



# Survey Methods and Administration

Report to the  
Alaska Department of Corrections

by

Richard W. Curtis  
Allan R. Barnes

Justice Center  
University of Alaska Anchorage



JC 9809.02C

June 1998

## **SURVEY METHODS AND ADMINISTRATION**

The following section describes the three types of surveys used to collect data during the course of this study, the methods by which these surveys were administered, and the outcomes associated with those administrations. The surveys consisted of: congregate interviews, personal interviews, and an inmate casefile jacket survey.

The congregate interview was a personal interview conducted in a group setting. The personal interviews were conducted one-on-one in private settings with only the interviewer and the subject present. The inmate casefile jacket survey consisted of an examination of inmate casefile jackets for various types of references.

These surveys were designed to gather the data necessary to address the research objectives of this study, and to provide a level of confidence as to the accuracy of those data. The congregate interview contained a battery of measurement instruments principally focused on the inmates' personal histories regarding various forms of abuse and neglect. The person interview allowed further exploration of those histories with a subset of the participants, thereby providing a level of confidence regarding interpretation of the congregate interview findings. The inmate casefile jacket survey allowed for comparisons between participants and a random sample of non-participants on a series of demographic variables, thus providing a level of confidence in the representativeness of the congregate interview findings.

The surveys, the methods used to administer these surveys, and the outcomes of those administrations are detailed below.

### **Congregate Interview**

This section describes the congregate interview, the reasons this form of survey was selected, the method by which the survey was administered, the outcomes of those administrations, and the experiences and observations of the survey team at the various survey sites.

This survey consisted of a complex interview instrument containing series of items designed to measure various aspects of an inmate's developmental background, including their family history and exposures to various forms of abuse and neglect. Inmates were gathered in a room, recruited for participation, and then administered the interview. Each questionnaire item was read aloud and projected on a wall or screen using an overhead projector. Inmates filled in both a Scantron bubble-type answer sheet and a fill-in answer sheet during the course of the interview.

The survey was conducted in a group setting for three principal reasons: 1) the lengthy series of items contained in the survey contained multiple-response questions and could therefore be administered very efficiently to almost any number of subjects simultaneously, 2) the subjects were allowed to answer extended series of very personal questions in relative anonymity, and 3) the

flexibility of this form of survey administration allowed the team to conduct the interviews with a minimum of impact on the facilities and their staff members.

Initially, the research team considered the subjects' need for privacy during the series of personal questions possible grounds for not using group administration of this interview. To address this concern, the research team devised a form of 'privacy shield' out of a legal-sized manila folder and attempted to encourage its use at the pretest and first three administrations of the survey. However, the team found that the inmates did not consider the shield necessary, and were generally very respectful of each other's privacy during the administration of the interview. In fact, as will be noted in the discussion below, the group administration engendered a sense of anonymity that was much more important to an inmate's decision to participate than any concerns regarding confidentiality between subjects.

The following table describes the survey response rates at the various sites. Using the congregate interview protocol, 240 inmates were interviewed during 13 sessions at 7 institutions in March and April of 1998. Two groups consisting of twenty-nine individuals were the largest groups interviewed, while the smallest group consisted of four individuals. Administration time for the survey itself averaged just under one hour, while time for setting up and shutting down averaged at under one half hour, so that total administration time was under one and one-half hours.

**Table 1: DOC Inmate Profile Response Rates by Facility**

Facility	DOC list of eligibles	Staff list of eligibles	Eligibles surveyed	Percentage of eligibles surveyed
Palmer Medium	86	56	23	41%
Palmer Minimum	81	59	22	37%
Hiland (women)	106	34	29	85%
Hiland (men)	43	24	18	75%
Spring Creek	533	385	79	21%
Wildwood	106	62	27	44%
Meadow Creek	30	30	29	97%
Lemon Creek	66	39	13	33%
<b>Total</b>	<b>1051</b>	<b>689</b>	<b>240</b>	<b>35%</b>

The following sections describe the methods used to administer this survey and the administration of the survey at the various sites.

## Methods of Administration

The methods used for administration of the congregate interview were designed to survey different sized groups of inmates in a variety of different settings. Materials necessary for this administration (see Appendix) included: a consent form; a scantron answer sheet; an answer sheet for the subjects to record their responses to open-ended questions; almost 200 overhead projector slides, each containing a single question and any accompanying answer categories; pencils; a "scripted" version of the questionnaire; and an overhead projector (all of the facilities had an overhead projector available).

At a pre-test of the survey instrument, the team administered the survey by reading the questions aloud while projecting only the appropriate answer categories on the wall. This approach resulted in too many interruptions for clarification and/or a re-reading of the questions. During all subsequent survey sessions, each question and its answer categories (when appropriate) were projected on a wall or screen surface, while the text of the question itself was read out loud.

Administration at all of the facilities followed the same general sequence with only slight variations between facilities. Inmates were summoned to the survey site by facility staff, followed by a brief introduction, a discussion of the consent form, and a brief orientation regarding the scantron and fill-in answer sheets. The survey team found it was important to move quickly to beginning the survey, as any deviation tended to spawn protracted question and answer sessions which could only yield additional refusals.

At all but one of the sites, the subjects' principal concerns focused on the purpose of the survey and the issue of anonymity. The survey was described to the subjects as a survey of childhood experiences, part of a study intended to give the DOC Programs Division information regarding the needs of the inmate population. It was also noted that similar surveys were being used elsewhere with other types of populations. The consent form was described as establishing a 'contract' between the research team and the subjects which placed a legal burden on the team not to disclose any of the survey data in a form from which any individual could be identified.

Only at the Meadow Creek facility was the issue of anonymity not an expressed concern of the subjects. That facility is the site of the Sex Offender Treatment Program, a rehabilitative program which requires complete self-disclosure from all participants as a principal element of the treatment. This disclosure oriented environment appeared to mitigate the inmates' privacy concerns.

At the other facilities, concerns regarding privacy tended to focus on whether the information could in some way be used against the inmate at a later date. The survey team discovered the magnitude of this concern during the very first fielding of the questionnaire, when the subjects were asked to record their OBSCIS number on the answer sheets. This resulted in a virtual wave of refusals, and led the research team to devise an alternate means of attaching the inmates' id numbers to their answer sheets.

The team's solution to the inmates' aversion to placing a personal identifier on the answer sheets relied on the consent form. As the consent form had to be signed for the survey to be considered valid, it was not unreasonable for the survey team to require a legibly signed consent form to accompany each set of answer sheets as they were collected from subjects. By stacking these answer sheet and consent form combinations with the consent form always on top, it was very easy to apply the appropriate OBSCIS number to each of the answer sheets after the inmates had exited the survey site. Subject lists which contained both the names and OBSCIS numbers of the subjects present at that facility were used in this process.

Although the team had a subject list for each facility, the acquisition of these lists and how they were compiled represents the principle variation in the survey administration at the seven facilities. Initially, DOC intended to provide a universe list of all inmates who met the selection criteria at each of the facilities to be included in the study. Due to database limitations and a

historically unprecedented high volume of inter-facility transfers, DOC was only able to provide a list which represented an approximation of the universe.

As a result, prior to arrival at each facility, the survey team provided the staff at each facility with the portion of the DOC universe list specific to that facility, requesting that staff establish who on the list was eligible (present at the facility, available to participate at the time of the survey, and meeting the selection criteria). In this fashion, the approximate universe list provided by the DOC was assessed at each facility prior to the arrival of the survey team, with one exception.

At the Spring Creek facility, the staff indicated that it would be too difficult to assess the list of over 500 individuals on a case by case basis, so they proposed to post sign-up sheets within the facility that specified the criteria, time of survey sessions, and a \$5 incentive. Prior to the survey teams arrival, the lists of names on the sign-up sheets were assessed by the staff in order to confirm the signees eligibility. Subsequent to the interview sessions, the survey team obtained a complete list of all inmates present at the facility the day of the survey. Using this list and the facility's records files, the survey team went through that list assessing how many of the inmates at the facility that day met the eligibility criteria.

## **Administration Outcomes**

This section contains descriptions of the survey administration specific to each of the facilities visited, as well as the survey team's experiences and observations related to the survey's administration at those facilities.

The survey was administered at seven different sites during 13 sessions. In addition, a pre-test was conducted at the at the Cook Inlet Pretrial Facility. While none of the pre-test participants met the study's selection criteria, the team found it a valuable opportunity to field test the instrument. As described in the preceding section, the most important outcome from this pre-test involved the decision to provide a full visual presentation of the text associated with each question using the overhead projector, instead of just providing the answer categories.

In addition, the research team found that the method of administration selected for this survey was very robust, considering that the survey was completed in a very timely and efficient manner even though there were several fairly disruptive subjects present. The team was further encouraged when staff noted that this would be the most disruptive population of inmates we would encounter at the seven sites. According to the facility's staff, pre-trial inmates tend to have more unrestrained attitudes than those who are already serving a sentence.

The first survey site was the Palmer Medium facility. For this facility, DOC provided a list containing 86 potential subjects. Facility staff indicated that of those 86, only 56 met the criteria (10 didn't meet the 5+ year criteria, we don't know about the other 20). Staff indicated to us that they had verbally notified all inmates on their list of eligibles about the survey, and at the time of the survey, intended to make an announcement over the public address system calling the inmates to the survey, half for the first interview session and half for the second session.

