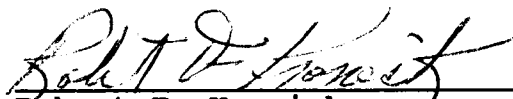


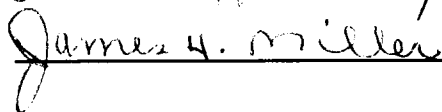
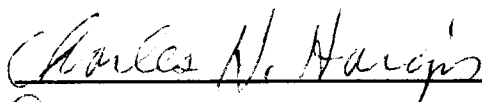
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Robert F. Kronick,
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November 30, 1990

EDUCATIONAL HANDICAPS AND CRIMINAL BEHAVIOR
AT
MORGAN COUNTY REGIONAL CORRECTIONAL FACILITY
IN WARTBURG, TENNESSEE

A Thesis
Presented for the
Master of Science
Degree
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Sandra K. Everette
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To Larry, with all my love and appreciation

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ABSTRACT

One out of every 55 adult residents of the United States is under the jurisdiction of the criminal justice system - three million people incarcerated, on parole, or on probation (National Institute of Corrections, 1986). One major contributing factor has too often gone unremarked - poor education.

Americans are beginning to recognize that poor education can spell trouble and correctional facilities around the country are taking a fresh look at inmate education. Increasingly, the corrections system is seeing literacy, basic skills, and vocational training as prerequisites for success on the outside.

In 1986 state and federal prisons hit record highs with problems of overcrowding, illiteracy, and recidivism. Unless these problems are addressed they will continue to rise in the 1990's. Therefore, it would be more feasible to provide highly effective educational programs in correctional facilities as a means of combating these three major problems. Literacy and educational programs are becoming critical if men and women in prison are to be helped toward a productive life instead of a return trip to prison.

The effects of educating a population such as the incarcerated can be far reaching. Society will benefit

through the inmates resocialization and reintegration. Without education for successful reintegration, the released inmate cannot survive. A correctional education program should be devised for maximum impact on attitudes, values, thinking, and then possible behaviors.

Education is an important aspect of an individual's life. The educational components that make up the individual's life provide the backbone of the individual's ability to maintain a satisfactory and/or adequate life style. Without an education that at least provides the individual with the basic skills needed to survive in society, the chances of providing even a minimum standard of living are decreased dramatically. Therefore, it is my belief that if individuals do not have the basic educational background to secure some type of gainful employment they will turn to a life of crime. Especially if these individuals have extreme educational limitations and/or are educationally handicapped or both. These individuals will adhere to the law of self-survival. They become adept at a life of crime in order to provide the basic creature comforts, such as food, clothing, and shelter, because of a need to survive. I believe that the research in this thesis will show that the educationally handicapped criminal's behavior tends to be exhibited by crimes against property.

The purpose of this thesis was to compare the educational background and criminal behaviors of the

population at Morgan County Regional Correctional Facility to determine if a link exists between educational background and crime. Specific data and descriptors (i.e. BETA-II and Wide Range Achievement Test-R [WRAT-R]) were used to describe the type of educational background and/or educational handicaps prevalent at Morgan County Regional Correctional Facility. The United States Department of Justice, Washington, D.C., "Survey of Inmates of State Correctional Facilities 1986", was used to provide the data on the type of crimes committed, history of incarceration, socioeconomic characteristics, drug and alcohol use, race, and family background (i.e. modification of the survey to eliminate questions dealing with the data listed was made).

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CHAPTER I

INTRODUCTION

Prisons in the United States are beset by problems of overcrowding, illiteracy and recidivism (Coffey, 1985). State and federal prison population levels hit record highs in 1986 and officials predicted that the levels would continue to rise into the 1990's (Coffey, 1985). Recidivism in our prison systems has become a major American problem. The majority of Americans perceive that the prisons do not seem to be accomplishing their goals (Coffey, 1985). Not, that is, if accomplishment is to be measured in terms of prison reform, rehabilitation, or correction. Research into recidivism rates indicates that half or more of all U.S. prisoners may be repeat offenders (Coffey, 1985). Why is there so much recidivism? Perhaps the question to be addressed should be whether recidivism is an adequate measure of the effectiveness of correctional treatment or should other factors (i.e., educational background, family background, medical history, age, IQ, and alcohol/drug abuse) be evaluated?

In 1986, the National Institute of Corrections (N.I.C.) commissioned the first extensive study of state prison literacy programs (Malizio and Whitney, 1984). One out of 55 adult residents of the United States is under the jurisdiction of the criminal justice system - three million

people incarcerated, on parole, or on probation (National Institute of Corrections, 1986). Drugs have played a part in producing this dismal statistic, as have unemployment, poverty, teen pregnancy, and juvenile delinquency. But one other major contributing factor has too often gone unremarked: poor education.

Americans are beginning to recognize that poor education can spell trouble, and correctional facilities around the country are taking a fresh look at inmate education; increasingly, the corrections system is seeing literacy, basic skills, and vocational training as prerequisites for success on the outside (Coffey, 1985).

Many researchers have demonstrated a relationship between employment problems and criminal behavior. Studies show that the unemployed or underemployed inmate is four times less likely to succeed at parole than his fully employed counterpart. Employer objections to an ex-con's criminal record are reduced significantly if the ex-con possesses a marketable skill. Further studies have established that one of the most frequent reasons cited by employers for not hiring parolees is their lack of education. With these findings in mind, it would be logical to assume that inmates are strongly encouraged to enroll in educational programs. (Glover and Lotze, 1989)

Two of the most serious problems in the United States - crime and illiteracy - converge in its prisons. The majority of prisoners have a serious educational deficit which, much literature indicates, leads to economic lockout and on to serious crime. Many researchers and theorists have posited that there is a relationship between unemployment and criminal behavior, thus unemployment is linked to educational deficits. (Yarborough, 1988)

It is obvious that more research is needed to justify the effectiveness of such programs in the fight against recidivism. There is a growing consensus among correctional professionals that educational programs do work to return offenders to society as productive citizens. Studies of vocational and post-secondary programs have shown that their students are less likely to return to prison because they are more likely to qualify for jobs (Coffey, 1985).

In 1975, Martinson found a number of individual studies with effective programs that affected the recidivism rate in prison. Accordingly he said, "these effective programs tend to use skill development, individual psychotherapy, and milieu therapy with youth, and milieu therapy with adults." He also emphasized that treatment programs tend to have a number of important additional advantages that lower recidivism: (1) teaches illiterates to read, (2) improves vocational skills, (3) improves institutional climates, and (4) probation and parole are cheaper than imprisonment (Iacovetta and Chang, 1979).

According to Jingeleski in a study in 1981, "the rates of recidivism appear to be favorably influenced by the availability of post-release job training programs and the availability of pre-release job training programs and the availability of pre-release and post-release educational programs" (Ashford, 1986). A few research studies according to Albert R. Roberts (1971), "indicate that prisoners who

have received more than six months of educational work violate parole with significant less frequency" (Roberts, 1971). Roberts further states, "in any given year, between 500 and 750 inmates secure a high school diploma while in prison. Studies reveal that comparatively few of the inmates who received a high school diploma while in prison were numbered among recidivists" (Roberts, 1971).

Additionally Roberts states that during a five year study as a result of cooperation on the part of the area junior colleges (i.e. Baltimore, Maryland) the following results were noted, "Each semester 1,000 to 1,500 inmates have been enrolled in college-level vocational and/or academic courses. This study reveals that rarely has a man returned to us who has earned a minimum of twelve semester hours of college work while in prison" (Roberts, 1971).

In 1966 the National Committee for Children and Youth officially began operation of a fourteen-month, "Program of Multi-Occupational Training, Counseling, Employment, Follow-Up, and Community Support for Youthful Offenders" at the Lorton Center, Lorton, Virginia (Roberts, 1971). It was called "Project Challenge."

The project was funded through the United States Office of Education and the Office of Manpower Policy, Evaluation, and Research of the United States Department of Labor. It benefitted 181 inmates of the institution between the ages of 17 through 25.

The project's main goal and effort was to direct those who lack prior training and/or education to be a productive citizen in the free world. The program was also designed to help those inmates acquire positive social skills and attitudes and develop the motivation and vocational skills necessary for gainful employment in selected occupations.

The criteria used in "Project Challenge" were based upon those established by Daniel Glaser for determining recidivism (Roberts, 1973).

Success includes those cases in which there was (1) no further police contact, (2) an arrest but no conviction or (3) a misdemeanor conviction of less than thirty days. Non-success includes (1) a new felony conviction; (2) a parole violation; (3) a misdemeanor conviction of thirty days or more; (4) return to the youth center for lack of adjustment to the pre-release guidance center. (Roberts, 1971)

Although this study is limited to an adult correctional facility, reference citing youth has been made because at the present time there are approximately 450 inmates under the age of 21 who have been tried as adults and are presently serving time in the Tennessee Department of Corrections.

A total of 181 youths benefitted from the "Project Challenge" program, only 69 "Project Challenge" trainees (inmates) were released during the contract period provide the data to be considered relatively "successful" or "non-successful" in post-release adjustment. The project's overall success rate as of August 31, 1967, was 74%.

Eighteen of the sixty-nine released trainees (inmates) at that time were categorized as non-successful under the criteria set forth above; nine were incarcerated for a new felony offence; two had received misdemeanor sentences of thirty days or more; four were returned to incarceration for technical violations, and three were returned to the youth center because of poor adjustment at the pre-release guidance center. (Roberts, 1971)

The Draper Correctional Center in Montgomery, Alabama (1969) reported,

That dramatic cuts in the recidivism rate appear to have been achieved in the Draper report in great part at least, by applying principles of behavioral science to specific educational programs and social problems of inmates. The basic tool has been programmed instruction, under which a person proceeds at his own pace through a given subject, whether it be writing grammatical sentences or building good relations. (Roberts, 1971)

The recidivism rate for this educational project was 31%.

Nobody knows conclusively and precisely the effectiveness of correctional education. Statistics vary from one study to the next. Despite contradictory findings in many comparisons of releases, there is some evidence of a favorable impact from correctional education. If one compares inmates of similar age and criminality, and only those confined for long terms, those in prison school for an appreciable portion of their term have higher post-release success rates than those in prison school only briefly or not at all (Roberts, 1971).

The Manual of Correctional Standards of the American Correctional Association (1966) in its Declaration of

Principles states: "Both punishment and correction are at present our methods of preventing and controlling crime and delinquency. Further improvements and expansion of the correctional methods should generally accept goals"

(Roberts, 1971). The manual further puts an end to the ancient Judaic Doctrine of "an eye for an eye, and a tooth for a tooth" in favor of rehabilitation theory versus punitive. The manual indicates that as far as the United States is concerned, the debate is ended in favor of the rehabilitation theory (Roberts, 1971).

Additionally the prevalence of the terminology "correctional institution" also constitutes evidence of faith in rehabilitation - lending further importance and credence to the concept that education constitutes the greatest hope for success of correctional institutions (Roberts, 1971).

Since most adult inmates return to the society from whence they came, the need for education, and specifically adult education, is imperative. Without an elementary education, let alone a high school education, the economic prospects for an ex-inmate are bleak. Without a job, the chances of recidivism are greatly increased. Recidivism repeats the cycle and once again education, this time correctional education, has failed.

How many inmates are students of such programs? Not enough. Although juvenile facilities, jails, and prisons

across the country graduate thousands of students each year in high school equivalency, vocational, and even college programs, only 20% of the inmate population throughout the country are students. Imagine the potential impact on recidivism if correctional education were to reach 40 or 50% - or more.

While it is true that people who get into trouble with the law will be less likely to avail themselves of educational opportunities, there are potential new avenues for educational intervention with people accused of and/or convicted of crimes: courts can encourage or require education as a condition of probation; prisons, jails, and juvenile facilities can provide educational programs; and parole authorities can make participation in such programs a condition for release. Correctional administrators and/or educators can become in effect, "educators of last resort." They can provide unique services to a population no one else can reach and deliver those services in a calm, positive setting.

Educational handicapping is prevalent throughout the criminal population in the United States. According to Glaser (1964), "The highest grade completed by prison inmates have a median in the eighth grade." Glaser further states,

tests of educational attainment, in terms of ability to answer passable questions and problems from school, work, place actual knowledge of

prison inmates at a median of fifth or sixth grade. From 10 to more than 30 percent of prison inmates are classified as "functional illiterates" by various studies, which usually defines this condition as inability to exceed the minimum test scores for fourth grade. (Glaser, 1964)

One of the most prevalent characteristics and persistent attributes of prison inmates in the United States has been their educational deficiency.

Sixty percent of the prison population consists of high school drop-outs, reading and computing at about the sixth grade level. More than 40% were unemployed at the time of arrest. Even among those employed, most lived below poverty level before being arrested. In other words, the majority of the inmate population - male as well as female - is functionally illiterate. Their need, and that of society, is to bring them up to a level of functional competency; and that involves basic academic and life skills, vocational training, and work experience combined. Without such training, the odds of ex-offenders making it on the outside and for society to experience relief from the current, enormous burden of crime, are not very good (Coffey, 1985).

Albert R. Roberts (1971) in a survey of institutions found,

In a population of 12,500 - revealed that 85% were high school dropouts; 65% came from broken homes; the average IQ was 85; 18% were illiterate; 50% were under the age of 25; and 40% were without any previous sustained work experience. Most importantly, 96% will again walk the streets as free men after the average prison stay of two years. (Roberts 1971)

William H. Snow and Katharine Hooper Briar (1983), in a survey of institutions found,

Of the 1565 inmates surveyed, 332 or 21% had been designated as mentally disordered. Among this subgroup, 74.3% were identified as substance abusers, 36.7% were mentally ill, 3.9% were developmentally or physically disabled and 14.5% were both mentally ill and substance abusing. (Snow and Briar, 1983)

Substance abusers were the most frequently represented category in the sample of mentally disordered inmates. Of the 74% who indicated such problems consisting of 15.7% of the total screened, 42% abused alcohol, 22% abused drugs and 36% abused both. Sixty-five (65) percent claimed their substance abuse had persisted for over a year, and some of these admitted chronic problems of up to eight years. Seventy-seven (77) percent has been arrested before. (Snow and Briar, 1983)

The mentally ill comprised the second largest category in the study - 36% of the sample. Sixty-three (63) percent of these individuals had received treatment in the past; 23% were receiving services at the time of their arrest. Fifty (50) has been charged with felonies. Systematic diagnosis using psychological tests would likely reveal higher rates of mental retardation and related mental health problems. Twenty-six (26) percent of the inmates were diagnosed as having one mental disorder, 3.8% as having two or more. Some mentally ill inmates were also substance abusers. They comprised 14.5% of the sample of mentally disordered inmates. (Snow and Briar, 1983)

In August, 1983, a two year study into the nature and prevalence of learning deficiencies was completed and submitted to the National Institute of Justice, U.S. Department of Justice. The study was conducted by Lehigh University, Bethlehem, Pennsylvania.

A sample of over one thousand inmates was taken from three institutions in Louisiana,

Pennsylvania, and Washington. One women's prison was selected. Subjects were administered an academic achievement test and an individual intelligence test. Those scoring below fifth grade level on one of the subtests were deemed to be learning deficient and administered a learning disability screening test. Subjects with a Full Scale IQ of less than 75 were given an adaptive behavior checklist. Data was collected on demographic, family, educational and criminal justice variables. Findings indicated that the average inmate left school after tenth grade but was performing more than three years below this level. At least 42% of the inmates had some form of learning deficiency and of the 42%, 82% had indications of specific disabilities especially in the area of auditory discrimination, closure and visual motor skills. The average IQ of inmates sampled was one standard deviation below national norms and learning deficient inmates were dramatically lower than the non-learning deficient inmates. It was further found that a larger percentage, 70% came from unstable home environments and many indicated childhood problems including drug and alcohol abuse. All of the sample had a poor employment history prior to incarceration with 50% having no regular employment. (Bell, Conrad, and Suppa, 1983)

Ninety (90) percent of all inmates have not completed high school and 85% dropped out of school before their sixteenth birthdays. Moreover, the average inmate functions two to three grades below the last grade that was actually completed. (Glover and Lotze, 1989)

Academic education in prison is supposed to advance rehabilitation. Through improved communication skills, the offender presumably will be able to reveal and express underlying misunderstandings and conflicts which have caused his deviant behavior. Ideally, social education is individualized in that it is organized and directed to first determine the inmate's attitudes toward his family, community, and work. Second, to encourage him to achieve

other personal relationships which will meet his needs and advance his social interests.

Most inmates have a very poor image of themselves and of the world around them. They are discouraged, and expect little but trouble from themselves and others.

Low self-esteem is a characteristic attribute of male prison inmates. The crime rate is a current social problem in this society. Therefore, it would appear that raising the self-esteem of inmates would be a vital part of the rehabilitation of offenders. The primary goal of corrections is to correct, and the contemporary correctional institutions major commitment is to rehabilitation. In the article, "The Effects of Education on Self Esteem of Male Prison Inmates," reference to self-esteem was summed up by the statement, "For one reason or another the typical offender has been the victim of material failure in a society which places a high premium on material success and he has little self-esteem" (Roundtree, Edwards, and Dawson, 1982).

In 1982, Roundtree, Edwards, and Dawson completed a study of the effects of a mathematical education model on prison inmate self-esteem. It was hypothesized that male prison inmates who improved their mathematical ability would also gain in self-esteem. Mathematics was the subject area selected because average proficiency in this area is

expected of American males who carry productive societal roles (Roundtree, Edwards, and Dawson, 1980).

An experimental design was used to analyze the effect a mathematical education model had on self-esteem of prison inmates at the state prison of Angola, Louisiana (Roundtree, Edwards, and Dawson). There was an experimental group and a controlled group that participated in the study. Participation in the project was after the regular work day activities. Inmates were not forced to participate in the project. The inmates received no reward beyond learning mathematics. Inmates who entered the project volunteered to be students, and to take on the role of student. The outcome of the experiment affirmed that the educational experience had benefits beyond the learning of mathematics. Each participant who increased his ability to comprehend made the profound discover, "I can know more; I can be more of a person": this was observed not only in the way they carried themselves in their walk, it was statically visible in their higher rating on the self-esteem scale (Roundtree, Edwards, and Dawson, 1982).

Our most intimate and personal possession is a sense of self, a sense of who we are. This is the aspect of self, called self-concept. Self-concept is a constellation of attitudes that we hold toward ourselves. People come to see themselves as others see them. We imagine how others perceive us, we imagine how they evaluate that perception,

and we feel a sense of pride or shame appropriate to their evaluation (Lillquist, 1980).

If a positive self-concept is inconsistent with criminal behavior, then one might expect to find that criminals tend to have poor self-concepts. The criminal must either before, during, or after the crime, lower self-concept to make it compatible with the behavior. Low self-concept appears to precede the illegal behavior (Lillquist, 1980).

The terms self-concept and self-esteem have been used almost interchangeably. The two have much in common, self-esteem is included within the broader term self-concept. Self-esteem is the evaluation component of self-concept, and when it comes down to it, much of self-concept is evaluation. Our identity and image of ourselves are only descriptions, but we rarely stop with mere descriptions of ourselves. We also feel certain things about these descriptions and evaluate them positively or negatively. Thus, while self-concept does not necessarily carry evaluative connotations, those elements of self-concept that are most important to us usually do, and in these cases, self-concept and self-esteem can be used interchangeably (Lillquist, 1980).

In many studies of crime as they relate to self-concept one is left with the question of cause and effect. Most studies simply correlate a person's present self-concept

with the presence or absence of a police record. But how do we know which came first, poor self-concept or arrest? Poor self-concept may lead to crime and arrest, but the reverse may also be true: criminal activities and subsequent arrest may serve to lower self-concept (Lillquist, 1980).

Inmates with higher self-esteem scores feel more confident and adjusted and less depressed and anxious than those low on self-esteem (Lillquist, 1980).

If self-concept is an attitude, then like all attitudes, it can be modified. But self-concept is also a habit which, not unlike prejudice, has been reinforced continually as we blend the environment to conform to our preconception of it. Thus change is not a simple matter of deciding to be different, though it is a necessary beginning. Change may require the intervention of others, perhaps professionals, who can encourage and reinforce a different self-concept until it too becomes a habit (Lillquist, 1980).

Most inmates are eager to repair a damaged self-concept through hard work in occupational, educational, or athletic pursuits while in prison. Heroic behavior is not usual. Inmates have frequently rendered public service in time of forest fires, community building projects, or disasters. This attributes to an attempt to regain self-respect lost through arrest, conviction, and incarceration (Lillquist, 1980).

...it is not at all surprising that prison inmates adopt war orphans, courageously and selflessly fight forest fires and floods, give their blood, and volunteer as subjects for medical research. The need to respect ones self is a powerful one. The penal institution which is most effective in rehabilitating its inmates will be the one which supplies the greatest number of ego-building opportunities for the greatest number of its population (Lillquist, 1980).

If recidivism is to be reduced to any considerable extent, then the education program should not only reinforce the learning of subject skills and proper behavior, but should also set realistic academic, vocational, and social goals, and augment them with a thorough diagnostic and classification system, reality-oriented crisis counseling, guided group interaction and employment placement and follow-up.

Statement of the Problem

Is there a specific link between educational handicapping conditions and criminal behavior? This study will compare specific data and descriptors to describe the type of educational handicapping conditions found in one correctional facility (i.e. specifically Morgan County Regional Correctional Facility; Wartburg, Tennessee); the link between these educational handicaps and criminal

behavior exhibited; as well as the types of crimes committed.

Significance of the Study

The relationship between educational handicaps and criminal behavior has historically been a subject of great debate, beginning with efforts by early researchers to demonstrate that retardation predisposes a person to commit criminal acts. Between 1890 and 1920, theorists tried to link retardation with criminality. In 1916, Goddard, went so far as to assess that the number of criminal falling into the mentally retarded range was close to 100% (Goddard, 1916). Explanation looked no further than the individual as the source of the problem; they blamed the victim rather than larger societal factors (Brown & Courtless, 1971).

From 1921 to 1960, the debate shifted to include the consideration of social factors in the environment. Theorists questioned whether retardation predisposed anyone to commit criminal acts. The focus of blame shifted from the individual to the family, and factors such as poverty, poor education, and suspected or nonexistent health care were stressed (Jenkins, 1935). Since 1960, concern with the problem has greatly increased. Many have recognized that the disproportionate numbers of retarded offenders result, in part, from administration and legal artifacts rather than from any direct causal relationship between mental

retardation and criminality (President's Panel on Mental Retardation, 1960). Many researchers have gone even further to suggest that unequal opportunities in society in general, and in the criminal justice system in particular, affect the incidence of mental retardation and the situation of the retarded person in the criminal justice system.

How many retarded offenders are there in the criminal justice system? Studies have shown that a disproportionately high percentage of prison inmates are retarded. Zeleny studied the findings of intelligence tests of over 60,000 inmates in 1933 and reported that the number with mental retardation was close to 30% (Zeleny, 1933). Brown & Courtless conducted a nationwide study in 1970 to identify the number of incarcerated retarded offenders and reported that 9.5% of the inmate population was mentally retarded (i.e., had intelligence quotients below 70) (Brown & Courtless, 1970). Denkowski & Denkowski, 1985, in a national survey of prisons, reported that 3% of the inmate population was mentally retarded (Denkowski & Denkowski, 1985).

