19
Change in TLV	-0.7	-0.3	0.13	0.90
Change in LCP	2.3	-2.6	-1.14	0.27
Change in Total Score	2.2	-1.4	-0.58	0.57

* $p < 0.05$.

[1] Palm Beach Halfway House and Orange Halfway House were excluded from the results presented here. Palm Beach had no comparison group youth and Orange Halfway House had unreliable data resulting from implementation issues.

[2] ICO = Identification with Criminal Others, with a range from 6 to 30; ***lower*** scores are better and correspond to more pro-social attitudes.
TLV = Tolerance for Law Violations, with a range from 10 to 50; ***lower*** scores are better and correspond to more

Age and Race

Analysis of the data was conducted to determine whether the age or race of the participants impacted outcomes. No significant differences were found on any of the outcome measures.

Summary

The current evaluation was designed to assess the implementation of the *IOC* curriculum and determine its impact on knowledge and attitudes about the impact of crime on victims and the community. Issues arose during the course of the project that required changes to the evaluation design. First, it was discovered that the comparison group youth at Palm Beach Halfway House

were receiving an older version of the curriculum from the mental health contractor. Given these youth received nearly identical treatment, the decision was made to count those comparison group youth who remained in the program long enough to be post-tested as part of the treatment group. This resulted in there being no comparison group for the site. Second, Orange Halfway House changed locations during the project which resulted in the suspension of classes for a number of weeks. In order to finish the classes within the required timeframe, 20 hours of the curriculum were delivered over a five day period in four-hour sessions. This is not how the program was intended to be delivered and the pattern of apparently intentionally choosing wrong answers by some of the treatment group may be a reflection of this. In light of the unreliability of the results, Orange Halfway House was dropped from the analysis. The results presented here involve only males as Orange Halfway House was the only female program in this evaluation.

Youth completing the residential program earlier than expected or being transferred to another program also impacted the evaluation design in that it reduced the number of treatment group youth who completed the *IOC* curriculum. This reduced the sample size and limited statistical analysis.

The analysis of the pre/post-test data provides evidence that overall the *IOC* curriculum was effective in increasing participants' knowledge of the impact of crime on victims and the community as measured by the KAI, and reducing their anti-social thinking as measured by the CSS. There was no evidence of a significant improvement on either measure of empathy (perspective taking or empathic concern) as measured by the IRI. The completers and comparison pre-test scores on the Perspective Taking Scale were at the level that Davis (1980) found with college students whereas the dropouts were significantly lower. The lack of a significant increase in this measure of empathy may be due to the relatively high pre-test scores.

The relationship between use of victim speakers and increasing empathy is also not clear as Price, Broward and Dozier included the most victim speakers and the IRI results from these sites show no clear impact. The *IOC* developer's experience with the initial training led them to believe that the victim speaker experience would have greater impact if facilitators effectively engaged youth in debriefing activities as a means of processing the experience. The facilitator training has been modified to include information and practice on debriefing activities. Most facilitator's participating in this evaluation did not receive this training and may not have been conducting debriefing activities. In the future, these activities may increase the impact of victim speakers.

When the data is broken down by individual site, only Miami Halfway House exhibited significant differences between treatment and comparison group youth on both the KAI and CSS. While not quite reaching the $p \leq .05$ level of significant Miami Halfway House also showed the largest overall gains on the IRI. In examining the data collected concerning the implementation process there are a number of areas in which Miami Halfway House excelled. Miami Halfway House provided 52 hours of classes and all the completers except one received at least 50 hours of classes. Miami Halfway House also received the highest participant feedback ratings and one of the highest facilitator ratings. Interestingly, Miami Halfway House was the only program that did *not* give homework assignments. Given that homework is intended to reinforce the curriculum, it was unexpected that the most effective site would be the only site not to have given homework assignments. Miami Halfway House may have achieved the goal of reinforcing

class concepts without homework, as program staff had overview training, and youth reported discussing *IOC* topics outside of class.

Lessons Learned

The *IOC* project represents one of the first attempts by DJJ to conduct a process and outcome evaluation using a quasi-experimental design. Not surprisingly, given the complexity of the project and the use of multiple-sites, a number of implementation issues arose throughout the project. There were difficulties encountered by facility staff in entering data and transferring this information to the researchers. At some sites, the facilitator, who was a line staff person, was given the additional duty of entering data. Contacting this person by email was often difficult because their access to a computer was limited. At other sites the limited computer skills of some staff made data entry difficult. In addition, the computer resources at some sites were so dated that entering data became a laborious and unnecessarily time-consuming process. Any future evaluation will need to include greater levels of technical support and more extensive training sessions regarding the use of Microsoft Access, Outlook, and data entry.

Another issue that arose concerns the difficulty of implementing a curriculum in a small program where many youth will leave the facility before completing the full course of study. In addition, ensuring full delivery of the curriculum is impeded by the day-to-day operations of a residential program. A substantial number of youth missed class sessions due to a variety of events such as court appearances and medical appointments. To address both these problems, it would be useful to develop a procedure for making up missed classes. However, with the small number of staff in these sites, this may prove difficult.

In attempting to balance existing programming at each site, with the introduction of *IOC* classes, the *IOC* developers set a minimum of four hours for each chapter. Their strong recommendation that more time be dedicated to each chapter, if at all possible, appears to be good advice. The impact of the curriculum on youth at Miami Halfway House may be due in part to their success in delivering the full curriculum to the majority of youth in the treatment group.

It is recommended that a staff person be assigned the task of overseeing the implementation of the curriculum. A number of major problems were discovered through the collection of data for the evaluation, particularly through the weekly attendance reports. Without these data collection instruments, the issues would not have been discovered in a timely fashion. In order to ensure treatment integrity and implementation of the curriculum as planned, regular contact with program staff is needed even if an evaluation is not being conducted. While this oversight can be reduced as staff become familiar with the curriculum, any time new staff become involved in implementation, the oversight should revert to higher levels.