At the first session, the physical location of the survey site compounded an error made by the survey team. The survey site was located in a classroom that was accessed by a fairly narrow hallway. The survey team, after giving assurances of anonymity to the early-arriving subjects as they examined the consent form, asked the subjects to record their OBSCIS numbers on the fill-in answer sheet. While this request was meant only to insure that data was properly matched with the other answer sheet data acquired from the inmate and to insure that the subjects were eligible to participate, the inmates were unsettled at the contradictory nature of the information they were receiving, and approximately 12 potential subjects walked out before the survey began. Unfortunately, as these refusals worked their way out of the room and down the hall, they came into contact with late arrivals, creating numerous additional refusals.

For the second session fewer individuals arrived at the survey site, and approximately 10 stayed to participate. It was the survey teams' impression that more inmates were called to the first session than were called to the second session, as most who came to the second session stayed to participate. The team did not mention the OBSCIS number at the second session, and at most, there were only 1 or 2 refusals. Linkage between the two answer sheets and the subject's name was established by stacking the answer sheets with the consent form. Subsequently, the team used the list of eligible subjects to identify the subjects and log the appropriate OBSCIS number on the answer sheets. (The team also learned not to accept this paperwork from the inmates unless the names were legible.) During the two sessions, a total of 23 subjects completed the survey.

The Palmer Minimum DOC list had 81 names, which the facility staff reduced to 59 (they excluded both transferees and those who were "off the hill" working in prison industries). The remaining names were read over the intercom, and the prisoners arrived en masse. Unfortunately, the layout was such that everyone arrived at once, and the initial refusers left through those still heading towards the survey site, turning away many in the process. A number of the refusers indicated that they had jobs or classes which were much more important to them. One refusing inmate declared that his childhood was "locked away in a vault." Of the 59 called to the survey site, 22 participated in the survey.

In retrospect, the survey team decided that the problems encountered at the Palmer facilities could be avoided if: a) subjects were not handed the materials until it appeared that most had arrived and were seated, b) subjects were told about the survey once they were seated, not as they arrived, c) any mention of the subjects' OBSCIS numbers were avoided.

The DOC subject list for the Hiland and Meadow Creek facilities had 135 potential subjects. DOC's database does not discriminate between these two adjacent facilities, so the same list contained inmates housed at both facilities.

Hiland facility staff told us there were a total of 34 eligible female participants (39 were on the DOC list, 3 of whom were unavailable because they were in segregated quarters). Four refused to participate, one did not show up, and 29 completed the survey, for a response rate of 85 percent. Of the Hiland men, staff indicated there were 19 eligible participants, 19 of whom completed surveys (there were approx. 25 on the DOC list, but 4 had been transferred and two were in segregated quarters), for a response rate of 79 percent. At Meadow Creek, staff indicated there were 30 eligible

participants, one of whom failed to attend, resulting in 29 completed surveys for a response rate of 97 percent.

Several inter-connected elements at these two facilities appear to have contributed to their high level of participation, including: the way subjects were brought to the survey site, the programmatic orientation of these facilities, and the overarching objective of this programmatic approach.

First, the way that the subjects were brought to the survey site guaranteed that almost all potential subjects were present at the survey site. Facility staff notified everyone who met the criteria by both posted notice and staff ‘walk and talks’ that their appearance at the survey site would be mandatory, without indicating the reason for this appearance. Upon the subjects’ arrival at the survey site, they were informed as to the scope and voluntary nature of the survey, and then asked to sign the consent form and participate. This approach seemed to be very effective, in that it brought all of the prospective subjects to one place, allowing the survey team an opportunity to obtain consent without the inmates having time to discuss the survey among themselves.

Second, the atmosphere of these facilities were unique in that they seem more like a community college than a penal institution. In general, inmates at both of these facilities appeared to be open, comfortable, and even supportive of one another. This atmosphere appeared to result from the degree of interaction and familiarity the inmates encounter in the classes, workshops and group therapy sessions integral to these facilities. At other facilities we witnessed more typical inmate behaviors, such as closed or guarded posturing, avoidance of eye contact with other inmates, and verbal interactions limited to small groups of individuals. It seems reasonable to assume that the relaxed environment contributed to the higher levels of survey participation at these facilities.

Third, the programmatic approach at these facilities appears predicated on the assumption that when one is able to examine life’s problems and explore personal shortcomings through self-disclosure in a supportive setting there is an opportunity for personal growth and understanding, which will yield better personal choices and fewer societal problems. As a result, inmates at these facilities are regularly encouraged to revisit and disclose the dysfunctional elements of their past, both as a means of enabling and demonstrating their rehabilitation. Therefore the subjects were likely to have found the survey’s objectives to be compatible with their current personal objectives.

At the Spring Creek facility, the staff posted a notice and sign-up sheet for the survey (with a \$5 incentive included) which specified the time, place and participation criteria. Prior to the team’s arrival, staff evaluated those who signed up in order to verify that they met the selection criteria. Once the lists were verified, the time and place of the survey sessions was posted along with lists for each session. Inmates were told to bring their prison id card, and were required to show it at the door and to be on the pre-approved list in order to enter the survey room. A total of 79 inmates completed surveys.

Subsequent to the survey administration, the survey team obtained a complete listing of all inmates housed at Spring Creek the day of the survey, and evaluated that list using the ‘jackets’ stored in the facility’s records room. While the original DOC list contained 533 names, we determined there were only 385 inmates who met the criteria at the facility on the day of the survey. We know

that a subset of these ‘eligibles’ were actually not available (segregated, etc.) and should not have been considered eligible, but we were unable to make that type of determination.

The DOC list for Wildwood contained 106 names, but facility staff reduced it to 63 names. Individual invitations were sent by staff to these inmates, including an offer of a \$5 incentive. Because of this method of notification, staff had no way of knowing how many of the invitees would actually attend, so they reserved the facility’s cafeteria for the survey site. This site was less than optimal, but did demonstrate the robustness of the survey’s administration methods. The combination of cafeteria seating (round or long tables), several columns which blocked out portions of the room from the overhead projector screen, and a variety of ongoing activities (some fairly noisy), were distracting, but did not actually affect the survey’s administration. Of the 63 inmates eligible to participate, 29 subjects completed the survey.

Lemon Creek staff determined there were 39 eligible inmates on the DOC list of 66. These inmates were notified by word-of-mouth, including mention of a \$5 incentive. Three sessions were scheduled, with 4 subjects completing the survey during the first session, and 9 completing it during the second session, for a total of 13. There were no inmates who attended the third session (we were told that ‘a bunch’ wanted to attend the evening before, but the 9 AM session time may have dissuaded them).

The congregate interview administrations at the final sites went very smoothly with almost no on-site refusals occurring. While the financial incentives may have been a factor, the survey team felt that the ‘learning curve’ had produced a very effective method of administration that minimized these refusals. Key elements of this method included:

- Wait for all subjects to arrive prior to distributing the survey materials (consent form and answer sheets)
- The survey team should stay ‘busy’ prior to the survey session, so as not to become engaged in discussions with early arrivers at the site
- Once the subjects have arrived, move very quickly through the discussion of the consent form and directly into the survey interview
- Avoid any mention of personal identifiers
- Collect only legibly signed consent forms with the answer sheets to ensure the teams’ ability to apply an identifier to all answer sheets.
- Start the survey with a very generic first question. Placing it on the projector as subjects arrive provides a prop during the introduction and orientation stages, and allows you to begin the interview at the earliest possible moment.
- Avoid disruptions by having 2 assistants, one to work the transparencies on the overhead projector, and one to ‘float’ among the subjects fielding inquiries.

It should also be noted that DOC employees at all of the facilities visited made the survey team feel most welcome as the facilities’ staff members went to great lengths to assist the team with the survey process. This high level of cooperation included: rescheduling classes so that classrooms

could be used as a survey site, distributing notices and one-on-one recruitment efforts, locating and providing overhead projectors, and assisting the survey team by refining the subject lists. At Spring Creek, staff even provided ice cream and cookies to be shared among the subjects at the end of the survey sessions. This level of cooperation certainly was appreciated by the survey team, and is sure to have been a major element in producing the level of inmate participation achieved by this study.

## **Personal Interview**

There were three main goals of the personal interview: 1) to verify supposedly objective information obtained in the congregate interviews and inmate records, e.g., educational level; 2) to assess the existence of a “cycle of abuse” from parents, through the subject, to their children; and 3) to assess the nature and quality of their childhood experience as an antecedent to eventual incarceration. We accomplished these goals by interviewing those individuals who were still available and volunteered to spend approximately one-half hour describing their childhood experiences in an open-ended, private interview. These responses were then rated by the interviewer and entered into the database for further analysis.

The objective of the personal interview was to allow the subjects to discuss their early childhood experiences in their own words. We felt that it would enhance our understanding of any abuse experience if the subject did not feel constrained to use forced-choice answers and terms with which they may not feel comfortable. Our subsequent ratings of these experiences would then be based on the insights gained from this more personal account.

The original intent was to conduct a personal interview with each individual who completed a congregate interview. However, many had been sent to Arizona, some were moved to other facilities, a few were “de-selected” by the facility staff due to disciplinary or psychological reasons, and we did not return to Wildwood or Juneau. The following table indicates the personal interview response rates at the facilities to which we returned. Due to time constraints we were unable to request an interview from every eligible inmate at every facility and this was most apparent at Palmer Minimum.

The personal interview followed the congregate interview and official record searches. We contacted our facility coordinator to arrange for the visit by the interviewers and sent them a list of those who had participated in the congregate interview so that they could determine who would be available. The staff at the institutions at the time of the interviews further refined this list. It is from this reviewed list that the actual number of eligible interviews was determined.

The refusal rate was extremely low. Every eligible inmate at Palmer Medium, Hiland Mountain (women and men) and Meadow Creek was asked to volunteer for the interview by one of the two interviewers. Of the 64 individuals asked to participate in the interview at these three facilities, 55 agreed (85%).

