Perceptions of Offender Satisfaction on Probation and Supervised Release with STARR Skill Sets[1]

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COMMUNITY CORRECTIONS supervision has undergone a major transformation in the last decade. Supervision has moved from merely tracking compliance with court-ordered conditions to using case management practices that are designed to create a more therapeutic relationship between the officer and client, and achieving client satisfaction. At least three research studies, two in the United Kingdom (Barry, 2007; Hart & Collins, 2014) and one in the United States (DeLude, Mitchell, & Barber, 2012) have confirmed that a reciprocal or positive relationship between probation officers and probationers is important to probationers' attitudes and behaviors. In theory, if probationers feel that their needs are being met and that they are being treated fairly, they will be more likely to complete the terms and conditions of their supervision.

A number of practices have been identified that meet the criteria of evidence-based practices for community supervision. Gendreau, Andrews, and Theriault (2010) have identified eight core correctional practices as important in case management:

- Anticriminal modeling
- Effective reinforcement
- Effective disapproval
- Effective use of authority
- Structured learning
- Problem solving

- Cognitive restructuring
- Relationship skills

Literature Review

A number of different training programs have recently been developed to teach probation and parole officers specific case management skills related to these core correctional practices, with the ideal goal of increasing client rapport and satisfaction. These training programs include Effective Practices in Community Supervision (EPICS), developed by researchers at the University of Cincinnati (Smith, Schweitzer, Labrecque, & Latessa, 2012); Strategic Training Initiative in Community Supervision (STICS), developed by the Canadian Department of Public Safety (Bourgon, Bonta, Rugge, & Gutierrez, 2010); and Staff Training Aimed at Reducing Rearrest (STARR), developed in 2009 by U.S. Probation and Pretrial Services. STARR training teaches the following skills: active listening, role clarification, effective use of authority, effective disapproval, effective reinforcement, effective punishment, problem solving, and teaching, applying, and reviewing the cognitive model (Clodfelter, Holcomb, Alexander, Marcum, & Richards, 2016; Lowenkamp, Holsinger, Robinson, & Alexander, 2014; Robinson, VanBenschoten, Alexander, & Lowenkamp, 2011).

All three training programs have been subjected to empirical scrutiny to determine to what degree the regular use of core correctional practices may effect behavioral change (Bonta, Bourgon, Rugge, Scott, Yessine, Gutierrez, & Li, 2011; Chadwick, DeWolf, & Serin,

2015; Robinson, Lowenkamp, Holsinger, VanBenschoten, Alexander, & Oleson, 2012; Robinson et al., 2011; Trotter, 2013). For example, offenders supervised by trained EPICS officers who regularly used core correctional practices were 33.7 percent less likely to recidivate compared to a similar group of offenders who were supervised by officers who did not regularly use these practices (Labrecque, Smith, & Luther, 2015). Clients supervised under officers trained using the STARR curriculum experienced a 50 percent reduction in recidivism for moderate-risk clients, but high-risk clients did not achieve reduction rates (Lowenkamp et al., 2014; Robinson et al., 2011; Robinson et al., 2012).

Recidivism reduction is an important outcome in the corrections field. Assuming that the offenders supervised in both groups are equal, comparisons of recidivism between EPICS or STARR-trained and untrained officers makes it possible to suggest that the difference may be due to the new skill sets. However, it seems useful in addition to seek a more *direct* measure of skill sets that officers learn in training based on the offenders, or clients, that officers interact with on a regular basis. Each type of study has its own built-in strengths and limitations, which is one reason for engaging in more than one approach. While studies show a more lasting effect of training through using coaches who analyze recorded sessions, few jurisdictions know how probation officer skill sets are perceived by the clients on supervision. In the current study, offenders on active community supervision

were asked about their perceptions of sessions with their probation officers and treatment providers. The two main research questions were:

- To what degree do probationer perceptions change over the course of supervision with respect to officer fairness, respect, and consistency?

- To what degree do probationer perceptions change over the course of supervision with respect to treatment services?

Previous probationer satisfaction surveys that provided sample questions helped to guide this project (Berry & Piechocki, 2010; Cherkos, Ferguson, & Cooke, 2008; DeLude, Mitchell, & Barber, 2012).

Research Methods and Design

The research team received Institutional Review Board approval to use *Qualtrics* software to devise and implement an on-line survey at two time periods. On-line surveys provide a private and efficient way to conduct a sample of this nature. The research team opted to use a repeated measures design to measure change over two different time periods. A repeated measures design is useful because each client is (ideally) asked for his or her opinion at two different points in time and then the change difference can be measured for the whole group on each variable. The repeated measures design also collects data over a longer period at two time points compared to a cross-sectional survey completed at one point in time. The advantage of collecting data at two time periods is that each time period can be assessed *independently* and compared with each other by *matching* the responses from individuals who took the survey at both time periods using a unique identifying number, in this case the offender's PACTS (Probation and Pretrial Services Automated Case Tracking Service) number.

The first survey period (Time 1) was implemented when the client had been on supervision between 30 and 60 days; it occurred between May 1, 2016, and November 30, 2016. The second survey period (Time 2) occurred six months after Time 1, between December 1, 2016, and June 15, 2017. There were a total of 240 participants for Time 1 and 115 participants for Time 2 (Figure 1, page 42). Of those 115 participants for Time 2, 107 individuals could be directly matched to the responses provided in Time 1; 83 were from the Eastern District and 24 were from the Western District of North Carolina.

Each survey took approximately 20 minutes to complete. The survey instrument was the same at both time periods, except for one additional question at Time 2 asking respondents to assess their overall impressions of supervision since the first survey. Using a unique code number assured researchers that each person completed the survey only once per time period. Any duplicate surveys were deleted. Participants read an informed consent form before completing the survey. The survey instrument contained no identifying information and just asked for opinions and perceptions. Probationers who were not able to read the English language, who were computer illiterate, or who might be unable to give voluntary informed consent because of intellectual disabilities or severe mental health issues were excluded by a designated U.S. probation supervisor. In addition, many sex offenders, who are prohibited from using the internet as a condition of supervision, were excluded from participation.

Participants vs. Non-Participants

In November 2016, de-identified data were provided by both districts on supervised releasees/probationers eligible to participate during Time 1. The research team matched the Excel file by PACTS number with the Time 1 data file created in *Qualtrics* to determine the list of participants versus non-participants. There were a total of 1,282 offenders being supervised in the Eastern and Western Districts combined who were eligible to participate. Out of the total number of eligible offenders, 18.7 percent (n=240) completed the first survey.

