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YOUTHFUL OFFENDERS' CAUSAL ATTRIBUTIONS AS A
FUNCTION OF PERSONALITY STYLES

A Thesis

by

SUSAN ADAMS FRANK

Submitted to the Graduate School
Appalachian State University
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YOUTHFUL OFFENDERS' CAUSAL ATTRIBUTIONS
AS A FUNCTION OF PERSONALITY STYLES

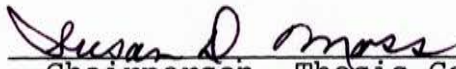
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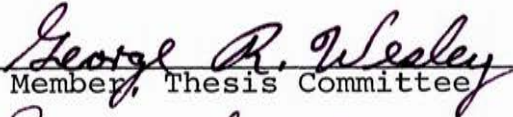
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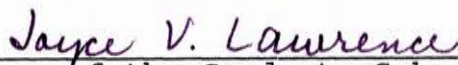


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ABSTRACT

YOUTHFUL OFFENDERS' CAUSAL ATTRIBUTIONS AS A FUNCTION
OF PERSONALITY STYLES. (July 1983)

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This study examined explanations, or attributions, by youthful offenders about the causes of their own and others' criminal behavior and how these explanations relate to personality factors. Personality factors were measured against causal attributions on two dimensions, stable versus unstable, and internal versus external. It was predicted that offenders who made causal attributions to internal and stable factors would obtain scores indicating low self-esteem; those who attributed crimes to external and unstable factors would have a tendency for chemical abuse; those experiencing confused thought processes would attribute causes to internal and unstable factors; and those with antisocial tendencies would make causal attributions to external and unstable factors.

Data were collected by administering paper and pencil measures to 70 inmates in a medium security facility for young offenders. None of the predicted relationships were entirely supported.

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Special thanks go to Dr. Susan D. Moss for her support and guidance as my thesis committee chairperson, to Dr. Deanna Bowman whose technical assistance and statistical expertise made the project possible, and to my other thesis committee members, Dr. Arthur Skibbe and Dr. George Wesley, for their contributions and recommendations.

I also wish to acknowledge my family for their support and encouragement, especially my parents, who always encouraged me and believed that I could attain any goal.

DEDICATION

To my husband, Steven Lewis Frank, for his unfaltering patience and support through every phase of this project.

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INTRODUCTION

Each time a crime is committed the question of what motivated the offender's behavior is asked. The consequences of possible placement in our penal system would seem so aversive that one would expect far fewer than the overwhelming numbers of crimes which occur. Frequently, explanations are sought through investigations of statistical analyses of factors, such as family histories, socioeconomic status, educational achievement levels, and interpersonal relationships. Unfortunately, such demographic information has been inconsistent in accounting for why persons break the laws. An explanation for criminal behavior has been sought through causal attribution research.

Kelley (1973) defines attribution as "how people make causal explanations about how they answer questions beginning with 'why?' It deals with the information they use in making causal inferences, and with what they do with this information to answer causal questions" (p. 107). Heider (1958) argues that people perceive and explain their behavior as caused either by external situational factors or internal personality

traits or "dispositions." Basically this (Hamilton, 1978) model consists of two theoretical factors which determine responsibility: "(1) the extent to which the actor intended, or personally caused, the effect; and (2) the extent to which the action was caused by the environmental forces or pressures" (p. 317). Heider devised five stages or levels of the interactions of intention and situational factors to suggest that the more situational factors influence the outcome, the less the person is held responsible. Heider also identified four causal factors (ability, effort, task difficulty, and luck), which Weiner (1971) suggested fell within two causal dimensions: locus of control (internal vs. external) and the stability factor (fixed vs. variable). According to Weiner,

ability and effort are internal or personal factors, while task difficulty and luck are perceived as properties of the environment. Further, ability and task difficulty remains relatively constant over time, while effort and luck may vary from moment to moment. Hence, ability is a fixed internal factor; effort a variable, internal factor; task difficulty a fixed, external factor; and luck a variable, external factor. (p. 107)

Thus, stable factors are considered to be enduring, while unstable factors are temporary. Based on this idea, there are at least four types of causal attributions: internal-stable, internal-unstable, external-stable, and external-unstable.

Attribution theory has been studied in numerous social settings. Carroll (1978) gathered data from questionnaires completed by five parole board members on their decisions in 272 parole release hearings. Along with these questionnaires, the parole board members also made open-ended statements (causal attributions) about the offenders' current crimes and their criminal histories. The questionnaires and statements were scored to identify factors to which the crimes were attributed, as being either stable (enduring) or unstable (variable). Carroll found that the board made decisions which significantly favored cases which had been given unstable rather than stable causal attributions. The board members' recommendations concerning the offenders' risk of future crimes were also affected by the stability of attributions.