**Table 2: Personal Interviews by Facility**

Facility	Group survey	Staff list of eligibles	Eligibles surveyed	Percentage of eligibles surveyed
Palmer Medium	23	4	4	100%
Palmer Minimum	22	17	7	41%
Hiland (somen)	29	25	22	88%
Hiland (men)	18	6	4	67%
Spring Creek	79	52	36	69%
Wildwood	27	14	0	0%
Meadow Creek	29	29	27	90%
Lemon Creek	13	8	0	0%
<b>Total</b>	<b>240</b>	<b>155</b>	<b>100</b>	<b>65%</b>

### *Method of Administration*

There were two important instruments used to capture the information from the personal interviews. The first was the interview response form used during the interview itself and the second was the coding sheet from which the data was entered for analysis.

### *Interview Response Form*

The interviewer's notes were recorded on a form designed to prompt the interviewer to cover important areas and to record the open-ended responses of the subject. The design allowed the subject to describe his or her early childhood experiences without feeling constrained by predetermined choices and then later the interviewer would rate the quality of that experience or otherwise capture important information. The interviewer's goal was to elicit a description of the subject's childhood and make certain that topics relevant to the study were touched upon, i.e., the various types of abuse, drug and alcohol use, educational achievement, home life, etc.

Dr. Barnes used the initial Interview Response Form at Palmer Medium and Palmer Minimum. This experience led to minor modifications in the form such that there were specific areas added to the form to record recurring responses, i.e., who specifically gave them guidance and emotional support, where did the sexual abuse occur, etc. These modifications allowed a greater consistency of recording and help insure that important topics were discussed. This modified form was used in all subsequent interviews.

### *Coding Sheet*

This form contains 16 items to be coded from the Interview Response Form. Three of the items are scored as present or absent, e.g., was alcohol present in the home? On eight of the items a three-point range was offered to the rater such as definitely no, maybe or definitely yes. This allowed the rater to make determinations about the quality of the abuse experienced. Lastly, specific information was obtained regarding their highest grade level achieved, the age they were "on their own," and the age they began using drugs and/or alcohol. The two and three item response scales allowed these childhood experiences to be included in the more quantitative analysis. The educational level achieved was to serve as a reliability and validity check of the interview since this information was available from the congregate interview and in the inmate record.

The coding sheet asked for the highest academic level achieved by the subject. The codes used by OBSCIS were used such that direct comparisons could be made with the other two sources of this variable. To assess the existence of a “cycle of abuse,” the coding sheet also asked the rater to indicate the subject’s perception of their parents’ abuse as children and then, if they had raised any children, rate the abuse they had inflicted upon their own children. In addition to rating the physical, emotional and sexual abuse and neglect experienced by the subjects, the coding sheet also asked the rater to indicate levels of stability in the home, the subject’s treatment with respect to other siblings, and the potential of having experienced a serious head injury.

### *Administration Outcomes*

The personal interviews were administered in private such that the staff or other inmates could not hear the conversation. The inmates were summoned to the interview either by a staff person or by the “phone runner.” Both methods worked well. Refusals to participate were made to the interviewer face to face. The settings ranged from offices, visiting rooms, conference rooms, and classrooms to a law library and a barbershop. All were satisfactory and provided a quiet, focused atmosphere free of distractions. Each interview lasted between 20 and 45 minutes with the bulk of them taking 30 minutes to complete. The interview process necessarily accommodated the institutional schedules with the result that we were able to complete approximately three surveys every two hours per interviewer during those periods when interviewing could take place.

The interviewer greeted each inmate upon arrival and explained the nature of the interview request. They told each subject that their participation was voluntary and that they did not have to answer any question and that they could leave at any time. Once the inmate agreed to be interviewed, the session began by asking what it was like growing up. This initial open-ended question generated additional probing by the interviewer in order to elicit a fuller explanation or description of events. The interviewer often prompted the subject by asking questions from the Interview Response Form and recording relevant responses in the spaces provided. The interviewer informed the subject that the period of interest was generally that time from birth to the end of the 8th grade (generally age 13 or 14). The interviewer did not ask questions about the instant offense or their later juvenile and adult lives beyond that necessary to complete the Personal Interview Response Form. At the end of the interview, the interviewer thanked the subject for participating and informed the staff coordinator or inmate “phone runner” that they were available to see another inmate.

### **Inmate Casefile Jacket Survey**

The following section describes the inmate casefile jacket survey, the reasons this form of survey was conducted, the method by which this survey was administered, and the experiences and observations of the survey team at the site.

This casefile jacket survey was originally designed to address two principal research objectives: a) to examine DOC disciplinary records in order to assess ongoing behavioral problems, and b) to

provide specific demographic data for congregate interview participants and a random sample of non-participants. However, once the study team examined numerous casefile jackets, it became apparent that the disciplinary records were not entered into the jackets in any systematic fashion, which made any form of reconstruction and entry too costly to address. As a result, the primary objective of this survey became to collect data elements which would assist the study team in addressing concerns regarding the extent to which the survey participants resemble the non-participants.

This survey required data collectors to quickly peruse inmate casefile jackets looking for a number of demographic variables, indications of certain childhood and adult behavioral and/or mental health problems, mention of childhood abuse or neglect, and histories of repeated offending.

Outcomes of this survey were contingent upon the data collecting teams' ability to actually locate the casefile jackets of the congregate interview participants and those of the randomly selected non-participants. As shown in the following table, the overall "hit" rate of this survey was 92 percent. The highest "hit" rate of 96 percent indicates that of the 27 congregate interview participants at the Wildwood facility, the data collection team was able to locate 26 of the casefile jackets.

**Table 3: DOC Inmate Casefile Jacket Surveys by Facility**

Facility	Sample	Jacket surveyed	Percentage of sample surveyed
Nonparticipants	160	149	93%
Palmer Medium	23	20	87%
Palmer Minimum	22	21	95%
Hiland (women)	29	25	86%
Hiland (men)	18	15	83%
Spring Creek	79	74	94%
Wildwood	27	26	96%
Meadow Creek	29	26	90%
Lemon Creek	13	11	85%
<b>Total</b>	<b>400</b>	<b>367</b>	<b>92%</b>

The following sections describe the method used to administer this survey, and outcomes of that administration.

### Method of Administration

The DOC records archive contains casefile jackets for each inmate currently housed by DOC. Data collectors went to the archive in order to gather data from the jackets of congregate interview participants and a random sample of non-participants. Jackets were located in the archive and examined for a series of data points. Subsequently, the data was entered into an MS Access database, and ported over to the master file. This section contains a description of the methods used for acquiring the data from the jackets and an the method used to generate the random sample.

The data collectors were given entry forms to complete as they examined each jacket (see the Microsoft Access data entry screen in the Appendix). Due to limited resources and the fairly idiosyncratic and prolific nature of these files, collectors were encouraged to restrict their examination

of each jacket to 10 minutes. For each jacket they recorded several specific data points and sought to ascertain the presence or absence of references to various types adult and juvenile problems, prior adult and juvenile adjudications, and references to several forms of childhood abuse.

The random sample was generated by first removing all congregate interview participants from the list of potential subjects originally provided by DOC personnel and then using SPSS to select a random sample of 160 OBSCIS numbers from the remaining records. Eighty-nine percent (n=142) of the random sample's jackets were located and examined. Not all of the jackets were available as the data collection corresponded with a period of heavy inmate movement within the DOC system.

### **Administration Outcomes**

Training of the data collectors consisted of a review of the materials commonly found in the jackets, and a discussion of the types of information and references being sought in the casefile jackets. Early in this collection effort, inter-coder reliability was assessed. All four collectors were asked to gather data from the same four jackets. While the nature of this collection task was to briefly scan through the numerous forms and detailed reports frequently contained in the jackets, reliability seemed fairly high. On all 47 items, there was an average agreement level of 90 percent. There were 7 factual items which had an average agreement level of 94 percent, while the 40 remaining items which were more subjective in nature had an average agreement level of 90 percent.

The data were originally to be entered directly into a Microsoft Access database, using a custom designed screen for entry (see Appendix). However, due to technical complications associated with various versions of the software being installed on the team's laptops, it became necessary to enter the data first on a paper version of the MS Access screen, which was then entered into the database back at the office.