In order to prevent contaminating the results of the evaluation, the program sites had not been exposed to IOC. This resulted in this being the first time most of the facilitators had lead *IOC* classes. Facilitators can be expected to improve as they continue to teach these classes. It is recommended that a process be employed by which facilitators communicate with each other about the curriculum**.** Regular conference calls or instant messaging forums could be used to answer questions and address issues that arise. This would also enable the most experienced and skilled facilitators to mentor newer and less skilled staff.

While all but one of the facilitators observed had received the IOC training, a number of sites were also using other staff who had not received the training. To ensure proper curriculum implementation, it is important that all staff be trained. Furthermore, even when *IOC* training was received, not all staff had been trained in group facilitation techniques. One of the observers noted that "…. there is a need to provide a group facilitation class for current and future facilitators." While the *IOC* developers anticipated that there would be staff who had been trained in group facilitation techniques available to be trained in the *IOC* curriculum, this did not appear to be true at all sites. The importance of the facilitator was emphasized by one of the observers who stated that "after observing a few programs, I am confirmed in my beliefs that a group is only as good as the leader running it."

Staff who are delivering the curriculum need to have their other duties reduced especially if it is the first time they are delivering the class. A number of the observers noted that staff did not have adequate time to prepare for the classes. Time is needed to copy, print and review material before it is delivered. In addition, many facilitators are also line staff with other responsibilities that take priority over preparing for classes.

The *IOC* Implementation Guidelines cover many of the recommendations listed above and provide specific information on issues to address prior to starting classes. Program administrators, key staff and facilitators should read the document carefully prior to starting classes, and use the guidelines to help develop a strategy to effectively implement the *IOC* curriculum in their particular program. This type of prior planning will greatly increase the likelihood of a successful implementation.

Results from the evaluation of the *IOC* curriculum provide evidence that the instruction, when properly implemented by facilitators trained in both the curriculum and group facilitation techniques, has a positive impact in generally increasing participants' knowledge and understanding of the impact of crime on victims and the community and reducing anti-social thinking. Future implementations of the *IOC* curriculum should benefit from the lessons learned during this evaluation.

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Appendix A. Knowledge Acquisition Instrument

IOC KNOWLEDGE ACQUISITION INSTRUMENT (KAI)

(*Correct answers are in italics*)

Name_____ Program_____

Date_____

Please answer the following questions as best you can. There may be questions about things you are not familiar with. Just choose the answer you think is correct.

1. **Which of the following statements is TRUE?**

   a. One person can **not** change the world they live in.
   b. It is best **not** to care about how other people feel about things.
   c. Sometimes it is necessary to hurt people in order to get what you need.
   d. Before you do something, it is always best to think about the harm that will be caused.

2. **If an elderly person's social security check is stolen on their way to the bank:**

   a. They can always get another one so there is no harm done.
   b. *They may feel afraid whenever they go outside*.
   c. They may feel glad someone is paying attention to them.
   d. It is no big deal because they have other money.

3. **Which of the following statements is TRUE?**

   a. Some victims deserve what happens to them.
   b. Most victims deserve what happens to them.
   c. No person deserves to be the victim of a crime.
   d. It is hard to tell if a certain person deserves to be the victim of a crime.

4. **A guy's girlfriend has been sleeping around on him. The guy comes home for lunch and finds his girlfriend in bed with another guy. The boyfriend shoots and kills his girlfriend. Which of the following statements is TRUE?**

   a. None of these people's families will be effected by this shooting because they all live in a different state.
   b. This was the best way to handle this situation.
   c. It was the girl's fault because she was sleeping with another guy.
   d. The boyfriend could have found a better way to handle this.

5. **If you have committed a crime, which of the following statements is TRUE?**

   a. There is no way you can address the harm caused by your crime.
   b. Apologizing to the victim might help the victim feel better.

c. There is never anything you can do to make it better.
d. It is best to learn how to avoid getting caught next time.

6. Which of the following things you could say to a crime victim would bring them the most comfort?

a. You should put this behind you and forget about it.
b. I am sorry this happened to you.
c. I know how you feel.
d. Snap out of it.

7. If a child sees his father abuse his mother:

a. The child will learn **not** to hit other people
b. The child may grow up to be an abuser.
c. The child will feel safe.
d. The child will develop a better image of himself.

8. Restorative justice:

a. Is not concerned with victims.
b. Is a way to avoid going to prison.
c. Says it is important to take responsibility to repair the harm caused by the crime.
d. Is mainly about giving victims money.

9. A girl is raped on a first date with a guy. Which of the following statements is TRUE?

a. It was the girl's fault because she knew he was a player.
b. It was the girl's fault because of what she was wearing.
*c. It was **not** the girl's fault.*
d. It was **not** rape because they were on a date.

10. Which of the following statements is TRUE?

a. Only good-looking women are raped.
b. Men can **not** be raped.
c. Men need to have sex after being turned on.
d. Most victims know their rapist.

11. Tyrone cusses at his dad and sneaks out in the middle of the night. One night, his dad beats him and breaks his jaw. Which of the following statements is TRUE?

a. The dad is allowed to discipline his child however he wants.
b. This is an example of child abuse.
c. This is an example of sexual abuse.
d. What goes on in a family is nobody's business.

12. Women are more likely to be killed by:

a. *A boyfriend or a husband.*
b. Another woman.
c. A stranger.
d. A juvenile.

13. Screaming mean insults at children is an example of:

a. Emotional abuse
b. Discipline
c. Incest
d. Battery

14. Adults who were abused as children are:

a. Less likely to abuse their own children.
b. More likely to abuse their own children.
c. No different from people who were not abused.
d. Often are more successful in life because they were toughened up.