Myers (1980) gathered extensive information on 201 criminal cases. These cases were later tried in courts of law by actual juries. Myers was interested in whether or not different contexts or circumstances under which crimes were committed were significant factors affecting how the juries attributed responsibility for the crime and their resulting verdicts. She found that for one variable, employment, juries were likely to convict if the defendant was unemployed. This finding supports Heider's (1958) assertion that attributions

of responsibility depend in part on the actor's ability or power and general motivation to achieve. In other words, an unemployed defendant might be evaluated as having little power and motivation, and thus be evaluated unfavorably.

Sulzer and Burglass (1968) investigated one person's perception of another person's responsibility in the outcome of favorable or unfavorable events and how this perception will determine his/her later interaction. These researchers said that "attribution of responsibility (AR) generally depends upon two complex interacting factors, personality characteristics of the attributor and perceived characteristics of the stimulus situation" (p. 272). They tested two different samples of subjects to represent different populations. The two samples were 112 college women, and 68 airmen stationed at an Air Force base. The subjects were administered three separate tests which produced scores of Empathy (EM), Punitiveness (P), and a total Attribution of Responsibility score (AR). The college women's scores showed no correlation among the three variables. The airmen's scores showed significant correlations to indicate that subjects who obtained high empathy scores and low punitive scores tended to judge others as being less personally responsible for outcomes which had been produced carelessly and produced when external coercion

had been present. The results of the airmen group were considered to be more representative because the college female group was considered more test conscious and therefore less spontaneous, less aggressive due to sex differences, and more homogeneous due to college entrance screening.

In a study of self-esteem and causal attributions, Fitch (1970) tested 135 college undergraduates on the Tennessee Self-Concept Scale. After giving them a task in which they were to estimate the number of dots presented on a briefly exposed slide projection, the subjects were given false performance feedback. Later the subjects were asked to attribute causality for their perceived performance over four possible causal explanations: ability, effort, chance, or the subject's physical or mental condition. Ability and effort were considered internal attributes, and chance and physical or mental condition were considered external attributes. The subjects significantly attributed success outcomes rather than failure outcomes, to internal causality. Subjects with low self-esteem scores attributed failure outcomes to internal factors more often than did high self-esteem subjects. This study supports the hypothesis that personality factors are significantly correlated with causal attribution decisions.

Much of the research which has been carried out in applying attribution theory has involved observers attributing responsibility regarding the behavior of actors. Although numerous applications have been made in jury contexts, very little attribution research exists in prison settings. In an investigative study of inmates' attributions and their effects on coping, Saulnier and Perlman (1981b) found that of 60 inmates, those with previous records and those without accomplices attributed causes to internal personality factors. Those who saw their offenses as serious gave multiple explanations, and inmates who acted with accomplices gave external attributions.

Jones and Nisbett (1972) identified an "actor-observer bias," which states that actors are more likely to attribute their behavior to external causes, but observers tend to attribute the behavior of actors to internal causes. In an investigation of the actor-observer bias, Wells (1980) conducted a study of 70 institutionalized juvenile offenders and 69 noninstitutionalized juveniles in the ninth grade. Wells concluded from her results that:

- (1) adolescents attribute both their own and others' behavior to situational over dispositional causes;
- (2) adolescents use both situational and dispositional attributions to a greater degree when explaining others' behavior than when explaining their own behavior;
- (3) institutionalization effects

attributions; and (4) there is no relationship between attributions for one's own behavior and the degree of involvement in that behavior. (p. 63)

In essence, Wells' results did not support Jones and Nisbett's (1974) "actor-observer bias."

Saulnier and Perlman (1981a) conducted a study of male inmates and prison officials in a medium security facility. Both inmates and staff completed questionnaires involving internal versus external dimensions of attributions. Results supported the actor-observer bias. Saulnier and Perlman account for the discrepancy between their results and those of Wells by suggesting that a reluctant variable was "whether observers had or had not, previously engaged in the same behaviors as the actors" (p. 559). Apparently, since the behaviors of delinquent and nondelinquent juveniles do not differ as greatly as for convicted and nonconvicted adults, the differing populations account for the differences in results.

Based on causal attribution theory and research findings, it appears likely that a relationship exists between inmates' personality factors and how inmates make causal attributions to explain the commission of their crimes.

Fitch (1970) showed that subjects with low self-esteem scores attributed failure outcomes to internal

factors more often than did high self-esteem subjects. Since being caught and punished with imprisonment for a crime is a negative or failure outcome, there may be a relationship between low self-esteem scores among prisoners and a tendency to explain their criminal behavior as the result of internal (something about the person) and stable (enduring) factors.

In numerous studies in social settings, causal attribution applications have proven useful in understanding behavior. Several of these studies have examined criminal behavior and how both the criminals themselves, and others, such as juries and parole board members, make attributions for criminal behavior.

Research indicates that relationships have been found between certain personality characteristics and how causal attributions are made. For example, Fitch (1970) found that subjects who obtained low scores on a self-esteem scale tended to attribute failure experiences to internal factors more often than did subjects who had obtained high self-esteem scores.

Statement of the Problem

Since research has shown that some relationships exist between certain personality characteristics and causal attributions, it seems that further studies would be useful to determine whether relationships exist between how criminals make causal attributions for

criminal behavior and personality factors of those criminals making the attributions. Such information might be applicable in predicting behavior of criminals while in prison and their adjustment to nonprison environments, if parole is granted.