## **APPENDIX**

Consent Form

Scantron Form

Fill-In Answer Sheet

Overhead Projector Slide

Microsoft Access Data Screen

Offender Profile Questionnaire

Inmate Interview Response Form

Inmate Interview Data Coding Sheet

**Consent Form**

**Consent Form**

**I agree to be interviewed for a study of human development being conducted by researchers from the University of Alaska Anchorage and sponsored by the Alaska Department of Corrections. I understand that the general purpose of the research is to understand how a variety of positive and negative childhood experiences affect adult functioning.**

**I understand that this research is not being conducted for any profit motive, but strictly in the pursuit of scientific knowledge. I have been told about the procedures to be followed and how much time is involved. I will be asked to respond to a structured interview taking approximately 45 minutes.**

**I understand that the information I provide is voluntary and will be handled in the strictest confidence. All information will be kept in a locked file and any identifying data will be destroyed after the study is completed. My answers will not be made available to any persons other than the University research staff. Also, any research report will be made in such a way that I cannot be identified. Any publications arising from this study will refer only to group information.**

**I understand that I have the right to ask questions at any time and that I may refuse to participate or withdraw my consent at any time without fear of any negative consequences.**

**I agree to take part in this project.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Scantron Form

SIDE 2

GENERAL PURPOSE  
NCS®  
ANSWER SHEET  
form no. 4521

A B C D E	A B C D E	A B C D E	A B C D E	A B C D E
101 ( ) ( ) ( ) ( ) ( )	111 ( ) ( ) ( ) ( ) ( )	121 ( ) ( ) ( ) ( ) ( )	131 ( ) ( ) ( ) ( ) ( )	141 ( ) ( ) ( ) ( ) ( )
A B C D E	A B C D E	A B C D E	A B C D E	A B C D E
102 ( ) ( ) ( ) ( ) ( )	112 ( ) ( ) ( ) ( ) ( )	122 ( ) ( ) ( ) ( ) ( )	132 ( ) ( ) ( ) ( ) ( )	142 ( ) ( ) ( ) ( ) ( )
A B C D E	A B C D E	A B C D E	A B C D E	A B C D E
103 ( ) ( ) ( ) ( ) ( )	113 ( ) ( ) ( ) ( ) ( )	123 ( ) ( ) ( ) ( ) ( )	133 ( ) ( ) ( ) ( ) ( )	143 ( ) ( ) ( ) ( ) ( )
A B C D E	A B C D E	A B C D E	A B C D E	A B C D E
104 ( ) ( ) ( ) ( ) ( )	114 ( ) ( ) ( ) ( ) ( )	124 ( ) ( ) ( ) ( ) ( )	134 ( ) ( ) ( ) ( ) ( )	144 ( ) ( ) ( ) ( ) ( )
A B C D E	A B C D E	A B C D E	A B C D E	A B C D E
105 ( ) ( ) ( ) ( ) ( )	115 ( ) ( ) ( ) ( ) ( )	125 ( ) ( ) ( ) ( ) ( )	135 ( ) ( ) ( ) ( ) ( )	145 ( ) ( ) ( ) ( ) ( )
A B C D E	A B C D E	A B C D E	A B C D E	A B C D E
106 ( ) ( ) ( ) ( ) ( )	116 ( ) ( ) ( ) ( ) ( )	126 ( ) ( ) ( ) ( ) ( )	136 ( ) ( ) ( ) ( ) ( )	146 ( ) ( ) ( ) ( ) ( )
A B C D E	A B C D E	A B C D E	A B C D E	A B C D E
107 ( ) ( ) ( ) ( ) ( )	117 ( ) ( ) ( ) ( ) ( )	127 ( ) ( ) ( ) ( ) ( )	137 ( ) ( ) ( ) ( ) ( )	147 ( ) ( ) ( ) ( ) ( )
A B C D E	A B C D E	A B C D E	A B C D E	A B C D E
108 ( ) ( ) ( ) ( ) ( )	118 ( ) ( ) ( ) ( ) ( )	128 ( ) ( ) ( ) ( ) ( )	138 ( ) ( ) ( ) ( ) ( )	148 ( ) ( ) ( ) ( ) ( )
A B C D E	A B C D E	A B C D E	A B C D E	A B C D E
109 ( ) ( ) ( ) ( ) ( )	119 ( ) ( ) ( ) ( ) ( )	129 ( ) ( ) ( ) ( ) ( )	139 ( ) ( ) ( ) ( ) ( )	149 ( ) ( ) ( ) ( ) ( )
A B C D E	A B C D E	A B C D E	A B C D E	A B C D E
110 ( ) ( ) ( ) ( ) ( )	120 ( ) ( ) ( ) ( ) ( )	130 ( ) ( ) ( ) ( ) ( )	140 ( ) ( ) ( ) ( ) ( )	150 ( ) ( ) ( ) ( ) ( )
A B C D E	A B C D E	A B C D E	A B C D E	A B C D E
151 ( ) ( ) ( ) ( ) ( )	161 ( ) ( ) ( ) ( ) ( )	171 ( ) ( ) ( ) ( ) ( )	181 ( ) ( ) ( ) ( ) ( )	191 ( ) ( ) ( ) ( ) ( )
A B C D E	A B C D E	A B C D E	A B C D E	A B C D E
152 ( ) ( ) ( ) ( ) ( )	162 ( ) ( ) ( ) ( ) ( )	172 ( ) ( ) ( ) ( ) ( )	182 ( ) ( ) ( ) ( ) ( )	192 ( ) ( ) ( ) ( ) ( )
A B C D E	A B C D E	A B C D E	A B C D E	A B C D E
153 ( ) ( ) ( ) ( ) ( )	163 ( ) ( ) ( ) ( ) ( )	173 ( ) ( ) ( ) ( ) ( )	183 ( ) ( ) ( ) ( ) ( )	193 ( ) ( ) ( ) ( ) ( )
A B C D E	A B C D E	A B C D E	A B C D E	A B C D E
154 ( ) ( ) ( ) ( ) ( )	164 ( ) ( ) ( ) ( ) ( )	174 ( ) ( ) ( ) ( ) ( )	184 ( ) ( ) ( ) ( ) ( )	194 ( ) ( ) ( ) ( ) ( )
A B C D E	A B C D E	A B C D E	A B C D E	A B C D E
155 ( ) ( ) ( ) ( ) ( )	165 ( ) ( ) ( ) ( ) ( )	175 ( ) ( ) ( ) ( ) ( )	185 ( ) ( ) ( ) ( ) ( )	195 ( ) ( ) ( ) ( ) ( )
A B C D E	A B C D E	A B C D E	A B C D E	A B C D E
156 ( ) ( ) ( ) ( ) ( )	166 ( ) ( ) ( ) ( ) ( )	176 ( ) ( ) ( ) ( ) ( )	186 ( ) ( ) ( ) ( ) ( )	196 ( ) ( ) ( ) ( ) ( )
A B C D E	A B C D E	A B C D E	A B C D E	A B C D E
157 ( ) ( ) ( ) ( ) ( )	167 ( ) ( ) ( ) ( ) ( )	177 ( ) ( ) ( ) ( ) ( )	187 ( ) ( ) ( ) ( ) ( )	197 ( ) ( ) ( ) ( ) ( )
A B C D E	A B C D E	A B C D E	A B C D E	A B C D E
158 ( ) ( ) ( ) ( ) ( )	168 ( ) ( ) ( ) ( ) ( )	178 ( ) ( ) ( ) ( ) ( )	188 ( ) ( ) ( ) ( ) ( )	198 ( ) ( ) ( ) ( ) ( )
A B C D E	A B C D E	A B C D E	A B C D E	A B C D E
159 ( ) ( ) ( ) ( ) ( )	169 ( ) ( ) ( ) ( ) ( )	179 ( ) ( ) ( ) ( ) ( )	189 ( ) ( ) ( ) ( ) ( )	199 ( ) ( ) ( ) ( ) ( )
A B C D E	A B C D E	A B C D E	A B C D E	A B C D E
160 ( ) ( ) ( ) ( ) ( )	170 ( ) ( ) ( ) ( ) ( )	180 ( ) ( ) ( ) ( ) ( )	190 ( ) ( ) ( ) ( ) ( )	200 ( ) ( ) ( ) ( ) ( )

**EXAMPLES**

**WRONG**

1 ( ) ( ) ( ) ( ) ( )

**WRONG**

2 ( ) ( ) ( ) ( ) ( )

**WRONG**

3 ( ) ( ) ( ) ( ) ( )

**RIGHT**

4 ( ) ( ) ( ) ( ) ( )

**IMPORTANT DIRECTIONS FOR MARKING ANSWERS**

- Use #2 pencil only.
- Do NOT use ink or ballpoint pens.
- Make heavy black marks that fill the circle completely.
- Erase clearly any answer you wish to change.
- Make no stray marks on the answer sheet.

**DO NOT  
WRITE  
IN THIS  
SPACE**



Fill-In Answer Sheet

Fill-In Answer Sheet

OBSCIS# -----

—

11. \_\_\_\_\_ [Community]

12. \_\_\_\_\_ [State/Country]

13. \_\_\_\_\_ [ Offenses ]

\_\_\_\_\_  
\_\_\_\_\_

14. Years \_\_\_\_\_ Months \_\_\_\_\_ [this time?]

15. \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ [ Month / Day / Year ]

16. \_\_\_\_\_ [ # of times - adult]

17. \_\_\_\_\_ [ # of times - juvenile ]

17a. \_\_\_\_\_ [ Age in years]

18. \_\_\_\_\_ [ First ]

\_\_\_\_\_ [ Year of First ]

19. a. YES      b. NO      c. Don't know/ No response      [Circle appropriate response]

20. \_\_\_\_\_ [ Type of work ]

\_\_\_\_\_

21. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

>>>—{Use the *Scantron Answer Sheet* For the Next Questions, Start With Item #22 }—<<<

31. \_\_\_\_\_ [ # of brothers ]

32. \_\_\_\_\_ [Most serious offenses ]

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

33. \_\_\_\_\_ [ # of sisters ]

34. \_\_\_\_\_ [Most serious offenses ]

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

35a. \_\_\_\_\_ [Relation?] \_\_\_\_\_ [Offense(s)]

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ [Relation?] \_\_\_\_\_ [Offense(s)]

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ [Relation?] \_\_\_\_\_ [Offense(s)]

\_\_\_\_\_  
\_\_\_\_\_

35b. \_\_\_\_\_ [Relationship?] \_\_\_\_\_ [Offense(s)]

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ [Relationship?] \_\_\_\_\_ [Offense(s)]

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ [Relationship?] \_\_\_\_\_ [Offense(s)]

\_\_\_\_\_  
\_\_\_\_\_

36. \_\_\_\_\_ [Age of Child 1]