An analysis was conducted to determine how, if at all, the participant group differed from the nonparticipants. The importance of comparing participants with nonparticipants is to see how generalizable the results are to the larger group. Ideally, we would want no differences between the groups, as the fewer the differences, the more similar the two groups are to each other, and thus, the more generalizable the results. Results of these analyses can be found in Table 1 (page 42).

Participants and non-participants were similar in age and race/ethnicity. Women and probationers were slightly overrepresented compared to the group that did not participate in the survey. Participants were significantly more likely than non-participants to come from a *low* level of supervision, and less likely to come from the *high* supervision group. The authors cannot offer an explanation for this, except for the possibility that the exclusion of sex offenders may have reduced participation from the high-risk group. However, the percentage of *low/moderate* and *moderate* supervision groups was similar across both participants and non-participants.

Survey Measures

The survey contained opinion-based questions that asked clients to rate the performance of their probation officer and their treatment providers.[2] (See Box 1, page 43.) Most of the probation officer dimensions allowed the respondent to gauge about how much of the time their probation officer (PO) engaged in certain activities or dimensions related to STARR training: all of the time, most of the time, some of the time, rarely, and never. Other questions included five different response categories such as: strongly agree, agree, disagree, strongly disagree, and not applicable.

Two statements (indicated with the word "Recoded") were recoded after the survey data were collected so that the statements read in the same consistent positive direction as the others. For example, the responses to the statement: "My PO acts like he/she does *not care* about me" were recoded in the opposite direction so that they measure: "My PO acts like he/she *cares* about me." The wording of the survey questions below are *after* the recodes.

Reliability analyses were conducted via Cronbach's Alpha tests to determine whether the individual statements consistently measured the concepts, particularly those for the STARR skill sets. Reliability analysis also can determine whether individual statements can be analyzed together as a single proxy measure for a concept. In social science research, it is generally accepted that a score of .70 or higher means that the statements accurately reflect what is being measured. For example, four individual statements are collectively reliable at both Time 1 and Time 2 and can be viewed as a single proxy measure for "Role Clarification."

Results

Frequencies and percentages are presented separately for each survey time period (Time 1 and Time 2), and for each district (Eastern

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[2] In keeping with the request of U.S. probation officials in these districts, we also included two questions concerning treatment by the front office/reception staff and waiting time, but we did not include the results in this manuscript, since the questions were not closely related to using STARR skills.

and Western) in Tables 2 through 15. The frequency data include clients who participated in both surveys, as well as clients who participated in only one time period. Percentages listed in each table are for each district within that particular time period. Since the sample sizes varied by each question, the *n size* is listed for each question in every table. The smaller the n size, the more weight each individual response has on the percentage. *Chi-square* (χ 2) was used to test whether *differences* between districts were significant at each time period. Significant differences are indicated by asterisks in each table.

The *between differences* were tested using repeated measures of the matched group that completed both surveys at Time 1 and Time 2. Each matched group was reported separately by district. A series of *t tests for paired samples* were conducted using SPSS Version 22. A *t* test is an appropriate measure to use for the whole group when the group means under comparison have the same unit of analysis and time period. A *t* test can determine whether the group means differed during community supervision (Warner, 2012).

Initial Relationship Building and Establishing Behavioral Parameters

When a client first meets with his or her PO, most officers begin to clarify their own role and the client's responsibilities and obligations while on supervision. As seen in Table 2, about eight out of ten clients in both districts "strongly agreed" that they received clear instructions from their PO on how to complete supervision successfully. Only a very small number of clients (1-3 percent) disagreed with this statement. Since the chi-square values were *not significant*, this means that both districts performed *similarly*. Clients in both districts strongly agree/agree (over 90 percent) that their PO clearly explained the PO's role in the supervision process. Over 90 percent of respondents stated that their PO involved them in developing the case plan, and helped them find or referred them to outside treatment providers if required by the court. Note the smaller n size for this question in Table 2 (page 44). Since not all respondents were court-ordered for treatment, the referral question was asked only if it was applicable to the respondent.

STARR Skill Sets

Active listening and use of feedback are an important part of relationship building as supervision progresses. As seen in Table 3 (page 45), most clients (over 84 percent) were satisfied with the feedback that they received from their probation officers in the Eastern and Western districts. About one in ten respondents said that they received feedback from their PO "some of the time," "rarely," or "never." For the matched group (those who completed both surveys), views did not change over time with respect to feedback or the frequency with which their PO listened to them.

Listening and caring seemed intertwined. When a PO actively listened to problems and concerns, this signified to clients that the PO cared about them as a person. Most respondents (over 90 percent) reported that their PO listened to their questions and concerns "all the time" or "most of the time." Only 2-2.5 percent of clients in the East and 5-9 percent of clients in the West said that their PO only listened "some of the time." About one in ten clients felt that their PO acted like they cared about them "some of the time," "rarely," or "never."

The t-values were all negative for these three items, which signified that client opinions *dropped* over time in this area. However, only one of the t-values was significant—the matched group in the Eastern District—who reported a significant opinion that their PO cared less about them over time.

Effective Use of Authority

A PO is trained to use his or her authority in an effective manner by focusing on applicable behaviors or issues that are problematic for each client. For example, POs are trained to use a normal voice while being direct and specific about the behavior, and then specifying choices and consequences. In this way, effectively using one's authority should encourage clients to be open about their progress (or lack thereof) without being afraid that they will automatically get revoked. As seen in Table 4 (page 46), about 85 percent of clients in the Eastern District and between 73-75 percent of clients in the Western District said they can be open "all the time" with their POs on their progress without fear that they will get revoked, a significant difference between the two districts. Only about 2-3 percent of Eastern district and 6-9 percent of Western District clients reported that they could "rarely" or "never" be open with their PO, and these district differences were significant at Time 1.

Most clients in both districts thought that their POs discussed applicable issues during their sessions, with the POs in the Eastern District scoring higher (over 90 percent) than POs in the Western District (over 80 percent). It appeared that both the Western District and Eastern District POs experienced improvement over time, scoring higher during Time 2 than in Time 1.