The Carlson Psychological Survey (Carlson, 1982), is a fairly new instrument designed specifically for prison populations. It seems useful to measure the practical applicability of this instrument using a slightly younger sample than the normative sample.

Chemicals are external substances which alter the users' behavior. Chemical use also results in inconsistent behavior since the substances may not always be available, and variable amounts in the bodies of subjects at any given time may result in unstable behavior.

To the observer, individuals with disturbed thought processes appear to be suffering from an internal cognitive condition. Those individuals diagnosed as having disturbed thinking tend to experience life-long (stable) difficulties in meeting the practical demands of living.

Individuals who are considered to have anti-social tendencies tend to explain unfavorable occurrences in their lives as having been caused by others or by adverse circumstances (external). These persons tend to lead fairly unstable lives involving frequent change

(e.g., lack of close enduring interpersonal relationships, frequent job changes, imprisonment, etc.)

Hypotheses

Hypothesis I. Low self-esteem subjects will make internal/stable causal attributions for criminal behavior.

Hypothesis II. Individuals with high chemical abuse scores will make external/unstable causal attributions for criminal behavior.

Hypothesis III. Individuals who obtain high scores for thought disturbance will make internal/stable causal attributions for criminal behavior.

Hypothesis IV. Individuals who obtain high anti-social scores will make external/unstable causal attributions.

METHOD

Subjects

The subjects were 70 convicted male youthful offenders at a medium security facility, Western Correctional Center, in Morganton, North Carolina. The subjects were randomly selected from newly admitted prisoners during September through December, 1982. Participation was voluntary. Subjects were selected from the random sample who had minimal reading competencies of fourth grade level. The age range of the sample was 12 to 19 years, with a mean age of 16.9 years. Of the sample, 22 (31.4%) were Black, and 48 (68.6%) were White.

The Wide Range Achievement Test and Beta Intelligence Test had been administered to all the subjects by prison personnel as part of a routine evaluation procedure for newly admitted prisoners. The reading scores from the WRAT were used to determine reading grade achievement, and IQ scores were obtained from the Beta Test.

The mean reading level of the inmates was grade 6, month 4, as measured by the WRAT. The grade-month levels ranged from 4.0 to 11.9. The mean intelligence

quotient (IQ), as measured by the Beta Test, was 103.84, standard deviation, 10.16.

Instruments

Inmates were given the Carlson Psychological Survey (Carlson, 1982), a paper and pencil test which can be completed in approximately 20 minutes by individuals with elementary school reading levels (see Appendix A). The CPS was used to identify personality types defined on four clinical scales, including Chemical Abuse (CA), Thought Disturbance (TD), Anti-social Tendencies (AT), and Self-Depreciation (SD). A "comments" space is provided for each test item. The author of the instrument states that such an opportunity to further explain responses tends to reduce frustration and dissatisfaction with the test, but is not considered in the CPS scoring. The CPS is constructed to avoid a forced dichotomous answer format in order to offer more response variety and to permit a spread of scores. The answers are written directly on the test booklet in order to avoid mismatched questions and answers. The CPS was tested for internal consistency on two samples of 206 prisoners. Test-retest reliability checks were made on two samples of prisoners with $N = 32$ and $N = 20$. The reliability coefficients are well within the acceptable range for tests of this

nature and are as high or higher than coefficients on similar personality tests (Carlson, 1982).

The Minnesota Multiphasic Personality Inventory (MMPI) had earlier been given to the inmates by prison personnel as part of a screening battery at admission. These MMPI scores were obtained on 57 of the sample subjects and used as a second measure of personality styles.

The subjects were also given the Locus of Control Measure (Levenson, 1974). This instrument measures internal versus external dimensions of attributions. The Locus of Control Measure (LCM) consists of 24 statements to which the subject must respond with one of the following: strongly disagree, disagree somewhat, slightly disagree, slightly agree, agree somewhat, or strongly agree. Scores are obtained on three scales, (Internal, Powerful Others, and Chance), which indicate causal attributions (see Appendix B). Internal reliability checks which were provided in the test instructions, indicate acceptable levels for all items. It should be noted that theoretically it is possible for a subject to score high or low on all three dimensions. High scores range from 33 to 48, medium scores are 17 to 32, and low scores are 0 to 16, on each scale. On the Internal scale, a high score indicates that the subject believes he has control over

his own life; a high Powerful Others score indicates that the subject feels others control his life; and a high Chance score indicates a belief by the subject that Chance forces control his life.

A checklist of specific causes, developed and used by Saulnier and Perlman (1981b), was used in this study. The subjects were asked to check any of the items which they believed contributed to their crime commission. Sample attribution items include: "alcohol," "need for money," "immaturity," and "grew up/lived in a bad neighborhood." These items were rated as being either stable or unstable factors, with each stable or unstable factor checked receiving a score of one (see Appendix C). There were no psychometric data available on this instrument.