\_\_\_\_\_ [Age of Child 2]

\_\_\_\_\_ [Age of Child 3]

\_\_\_\_\_ [Ages of other children ]

37. \_\_\_\_\_ [ Who children under 18 are staying with ]

38. \_\_\_\_\_ [Who children under 18 were staying with ]

39. \_\_\_\_\_ [Son/Daughter served time ] \_\_\_\_\_ [Offense(s)]

\_\_\_\_\_ [Offense(s)]

\_\_\_\_\_ [Son/Daughter served time ] \_\_\_\_\_ [Offense(s)]

\_\_\_\_\_ [Offense(s)]

\_\_\_\_\_ [Son/Daughter served time ] \_\_\_\_\_ [Offense(s)]

\_\_\_\_\_ [Offense(s)]



43. { Persons who visited you while in jail during last 30 days - Don't use names, just relationship }

_____	[Who]	_____	[Number of visits]
_____	[Who]	_____	[Number of visits]
_____	[Who]	_____	[Number of visits]
_____	[Who]	_____	[Number of visits]
_____	[Who]	_____	[Number of visits]
_____	[Who]	_____	[Number of visits]

44. \_\_\_\_\_ [Community you were born in]  
\_\_\_\_\_ [State]  
\_\_\_\_\_ [Country]

44a. \_\_\_\_\_ [Community your parents lived in when you were born]  
\_\_\_\_\_ [State]  
\_\_\_\_\_ [Country]

45. \_\_\_\_\_ [Community where your father was born]  
\_\_\_\_\_ [State]  
\_\_\_\_\_ [Country]

46. \_\_\_\_\_ [Community where your mother was born]  
\_\_\_\_\_ [State]  
\_\_\_\_\_ [Country]

47. \_\_\_\_\_ [Community where your mother's mother was born]  
\_\_\_\_\_ [State]  
\_\_\_\_\_ [Country]

48. \_\_\_\_\_ [Community where your mother's father was born]  
\_\_\_\_\_ [State]  
\_\_\_\_\_ [Country]

49. \_\_\_\_\_ [Community where your father's mother was born]  
\_\_\_\_\_ [State]  
\_\_\_\_\_ [Country]

50. \_\_\_\_\_ [Community where your father's father was born]  
\_\_\_\_\_ [State]  
\_\_\_\_\_ [Country]

51. \_\_\_\_\_ [ Countries/parts of world your ancestors came from  
] \_\_\_\_\_  
\_\_\_\_\_

52. \_\_\_\_\_ [Part of ancestry you feel closest to]

53. \_\_\_\_\_ [When people ask, what do you tell them?]

54. \_\_\_\_\_ [What you think, if it's different than #53]

55. a. Very Important [ circle appropriate response ]  
b. Somewhat Important  
c. Not Important  
d. Don't Know/No Response

56. a. Very Upset [ circle appropriate response ]  
b. Somewhat Upset  
c. Not Upset  
d. Don't Know/No Response

57. \_\_\_\_\_ [Language you usually speak now]

58. \_\_\_\_\_ [Language you speak when not incarcerated]

59. \_\_\_\_\_ [Languages you speak well]

\_\_\_\_\_  
\_\_\_\_\_

60. \_\_\_\_\_ [Language you prefer to speak]

61. a. Once a day [circle appropriate response]

b. Once a week

c. A few times a month

d. A few times a year

e. Never

f. Don't Know/No Response

>>>—{ Use the Scantron Answer Sheet For the Next Section, Start with Item #62 }—<<<

177. a. Yes [circle appropriate response]  
b. No  
c. Don't Know/No Response

178. \_\_\_\_\_ [Relationship to you]

179. a. Yes [circle appropriate response]  
b. No  
c. Don't Know/No Response  
d. Does not Apply

180. \_\_\_\_\_ [Number of Years]

181. a. Yes [circle appropriate response]  
b. No  
c. Don't Know/No Response

- 181a. a. Yes [circle appropriate response]  
b. No  
c. Don't Know/No Response  
d. Does not Apply

182. a. Yes [circle appropriate response]  
b. No  
c. Don't Know/No Response

- 182a. a. Yes [circle appropriate response]  
b. No  
c. Don't Know/No Response  
d. Does not Apply

183. \_\_\_\_\_ [Ethnicity of Friend #1 ]  
\_\_\_\_\_ [Ethnicity of Friend #2 ]  
\_\_\_\_\_ [Ethnicity of Friend #3 ]

184. \_\_\_\_\_ [Ethnic or religious  
holidays]  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

185. \_\_\_\_\_ [Your Race]

186. \_\_\_\_\_ [Your Religion]

187. a. Extremely Important [ circle appropriate response ]  
b. Very Important  
c. Somewhat Important  
d. A Little Important  
e. Not At All Important  
f. Don't Know/ No Response

188. a. Only from your ethnic group [ circle appropriate response ]  
b. Mostly from your ethnic group  
c. About equally from your ethnic group and from other groups.  
d. Mostly from other ethnic groups  
e. Only from other ethnic groups  
f. Don't Know/ No Response

189. a. Extremely Important [ circle appropriate response ]  
b. Very Important  
c. Somewhat Important  
d. A Little Important  
e. Not At All Important  
f. Don't Know/ No Response

# #10. Where did you first attend Elementary School?

- a) Anchorage/ Other Alaskan City
- b) Village in Alaska (On the road system)
- c) Village in Alaska (Not on the road system)
- d) Small Community outside Alaska
- e) Large Community outside Alaska
- Blank)** Don't know/ No response

Microsoft Access Data Entry Screen

OFFENDERS Query1

Data entered by: [ ]

OBSCIS: [ ]      Current offense: [ ]

Actual sentence (days): [ ]      Release date: [ ]      Security level: [ ]

Est annual income: [ ]      Work history: [ ]

**Severe Problems**

<b>Adult</b>	<b>Childhood</b>
Alcoholism <input type="checkbox"/>	Alcoholism <input type="checkbox"/>
Drugs <input type="checkbox"/>	Drugs <input type="checkbox"/>
Mental health <input type="checkbox"/>	Mental health <input type="checkbox"/>
Hostility/temper <input type="checkbox"/>	Hostility/temper <input type="checkbox"/>
Depression <input type="checkbox"/>	Depression <input type="checkbox"/>
Suicidal <input type="checkbox"/>	Suicidal <input type="checkbox"/>
No basis <input type="checkbox"/>	No basis <input type="checkbox"/>

**Reports of Childhood Abuse**

Physical

Psychological

Sexual

Neglect

No basis

**Adult**

<b>Offenses</b>	<b>Chronic</b>
Violent <input type="checkbox"/>	Violent <input type="checkbox"/>
Property <input type="checkbox"/>	Property <input type="checkbox"/>
Public order <input type="checkbox"/>	Public order <input type="checkbox"/>
Drug <input type="checkbox"/>	Drug <input type="checkbox"/>
Sex offenses <input type="checkbox"/>	Sex offenses <input type="checkbox"/>
No basis <input type="checkbox"/>	No basis <input type="checkbox"/>

**Juvenile**

<b>Offenses</b>	<b>Chronic</b>
Violent <input type="checkbox"/>	Violent <input type="checkbox"/>
Property <input type="checkbox"/>	Property <input type="checkbox"/>
Public order <input type="checkbox"/>	Public order <input type="checkbox"/>
Drug <input type="checkbox"/>	Drug <input type="checkbox"/>
Sex offenses <input type="checkbox"/>	Sex offenses <input type="checkbox"/>
No basis <input type="checkbox"/>	No basis <input type="checkbox"/>

Record: [ ] of 1

## Offender Profile Questionnaire

### Item Series and Sources

Education/Military Background – Widom et al..

Current Offense/Detention -B.J.S. Survey of Prisoners

Arrest Record - B.J.S. Survey of Prisoners

Employment History - B.J.S. Survey of Prisoners

Family History - B.J.S. Survey of Prisoners

Cultural Background - Widom et al.

Substance Use/Abuse- B.J.S. Survey of Prisoners

Medical Condition – B.J.S. Survey of Prisoners

Mental or Emotional Health – B.J.S. Survey of Prisoners

Dissociation and Hostility – Widom et. al.

Conflict Tactics Scale (CTS) – Strauss et al.

Self-Report of Childhood Abuse Physical (SRCAP) Scale – Widom et. al.

Childhood Neglect Series - Widom et al.

Childhood Needs Series - Curtis et al.

Childhood Sexual Abuse – Widom et. al.

Coping Strategies – Widom et. al.

**OFFENDER PROFILE QUESTIONNAIRE**

**>Begin with the Scantron Sheet**

**Educational/Military Background**

1. Did you graduate from high school or receive a GED?

- a. GED
- b. Graduated from high school
- c. Not a H.S. Grad/ No GED
- d. DK/NR

2. (if GED (a) or HS (b) to q.1) Did you receive any other degrees?

- a. No
- b. Masters
  - c. Phd.
  - d. Other
- e. DK/NR  
blank. Does not Apply

3. (if no (c) to q.1) When did you last attend school? During...

- a. Elementary School
- b. Middle School
- c. High School
- d. DK/NR
- e. Does not Apply

> (And now some yes/no quexs) Have you ever...:

4. Attended a technical, trade, or vocational school?

- a. Yes
- b. No
- c. DK/NR

5. Taken part in an apprenticeship or on-the-job training program?

- a. Yes
- b. No
- c. DK/NR

6. Attended a junior or community college?

- a. Yes
- b. No
- c..DK/NR

7. Been in the armed forces?

- a. Yes
- b. No
- c..DK/NR

8. (If YES (a) to q.7) In which Service did you serve?