The discrepancy between earlier and more recent studies may be explained by more community programs serving retarded citizens as compared with ten to 15 years ago. These programs provide courts with alternatives to incarceration. Other reasons for the discrepancy may be that the increase in public education classes, the length of time public

education is offered to students with mental retardation (through 21), and the job opportunities and community residential facilities now available to people with mental retardation may have deterred them from crime.

Retarded persons are more likely to occupy lower social class positions and bear a number of its concomitant, including low occupational status, low standard of living, poor schools, limited educational opportunities, and high unemployment.

Research on the mentally retarded offender population has demonstrated that the majority of these offenders have limited education. They are likely to have completed the sixth grade to the eighth grade with only a second or third grade equivalency. More often than not, retarded offenders were either unemployed or underemployed in low-skilled jobs prior to their arrest. The Atlanta Association for Retarded Citizens in 1975 conducted a study which showed that 77% of retarded offenders had been living on "standard minimum incomes" before their arrest, while another 12% were on welfare (Atlanta Association for Retarded Citizens, 1975).

In the criminal justice system there are offenders who, while considered legally competent to stand trial, are mentally retarded. Their intellectual level and social adaptability measure well below average, yet they are adjudged to be legally responsible for their actions. The vulnerability of retarded citizens and the injustices dealt

them by the justice system have been recognized in many reports. These inequalities, most often, are caused by a failure to recognize the offender as being a retarded person, a misunderstanding of the nature of retardation, and a lack of guidelines to help deal with this special problem.

The study at Morgan County Regional Correctional Facility is an attempt to add to the research and knowledge of the educationally handicapped offender and criminal behavior. While corrections can do little to prevent the mentally retarded offender from entering the system, corrections can help the mentally retarded offender once he is under its supervision. Perhaps if there is significant data collected in this study to support the theory that there is a correlation between educational handicaps and criminal behavior, American society will become more aware of this population and take steps toward helping retarded offenders. Being mentally retarded does not excuse the crimes committed by retarded persons. Social factors need to be considered, such as the effects of an unequal opportunity structure in a society that hampers the retarded individual's ability to use institutions in a socially acceptable manner. The retarded person is at a great disadvantage in society at large and in the criminal justice system in particular.

Purpose and Objective of the Study

The purpose of this study is to determine if a relationship exists between educational handicapping conditions and criminal behavior. Seven variables will be studied which include:

1. Identification of inmates' educational background/history.
2. Identification of inmates' family background/history.
3. Identification of inmates' socioeconomic background.
4. Identification of inmates' history of drugs/alcohol use.
5. Identification of inmates' history of physical/sexual abuse.
6. Identification of criminal behavior and types of crimes committed.
7. Identification of prior incarcerations.

From these seven variables the relationship between educational background, family background, socioeconomic background, drug and alcohol abuse, physical and sexual abuse, criminal behavior, and prior incarceration will be shown. A comparison of these findings will determine the relationship to each other.

Statement of Null Hypothesis

Null-hypothesis - There is no specific and/or significant relationship between handicapping conditions, criminal behavior, family background, drug/alcohol abuse, physical abuse and/or sexual abuse, the types of crimes committed (i.e. person and/or property).

Definitions of Terms

For the purpose of this study the following terms are defined:

Adaptive Behavior: The effectiveness or degree with which individuals meet the standards of personal interdependence and social responsibility expected for age and culture group (Kirk and Gallaher, 1986).

Adjudication: The determination of a controversy and a pronouncement of a judgement based on evidence presented; implies a final judgement of the court or other body deciding the matter (Gifis, 1975).

Close Security: walled or doubled fenced perimeter with armed coverage by towers or patrol; cell, room, or dormitory housing, all entry and exit into and out of the compound is via trap gate/sally port (Tennessee Department of Corrections Classification Users Manual, 1984).

Close Custody: Inmates in this level demonstrated by their conduct to pose risks to the safety and security of

the institution, to staff or other inmates and, therefore, require additional supervision. These inmates are prohibited from participation in any program requiring outside movement and inside movement is closely observed (Tennessee Department of Corrections Classifications Users Manual, 1984).

Counseling: The term to be defined when working with inmates, encompasses the personal and group relationships undertaken by staff with voluntary participation by inmates and parolees. It has its goals either the immediate solution to a specific personal problem, or long range effort to develop increased self-understanding and maturity within the inmate (Iacovela and Chang, 1979).

Custody: The amount/degree of supervision required for inmates, consistent with the protection of the community, inmate(s), and staff, with regard to day/night movement, general surveillance, access to programs and jobs, meal movement and leaving the institution (Tennessee Department of Corrections Classification Users Guide, 1984).

Deinstitutionalization: The process of releasing as many inmates as possible from confinement of prison/residential institutions into their local communities (Iacovela and Chang, 1979).

Felony: Term employed to distinguish certain high crimes from minor offenses known as misdemeanors, crimes declared to be such by statute or as "true crimes" by the

common law. Statutes often defined punishable (or punished in fact) by death or imprisonment generally, or by death or imprisonment for more than one year. The original common law felonies were felonious homicide, mayhem, arson, rape, robbery, burglary, larceny, prison breach (escape) and rescue of a felon (Gifis, 1975).

"Flatten" Time: No parole of probation is given for the sentence, the inmate does the entire sentence before being released (Tennessee Department of Corrections Classification Users Guide, 1984).

"Free World": any person/persons not convicted of a crime and serving time (Tennessee Department of Corrections Classification Users Guide, 1984).

Functional Illiterate: An inability to exceed the minimum test scores for fourth grade (Glaser, 1984).

Habilitation: Defined as the process of locating the level of the retarded individual's knowledge and skills and developing a plan that proceeds from this level toward higher levels of independence. It is a process that involves the pooling of resources and personnel in an attempt to enhance the individual's physical, mental, social, vocational, and economic conditions to the fullest and most useful extent. The process begins with an assessment of "where the individual is" (Santamous, 1989).

Incarceration: Confinement in a jail, prison, or penitentiary (Gifis, 1975).

Illiterate: Having no education/unable to read or write (Glaser, 1964).

Jurisdiction: The power to hear and determine a case (Gifis, 1975).

Learning Disability: A learning disability refers to a retardation, disorder, or delayed development in one or more of the processes of speech, language, reading, writing, or arithmetic resulting from a possible cerebral dysfunction and/or emotional or behavioral disturbance and not from mental retardation, sensory deprivation, or cultural or instructional factors (C. Smith, 1983).

Maximum Custody: Inmates in this level require the greatest degree of supervision due to the danger they pose to others and/or the security of the institution. This level includes involuntary administrative segregation as well as mandatory administrative segregation (Tennessee Department of Corrections Classification Users Manual, 1984).

Maximum Security: Walled or doubled fenced perimeter with armed towers; cell housing contained on four sides with a cell block so that if an inmate escapes from a cell, he or she is still confined within the building; or cell housing which is doubly secured from the perimeter by bar, fences or other hardware, all entry and exit into and out of the compound is via trap gate/sally port (Tennessee Department of Corrections Classification Users Guide, 1984).

Medium Custody: Inmates in this level require more than minimal supervision. Even inside movement (except call-outs) is subject to the issuance of passes. Restraints must be used for any outside movement except work program assignment (Tennessee Department of Corrections Classification Users Guide, 1984).

Minimal Brain Dysfunction: Persons of near average, average, or above average general intelligence with certain learning or behavioral disabilities ranging from mild to severed, which are associated with deviation of function of the central nervous system. These deviations may manifest themselves by various combination of impairment in perception, conceptualization, language, memory, and control of attention, impulse, or motor function (C. Smith, 1983).

Minimum Community Custody: Inmates in this level are assigned to community service centers and the Tennessee Penal Workcamp Annex and participate in work, education, or other activities in the community. They require only periodic supervision appropriate to the circumstances of their particular program (Tennessee Department of Corrections Classification Users Guide, 1984).

Minimum Direct Custody: Inmates in this level have not yet been determined to be appropriate for independent work or program assignments and require more supervision (Tennessee Department of Corrections Users Guide, 1984).

Minimum Restricted Custody: Inmates in this level function with minimal supervision but must be housed in a facility with a security rating of medium or higher (Tennessee Department of Corrections Classification Users Guide, 1984).

Minimum Security: Single or double fenced perimeter with armed coverage by towers or patrol; cell, room, or dormitory housing, all entry and exit into and out of compound via trap gate/sally port (Tennessee Department of Corrections Classification Users Guide, 1984).

Minimum Trusty Custody: Inmates in this level have demonstrated acceptable behavior and are not believed to be a threat to the community. They enjoy inside movement day or night without the use of passes. They participate in unescorted outside movement for program purposes on a time restricted basis (Tennessee Department of Corrections Classification Users Guide, 1984).

Mentally Retarded: Significantly impaired intellectual functioning which is more than two standard deviations below the mean of normal distribution (Student Evaluation Manual, 1985 Department of Special Programs, Tennessee Department of Education, 1985).

Mental Retardation: A person who has or develops a continuing handicap in intellectual functioning and adaptive behavior which significantly impairs the ability to think and/or act and the ability to relate to and cope with the

environment is considered mentally retarded (Student Evaluation Manual, Division of Special Programs, Tennessee Department of Education, 1984).

Mental Retardation: Refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period (Kirk and Gallaher, 1986).

Milieus Therapy: Attempts to use every aspect of the inmates' environment as part of the treatment programs (Iacovella and Chang, 1979).

Misdemeanor: A class of criminal offenses which consists of those less serious offenses than felonies and which are sanctioned by less severe penalties. It is generally distinguished from a felony by the duration or place of imprisonment and the general severity of the possible or actual punishment (Gifis, 1975).

Normalization: The creation of a normal as possible learning and social environment for the exceptional person (C. Smith, 1983).

Parole: In criminal law, a conditional release from imprisonment which enables the person receiving the "parole" to serve the remainder of his term outside the prison if he satisfactorily complies with all the terms and conditions connected therewith (Gifis, 1975).

Prerelease Guidance Center: The primary purpose of these programs is to better prepare the inmate for release.

Its purpose is to provide social rehabilitation in order that the inmate will develop greater confidence and self-reliance as the are gradually reintegrated and eased back into the community (Iacovella and Chang, 1979).

Pre-release Program: A program set up for inmates who are about to be paroled or discharged. A standard feature of a pre-release program is a discussion of parole rules and problems (Iacovella and Chang, 1979).

Probation: A procedure whereby a defendant found guilty of a crime upon a verdict or plea of guilty is released by the court without imprisonment, subject to conditions imposed by the court, under the supervision of a probation officer. A violation of probation can lead to revocation of probation and the imposition of a custodial (prison) sentence. One of the conditions permitted in some justifications as a condition of probation is a short period of incarceration (Gifis, 1975).

Recidivists: For the purpose of this study recidivists refers to offenders who had been returned to prison for a second, third, fourth time, either for violation of parole or for the commitment of a new crime within five years of their first release from prison. Term used to describe an "habitual criminal," who is often subject to extended terms of imprisonment under habitual offender status (Gifis, 1975).

Rehabilitation: A process to restore the inmate to useful and constructive activity when he re-enters free society (Gifis, 1975).

Resource Room: Any instructional setting to which an exceptional person comes for specific periods of time, usually on a regularly scheduled basis (Kirk and Gallaher, 1986).

Security: The physical (architectural-environmental) constraints of an institution designed and constructed for the purpose of confining inmates. Factors include perimeter, security, existence, and operation of watch towers, external patrols, perimeter detection devices and housing arrangements (Tennessee Department of Corrections Classification Users Guide, 1984).

Self-Contained Special Classroom: A separate class in which a special education teacher assumes primary responsibility for the educational program of handicapped students/persons (Kirk and Gallaher, 1986).

Social Education Program: A social education program focuses on re-orienting the inmate with the norms and socially acceptable behavior patterns of a free society. These programs deal directly with providing the social skills and attitudes necessary for satisfactory adjustment to every day life in the community. A social education program is specifically geared to re-orienting the incarcerated or community treated offender with the

normative and socially acceptable attitudes and values of free society. A social education program consists of the following areas: improving communication skills, personal management, personality development, social and family relationships, laws, and economic issues. Ideally, social education starts by determining the inmates' attitudes toward the following: the crime he is serving a sentence on, as well as other criminal acts in violation of the penal code; social and family relationships; society in general as well as the community he has come from; finding and keeping a job, and managing money upon release as well as other possible personal problems in adjustment to free society; and the inmate's plan for the future (Tennessee Department of Corrections Classification Users Guide, 1984).

Assumptions

It was assumed that theoretical construct like educational handicaps and criminal behavior could be operationalized in order to compare and discuss the similarities of the Morgan County Regional Correctional Facility inmates.

It was assumed that the subjects gave accurate and honest answers to the survey: "Survey of Inmates of State Correctional Facilities 1986" (U.S. Department of Commerce, Bureau of Consensus Acting as Collecting Agent for the U.S. Department of Justice, Bureau of Justice Statistics, 1986).

It was assumed that the BETA-II and/or Wechsler Adult Intelligence Scale Revised and/or the Wide Range Achievement Test Revised (WRAT-R) scores in the institutional records were accurate.

Limitations of the Study

Every study has certain limitations this one includes the kind of variables and the population.

This study will include a sampling of the inmate population at the Morgan County Regional Correctional Facility, Wartburg, Tennessee. Morgan County Regional Correctional Facility (MCRCF) is a minimum/medium security prison of 800+ inmates within the Tennessee Department of Corrections. Academic and vocational programs include GED, Adult Basic Education (ABE), and Special Education as well as college courses from Bryan College, Dayton, Tennessee. Vocational programs include commercial cleaning, commercial food services, building trades, upholstery, vocational office education I (VOE: Data Processing and Office Technology), heating, air conditioning, and refrigeration. Inmates at the facility also are involved in various community service projects including construction of a church. Agriculture products include beef, field and truck crops such as vegetables, corn, soybeans, and wheat. A sawmill is located at the facility. Inmates are also involved in support jobs at the facility.

In general, the majority of these men come from broken homes in low and low middle socioeconomic income brackets; have poor self-images; drug and/or alcohol abuse; frequently have been physically and/or sexually abused. They were involved with the authorities and legal system as juveniles and as a result, formed negative attitudes toward society's formal institutions (i.e. formal education and the law).

Therefore, there are a vast number of variables to consider in conducting a study of this nature and much work to be done. However, I believe that the anticipated results of this study will provide additional information to prove that there is indeed a correlation between educational handicaps and criminal behavior, as well as the type of crimes committed.

One limitation of the study is focusing only on male inmates. A second limitation is confining the study to the inmates at MCRCF. A third limitation surfaced when the inmates refused to answer questions dealing with physical and/or sexual abuse.

Justification of Need for the Study

Selection of this topic was based on several factors. One, statistics from the Effective Advocacy for Citizens with Handicaps, Inc. (EACH) Conference, 1988. Two, statistics from 154 academic students presently in school at MCRCF. Three, the 20 special education students presently

being served at MCRCF. Four, the 200 inmates who participated in the survey (Effective Advocacy for Citizens with Handicaps, Inc., 1988).

Of the 549 juveniles incarcerated in juvenile facilities in the state of Tennessee in October 1988, the present statistics were available from Tennessee Department of Corrections Commissioner Steve Norris:

45%	educationally retarded and/or handicapped
29%	mentally ill
3%	in need of residential treatment in mental health facilities
13%	in need of extensive psychological therapy
4%	in need of psychological counseling
8%	seriously emotionally disturbed
17%	learning disabled
1%	multi-handicapped
1%	hearing impaired
2%	physically impaired
85%	drug and/or alcohol abusers
18%	sexually abused
32%	neglected and/or physically abused

(i.e. at the present time an additional 400+ inmates are serving time in the Tennessee Department of Corrections under the age of 21, but have been tried as adults for the crimes they have committed.)

Adults

20%	sex-related crimes
80%	drug and/or alcohol abuse

MCRCF 154 Academic Students at time of study.

IQ Scores

Below 62	30% of 154 students
Between 63-72	25% of 154 students
Between 73-85	33% of 154 students
Between 86-90	20% of 154 students
Between 91-100	19% of 154 students
Over 100	<u>28%</u> of 154 students
	100%

WRAT Scores: Reading and Math

Below Grade 4	58 Students	56% of 154 students
Below Grade 4-6	61 Students	33% of 154 students
Below Grade 6-8	35 Students	10% of 154 students

MCRCF Special Education Class

Under 21	12 Students
Between 24-26	4 Students
Between 30-38	4 Students

Students Under 21 Years of Age

Eight of the 12 students under the age of 21 qualify as seriously emotionally disturbed. Five of these students function below 5th/6th grade level. They are learning

disabled in reading and math. One student is speech impaired. Three students have brain damage from "huffing" inhalants. Each student under the age of 21 reports alcohol and/or drug abuse. Many reported experimentation/use starting as young as 10 or 11 years of age. Institutional records support the accuracy of this information.

Students Between 24-26 Years of Age

Each of these four students between the ages of 24 and 26 was illiterate when he entered school. Two of these students presently work on 3rd/4th grade level. Two of these students have brain injury from past head injuries. Two of these students are illiterate in both reading and math. All four of these students report alcohol and drug abuse.

Students Between 30-38 Years of Age

Three of these four students between the ages of 30 and 38 are totally illiterate in both reading and math. One student functions on 2.0 grade level in both reading and math. This student is also mentally retarded, minimal brain dysfunction, and cerebral palsy. One student is mentally retarded and totally illiterate. He was incapable of writing his name or reciting his ABC's or the numbers 1-10 when he entered school. Two hundred additional inmates have completed the survey and will be entered at a later date.

Organization of This Study

The organization of this study is contained in five chapters: Chapter I contains the Introduction, Statement of the Problem, Purpose of the Study, Significance of the Study, Null-Hypothesis, Definition of Terms, Assumptions, Limitations of the Study, and Organization of the Study. Chapter II contains the Review of the Literature. Chapter III contains Methods and Procedures: Subjects, Instrumentation, and Data Analysis used in the study. Chapter IV contains the Results and Discussion of the Study. Chapter V contains the Summary, Conclusion, and Recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

Literature of this study is divided into 15 sections in regard to the historical perspective on the development of correctional education: definition of prison education, the development of correctional education, The Manual of Correctional Standards, Daniel Glaser description of prison education, National Institute of Corrections definition of Prison Education, Proceedings Conference 1976-77 Chapter 6, Psycho-Social Characteristics of the Incarcerated, description of present educational programs at Morgan County Regional Correctional Facility and Brushy Mountain State Prison, "Offense Characteristics of Career Criminals With Severe Mental Disorders," "The Prevalence of Handicapping Conditions Among Juvenile Delinquents," "Prisonization and Recidivism: A Psychological Perspective," "Dropout and Dropout Programs: Implications for Special Education," "Vocational and Academic Indicators of Parole Success," "Schools Behind Bars: A Descriptive Overview of Correctional Education in the American Prison System," "Theories Linking Learning Disabilities and Juvenile Delinquency," "Criminal Personality as DSM III R, Antisocial, Narcissistic, Borderline and Hystonic Personality Disorders," and summary.

Objective of Prison Education

The task and/or goal of academic education in correctional institutions is different for various reasons but the major obstacle facing correctional institutes is educational deficiencies. Many inmates are either functionally illiterate or totally illiterate.

Educational programs in a prison facility face a variety of unique problems. The proportion of high school dropouts among prisoners is about three times that of those not imprisoned. Approximately 6% of those who are in prison have had no formal schooling at all and many inmates have not completed elementary education at an adult level.

In adult institutions, academic education is generally available through various programs: Basic Skills Instruction (BSI); Adult Basic Education (ABE) programs; secondary education (Pre-GED); General Equivalency Diploma (GED); Special Education; various vocational programs and post-secondary college programs; and social education programs and self-help programs such as 7-Step, AA for alcohol abuse, NA for drug abuse. Sex offender classes and religious programs are also available.

The academic programs are tailored specifically to meet the student's/inmate's academic skill levels. These programs also target academic deficits and enhance academic skills.

The basic skills level consist of grade level zero through four. The major objective of the basic skills program is to raise the student's reading level sufficiently to allow for participation in the ABE program; basic math skills are also addressed at this level.

The ABE level consists of grades five through six. The secondary education (Pre-GED) level is basically the same as ABE. The major objective in the ABE/Pre-GED class is to provide the student with individual support at their functional level with emphasis on developmental skills and special education needs in reading, writing, and mathematics. Computer assisted instruction is provided as appropriate for the students. Critical thinking skills and consumer skills are also emphasized. Writing skills are further developed, with particular emphasis on paragraph writing. The math focuses on basic skills and has been widened to include algebra.

The GED level consists of grade seventh through ninth+. Students reading at the seventh grade level or above enter the GED program. The cognitive skills of comprehension, application analysis, and synthesis in reading, writing, and mathematics are emphasized. A formal writing course prepares students for the essay portion of the GED exam.

Special education classes are set up as a resource room and self-contained classroom. The student/inmate participating in special education programs may have one or

more of the following disabilities. He may be illiterate, mentally retarded, learning disabled, hearing impaired, seriously emotionally disturbed, speech impaired, or multi-handicapped.

Although academic subject matter is a problem for prison education, inmates also need social education as well as basic skills. Therefore it is imperative that prison education objectives should include the socialization of the inmate through varied impressional and expressional activities, with the emphasis being on individual needs. These objectives should also include returning the inmates to society, with a desire to conduct themselves as good citizens and with skills and knowledge that will give them a reasonable chance to maintain themselves and their dependents through honest employment.

The Development of Correctional Education

The first prison school in America was opened in 1798 at the Walnut Street Jail in Philadelphia. The philosophy of the school was to provide a beneficial leisure time occupation - learning reading, writing, and arithmetic (Roberts, 1971).

In 1801, in New York State, elementary education was taught to meritorious inmates during the winter months by the better educated inmates. This was the first time inmate teachers were used in prison schools, a practice still

continuing in many correctional institutions today, especially in adult prison (Roberts, 1971).

In 1825, the Boston Prison Discipline Society was created by Louis Dewight (Roberts, 1971). Dewight believed that the inmates salvation was to be achieved with the aid of revivals and sabbath schools and through the development of industrious habits under strict supervision in congregate shops rather than through penitence in solitary confinement. The sabbath schools did provide the infant stage of prison education (Roberts, 1971).

In 1844, several aspects of education in prisons were beginning to appear. The Sabbath Schools begun by Louis Dwight had, in many cases, planned to educate the illiterates. A few programs of instruction were already in operation in the prisons. The New York State Law of 1847 was the first legal recognition of academic education in correctional institutions. This law provided for two instructors for both state prisons, in New York, Auburn, and Sing Sing (Roberts, 1971).

In 1870, the Detroit House of Correction school system was established. During 1871 the average number of inmates in the prison system was 385, of which almost 2/3, or 219, were in school (Roberts, 1971).