Procedure

Lists were obtained from prison personnel of all inmates admitted to Western Correctional Center between September and December, 1982. These lists also contained Wide Range Achievement Test scores and Beta IQ scores. The WRAT reading score was used to select all subjects whose reading scores were grade 4.0 or higher.

The prisoners were tested in groups of approximately 15 at a time. Instructions for the tests were written on the test forms and were also read aloud by the author. The following instruments were administered

in the order in which they are listed: Carlson Psychological Survey, Locus of Control Measure, and Checklist of Stable Versus Unstable Attributions. The author remained in the examining room throughout the testing in order to answer any procedural questions from the subjects. Approximately one group per week was tested over a period of several months. The testing sessions lasted for approximately one hour.

Participation was voluntary, and once the purpose and procedure of the study were explained, any subjects who did not wish to participate were allowed to leave. Approximately 50% of the selected subjects chose not to participate.

The prison staff did not administer the MMPI to 18 and 19 year old subjects. The prison is designed to house only offenders up to 18 years of age. Those 18 and 19 year olds in the sample were being temporarily housed due to overcrowding in the prison system and were awaiting transfer to other facilities. This accounts for failure to obtain MMPI scores on all 70 subjects in the sample. Only 57 MMPI profiles were available for prisoners in the sample.

RESULTS

The data were analyzed using Pearson correlations (see Table 1).

Hypothesis I stated that a relationship exists between internal/stable attributions and self-depreciation as measured on the Self-Depreciation scale on the Carlson Psychological Survey. There was no significant indication of a relationship between internal attributions and self-depreciation ($r = -.20$, $p < .01$) but there was evidence of a slight relationship between stable attributions and self-depreciations ($r = .19$, $p < .05$). However, there does appear to be a significant relationship between unstable attributions and self-depreciation ($r = .31$, $p < .01$).

Hypothesis II stated that there is a relationship between external/unstable attributions and chemical abuse. The Pearson correlations showed no significant relationship between external attributions and chemical abuse, ($r = -.17$) but there was a relationship suggested between unstable attributions and chemical abuse, ($r = .70$, $p < .001$) as stated in Hypothesis II.

Correlations of ($r = .22$, $p < .05$) were found between external attributions (LCM, Powerful Others) and

TABLE 1
 PEARSON CORRELATIONS OF PERSONALITY FACTORS AND INTERNAL/EXTERNAL,
 STABLE/UNSTABLE ATTRIBUTION DIMENSIONS

	Attribution Scales			
	Locus of Control Measure, Internal	Locus of Control Measure, Powerful Others	Locus of Control Measure, Chance	Checklist Stable / Checklist Unstable
CPS, Chemical Abuse	.09*	-.17*	.03*	.23** .70***
CPS, Thought Disorder	-.20**	.22**	.21**	.30** .15*
MMPI Sc	-.28**	.12*	.00*	-.08* .14*
CPS, Antisocial Tendencies	.10*	-.23**	.08*	.09* .39**
MMPI Pd	-.12*	.08*	.07*	.29** .15*
CPS, Self-Deprecation	-.20**	.11*	.13*	.19* .31**
MMPI D	-.21**	.05*	.00*	-.06* -.04*

CPS, N = 70; LCM, N = 70; CKL, N = 70; MMPI, N = 57
 *Significant at the .05 level or less; **Significant at the .01 level or less; and *** Significant at the .001 level or less

thought disturbance scores. This coefficient supports the existence of a relationship between thought disturbance and external causal attributions. Also obtained were ($r = .30, p < .01$) for stable attributions (Checklist, Stable) and thought disturbance scores. These results suggest that external/stable attributions are related to individuals with high thought disturbance scores. This finding refutes Hypothesis III, which states a relationship exists between internal and unstable attributions and persons with thought disturbances.

Hypothesis IV stated that external/unstable attributions are related to anti-social tendencies. In testing Hypothesis IV, correlations for external attributions and anti-social tendencies scores were ($r = -.23, p > .03$). For unstable attributions and anti-social tendencies, ($r = .39, p < .001$).

DISCUSSION

Generally, none of the four hypotheses were completely supported. Some were partially supported and others appear to be the reverse of the relationship supported by the data.

Hypothesis I stated that there is a relationship between internal/stable attributions and low self-esteem (self-depreciation). It appears from the data that there is a negative relationship between internal attributions and self-depreciation, as supported by both the CPS, Self-Depreciation scale and the MMPI, Depression scale. There is not a significant relationship between external attributions and self-depreciation (see Table 1). It was found that the opposite relationship of that predicted in Hypothesis I exists, which is that unstable attributions are related to self-depreciation. A relationship between unstable attributions and low self-esteem might be interpreted as a tendency for low self-esteem individuals to perceive themselves as being subject to the changing situations in which they find themselves, rather than attributing criminal behavior to some unchanging circumstances of their histories. Such individuals are likely to cite

such factors as peer influence, drug use, or unemployment as contributing factors to their criminal behavior rather than explanations such as growing up in a bad neighborhood, grammar school failure, or abusive parents.