- a. Army
- b. Air Force
- c. Navy/Marines
- d. National Guard
- e. DK/NR

Blank. Does not Apply

8. (If YES (a) to q.7) What is your Discharge Status?

- a. Honorable Discharge
- b. Other than Honorable Discharge
- c. Other
- d. DK/NR
- e. Does not Apply

10. Where did you first being attending elementary school? In Anchorage or another Alaskan city, a village in Alaska on the road system, a village in Alaska not on the road system, a small community outside of Alaska, or a large community outside of Alaska?

- a. Anchorage/ Other Alaskan City
- b. Village in Alaska (on the road system)
- c. Village in Alaska (not on the road system)
- d. Small community outside of Alaska
- e. Large city outside of Alaska

Blank. DK/NR

**>Now, you'll need to write the answers to the next series of questions on the Fill-In Answer Sheet**

11. **In space #11 on the fill-in sheet, write** the name of the community where you first began attended elementary school.

12. **In space #12, write** the state of that community. If it wasn't in the United States, put the country where you first attended elementary school.

**Current Offense/Detention**

13. **In space #13, write** the offense(s) are you currently being held for.

14. **In space #14, using years and months,** write how long have you been incarcerated this time.

15. **In space #15, write** your anticipated release date.

**Arrest Record**

> Now, I'm going to ask you some questions about any prior offenses and arrests.

16. **In space #16, write the number of times you have been arrested as an adult. If too many to count, please estimate.**
17. **In space #17, write the number of times you were arrested as a juvenile. If too many to count, please estimate.**
- 17a. **In space #17a, write how old you were the first time you were arrested for an offense.**
18. **And, in space #18, write the first offense you were arrested for and the year of that arrest.**

**Employment History**

19. Have you ever been employed, that is paid for working? **(Circle the Yes or No on #19)**
20. **(If you put yes (a)) In #20, write the type of job you had prior to your current incarceration. If you had no job write "unemployed".**
21. **If you were unemployed, in #21 write down the type of work you were looking for. If you weren't looking for work, write down why you weren't looking for work.**

**Family History**

> Now back to the Scantron answer sheet for series of yes/no questions. The answer categories for these items are (A) for Yes, (B) for No, and (C) for Don't Know or No Response

22. Did you live with both your natural mother and natural father from the time you were born until you were 18 years of age?
- Yes
  - No
  - DK/NA
23. Did you live in a foster care home while you were under 18 years of age.
- Yes
  - No
  - DK/NA
24. When you were growing up, did any of your parents or guardians ever receive government assistance, for example, AFDC, food stamps, Medicaid or WIC?
- Yes
  - No
  - DK/NR

24. While you were growing up, did you ever live in public housing or publicly subsidized housing, for example Section 8 housing?
- Yes
  - No
  - DK/NR
  -
24. While you were growing up, did any of your parents or guardians abuse alcohol?
- Yes
  - No
  - DK/NR
24. Did they abuse drugs? **\*\*In person interview, examine substances used, amount and frequency\*\***
- Yes
  - No
  - DK/NR
24. While your mother was pregnant with you, did she consume alcohol?
- Yes
  - No
  - DK/NR
24. Has anyone ever told you that you were damaged in some way by her drinking during pregnancy?
- Yes
  - No
  - DK/NR
24. Do you feel you were damaged in any way by her drinking during pregnancy?
- Yes
  - No
  - DK/NR

**\*\*In Person interview – explore nature of damage attributed to drinking behavior of mother\*\***

**> Write the following answers on the fill-in sheet.**

31. **On item #31, write** how many brothers you have (including half-brothers).
32. If any of your brothers have served time in jail, **write in #32** the most serious offenses they have served time for.
33. **In #33, write** how many sisters you have (including half-sisters).
34. If any of your sisters have served time in jail, **write in #34** the most serious offenses they have served time for.

- 35a. If any of your parents or guardians served time in jail, **write in #35a** who it was, and the most serious offenses they served time for. **Don't put the person's name, just their relationship to you, like father, mother, etc.**
- 35b. Before you were incarcerated here, if any of your spouses, significant others, boyfriends or girlfriends served time **write in #35b** who it was, and the most serious offenses they served time for. **Don't put the person's name, just their relationship to you.**
36. **In item #36 write** your childrens' ages . **(If you have no children, put a zero)**
37. (If any of your children are under 18) **Write in #37** who they are staying with now. **Don't use the person's name, just their relationship to you and the children.**
38. (If any of your children were under 18 when you became incarcerated this time) **Write in #38** who they were staying with at the time you became incarcerated. **Don't put the person's name, just their relationship to you and the children.**
39. If any of your children have served time in jail, **write in item #39** whether it was a son or daughter, and the most serious offenses they served time for. **Do not use their name.**
40. **In #40**, write the relationship to you of anyone you've talked to on a jail phone during the last 30 days, and how many times.
41. **In #41**, write the relationship to you of anyone you've sent personal mail to from jail during the last 30 days, and how many times.
42. **In #42**, write the relationship to you of anyone who has sent you mail while you were in jail during the last 30 days, and how many times.
43. **In #43**, write the relationship to you of anyone who has visited you in jail during the last 30 days, and approximately how many times they've visited you.

**CULTURAL BACKGROUND**

44. **On item #44** write the community, state, and country where you were born.
- 44a. **On item #44a** write the community, state, and country your parents lived in when you were born.
45. **In #45** write the community, state, and country where your father was born.
46. **In #46** write the community, state, and country where your mother was born.
47. **In #47** write the community, state, and country where your mother's mother was born. **(If you don't know exactly, put what you do know)**
48. **In #48** write the community, state, and country where your mother's father was born. **(If you don't know exactly, put what you do know)**
49. **In #49** write the community, state, and country where your father's mother was born. **(If you don't know exactly, put what you do know)**

50. **In #50** write the community, state, and country where your father’s father was born. **(If you don’t know exactly, put what you do know)**
51. **In #51**, write the countries or parts of the world your ancestors come from. **(If you don’t know exactly, put what you do know)**
52. **On #52**, write the parts of your ancestry background you feel closest to.
53. **Item #53:** When people ask you what your ethnic background is, what – in your own words – do you answer?
54. If your answer in #53 isn’t the way you in fact think of yourself, write in **item #54** what you really think your ethnic background is.
55. How important is your ethnic background to you? Would you say it is very important, somewhat important, or not important. **(circle the appropriate response on item #55).**
56. How about if you were criticized for not being a good member of your ethnic group by someone of your group? Which would best represent how you feel: very upset, somewhat upset, or not upset?. **(circle the appropriate response on item #56).**
57. **On item #57**, write the language that you usually speak these days?
58. **In #58**, write the language that you usually speak when you are not incarcerated?
59. **In #59**, write the languages that you speak well.
60. **In #60**, write the language that you prefer to use?
61. Before you were in jail, how often did you eat foods of your ethnic background? At least once a day, a least once a week, a few times a month, a few times a year, or did you never eat any foods of your ethnic background? **(circle the appropriate response on item #61)**

> Use the Scantron answer sheet for the following section, starting with item #62

**Substance Use and Abuse**

>In your entire life, have you ever...

62. Had as much as a fifth of liquor in one day?
  - a. Yes
  - b. No
  - c. DK/NR

63. **Have you ever...**Had arguments with your spouse, boyfriend/girlfriend, family, or friends because you had been drinking?
- a. Yes
  - b. No
  - c. DK/NR
64. **Have you ever...**Lost a job because of your drinking?
- a. Yes
  - b. No
  - c. DK/NR
65. **Have you ever...**Had job or school trouble because of your drinking?
- a. Yes
  - b. No
  - c. DK/NR
66. **Have you ever...**Been held at a police station because of your drinking?
- a. Yes
  - b. No
  - c. DK/NR
67. **Have you ever...**Been arrested for committing a crime while you were drunk?
- a. Yes
  - b. No
  - c. DK/NR
68. **And, have you ever...**Gotten into a physical fight while drinking or right after drinking?
- a. Yes
  - b. No
  - c. DK/NR

**>Have you ever used...**

69. Marijuana or Hashish?
- a. Yes
  - a. No
  - b. DK/NR
70. Methamphetamine?
- a. Yes
  - b. No
  - c. DK/NR

- 71. Crack?
  - a. Yes
  - b. No
  - c. DK/NR
  
- 72. Cocaine other than crack?
  - a. Yes
  - b. No
  - c. DK/NR
  
- 73. Heroin?
  - a. Yes
  - b. No
  - c. DK/NR
  
- 74. PCP?
  - a. Yes
  - b. No
  - c. DK/NR
  
- 75. LSD or other Hallucinogens?
  - a. Yes
  - b. No
  - c. DK/NR
  
- 76. Have you ever inhaled or sniffed substances to get high, for example, glue, lighter fluid, or gasoline?
  - a. Yes
  - b. No
  - c. DK/NR
  
- 77. Have you ever drunk over the counter products like Lysol or hairspray to get high?