In the United States during the 1870's approximately 38,000 prisoners were incarcerated. Twenty thousand of these prisoners were practically illiterate (Roberts, 1971).

In 1876, the first reformatory was opened at Elmira, New York. This reformatory provided the pattern for reformatories in the 1900's throughout the country. An excellent illustration of what was taking place in prisons during the early 1900's was the Maryland Penitentiary's first formal education program begun in 1913 by Warden John Leonard. This program was directed by the Chaplin and had three main divisions: (a) the school for the male illiterates, (b) the school for the female illiterates, and (c) the correspondence school for the better educated prisoners. The primary purpose of the school was to eliminate illiteracy (Roberts, 1971).

Correctional education had two significant developments in 1929: (a) the recognition that education is an essential element in modern programs of correctional treatment, and (b) the belief that such education should be of the same type and quality that has been effective in adult education programs in free society.

By 1946, reports from federal institutions indicated that approximately 8,200 inmates were incarcerated. Two thousand of these inmates had been enrolled in classes which were structured for illiterates and approximately 2,900 were enrolled in academic subjects that were presented at fifth grade to eighth grade levels. Therefore one would assume that the education that the inmate should have received

during childhood, was not received. It then became the responsibility of the prison educators (Roberts, 1971).

In 1948, the federal prison system introduced general education programs to meet the needs and interests of three inmate groups:

- (a) those who, based on standardized achievement tests, measure below fifth grade level and are thus considered functionally illiterate;
- (b) those whose educational levels range from fifth to eighth grade and who wish to enhance their general education, or to fulfill specific subject-matter deficiencies; and
- (c) those at secondary level, or above, who desire high school or college level instruction (Roberts, 1971).

In 1948, it was reported that approximately 1/5 of the prisoners received from the courts did not go beyond the fourth grade in school. These inmates were classified functionally illiterate on the basis of standardized tests (U.S. Department of Justice, 1949). By 1949, 129 inmates in eight federal institutions received high school diplomas. During 1957, a total of 1,091 of the illiterate federal inmates satisfactorily completed basic courses in reading, writing, arithmetic, and spelling, and were advanced to fifth grade level or better.

The census data completed in 1960, "Comparison of Educational Attainment of Prison Inmates with Total U.S. Population, by Sex 1960" indicated that over half of adult felony inmates had no high school education. Inmates of correctional institutions have lower average educational attainment than is found in the total society. This illustrates the inmates' disadvantaged position in competing for employment in the community.

Table 1 shows the comparison of educational attainment of prison inmates with total U.S. population, by sex, 1960.

The Manual of Correctional Standards

The Manual of Correctional Standards, published in 1954 by the American Prison Association, Chapter 20, titled "Education" attempts to state the essential factors which determine the effectiveness of education in correctional institutions. These factors are as follows:

1. Adequate and competent personnel.
2. An institutional policy which promotes opportunities for training.
3. A program selected because it meets the requirements of the institution.
4. An understanding of the basic requirements for organized education.
5. In the vocational field, a realistic grasp of the nature and purpose of such training.

TABLE I
MALES 25 YEARS AND OVER

Years of School Completed	Total U.S.	Inmates of State Prisons, Reformatories	
Median Years	8.5	8.5	0.83
Percentage Distribution			
None	2.4	3.5	1.56
1 to 4	7.0	13.1	1.88
5 to 7	14.6	23.9	1.64
8	17.8	17.9	1.01
9 to 11	18.7	27.1	1.45
12	21.2	10.6	0.50
college 1 to 3	8.6	3.1	0.36
college 4-more	9.7	0.8	0.08
	100.0	100.0	

This thesis is limited to males, therefore I did not provide the data on female inmates.

Source: United States Summary: General Social and Economic Characteristics, Washington, DC: U.S. Bureau of the Census, 1962. Table 76.

Source: Inmates of Institutions, Washington, DC, U.S. Bureau of the Census, 1963, Table 25 (Roberts, 1971).

6. An understanding of the process and the rewards of exploiting established maintenance procedures to provide organized trade training.
7. Provision for diversified trade training, on various levels, and also in agricultural pursuits.
8. The establishment of a well-rounded general education program.
9. Provisions for correspondence courses and for groups requiring special education.
10. Physical education, cultural education, and social education.
11. Orientation and pre-release training.
12. Adequate physical facilities (The American Prison Association, 1954).

The manual makes one very important point. The prison population is almost always heterogeneous and of a fluid nature, therefore, one of the most important aspects of education in a correctional institution must be "individualism" (The American Prison Association, 1954).

Daniel Glaser's Description of Prison Education

In 1964, Daniel Glaser described education in prison in the following terms:

1. Prison schools teach mainly educationally retarded students who have a history of hostility towards school.
2. Inmate students come and go at all times of the year, rather than at the beginning and end of school terms.
3. The prison situation permits tactics and strategies for motivating student interest and effort which may make it a somewhat advantageous location for making students out of men with the background of most prisoners.
4. However, the prison also creates unusual incentives and opportunities for corruption of the educational process.
5. The prison school is expected to justify itself, at least in part, by it's efforts on recidivism (Glaser, 1964).

National Institute of Corrections Definitions of Prison Education

In 1984, The National Institute of Corrections (NIC) defined the goals of prison industry (i.e. industry is mentioned in this section because of the correlation in

goals between industry and education) and education in the Guidelines for Prison Industry as shown in Figure 1.

At the Proceedings Conference
The Community/Junior College

In 1976-77 educators at The University of Tennessee, Knoxville, along with educational personnel from the Department of Corrections and the Department of Mental Health developed an educational program for the Brushy Mountain State Prison at Petros. Highlights of the educational package are:

- I. Goals
 - A. To reduce recidivism
 - B. To increase the quality of prison life
 - C. To provide needed services
 - D. To treat the whole person
 - E. To provide a more constructive way of doing time
- II. Implementation of Goals
 - A. Cooperation and integration of services
 - 1. Police, courts, institution, parole
 - 2. Possible decriminalization of certain behavior
 - B. Counseling - job, interpersonal skills

FIGURE 1

INDUSTRIAL VOCATIONAL ACADEMIC GOALS OF PRISON

Goals of Prison Industry

<u>Offenders</u>	<u>Institutional</u>	<u>Societal</u>
Vocational training	Reduce idleness	Repay society
Good work habits	Reduce cost of corrections	Dependent support
Real work experience		Victim restitution
Life management experience		Future law abiding
Provide gate money		

Goals of Vocational Training

<u>Offenders</u>	<u>Institutional</u>	<u>Societal</u>
Marketable skills	Reduce idleness	Future employment
Good work habits	Training for prison industry	Future economic independence
Work experience	Training for institution	Future law abiding
Learning how to learn	Maintenance	
Credentials		

FIGURE 1 (Continued)

Goals of Academic Education

<u>Offenders</u>	<u>Institutional</u>	<u>Societal</u>
Functional literacy	Reduce idleness	Future employment
Learning how to learn	Readiness for prison industry	Future economic needs
Readiness for vocational training	Readiness for institutional jobs	Future law abiding
Credentials		

(Coffey, 1986)

- C. Education - basic education, reading and writing skills, preparation for GED, college courses; start with basics and move from there
- D. Special education - would include those who are retarded and who might more appropriately belong in mental health facilities
- E. Community involvement - re-integration
- F. Family visitation and counseling
- G. Aftercare; coordination with work-release and parole

III. Educational Groups

- A. Affective learning - changing of attitudes and behavior
- B. Vocational-technical training/vocational-technical school of Morgan County
- C. Basic reading, writing and arithmetic
- D. GED preparation - designed for those who have at least ninth grade reading and writing skills
- E. College work (A.A., B.A.) - a select few already have some college experience or a higher degree of motivation for college study

Group B, C, D, and E will all participate in Group A, affective learning (Kronick, 1976-77).

In the article, "Psycho-social Characteristics of the Incarcerated," the following eight established characteristics are what an inmate must face upon entering prison:

1. Every institution captures the time and interest of its members. Its encompassing tendencies.
2. The encompassing or total character of the institution is symbolized by barriers to social interaction with the outside world.
3. All aspects of life are conducted in the same place and under the same single authority. Barriers separating sleep, play, and work are broken down.
4. Each phase of the members' daily activities is carried on in the immediate company of a large batch of others, all of whom are treated alike and are required to do the same thing together.
5. The various enforced activities are brought together into a single rational plan designed to fulfill the official aim of the institution.
6. The chief function of institutional personnel is surveillance not guidance.
7. Staff see inmates in terms of narrow stereotypes, and inmates see staff in the same way.

8. All needs of the inmates are handled bureaucratically (Kronick, 1976-77) (Goffman, 1961).

I have found the eight characteristics described above to be prevalent within the penal system today in varying degrees.

Description of Present Educational Programs
at
Morgan County Regional Correctional Facility and
Brushy Mountain State Penitentiary

It has been 12 years since the Proceedings Conference on the Community/Junior College at which time an educational program was proposed for Brushy Mountain State Penitentiary, which was to be implemented if funds became available. Eight years later an educational program began at Brushy Mountain in 1981 a school was opened. Four levels of educational classes were set up: Basic Skills Instruction (BSI), Adult Basic Education Program (ABE), Secondary Education (Pre-GED), and General Equivalency Diploma (GED). Inmates requiring special education services were placed into BSI programs. (i.e. Inmates requiring special education services at the present time are transferred to MCRCF which is a certified special education program for inmates.) There are three vocational programs offered at Brushy Mountain. These classes began in 1982. College

classes are not being offered at Brushy Mountain at the present time but tentatively will begin in the fall of 1990. A volunteer ABE, Pre-GED, and GED class is offered two evenings a week from 6:00 p.m. to 9:00 p.m. from September through May for those inmates unable to attend school during the day.

Brushy Mountain State Penitentiary is the maximum security state penitentiary for East Tennessee. It also serves as the classification center for the East Tennessee region. Seven miles from Brushy Mountain is Morgan County Regional Correctional Facility which is a close, minimum, medium security prison. MCRCF was built in 1980. It houses 800+ inmates. The educational package previously cited has been put into effect by both Brushy Mountain and MCRCF as well as all other facilities within the Tennessee Department of Corrections. I will limit the remainder of my comments to MCRCF in regard to the educational program that is presently in effect.

On approximately April 15, 1990, the educational staff of MCRCF will move into a 1.5 million dollar educational building. The new school will offer six vocational programs. Four levels of academic education will be offered: Basic Skills Instruction (BSI), Adult Basic Education (ABE), Pre-GED, General Education Development (GED) and Special Education. Two evenings a week from September through May a voluntary program is offered to

allow inmates who are unable to attend school during the day access to educational programs. At the present time college classes are offered three evenings a week, which will allow the inmates to earn an A.A. degree. A program is being developed which will allow the inmates to begin working toward a B.A. degree by Fall 1990. The six vocational programs offered at MCRCF are certified by the United States Department of Labor. Four diplomas are offered through the Tennessee Department of Corrections. These diplomas are designed to reflect the capabilities of the inmates receiving them. Each diploma is awarded to the inmate upon successful completion of the course work that he is capable of. There is a Special Education Diploma, ABE I Diploma, ABE II Diploma, and GED Diploma.

The goal of this educational program is to help to reduce the recidivism rate by providing the inmate an education, either academic or vocational, that will enhance his job skills once he returns to the free world. By providing him with an education, the likelihood of a return trip to prison is lessened. The education department's goal is to provide needed services to the inmates which will range from special education to college level instruction. This should give the inmate a more appropriate, more constructive way of doing time and increase the quality of prison life. These educational programs will also have an

impact on the inmates affective learning - it changes both their behaviors and attitudes.

The opening of the new facility, at MCRCF, on April 25, 1990, adds three additional vocational programs and provides more space and increases the size of the academic classes as well as provides an environment that is more conducive to learning (i.e. presently the school was being housed in the gym). Temporary wooden partitions separated the classes. These partitions were removed in the evenings and replaced every morning for class. In January the school graduated 26 men with their GED and Vocational Diploma at a 90% graduation rate for the beginning of the 1990 year. Of 800+ inmates at MCRCF approximately 300 will receive education services at all times. One hundred twenty-five of these inmates will be receiving vocational training. Since April of 1984, 305 inmates have passed their GED. Since 1988, 16 have graduated with vocational certificates. Five of these inmates graduated in 1990.

There are also classes set up in alcohol and drug abuse that began in 1989. To date 26 inmates have graduated from this program. Classes for sex offenders are also offered that began in 1989. To date 36 inmates have graduated from the sex offender program. These programs are coordinated with parole programs, pre-release programs, counseling, and community involvement. Other community programs involve 7-

step, AA, and NA. These programs help with the re-integration of the inmate to the free world.

The ultimate goal is to treat the whole person - to provide needed services to the inmate that will help him successfully return to the free world.

The opening of the new educational building at Brushy Mountain State Penitentiary, will provide additional educational opportunities for the inmates. Educational services have been offered to the inmates prior to this and during the past eight years, 75 inmates have graduated with a GED from Brushy Mountain and 25 inmates graduated with vocational certification.

The percentage of inmates being provided educational services in these institutions reinforces the theory that the majority of incarcerated persons are educationally handicapped. If recidivism is to be reduced those inmates who are educationally handicapped must be provided with services. The education program should reinforce the learning of subject skill and proper behavior, and should also set realistic academic, vocational, and social goals. This program should be augmented with a diagnostic and classification system. These areas are presently being addressed at MCRCF as well as within the entire Tennessee Department of Corrections.

Offense Characteristics of Career Criminals
With Severe Mental Disorders

Jose' B. Ashford examined the offense characteristics between mentally handicapped/disordered and non-mentally handicapped/disordered and the type of crimes committed. Two distinct groups of inmates were examined, "repeat" and "recidivist" offenders. The results indicated that the mentally handicapped/disordered recidivists were charged more with minor crimes than the non-mentally handicapped/disordered recidivists (Ashford, 1987). The research data further indicates that there is a statistically significant difference between the recidivists subsample, the mentally handicapped/disordered and non-mentally handicapped/disordered inmates. The mentally handicapped/disordered recidivists were more likely than the non-mentally handicapped/disordered recidivists to have been charged with minor crimes (Table 2) (Ashford, 1987).

These findings indicate not only that there is offense diversity within the sub-population, but that the mentally handicapped/disordered recidivists may require different programming when they are released from prison. These individuals would benefit from a program that would link them to the appropriate aftercare agencies within the community (Ashford, 1987).

The Prevalence of Handicapping Conditions
Among Juvenile Delinquents

Although this thesis is limited to an adult facility, I am citing this literature because of the statistics provided throughout the article. Over 150,000 juveniles under the age of 22 were confined in adult and juvenile correctional facilities in 1984 (Gerry, 1984; Rutherford, 1985). Approximately 117,000 of these juveniles reside in adult correctional facilities, 20% of the adult population. In addition to these figures, more than 300,000 juveniles are committed each year to pre-trial detention centers and jails. A disproportionate percentage of this population is educationally handicapped (Murphy, 1986).

A survey conducted by Rutherford in 1985, of state departments of corrections and education showed a prevalence of educational handicaps in juvenile facilities that ranged from 4% to nearly 100% with a mean of 28%, while the prevalence rates in adult facilities ranged from 1% to 77% with a mean of 10% (Murphy, 1986).

The major issue to be addressed at this point is that in 1975, an average of 42% handicapped incarcerated juveniles existed in Murphys' study and ten years later in 1985, Rutherford showed that from 4% to 100% of the

TABLE 2
 RECIDIVISTS OFFENDER GROUP

Offense Type	Number of Offenses	
	Mentally Disordered	Non
1. TPV/IS*	1	7
2. Minor crime	7	18
3. Alcohol Misdemeanor	0	4
4. Drug Misdemeanor	0	2
5. Thefts	1	19
6. Property felonies	5	42
7. Drug felonies	1	17
8. Alcohol felonies	0	7
9. Violent felonies	5	38

* TPV/IS Crime - technical parole violation, technical probation, immigrant status hold (Ashford, 1987).

juveniles are handicapped and 1% to 77% in adult facilities are handicapped.

Identification of emotional disturbance as the major handicapping condition is one of the major behaviors attributed to juvenile delinquency. A survey by Lewis and Balia in 1976, attributed a stereotypical concept of "deviant youth" as a deviant behavior which in turn could be linked to emotional disturbances. Historical research has shown that juvenile delinquents more often than not have a history of emotional and behavioral problems that may require mental health services as an adult (Murphy, 1986).

Further studies also show that many delinquents will exhibit behaviors that are characteristic of traditional psychiatric conditions such as sociopathic or antisocial personality disorders. If these conditions go untreated they will follow the youth into adulthood and could ultimately require commitment to mental health facilities and/or correctional institutes. Therefore it would appear that mental health facilities and counselors are especially needed at the juvenile level.

If these juveniles go untreated or unrecognized, they are at high risk for experiencing a severe "lifespan of maladjustment." In our society delinquent behavior is typically considered to reflect "social maladjustment" rather than "emotional disturbance." In fact, P.L. 94-142 specifically excludes the "socially maladjusted" child, who

has not been otherwise diagnosed as "emotionally disturbed" from classification as handicapped, for the purpose of receiving special education (Murphy, 1986).

The ambiguous definition of "emotional disturbance" and "behavior disorders" appears to be the critical issue. All delinquents are "behavioral disordered," speaking literally, and this has brought them into the criminal justice system. The next question to be addressed is whether these delinquents are "emotionally disturbed"? The ambiguity of the term "emotionally disturbed" and the individual's perception of the term certainly affects the identification or lack of identification of the disturbed offender.

Is the deviant behavior caused by the emotional problems the offender is dealing with or are the emotional problems caused by the deviant behavior? It would be logical to use the terms "behavioral disordered," "socially maladjusted," and "emotionally disturbed" synonymously.

Delinquents generally have histories of academic failure. In 1979, Bullock and Riley reported that more than 27% of a sample of 142 juvenile offenders between the ages of 15 and 18 were high school dropouts at the time of adjudication. Coffey in a 1983/1984, study reported that fewer than 20% of all adult and juvenile offenders have earned a high school diploma or General Equivalency Diploma.

Mental retardation is the third major handicapping condition that is prevalent among juvenile delinquents.

Morgans 1979 survey showed that 9.5% of delinquents committed to state correctional facilities are believed to meet the criteria of P.L. 94-142 for either educable or trainable retardation. This conclusion appears to hold true for offenders incarcerated in adult facilities. These offenders, both adult and juvenile, are more likely to be incarcerated at significantly earlier ages and will remain incarcerated for substantially longer periods of time (Murphy, 1986).

The prevalence of handicapping conditions among juvenile delinquents clearly indicates that without effective treatment these disturbed juvenile offenders are at risk for experiencing severe "lifespan maladjustment." They are engaging in deviant behaviors that are bringing them to the attention of our criminal justice system and many times are being incarcerated for extremely long periods of time. These juveniles exhibit behaviors that show characteristics of sociopathic or antisocial personality disorders and are often being incarcerated in our adult facilities.

"Juvenile Offenders" are generally classified as under the age of 18. Those between the ages of 18 and 21 are classified as "Youthful Offenders." In some states this age extends to 24 (Murphy, 1986).

This section of my thesis has reviewed literature regarding the prevalence of handicapping conditions among

juvenile delinquents. The problem is that by definition the laws in most states classify "youthful offenders" as being under the age of 22. Therefore it should be assumed that these offenders should be housed in juvenile facilities. At the present time my class consists of 20 inmates. Fifteen of these inmates are under the age of 21. These inmates represent 75% of my class. In California "juvenile offenders" are classified as being under the age of 24. If I were teaching in California, 85% of my class would be "juvenile offenders." "Juvenile offenders" are not always housed in juvenile facilities, but are many times incarcerated in adult facilities. Do we consider them "juvenile offenders" or "adult offenders"? The alarming fact is that over 150,000 young people, under the age of 22, are currently confined in the juvenile and adult correctional institutions of this country. Facilities for adults house approximately 117,000 of these juveniles, or about 20% of the adult inmate population as of 1986 (Murphy, 1986). In the state of Tennessee at the present time there are approximately 400+ inmates residing within the Tennessee Department of Correction under the age of 21 (Prisonization and Recidivism: A Psychological Perspective, 1986).

Recidivism, or return to prison following relapse of criminal behavior that has been viewed as being the result of a myriad of social and environmental influences. Conceptually, recidivism has been linked to a lack of funds

immediately following release from prison, poor employability, low wage earning capacity, poor education, an unstable work history, and the quality of post-release neighbor environment. Recidivism rates, which approach 50% for offenders with two or more prior sentences (Bureau of Justice Statistics, 1985), have been correlated with age at first arrest, type of offense and age of release from confinement. The rates of recidivism appear to be favorably influenced by availability of post-release job training programs, community treatment center placement, and availability of pre-release and post-release educational programs (Hofer, 1988).

Implications for Special Education

Research literature indicates that an extremely high proportion of inmates dropped out of school. These inmates more often than not had previously been identified as having special education needs and were receiving some type of special education services.

In 1986, statistics confirmed that the high school dropout rate is one of the most critical problems confronted by our American educational system. According to a study done by Grossnickle, 1986, only 10% of high school students finish high school.

In addition to the personal consequences these students face, the dropout phenomenon has damaging repercussions for

society. There is a definite correlation between educationally handicapped students and criminal behavior which can be directly linked to the present characteristics of incarcerated inmates. There are two sets of factors describing the characteristics of students who drop out of school. The first group of factors can be conceptualized as student factors, while the second group can be conceptualized as school factors. These factors are identical factors that each of the inmates institutional, medical, psychological, and self-reporting records at MCRCF indicate. A large percentage of dropouts are presently incarcerated in adult penal institutions.

The following factors are identifying characteristics of dropouts:

1. Demographic factors

Ethnic group

Gender

Community type

2. Social and family factors

Socioeconomic status

Single parent family

Educational or motivational support at home

3. Personality factors

Low self-concept

Externalized focus of control

Low need for self-development

4. Early transition into adulthood

Pregnancy (i.e. limited to male population in this study)

Marriage

Having a job

5. Deviant behavior in society

Institutionalization or incarceration

Delinquency

Drug and alcohol use

6. In school factors

Low academic achievement and low grades

Low IQ

Reading problems

Being held back in school

Being over age

Educational and occupational aspirations

Behavior problems at school

Attendance rate

These identifying characteristics of dropouts correlate with the present population of students in school at MCRCF. It appears clear that students with handicaps drop out of school more often than students without handicaps. Consequently, these students are more at risk of becoming incarcerated. The factor that describes handicapped students clearly can be linked to criminal behavior (Bruininks & Thurlow, 1989; Kronick & Hargis, 1989).

Vocational and Academic Indicators of Parole Success

A study completed by Schumaker, Anderson & Anderson of 760 inmates released from prison compared a vocational/academic group to an academic only group.

The vocational and vocational/academic group had the highest employment rates and lowest criminal activity rates after twelve months of tracking. Those who completed a GED or higher had a higher employment rate and lower criminal activity rate at 12 months than those releases who had less than a GED. The completion of a GED or higher increased post-release success over those with less than a GED (Schumaker, Anderson & Anderson, 1990).