15. If John grabs a purse from an older lady, this is the crime of:

a. Shoplifting
b. Burglary
c. Robbery
d. Child abuse

16. Greg and Jose are smoking behind an empty warehouse. Jose throws a lighted match in the window to see if anything will catch fire. The building goes up in flames. Which of the following statements is TRUE?

a. It is not arson unless someone dies in the fire.
b. *It is arson and Jose could be arrested.*
c. It is not arson because the building was insured.
d. It is not arson because the damage was less than $500.

17. If you know an elderly person is being abused which of the following places could you call for help?

a. There is nothing anyone can do to help because that person is an adult
b. Center for Missing and Exploited Children 1-800-995-6674
c. The Jerry Springer Show 1-800-96-JERRY
d. Adult Protective Services 1-800-962-2873

18. Which of the following is an example of a hate crime?

a. Stealing a car because the keys were in it.
b. Beating someone up because they are from a different country.
c. Spray painting your name on a headstone.
d. Destroying school property.

19. Which of the following is a violent crime?

a. Burglary
b. Auto theft
c. Sexual battery
d. Shoplifting

20. Which of the following statements is TRUE?

a. It is OK to drink alcohol and drive as long as you don't hurt anyone.
b. Marijuana does **not** impair your driving.
c. It is never OK to drive when you have been drinking alcohol.
d. All drunken driving crashes result in death.

21. If you are trying to solve a problem by talking, it is best to:

a. Demand that the other person explain themselves.
b. Talk loudly to make sure the other person understands what you are saying.
c. Look away when the other person is talking.
d. Listen to what the other person says before responding.

22. Which of the following statements is TRUE?

a. Stealing a car does not really hurt anyone because insurance will pay for it.
b. Stealing someone's welfare or social security check only harms the government.
c. People who leave their stuff out in the open deserve to have it stolen.
d. *Stealing from a large store is as much a crime as stealing from a small store.*

23. Malik takes a check from his Dad's checkbook and signs his Dad's name to the check so that he can purchase cigarettes. This is an example of:

a. Robbery
b. Burglary
c. Forgery
d. This is not a crime

24. The honeymoon phase is:

a. When an abuser uses aggression and violence to frighten and control his partner.
b. *The part of the cycle of violence when the abused person begins to believe that the abuse will not happen again.*
c. The feeling you get right after you commit a crime.
d. The time right before you commit a crime.

25. John is driving down the road and someone on the side of the road throws a rock at his windshield and it breaks. John recognizes the guy who threw the rock. John should:

a. Pull over to the side of the road and beat the guy up.
b. *Call the police and report the crime.*
c. Go home and tell his brother what happened and get him and his friends to track the guy down and threaten him.
d. Go to the guy's house and break his windshield.

26. Which of the following statements is TRUE?

a. Victims may blame themselves after a crime.
b. If victims would stop talking about the crime, it would not bother them as much.
c. The only victims who lose money are victims of theft.
d. The only victim of a crime is the person who lost money or was actually hurt.

27. Which of the following statements is TRUE about forgiveness?

a. It is something that every victim must do.
b. It is a choice a victim makes based on their beliefs.
c. It is something no one who has been a victim of a crime can ever do.
d. It is a way of letting the criminal off the hook.

28. Which of the following would be the best way to help a child change his behavior?

a. Yell at him every time he breaks a rule.
b. Threat to hurt him if he breaks a rule again.
c. Spank him because he has made his parent mad.
d. Take away TV privileges because he broke a house rule.

29. Which is the best way to deal with someone who hurt you?

a. Do the same thing to the person that they did to you.
b. *Figure out the pros and cons of your actions before deciding what to do*.
c. Take actions based on how you feel.
d. Do what your friends would do.

30. Which of the following statements is TRUE?

a. Gangs are not a problem if only other gang members get hurt.
b. Gangs don't really bother other people in the community.
c. *One of the ways gangs hurt people is by making them afraid.*
d. Joining a gang is a good way to protect yourself.

31. An example of _____is taking responsibility for your actions and addressing the harm to your victims.

a. Accountability
b. Collaboration
c. Vengeance
d. Retaliation

For each of the rest of the questions please answer True (T) or False (F).

32. Victims may feel the crime was partly their fault. ***T*** **F**

33. Property crime can cause emotional harm to the victims. ***T*** **F**

34. Writing graffiti on buildings harms a community. ***T*** **F**

35. After a homicide is committed, there are no victims because the victim died. **T** ***F***

36. Juvenile offenders should not be held accountable for their crimes since they are just kids. **T** ***F***

37. Domestic violence happens mainly in poor families. **T** ***F***

38. Even a minor crime can cause a major life crisis for an elderly victim financially, physically, and emotionally. ***T*** **F**

Appendix B. Interpersonal Reactivity Index

Only the Perspective Taking (PT) and Empathic Concern (EC) scales were analyzed. Items included in each are marked with PT or EC.

IOC IRI Questionnaire

Name_____ Program_____

Date_____

The following statements are about your thoughts and feelings in a variety of situations. For each statement, indicate how well it describes you by circling the appropriate letter: A, B, C, D, or E based on the scale below.

READ EACH ITEM CAREFULLY BEFORE RESPONDING. Answer as honestly as you can. There are no right or wrong answers.