Problem Solving

One of the skills that POs learn is to use sessions and office visits to help their clients identify problems, evaluate possible solutions, and develop steps for problem solving. Over 80 percent of respondents in both districts reported that their POs helped them solve problems and/or think through the consequences of their actions "most of the time" or "all of the time" (Table 5, page 47). Only 7-9 percent of clients said that their POs "rarely" or "never" helped them with problem solving. Compared to the other skill sets, problem solving was used slightly less regularly with clients in both districts.

Teaching, Applying, and Reviewing the Cognitive Model

The cognitive-behavioral model is essential to permanent behavior change, because clients become aware (many for the first time) of the link between their thinking and how it influences their behavior. As seen in Table 6, the matched group clients recognized a significant improvement in the Western District POs in their performance in this area between Time 1 and Time 2 (with a 1.74 *t* value significant at p <.10).

Once clients understand the attitude-behavioral connection, POs can work more in depth with clients to better understand not only what factors contributed to their legal problems, but also how clients can learn to avoid certain triggering events and/or people that contribute to negative behavior. POs in the Western District scored higher than POs in the Eastern District on reviewing cognitive principles, but the difference was not statistically significant. Acting like a positive role model is applicable to more than one STARR skill set, but the role model variable loaded higher on cognitive modeling when reliability tests were conducted, as reported in Table 6 (page 48). About 8 in 10 clients in both districts reported that their PO acts like a role model to them "most of the time" or "all of the time." Scores for POs in the Western District increased significantly over time.

Effective Reinforcement

Positive reinforcement is important during behavioral modification for recognizing when clients perform well and encouraging people to continue desirable behaviors. Part of positive reinforcement is motivating others to continue down the right path and help them succeed on supervision. Table 7 (page 49) includes three reinforcement measures, and POs in both districts received overall high scores. Compared to other skill sets observed in these surveys, a higher number of POs regularly used positive reinforcement. Very few clients felt unsupported in this area, especially in the Eastern District.

Effective Use of Disapproval

Disapproval is important during behavioral modification to help shape or discourage unwanted behavior. This is accomplished through PO feedback of voicing concerns—not only about what is undesirable, but also about why the behavior may cost the client his or her freedom. Part of effective disapproval involves the PO helping clients to develop solutions to ensure the negative behavior is not repeated. As seen in Table 8 (page 50), a majority of clients in both districts agreed or strongly agreed with this statement, with significantly higher scores in the Western District. As for the high number of survey respondents who marked "not applicable" for this question, it is likely because no violation had occurred or been detected. Also, a clear majority of clients in both districts agreed or strongly agreed that their PO treats them with respect if they have done something wrong or violated a supervision condition.

Use of Effective Punishments

Using punishment effectively is difficult in community corrections, but when it has to be done, POs are trained to be firm, fair, and consistent. Table 9 (page 50) shows that nearly every PO (over 95 percent) was perceived as having responded fairly if clients violated court-ordered conditions.

Treatment Providers

Table 10 (page 51) shows that 31.5 percent of Eastern District clients and 37.6 percent of Western District clients at Time 1, and 24.7 percent of Eastern and 33.3 percent of Western District clients at Time 2 reported receiving services from a contracted treatment provider at the time they responded to the survey.

Of the respondents who received treatment provider services, only 30 Eastern District clients and 23 Western District clients received alcohol/drug treatment during Time 1. Table 11 (page 51) shows that most clients found these services either "very helpful" or "helpful," and that these services had changed their lives for the better. Only one client in each group found drug and alcohol treatment to not be helpful at all, and/or found that treatment either had no effect or changed their lives for the worst. This indicates that clients favored this treatment provider overall.

About 27 Eastern District clients and 22 Western District clients received mental health treatment during Time 1, and 17 Eastern and 7 Western District clients received this same form of treatment at Time 2. Table 12 (page 52) shows that most clients found these services either "very helpful" or "helpful," and that these services had changed their lives for the better. Only one client in each group found mental health treatment to not be helpful at all, and/or found that treatment either had no effect or changed their lives for the worst. This indicates that clients favored the mental health treatment provider overall.

The smallest group were the clients who received moral reconation group therapy, or MRT. About 6 Eastern District clients and 11 Western District clients received MRT during Time 1 (Table 13, page 53). Only 5 Eastern and no clients from the Western District reported receiving MRT at Time 2. Thus, there were no matched pairs for the Western District, so the conclusions are limited. Most clients favored MRT overall. Respondents found these services either "very helpful" or "helpful," and stated that these services had changed their lives for the better. No clients found that treatment either had no effect or changed their lives for the worst.

Overall Impression of Probation

Tables 14 and 15 (page 54) show that clients in both districts gave generally positive reviews of their experience at Time 1. Most important, as time went on, the client's experiences became even more positive at Time 2, as shown in Table 15.

Regression analysis could not be completed in the study. Regression typically uses a behavioral variable such as supervision termination reason (e.g., successful termination or unsuccessful revocation) and attempts to see if client attitude or another variable predicts later behavior. After Time 1 variables had been collected, over 90 percent of respondents were still on supervision, so the sample size was still too small to predict at that time.

Conclusions

As with any research project, the findings should be interpreted and/or applied with certain limitations in mind. First, this survey was applied only to offenders in two districts at two time points. Even though a repeated measures design was the best way to conduct this project, if the same survey were to be conducted in the near future, the results might be different.

Another obstacle concerned the PACTS numbers. Even though respondents were instructed to use their PACTS numbers, some mistakenly tried to use their prison ID numbers instead, which may have excluded some respondents. As noted earlier, sex offenders were excluded, so their input was missing. Since this survey was only administered in English, the input of non-English speakers (such as Spanish only) was not included. Although the number of Spanish-speaking offenders is low (but growing) in North Carolina compared to other parts of the country, obtaining the input of this population would have been beneficial.

Third, the original hope was to have over 600 participants during Time 1 and 300 during Time 2, but the final number of total respondents was much lower, especially in the Western District. In addition it is not known how many offenders were either terminated or violated for various reasons during the follow-up period, so their input could not have been collected.

The results of this study are positive, overall. The clients' responses suggest that most POs in these two districts are properly using STARR skill sets and that clients are satisfied with their experience on supervision. For future research, it would be interesting to know whether offenders' perceptions of their officers are related to outcomes—that is, whether positive perceptions are related in any way to later revocation or recidivism.

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TABLE 1.