Hypothesis II stated that there is a relationship between external/unstable attributions and chemical abuse. The data partially supported this statement, in that there is a strong suggested relationship between unstable attributions and chemical abuse. It should be noted that almost one-half of the items on the stable/unstable checklist indicate chemical use. There was a significant relationship indicated between this instrument and the chemical abuse scale of the CPS. There appears to be no significant relationship between internal or external attributions and chemical abuse. It may be that the measure used (LCM) was not powerful enough to detect a possible existing relationship, or that chemical abusers as a group may vary so greatly as to have few common characteristics as to how they make causal attributions.

Hypothesis III stated that a relationship exists between internal/unstable causal attributions and thought disturbance. The data support the opposite of this prediction. It appears that external/stable attributions are positively related to thought disturbance.

The correlation coefficients for the CPS, Thought Disturbance scale and the LCM, Powerful Others scale suggest a relationship between external attributions and disordered thinking. The data suggest that a negative relationship exists between internal attributions and thought impairment, as revealed in the $-.20$ correlation in the Thought Disorder scale of the CPS and the Internal scale of the LCM. Although individuals diagnosed as experiencing thinking disorder tendencies may appear to others to exist in an internal fantasy of their own construction, their own reported experience in this study suggests they experience feelings of loss of control and of frequently behaving in response to external controls. In addition, there was a positive relationship between stable attributions and thinking disorders, suggesting that these individuals may perceive little possibility that they can ever take control in decision making in their lives.

Hypothesis IV stated that external/unstable attributions are related to anti-social tendencies. This prediction was partially supported. The negative relationship indicated between external attributions and anti-social tendencies does not support Hypothesis IV, but on the other hand, neither is there a significant correlation between internal attributions and

anti-social tendencies. The other component of Hypothesis IV was substantiated, in that a positive relationship appears to exist between unstable attributional factors and anti-social tendencies.

In some cases, a negative correlation was indicated between a pair of attributions from the two attributional dimensions (e.g., stable/external) and a personality factor (e.g., anti-social tendencies), but was not supported by the correlation coefficient of the opposite attributional pairs (e.g., unstable/internal) and the personality factor (e.g., anti-social tendencies). In these cases it may be that the instruments for measuring these variables may not have been powerful enough to detect differences. In addition, the LCM is not designed to detect internal/external attributions along a continuum of one dimension. Rather, since this instrument can theoretically yield all high or all low scores on all three scales (Internal, Powerful Others, and Chance), there may be a confounding factor in the data interpretation. The results of this study detected some coupling of causal attributions with personality factors (i.e., external/stable attributions with thinking disorders), but further development in the identification and measurement of the causal attribution process must be made before such findings might be put to practical use. Such uses might assist in the early

identification and treatment of juvenile delinquents with strong potential to become incarcerated adults or to predict the potential of paroled prisoners to continue their criminal activities.

Several other appendices are included to present some interesting information which was not part of the stated hypotheses. Appendix D gives Pearson correlations between the CPS and MMPI scales. These results indicate significant correlations between CPS, Thought Disorder and MMPI, Schizophrenia ($r = .42, p < .05$). This suggests, as suspected, that these two scales measure a similar personality trait. There is not a very high correlation between CPS, Anti-social Tendencies and MMPI, Psychopathic Deviate ($r = .20, p < .05$). However, the CPS Manual (Carlson, 1982), suggests that this low relationship is due to the differing nature of the items on each scale. The MMPI, Pd scale items deal generally with rather delinquent, rebellious behavioral content, while the CPS, At scale concerns serious criminal behavioral content. It is well known that adolescents and college students score higher on the MMPI, Pd scale than the general population. The CPS, Self-Depreciation scale is reasonably correlated with the MMPI, Depression scale, although CPS, SD items tend to deal more with self-esteem content while the MMPI, D scale measures a serious mental

disorder. As might have been expected, the CPS, Chemical Abuse scale did not significantly correlate with any of the MMPI scales, since none of the latter even purport to measure chemical abuse.

Appendix E lists a comparison of the CPS scale norms, as listed in the manual (Carlson, 1982), of means and standard deviations, against those obtained in this study. It appears that although the age mean was slightly higher in the normative sample, than in the present study, there are no significant differences between the two groups. This finding suggests that the CPS is also applicable to a somewhat younger prison population than that stated in the manual.

Appendix F lists the stable/unstable items from the checklist, the number of inmates who checked these items as contributing to their crime commission, and what percentage of the sample checked each item. It appears that alcohol use ("alcohol" and "drunk at the time") and economic factors ("a need for money") were the most frequently checked items.

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APPENDIX A

Carlson Psychological Survey

Carlson Psychological Survey

INSTRUCTIONS: Put an X for the one correct answer to each question.