Correctional Education in the American Prison System

1. Unofficial estimates by the U.S. Bureau of Prison Officials indicates that between 20% and 50% of the approximately half-million adults incarcerated in American federal and state prisons can neither read or write.
2. In a majority of American institutions, at least 50% of those in custody who are over 18 years of age have less than an eighth grade education.
3. In some facilities for youthful offenders, as many as 80% of the youngsters incarcerated are educationally

handicapped as well as high school dropouts (U.S. Department of Justice, National Institute of Justice, 1981).

Recidivism

Recidivism or return to prison following relapse of criminal behavior has been viewed as being the result of a myriad of social and environmental influences. Conceptually recidivism has been linked to lack of funds immediately following release from prison, poor employment ability, and low wage earning capacity, poor education, unstable work history, and quality of post-release neighborhood environment. Recidivism rates, which approach 50% for offenders with two or more prior sentences (Bureau of Justice Statistics, 1985), have been correlated with age at first arrest and type of offense and age of release from confinement. The rates of recidivism appear to be favorably influenced by availability of post-release job training programs, community treatment center placement, and availability of pre-release and post-release educational programs (Hofer, 1988).

Theories Linking Learning Disabilities and Juvenile Delinquency

The school failure theory holds that Learning Disabilities produce academic failure which, in turn, results in delinquent behavior.

Several explanations are offered for the fact that poor academic achievement may contribute to delinquency/criminal behavior (Dunivant and Kelitiz, 1986).

First, negative self-image and a sense of frustration resulting from failure in school = LD students striking back at society in anger and retaliation.

Second, results of school failure = LD students being labeled as problem students and grouped with behavior problem students. Negative labeling and association with delinquent prone students may subsequently prompt LD's to engage inappropriately.

Third, failure in school may decrease the students attachment and/or bond to school as an institution and to teachers as significant adults = failure = induced withdrawal of attachment and commitment to socially accepted courses of action may be intensified by the active rejection or uncaring attitude of teachers and administrators = increased delinquency among LD students = diminished attachment and commitment to school.

Fourth, LD students (i.e. teenagers) may commit crimes for economic incentives, they may anticipate that their poor academic record will make it impossible for them to achieve their aspired levels of occupational prestige or income.

Fifth, by being unsuccessful at school, LD = tendency to attribute blame for negative events to others instead of to self = external rather than internal attributions of responsibility for their actions (Dunivant and Kelitiz, 1986).

The Criminal Personality as DSM III R Anti-social Narcissistic, Borderline and Hystonic Personality Disorders

DSM III R Anti-social Personality Disorder, Childhood
Criteria:

1. 12 Behavioral Areas

Truancy

Running away from home

Initiating fights

Using weapons in fights

Forcing sexual activity (activities)

Cruelty toward animals

Cruelty to other people

Destroying property

Lying

Stealing

Robbing

DSM III R, Antisocial Personality Disorder, Adult

Criteria:

2. 9 Behavioral Areas

Erratic employment history

Child abuse or neglect

Illegal behavior

Lack of an enduring sexual relationship

Fights

Defaulting on debts

Aimless traveling or wandering

Repeated lying

Drunkin driving or recurrent speeding

Lack of remorse

Gender

Community types

3. Social and family factors

Socioeconomic factors

Single parent family

Educational or motivational support at home

4. Personality factors

Low self-esteem

Externalized focus of control

Low need for self-development

5. Early transition into adulthood

Pregnancy

Marriage

Having a job

6. Deviant behavior in society

Institutionalization or incarceration

Delinquency

Drug use

7. In school factors

Low academic achievement and low grades

Low IQ

Reading problems

Being held back in school

Educational and occupational aspirations

Behavior problems in school

Attendance (Wolman, Bruininks, and Thurlow, 1989).

Summary

A variety of research has been conducted in the development of prison education to establish the relationship of correctional education and reduced recidivism. Participation of the incarcerated in correctional education programs seems to result in a marked decrease in recidivism. Educationally handicapped inmates are prevalent throughout the United States at both state and federal levels. These educationally handicapped inmates date back as far as 1798, when the first prison school was opened. In varying degrees, education deficiencies have

been linked to criminal behavior and the types of crimes committed. For those who commit crimes and are incarcerated, educational programs as needed to insure their ability to function in society which may further reduce recidivism rates. Since education is to prepare future citizens to lead productive lives, prison education should hold high priority in the rehabilitation of the incarcerated.

Education is a good indicator of the likelihood of one's success in contemporary society. It is essential to improve prison education programs if inmates are going to be provided with the skills necessary to give them a realistic second chance at becoming a constructive member of society. The primary purpose of educating offenders is to re-socialize them into actively accepting the legally prescribed conduct norms of our society.

CHAPTER III

METHODS AND PROCEDURES

Three groups of adult males incarcerated at Morgan County Regional correctional Facility willingly volunteered to participate in this study. The Volunteers/Inmates were compared on the basis of the following variables:

Age	Alcohol/Drug use
Race	Alcohol/Drug use at time
IQ	of arrest
Age at first arrest	Crime/Criminal History
Highest grade completed	
WRAT-R Scores: Reading	
and Math	

The comparison was measured by the survey of Inmates of State Correctional Facilities 1986, National Prisoners Statistics, the WRAT-R, and BETA-II. No attempt was made to match the inmates of the three groups. The only common denominator between the groups were job assignments. A random sample was used to test the validity of the survey with twelve inmates of various job assignments, security status, sex, age, race, IQ, alcohol/drug use, socioeconomic background, criminal charges and length of incarceration, prior to administering the survey to a percentage of the inmates remaining on the compound. The factors found were compared in relation to sex, race, IQ, age, socioeconomic

status, alcohol/drug use, educational background, criminal charges, and length of incarceration. The survey was then administered to 200 additional inmates at the institution. The inmates were asked to participate in the survey of their own free will. If there were questions they preferred not to answer because of the sensitivity of the issue, they were instructed to leave them blank.

Modification of the method of administering the survey was necessary due to the limited educational background of a large percentage of the inmates. The survey had to be administered verbally for those inmates who were unable to read. Additional help also had to be provided for those with limited writing skills. This was accomplished with the help of my teachers aides Howard Michael "Mike" Mayton and Myer "P.J." Pettyjohn as well as interaction between the inmates.

Subjects

A total of 800+ inmates reside at Morgan County Regional Correctional Facility. The facility consists of two parts: the main compound and the "annex." The annex houses trustee and minimum security level inmates. The inmates that reside at the annex are within ten years of being released to a less restrictive facility or returning to the "free world" on parole or the inmate will "flatten" his time while he is at the "annex" (i.e. flatten time

refers to the inmate completing his entire sentence, he does not make parole).

The "main compound" consists of 16 housing units. Each housing unit consists of 25 rooms and houses 50 inmates, two inmates to a cell. The only exception to this is Unit 1, which houses "protective custody" level inmates. There is one Unit of "minimum restricted" security; two Units of "minimum direct" security; nine units of "medium security"; and one unit of geriatric/medical inmates.

A total of 200 inmates at MCRCF facility completed the survey Inmates of State Correctional Facilities 1986 (i.e. slight modification of the survey was necessary to adapt to the population in order to meet the needs of this study). The survey was given in three stages during the months of June and July, 1990.

The survey was last used in the 1986 Census Reports of Inmates in State Correctional Facilities. The survey is used nationwide to obtain aggregate information on resident characteristics such as race, sex, age, ethnicity, alcohol/drug abuse, socioeconomic background, adjudication status and history of incarceration (U.S. Department of Justice, 1986).

The first stage of the survey was given to the academic and vocational school students/inmates. This consisted of 125 students/inmates presently enrolled in school. Out of

the 125 students/inmates asked to complete the survey, 125 did so for a response rate of 100%.

The last stage of the survey was given on the main compound. There were 75 inmates who participated in the survey on the compound for a response rate of 100%.

A total of 200 inmates participated in the survey. This was approximately 25% of the total population that presently resides at Morgan County Regional Facility.

Instrumentation

The instrumentation used in this survey will be broken down into three categories as follows:

1. Survey of Inmates of State Correctional Facilities 1986
2. Wide Range Achievement Test - Revised
3. BETA II

Survey of Inmates of

State Correctional Facilities 1986

Survey of Inmates of State Correctional Facilities 1986, by the U.S. Department of Commerce, Bureau of the Census acting as collecting agent for the U.S. Department of Justice, Bureau of Justice Statistics, was developed by Christopher A. Innes, Ph.D., Bureau of Justice Statistics Statistician. The survey, conducted every five to seven years, was designed as part of an ongoing effort to provide

useful and timely data on the correctional systems in the United States. This report examines the criminal histories of inmates, their use of drugs and alcohol, their personal backgrounds, and their offenses. Criminal history was based on self-reports of inmates. Inmates could report on past probation sentences and the offense(s) associated with the first time on probation as juveniles and as adults; incarceration for offenses such as drunkenness, vagrancy, and disorderly conduct; and on prior incarcerations for other offenses for up to ten past incarcerations. A recidivist was defined as any inmate who reported a probation or incarceration sentence at any time in the past (U.S. Department of Justice, 1986).

Drug history and use was based directly on the response from inmates. Inmates were asked a very detailed set of questions about each of ten drugs. Drug use histories were developed by responses to all of the ten sets of questions. The drugs that were specifically asked about were: heroin or methadone; amphetamines and barbiturates; alone or in combination; methaqualone (Quaaludes); cocaine; LSD; PCP; and marijuana and hashish. Alcohol use was examined in a separate set of questions (U.S. Department of Justice, 1986).

There is only one form to this survey. The survey is appropriate to use for all incarcerated persons regardless of age. Although it is appropriate for all ages of

incarcerated persons, it is specifically used in adult correctional facilities. There are eight sections in the survey, with a total of 186 questions. The survey is administered verbally allowing anyone to complete it regardless of their reading ability. As previously mentioned, teachers aides were present to help with those individuals with limited reading and/or writing skills to fill out the survey.

Administration time ranged from 45 minutes to 1-1/2 hours. This varied within each group according to the various educational levels of the individual. The inmates were not grouped according to educational abilities, therefore it took longer to administer the survey.

Due to time limitations the survey was modified to meet the needs of this study. Instead of answering 168 questions, the survey was reproduced, omitting questions that were not pertinent or were answered sufficiently by one question rather than one question with 15 parts. The survey was reproduced with 80 questions. Questions in regard to drug use were limited to use rather than types of drugs used. Alcohol use was also limited to use rather than type of alcohol consumption. A copy of the "original survey" and "modified" can be found in the appendix.

Wide Range Achievement Test - Revised

WRAT-R

The scores of the inmates WRAT-R: Reading and Math were taken from their institutional records. The WRAT-R is a norm-referenced test used for assessment of school performance. This test is administered to each inmate as he enters the TDOC at the classification center that he/she comes through. It is used as a means of determining his/her educational abilities (Jastak and Wilkinson, 1984).

The WRAT-R is divided into two levels. Level I is for students 5-0 to 11-11, and Level II is for students ages 12-0 to adult. There are three subtests for each level: reading recognition, spelling and arithmetic. Administration time ranges from 15 to 30 minutes. The types of scores received are grade equivalents, standard scores, and percentiles. It is typically used as a screening measure for the identification of possible strengths and weaknesses in basic skill subjects (Jastak and Wilkinson, 1984).

The WRAT-R appears appropriate for a wide range of individuals. Norms are based on a large sample representing the total U.S. population on several demographic variables (Jastak and Wilkinson, 1984).

The test-re-test reliability of the WRAT-R appears adequate. The content validity of the WRAT-R is apparent

according to its manual. The test's purpose is measurement of skills in the rote recall or code aspects of basic skills; the manual states that "the WRAT-R was intentionally designed to eliminate as totally as possible, the effects of comprehension." The test authors appear to have attained this goal (Jastak and Wilkinson, 1984).

The WRAT-R manual discusses the types of validity studies. One type examined the relationship between the 1984 WRAT-R and earlier editions of the WRAT. Results showed high correlations between the different versions of this test (.91 to .99), a logical outcome because of the number of test items remaining unchanged from edition to edition (Jastak and Wilkinson, 1984).

The results and interpretation of the WRAT-R offers several types of scores for each subtest but no total test or summary score. Only age norms are available, extending from 5 to 75 years of age. The derived scores usually obtained from WRAT-R raw scores are grade equivalent, standard scores, and percentile ranks. Stanine, scaled scores, and T-scores are also available.

WRAT-R standard scores are distributed with a mean of 100 and a standard deviation of 15. It is expected that 95% of the population will fall between standard score of 70 and standard score of 130. Thus, the range of average performance on the WRAT-R is standard score 85-115 (Jastak and Wilkinson, 1984).

Wide Range Achievement Test-Revised (WRAT-R)

Type Norm-REFERENCED TEST:

Major content area: reading recognition, spelling and arithmetic

Type of ADMINISTRATION:

Primarily individual, although portions of the spelling and arithmetic subtest may be given to small groups.

Administration Time

15 to 30 minutes

Age/Grade Levels:

Ages 5-0 to 74-11

Types of Scores:

Grade equivalents, standard scores, percentiles

Typical Uses:

A screening measure for the identification of possible strengths and weaknesses in basic school subjects.

Caution:

Caution is advised in interpretation of results because the concurrent validity of the 1984 edition is not discussed in the test manual. The arithmetic subtest is a particular concern because its test items appear more difficult for nonwhite persons than white persons. In addition, professional should keep in mind that the WRAT-R is not intended to assess comprehension. Caution is also advised

in determining which portions of the test are to be administered to a student (Jastak and Wilkinson, 1984).

Revised BETA Examinations

Second Edition BETA II

The Revised BETA Examination - Second Edition (BETA-II) is designed to measure the general intellectual ability of persons who are relatively illiterate, or non-English speaking persons, or suspected of having other language difficulties. It may also be used as a nonverbal measure for members of the general population. The examination yields an overall estimate of ability which can be expressed as an IQ or as a percentile (The Psychological Corporation, Kellogg and Morton, 1974).

BETA-II contains six tests and requires approximately 30 minutes to administer, including the time needed for giving directions and completing practice problems. The tests are not individually named. They are, however, intended to measure different aspects of nonverbal ability, and may be identified by type of problem:

Test	Problem Type
1	Mazes
2	Coding
3	Paper form boards
4	Picture completion
5	Clerical checking

BETA-II is usually administered to groups. The examiner reads the directions to the examinees who mark their answers directly in the examination booklet.

(Spanish-language instructions, suitable for use with Puerto-Rican, Mexican-American, Cuban, and other Spanish-speaking examinees, are printed in the Appendix of this manual.) When large groups are tested, proctors are needed to assist the examiner in enforcing time limits and aiding examinees who require help on the practice problems. Occasionally an examinee having difficulty with directions or practice problem will gradually extend the time required for a group administration. In such cases, the examinee should be excused from the group session and given the BETA-II on an individual basis after the group session (The Psychological Corporation, Kellog and Morton, 1974).

The Revised Beta Examination has had a long and distinguished history. The original version of this examination, the Group Examination Beta, was developed by the United States Army during World War I and used to assess the intellectual ability of illiterate recruits (The Psychological Corporation, Kellog and Morton, 1974).

In 1934, Kellog and Morton revised the content of the Group Examination Beta to make it suitable for civilian use, and published it as the Revised Beta Examination, hereafter referred to as the First Edition. The item

content of this First Edition remained unchanged until the appearance of the current Second Edition (BETA-II) (The Psychological Corporation, Kellog and Morton, 1974).

Several manual revisions were undertaken in the intervening years. The first of these occurred in 1943 when Kellog and Morton published a revised manual for the First Edition. In 1946, a major restandardization of the examination was completed by Linder and Gurvitz, using procedures patterned on those of Wechsler (1941) in the standardization of the Wechsler Bellevue Intelligence Scale. The 1946 manual included some refinements, but no basic changes, in administration and scoring procedures. The major change introduced in 1946 was the use of the deviation IQ. Raw scores on the six tests were converted to weighted scores so that each test contributed equally to the total score. The sum of the six edited scores was then converted to a deviation IQ. IQ conversion tables were developed separately for nine age levels, thus taking cognizance of the fact that mental ability, as measured by the Revised Beta Examination,, changes with age, reaching a peak in the young adult years and thereafter declining. The deviation IQs developed from the restandardization were intended to be representative of the performance of white male adults (The Psychological Corporation, Kellog and Morton, 1974).

There was one further manual revision, in 1957, for the First Edition of the instrument. No restandardization was

undertaken at that time, but new reliability information was reported (The Psychological Corporation, Kellog and Morton, 1974).

The Revised Beta Examination - Second Edition (BETA-II) represents a major revision of item content and sampling strategy. However, the nature of the six tests remains unchanged. The order in which the tests are administered has been modified slightly, in that Test 3 of the First Edition is now placed last, primarily to accommodate its new two-page format. One other minor change is the use of the term scaled score for what were called weighted scores in the First Edition (The Psychological Corporation, Kellog and Morton, 1974).

While the content of BETA-II retains the problem-types of the original tests, the materials have been extensively modernized. All art work has been re-drawn, and certain items have been reproduced in larger size for greater clarity. Test items were eliminated if they were judged ambiguous, obsolete, or unfair to particular groups of examinees, or if they failed to survive item analysis; new items were added to replace those that were dropped. The directions for administration have been revised to help ensure that examinees comprehend the test tasks (The Psychological Corporation, Kellog and Morton, 1974). The standardization procedures used for BETA-II are more sophisticated than those used in developing norms for the

First Edition. It should be noted here, however, that the standardization sample for BETA-II was designed to reflect the general United States population at the ages for which the test is applicable. The sample includes males and females in equal numbers, and proportions of whites and nonwhites corresponding to their representation in the general population (The Psychological Corporation, Kellogg and Morton, 1974).

BETA-II, like its predecessors, is designed to provide a measure of the nonverbal ability of adults who are suspected of having literacy problems. The Revised BETA Examination is frequently used with groups who read poorly or cannot read at all. It has, for example, found important application in the nation's prison systems and in industrial organizations hiring large numbers of unskilled workers. BETA-II, with its representative standardization sample should find important new uses among organizations involved in occupational rehabilitation and job training (The Psychological Corporation, Kellogg and Morton, 1974).

In order to provide appropriate measurement for its target population, BETA-II has an exceptionally low test floor. BETA-II is also suitable for use with a general adult group. However, the ceiling of the examination is not high, and it does not differentiate as well among exceptionally able examinees as it does among those of lower ability. Individuals scoring very high on BETA-II should be

tested with another instrument, such as the Performance tests of the Wechsler Adult Intelligence Scale (WAIS), with which the Revised Beta Examination is highly correlated (The Psychological Corporation, Kellogg and Morton, 1974).

The norms for the Revised Beta Examination - Second Edition (BEAT-II) permit expression of an examinee's performance in terms of either a BETA-II IQ or a percentile. (Usually only one of these will be reordered; both are seldom required.) First, the raw score on the six tests must be converted to scaled scores. Then, the sum of the six scaled scores is converted to an IQ or a percentile. Since scaled scores rather than raw scores are summed, each of the six tests has an equal weight in determining the IQ or percentile. (Note that only the six scaled scores should not be interpreted individually. Only the overall IQ or percentile has sufficient reliability to be meaningfully interpreted.) (The Psychological Corporation, Kellogg and Morton, 1974).

The BETA-II test's reliability is expressed in terms of a correlation coefficient or a standard error of measurement. The data obtained to test the reliability of the BETA-II was obtained from a sample of 79 (40 males and 39 females) aged 16-17 enrolled in a large suburban high school in the South. The standard deviation of the scores obtained by the reliability sample was low in comparison to that of the standardization sample, the obtained coefficient

of .84 was corrected to reflect the variance of the standardization sample. The corrected coefficient of .91 is sufficiently high to indicate that the individual IQ scores may be meaningful interpreted (The Psychological Corporation, Kellogg and Morton, 1974).

Data Analysis

The survey of Inmates of State Correctional Facilities, 1986 data was analyzed by Najib Pahin, University of Tennessee Graduate Assistant using The University of Tennessee computer system.

Information pertaining to the BETA-II IQ scores the Wide Range Achievement Test-Revised (WRAT-R): Reading and Math Scores was obtained by accessing the institutional records of inmates. Of the approximately 800 men that reside at MCRCF, approximately 44% of these men are under the age of 25. In terms of race, approximately 80% of the men are white and 20% are black.

The survey was administered in three stages and consisted of 200 men participating in the study. A comparison of these men was broken down into four groups on the basis of IQ scores. There were 13 tables set up and the interpretation of these tables were based on the standardized score range, with ss=to a mean of 100 and a standard deviation of 15 (McLoughlin and Lewis, 1986).

The tables were analyzed in four groups by the following criteria:

TABLE 3:	IQ score, mean average
TABLE 4:	Age, mean average
TABLE 5:	Age at first arrest, mean average
TABLE 6:	Highest grade completed, mean average
TABLE 7:	WRAT-R; reading score, mean average
TABLE 8:	WRAT-R; math score, mean average
TABLE 9:	Race, percentage
TABLE 10:	Alcohol, age first used, mean average
TABLE 11:	Drug, age first used, mean average
TABLE 12:	Alcohol/Drug Use at Time Offense
TABLE 13:	Socioeconomic status, percentage
TABLE 14:	Family status, percentage
TABLE 15:	Criminal history, percentage

Table 16 shows the results found in the 200 inmates surveyed at Morgan County Regional Correctional Facility, Tennessee Department of Corrections.