Participants of Time 1 Survey Compared with Non-Participants

	Non-participants (n=1,042)	T1 Participants (n=240)
Supervision Level X²=19.14 ***		
Low	21.2%	**32.5%**
Low/moderate	37.6%	39.4%
Moderate	21.3%	18.2%
High	19.9%	**9.9%**
Type of Caseload X²=7.81 *		
Supervised Release	82.7%	76.5%
Probation	16.3%	**23.5%**
Parole	0.9%	0.0%
Gender X²=6.28 **		
Male	87.8%	81.4%
Female	12.2%	**18.6%**
Mean Age (NS)		
	38.7 years	40.6 years
Race/Ethnicity X²=5.61 (NS)		
White/Caucasian	38.9%	45.6%
Black/African-American	55.8%	52.0%
American Indian/Alaskan	3.0%	1.0%
All Others	2.4%	1.5%

* = p < .05; ** = p < .01; *** = p < .00

FIGURE 1.

Number of Participants for Both Districts
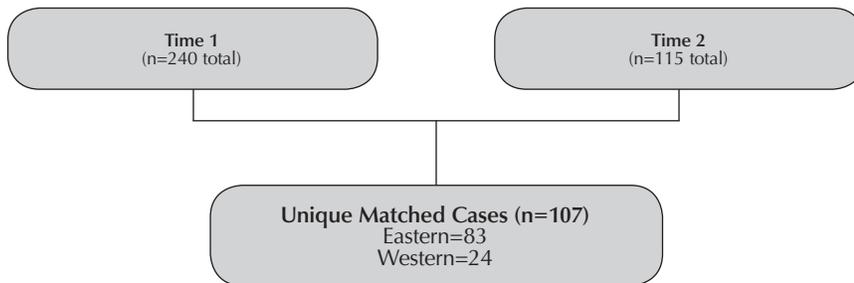
BOX 1.
U.S. Probation Officer Skills

Role Clarification (Initial Visits)
- My PO clearly explained what I need to do to complete probation successfully.
- My PO explained what his/her role is (what POs will/won't do) while I am on probation.
- My PO involved me in the process of developing my case plan.
- My PO helped me find or referred me to outside treatment providers.
  α = .848 for T1 (4 items)
  α = .896 for T2 (4 items)

Active Listening and Use of Feedback
- My PO lets me know how I am doing on probation.
- My PO listens to my questions or concerns.
- My PO acts like he/she cares about me. (Recoded)

Effective Use of Authority
- I can be open with my PO about my progress without being afraid that I'll get revoked.
- During our visit, my PO focuses on things that apply to me or are a problem for me. (Recoded)
  α = .741 for T1 (5 items - Active listening/feedback and Use of authority)
  α = .781 for T2 (5 items - Active listening/feedback and Use of authority)
- The 3-items from "Active listening/feedback" scale were reliable at .615 at T1 and .647 at T2, but the 2-items from "Effective Use of Authority" were not reliable unless combined with the 3 listening/feedback items to create a 5-item scale.

Problem Solving
- My PO helps me solve problems.
- My PO helps me think through the consequences of my actions.
  α = .755 for T1 (2 items)
  α = .776 for T2 (2 items)

Teaching, Applying, and Reviewing the Cognitive Model
- My PO helps me understand what may have contributed to my legal problems (friends, drugs, anger, my attitude, etc.).
- My PO helps me learn how to avoid people/situations that might get me into trouble.
- My PO acts like a role model for me.
- My PO points out that how I think has an effect on how I choose to behave.
  α = .849 for T1 (4 items)
  α = .894 for T2 (4 items)

Effective Reinforcement
- When things get difficult, my PO helps motivate me to keep on track.
- My PO encourages me to continue when I make good decisions.
- When I am doing well, my PO reminds me of the benefits and rewards of continuing good behavior.
  α = .875 for T1 (3 items)
  α = .900 for T2 (3 items)

Use of Effective Disapproval
- If I did something that may have violated a probation condition, my PO helped me develop a solution so it doesn't happen again.
- My PO treats me with respect, even if/when I have done something wrong or violated one of my conditions.

Use of Effective Punishment
- My PO's response was fair if/when I have been unable to complete something or violated a condition.
  α = .702 for T1 (3 items)
  α = .545 for T2 (3 items)* 3-items were not reliable. If the first item was deleted, the remaining 2 items were reliable at α =.780
- Treatment Service Providers (if court-ordered).
- How helpful is (alcohol/drug, mental health, and/or moral reconation therapy)?
- Please rate your overall impression of (alcohol/drug, mental health, and/or moral reconation therapy).

TABLE 2
PO ROLE CLARIFICATION

	EASTERN			WESTERN		
	Time 1	Time 2	Matched	Time 1	Time 2	Matched
My PO clearly explained what I need to do to complete probation successfully. (T1 χ^2=1.29; T2 χ^2=.08)	(n=149)	(n=81)	*Time 1* χ = 1.16 sd = .36 *Time 2* χ = 1.20 sd = .48 *t*= - .94	(n=88)	(n=33)	*Time 1* χ = 1.35 sd = .48 *Time 2* χ = 1.22 sd = .51 *t*=1.14
Strongly Agree/Definitely Yes	127 85.2%	67 82.7%		70 79.5%	28 84.8%	
Agree/Yes	21 14.1%	11 13.6%		17 19.3%	4 12.1%	
Disagree/No	1 0.7%	3 3.7%		1 1.1%	1 3.0%	
Strongly Disagree/Definitely Not	----	----		----	----	
My PO explained what his/her role is (what POs will/won't do) while I am on probation. (T1 χ^2=8.71**; T2 χ^2=1.52)	(n=149)	(n=81)	*Time 1* χ = 1.19 sd = .39 *Time 2* χ = 1.22 sd = .47 *t*= - .49	(n=88)	(n=33)	*Time 1* χ = 1.39 sd = .49 *Time 2* χ = 1.39 sd = .58 *t*=.00
Strongly Agree/Definitely Yes	117 78.5%	65 80.2%		64 72.7%	23 69.7%	
Agree/Yes	32 21.5%	14 17.3%		19 21.6%	9 27.3%	
Disagree/No	----	2 2.5%		4 4.5%	1 3.0%	
Strongly Disagree/Definitely Not	----	----		1 1.1%	----	
My PO involved me in the process of developing my case plan. (T1 χ^2= 4.62; T2 χ^2=2.10)	(n=135)	(n=73)	*Time 1* χ = 1.38 sd = .52 *Time 2* χ = 1.46 sd = .67 *t*= - 1.06	(n=86)	(n=32)	*Time 1* χ = 1.71 sd = .71 *Time 2* χ = 1.52 sd = .60 *t*=1.45
Strongly Agree/Definitely Yes	84 62.2%	42 57.5%		50 58.1%	17 53.1%	
Agree/Yes	47 34.8%	24 32.9%		28 32.6%	14 43.8%	
Disagree/No	4 3%	6 8.2%		7 8.1%	1 3.1%	
Strongly Disagree/Definitely Not	----	1 1.4%		1 1.2%	----	
My PO helped me find or referred me to outside treatment providers. (T1 χ^2=4.21 ; T2 χ^2=2.88)	(n=111)	(n=50)	*Time 1* χ = 1.35 sd = .59 *Time 2* χ = 1.37 sd = .56 *t*= - .25	(n=75)	(n=24)	*Time 1* χ = 1.59 sd = .61 *Time 2* χ = 1.65 sd = .86 *t*= - .43
Strongly Agree/Definitely Yes	73 65.8%	31 62.0%		42 56.0%	13 54.2%	
Agree/Yes	31 27.9%	15 30.0%		29 38.7%	9 37.5%	
Disagree/No	7 6.3%	4 8.0%		3 4%	1 4.2%	
Strongly Disagree/Definitely Not	-----	----		1 1.3%	1 4.2%	