Answer Scale:

A	B	C	D	E
Does NOT describe me very well				Describes me very well

1. I daydream and fantasize, with some regularity, about things that might happen to me.		A B C D E
2. I often have tender, concerned feelings for people less fortunate than me.	(EC)	A B C D E
3. I sometimes find it difficult to see things from the “other guy’s” point of view.	(PT)	A B C D E
4. Sometimes I don't feel very sorry for other people when they are having problems.	(EC)	A B C D E
5. I really get involved with the feelings of the characters in a novel.		A B C D E
6. In emergency situations, I feel apprehensive and ill-at-ease.		A B C D E
7. I am usually objective when I watch a movie or play, and I don't often get completely caught up in it.		A B C D E
8. I try to look at everybody's side of a disagreement before I make a decision.	(PT)	A B C D E
9. When I see someone being taken advantage of, I feel kind of protective towards them.	(EC)	A B C D E
10. I sometimes feel helpless when I am in the middle of a very emotional situation.		A B C D E
11. I sometimes try to understand my friends better by imagining how things look from their perspective.	(PT)	A B C D E
12. Becoming extremely involved in a good book or movie is somewhat rare for me.		A B C D E
13. When I see someone get hurt, I tend to remain calm.		A B C D E

Answer Scale:

A	**B**	**C**	**D**	**E**
Does NOT describe me very well				Describes me very well

14. Other people's misfortunes do not usually disturb me a great deal. (EC) A B C D E

15. If I'm sure I'm right about something, I don't waste much time listening to other people's arguments. (PT) A B C D E

16. After seeing a play or movie, I have felt as though I were one of the characters. A B C D E

17. Being in a tense emotional situation scares me. A B C D E

18. When I see someone being treated unfairly, I sometimes don't feel very much pity for them. (EC) A B C D E

19. I am usually pretty effective in dealing with emergencies. A B C D E

20. I am often quite touched by things that I see happen. (EC) A B C D E

21. I believe that there are two sides to every question and try to look at them both. (PT) A B C D E

22. I would describe myself as a pretty soft-hearted person. (EC) A B C D E

23. When I watch a good movie, I can very easily put myself in the place of a leading character. A B C D E

24. I tend to lose control during emergencies. A B C D E

25. When I'm upset at someone, I usually try to "put myself in his shoes" for a while. (PT) A B C D E

26. When I am reading an interesting story or novel, I imagine how I would feel if the events in the story were happening to me. A B C D E

27. When I see someone who badly needs help in an emergency, I go to pieces. A B C D E

28. Before criticizing somebody, I try to imagine how I would feel if I were in their place. (PT) A B C D E

Appendix C. Criminal Sentiments Scale

IOC CSS Questionnaire

Name_____ Program_____

Date_____

This is not a test. There are no right or wrong answers.

Below are some statements with which you may agree or disagree. For each question, please circle the answer that best represents the way you usually feel about it.

If you STRONGLY AGREE	circle…. SA
If you AGREE	circle…...A
If you are not sure or are UNDECIDED	circle.....U
If you DISAGREE	circle…..D
If you STRONGLY DISAGREE	circle…. SD

Please circle one of the responses for each statement.

1.	Laws are so often made for the benefit of small selfish groups that a person cannot respect the law.	SA A U D SD
2.	Nearly all the laws deserve our respect	SA A U D SD
3.	It is our duty to obey all laws.	SA A U D SD
4.	Laws are usually bad.	SA A U D SD
5.	The law is rotten to the core.	SA A U D SD
6.	Almost any jury can be fixed	SA A U D SD
7.	You can't get justice in court.	SA A U D SD
8.	On the whole, lawyers are honest.	SA A U D SD
9.	Fake witnesses are often produced by the prosecution.	SA A U D SD
10.	On the whole, police are honest.	SA A U D SD
11.	A cop is a friend to people in need.	SA A U D SD
12.	Life would be better with fewer police.	SA A U D SD
13.	The police should be paid more for their work.	SA A U D SD
14.	The police are just as crooked as the people they arrest.	SA A U D SD
15.	All laws should be strictly obeyed because they are laws.	SA A U D SD
16.	The law does not benefit the common person.	SA A U D SD
17.	The law, as a whole, is sound.	SA A U D SD
18.	In the long run, law and justice are the same.	SA A U D SD
19.	The law enslaves the majority of people for the benefit of a few.	SA A U D SD

Just to remind you:

If you STRONGLY AGREE	circle…. SA
If you AGREE	circle……A
If you are not sure or are UNDECIDED	circle.....U
If you DISAGREE	circle…..D
If you STRONGLY DISAGREE	circle…. SD

20. On the whole, judges are honest and kind-hearted.	SA A U D SD
21. Court decisions are almost always just.	SA A U D SD
22. Almost anything can be fixed in the courts if you have enough money.	SA A U D SD
23. A judge is a good person.	SA A U D SD
24. Our society would be better off if there were more police.	SA A U D SD
25. Police rarely try to help people.	SA A U D SD
26. Sometimes, a person like myself has to break the law in order to get ahead.	SA A U D SD
27. Most successful people have used illegal means to become successful.	SA A U D SD
28. People who have been in trouble with the law have the same sort of ideas about life that I have.	SA A U D SD
29. People should always obey the law, no matter how much it interferes with their personal ambition.	SA A U D SD
30. I would rather associate with people who obey the law than those who don't.	SA A U D SD
31. It's all right for a person to break the law if he/she doesn't get caught.	SA A U D SD
32. I am more like people who can make a living outside the law than I am like those who only break the law sometimes.	SA A U D SD
33. Most people would commit crimes if they knew they would not get caught.	SA A U D SD
34. People who have been in trouble with the law are more like me than people who don't have trouble with the law.	SA A U D SD
35. There is never a good reason for breaking the law.	SA A U D SD
36. I don't have much in common with people who never break the law.	SA A U D SD
37. A hungry person has the right to steal.	SA A U D SD
38. It's alright to evade the law if you don't actually break it.	SA A U D SD
39. No one can break the law and be my friend.	SA A U D SD
40. A person should obey only those laws that seem reasonable.	SA A U D SD
41. A person is a fool to work for a living if he/she can get by an easier way, even if it means violating the law.	SA A U D SD

Appendix D. Composition of *IOC* Curriculum Chapters[19]

Each *Curriculum* chapter is comprised of the same elements and includes the following:

- **Objectives –Words to Know and Definitions** – terms and concepts key to understanding the content of the chapter, located on the same page as *Objectives* at the beginning of each chapter. Each of the *Words to Know* is defined in both the *Curriculum* chapter and its corresponding chapter of the *Student Workbook*. The *Curriculum* also provides additional terms and their definitions that do not appear in the *Student Workbook*—these are provided for the facilitator to assist him or her when presenting the chapter content, discussing the concepts and answering statements asked by the students.