Conclusion

The results of the study showed few statistical differences among inmate populations since Daniel Glaser wrote, The Effectiveness of a Prison and Parole System in 1958. Examination of the 13 Tables show the mean scores, especially in Tables 4, 5, 6, 7, 10, and 11 to be

TABLE 3

IQ SCORE, MEAN AVERAGE

Group	# of men	Mean
A (Green) → IQ → 116 and Greater (High Average)	2	117
B (Orange) → IQ → 85-115 (Average)	70	97
C (Blue) → IQ → 70-84 (Low Average)	73	77
D (Yellow) → IQ → 69 and Smaller (Below Average)	55	61
TOTAL	200	

TABLE 4

AGE, MEAN AVERAGE

Group	# of Men	Mean
A (Green) → Age → High Average IQ	2	39
B (Orange) → Age → Average IQ	70	27
C (Blue) → Age → Low Average IQ	73	27
D (Yellow) → Age → Below Average IQ	55	29
TOTAL	200	

TABLE 5

AGE AT FIRST ARREST, MEAN AVERAGE

Group → Age at First Arrest	# of Men	Mean
A (Green) → High Average IQ	2	15
B (Orange) 26 Average IQ	70	15
C (Blue) → Low Average IQ	73	15
D (Yellow) 26 Below Average IQ	55	15
TOTAL	200	

TABLE 6

HIGHEST GRADE COMPLETED, MEAN AVERAGE

Group → Highest Grade Completed	# of Men	Mean
A (Green) → High Average IQ	2	10
B (Orange) → Average IQ	70	9
C (Blue) → Low Average IQ	73	8
D (Yellow) → Below Average IQ	55	8
TOTAL	200	

TABLE 7

WRAT-R; READING SCORE, MEAN AVERAGE

Group → WRAT: Reading Score	# of Men	Mean
A (Green) → High Average IQ	2	8.90
B (Orange) → Average IQ	70	7.81
C (Blue) → Low Average IQ	73	4.94
D (Yellow) → Below Average IQ	55	1.29
TOTAL	200	

TABLE 8

WRAT-R; MATH SCORE, MEAN AVERAGE

Group → WRAT: Math Score	# of Men	Mean
A (Green) → High Average IQ	2	11.05
B (Orange) → Average IQ	70	7.07
C (Blue) → Low Average IQ	73	4.63
D (Yellow) → Below Average IQ	55	1.43
TOTAL	200	

TABLE 9

RACE, PERCENTAGE

Group	# of Men	White (%)	Black (%)
A (Green) → Race → High Average IQ	2	1.00	0.00
B (Orange) → Race → Average IQ	70	30.00	5.00
C (Blue) → Race → Low Average IQ	73	30.50	6.00
C (Yellow) → Race → Below Average IQ	55	20.00	7.50
TOTAL	200	81.50	18.50

TABLE 10

ALCOHOL AGE FIRST USED, MEAN AVERAGE

Group → Alcohol Age First Used	# of Men	Mean
A (Green) → High Average IQ	2	12
B (Orange) → Average IQ	70	11
C (Blue) → Low Average IQ	73	10
D (Yellow) → Below Average IQ	55	11
TOTAL	200	

TABLE 11

DRUG, AGE FIRST USED, MEAN AVERAGE

Group → Drug Use Age First Used	# of Men	Mean
A (Green) → High Average IQ	2	8
B (Orange) → Average IQ	70	10
C (Blue) → Low Average IQ	73	9
D (Yellow) → Below Average IQ	55	9
TOTAL	200	

TABLE 12

ALCOHOL/DRUG USE AT TIME OF OFFENSE

Group → Alcohol/Drug Use at Time of Offense	# of Men	Yes (%)	No (%)
A (Green) → High Average IQ	2	1.00	0.00
B (Orange) → Average IQ	70	33.00	2.00
C (Blue) → Low Average IQ	73	32.00	4.50
C (Yellow) → Below Average IQ	55	21.50	6.00
TOTAL	200	87.50	12.50

TABLE 13

SOCIOECONOMIC STATUS, PERCENTAGE

Group → Socioeconomic Status	# of Men	Upper (%)	Middle (%)	Lower (%)
A (Green) → High Average IQ	2	0.00	0.00	1.00
B (Orange) → Average IQ	70	0.00	18.00	17.00
C (Blue) → Low Average IQ	73	0.50	9.50	26.50
C (Yellow) → Below Average IQ	55	0.00	3.00	24.50
TOTAL	200	.50	30.50	69.00

TABLE 14

FAMILY STATUS, PERCENTAGE

Group → Family Status	# of Men	Single (%)	Dual (%)	Other (%)
A (Green) → High Average IQ	2	0.00	0.50	0.50
B (Orange) → Average IQ	70	15.50	16.00	3.50
C (Blue) → Low Average IQ	73	14.50	14.50	7.50
C (Yellow) → Below Average IQ	55	12.50	11.00	4.00
TOTAL	200	42.50	42.00	15.50

TABLE 15

CRIMINAL HISTORY, PERCENTAGE

Group → Crime	# of Men	Person (%)	Property (%)	Prior (%)
A (Green) → High Average IQ	2	0.50	0.50	1.00
B (Orange) → Average IQ	70	25.00	15.50	33.50
C (Blue) → Low Average IQ	73	10.00	31.00	35.50
C (Yellow) → Below Average IQ	55	6.00	23.50	27.50
TOTAL	200	41.50	70.50	97.50

TABLE 16

INMATE SURVEY MCRCF
TENNESSEE DEPARTMENT OF CORRECTION (n=200)

Average Age:	28
Average Age First Arrest:	15
Average IQ:	80
Average Highest Grade Completed:	8
Average WRAT: Reading	4.98
Math	4.67
Race Percentage: Black	18.50%
White	81.50%
Socioeconomic Status: Low	69.00%
Middle	30.50%
High	0.50%
Attorney: Court Appointed	71.50%
Court Hired	28.50%
Independant Variable: Alcohol Average Age	11
Drug Average Age	9
Use of Alcohol	96.00%
Use of Drug	69.50%
Use of Alcohol/Drug at Time of Arrest: Yes	87.50%
No	12.50%
Crime: Person	41.50%
Property	70.50%
Prior	97.50%
Family Status: Single	42.50%
Dual	42.00%
Other	15.50%

within the range of scores provided by the research studies completed in the past 30 years.

For example in Table 4 out of 200 inmates surveyed, 143 had an average age of 27, there was a two year deviation with the 55 of the inmates whose age was 29, and the remaining two inmates age was 39.

Table 5 showed the average age at first arrest of all four groups to be 15.

In Table 6, 128 inmates show the highest grade completed as eighth; 70 inmates completed ninth grade and two inmates completed tenth grade.

Table 10 provided the statistics on the mean age the inmates first used alcohol. Of the 200 inmates, 125 reported their age to be ten, 73 inmates reported their age to be 11; while the remaining two inmates reported age 12. The age inmates first reported using drugs - 128 reported age nine; 70 reported age ten; and two reported age eight.

When comparing Tables 7 and 8 the WRAT: Reading and Math scores, the highest deviation appeared in group A where the results provided a 2.2 grade level deviation between the Reading and Math scores whereas all other groups remained within the same grade levels or at least within 2/3 months of each other.

It appears obvious that the educational level, alcohol and/or drug abuse, socioeconomic status of the inmate population has changed very little over 30 years. In fact

it appears that the inmate population is consistently increasing and the level of educational attainment, age of first alcohol and/or drug abuse continues to provide very dismal statistics not only for Tennessee but for the nation as a whole.

CHAPTER IV

RESULTS

The Null Hypothesis stated that there would be no specific and/or significant relationship between educational handicapping conditions, criminal behavior, family background, drug/alcohol use, and the types of crimes committed (i.e. person and/or property). There were 200 inmates surveyed in three groups. The three groups were: academic school students, vocational school students, and the main compound. The subjects in each of the groups completed the same survey, Survey of Inmates of State Correctional Facilities, 1986. A comparison was made on the basis of age, race, gender (i.e. limitation - all male facility), socioeconomic background, history of alcohol and drug abuse, educational background, identification of criminal behavior, type of crimes committed, and length of incarceration. The subjects were surveyed in small groups, approximately 20 men at a time, due to the limited reading and writing skills of some of the men. The subjects were then compared on the basis of age, race, IQ, age at first arrest, highest grade completed, socioeconomic status, WRAT-R scores: Reading and Math, alcohol and drug use, and criminal history.

Although the inmates were surveyed in three groups, the compiled data was arranged in four groups with 13 tables in

order to complete an adequate analysis. The groups and tables were set up by the mean scores of the standardized IQ score. Group A's scores ranged from 116 and greater, High Average. Group B's scores ranged from 85-115, Average. Group C's scores ranged from 70-84, Low Average. Group D's scores ranged from 69 and lower, Below Average. The 13 tables were set up in the following manner:

Table 1:	IQ Scores
Table 2:	Age by IQ Score
Table 3:	Age at 1st arrest
Table 4:	Highest grade completed
Table 5:	WRAT: Reading score
Table 6:	WRAT: Math score
Table 7:	Race
Table 8:	Alcohol - age first used
Table 9:	Drug - age first used
Table 10:	Alcohol/drug use at time of offense
Table 11:	Socioeconomic status
Table 12:	Family status
Table 13:	Criminal history

Each table was set up and an interpretation was based on the standardized score range, with standard score = to a mean of 100 and a standard deviation of 15 (McLoughlin, 1986).

Discussion

The results of Tables 2 - 15 will be summarized in the following four groups as previously described in accordance with the Standardized IQ Score Range.

The results of group A showed two inmates with a mean IQ score of 117; average age of 39; age at first arrest 15; highest grade completed tenth; WRAT Reading score: 8; WRAT Math score 11; race, white; age first used alcohol 12; age first used drugs eight; alcohol/drug use at time of offense 1% yes, 0% no; socioeconomic status 1% lower class; family status - .5% dual, .5% other; and crimes against person .5%, property .5%, and prior 1%.

The results of Group B showed 70 inmates with a mean IQ score of 97; average age of 27; age at first arrest 15; highest grade completed 9; WRAT: Reading score 7; WRAT: Math scores 7; Race 30% white, 5% black; age first used alcohol 11; age first used drugs ten; alcohol/drug use at time of offense 333% yes, 2% no; socioeconomic status, 18% middle class, 17% lower class; family status, 15.5% single, 16% dual, 3.5% other; and crimes against person 25%, property 15.5%, and prior 33.5%.

The results of Group C showed 73 inmates with a mean IQ score of 77; average age of 27; age at first arrest 15; highest grade completed nine; WRAT: Reading score 8; WRAT: Math score 4; race 30.5% white, 6% black; age first used

alcohol ten; age first used drugs nine; alcohol/drug use at time of offense 32% yes, 4.5% no; socioeconomic status, upper class .5%, middle class 9.5%, lower class 26.5%; family status, 14.5% single, 14.5% dual, 7.5% other; and crimes person 31%, property 10%, and prior 35.5%.

Finally, the results of Group D showed 55 inmates with a mean IQ score of 61; average age of 29; age at first arrest 15; highest grade completed eight; WRAT: Reading scores 1; WRAT: Math Scores 1; race 20% white, 7.5% black; age first used alcohol nine; socioeconomic status 3% middle class, 24.5% lower class; family status 12.5% single, 11% dual, 4% other; crimes person 6%, property 23.5%, and prior 27.5%.

There were 200 men surveyed at MCRCF, the age ranged from 17 to 46 years of age. Only 1% of these men had an IQ that fell within the high average range of intelligence; 35% fell in the average range of intelligence, 36.5% fell within the low average range of intelligence and 27.5% ranked at or below the low average range of intelligence.

Of these 200 men, 99% have an average age of 27.

Tables 5 and 6 data remained consistent for all four groups. The average age of first arrest for all four groups was 15.

The highest grade completed remained consistent for 64% of the men. The highest grade completed for these men (i.e. low average IQ and below average IQ) was eighth grade. The

35% of the men that fell in the average range of intelligence completed the ninth grade whereas the 1% that fell in the high average range of intelligence completed the tenth grade. Within the four groups results show only a deviation of two grade levels which comprise only 1% of the men surveyed.

The results of Table 7 and Table 8 also remain consistent in as much as the reading scores for Group A and Group B resulted in a deviation of only one grade level. The average reading scores for Group A was 8.9 grade level, which consisted of only 1% of the men. The average reading score of Group B was 7.8 grade level, which consisted of 35% of the men. The average reading score of Group C, 36.5% of the men had an average reading score of 4.9 grade level. The average reading score of Group D, which consisted of 27.5% of the men had an average reading score of 1.2 grade level.

Math scores reflected a greater deviation than the reading scores. The average Math score of Group A, which consisted of 1% of the men surveyed was 11.0 grade level whereas the average Math score of Group B, which consisted of 35% of the men surveyed was .7%. There was a four grade deviation between these two groups.

Group C had an average Math score of 4.6 grade level and consisted of 36.5% of the men surveyed. There was a 1%

deviation in the number of men in these two groups but the Math scores reflected a 2.5 grade level deviation.

Group D had an average Math score of 1.4 grade level with the total number of men surveyed being 27.5%.

When comparing Tables 7 and 8, Group B, Group C, and Group D's results remained fairly consistent in both Reading and Math scores. Group A shows a 2.2 grade level deviation in Reading and Math scores in comparison with Group B's which shows only a .7 grade level deviation in Math and Reading; Group C, which shows a .3 grade level deviation in Math and Reading scores and Group D shows a .2 grade level deviation in Math and Reading scores.

Group A and Group D show higher scores in Math whereas Group B and Group C have the highest scores in Reading. Overall 64% of the inmates surveyed fall below the Low Average IQ score with average Reading and Math scores at or below fourth grade level.

Table 7 showed Group A's race as 1% white, Group B's 30% white, Group C's 30.5% white and Group D's at 20% white in comparison to 0% black in Group A, 5% black in Group B, 6% black in Group C and 7.5% black in Group D. Compared to the inmate population as a whole the percentage was consistent in terms of the ratio of inmates who presently reside at MCRCF, approximately 80% of the inmates are white and 20% are black. Of the 200 inmates surveyed 81.5% were white and 18.5% were black.

The average age the inmates first reported using alcohol was almost consistent in the four groups. Only 1% of the men surveyed were in Group A and the average age they first reported using alcohol was 12. Group B and Group D reported their first use of alcohol at the age of ten. This consisted of 62.5% of the men surveyed. Group C reported an average age of 11 and consisted of 36.5% of the men. There was only one years difference in Group C, compared to Group B and Group D. The average mean age of the 200 men surveyed was 11.

The average age the inmates first reported using drugs remaining consistent in Group C and Group D at a mean age of nine. These two groups consisted of 64% of the inmates surveyed. Group B reported their first use of drugs at age ten which was 35% of the men surveyed. Group A reported their first use of drugs at age eight, which consisted of 1% of the men surveyed. Overall the average age of the inmate surveyed nine years of age.

Table 12 showed 87.5% of the men surveyed were on drugs and/or alcohol at the time of the offense and/or at the time of the arrest for said offense in comparison to only 12.5% reporting no use of alcohol and/or drugs at the time of offense and/or arrest.

In terms of socioeconomic background and status of the inmates surveyed, 69%, Group C (i.e. Low Average IQ) and Group D (i.e. Below Average IQ) reported they were from a

low socioeconomic background, 12.5% of the men in these two groups reported they were from a middle class socioeconomic background. Group B, reported 17% from low socioeconomic background and 18% reported a middle socioeconomic background. Group A consisted of 1% of the population surveyed and of the 1% it was reported that they were from a lower socioeconomic environment.

Table 14 remained almost consistent with Group B, Group C and Group D in relationship to single parent home. Group A reported 15.5%, Group B reported 14.5%, and Group D reported 12.5%. On the other hand Group A reported 16% (i.e. .5% deviation), Group B reported 14.5% (i.e. remained the same), and Group C reported 11% (i.e. 1.5% deviation) dual parent homes. Within these three groups 42.5% reported living in single parent homes and 42% reported living in dual parent homes. The remaining 15.5% reported living in other environments (i.e. foster care, maternal/paternal family members, group homes, and/or youth facilities within the TDOC - now a separate entity Tennessee Youth Development).

The statistic shown in Table XIII showed 70.5% of the men in Group A, Group B, Group C, and Group D committed crimes against property and 41.5% of the men committed crimes against persons and 97.5% reported a prior history of incarceration.

CHAPTER V

SUMMARY

The purpose of this study was to determine if a relationship exists between educational handicapping conditions and criminal behavior. There are 800+/- men that reside at Morgan County Regional Correctional Facility. Two hundred men participated in the study. To analyze and compare the data compiled in the study the results were categorized and placed in four groups and interpretation was based on the standardized score range, with ss=to a mean of 100 and a standard deviation of 15 (McLoughlin and Lewis, 1986). The subjects in each of the various groups were compared to each other on the basis of the following seven variables:

1. Educational background/history
2. Family background/history
3. Socioeconomic background/history
4. Drug/alcohol use
5. Physical/sexual abuse
6. Criminal behavior/types of crimes committed
7. Prior incarceration history

The data was broken down into four groups based on standardized IQ scores for interpretation. The subjects were not compared to the total population that presently resides at MCRCF, but were compared to statistics furnished

by the Department of Justice, as well as comparison to other data compiled through research that appears in Chapter II.

In 1986 The Bureau of Justice, Profiles of State Prison Inmates 1986, surveyed 450,416 inmates. Although the survey administered at MCRCF consisted of only 200 inmates, I found several areas of consistency.

1. The median age of the inmates surveyed by the Department of Justice was 28; the median age at MCRCF was 28.
2. The reported age at first arrest in the Department of Justice was 15; the reported age at first arrest in the MCRCF survey was 15.
3. Sixty percent of the state prison inmates reported to the Department of Justice a prior history of incarceration; 98% of the inmates surveyed at MCRCF reported a prior history of incarceration.
4. Fifty-four percent, one-half of all the inmates surveyed by the Department of Justice reported that they were under the influence of drugs and/or alcohol at the time of the offense; 88% of the inmates at MCRCF reported that they were under the influence of drugs and/or alcohol at the time of the offense.

The National Institute of Justice completed another study of 1,000 inmates in 1983. A comparison of this study to MCRCF show the following correlation:

1. The National Institute of Justice Average IQ 80; MCRCF Average IQ 80.
2. The National Institute of Justice: 70% reported living in a low socioeconomic environment. MCRCF: 69% reported living in a low socioeconomic environment.
3. The National Institute of Justice reported: age at first arrest 15. MCRCF reported: age at first arrest 15.
4. The National Institute of Justice reported: 70% of inmates reported drug and/or alcohol abuse. MCRCF reported: 69% of inmates reported drug and/or alcohol abuse.

Lotze and Glover completed a study in 1989 and when comparing their findings the following correlations were found:

Lotze and Glover: 90% of the inmates surveyed had not completed high school. MCRCF: 100% of the inmates had not completed high school (i.e. those who had a GED had completed it while incarcerated).

In 1964, Daniel Glaser found that the highest grade completed by inmates was the eighth grade. The 200 men

surveyed at MCRCF show a median grade level of eighth grade. Glaser further stated that the actual knowledge of inmates was on a fifth and sixth grade level and that between 10-30% were classified as functional illiterates. In comparison with the survey at MCRCF 35% of the 200 inmates' Reading and Math scores placed their Math and Reading knowledge at seventh grade level (i.e. only one grade level deviation in 1990 at MCRCF compared to Glaser's findings 25 year previously). Glaser's earlier data found between 10-30% of the inmates incarcerated to be functional illiterates. The survey at MCRCF resulted in 25% of the inmates meeting the criteria of functional illiterate, 28% of the inmates surveyed were illiterate.

In 1985 studies completed by Coffey resulted in statistics that showed 60% of the inmates were high school dropouts. The inmates surveyed at MCRCF show a dropout percentage of 100%. Coffey further states that most inmates reported living below poverty level (i.e. 69% of the 200 inmates surveyed at MCRCF reported coming from a low socioeconomic background).

In 1971 Roberts surveyed 12,500 inmates and found the following results:

1. 85% high school dropouts
2. 65% came from broken homes
3. 18% illiterate
4. 50% under the age of 25

5. Average IQ 85

When comparing these statistics to the 200 men surveyed at MCRCF the following results correlate:

1. 100% high school dropouts
2. 58% came from broken homes
3. 28% illiterates
4. See *Note
5. Average IQ 80

*NOTE: Although I did not break down the percentage of men surveyed at 25 years of age or younger I feel it is important to address it at this point of study. In June 1990 I signed 181 men for the Selective Service at MCRCF. These men were under the age of 25, 23% of the men who presently reside at MCRCF. Further study showed that within the Tennessee Department of Corrections at the present time approximately 30% of the men incarcerated are under the age of 25. This figure does not include the 650+ juveniles presently under the jurisdiction of the Tennessee Department of Youth Development.

In 1983 Snow and Brian surveyed 1,565 inmates with the following results:

1. 74.3% substance abuse
2. 56% educationally handicapped
3. 77% prior incarceration

In comparison to the 200 inmates surveyed at MCRCF the following comparable results were prevalent:

1. 87.5% substance abusers
2. 64% educationally handicapped
3. 97.5% prior incarceration

It appears obvious that when comparing literature and studies in regard to the inmate population within the United States that there has been very little significant change over the past 25 years in terms of behavior patterns. Of the seven variables studied throughout this thesis the results/percentages have remained relatively the same over the past 25 years. While there were some deviations of the percentage it was not significant enough to state there has been a drastic change in the background of the inmate during the past 25 years. The result of various studies that were compared to the study completed at MCRCF remained fairly consistent in all areas. As a matter of fact the results in percentages showed higher rather than lower percentages. For example, at the present time the following figures were prevalent at MCRCF compared to the studies throughout this thesis in specific areas:

Age at First Arrest

<u>MCRCF</u>	<u>Other</u>
Age 15, 1990	Age 15, Dept. of Justice, 1986
	Age 15, Dept. of Justice, 1983

Median Age of InmatesMCRCF

Age 28, 1990

Other

Age 28, Dept. of Justice, 1986

Age 28, Roberts, 1973

High School DropoutsMCRCF

100%, 1990

Other

85%, Roberts, 1971

60%, Coffey, 1985

90%, Lotze and Clover, 1989

Substance AbusersMCRCF

87.5%, 1990

Other

70%, Dept. of Justice, 1983

74%, Dept. of Justice, 1986

74.3%, Snow and Brain, 1983

Educationally HandicappedMCRCF

64%, 1990

Other

56%, Snow and Brain, 1983

IlliterateMCRCF

28%, 1990

Other

18%, Roberts, 1971

10.3%, Glaser, 1964

IQ

<u>MCRCF</u>	<u>Other</u>
80, 1990	80, Dept. of Justice, 1983
	80, Dept. of Justice, 1986
	80, Glaser, 1964
	80, Roberts, 1971

Low Socioeconomic Status

<u>MCRCF</u>	<u>Other</u>
69%, 1990	65%, Roberts, 1971

Conclusion

The results of the study rejected the null-hypothesis that there is no specific and/or relationship between educational handicapping conditions, criminal behavior, family background, drug and alcohol abuse, and the types of crime committed. The results of the study failed to reject the null-hypothesis in relationship to the areas of physical and/or sexual abuse due to the fact the inmates refused to answer any questions in regard to physical and/or sexual abuse. Out of the 200 inmates surveyed, only two inmates answered the questions in regard to physical and/or sexual abuse for a .01% of the inmates surveyed.

Recommendations

It is suggested that the Tennessee Department of Corrections continue extensive research into the illiteracy problem that our prison system is plagued with in order to possibly identify the cause of our high school dropout-rate as well as addressing the problem of illiteracy within the system. Perhaps if we can begin researching these problems from inside the prison system to find a link between educational handicapped individuals and criminal behavior and the cause - and - effect - relationship of these two characteristics, then we can begin to address the problems before these individuals become incarcerated. For example, if extensive research is completed throughout the Tennessee Department of Corrections that present such questions as:

1. Why did you drop out of school?
2. Why do you feel you needed to turn to a life of crime?
3. What problems were you having - at home, school and/or elsewhere?
4. What could we (i.e. the system/society) have done to help?
5. Where do you feel you were let down the most and at approximately what age did you begin to feel this way?

6. Who let you down the most (i.e. parents, siblings, extended family members, society, school, etc.)?
7. Who influenced your behavior most?
8. What could have been done that would have prevented you from becoming incarcerated?