$* = p < .10; ** = p < .05; *** = p < .0$

TABLE 3
PO ACTIVE LISTENING AND USE OF FEEDBACK

	EASTERN			WESTERN		
	Time 1	Time 2	Matched	Time 1	Time 2	Matched
My PO lets me know how I am doing on probation. (T1 χ^2=1.34; T2 χ^2=8.14*)	(n=149)	(n=81)	*Time 1* $\chi = 1.36$ sd = .83 *Time 2* = 1.42 sd = 1.05 *t*= - .86	(n=87)	(n=33)	*Time 1* $\chi = 1.57$ sd = .99 *Time 2* $\chi = 1.61$ sd = .78 *t*= - .18
All of the time	109 73.2%	65 80.2%		61 70.1%	21 63.6%	
Most of the time	23 15.4%	8 9.9%		17 19.5%	7 21.2%	
Some of the time	9 6.0%	2 2.5%		5 5.7%	4 12.1%	
Rarely	4 2.7%	1 1.2%		3 3.4%	----	
Never	4 2.7%	5 6.2%		1 1.1%	1 3.0%	
My PO listens to my questions or concerns. (T1 χ^2=2.16; T2 χ^2=8.33*)	(n=149)	(n=81)	*Time 1* $\chi = 1.10$ sd = .33 *Time 2* $\chi = 1.13$ sd = .62 *t*= - .72	(n=87)	(n=33)	*Time 1* $\chi = 1.13$ sd = .34 *Time 2* $\chi = 1.35$ sd = .71 *t*= - 1.41
All of the time	134 89.9%	77 95.1%		73 83.9%	28 84.8%	
Most of the time	12 8.1%	----		10 11.5%	2 6.1%	
Some of the time	3 2.0%	2 2.5%		4 4.6%	3 9.1%	
Rarely	-----	1 1.2%		----	----	
Never	-----	1 1.2%		----	----	
My PO acts like he/she cares about me. (T1 χ^2=7.51; T2 χ^2=3.47)	(n=149)	(n=81)	*Time 1* $\chi = 1.11$ sd = .51 *Time 2* $\chi = 1.41$ sd = 1.11 *t*=-2.34**	(n=87)	(n=33)	*Time 1* $\chi = 1.57$ sd = 1.08 *Time 2* $\chi = 1.70$ sd = 1.29 *t*= - .34
All of the time	135 90.6%	69 85.2%		73 83.9%	25 75.8%	
Most of the time	7 4.7%	3 3.7%		7 8.0%	4 12.1%	
Some of the time	3 2.0%	2 2.5%		3 3.4%	1 3.0%	
Rarely	----	1 1.2%		3 3.4%	1 3.0%	
Never	4 2.7%	6 7.4%		1 1.1%	2 6.1%	

* = p < .10; ** = p < .05; *** = p < .01

TABLE 4
PO EFFECTIVE USE OF AUTHORITY

	EASTERN			WESTERN		
	Time 1	Time 2	Matched	Time 1	Time 2	Matched
I can be open with my PO about my progress without being afraid that I'll get revoked. (T1 χ^2=9.07**; T2 χ^2=3.39)	(n=149)	(n=81)	*Time 1* χ = 1.23 sd = .66 *Time 2* χ = 1.27 sd = .78 *t= -.41*	(n=87)	(n=33)	*Time 1* χ = 1.61 sd = 1.07 *Time 2* χ = 1.48 sd = 1.03 *t=.44*
All of the time	126 84.6%	69 85.2%		64 73.6%	25 75.8%	
Most of the time	13 8.7%	7 8.6%		12 13.8%	6 18.2%	
Some of the time	7 4.7%	2 2.5%		3 3.4%	----	
Rarely	2 1.3%	1 1.2%		3 3.4%	1 3.0%	
Never	1 0.7%	2 2.5%		5 5.7%	1 3.0%	
During our visit, my PO focuses on things that apply to me or are a problem for me. (T1 χ^2=10.27**; T2 χ^2=12.46***)	(n=149)	(n=81)	*Time 1* χ = 1.29 sd = .72 *Time 2* χ = 1.20 sd = .76 *t=.94*	(n=86)	(n=33)	*Time 1* χ = 1.70 sd = 1.14 *Time 2* χ = 1.39 sd = .72 *t=1.57*
All of the time	121 81.2%	74 91.4%		62 72.1%	24 72.7%	
Most of the time	20 13.4%	2 2.5%		10 11.6%	5 15.2%	
Some of the time	4 2.7%	2 2.5%		9 10.5%	4 12.1%	
Rarely	----	1 1.2%		2 2.3%	----	
Never	4 2.7%	2 2.5%		3 3.5%	----	