  The *Words to Know* and *Definitions* that appear in both the *Curriculum* and the *Student Workbook* are considered critical in giving the youth a foundation for understanding and discussing the content presented throughout the chapter. The *Words to Know* and their definitions are limited in number so the facilitator can familiarize the youth with them in approximately 30 minutes, thus leaving more time for the content of the chapter and its exercises. Depending on the complexity of the words and their definitions, the facilitator may not expect the youth to master them within 30 minutes. In this case, the facilitator would introduce the words and their definitions into the youth's vocabulary and thinking within the first 30 minutes of each chapter, and then follow-up by reviewing and reinforcing the *Words to Know* and their definitions at strategic junctures as they present the content, engage the youth in discussion and guide them through the exercises. Another way to spend more time on the *Words To Know* and *Definitions* without exceeding 30 minutes at the beginning of each chapter is to have the youth review the *Words To Know* and *Definitions* as a homework assignment prior to the beginning of each chapter and/or after the class or group during which each chapter's *Words To Know* and *Definitions* are introduced.

- **Introduction** - content information that follows immediately after the *Definitions* and provides an overview of the topic of the chapter and a framework for future discussion.

- **Discussion Points** – additional content information on the topic of the chapter that helps youth to gain knowledge about the topic and better understand the impact of the type or category of crime on victims. The *Discussion Points* sections provide much information to the facilitator so he or she can be knowledgeable on the chapter topic. However, the intent is that the facilitator become familiar with the content material and presents the information to youth using words and examples understood by the youth.

- **"Think About" Statements** - These activities are interspersed among the *Discussion Points* to provide offenders the opportunity to use their critical thinking and problem-solving skills. Some of these sections invite the students to move from thinking about a subject in an aloof manner to involving themselves personally at the feeling level. ***Attitudes do not change unless both thinking and feelings are involved***. Other *Curriculum* activities are designed to help them move from angry feelings to non-violent behaviors by being able to stop and think first.

[19] *Impact of Crime: Addressing the Harm to Victims and the Community.* Florida Department of Juvenile Justice (2003), pp. 5-7.

- **Facilitator's Notes** – intended to make the *Curriculum* easier to use; interspersed throughout each chapter and easily identifiable as in the following example:

- **Student Exercises** - interspersed throughout the content of each chapter and highly recommended to help students assimilate the information presented. Each *Student Exercise* is designed to take approximately 15 to 20 minutes unless otherwise specified. Therefore, the *Student Exercises* can probably be completed when dedicating only four hours per chapter, especially if the journal entry exercise, usually the last exercise of each chapter, is completed by the students outside of class as a homework assignment.

Appendix E. Facilitator Observation Form

IMPACT OF CRIME: FACILITATOR ASSESSMENT

1. Program Name: _____
2. Facilitator's Name: _____
3. Facilitator's Position: _____
4. Number of Years in Current Position: _____
5. Did facilitator complete a 3-day Impact of Crime Facilitators' Training session provided by Jeannie Becker-Powell, Melissa Walker, or Pam Brantley? (circle answer) Yes No

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For each of the following statements, please indicate whether you **Strongly Agree, Agree, are Neutral, Disagree, or Strongly Disagree (check the box corresponding to your answer)**:

	Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
6. The facilitator was knowledgeable about the material being presented.					
7. The facilitator had the materials needed to teach the class.					
8. The facilitator was well organized.					
9. The facilitator clearly stated the objectives of the class.					
10. The facilitator achieved the objectives of the class.					
11. The facilitator used techniques that encouraged student participation.					
12. The facilitator appropriately handled statements made by youth that were representative of:					
Denial (not taking responsibility for the crime)					
Minimizing (suggesting the impact of the crime is less than is it)					
Rationalizing (trying to justify the crime)					
Victim-blaming (putting the blame, or partial blame, for the crime on the victim)					
13. The facilitator effectively re-directed the class when focus was lost (e.g., due to a youth diverting from the topic or focusing on self rather than victims of crimes).					
14. The facilitator maintained control of the classroom.					
15. The facilitator effectively handled youths' inappropriate behaviors.					
16. The facilitator worked well with his/her co-facilitator.					
Answer next questions if a speaker or video was used.					
17. The video or speaker was discussed with the class afterwards in a way that tied the information in with the lesson/curriculum.					

Ask the following questions of a few staff (other than the facilitators):

Staff name_____

	Yes	No
Have you had overview training on the Impact of Crime Curriculum?		
Who provided this?		
In your opinion, what is the purpose of the Impact of Crime Classes?		
In what way(s) do you utilize the information from the classes with the youth?		

Staff name_____

	Yes	No
Have you had overview training on the Impact of Crime Curriculum?		
Who provided this?		
In your opinion, what is the purpose of the Impact of Crime Classes?		