When you ask questions that provide more than yes/no answers the likelihood of determining the base of the problem is greater. For the most part many of the individuals incarcerated, at least those at MCRCF, have never had anyone who cared enough or who ever really asked such questions. The result of such extensive questioning in research could serve as a valuable assessment tool. The knowledge received from studies such as this could be presented to schools, juvenile courts, mental health facilities, and human service agencies as a means of addressing our present population of at risk students who appear to be presently incarcerated (i.e 25-30% of the inmates presently incarcerated in TDOC are under 25 years of age; 200 of the men incarcerated at MCRCF as of August 1990, data are under 25 years old, 98% of these men are high school dropouts.

At the present time in the state of Tennessee, 43.8% of population of the state of Tennessee over the age of 25 does not have a high school education. In 1989 statistics showed that one out of four freshman entering high school in

Tennessee dropped out of school before the end of the term. The predictions for 1990 are higher. Of the 7,200 students that enrolled in state universities throughout Tennessee, 50.7% are presently taking two remedial courses in order to stay in school. Courses they should have successfully completed in high school. Out of 438 high schools throughout the state, 50% of the students are taking two remedial/resource classes. One-half of the babies born in Tennessee in 1989 were born to unwed teenage mothers and will receive welfare assistance and remain on a poverty level all of their lives. These figures are estimated to increase for 1990 (i.e. these figures were presented at the Tennessee Leadership Conference, September, 1990, by House Representative John Bragg and House Representative John Chiles, Members of the Tennessee Legislature).

Approximately 25-30% of the inmate population presently in the state of Tennessee is under 25 years of age. Of the 200 inmates under the age of 25 who entered the Tennessee Department of Corrections and were sent to MCRCF, only two of these inmates entered the system with a high school diploma (i.e. figures were taken from the report of inmates under 25 years old, August 1990 report).

This study was limited to a small percentage in comparison to the number of men presently incarcerated in the Tennessee Department of Corrections. But the results provided information that shows very little change has

occurred during the past 20 years on the background of the incarcerated, when compared to studies completed.

Therefore, it is imperative that further extensive studies be completed to find the cause of the problem as well as a solution.

Many offenders have never acquired the ability to progress beyond an egocentric state of development. They are not able to, or fail to, distinguish between their own emotional states, thoughts, and views and those of other people. They misread social expectations and misinterpret the actions and intentions of others. They lack awareness and often sensitivity. Many offenders also have never acquired critical reasoning skills. They lack interpersonal cognitive problem solving skills. They evidence shortcomings in cognitive functions: the ability to recognize the potential for problems when people interact; the ability to generate alternative solutions; the ability to conceptualize the step-by-step means needed to reach their goals and the ability to see the cause and effect relationship between their actions and other peoples' behavior.

Therefore, the following recommendations for additional research are made. Extensive in depth questionnaires (i.e. beyond yes/no questions) in order to adequately address the problems specifically: educational handicaps, illiteracy, behavioral problems, drug/alcohol abuse, etc.. The research

should be completed regionally: East, Middle, and West Tennessee and a comparison completed on a regional basis before a state wide comparison is completed. A regional comparison with a longitudinal design may show differences between inmates that need to be addressed regionally. It may also allow for a cause/effect relationship to be determined. A comparison should then be completed statewide in order to adequately assess the population of inmates presently incarcerated throughout the state.

With the figures that are presently prevalent on illiteracy, high school dropouts, and crimes it is imperative that measures be developed to find the cause of these problems if we hope to improve the educational level throughout the state and deter criminal behavior. If the standards for education are not improved throughout the state then we will never reduce the amount of criminal behavior nor lower the number of individuals being incarcerated. The state of Tennessee will therefore continue to be 50th in the United States per capita of spending on education and the crime rate will continue to increase. Approximately \$1,200 per student, per year is spent to educate students in comparison to approximately \$30,000 per inmate, per year to house (i..e this figure does not include the inmates family who is usually drawing state assistance, food stamps, medicare, AFDC, etc.). This is approximately \$28,800 more per inmate. This figure at the

present rate would education 24 students for each inmate for a total of 192,000 students. Look at the figures comparatively in terms of 8,000 inmates versus 8,000 students. With the present figures of \$1,200 for students/\$30,000 for inmates:

Monies spent for education of approximately 8,000
students: \$9,600,000

Monies spent for approximately 8,000 inmates:
\$2,400,000,000

The state of Tennessee spends approximately two billion plus to house our inmates yearly, while we spend approximately nine million to educate students. These figures will continue to increase and additional prisons will be built if research does not find the cause of educational handicaps and criminal behavior throughout the state. Programs must be designed and/or redesigned if we are to abolish educational handicaps, illiteracy and crime throughout the state. In essence the Tennessee Department of Corrections is becoming "The Educator of Last Resort." They provide unique services to a population on one else appeared to reach and deliver those services in a calm positive setting. At the present time correctional educational programs are the last best hope for these men and women. Would it not be less expensive and more productive to educate these individuals in the beginning and deter them from a life of crime?

With the figures and problems presently effecting Tennessee as well as society at large; student suicide, teenage homicide, juvenile delinquency, illegitimate birth rate, and illiteracy; specific methods must be developed for identification, prevention, and intervention. These at risk students are becoming the educationally handicapped criminals of Tennessee society.

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APPENDIXES

SAMPLE

APPENDIX A

OMB No. 1121-0116 Approval Expires May 21, 11

Form NPS-25 (11-30-85) U.S. DEPARTMENT OF COMMERCE BUREAU OF THE CENSUS ACTING AS COLLECTING AGENT FOR THE U.S. DEPARTMENT OF JUSTICE BUREAU OF JUSTICE STATISTICS SURVEY OF INMATES OF STATE CORRECTIONAL FACILITIES 1986 NATIONAL PRISONER STATISTICS	NOTICE — Your report to the Census Bureau is confidential by law (U.S. Code 42, Section 3789g). All identifiable information will be used only by persons engaged in and for the purposes of the survey, and may not be disclosed or released to others for any purpose. ~ PGM 2 + a. Interviewer name Code 001 R.O. code 002 b. Date of interview <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Month</td> <td style="border: 1px solid black; padding: 2px;">Day</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">003</td> <td style="border: 1px solid black; text-align: center;">003</td> </tr> </table> c. Interview time <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Start</td> <td style="border: 1px solid black; padding: 2px;">Finish</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">004</td> <td style="border: 1px solid black; text-align: center;">005</td> </tr> </table> Length of interview <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">008</td> <td style="border: 1px solid black; padding: 2px;">Minutes</td> </tr> </table> d. Facility control number e. Inmate line number (from NPS-12) <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">007</td> <td style="border: 1px solid black; padding: 2px;">008</td> </tr> </table>	Month	Day	003	003	Start	Finish	004	005	008	Minutes	007	008
Month	Day												
003	003												
Start	Finish												
004	005												
008	Minutes												
007	008												
1. FACILITY IDENTIFICATION (Name of facility)													
g. Interview status — Mark (X) one box 009 ☐ Interview Noninterview TYPE A - Eligible for sample Not interviewed because — ☐ In court ☐ Released on or after sampling day ☐ Inmate refusal — Give reason ↓ _____ ☐ Administrative refusal — Give reason ↓ _____ ☐ Other — Describe ↓ _____ _____ ☐ TYPE C — Ineligible for sample — Inadvertently selected because — Give reason ↓ _____													
INTRODUCTION — Hello, I am (Your name) from the United States Bureau of the Census. Here is my identification card. We are taking a voluntary survey of inmates here and in prisons all over the country for the Bureau of Justice Statistics. I have some questions I would like to ask you. (Offer inmate letter.)													
Notes													

For all
type A's
complete
items 1,
2a, or 2b
and 3a in
Section I.

Section 1 — INDIVIDUAL CHARACTERISTICS							
1. Sex	020 1 ☐ Male 2 ☐ Female						
2a. What is your date of birth?	021 <table border="1"> <tr> <th>Month</th> <th>Day</th> <th>Year</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> x ☐ Don't know	Month	Day	Year			
Month	Day	Year					
b. That makes your age (From age verification chart — card A)?	022 <table border="1"> <tr> <td></td> <td></td> </tr> </table> Age						
3a. What is your race? SHOW FLASHCARD B	023 1 ☐ White 2 ☐ Black 3 ☐ Asian, Pacific Islander 4 ☐ American Indian, Aleut, Eskimo 5 ☐ Other — Specify _____						
b. Are you of Spanish or Hispanic origin?	024 1 ☐ Yes 2 ☐ No						
4. Are you now married, widowed, divorced, separated, or have you never been married? Married includes common law. Separated does NOT include separations due to imprisonment. Mark (X) only one	025 1 ☐ Married 2 ☐ Widowed 3 ☐ Divorced 4 ☐ Separated 5 ☐ Never married						
Now I am going to ask you about military service. 5a. Did you ever serve in the U.S. Armed Forces?	026 1 ☐ Yes — Mark "Military" in item 4 on FLAP and ask 5b 2 ☐ No — Mark "Never in military" in item 4 on FLAP and skip to 8						
b. Were you stationed in Vietnam, Laos, or Cambodia; in the waters in or around these countries; or did you fly in missions over these areas after August, 1964?	027 1 ☐ Yes 2 ☐ No						
c. In what Branch of the Armed Forces did you serve? (Most recent only) Mark (X) only one	028 1 ☐ Army (including Army National Guard and Army Reserve) 2 ☐ Navy (including Naval Reserve) 3 ☐ Marine Corps (including Marine Corps Reserve) 4 ☐ Air Force (including Air National Guard and Air Force Reserve) 5 ☐ Coast Guard (including Coast Guard Reserve) 6 ☐ Other — Specify _____						
6a. When did you enter? (Most recent only)	029 <table border="1"> <tr> <th>Month</th> <th>Year</th> </tr> <tr> <td></td> <td></td> </tr> </table> Date of most recent entry	Month	Year				
Month	Year						
b. When were you discharged? (Most recent only)	030 <table border="1"> <tr> <th>Month</th> <th>Year</th> </tr> <tr> <td></td> <td></td> </tr> </table> Date of most recent discharge x ☐ Still in military service — Skip to 8a	Month	Year				
Month	Year						
7. What type of discharge did you receive? (Most recent only) Mark (X) only one	031 01 ☐ Honorable 02 ☐ General (honorable conditions) 03 ☐ General (other than honorable) 04 ☐ Undesirable 05 ☐ Bad conduct 06 ☐ Dishonorable 07 ☐ Medical 08 ☐ Don't know						
Notes							

Section 3 - VICTIM INFORMATION

INTERVIEWER INSTRUCTION

Refer to FLAP item 3 and compare entry with general offense categories listed below. If offense entered in FLAP item 3 fits one of the offense types listed below, mark the box next to the appropriate offense category and continue with *Introduction* on the top of page 15. If the offense in FLAP item 3 does not fit one of the general categories below, refer to the "Victim Information Card (CARD D)" to see if the offense entered in FLAP item 3 fits one of the offenses listed on the card. If it does, mark the "Other crime" box below and continue with the *Introduction* on the top of page 15. If the offense in FLAP item 3 does not fit any of the general categories below nor one of the offenses listed on the "Victim Information Card (CARD D)" mark the "No match found" box and skip to item 44a on page 17.

- ☐ Assault
- ☐ Battery
- ☐ Child abuse
- ☐ Homicide
- ☐ Kidnapping
- ☐ Manslaughter
- ☐ Mugging
- ☐ Murder
- ☐ Rape
- ☐ Robbery
- ☐ Sexual crime
- ☐ Other crime (from VICTIM INFORMATION CARD - CARD D)
- ☐ No match found - Skip to item 44a on page 17

NOTES

Section 4 - PAST INCARCERATIONS	
44a. How old were you when you were arrested for the first time?	270 _____ Age
b. How old were you when you were first sentenced to confinement?	271 _____ Age
45a. Have you ever been placed on probation, either as a juvenile or as an adult?	272 1 ☐ Yes 2 ☐ No - Skip to item 46a
b. How many times as a juvenile?	273 0 ☐ None - Skip to item 45e _____ Number
c. How old were you the first time as a juvenile?	274 _____ Age
d. For what offenses were you placed on probation that first time? Any others?	275 276 277 278 279
e. How many times have you been placed on probation as an adult?	280 0 ☐ None - Skip to item 46a _____ Number
f. How old were you the first time as an adult?	281 _____ Age
g. For what offenses were you placed on probation that first time as an adult? Any others?	282 283 284 285 286
46a. Did you ever serve time for drunkenness, vagrancy, loitering, disorderly conduct, or traffic offenses? Do not include driving while intoxicated.	287 1 ☐ Yes 2 ☐ No - Skip to item 47b
b. How many times as a juvenile?	288 0 ☐ None _____ Number
c. How many times as an adult?	289 0 ☐ None _____ Number
CHECK ITEM 1 See items 46b and c	Add the numbers in items 46b and 46c and enter number here, _____ Times
47a. Other than the (Read number entered in Check Item 1) times you just told me about, did you ever serve time before (Read date from FLAP item 5) for any other offenses? Include driving while intoxicated. NOTE: "Serve time" means inmate was sentenced to a jail, prison, or other correctional facility	290 1 ☐ Yes - Ask item 47c 2 ☐ No 3 ☐ Don't know } Skip to Check Item 2
b. Did you ever serve time before (Read date from FLAP item 5) for any other offenses? Include driving while intoxicated. NOTE: "Serve time" means inmate was sentenced to a jail, prison, or other correctional facility	291 1 ☐ Yes 2 ☐ No 3 ☐ Don't know } Skip to Check Item 2
c. How many times as a juvenile?	292 0 ☐ None _____ Number
d. How many times as an adult?	293 0 ☐ None _____ Number
CHECK ITEM 2 Is "Yes" marked in item 47a or 47b?	☐ Yes - Mark "Prior incarceration" in FLAP item 6 Add the numbers in item 47c and 47d. Put the sum in item 48 on page 18. ☐ No } Mark "No prior incarceration" in FLAP item 6 and skip to item 50 on page 26. ☐ Don't know }

Section 4 — PAST INCARCERATIONS — Continued

48. Enter the total number of times the inmate served time from items 47c and 47d. 294 Total number

INTERVIEWER INSTRUCTION FOR ITEM 49: PAST INCARCERATIONS should be reported and recorded in reverse chronological order, i.e., most recent incarceration prior to the present one; then the incarceration prior to that (if any); working backwards to the inmate's earliest incarceration, including incarcerations as a juvenile. Ask item 49a for each of the incarcerations indicated in item 48 before asking item 49b for the most recent incarceration and so on.

	LAST TIME	2nd MOST RECENT
You told me that you served time (Read from item 48) times before (Read date from FLAP item 5). I am going to ask you about each of the times, starting with the last time. 49a. For what offenses did you last serve time? Any others? The time before that? (Etc.) Any others? NOTE: Be sure to record all of the offenses for each of the incarcerations listed in item 48	295 	312
	296 	313
	297 	314
	298 	315
	299 	316

ASK 49a FOR ALL INCARCERATIONS FIRST

b. Were you sentenced as an adult, youthful offender, or a juvenile? 300 ☐ Adult ☐ Youthful offender ☐ Juvenile		317 ☐ Adult ☐ Youthful offender ☐ Juvenile
c. To what type of facility were you sentenced? SHOW FLASHCARD E Mark (X) only one. If more than one, mark the one where the most time was served. 301 ☐ Local ☐ State ☐ Military ☐ Federal ☐ Other — Specify _____ ☐ Don't know		318 ☐ Local ☐ State ☐ Military ☐ Federal ☐ Other — Specify _____ ☐ Don't know
d. When were you first admitted to that facility? 302 } Skip to Check Item AA ☐ Don't know		319 } Skip to Check Item AA ☐ Don't know
e. How old were you when you were admitted? 303 _____ Age ☐ Don't know		320 _____ Age ☐ Don't know
CHECK ITEM AA See item 49a in appropriate column. Is more than one offense entered? ☐ Yes — Ask item 49f ☐ No — Skip to 49i, page 20		☐ Yes — Ask item 49f ☐ No — Skip to 49i, page 20

49f. Of the (Read offenses from item 49a) which had the longest sentence? NOTE: Enter only ONE offense. If more than one sentence with the same length, enter the first mentioned and mark "Same length" box. 304 ☐ Same length		321 ☐ Same length
g. How long was that sentence? NOTE: If the inmate gives a range of length, for example 0 to 10 years, enter 0 under "Minimum" and 10 under "Maximum or flat." If the inmate gives one number (for example, 5 years), enter it under "Maximum or flat."	Minimum Maximum or flat 305 _____ Yrs. 308 _____ Yrs. 306 _____ Mos. 309 _____ Mos. 307 _____ Days 310 _____ Days 311 ☐ Life ☐ Life plus additional years ☐ Death ☐ Don't know	Minimum Maximum or flat 322 _____ Yrs. 325 _____ Yrs. 323 _____ Mos. 326 _____ Mos. 324 _____ Days 327 _____ Days 328 ☐ Life ☐ Life plus additional years ☐ Death ☐ Don't know

CONTINUE WITH ITEM 49h ON PAGE 20.

Section 5 - PRISON ACTIVITIES - Continued

53a. Do you have a work assignment HERE?

- 641 1 ☐ Yes
2 ☐ No - Skip to item 54a

b. What is the assignment?

NOTE: If more than one, mark the assignment with the most hours.

- 642 01 ☐ General janitorial duties (cleaning)
02 ☐ Ground or road maintenance
03 ☐ Food preparation or related duties (kitchen, bakery, butchery, etc.)
04 ☐ Laundry
05 ☐ Hospital, infirmary, or other medical services
06 ☐ Farming/forestry
07 ☐ Goods production
08 ☐ Other services (library, stockroom, store, office help, etc.)
09 ☐ Maintenance or repair
10 ☐ Other - Specify _____

c. How many hours a week are you assigned to this job?

- 643 _____ Hours
x ☐ Don't know

d. Are you paid money for this work?

- 644 1 ☐ Yes
2 ☐ No - Skip to item 53f

e. How much?

NOTE: Enter ONLY whole dollar amounts in the "\$" box and cents ONLY in the "¢" box. Also, mark the time period which pertains to the amount entered.

- 645 \$ _____ Per
AND/OR
646 _____ ¢ Per
647 1 ☐ Hour
2 ☐ Day
3 ☐ Week
4 ☐ Month

f. (Other than money), do you receive anything for the work like time credits or other privileges?

- 648 1 ☐ Yes
2 ☐ No - Skip to item 54a

g. What do you receive? Anything else?

Mark (X) all that apply

- 649 1 ☐ Good/gain time
2 ☐ Cigarettes, food, etc.
3 ☐ Extra privileges
4 ☐ Other - Specify _____
7 ☐ Don't know

NOTES

Section 6 - SOCIOECONOMIC CHARACTERISTICS	
~ PGM 7 ~	
This group of questions concerns your education, employment history, and your income. 54a. What is the highest grade of school you ever attended before your admission on (Read date from FLAP item 2)? Mark (X) only one NOTE: If inmate responds with "GED" or "High school equivalency", be sure to mark box 13 "GED".	660 00 ☐ Never attended or kindergarten - Skip to item 55 ELEMENTARY 01 ☐ First 02 ☐ Second 03 ☐ Third 04 ☐ Fourth 05 ☐ Fifth 06 ☐ Sixth JR. HIGH 07 ☐ Seventh 08 ☐ Eighth HIGH SCHOOL 09 ☐ Ninth 10 ☐ Tenth 11 ☐ Eleventh 12 ☐ Twelfth 13 ☐ GED COLLEGE 14 ☐ Freshman (1st year) 15 ☐ Sophomore (2nd year) 16 ☐ Junior (3rd year) 17 ☐ Senior (4th year) GRADUATE SCHOOL 18 ☐ One year 19 ☐ Two or more years
b. Did you complete that grade?	661 1 ☐ Yes 2 ☐ No
55a. Have you attended any school since your admission to prison on (Read date from FLAP item 2)?	662 1 ☐ Yes - Ask item 55b 2 ☐ No - Skip to item 56a
b. What kind of school? Mark (X) all that apply	663 1 ☐ Academic 2 ☐ Vocational 3 ☐ Other - Specify _____
CHECK ITEM 55b See item 55b	☐ "Academic" marked - Ask item 55c ☐ Only "Vocational" and/or "Other" marked - Skip to item 56a
55c. Have you completed any grades since your admission on (Read date from FLAP item 2)?	664 1 ☐ Yes 2 ☐ No - Skip to item 56a
d. What is the highest grade you completed?	665 (Interviewer: Enter appropriate two-digit code from answer list in item 54a)
56a. During the month before (Read date from FLAP item 5), did you have a job or a business?	666 1 ☐ Yes 2 ☐ No - Skip to item 57a
b. Was it full time or part time?	667 1 ☐ Full time 2 ☐ Part time } Skip to item 59a
57a. Were you looking for work at that time?	668 1 ☐ Yes - Skip to item 58 2 ☐ No
NOTES	

Section 6 - SOCIOECONOMIC CHARACTERISTICS - Continued

57b. What were the reasons you weren't looking for work at that time? Any other reason?

Mark (X) all that apply

- 669
- 1 ☐ Believed no work available in line of work or area
 - 2 ☐ Couldn't find any work
 - 3 ☐ Lacked necessary schooling, training skills, or experience
 - 4 ☐ Employers thought too young or too old
 - 5 ☐ Other personal handicap in finding job
 - 6 ☐ Family responsibilities or couldn't arrange child care
 - 670
 - 7 ☐ In school
 - 8 ☐ Ill health, physical disability
 - 9 ☐ Didn't need a job
 - 671
 - 10 ☐ On welfare
 - 11 ☐ Illegal activities
 - 12 ☐ Didn't want a job
 - 672
 - 13 ☐ On drugs/alcohol
 - 14 ☐ Other - Specify _____
 - 15 ☐ No specific reason

CHECK
ITEM CC

Is more than one reason marked in item 57b?

- ☐ Yes - Continue with item 57c
☐ No - Skip to item 58

57c. What was the most important reason?

673

Reason number from item 57b

58. Before your arrest on (Read date from FLAP item 5) when did you last work at a job or business lasting at least 2 consecutive weeks?

Exclude work done while in prison or on work release. Exclude work done between date of arrest and date of prison admission.

674

Month Year

Date must be earlier than date in FLAP item 5

675

- 0 ☐ Never worked at all
1 ☐ Never worked 2 consecutive weeks

Skip to Check Item DD

59a. How long did you work at this job or business?

676

____ Years

677

____ Months

678

____ Weeks

b. What kind of work were you doing? (For example, machinist, secretary, etc.)

679

CHECK
ITEM DD

(Refer to FLAP item 6)

Is "Prior incarceration" marked?

- ☐ Yes - Skip to item 60a
☐ No - Skip to item 61a

60a. Before (Read date from FLAP item 5) were you free at least 1 year?

680

- 1 ☐ Yes - Skip to item 61a
2 ☐ No

b. How many months were you free?