* = p < .10; ** = p < .05; *** = p < .01

TABLE 5
PO PROBLEM SOLVING

	EASTERN			WESTERN		
	Time 1	**Time 2**	**Matched**	**Time 1**	**Time 2**	**Matched**
My PO helps me solve problems. (T1 χ²=3.42; T2 χ²=3.83)	(n=149)	(n=81)	*Time 1* χ = 1.61 sd = 1.06 *Time 2* χ = 1.63 sd = 1.12 *t= - .09*	(n=87)	(n=33)	*Time 1* χ = 1.91 sd = 1.12 *Time 2* χ = 1.74 sd = 1.13 *t=.59*
All of the time	91 61.1%	57 70.4%		47 54.0%	20 60.6%	
Most of the time	31 20.8%	7 8.6%		25 28.7%	7 21.2%	
Some of the time	16 10.7%	9 11.1%		7 8.0%	4 12.1%	
Rarely	5 3.4%	5 6.2%		2 2.3%	1 3.0%	
Never	6 4.0%	3 3.7%		6 6.9%	1 3.0%	
My PO helps me think through the consequences of my actions. (T1 χ²=1.88; T2 χ²=4.90)	(n=149)	(n=81)	*Time 1* χ = 1.48 sd = .95 *Time 2* χ = 1.63 sd = 1.21 *t= - 1.19*	(n=86)	(n=33)	*Time 1* χ = 1.61 sd = .94 *Time 2* χ = 1.52 sd = .79 *t=.37*
All of the time	100 67.1%	58 71.6%		56 65.1%	19 57.6%	
Most of the time	28 18.8%	10 12.3%		21 24.4%	9 27.3%	
Some of the time	11 7.4%	3 3.7%		5 5.8%	2 6.1%	
Rarely	3 2.0%	4 4.9%		2 2.3%	2 6.1%	
Never	7 4.7%	6 7.4%		2 2.3%	1 3.0%	

* = p < .10; ** = p < .05; *** = p < .01

TABLE 6
TEACHING, APPLYING and REVIEWING the COGNITIVE MODEL

	EASTERN			WESTERN		
	Time 1	**Time 2**	**Matched**	**Time 1**	**Time 2**	**Matched**
My PO points out that how I think has an effect on how I choose to behave. (T1 χ^2=5.75; T2 χ^2=2.48)	(n=147)	(n=81)	*Time 1* χ = 1.60 sd = 1.14 *Time 2* χ = 1.75 sd = 1.26 t= - 1.22	(n=85)	(n=33)	*Time 1* χ = 1.87 sd = 1.25 *Time 2* χ = 1.48 sd = .84 t=1.74*
All of the time	97 66.0%	51 63.0%		55 64.7%	21 63.6%	
Most of the time	24 16.3%	14 17.3%		21 24.7%	6 18.2%	
Some of the time	11 7.5%	5 6.2%		2 2.4%	4 12.1%	
Rarely	5 3.4%	3 3.7%		4 4.7%	1 3.0%	
Never	10 6.8%	8 9.9%		3 3.5%	1 3.0%	
My PO helps me understand what may have contributed to my legal problems (friends, drugs, anger, my attitude, etc.) (T1 χ^2=5.40; T2 χ^2=4.22)	(n=149)	(n=81)	*Time 1* χ = 1.83 sd = 1.28 *Time 2* χ = 1.95 sd = 1.43 t= - .81	(n=87)	(n=33)	*Time 1* χ = 1.91 sd = 1.16 *Time 2* χ = 1.74 sd = 1.05 t=.74
All of the time	81 54.4%	49 60.5%		49 56.3%	19 57.6%	
Most of the time	27 18.1%	10 12.3%		24 27.6%	7 21.2%	
Some of the time	15 10.1%	8 9.9%		5 5.7%	5 15.2%	
Rarely	12 8.1%	3 3.7%		4 4.6%	----	
Never	14 9.4%	11 13.6%		5 5.7%	2 6.1%	
My PO helps me learn how to avoid people/situations that might get me into trouble. (T1 χ^2=6.83; T2 χ^2=3.25)	(n=149)	(n=81)	*Time 1* χ = 1.48 sd = 1.06 *Time 2* χ = 1.60 sd = 1.13 t= - .98	(n=86)	(n=33)	*Time 1* χ = 1.22 sd = .51 *Time 2* χ = 1.35 sd = .88 t= - .76
All of the time	109 73.2%	56 69.1%		68 79.1%	24 72.7%	
Most of the time	17 11.4%	13 16.0%		14 16.3%	7 21.2%	
Some of the time	10 6.7%	4 4.9%		2 2.3%	----	
Rarely	5 3.4%	3 3.7%		1 1.2%	----	
Never	8 5.4%	5 6.2%		1 1.2%	2 6.1%	
My PO acts like a role model for me. (T1 χ^2=2.16; T2 χ^2=8.86*)	(n=148)	(n=81)	*Time 1* χ = 1.56 sd = 1.13 *Time 2* χ = 1.67 sd = 1.20 t= - 1.05	(n=86)	(n=33)	*Time 1* χ = 1.87 sd = 1.10 *Time 2* χ = 1.65 sd = .98 t=.92
All of the time	105 70.9%	53 65.4%		53 61.6%	19 57.6%	
Most of the time	19 12.8%	14 17.3%		15 17.4%	7 21.2%	
Some of the time	12 8.1%	5 6.2%		9 10.5%	4 12.1%	
Rarely	4 2.7%	1 1.2%		3 3.5%	3 9.1%	
Never	8 5.4%	8 9.9%		6 7.0%	----	