Appendix F. Results of Participant Feedback Survey

Appendix F: Participant's Feedback on *IOC* Classes*

Percentage Agreeing or Strongly Agreeing to each statement:	Price	Palm Beach	Miami	Polk	Dozier	Broward	Orange	Total
Classroom Environment								
I felt comfortable talking about my own opinions in this class.	100%	67%	100%	88%	75%	92%	91%	88%
Group leaders seemed to respect what people had to say.	100%	100%	90%	75%	83%	83%	100%	90%
The group leader was supportive of me.	100%	100%	90%	88%	75%	75%	100%	88%
The group leaders presented the rules and guidelines for class.	100%	100%	100%	88%	92%	92%	91%	94%
In this class, kids sometimes teased other kids and the group leaders did not do anything about it.	**22%**	**0%**	**0%**	**13%**	**25%**	**17%**	**9%**	**13%**
At least one of the group leaders seemed to take our comments too personally.	**0%**	**0%**	**0%**	**13%**	**25%**	**42%**	**9%**	**15%**
Other class members did not seem to respect what I have to say.	**0%**	**17%**	**10%**	**25%**	**50%**	**42%**	**18%**	**25%**
Just a few people seemed to do most of the talking in this class	**11%**	**33%**	**40%**	**63%**	**58%**	**50%**	**36%**	**43%**
Class members often didn't cooperate well with the group leaders.	**67%**	**33%**	**10%**	**13%**	**83%**	**17%**	**9%**	**34%**
Most class members did not seem to be taking these classes seriously.	**44%**	**50%**	**50%**	**50%**	**83%**	**25%**	**36%**	**49%**
Comprehension								
Kids seemed to have trouble understanding the lessons.	**11%**	**50%**	**10%**	**13%**	**67%**	**50%**	**36%**	**35%**
Sometimes I had trouble understanding the homework assignments.	**0%**	**50%**	**na**	**0%**	**42%**	**25%**	**18%**	**19%**
I had opportunity to ask question if I did not understand the lesson	89%	100%	100%	100%	92%	75%	100%	93%
When we had trouble understanding parts of a lesson the group leaders did a pretty good job of giving us examples and	89%	100%	100%	75%	92%	92%	100%	93%
Level of Involvement								
I participate a lot during the classes.	89%	83%	100%	100%	50%	83%	73%	81%
At least two times I did not have my homework done in time for class meetings.	**22%**	**0%**	**na**	**0%**	**42%**	**33%**	**18%**	**19%**
I practiced what I learned in the classes outside of the classroom.	78%	67%	90%	88%	75%	50%	73%	74%
Presentation								
Group leaders read from the manual most of the time.	**100%**	**33%**	**50%**	**50%**	**75%**	**75%**	**64%**	66%
Group leaders presented examples (videos, pictures, or practice sessions) to help us understand the lessons.	100%	100%	90%	88%	92%	92%	91%	93%
Sometimes we "role played" parts of the lessons.	100%	100%	20%	75%	75%	67%	91%	74%
Sometimes, the class has really interesting discussions.	89%	100%	100%	75%	83%	83%	100%	90%
I had several chances to practice what we were learning during class.	89%	67%	100%	75%	83%	83%	100%	87%
At least one of the group leaders seemed really bored with this class.	**33%**	**0%**	**0%**	**25%**	**42%**	**33%**	**9%**	**22%**
The group leaders gave me suggestions for how to change some of my negative thinking.	89%	83%	90%	63%	92%	92%	91%	87%
The quest speakers were an important part of the class.	na	na	na	89%	83%	50%	na	38%
Thoughts and Belief								
In my case, my thoughts and beliefs had nothing to do with my offense.	**22%**	**67%**	**10%**	**25%**	**42%**	**33%**	**36%**	**32%**
Things could be different for me if I could change some of my thoughts & beliefs.	100%	100%	100%	63%	50%	92%	100%	85%
My thoughts and feelings seem clearer to me now than they were before I participated in this class.	100%	83%	90%	88%	67%	75%	100%	85%
I did not feel that I could be totally honest in my journal writing.	**0%**	**67%**	**0%**	**25%**	**42%**	**8%**	**27%**	**22%**

** Some questions were reverse coded so that a disagree or strongly disagree answer is a positive response. These statements are bolded in the table.*

Appendix G. Facilitators Comments on Participants

Rating of Participant	Facilitator's Verbatim Comments Concerning Participants
Excellent	Excellent job! Was very active and displayed excellent participatory skills. Extremely helpful and possessed a strong desire to
	Displayed excellent participatory skills. He gave valuable information and was helpful to others.
	Did an excellent job. He was helpful in assisting others. He shared life experiences openly and gave productive input.
	Very involved!
	Most participative & involved of group - excellent work!
	Very productive & active in all areas of class.
	Extremely active & involved in groups.
	Youth knew his material. Client contributed to the class and helped others. Client participated in class everyday. Excellent
	Client participated almost everyday. Student knew his material and provided a productive input. Excellent student.
	Volunteered to read on every occasion and participated He was eager and enthusiastic and approached the class with a very
	Youth tried very hard and volunteer to read out loud and give her input which she would sway from peer pressure.
	Was an excellent reader and a leader in the group which help in the first couple group. Youth didn't complete due to new charge.
	Youth provided a positive outlook and gave input to help facilitate some of the chapter that she was a victim.
Good	Was helpful and participated in the activities and open discussions.
	Did well. His participation was good. He gave feedback and participated in class discussions
	Did good. He participated during class discussion and shared life experiences with the group, although he does not read well.
	Often volunteered to read and his class participation was satisfactory.
	Youth appeared to grasp the concepts of the weekly Chapters assigned. He participated well, was open in discussions, and asked
	Participated well in group activities and discussions. He also asked appropriate questions.
	Overall, youth showed an interest in material and was able to grasp
	Involved most of the time
	Mostly active - contributed life experiences a lot!
	Participated most of time. It took him a few weeks to adapt to program. Once he did - he did very well.
	Was impressive during these class always went the extra mile very good participation.
	Listened well and gave good feedback.
	Was always eager to answer question pose to group. Positive participation & willingness to learn.
	Raised his hands and always asked question. He truly stood out in class.
	Was always eager to give feedback listened attentively remained focus
	Student knew his material and provided a productive input. Client participated in class everyday. Very good student.
	Client participated in class sometimes.
	Performed well throughout the course, completed assignments in class, volunteered to read and often shared his own ideas
	Performed well in class and often volunteered to read and lead discussions. He also challenged other students errant thinking
	Contributed to class discussions and often shared personal information, tendency to be somewhat argumentative and cynical.
	Youth started out refusing to come to group and made non-participation. After about 3 groups, youth became active and participate in all events. Youth has a problem reading, but volunteered to read in class.
	Youth work well when in group activities. Youth help set up for group. Youth maintain a positive attitude.