\*\*\* In person interviews, examine frequency & duration of usage for each of the substances used \*\*\*

- 78. Have you ever attended any kind of alcohol or drug treatment program?
  - a. Yes
  - b. No
  - c. DK/NR

79. (If yes(a) to q.78) Did any of those programs help you to reduce or stop your drug or alcohol use?
- a. Yes
  - b. No
  - c. DK/NR
  - d. Does not Apply
80. (If yes(a) to q.78) Was the program that helped you one you attended while in prison?
- a. Yes
  - b. No
  - c. DK/NR
  - d. Does not Apply

\*\* In person interview, probe for opinions and effectiveness of treatment programs \*\*\*

**MEDICAL CONDITION**

\*\* In person, probe for other medical problems/diagnoses \*\*\*

**>When you began this stay in detention...**

81. Were you sick, injured, high or intoxicated?
- a.Yes/b.No/c.DK/NR
82. **When you began this stay in detention...**Did they ask you any questions about your health or medical history?
- a.Yes/b.No/c.DK/NR

\*\*In person – What did you tell them\*\*

83. **When you began this stay in detention...**Did they ask you if you had ever thought about or attempted suicide?
- a.Yes/b.No/c.DK/NR
84. (if yes(a) to q.81) How did you answer that question?
- a.Yes/b.No/c. DK/NR /d. Does not Appy
85. Since admission, has anyone pricked your skin for a TB test?
- a.Yes/b.No/c.DK/NR

86. (if yes(a) to q.85) Was it positive for TB?  
 a. Yes/b. No/c. DK/NR /d. Does not Apply
87. Since admission, have you had a medical exam?  
 a. Yes / b.No / c. DK/NR
88. Have you ever had your blood tested for the virus that causes AIDS?  
 a. Yes/b.No/c.DK/NR
89. (If yes(a) to q.88) Was the test positive for AIDS?  
 a. Yes/b. No/c. DK/NR /d. Does not Apply

**MENTAL OR EMOTIONAL HEALTH**

\*\*In person, probe for details \*\*

> **Now I am going to ask you about services you may have received for emotional or mental health problems other than those related to drug or alcohol abuse.**

> **Because of Emotional or Mental Problem, have you ever....**

90. Taken a medication prescribed by a psychiatrist or other doctor?

a. Yes/b.No/c.DK/NR

91. **Because of Emotional or Mental Problem, have you ever....**Been admitted to a mental hospital, unit or treatment program?

a. Yes/b.No/c.DK/NR

92. **Because of Emotional or Mental Problem, have you ever....**Received counseling or therapy from a trained professional?

a. Yes/b.No/c.DK/NR

93. **Because of Emotional or Mental Problem, have you ever....**Received any other mental health services?

a. Yes/b.No/c.DK/NR

**>Do you have..**

94. A learning disability?

a. Yes/b.No/c.DK/NR

95. A speech disability?

a. Yes/b.No/c.DK/NR

96. Or, a mental or emotional condition?  
 a. Yes/b. No/c. DK/NR

**DISSOCIATION & HOSTILITY**

> Here is a list of feelings that people sometimes have. Please indicate how often during the past year you always or almost always, frequently, occasionally, rarely, or never felt this way.

- a. Almost or almost always
  - b. Frequently
  - c. Occasionally
  - d. Rarely
  - e. Never
- blank. Don't know]

>In the past year, how often have you...

- 97. **In the past year, how often have you...** Felt easily annoyed or irritated?
- 98. **In the past year, how often have you...** Felt outside of your body?
- 99. **In the past year, how often have you...** Had temper outbursts you could not control?
- 100. **In the past year, how often have you...** Not felt like your real self?
- 101. **In the past year, how often have you...** Felt fearful?
- 102. **In the past year, how often have you...** Had urges to beat, injure, or harm someone?
- 103. **In the past year, how often have you...** “Spaced Out”?
- 104. **In the past year, how often have you...** Had urges to break or smash things?
- 105. **In the past year, how often have you...** Lost touch with reality?
- 106. **In the past year, how often have you...** Gotten into arguments?
- 107. **In the past year, how often have you...** Watched yourself from far away?
- 108. **In the past year, how often have you...** Shouted or threw things?
- 109. **In the past year, how often have you...** Felt tense or keyed up?

**Conflict Tactics Scale (CTS)**

- > **No matter how well families get along, there are times when people disagree about decisions, get annoyed about something another person does, or have disagreements or fights because they're in a bad mood or some other reasons. People use different ways of trying to settle differences.**
- > **Here is a list of some things that your parents or the people in your family might have done when they had a disagreement with you when you were growing up, that is, up to the time you had finished elementary school. For each one, how often would they do this?**

- a. Never**  
**b. Once or Twice**  
**c. Sometimes**  
**d. Frequently**  
**e. Most of the time**  
**blank. DK/NR**

- > **How often would they...**
110. Discuss an issue calmly?
111. **How often would they...**Get information to back up their side of things?
112. **How often would they...**Bring in or try to bring in someone to help settle things?
113. **How often would they...**Insult or swear at you?
114. **How often would they...**Sulk and/or refuse to talk about it?
115. **How often would they...**Stomp out of the room or house?
116. **How often would they...**Cry?
117. **How often would they...**Do or say something to spite you?
118. **How often would they...**Threaten to hit or throw something at you?
119. **How often would they...**Throw, smash , hit or kick something?
120. **How often would they...**Throw something at you?
121. **How often would they...**Push, grab, or shove you?
122. **How often would they...**Slap or spank you?
123. **How often would they...**Kick, bite, or hit you with a fist?
124. **How often would they...**Hit you or try to hit you with something?
125. **How often would they...**Beat you up?
126. **How often would they...**Burn or scald you?
127. **How often would they...**Threaten you with a knife or gun?
128. **How often would they...**Use a knife or gun?

129. Did either of your parents ever beat you when you didn't deserve it?
- a. Yes
  - b. No
  - c. DK/NR

**SELF-REPORT OF CHILDHOOD ABUSE PHYSICAL (SRCAP) SCALE**

\*\*Follow up in interview: Relationship of perpetrator, number of events, age at the time/first time \*\*

- > **Up to the time you finished elementary school or were 12 years old, did anyone either inside or outside of your family ever...**
- a. Yes
  - b. No
  - c. DK/NR

130. **Up to the time you finished elementary school or were 12 years old, did anyone either inside or outside of your family ever...**Beat or really hurt you by hitting you with bare hand or fist?
131. **Up to the time you finished elementary school or were 12 years old, did anyone either inside or outside of your family ever...**Beat or hit you with something hard like a stick or baseball bat?
132. **Up to the time you finished elementary school or were 12 years old, did anyone either inside or outside of your family ever...**Beat or hit you with a whip, strap, or belt?
133. **Up to the time you finished elementary school or were 12 years old, did anyone either inside or outside of your family ever...**Injure you with a knife, shoot you with a gun, or use another weapon against you?
134. **Up to the time you finished elementary school or were 12 years old, did anyone either inside or outside of your family ever...**Hurt you badly enough so that you needed a doctor or other medical treatment?
135. **Up to the time you finished elementary school or were 12 years old, did anyone either inside or outside of your family ever...**Physically injure you so that you were admitted to a hospital?

**CHILDHOOD NEGLECT**

136. Were there ever times when you were a young child that a neighbor fed you or cared for you because your parents didn't get around to shopping for food or cooking, or when neighbors or relatives kept you overnight because no one was taking care of you at home?
- a. Yes
  - b. No
  - c. DK/NR

137. When you were a young child, did anyone ever say that you weren't being given enough to eat, or kept clean enough, or that you weren't getting enough medical care when it was needed?
- Yes
  - No
  - DK/NR
138. When you were a **very** young child, did your parents ever leave you home alone while they were out shopping or doing something else?
- Yes
  - No
  - DK/NR

**CHILDHOOD NEEDS SERIES**

- > **Many people have important needs that are not met during their childhood. Up to the time you finished elementary school (up to age 12), how often...**
- Never
  - Once or Twice
  - Sometimes
  - Frequently
  - Most of the Time
  - Blank. DK/NR
139. **Up to the time you finished elementary school (up to age 12), how often...**Did you get so little food that you were hungry all day, and then went to bed hungry?
140. **Up to the time you finished elementary school (up to age 12), how often...**did you not have the right kind of clothing to stay comfortable when you went outside?
141. **Up to the time you finished elementary school (up to age 12), how often...**was there really no place for you to stay, or the place you stayed at was not a good place to stay?
142. **Up to the time you finished elementary school (up to age 12), how often...**Were there no adults who cared about what you were doing all day?
143. **Up to the time you finished elementary school (up to age 12), how often...**When you had a medical problem did nobody care or do anything about it?.
144. **Up to the time you finished elementary school (up to age 12), how often...**Did you feel that no one cared about what happened to you?
145. **Up to the time you finished elementary school (up to age 12), how often...**Were there no adults who cared enough about you to give you guidance on the important things in life?