$* = p < .10; ** = p < .05; *** = p < .01$

TABLE 7
PO EFFECTIVE REINFORCEMENT

	EASTERN			WESTERN		
	Time 1	Time 2	Matched	Time 1	Time 2	Matched
When things get difficult, my PO helps motivate me to keep on track. (T1 χ^2=1.26; T2 χ^2=6.19)	(n=149)	(n=81)	*Time 1* χ = 1.48 sd = 1.06 *Time 2* χ = 1.61 sd = 1.23 *t*= - 1.19	(n=86)	(n=33)	*Time 1* χ = 1.57 sd = .84 *Time 2* χ = 1.57 sd = .99 *t*=.00
All of the time	110 73.8%	58 71.6%		60 69.8%	21 63.6%	
Most of the time	19 12.8%	12 14.8%		15 17.4%	6 18.2%	
Some of the time	9 6.0%	2 2.5%		5 5.8%	3 9.1%	
Rarely	4 2.7%	1 1.2%		3 3.5%	2 6.1%	
Never	7 4.7%	8 9.9%		3 3.5%	1 3.0%	
My PO encourages me to continue when I make good decisions. (T1 χ^2=1.51; T2 χ^2=2.53)	(n=148)	(n=81)	*Time 1* χ = 1.27 sd = .80 *Time 2* χ = 1.32 sd = .91 *t*= - .52	(n=86)	(n=33)	*Time 1* χ = 1.35 sd = .57 *Time 2* χ = 1.26 sd = .61 *t*=.49
All of the time	124 83.8%	67 82.7%		70 81.4%	27 81.8%	
Most of the time	15 10.1%	8 9.9%		12 14.0%	3 9.1%	
Some of the time	4 2.7%	1 1.2%		2 2.3%	2 6.1%	
Rarely	1 0.7%	----		1 1.2%	----	
Never	4 2.7%	5 6.2%		1 1.2%	1 3.0%	
When I am doing well, my PO reminds me of the benefits and rewards of continuing good behavior. (T1 χ^2=0.79; T2 χ^2=9.39**)	(n=147)	(n=81)	*Time 1* χ = 1.38 sd = .95 *Time 2* χ = 1.43 sd = 1.02 *t*= - .46	(n=85)	(n=33)	*Time 1* χ = 1.52 sd = .99 *Time 2* χ = 1.43 sd = .78 *t*=.38
All of the time	111 75.5%	62 76.5%		62 72.9%	22 66.7%	
Most of the time	21 14.3%	11 13.6%		14 16.5%	7 21.2%	
Some of the time	6 4.1%	2 2.5%		5 5.9%	2 6.1%	
Rarely	2 1.4%	----		1 1.2%	2 6.1%	
Never	7 4.8%	6 7.4%		3 3.5%	----	

* = p < .10; ** = p < .05; *** = p < .01

TABLE 8
PO EFFECTIVE USE OF DISAPPROVAL

	EASTERN			WESTERN		
	Time 1	Time 2	Matched	Time 1	Time 2	Matched
If I did something that may have violated a probation condition, my PO helped me develop a solution so it doesn't happen again. (T1 χ^2=28.64***; T2 χ^2=10.18**)	(n=146)	(n=81)	*Time 1* χ = 3.51 sd = 1.86 *Time 2* χ = 3.39 sd = 1.90 *t*=.59	(n=85)	(n=33)	*Time 1* χ = 2.22 sd = 1.38 *Time 2* χ = 2.48 sd = 1.67 *t*= - .67
Strongly Agree/Definitely Yes	42 28.8%	28 34.6%		32 37.6%	11 33.3%	
Agree/Yes	16 11.0%	7 8.6%		27 31.8%	9 27.3%	
Disagree/No	3 2.1%	----		1 1.2%	----	
Strongly Disagree/Definitely Not	----	----		2 2.4%	1 3.0%	
Not Applicable	85 58.2%	46 56.8%		23 27.1%	12 36.4%	
My PO treats me with respect, even if/when I have done something wrong or violated one of my conditions. (T1 χ^2=2.53; T2 χ^2=3.11)	(n=68)	(n=39)	*Time 1* χ = 1.36 sd = .56 *Time 2* χ = 1.32 sd = .55 *t*=.37	(n=64)	(n=24)	*Time 1* χ = 1.71 sd = .77 *Time 2* χ = 1.53 sd = .80 *t*=.82
Strongly Agree/Definitely Yes	50 73.5%	29 74.4%		40 62.5%	15 62.5%	
Agree/Yes	16 23.5%	9 23.1%		19 29.7%	8 33.3%	
Disagree/No	2 2.9%	1 2.6%		5 7.8%	----	
Strongly Disagree/Definitely Not	----	----		----	1 4.2%	

* = p < .10; ** = p < .05; *** = p < .01

TABLE 9
PO USE OF EFFECTIVE PUNISHMENT

	EASTERN			WESTERN		
	Time 1	Time 2	Matched	Time 1	Time 2	Matched
My PO's response was fair if/when I have been unable to complete something or violated a condition. (T1 χ^2=2.96; T2 χ^2=0.13)	(n=67)	(n=38)	*Time 1* χ = 1.27 sd = .45 *Time 2* χ = 1.42 sd = .70 *t*=.- 1.07	(n=63)	(n=23)	*Time 1* χ = 1.71 sd = .58 *Time 2* χ = 1.47 sd = .80 *t*=1.28
Strongly Agree/Definitely Yes	44 65.7%	25 65.8%		33 52.4%	15 65.2%	
Agree/Yes	22 32.8%	12 31.6%		27 42.9%	7 30.4%	
Disagree/No	1 1.5%	----		3 4.8%	----	
Strongly Disagree/Definitely Not	----	1 2.6%		----	1 4.3%	

* = p < .10; ** = p < .05; *** = p < .01

TABLE 10
USE OF TREATMENT PROVIDERS

	EASTERN		WESTERN	
	Time 1	Time 2	Time 1	Time 2
Do you receive any services from a treatment provider?	(n=146)	(n=81)	(n=85)	(n=33)
No	100 68.5%	61 75.3%	53 62.4%	22 66.7%
Yes	46 31.5%	20 24.7%	32 37.6%	11 33.3%

TABLE 11
ASSESSMENT OF ALCOHOL OR DRUG USE PROVIDER

	EASTERN			WESTERN		
	Time 1	Time 2	Matched	Time 1	Time 2	Matched
How helpful is this provider for you? (T1 χ^2=4.87; T2 χ^2=9.39**)	(n=30)	(n=16)	*Time 1* χ = 1.77 sd =1.48 *Time 2* χ = 1.31 sd =0.63 *t*=1.00	(n=23)	(n=6)	*Time 1* χ = 2.33 sd =0.57 *Time 2* χ = 3.33 sd =0.57 *t*=2.34
Very Helpful	21 45.7%	11 68.8%		10 31.3%	----	
Helpful	6 13.0%	2 12.5%		7 21.9%	1 16.7%	
Somewhat Helpful	2 4.3%	2 12.5%		5 15.6%	4 66.7%	
Not at all Helpful	1 2.2%	1 6.3%		1 3.1%	1 16.7%	
What is your overall impression of your alcohol or drug treatment provider? (T1 χ^2=9.61; T2 χ^2=8.89)	(n=30)	(n=16)	*Time 1* χ = 1.36 sd =0.67 *Time 2* χ = 2.55 sd =1.96 *t*= -1.92*	(n=23)	(n=6)	*Time 1* χ = 2.00 sd =1.00 *Time 2* χ = 2.33 sd =1.15 *t*= - 1.00
Significantly Changed my Life for the Better	19 63.3%	8 50.0%		7 30.4%	2 33.3%	
Changed my Life for the Better	8 26.7%	5 31.0%		12 52.1%	2 33.3%	
Slightly/Somewhat Changed my Life for the Better	2 6.6%	3 13.6%		3 13.0%	1 16.7%	
Did not Change my Life at all	1 3.3%	1 6.3%		1 1.9%	----	
Changed my Life for the Worst	-----	----		1 1.9%	1 16.7%	