continued next page

Appendix G, continued

Rating of Participant	Facilitator's Verbatim Comments Concerning Participants
Average	Was more reserved about past experiences. He participated when prompted. Very seldom volunteered to read. However, he did
	Although youth does not read well, every effort was made to do so. He participated to the best of his ability. He gave feedback
	Could have participated more in class activities if he wasn't easily distracted by his group peers.
	Didn't freely offer input. He would if he was called upon.
	Did participate in group discussions. However, his poor academics and inability to read and comprehend the material at times
	Youth appeared to grasp the class concepts. However, his attention span varied at times during group sessions.
	Some involvement
	Some involvement
	Some interest, some participation.
	At the beginning of the start of IOC groups, youth showed least interest and (-) Bx indirectly very inconsistent w/ Bx
	Student did participate when called on
	Client participated in class often.
	Client sometimes participated.
	Client sometimes participated in class when he was called on.
	Client sometimes participated in class when he was called on.
	Client sometimes participated in class when he was called on.
	Client sometimes participated in class when he was called on.
	Participated in class but did not participate often.
	Fair, participated during class was sometimes eager to read, comments sometimes inappropriate for discussions
	Participated in class with some prompting, read on occasion and offered suggestions when requested
	Offered good suggestions and informative responses, but only when prompted. Required verbal promotion to remain awake
	Performed adequately, participated when prompted and occasional volunteered to read or discuss relevant information
	Participation was fair, completed assignments with some efforts, but did not appear to but forth his best effort. Inconsistent
	Youth participated only when required. She tends to sit back and allow peers to input unless ask by the facilitator for her
	Youth participated when required. Youth tend to sit back.
	Youth attend and gave average participation
	Youth was force to come to group in the beginning. Youth came around and participated on her terms. Youth did give a big
	Youth participate but tend to get off track due to she love to talk. Youth would extend her story that the facilitator has to keep
Poor	Youth very seldom participated during open discussions and gave little or no input during chapters 1-9. However during
	Inability to read and comprehend the chapters presented often resulted in poor behavior in group.
	Youth 's immature behaviors were often a disruption to the others in group.
	Very bright-understood concepts. His behavior in group hinder himself and others. Very Lazy!
	Often disruptive in group. He would speak out without being called upon and would often disrupt others. Johnny did seem to understand group concepts. However, his immature behavior would hinder him from internalizing the material.
	Youth always questions why he was in this class and usually was a poor influence on others.
	Class participation was poor, resistant to completing assignments and contributed minimally to discussions. Did show progress during last 3 chapters as he showed overall progress with program
	ESE student who didn't appear to grasp the concepts of the program. Inattentive and required maximum prompting to remain
	Contributed to some discussions, but was inconsistent in his efforts, volunteered to read on occasion
Very Poor	No interest in classes!
	No involvement or interest in groups - very negative!

Appendix H. Mean Scores on Knowledge Acquisition Instrument by Site

Knowledge Acquisition Instrument (KAI) Pre- and Post-Test Scores for Completers, Dropouts, and Comparison Group Youth by Site[1]

	Total N			Average[2]		
Site/Scale	Completers	Dropouts	Comparison	Completers	Dropouts[3]	Comparison
Price Halfway House						
Pre-Test	11	1	11	27.7	20.0	25.4
Post-Test	11	1	10	36.1	32.0	28.1
Change in KAI	11	1	9	8.4	12.0	5.9
Palm Beach Halfway House						
Pre-Test	8	12	0	29.0	29.3	--
Post-Test	7	6	0	28.7	30.7	--
Change in KAI	7	6	0	0.4	3.0	--
Miami Halfway House						
Pre-Test	11	1	15	28.8	34.0	29.7
Post-Test	10	1	8	34.0	19.0	17.6
Change in KAI	10	1	8	4.3	-15.0	-11.3
Polk Halfway House						
Pre-Test	11	1	15	26.2	22.0	27.3
Post-Test	11	0	13	31.4	--	27.3
Change in KAI	11	0	13	5.2	--	0.4
Dozier Training School						
Pre-Test	12	0	12	30.3	--	29.8
Post-Test	12	0	12	36.4	--	30.8
Change in KAI	12	0	12	6.2	--	1.0
Broward Intensive Halfway House						
Pre-Test	12	0	16	25.9	--	26.6
Post-Test	12	0	12	30.4	--	27.2
Change in KAI	12	0	12	4.5	--	-0.1
Orange Halfway House for Girls						
Pre-Test	11	1	8	30.4	34.0	26.0
Post-Test	11	0	4	29.5	--	31.5
Change in KAI	11	0	4	-0.9	--	6.8

[1] Note: Palm Beach Halfway House had no comparison group youth. Data from Orange Halfway House was determined to be unreliable due to implementation issues. While presented here, it was not used in any of the analyses.

[2] The maximum possible score on the KAI is a 38.

[3] Results for dropouts at most sites are based on only one youth.