681

- 1 ☐ Less than 1 month - Skip to item 63a
2 ☐ 1 month or more

NOTES

Section 6 - SOCIOECONOMIC CHARACTERISTICS - Continued

60c. During that time, did you receive any money from -

Read categories

Mark (X) all that apply

602

01 ☐ Wages and salaries?

02 ☐ Social Security or other pensions?
(e.g., veterans, SSI)?

03 ☐ Welfare, charity?

603

04 ☐ Unemployment insurance compensation?

05 ☐ Family or friends?

06 ☐ Illegal income?

604

07 ☐ Education scholarship or grant?

08 ☐ Anything else? - Specify

d. What was your usual monthly income during that time?

SHOW FLASHCARD F

Mark (X) only one

605

00 ☐ No income - Skip to 63a

01 ☐ (a) \$1 - 99

02 ☐ (b) 100 - 199

03 ☐ (c) 200 - 299

04 ☐ (d) 300 - 399

05 ☐ (e) 400 - 499

06 ☐ (f) 500 - 599

07 ☐ (g) 600 - 799

08 ☐ (h) 750 - 999

09 ☐ (i) 1,000 - 1,999

10 ☐ (j) 1,200 - 1,499

11 ☐ (k) 1,500 - 1,999

12 ☐ (l) 2,000 - 2,499

13 ☐ (m) 2,500 - 4,999

14 ☐ (n) 5000 and over

97 ☐ Don't know

Skip to item 62a

NOTES

Section 6 - SOCIOECONOMIC CHARACTERISTICS - Continued

61a. In the year before (Read date from FLAP item 5) did you receive any money from -

Read categories

Mark (X) all that apply

- 686 ☐ 01 Wages and salaries?
- 687 ☐ 02 Social Security or other pensions? (e.g., veterans, SSI)?
- ☐ 03 Welfare, charity?
- 687 ☐ 04 Unemployment insurance compensation?
- ☐ 05 Family or friends?
- ☐ 06 Illegal income?
- 688 ☐ 07 Education scholarship or grant?
- ☐ 08 Anything else? - Specify _____
- _____
- _____
- _____

61b. Which category on this card represents your TOTAL income during the year before (Read date from FLAP item 5)?

SHOW FLASHCARD G

Mark (X) only one

- 689 ☐ 00 No income - Skip to 63a
- ☐ 01 (a) \$1 - \$999
- ☐ 02 (b) 1,000 - 1,999
- ☐ 03 (c) 2,000 - 2,999
- ☐ 04 (d) 3,000 - 3,999
- ☐ 05 (e) 4,000 - 4,999
- ☐ 06 (f) 5,000 - 5,999
- ☐ 07 (g) 6,000 - 7,499
- ☐ 08 (h) 7,500 - 9,999
- ☐ 09 (i) 10,000 - 11,999
- ☐ 10 (j) 12,000 - 14,999
- ☐ 11 (k) 15,000 - 19,999
- ☐ 12 (l) 20,000 - 24,999
- ☐ 13 (m) 25,000 - 49,999
- ☐ 14 (n) 50,000 and over
- ☐ 57 Don't know

62a. Just before your arrest on (Read date from FLAP item 5) were you supporting anyone else besides yourself?

- 690 ☐ 1 Yes
- ☐ 2 No - Skip to item 63a

b. How many persons?

691 _____ Persons

c. (What was their/What was the person's) relationship to you?

Any others?

Mark (X) all that apply

- 692 ☐ 1 Husband/Wife
- ☐ 2 Children
- ☐ 3 Parent
- ☐ 4 Brother/Sister
- ☐ 5 Other relative
- ☐ 6 Non-relative

d. (Are any of them/Is the person) now receiving public assistance or welfare?

- 693 ☐ 1 Yes
- ☐ 2 No
- ☐ 7 Don't know } Skip to item 63a

e. How many?

694 _____ Persons

☐ x Don't know

f. (Were they/Was the person) receiving this assistance before you were arrested?

- 695 ☐ 1 Yes
- ☐ 2 No
- ☐ 7 Don't know

Section 6 - SOCIOECONOMIC CHARACTERISTICS - Continued	
63a. Who did you live with most of the time you were growing up? Mark (X) only one <i>If more than one relative or group of relatives, mark the category that describes the closest blood relative(s).</i>	696 1 ☐ Mother only 2 ☐ Father only 3 ☐ Both mother and father 4 ☐ Grandparents 5 ☐ Other relatives (including stepparents) 6 ☐ Friends 7 ☐ Foster home 8 ☐ Agency or institution (including religious institution) 9 ☐ Someone else - Specify _____
b. How many brothers and sisters have you had? (Include step and half brothers and sisters)	697 _____ Brothers and sisters 0 ☐ None x ☐ Don't know
64a. Has anyone in your immediate family ever served time in a jail or prison?	698 1 ☐ Yes 2 ☐ No 3 ☐ Don't know } Skip to item 65a
b. Who? Anyone else? Mark (X) all that apply	699 1 ☐ Spouse 2 ☐ Mother 3 ☐ Father 4 ☐ Child 5 ☐ Brother/Sister (includes step and half brothers and sisters)
CHECK ITEM EE Is box 5 marked in item 64b?	☐ Yes - Ask item 64c ☐ No - Skip to item 65a
64c. How many brothers have served time? (Include step and half brothers)	700 _____ Brothers served time
d. How many sisters have served time? (Include step and half sisters)	701 _____ Sisters served time
65a. Were you ever physically or sexually abused BEFORE age 18 by an adult? <i>(An adult is a person 21 years old or older.)</i>	702 1 ☐ Only physically abused 2 ☐ Only sexually abused 3 ☐ Both physically and sexually abused 4 ☐ No 5 ☐ Refused
CHECK ITEM FF See item 2b, page 2. Is inmate age?	☐ 18 or over } Ask item 65b ☐ Blank } ☐ 17 or less - Skip to Check Item GG
65b. Were you ever physically or sexually abused SINCE age 18?	703 1 ☐ Only physically abused 2 ☐ Only sexually abused 3 ☐ Both physically and sexually abused 4 ☐ No 5 ☐ Refused
CHECK ITEM GG See item 62c, page 31. Is box 2, "Children" marked?	☐ Yes - Skip to item 66b ☐ No - Ask item 66a
66a. Do you have any children?	704 1 ☐ Yes 2 ☐ No - Skip to item 68a on page 34
b. How many children do you have?	705 _____ Children
c. (What are their ages/What is the child's age)? <i>NOTE: For any child less than one year old, enter "1" on "Years old" line.</i> <i>If more than "6" entered in item 66b, list the six youngest.</i>	Ages of children 706 _____ Years old 707 _____ Years old 708 _____ Years old 709 _____ Years old 710 _____ Years old 711 _____ Years old
CHECK ITEM HH Are any children under 18?	☐ Yes - Continue with item 67a ☐ No - Skip to item 68a on page 34

Section 6 — SOCIOECONOMIC CHARACTERISTICS — Continued

Now, I have a few questions about your (children who are now under 18 years of age/child)?.

67a. (Were any of them/Was the child) living with you just before your current incarceration?

- 712 1 ☐ Yes
2 ☐ No

b. Did you have legal custody (of any of these children/ of the child) just before your current incarceration?

- 713 1 ☐ Yes
2 ☐ No
7 ☐ Don't know } Skip to item 67d

c. Since your arrest on (Read date from FLAP item 5) has a court ordered your (children/child) placed in someone else's custody?

- 714 1 ☐ Yes
2 ☐ No
7 ☐ Don't know

d. Who (are they/is the child) living with now?
Mark (X) all that apply

- 715 1 ☐ Child's mother/ father
• Child's grandparents
2 ☐ Parent(s) of child's mother
3 ☐ Parent(s) of child's father
4 ☐ Other relatives (including stepparents)
5 ☐ Friends
6 ☐ Foster home
716 07 ☐ Agency or institution (including religious institution)
• 08 ☐ Alone
09 ☐ Someone else — Specify _____
87 ☐ Don't know

e. Do you plan to live with (any of them/the child) when you are released?

- 717 1 ☐ Yes
2 ☐ No
7 ☐ Don't know

NOTES

Section 7 - DRUG AND ALCOHOL USE		
Now I am going to ask you some questions about the use of drugs. Ask item 68a on pages 34-37 before completing items 68b-68j		
68a. Have you ever used (Name of drug)?	HEROIN 730 1 ☐ Yes 2 ☐ No 3 ☐ Refuse Skip to next drug	METHADONE OUTSIDE A TREATMENT PROGRAM 741 1 ☐ Yes 2 ☐ No 3 ☐ Refuse Skip to next drug
INTERVIEWER INSTRUCTION: If respondent answered "No" or "Refused" to all drugs in 68a, skip to item 73 on page 40. Ask 68b through 68j for each drug with "Yes" in 68a. Ask all appropriate items, 68b through 68j, for one drug before asking any of items 68b through 68j for the next drug.		
68b. At what age did you first use (Name of drug)?	731 _____ Years of age x ☐ Don't know	742 _____ Years of age x ☐ Don't know
c. Have you ever used (Name of drug) regularly, that is, once a week or more for at least a month?	732 1 ☐ Yes 2 ☐ No - Skip to Check Item II	743 1 ☐ Yes 2 ☐ No - Skip to Check Item II
d. At what age did you start using (Name of drug) regularly?	733 _____ Years of age x ☐ Don't know	744 _____ Years of age x ☐ Don't know
e. About how long did you use heroin once a week or more, over the course of your life?	734 _____ Years 735 _____ Months	
CHECK ITEM I (Refer to FLAP item 3) Is FLAP item 3 filled?	☐ Yes - Ask item 68f ☐ No - Skip to next drug. If no more drugs, go to item 69a on page 38	☐ Yes - Ask item 68f ☐ No - Skip to next drug. If no more drugs, go to item 69a on page 38
68f. During the month before the (Read offense in FLAP item 3) were you using (Name of drug)?	736 1 ☐ Yes 2 ☐ No - Skip to Check Item JJ	745 1 ☐ Yes 2 ☐ No - Skip to Check Item JJ
g. How often did you use (Name of drug) during that month - less than once a week, at least once a week, daily or almost daily?	737 1 ☐ Less than once a week 2 ☐ At least once a week 3 ☐ Daily or almost daily	746 1 ☐ Less than once a week 2 ☐ At least once a week 3 ☐ Daily or almost daily
h. At that time, what was the main source of the (Name of drug) you were using, that is, where were you getting it → Read categories Mark (X) only one	738 01 ☐ Street buy? 02 ☐ Dealer? 03 ☐ Bought from a friend? 04 ☐ Stolen? 05 ☐ Given by friends or acquaintances? 06 ☐ Other source? - Specify _____ 07 ☐ Unknown/Don't know	747 01 ☐ Street buy? 02 ☐ Dealer? 03 ☐ Bought from a friend? 04 ☐ Stolen? 05 ☐ Given by friends or acquaintances? 06 ☐ Other source? - Specify _____ 07 ☐ Unknown/Don't know
CHECK ITEM JJ (Refer to FLAP item 6) Is "Prior incarcerations" marked?	☐ Yes - Ask item 68i ☐ No - Skip to next drug. If no more drugs, go to item 69a on page 38	☐ Yes - Ask item 68i ☐ No - Skip to next drug. If no more drugs, go to item 69a on page 38
68i. During the month before the first offense(s) for which you ever served time, were you using (Name of drug)?	739 1 ☐ Yes 2 ☐ No 7 ☐ Don't know Skip to next drug. If no more drugs, go to item 69a on page 38.	748 1 ☐ Yes 2 ☐ No 7 ☐ Don't know Skip to next drug. If no more drugs, go to item 69a on page 38.
j. How often did you use (Name of drug) during that month - less than once a week, at least once a week, daily or almost daily?	740 1 ☐ Less than once a week 2 ☐ At least once a week 3 ☐ Daily or almost daily	749 1 ☐ Less than once a week 2 ☐ At least once a week 3 ☐ Daily or almost daily
Ask items 68b through 68j for the next drug marked "Yes" in item 68a. If no other drug marked "Yes," go to item 69a, page 38.		
NOTES		

Section 7 - DRUG AND ALCOHOL USE - Continued		
"T'S AND BLUES (UPPERS ...AND DOWNERS USED AT THE SAME TIME)	AMPHETAMINES (UPPERS) WITHOUT A DOCTOR'S PRESCRIPTION	METHAQUALONE (QUAALUDES)
750 1 ☐ Yes 2 ☐ No 3 ☐ Refuse } Skip to next drug	759 1 ☐ Yes 2 ☐ No 3 ☐ Refuse } Skip to next drug	768 1 ☐ Yes 2 ☐ No 3 ☐ Refuse } Skip to next drug
INTERVIEWER INSTRUCTION: If respondent answered "No" or "Refused" to all drugs in 68s, skip to item 73 on page 40. Ask 68b through 68j for each drug with "Yes" in 68s. Ask all appropriate items, 68b through 68j, for one drug before asking any of items 68b through 68j for the next drug.		
751 _____ Years of age x ☐ Don't know	760 _____ Years of age x ☐ Don't know	769 _____ Years of age x ☐ Don't know
752 1 ☐ Yes 2 ☐ No - Skip to Check Item II	761 1 ☐ Yes 2 ☐ No - Skip to Check Item II	770 1 ☐ Yes 2 ☐ No - Skip to Check Item II
753 _____ Years of age x ☐ Don't know	762 _____ Years of age x ☐ Don't know	771 _____ Years of age x ☐ Don't know
☐ Yes - Ask item 68f ☐ No - Skip to next drug. If no more drugs, go to item 69a on page 38	☐ Yes - Ask item 68f ☐ No - Skip to next drug. If no more drugs, go to item 69a on page 38	☐ Yes - Ask item 68f ☐ No - Skip to next drug. If no more drugs, go to item 69a on page 38
754 1 ☐ Yes 2 ☐ No - Skip to Check Item JJ	763 1 ☐ Yes 2 ☐ No - Skip to Check Item JJ	772 1 ☐ Yes 2 ☐ No - Skip to Check Item JJ
755 1 ☐ Less than once a week 2 ☐ At least once a week 3 ☐ Daily or almost daily	764 1 ☐ Less than once a week 2 ☐ At least once a week 3 ☐ Daily or almost daily	773 1 ☐ Less than once a week 2 ☐ At least once a week 3 ☐ Daily or almost daily
756 01 ☐ Street buy? 02 ☐ Dealer? 03 ☐ Bought from a friend? 04 ☐ Stolen? 05 ☐ Given by friends or acquaintances? 06 ☐ Other sources? - Specify _____ 07 ☐ Unknown/Don't know	765 01 ☐ Street buy? 02 ☐ Dealer? 03 ☐ Bought from a friend? 04 ☐ Stolen? 05 ☐ Given by friends or acquaintances? 06 ☐ Other sources? - Specify _____ 07 ☐ Unknown/Don't know	774 01 ☐ Street buy? 02 ☐ Dealer? 03 ☐ Bought from a friend? 04 ☐ Stolen? 05 ☐ Given by friends or acquaintances? 06 ☐ Other sources? - Specify _____ 07 ☐ Unknown/Don't know
☐ Yes - Ask item 68i ☐ No - Skip to next drug. If no more drugs, go to item 69a on page 38	☐ Yes - Ask item 68i ☐ No - Skip to next drug. If no more drugs, go to item 69a on page 38	☐ Yes - Ask item 68i ☐ No - Skip to next drug. If no more drugs, go to item 69a on page 38
757 1 ☐ Yes 2 ☐ No 7 ☐ Don't know } Skip to next drug. If no more drugs, go to item 69a on page 38.	766 1 ☐ Yes 2 ☐ No 7 ☐ Don't know } Skip to next drug. If no more drugs, go to item 69a on page 38.	775 1 ☐ Yes 2 ☐ No 7 ☐ Don't know } Skip to next drug. If no more drugs, go to item 69a on page 38.
758 1 ☐ Less than once a week 2 ☐ At least once a week 3 ☐ Daily or almost daily	767 1 ☐ Less than once a week 2 ☐ At least once a week 3 ☐ Daily or almost daily	776 1 ☐ Less than once a week 2 ☐ At least once a week 3 ☐ Daily or almost daily
Ask items 68b through 68j for the next drug marked "Yes" in item 68s. If no other drug marked "Yes," go to item 69a, page 38.		
NOTES		

Section 7 — DRUG AND ALCOHOL USE — Continued		
	BARBITURATES (DOWNERS) WITHOUT A DOCTOR'S PRESCRIPTION	COCAINE
68a. Have you ever used (Name of drug)?	777 1 ☐ Yes 2 ☐ No 3 ☐ Refuse	786 1 ☐ Yes 2 ☐ No 3 ☐ Refuse
INTERVIEWER INSTRUCTION: If respondent answered "No" or "Refused" to all drugs in 68a, skip to item 73 on page 40. Ask 68b through 68j for each drug with "Yes" in 68a. Ask all appropriate items, 68b through 68j, for one drug before asking any of items 68b through 68j for the next drug.		
68b. At what age did you first use (Name of drug)?	778 _____ Years of age x ☐ Don't know	787 _____ Years of age x ☐ Don't know
c. Have you ever used (Name of drug) regularly, that is, once a week or more for at least a month?	779 1 ☐ Yes 2 ☐ No — Skip to Check item II	788 1 ☐ Yes 2 ☐ No — Skip to Check item I
d. At what age did you start using (Name of drug) regularly?	780 _____ Years of age x ☐ Don't know	789 _____ Years of age x ☐ Don't know
CHECK ITEM II (Refer to FLAP item 3) Is FLAP item 3 filled?	☐ Yes — Ask item 68f ☐ No — Skip to next drug. If no more drugs, go to item 69a on page 38	☐ Yes — Ask item 68f ☐ No — Skip to next drug. If no more drugs, go to item 69a on page 38
68f. During the month before the (Read offense in FLAP item 3) were you using (Name of drug)?	781 1 ☐ Yes 2 ☐ No — Skip to Check item JJ	790 1 ☐ Yes 2 ☐ No — Skip to Check item JJ
g. How often did you use (Name of drug) during that month — less than once a week, at least once a week, daily or almost daily?	782 1 ☐ Less than once a week 2 ☐ At least once a week 3 ☐ Daily or almost daily	791 1 ☐ Less than once a week 2 ☐ At least once a week 3 ☐ Daily or almost daily
h. At that time, what was the main source of the (Name of drug) you were using, that is, where were you getting it → Read categories Mark (X) only one	783 01 ☐ Street buy? 02 ☐ Dealer? 03 ☐ Bought from a friend? 04 ☐ Stolen? 05 ☐ Given by friends or acquaintances? 06 ☐ Other source? — Specify _____ 07 ☐ Unknown/Don't know	792 01 ☐ Street buy? 02 ☐ Dealer? 03 ☐ Bought from a friend? 04 ☐ Stolen? 05 ☐ Given by friends or acquaintances? 06 ☐ Other source? — Specify _____ 07 ☐ Unknown/Don't know
CHECK ITEM JJ (Refer to FLAP item 6) Is "Prior incarcerations" marked?	☐ Yes — Ask item 68i ☐ No — Skip to next drug. If no more drugs, go to item 69a on page 38	☐ Yes — Ask item 68i ☐ No — Skip to next drug. If no more drugs, go to item 69a on page 38
68i. During the month before the first offense(s) for which you ever served time, were you using (Name of drug)?	784 1 ☐ Yes 2 ☐ No 3 ☐ Don't know	793 1 ☐ Yes 2 ☐ No 3 ☐ Don't know
j. How often did you use (Name of drug) during that month — less than once a week, at least once a week, daily or almost daily?	785 1 ☐ Less than once a week 2 ☐ At least once a week 3 ☐ Daily or almost daily	794 1 ☐ Less than once a week 2 ☐ At least once a week 3 ☐ Daily or almost daily
Ask items 68b through 68j for the next drug marked "Yes" in item 68a. If no other drug marked "Yes," go to item 69a, page 38.		
NOTES		

Section 7 – DRUG AND ALCOHOL USE – Continued		
LSD	PCP	MARIJUANA OR HASHISH
795 1 ☐ Yes 2 ☐ No 3 ☐ Refuse } Skip to next drug	804 1 ☐ Yes 2 ☐ No 3 ☐ Refuse } Skip to next drug	813 1 ☐ Yes 2 ☐ No 3 ☐ Refuse
INTERVIEWER INSTRUCTION: If respondent answered "No" or "Refused" to all drugs in 68a, skip to item 73 on page 40. Ask 68b through 68j for each drug with "Yes" in 68a. Ask all appropriate items, 68b through 68j, for one drug before asking any of items 68b through 68j for the next drug.		
796 _____ Years of age x ☐ Don't know	805 _____ Years of age x ☐ Don't know	814 _____ Years of age x ☐ Don't know
797 1 ☐ Yes 2 ☐ No – Skip to Check Item II	806 1 ☐ Yes 2 ☐ No – Skip to Check Item II	815 1 ☐ Yes 2 ☐ No – Skip to Check Item II
798 _____ Years of age x ☐ Don't know	807 _____ Years of age x ☐ Don't know	816 _____ Years of age x ☐ Don't know
☐ Yes – Ask item 68f ☐ No – Skip to next drug. If no more drugs, go to item 69a on page 38.	☐ Yes – Ask item 68f ☐ No – Skip to next drug. If no more drugs, go to item 69a on page 38.	☐ Yes – Ask item 68f ☐ No – Skip to item 69a on page 38.
799 1 ☐ Yes 2 ☐ No – Skip to Check Item JJ	808 1 ☐ Yes 2 ☐ No – Skip to Check Item JJ	817 1 ☐ Yes 2 ☐ No – Skip to Check Item JJ
800 1 ☐ Less than once a week 2 ☐ At least once a week 3 ☐ Daily or almost daily	809 1 ☐ Less than once a week 2 ☐ At least once a week 3 ☐ Daily or almost daily	818 1 ☐ Less than once a week 2 ☐ At least once a week 3 ☐ Daily or almost daily
801 01 ☐ Street buy? 02 ☐ Dealer? 03 ☐ Bought from a friend? 04 ☐ Stolen? 05 ☐ Given by friends or acquaintances? 06 ☐ Other source? – Specify _____ 07 ☐ Unknown/Don't know	810 01 ☐ Street buy? 02 ☐ Dealer? 03 ☐ Bought from a friend? 04 ☐ Stolen? 05 ☐ Given by friends or acquaintances? 06 ☐ Other source? – Specify _____ 07 ☐ Unknown/Don't know	819 01 ☐ Street buy? 02 ☐ Dealer? 03 ☐ Bought from a friend? 04 ☐ Stolen? 05 ☐ Given by friends or acquaintances? 06 ☐ Other source? – Specify _____ 07 ☐ Unknown/Don't know
☐ Yes – Ask item 68i ☐ No – Skip to next drug. If no more drugs, go to item 69a on page 38.	☐ Yes – Ask item 68i ☐ No – Skip to next drug. If no more drugs, go to item 69a on page 38.	☐ Yes – Ask item 68i ☐ No – Skip to item 69a on page 38.
802 1 ☐ Yes 2 ☐ No 7 ☐ Don't know } Skip to next drug. If no more drugs, go to item 69a on page 38.	811 1 ☐ Yes 2 ☐ No 7 ☐ Don't know } Skip to next drug. If no more drugs, go to item 69a on page 38.	820 1 ☐ Yes 2 ☐ No 7 ☐ Don't know } Skip to item 69a on page 38.
803 1 ☐ Less than once a week 2 ☐ At least once a week 3 ☐ Daily or almost daily	812 1 ☐ Less than once a week 2 ☐ At least once a week 3 ☐ Daily or almost daily	821 1 ☐ Less than once a week 2 ☐ At least once a week 3 ☐ Daily or almost daily
Ask items 68b through 68j for the next drug marked "Yes" in item 68a. If no other drug marked "Yes," go to item 69a, page 38.		
NOTES 		