* = p < .10; ** = p < .05; *** = p < .01

TABLE 12
ASSESSMENT OF MENTAL HEALTH TREATMENT PROVIDER

	EASTERN			WESTERN		
	Time 1	Time 2	Matched	Time 1	Time 2	Matched
How helpful is your mental health provider? (T1 χ^2=4.31; T2 χ^2=4.36)	(n=27)	(n=17)	*Time 1* χ = 1.17 sd =0.38 *Time 2* χ = 1.17 sd =0.57 *t*=.00	(n=22)	(n=7)	*Time 1* χ = 1.50 sd =.70 *Time 2* χ = 2.00 sd =1.41 *t*= -.33
Very Helpful	22 81.5%	11 64.7%		14 63.6%	3 42.9%	
Helpful	5 18.5%	3 17.6%		5 22.7%	----	
Somewhat Helpful	----	2 11.8%		3 13.6%	3 42.9%	
Not at all Helpful	----	1 5.9%		----	1 14.3%	
What is your overall impression of your mental health treatment provider? (T1 χ^2=6.47; T2 χ^2=12.44**)	(n=27)	(n=17)	*Time 1* χ = 1.75 sd =1.48 *Time 2* χ = 1.42 sd =0.66 *t*=.74	(n=22)	(n=7)	*Time 1* χ = 2.00 sd =1.45 *Time 2* χ = 4.50 sd =2.12 *t*= - 1.00
Significantly Changed my Life for the Better	16 59.3%	9 52.9%		9 40.9%	2 28.6%	
Changed my Life for the Better	10 37.0%	7 41.1%		10 45.5%	1 14.3%	
Slightly/Somewhat Changed my Life for the Better	----	----		3 13.6%	3 42.9%	
Did not Change my Life at all	1 3.7%	1 5.9%		----	----	
Changed my Life for the Worst	----	----		----	1 14.3%	

* = p < .10; ** = p < .05; *** = p < .01

TABLE 13
ASSESSMENT OF MRT (Moral Reconation Therapy) Group

	EASTERN			WESTERN		
	Time 1	Time 2	Matched	Time 1	Time 2	Matched
How helpful is the MRT Group for you? (T1 χ^2=1.98; T2 χ^2=)	(n=6)	(n=5)	*Time 1* χ = 2.0 sd = 1.26 *Time 2* χ = 2.0 sd = 1.00 *t*=.00	(n=11)	(n=0)	While there were indiv. scores, there were no matched pairs *t*= N/A
Very Helpful	4 66.7%	3 60.0%		4 36.4%	----	
Helpful	2 33.3%	----		5 45.5%	----	
Somewhat Helpful	----	1 20.0%		2 18.2%	----	
Not at all Helpful	----	1 20.0%		----	----	
What is your overall impression of the MRT Group? (T1 χ^2=2.16; T2 χ^2=*could not calculate*)	(n=6)	(n=5)	*Time 1* χ = 1.83 sd =0.98 *Time 2* χ = 1.83 sd =0.98 *t*=.00	(n=11)	(n=0)	There were no matched pairs *t*= N/A
Significantly Changed my Life for the Better	4 66.7%	3 60.0%		5 45.5%	----	
Changed my Life for the Better	2 33.4%	2 40.0%		3 27.3%	----	
Slightly/Somewhat Changed my Life for the Better	----	----		3 27.3%	----	
Did not Change my Life at all	----	----		----	----	
Changed my Life for the Worst	----	----		----	----	

* = p < .10; ** = p < .05; *** = p < .01

TABLE 14
OVERALL IMPRESSION OF PROBATION EXPERIENCE

	EASTERN			WESTERN		
	Time 1	Time 2	Matched	Time 1	Time 2	Matched
What is your overall impression of your experience on probation so far? (T1 χ^2=9.64; T2 χ^2=16.67**)	(n=145)	(n=81)	*Time 1* χ = 2.71 sd =2.63 *Time 2* χ = 2.44 sd =2.28 *t*=.93	(n=85)	(n=33)	*Time 1* χ = 2.57 sd =1.87 *Time 2* χ = 2.13 sd =1.63 *t*=.96
Significantly Changed my Life for the Better	72 49.7%	44 54.3%		39 45.9%	18 54.5%	
Changed my Life for the Better	33 22.7%	20 24.7%		26 30.6%	8 24.2%	
Slightly/Somewhat Changed my Life for the Better	15 10.4%	2 2.5%		9 10.6%	4 12.1%	
Did not Change my Life at all	19 13.1%	13 16.0%		8 9.4%	2 6.1%	
Changed my Life for the Worst	1 0.7%	----		2 2.4%	1 3.0%	
Significantly Changed my Life for the Worst	5 3.5%	2 2.5%		1 1.2%	----	

$* = p < .10; ** = p < .05; *** = p < .01$

TABLE 15
TIME 2 CHANGE IN OPINION OF PROBATION

	EASTERN Time 2	WESTERN Time 2	TOTAL Time 2
What is your overall impression/opinion of your probation experience now compared to the beginning? (T2 χ^2=2.02)	(n=81)	(n=33)	(n=114)
Much Higher	47 58.0%	17 51.5%	64 56.1%
Slightly Higher	8 9.9%	5 15.2%	13 11.4%
Opinion is the Same	23 28.4%	10 30.3%	33 28.9%
Slightly Lower	1 1.2%	1 3.0%	2 1.8%
Much Lower	2 2.5%	----	2 1.8%

$* = p < .10; ** = p < .05; *** = p < .01$