Appendix I. Mean Scores on Criminal Sentiments Scale by Site

Criminal Sentiments Scale Pre- and Post-Test Scores for Completers, Dropouts, and Comparison Group by Site[1]

	Total N			Average		
Site/Scale[2]	Completers	Dropouts	Comparison	Completers	Dropouts[3]	Comparison
Price Halfway House						
Pre-Test ICO	11	1	12	17.3	12.0	18.0
Post-Test ICO	11	1	10	17.8	16.0	17.5
Pre-Test TLV	11	1	12	28.5	33.0	28.2
Post-Test TLV	11	1	10	26.3	26.0	28.1
Pre-Test LCP	11	1	12	78.3	74.0	76.6
Post-Test LCP	11	1	10	82.9	91.0	78.9
Pre-Total Score	11	1	12	32.5	29.0	30.4
Post-Total Score	11	1	10	38.8	49.0	33.3
Change in ICO	11	1	10	0.5	4.0	-1.1
Change in TLV	11	1	10	-2.2	-7.0	-0.3
Change in LCP	11	1	10	4.6	17.0	3.9
Change in Total Score	11	1	10	6.3	20.0	5.3
Palm Beach Halfway House						
Pre-Test ICO	8	12	0	20.0	17.8	--
Post-Test ICO	7	6	0	19.1	20.3	--
Pre-Test TLV	8	12	0	30.1	30.7	--
Post-Test TLV	7	6	0	28.4	30.0	--
Pre-Test LCP	8	12	0	74.5	78.8	--
Post-Test LCP	7	6	0	79.0	82.5	--
Pre-Total Score	8	12	0	24.4	30.3	--
Post-Total Score	7	6	0	31.4	32.2	--
Change in ICO	7	6	0	-0.4	2.7	--
Change in TLV	7	6	0	-1.4	-0.8	--
Change in LCP	7	6	0	5.9	5.0	--
Change in Total Score	7	6	0	7.7	3.2	--
Miami Halfway House						
Pre-Test ICO	11	1	15	17.1	15.0	18.9
Post-Test ICO	10	1	8	16.3	26.0	18.6
Pre-Test TLV	11	1	15	27.5	22.0	27.6
Post-Test TLV	10	1	8	24.3	24.0	32.6
Pre-Test LCP	11	1	15	80.5	96.0	79.7
Post-Test LCP	10	1	8	92.9	71.0	77.6
Pre-Total Score	11	1	15	35.8	59.0	33.1
Post-Total Score	10	1	8	52.3	21.0	26.4
Change in ICO	10	1	8	-1.1	11.0	0.1
Change in TLV	10	1	8	-3.8	2.0	2.6
Change in LCP	10	1	8	11.0	-25.0	-1.0
Change in Total Score	10	1	8	15.9	-38.0	-3.8
Polk Halfway House						
Pre-Test ICO	11	1	15	18.0	16.0	18.2
Post-Test ICO	11	0	13	16.0	--	18.3
Pre-Test TLV	11	1	15	30.0	32.0	29.1
Post-Test TLV	11	0	13	24.2	--	26.1
Pre-Test LCP	11	1	15	80.1	61.0	78.3
Post-Test LCP	11	0	13	95.8	--	82.8
Pre-Total Score	11	1	15	32.1	13.0	31.0
Post-Total Score	11	0	13	55.6	--	38.4
Change in ICO	11	0	13	-2.0	--	0.2
Change in TLV	11	0	13	-5.8	--	-2.9
Change in LCP	11	0	13	15.7	--	5.0
Change in Total Score	11	0	13	23.5	--	7.8

Criminal Sentiments Scale by Site, continued

Site/Scale[2]	Total N			Average		
	Completers	Dropouts	Comparison	Completers	Dropouts[3]	Comparison
Dozier Training School						
Pre-Test ICO	12	0	12	17.8	--	16.2
Post-Test ICO	12	0	12	17.8	--	17.9
Pre-Test TLV	12	0	12	27.4	--	26.8
Post-Test TLV	12	0	12	24.2	--	26.8
Pre-Test LCP	12	0	12	82.8	--	85.3
Post-Test LCP	12	0	12	85.3	--	87.5
Pre-Total Score	12	0	12	37.7	--	42.3
Post-Total Score	12	0	12	43.3	--	42.8
Change in ICO	12	0	12	0.1	--	1.8
Change in TLV	12	0	12	-3.3	--	-0.1
Change in LCP	12	0	12	2.5	--	2.2
Change in Total Score	12	0	12	5.7	--	0.5
Broward Intensive Halfway House						
Pre-Test ICO	12	0	16	16.3	--	18.3
Post-Test ICO	12	0	12	17.0	--	16.8
Pre-Test TLV	12	0	16	28.3	--	29.4
Post-Test TLV	12	0	12	27.6	--	27.9
Pre-Test LCP	12	0	16	75.8	--	77.8
Post-Test LCP	12	0	12	78.0	--	77.1
Pre-Total Score	12	0	16	31.3	--	30.2
Post-Total Score	12	0	12	33.4	--	32.3
Change in ICO	12	0	12	0.8	--	-0.8
Change in TLV	12	0	12	-0.7	--	-0.3
Change in LCP	12	0	12	2.3	--	-2.6
Change in Total Score	12	0	12	2.2	--	-1.4
Orange Halfway House for Girls						
Pre-Test ICO	11	1	8	19.8	27.0	17.5
Post-Test ICO	10	0	5	17.8	--	19.8
Pre-Test TLV	11	1	8	32.6	40.0	30.0
Post-Test TLV	10	0	5	28.9	--	28.4
Pre-Test LCP	11	1	8	72.2	55.0	67.3
Post-Test LCP	10	0	5	81.4	--	85.8
Pre-Total Score	11	1	8	19.7	-12.0	19.8
Post-Total Score	10	0	5	34.7	--	37.6
Change in ICO	10	0	5	-1.0	--	1.6
Change in TLV	10	0	5	-2.5	--	-3.8
Change in LCP	10	0	5	7.7	--	20.8
Change in Total Score	10	0	5	11.2	--	23.0

[1] Note: Palm Beach Halfway House had no comparison group youth. Data from Orange Halfway House was determined to be unreliable due to implementation issues. While presented here, it was not used in any of the analyses.

[2] ICO = Identification with Criminal Others, with a range from 6 to 30; ***lower*** scores are better and correspond to more pro-social attitudes.
TLV = Tolerance for Law Violations, with a range from 10 to 50; ***lower*** scores are better and correspond to more

[3] Results for dropouts at most sites are based on only one youth.

* $p < 0.05$.