**CHILDHOOD SEXUAL ABUSE**

- > **It is now generally realized that most people have sexual experiences as children and while they are still growing up. Some of these are with friends and playmates, and some with relatives and family members. Some are very upsetting and painful, and some are not. Some influence people's later lives and some are practically forgotten. Although these are often important events, very little is actually known about them.**
- > **Try to remember the sexual experiences you had while growing up. By "sexual," we mean a broad range of things, in fact, anything that might have seemed sexual to you.**
146. How old were you when you had sexual intercourse for the first time?
- 18 years of age or older
  - Age 15 to 17
  - Age 13 to 14
  - Under age 12
  - DK/NR
  - Does not Apply
147. Was the person you had sex with the first time older or younger than you?
- Older
  - Younger
  - DK/NR
  - Does not Apply
148. **(If Older(a) or Younger (b) on q.147)** How much of an age difference was there?
- Under 5 years
  - 5 to 9 years
  - 10 years or more
  - DK/NR
  - Does not Apply
149. Have you ever had a sexual experience with anyone 10 years older or 10 years younger than you?
- Yes
  - No
  - DK/NR
  - Does not Apply
150. **(If yes (a) to q.149)** How old were you when this happened the first time?
- 12 years of age or younger
  - 13 to 17 years of age
  - 18 or older
  - DK/NR
  - Does not Apply

151. How old was your partner at that time?

- a. 12 years of age or younger
- b. 13 to 17 years of age
- c. 18 or older
- d. DK/NR
- e. Does not Apply

> **Up to the time you finished elementary school (before 6<sup>th</sup> grade), did you ever have any of the following experiences:**

\*\*Follow up in interview: Relationship of perpetrator, number of events, age at the time/first time \*\*

152. **Up to the time you finished elementary school (before 6<sup>th</sup> grade), did you ever have the experience of...An invitation or request to do something sexual?**

- a. Yes
- b. No
- c. DK/NR

153. **Up to the time you finished elementary school (before 6<sup>th</sup> grade), did you ever have the experience of...Kissing and hugging in a sexual way?**

- a. Yes
- b. No
- c. DK/NR

154. **Up to the time you finished elementary school (before 6<sup>th</sup> grade), did you ever have the experience of...Another person showing his or her sex organs to you?**

- a. Yes
- b. No
- c. DK/NR

155. **Up to the time you finished elementary school (before 6<sup>th</sup> grade), did you ever have the experience of...You showing your sex organs to another person?**

- a. Yes
- b. No
- c. DK/NR

156. **Up to the time you finished elementary school (before 6<sup>th</sup> grade), did you ever have the experience of...Another person fondling you in a sexual way?**

- a. Yes
- b. No
- c. DK/NR

157. **Up to the time you finished elementary school (before 6<sup>th</sup> grade), did you ever have the experience of...** You fondling another person in a sexual way?
- Yes
  - No
  - DK/NR
158. **Up to the time you finished elementary school (before 6<sup>th</sup> grade), did you ever have the experience of...** Another person touching your sex organs?
- Yes
  - No
  - DK/NR
159. **Up to the time you finished elementary school (before 6<sup>th</sup> grade), did you ever have the experience of...** You touching another person's sex organs?
- Yes
  - No
  - DK/NR
160. **Up to the time you finished elementary school (before 6<sup>th</sup> grade), did you ever have the experience of...** Attempting intercourse, but without penetration?
- Yes
  - No
  - DK/NR
161. **Up to the time you finished elementary school (before 6<sup>th</sup> grade), did you ever have the experience of...** Intercourse?
- Yes
  - No
  - DK/NR
162. Do you consider any of these experiences to have been sexual abuse?
- Yes
  - No
  - DK/NR
  - Does not Apply
163. Has anyone ever bothered you sexually or tried to have sex with you against your will?
- Yes
  - No
  - DK/NR
164. **(If Yes (a) to q.163)** How old were you when this happened the first time?
- 12 years of age or younger
  - 13 to 17 years of age
  - 18 or older
  - DK/NR
  - Does not Apply

165. **(If Yes (a) to q.163)** Did you tell anyone about it at the time?
- a. Yes
  - b. No
  - c. DK/NR
  - d. Does not Apply

\*\*Follow up in interview: Relationship of person(s) told, what happened post report\*\*

**COPING STRATEGIES**

> **Here is a list of things people do to help them deal with difficult or bad situations that happen to them. For each statement, how often do you do things like this when a bad thing happens to you. The answer categories are a lot, sometimes, almost never, or never.**

- a. A lot**
- b. Sometimes**
- c. Almost Never**
- d. Never**
- e. DK/NR**

- 166. **When a bad thing happens to how often do you...**Do things to take your mind off the situation—like going out, watching TV, driving around, or doing something entertaining?
- 167. **When a bad thing happens to how often do you...**Try to get more information about the problem or how to deal with problems like this?
- 168. **When a bad thing happens to how often do you...**Take it out emotionally on other people?
- 169. **When a bad thing happens to how often do you...**Accept that nothing could be done about the situation?
- 170. **When a bad thing happens to how often do you...**Try to see the situation in a different way?
- 171. **When a bad thing happens to how often do you...**Pray?
- 172. **When a bad thing happens to how often do you...**Seek emotional support from loved ones, friends, or professional?
- 173. **When a bad thing happens to how often do you...**Try to make yourself feel better by drinking or taking drugs?
- 174. **When a bad thing happens to how often do you...**Think about possible ways to improve the situation?
- 175. **When a bad thing happens to how often do you...**Do something to relax tension?
- 176. **When a bad thing happens to how often do you...**Do things to try to improve the situation?

> **For the next few final questions, please use the fill-in answer sheet starting with question #177 <**

**SOCIAL SUPPORT**

177. Was there any adult in your childhood (other than your mother and father) with whom you felt really close?
- a. Yes
  - b. No
  - c. DK/NR
178. What was their relationship to you?
179. Is this person still alive?
- a. Yes
  - b. No
  - c. DK/NR
  - d. Does not Apply
180. How long have you known this person?
181. Did you know your mother?
- a. Yes
  - b. No
  - c. DK/NR
- 181a. (If yes(a) to q.181) During your childhood did you feel really close to your mother ?
- a. Yes
  - b. No
  - c. DK/NR
  - d. Does not Apply
182. Did you know your father?
- a. Yes
  - b. No
  - c. DK/NR
- 182a. (If yes(a) to q.182) During your childhood did you feel really close to your father ?
- a. Yes
  - b. No
  - c. DK/NR
  - d. Does not Apply
183. In your view, what is the ethnic identity of your three closest friends in here?
- Friend #1 (write ethnicity here) \_\_\_\_\_
- Friend #2 (write ethnicity here) \_\_\_\_\_
- Friend #3 (write ethnicity here) \_\_\_\_\_

184. Write any ethnic or religious holidays or festivals that you observed regularly prior to this incarceration?

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185. When people ask you what your race is, what – in your own words – do you answer?

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186. When people ask what your religion is, what – in your own words – do you answer?

187. How important is it for you to hang out mostly with people of your ethnic group? Would you say it is: extremely important, very important, somewhat important, a little important, or not at all important?

- a. Extremely Important
- b. Very Important
- c. Somewhat important
- d. A little important
- e. Not at all important
- blank. Don't know/ Refused

188. Your close friends are: Only from your ethnic group, mostly from your ethnic group, about equally from your ethnic group and from other ethnic groups, mostly from other ethnic groups, only from other ethnic groups?

- a. Only from your ethnic group
- b. Mostly from your ethnic group
- c. About equally from your ethnic group and from other groups
- d. Mostly from other ethnic groups
- e. Only from other ethnic groups
- blank. Don't know/ Refused

189. How important is it for you to keep alive some of the customs and traditions of your ethnic group? Would you say it is: Extremely important, very important, somewhat important, a little important, or not at all important?

- a. Extremely important
- b. Very important
- c. Somewhat important
- d. A little important
- e. Not at all important
- blank. Don't know/ Refused

## **Inmate Interview Response Form**

Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_ OBSCIS No.: \_\_\_\_\_

### **Inmate Interview**

**Directions:** Introduce yourself and explain that you are here to follow-up on the interview they participated in earlier. Show them the consent form they signed at the first session. Remind them that their participation is voluntary and that they may stop at any time during the 30-minute session. Remind them also that all of their answers will be confidential and no personal information will be shared or reported to anyone. Explain the purpose of the follow-up, which is to learn more about their childhood and the significant things that happened to them.

#### **1. What was it like growing up as a child, up to and including 6th grade?**

**Sibling order:**

**Highest Education:**

**Father figure:**

**Mother figure:**

**Who was treated the BEST/WORSE:**

**Alcohol/Drugs:**

**Stability of home:**

**Raised by:**

**Began on their own:**

**Person who gave them most guidance:**

**Person who gave them most emotional support:**

#### **2. How did your parents (Guardian) discipline you/your siblings? What provoked it?**

**Method:**

**Chronic/Cyclic/Exception:**

**“We have covered some important areas so far, but one other topic given some attention on the previous survey was sexual activities.”**

**3. Did you ever experience any sexual activity as a child? Tell me about them.**

**Chronic/Cyclic/Exceptional:**

**Intensity:**

**4. How were your parents raised? Were they abused/neglected?**

**Alcohol/Drugs:**

**5. Kids: how did/would you treat them? Discipline them?**

**What provoked you:**

**Ever harmed them:**

**6. How was your health?**

**Unconscious/Head Injuries:**

**Drugs/Alcohol began:**

**7. What could have changed in your life so that you might not have wound up here?**

**Thanks for sharing this information.**

## Inmate Interview Coding Sheet

Obscis	_____	_____	_____	_____	_____
	-			+	
1a. Physical	1	2	3		
1b. Neglect	1	2	3		
1c. Emotional	1	2	3		
2. Education	___	___			
			[00=none	13-16=HS+	17-21=Grad.School]
	-	=		+	
3. Best/Worse	1	2	3		
			<u>Yes</u>	<u>No</u>	
4. Alcohol/Drugs in Home			1	2	
		<u>Stable</u>	<u>Not Stable</u>		
5. Stability of Home	1	2			
6. Home Atmosphere	1	2			
7. On their Own (physical)	_____	_____			[98 never did]
8. On their Own (mental)	_____	_____			[98 never did]
		<u>None</u>	<u>Little</u>	<u>Alot</u>	
9. Sex Activity	1	2	3		
		<u>In home</u>	<u>Outside Home</u>	<u>In/Out</u>	<u>None</u>
10. Sex Activity Locus		1	2	3	4
		<u>No</u>	<u>Maybe</u>	<u>Yes</u>	
11. Parents Abused	1	2	3		
12. Abuse Kids	1	2	3		
13. Head Injuries	1	2	3		
14. Began Drugs/Alc.	_____	_____			[98 Never used 99 Unknown]