Section 7 — DRUG AND ALCOHOL USE — Continued	
69a. Have you ever developed a dependence on drugs?	822 1 ☐ Yes 2 ☐ No } Skip to item 70a 7 ☐ Don't know
b. Which drugs? Any others? Mark (X) all that apply If necessary, read categories	823 1 ☐ Heroin 2 ☐ Methadone 3 ☐ T's and Blues 4 ☐ Marijuana or Hashish 5 ☐ Amphetamines (Uppers) 6 ☐ Methaqualone (Quaaludes) 7 ☐ Barbiturates (Downers) 824 8 ☐ Cocaine 9 ☐ LSD 825 10 ☐ PCP 11 ☐ Other — Specify _____
c. How old were you when you first developed a dependence on drugs?	826 _____ Years old x ☐ Don't know
CHECK — ITEM KK (Refer to FLAP item 4) Is "Military" marked?	☐ Yes ☐ No — Skip to item 70a
69d. Did you develop a dependence on drugs while in the military service?	827 1 ☐ Yes 2 ☐ No
70a. Have you ever participated in a drug abuse treatment program?	828 1 ☐ Yes 2 ☐ No — Skip to Check Item LL
b. How many times?	829 _____ Times enrolled
c. During the month before (Read offense from FLAP item 3), were you in any drug abuse treatment program?	830 1 ☐ Yes — Skip to item 70e 2 ☐ No
d. Was your most recent participation in a drug abuse program while you were serving time?	831 1 ☐ Yes 2 ☐ No
e. Were you given drugs as part of the most recent program? (Refers to the program in which person was most recently involved)	832 1 ☐ Yes 2 ☐ No } Skip to item 71a 7 ☐ Don't know
f. Was the most recent program a methadone maintenance program, another type of drug maintenance program, or a medical withdrawal program? Mark (X) only one	833 1 ☐ Methadone maintenance 2 ☐ Other drug maintenance 3 ☐ Medical withdrawal 7 ☐ Don't know
71a. Are you still participating in this program?	834 1 ☐ Yes — Skip to Check Item LL 2 ☐ No
b. For how long did you participate in the treatment program?	835 _____ Years 836 _____ Months 837 _____ Days x ☐ Don't know
c. When you left this program, had you completed treatment, or did you transfer to another drug program, or did you leave without completing treatment?	838 1 ☐ Completed treatment } Skip to Check Item LL 2 ☐ Transferred 3 ☐ Left without completion
d. Why did you leave the drug program without completing treatment?	839 01 ☐ Arrested/incarcerated 02 ☐ Paroled 03 ☐ Escaped 04 ☐ Released from parole/probation 05 ☐ Released from prison/jail 06 ☐ Quit/didn't like program 07 ☐ Other — Specify _____

Section 7 – DRUG AND ALCOHOL USE – Continued	
CHECK ITEM 11	Is FLAP item 3 filled? ☐ Yes – Ask item 72a ☐ No – Skip to item 89a
72a. Were you under the influence of drugs at the time of the (Read offense from FLAP item 3)?	840 ☐ 1 Yes ☐ 2 No – Skip to item 73
b. What drugs were you under the influence of? Any others? <i>Read categories if necessary</i> Mark (X) all that apply	841 ☐ 1 Heroin ☐ 2 Methadone ☐ 3 T's and Blues ☐ 4 Marijuana or Hashish ☐ 5 Amphetamines (Uppers) ☐ 6 Methaqualone (Quaaludes) 842 ☐ 7 Barbiturates (Downers) ☐ 8 Cocaine ☐ 9 LSD 843 ☐ 10 PCP ☐ 11 Other – Specify _____
Notes	

Section 7 – DRUG AND ALCOHOL USE – Continued	
These questions are about your usual drinking habits during the year before the (Read offense from FLAP item 3).	
73. Did you drink alcohol at all during that period?	844 1 ☐ Yes 2 ☐ No, didn't drink during that period – Skip to item 80 3 ☐ No, don't drink at all – Skip to item 89a
74. Did you drink – (Read categories, pause for response to each beverage.) Mark (X) all that apply	845 1 ☐ Beer? – Ask item 75a–b 2 ☐ Wine? – Ask item 76a–b 3 ☐ Liquor? – Ask item 77a–b
75. BEER	a. During the year before the (Read offense from FLAP item 3), how often did you usually drink (Alcoholic beverage)? SHOW FLASHCARD H 846 1 ☐ Every day 2 ☐ 3 or 4 days a week 3 ☐ 1 or 2 days a week 4 ☐ 3 or 4 days a month 5 ☐ About once a month 6 ☐ Occasionally, that is, less than once a month b. On the average, about how much (Read alcoholic beverage) did you personally drink at one time? 849 _____ Quarts 850 _____ Six-packs 851 _____ Cans/bottles 852 _____ Glasses
76. WINE	847 1 ☐ Every day 2 ☐ 3 or 4 days a week 3 ☐ 1 or 2 days a week 4 ☐ 3 or 4 days a month 5 ☐ About once a month 6 ☐ Occasionally, that is, less than once a month 853 _____ Fifths 854 _____ Half gallons 855 _____ Gallons 856 _____ Glasses 857 _____ Liters
77. LIQUOR	848 1 ☐ Every day 2 ☐ 3 or 4 days a week 3 ☐ 1 or 2 days a week 4 ☐ 3 or 4 days a month 5 ☐ About once a month 6 ☐ Occasionally, that is, less than once a month 858 _____ Quarts 859 _____ Fifths 860 _____ Pints 861 _____ Half pints 862 _____ Drinks/shots
78. Did you usually drink alone or with others? Mark (X) the most frequent	863 1 ☐ Alone 2 ☐ With others
79. Where did you usually drink? If more than one response, mark (X) only the most frequent location	864 01 ☐ At home 02 ☐ At a friend's house 03 ☐ On a street (not in a vehicle) 04 ☐ In a vehicle 05 ☐ In a bar/tavern/inn 06 ☐ In a private club 07 ☐ Other place – Specify _____
NOTES	

Section 7 - DRUG AND ALCOHOL USE - Continued	
80. Have you ever developed a dependence on alcohol?	865 1 ☐ Yes 2 ☐ No 3 ☐ Don't know } Skip to item 84
81. How old were you when you first developed a dependence on alcohol?	866 _____ Years old x ☐ Don't know
CHECK ITEM MM (Refer to FLAP item 4) Is "Military" marked?	☐ Yes - Continue with item 82 ☐ No - Skip to item 83a
82. Did you develop a dependence on alcohol while in the military service?	867 1 ☐ Yes 2 ☐ No
83a. Have you ever participated in an alcohol abuse treatment program?	868 1 ☐ Yes 2 ☐ No - Skip to item 84
b. How many times?	869 _____ Times enrolled x ☐ Don't know
c. During the month before the (Read offense from FLAP item 3) were you in any kind of alcohol abuse treatment program?	870 1 ☐ Yes 2 ☐ No
d. What kind of program were you participating in most recently? Mark (X) only one	871 1 ☐ Detoxification only 2 ☐ In-patient (live in program) 3 ☐ Out-patient (run by alcoholism treatment facility) 4 ☐ Self help (Alcoholic Anonymous, church groups, etc.) 5 ☐ Other - Specify _____
84. Were you under the influence of alcohol at the time of the (Read offense from FLAP item 3)?	872 1 ☐ Yes - Ask item 85a 2 ☐ No - Skip to item 89a
NOTES	

Section 7 – DRUG AND ALCOHOL USE – Continued	
NOTE: Ask ALL categories in item 85a first. Then ask item 85b for each "Yes" in item 85a. If there is an entry in any category of item 85b, ask item 86.	
85a. At that time, were you drinking –	b. About how much (Read alcoholic beverage marked "Yes" in item 85a) would you say you personally drank at that time?
(1) Beer?	☐ 873 Yes ☐ 873 No ☐ 876 Quarts ☐ 877 Six packs ☐ 878 Cans/bottles ☐ 879 Glasses
(2) Wine?	☐ 874 Yes ☐ 874 No ☐ 880 Fifths ☐ 881 Half gallons ☐ 882 Gallons ☐ 883 Glasses ☐ 884 Liters
(3) Liquor?	☐ 875 Yes ☐ 875 No ☐ 885 Quarts ☐ 886 Fifths ☐ 887 Pints ☐ 888 Half Pints ☐ 889 Drinks/shots
INTERVIEWER INSTRUCTION: If each category (1) – (3) in item 85a marked "No," Skip to item 89a	
86. About how many hours had you been drinking any alcoholic beverage just before the (Read offense from FLAP item 3)? (Less than an hour = 1 hour)	☐ 890 _____ Hours
87a. Were you drinking alone or with others?	☐ 891 1 ☐ Alone ☐ 891 2 ☐ With others
b. Where were you drinking? <i>If more than one response, mark (X) only the last location</i>	☐ 892 01 ☐ At home ☐ 892 02 ☐ At a friend's home ☐ 892 03 ☐ On a street (not in a vehicle) ☐ 892 04 ☐ In a vehicle ☐ 892 05 ☐ In a bar/tavern/inn ☐ 892 06 ☐ In a private club ☐ 892 07 ☐ Other place – Specify _____
88. About how much did you weigh at the time of the (Read offense from FLAP item 3)?	☐ 893 01 ☐ 100 lbs. or less ☐ 893 02 ☐ 101 – 120 lbs. ☐ 893 03 ☐ 121 – 140 lbs. ☐ 893 04 ☐ 141 – 160 lbs. ☐ 893 05 ☐ 161 – 180 lbs. ☐ 893 06 ☐ 181 – 200 lbs. ☐ 893 07 ☐ 201 – 220 lbs. ☐ 893 08 ☐ 221 – 240 lbs. ☐ 893 09 ☐ 241 – 260 lbs. ☐ 893 10 ☐ 261 – 280 lbs. ☐ 893 11 ☐ 281 or more lbs. ☐ 893 97 ☐ Don't know
NOTES	

Section 8 — HEALTH CARE	
89a. At the time of your admission to prison, were you asked if you wanted to see a professional about possible emotional or mental health problems?	800 1 ☐ Yes 2 ☐ No 3 ☐ Refused 7 ☐ Don't know
b. Have you ever taken any medication prescribed by a psychiatrist or other doctor for an emotional or mental problem?	801 1 ☐ Yes 2 ☐ No 3 ☐ Refused } Skip to item 90a
c. Just before you were admitted, had you been taking any medication prescribed by a psychiatrist or other doctor for an emotional or mental problem?	802 1 ☐ Yes 2 ☐ No 3 ☐ Refused } Skip to item 89a
d. After admission, were you given either the medication you had been taking or a substitute?	803 1 ☐ Yes 2 ☐ No 3 ☐ Refused } Skip to item 90a
e. Since you were admitted have you been taking any medication prescribed by a psychiatrist or other doctor for an emotional or mental problem?	804 1 ☐ Yes 2 ☐ No 3 ☐ Refused
90a. Have you ever been admitted or sent by the courts to a mental hospital or mental health treatment program where you stayed overnight?	905 1 ☐ Yes 2 ☐ No 3 ☐ Refused 7 ☐ Don't know } Skip to item 91a
b. How many times?	906 1 ☐ Once — Skip to item 90d x ☐ More than once — Enter number of times _____ Times
c. How long was your longest stay at one time in one of these hospitals/programs?	907 _____ Years 908 _____ Months 909 _____ Days } Skip to item 91a
d. How long did you stay in this hospital/treatment program?	910 _____ Years 911 _____ Months 912 _____ Days
91a. Since you have been in prison this time have you had a condition or injury that you felt needed medical attention?	913 1 ☐ Yes — Ask item 91b 2 ☐ No — CONCLUDE INTERVIEW
b. Were you able to see a health care person for that condition or injury?	914 1 ☐ Yes 2 ☐ No } CONCLUDE INTERVIEW
NOTES	

APPENDIX B

SURVEY OF INMATES OF STATE*
CORRECTIONAL FACILITIES
1986
NATIONAL PRISONER STATISTICS

INTERVIEWER NAME: _____

DATE OF INTERVIEW: _____

FACILITY: _____

INMATE: _____ NUMBER: _____

SECTION 1 - INDIVIDUAL CHARACTERISTICS

1. SEX: _____ DOB: _____
2. THAT MAKES YOUR AGE: _____ RACE: _____
3. ARE YOU OF SPANISH OR HISPANIC ORIGIN? _____
4. ARE YOU NOW MARRIED, WINDOWED, DIVORCED, SEPARATED, OR HAVE YOU EVER BEEN MARRIED? _____
5. DID YOU EVER SERVE IN THE MILITARY? _____
6. IN WHAT BRANCH OF THE ARMED FORCES DID YOU SERVE? _____

7. WHEN DID YOU ENTER? _____ DISCHARGE DATE _____
8. WHAT TYPE OF DISCHARGE DID YOU RECEIVE? _____

SECTION 3 - VICTIM INFORMATION

1. WHAT IS THE CHARGE YOU ARE PRESENTLY SERVING TIME FOR? ASSAULT & BATTERY, CHILD ABUSE, HOMICIDE, KIDNAPPING, MANSLAUGHTER, MUGGING, MURDER, RAPE, ROBBERY, SEXUAL CRIME, OTHER? _____

SECTION 4 - PAST INCARCERATIONS

1. HOW OLD WERE YOU WHEN YOU WERE ARRESTED THE FIRST TIME? _____

2. HOW OLD WERE YOU WHEN YOU WERE FIRST SENTENCED TO CONFINEMENT? _____
3. HAVE YOU BEEN PLACED ON PROBATION, EITHER AS A JUVENILE OR AS AN ADULT? _____
4. HOW MANY TIMES AS A JUVENILE? _____
5. HOW MANY TIMES HAVE YOU BEEN PLACED ON PROBATION AS AN ADULT? _____ HOW OLD WERE YOU THE FIRST TIME? _____
6. DID YOU EVER SERVE TIME FOR DRUNKENNESS, VAGRANCY, LOITERING, DISORDERLY CONDUCT, OR TRAFFIC OFFENSE? _____
7. HOW MANY TIMES AS A JUVENILE? _____ AS AN ADULT? _____

SECTION 5 - PRISON ACTIVITIES

1. DO YOU HAVE A WORK ASSIGNMENT HERE? _____
2. DID YOU COMPLETE THAT GRADE? _____
3. HAVE YOU ATTENDED SCHOOL SINCE YOUR ADMISSION TO PRISON? _____
4. WHAT KIND OF SCHOOL? ACADEMIC _____ VOCATIONAL _____ OTHER _____
5. HAVE YOU COMPLETED ANY GRADE SINCE YOUR ADMISSION TO PRISON? _____
6. WHAT IS THE HIGHEST GRADE COMPLETED? _____
7. DURING THE MONTH BEFORE YOUR INCARCERATION DID YOU HAVE A JOB OR OWN A BUSINESS? _____ WAS IT FULL OR PART TIME? _____
8. WERE YOU LOOKING FOR WORK AT THAT TIME? _____
9. WHAT ARE THE REASONS YOU WEREN'T LOOKING FOR WORK? _____

10. BEFORE YOUR ARREST DID YOU WORK FOR AT LEAST TWO CONSECUTIVE WEEKS? _____
11. HOW LONG DID YOU WORK AT THIS JOB OR BUSINESS? _____
12. WHAT KIND OF WORK WERE YOU DOING? _____

13. DURING THAT TIME DID YOU RECEIVE ANY MONEY FROM WAGES AND SALARIES, SOCIAL SECURITY, WELFARE, CHARITY, UNEMPLOYMENT, COMPENSATION, FAMILY OR FRIENDS, EDUCATION SCHOLARSHIP OR GRANT, OR ANYTHING ELSE? _____
14. WHAT WAS YOUR USUAL MONTHLY INCOME? _____
15. JUST BEFORE YOUR ARREST WERE YOU SUPPORTING ANYONE ELSE BESIDES YOURSELF? _____ HOW MANY PERSONS? _____
16. WHAT WAS THEIR RELATIONSHIP TO YOU? _____
17. ARE ANY OF THEM NOW RECEIVING PUBLIC ASSISTANCE OR WELFARE? _____ HOW MANY? _____
18. WERE THEY RECEIVING ASSISTANCE BEFORE YOU WERE ARRESTED? _____
19. DO YOU HAVE ANY CHILDREN? _____ HOW MANY OF THEM WERE LIVING WITH YOU JUST BEFORE YOUR CURRENT INCARCERATION? _____

20. DID YOU HAVE LEGAL CUSTODY OF THEM JUST BEFORE YOUR INCARCERATION? _____
21. SINCE YOUR ARREST HAS THE COURT ORDERED YOUR CHILDREN PLACED IN SOMEONE ELSE'S CUSTODY? _____
22. WHO ARE THE CHILDREN LIVING WITH NOW? _____
23. DO YOU PLAN TO LIVE WITH ANY OF THEM WHEN YOU ARE RELEASED? _____
24. WHO DID YOU LIVE WITH MOSTLY WHEN YOU WERE GROWING UP? _____

25. HOW MANY BROTHERS AND SISTERS DO YOU HAVE? _____
26. HAS ANYONE IN YOUR IMMEDIATE FAMILY EVER SERVED TIME IN JAIL OR PRISON? _____ WHO? _____
27. WERE YOU PHYSICALLY OR SEXUALLY ABUSED AS A CHILD? _____

SECTION 7 - DRUG AND ALCOHOL USE

1. HAVE YOU EVER USED DRUGS? _____
2. AT WHAT AGE DID YOU FIRST USE DRUGS? _____

3. AT WHAT AGE DID YOU USE DRUGS REGULARLY? _____
4. DO YOU USE ALCOHOL? _____
5. AT WHAT AGE DID YOU FIRST USE ALCOHOL? _____
6. AT WHAT AGE DID YOU BEGIN USING ALCOHOL REGULARLY? _____

7. HAVE YOU EVER DEVELOPED A DEPENDENCY ON DRUGS? _____
ALCOHOL? _____ WHICH DRUGS? _____
8. HOW OLD WERE YOU WHEN YOU DEVELOPED A DEPENDENCY ON
DRUGS? _____ ALCOHOL? _____
9. HAVE YOU EVER PARTICIPATED IN A DRUG ABUSE TREATMENT
PROGRAM? _____ ALCOHOL ABUSE TREATMENT PROGRAM? _____
HOW MANY TIMES FOR DRUGS? _____ ALCOHOL? _____
10. WERE YOU UNDER THE INFLUENCE OF DRUGS AT THE TIME OR
YOUR ARREST? _____ ALCOHOL? _____
11. WHAT DID YOU DRINK? BEER _____ WINE _____ LIQUOR _____ ALL _____
12. HOW OFTEN DID YOU DRINK? EVERYDAY _____ 3-4 TIMES A
WEEK _____ 1-2 TIMES A WEEK _____ 3-4 TIMES A WEEK _____
ONCE A MONTH OR LESS _____?
13. DID YOU DRINK ALONE OR WITH OTHERS? _____
14. WHAT DID YOU USUALLY DRINK? _____
15. HAVE YOU EVER DEVELOPED A DEPENDENCY ON ALCOHOL? _____
16. HOW OLD WERE YOU WHEN YOU DEVELOPED A DEPENDENCE? _____
17. AT THE TIME OF YOUR ARREST HAD YOU BEEN DRINKING? _____
18. HOW MUCH? QUARTS _____ SIX PACKS _____ CAN/BOTTLES/GLASSES _____
19. WHAT DID YOU DRINK? BEER _____ WINE _____ LIQUOR _____ ALL _____
20. HOW MANY HOURS HAD YOU BEEN DRINKING BEFORE YOU ARREST?

21. WERE YOU DRINKING WITH OTHERS OR ALONE? _____

SECTION 8 - HEALTH CARE

1. AT THE TIME OF YOUR ADMISSION TO PRISON, WERE YOU ASKED IF YOU WANTED TO SEE A PROFESSIONAL ABOUT POSSIBLE EMOTIONAL OR MENTAL HEALTH PROBLEMS? _____
2. HAVE YOU EVER TAKEN MEDICATION PRESCRIBED BY A PSYCHIATRIST OR OTHER DOCTOR FOR EMOTIONAL OR MENTAL PROBLEMS? _____
3. JUST BEFORE YOUR ARREST, HAD YOU BEEN TAKING ANY MEDICATION PRESCRIBED BY A PSYCHIATRIST OR OTHER DOCTOR FOR EMOTIONAL OR MENTAL PROBLEMS? _____
4. SINCE YOU HAVE BEEN IN PRISON HAVE YOU BEEN TAKING ANY MEDICATION FOR EMOTIONAL OR MENTAL HEALTH PROBLEMS?

5. HAVE YOU EVER BEEN ADMITTED OR SENT BY THE COURTS TO A MENTAL HOSPITAL OR MENTAL HEALTH TREATMENT PROGRAM WHERE YOU STAYED OVERNIGHT? _____ HOW MANY TIMES? _____
6. HOW LONG WAS YOUR LONGEST STAY AT ONE TIME IN ONE OF THESE HOSPITALS/PROGRAMS? _____
7. SINCE YOU HAVE BEEN IN PRISON THIS TIME HAVE YOU HAD A CONDITION OR INJURY THAT YOU FELT NEEDED MEDICAL ATTENTION? _____
8. WERE YOU ABLE TO SEE A HEALTH CARE PERSON FOR THAT CONDITION OR INJURY? _____

SECTION 9 - ATTORNEY

1. WAS YOUR ATTORNEY COURT APPOINTED? YES _____ NO _____
2. WAS YOUR ATTORNEY HIRED? YES _____ NO _____

*Modified version of the original "Survey of Inmates of State Correctional Facilities," National Prisoners Statistics, United States Department of Justice.

VITA

Sandra Everette was born in Oak Ridge, Tennessee. She attended elementary and Junior High School in Oak Ridge and received her high school diploma from Karns High School Knoxville, Tennessee, in June 1965.

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The author is a Member of the Council for Exceptional Children, Council for Behavior Disorders, Correctional Education Association, American Correctional Association, Tennessee Correctional Association, Tennessee Correctional Education Association, and Association of Curriculum and Supervision Development and is a certified Laubauck Literacy Instructor. She received an Honorary Membership to the Tennessee House of Representatives in October of 1990 which was presented by the Honorable Shirley Duer, House of Representatives. She graduated in September of 1990 from Tennessee Leadership and was accepted to participate in the 1991 Leadership America class.