1. I drink alcohol: Comments:

1. never
 2. once in awhile
 3. about once a week
 4. more than once a week
 5. all the time
-

2. My thinking is: Comments:

1. good, straight
 2. good, but a little mixed-up
 3. mixed-up but I can do O.K.
 4. mixed-up
 5. my head is all mixed-up
-

3. I trust: Comments:

1. everyone
 2. most people
 3. some people but not others
 4. only my best friends
 5. no one
-

4. My life is: Comments:

1. very interesting
 2. interesting
 3. both interesting and dull
 4. dull
 5. always boring and dull
-

5. I feel: Comments:

1. O.K.
 2. a little down, but O.K.
 3. sad some of the time
 4. sad a lot of the time
 5. really sad and depressed
-

6. I would use a weapon to rob someone: Comments:
1. never
 2. almost never
 3. maybe
 4. would do it
 5. have done it and would do it again
-

7. I have used drugs: Comments:
1. never
 2. once or twice
 3. some of the time
 4. most of the time
 5. all the time
-

8. I see or hear things that are not there: Comments:
1. never
 2. once or twice
 3. more than once or twice
 4. often
 5. many times
-

9. I have told others off: Comments:
1. never
 2. once or twice
 3. more than once or twice
 4. often
 5. many times
-

10. I think my future will be: Comments:
1. very good
 2. pretty good
 3. not too bad
 4. bad
 5. nothing ever went right and nothing ever will
-

11. I speak English and: Comments:
1. no other languages
 2. 1 or 2 other languages
 3. 3 or 4 other languages
 4. 5 or 6 other languages
 5. 7 or more other languages
-

12. My nerves are: Comments:
1. pretty good
 2. average
 3. jumpy but O.K.
 4. very poor
 5. shot
-

13. In school, I have caused trouble: Comments:
1. never
 2. once or twice
 3. 3 or 4 times
 4. 5 or 6 times
 5. more than 7 times
-

14. The last time I got into trouble, Comments:
I had:
1. not been drinking or had not had drugs at all
 2. only had a little
 3. had a fair amount
 4. had too much
 5. had so much I did not know what I was doing
-

15. When I watch a T.V. show, I can Comments:
understand what is going on:
1. always
 2. almost all the time
 3. much of the time
 4. some of the time
 5. never
-

16. When I was younger, the police Comments:
picked up:
1. none of my friends
 2. one or two of my friends
 3. some of my friends
 4. most of my friends
 5. all of my friends
-

17. Compared to other people, I have: Comments:
1. a lot less problems
 2. less problems
 3. about the same number of problems
 4. more problems
 5. many more problems
-

18. In the future, I will drink alcohol or take drugs: Comments:
1. _____ never
 2. _____ once in a while
 3. _____ once a week
 4. _____ 2 or 3 times a week
 5. _____ more than 3 times a week
-

19. Physically, my body and health are: Comments:
1. _____ perfect
 2. _____ very good
 3. _____ pretty good
 4. _____ not too good
 5. _____ poor
-

20. The staff in this place are: Comments:
1. _____ nice and helpful
 2. _____ helpful
 3. _____ O.K.
 4. _____ not too bad
 5. _____ stupid
-

21. Most people seem to think I am: Comments:
1. _____ a very good person
 2. _____ a bit better than others
 3. _____ just like everyone else
 4. _____ a bit worse than others
 5. _____ a very bad person
-

22. I believe that drugs have made me think and do: Comments:
1. _____ I do not use drugs
 2. _____ bad things
 3. _____ have no effect on me
 4. _____ better things than I usually do
 5. _____ very good things
-

23. I have trouble remembering the names of my friends: Comments:
1. _____ never
 2. _____ once in awhile
 3. _____ some of the time
 4. _____ most of the time
 5. _____ all the time
-

24. I have been in gang fights: Comments:
1. _____ never
 2. _____ never but wish I had
 3. _____ once
 4. _____ 2 or 3 times
 5. _____ more than 3 times
-

25. I think I do the best thing: Comments:
1. _____ all the time
 2. _____ almost all the time
 3. _____ much of the time
 4. _____ some of the time
 5. _____ once in awhile
-

26. I have lived in this country Comments:
and:
1. _____ no other country
 2. _____ 1 or 2 other countries
 3. _____ 3 or 4 other countries
 4. _____ 5 or 6 other countries
 5. _____ 7 or more other
countries
-

27. I change from happy one minute Comments:
to sad the next:
1. _____ never
 2. _____ once in awhile
 3. _____ some of the time
 4. _____ most of the time
 5. _____ all the time
-

28. I enjoy fighting: Comments:
1. _____ not at all
 2. _____ a little
 3. _____ some
 4. _____ much
 5. _____ very much
-

29. Most of my friends drink Comments:
alcohol:
1. _____ never
 2. _____ once in awhile
 3. _____ about once a week
 4. _____ more than once a week
 5. _____ all the time
-

30. People I know seem like strangers to me: Comments:
1. _____ never
 2. _____ once in awhile
 3. _____ some of the time
 4. _____ most of the time
 5. _____ all the time
-

31. When I think about illegal things I have done, I am: Comments:
1. _____ very sorry
 2. _____ sorry
 3. _____ not sorry or never think about it
 4. _____ might do it again
 5. _____ will do it again
-

32. People seem to like it better when: Comments:
1. _____ I talk a lot
 2. _____ I talk a little
 3. _____ I am there but do not bother them
 4. _____ I just listen
 5. _____ I am not there
-

33. When I think about my problem, I: Comments:
1. _____ know they will work out
 2. _____ never think about them or have no problems
 3. _____ worry a little
 4. _____ worry a lot
 5. _____ get so scared I feel sick
-

34. If someone tried to cheat me, I would: Comments:
1. _____ forgive and forget
 2. _____ forgive but not forget
 3. _____ not forgive them
 4. _____ make him sorry
 5. _____ make him very sorry
-

35. Most of the time I sleep: Comments:
1. _____ every night
 2. _____ twice a week
 3. _____ once a week
 4. _____ almost never
 5. _____ never
-

36. Dreams have made me wake up in the middle of the night: Comments:
1. _____ never
 2. _____ once or twice
 3. _____ 3 to 5 times
 4. _____ more than 5 times
 5. _____ I wake up every night
-

37. If someone hit me, I would: Comments:
1. _____ I do not know what I would do
 2. _____ go away or ask him why he did it
 3. _____ hit him once
 4. _____ hit him several times
 5. _____ beat him up
-

38. Most of my best friends use drugs: Comments:
1. _____ never
 2. _____ once or twice
 3. _____ some of the time
 4. _____ most of the time
 5. _____ all the time
-

39. I forget what I was going to say: Comments:
1. _____ never
 2. _____ once in awhile
 3. _____ some of the time
 4. _____ most of the time
 5. _____ all the time
-

40. I think: Comments:
1. _____ all laws are good
 2. _____ most laws are good
 3. _____ laws are good and bad
 4. _____ many laws are bad
 5. _____ all laws are bad
-

41. When I do things, I do them: Comments:
1. _____ very good
 2. _____ good
 3. _____ better than average
 4. _____ average
 5. _____ poor
-

42. Little things worry me: Comments:
1. _____ never
 2. _____ once in awhile
 3. _____ some of the time
 4. _____ most of the time
 5. _____ all the time
-

43. If I hurt someone, I would Comments:
feel:
1. _____ very bad
 2. _____ bad
 3. _____ bad but not too bad
 4. _____ depends on the person
and how it would feel
 5. _____ would not care
-

44. When I am drunk or on drugs, Comments:
I:
1. _____ do not get drunk or
take drugs
 2. _____ never get into trouble
 3. _____ try not to get into
trouble
 4. _____ sometimes get into
trouble
 5. _____ always get into trouble
-

45. I will be in trouble: Comments:
1. _____ never again
 2. _____ do not want to be again
 3. _____ do not want to be but
probably will be again
 4. _____ once or twice more
 5. _____ for the rest of my life
-

46. The drug I have taken the MOST Comments:
is:
1. _____ no drugs
 2. _____ marijuana or hashish
 3. _____ LSD or drugs like LSD
 4. _____ speed or drugs like speed
 5. _____ heroin or drugs like heroin
-

47. I feel sick: Comments:
1. never
 2. once in awhile
 3. some of the time
 4. most of the time
 5. all the time
-

48. I get a kick out of seeing someone put down: Comments:
1. never
 2. once in awhile
 3. some of the time
 4. most of the time
 5. all the time
-

49. My life has been: Comments:
1. better than most peoples
 2. as good as most peoples
 3. average
 4. as bad as most peoples
 5. worse than most peoples
-

50. I have carried a weapon on me: Comments:
1. never
 2. once or twice
 3. some of the time
 4. most of the time
 5. all the time
-

APPENDIX B

Locus of Control Measure

Locus of Control Measure

	Strongly Disagree	Disagree Somewhat	Slightly Disagree	Slightly Agree	Agree Somewhat	Strongly Agree
1. Whether or not I get to be a leader depends mostly on my ability.	-3	-2	-1	1	2	3
2. To a great extent my life is controlled by accidental happenings.	-3	-2	-1	1	2	3
3. I feel like what happens in my life is mostly determined by powerful others.	-3	-2	-1	1	2	3
4. Whether or not I get into a car accident depends mostly on how good a driver I am.	-3	-2	-1	1	2	3
5. When I make plans, I am almost certain to make them work.	-3	-2	-1	1	2	3
6. Often there is no chance of protecting my personal interest from bad luck happenings.	-3	-2	-1	1	2	3
7. When I get what I want, it's usually because I'm lucky.	-3	-2	-1	1	2	3
8. Although I might have good ability, I will not be given leadership responsibility without appealing to those in positions of authority.	-3	-2	-1	1	2	3
9. How many friends I have depends on how nice a person I am.	-3	-2	-1	1	2	3
10. I have often found that what is going to happen will happen.	-3	-2	-1	1	2	3

- | | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|---|---|---|
| 11. My life is chiefly controlled by powerful others. | -3 | -2 | -1 | 1 | 2 | 3 |
| 12. Whether or not I get into a car accident is mostly a matter of luck. | -3 | -2 | -1 | 1 | 2 | 3 |
| 13. People like myself have very little chance of protecting our personal interests when they conflict with those of strong pressure groups. | -3 | -2 | -1 | 1 | 2 | 3 |
| 14. It's not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune. | -3 | -2 | -1 | 1 | 2 | 3 |
| 15. Getting what I want requires pleasing those above me. | -3 | -2 | -1 | 1 | 2 | 3 |
| 16. Whether or not I get to be a leader depends on whether I'm lucky enough to be in the right place at the right time. | -3 | -2 | -1 | 1 | 2 | 3 |
| 17. If important people were to decide they didn't like me, I probably wouldn't make many friends. | -3 | -2 | -1 | 1 | 2 | 3 |
| 18. I can pretty much determine what will happen in my life. | -3 | -2 | -1 | 1 | 2 | 3 |
| 19. I am usually able to protect my personal interests. | -3 | -2 | -1 | 1 | 2 | 3 |
| 20. Whether or not I get into a car accident depends mostly on the other driver. | -3 | -2 | -1 | 1 | 2 | 3 |
| 21. When I get what I want, it's usually because I worked hard for it. | -3 | -2 | -1 | 1 | 2 | 3 |
| 22. In order to have my plans work, I make sure that they fit in with the desires of people who have power over me. | -3 | -2 | -1 | 1 | 2 | 3 |

23. My life is determined by my own actions. -3 -2 -1 1 2 3
24. It's chiefly a matter of fate whether or not I have a few friends or many friends. -3 -2 -1 1 2 3

APPENDIX C

Checklist of Stable Versus Unstable Attributions

Checklist of Stable Versus Unstable Attributions

Did any of the following factors play a part in the crime? Check off the ones that did:

Drugs _____

Alcohol _____

A need for money _____

The victim asked for it _____

Influence of my friends _____

Problems at home _____

Immaturity _____

Grew up/lived in a bad neighborhood _____

Lack of control _____

Parents didn't treat me right _____

Mental problems _____

Aimless _____

Nobody would give me a job _____

Drunk at the time _____

APPENDIX D

Correlations Between the CPS and
the MMPI Scales

Correlations Between the CPS and the MMPI Scales
(N = 57)

MMPI Scales	CPS Scales				
	Chemical Abuse	Thought Disorder	Anti-Social Tendencies	Self-Depreciation	Validity
L	-.14	-.01	-.19	.14	.29**
F	.21	.34**	.34**	.18	.15
K	-.03	-.23*	-.26*	-.02	.02
Hypochondriasis	.01	.44**	.07	.25*	.20
Depression	-.14	.36**	-.14	.33**	.11
Hysteria	.14	.34**	-.04	.22*	.06
Psychopathic deviate	.17	.32**	.20	.33**	.23*
Masculinity/femininity	.09	.15	-.07	.15	-.09
Paranoia	.01	.40**	.05	.22*	.15
Psychasthenia	-.17	.54**	-.13	.26*	.14
Schizophrenia	-.10	.42**	.06	.23*	.16
Hypomania	.29**	-.04	.41**	-.10	.18
Social Introversion	-.27*	.46**	-.25*	.24*	-.04

*for $r < .22$, $p > .05$

**for $r < .29$, $p > .01$

APPENDIX E

Comparison of CPS Obtained Scores
With CPS Norms

Comparison of CPS Obtained Scores
With CPS Norms

Items	Current	CPS Norms
N	70	412
Age		
Mean	16.9	19.01
SD	.965	3.33
Chemical Abuse		
Mean	24.443	24.00
SD	9.119	7.06
Thought Disturbance		
Mean	26.029	28.95
SD	7.036	8.30
Antisocial Tendencies		
Mean	37.386	36.30
SD	9.575	9.88
Self-Depreciation		
Mean	18.871	20.55
SD	4.236	5.35
Validity		
Mean	3.771	3.82
SD	1.342	1.21

APPENDIX F

Checklist of Stable/Unstable
Contributing Factors

Checklist of Stable/Unstable
Contributing Factors

Items	N	%
Drugs	27	38.57
Alcohol	35	50.00
A need for money	33	47.14
The victim asked for it	5	7.14
Influence of my friends	27	38.57
Problems at home	21	30.00
Immaturity	11	15.71
Grew up/lived in a bad neighborhood	22	31.43
Lack of control	18	25.71
Parents didn't treat me right	8	11.43
Mental problems	7	10.00
Aimless	7	10.00
Nobody would give me a job	13	18.57
Drunk at the time	29	41.43

N = 70

VITA

Susan Adams Frank was born Susan Kaye Adams in Salisbury, North Carolina, on December 9, 1953. She attended public schools in China Grove and graduated from South Rowan Senior High School in May, 1972. The following August she entered the University of North Carolina at Chapel Hill, and in December, 1975, she received a Bachelor of Arts degree in Psychology. She began employment with Tri-County Mental Health Center in October, 1976 as a Psychological Assistant in Children and Youth Services. In October, 1978, she left that position to take a position as a Psychological Assistant with Halifax County Mental Health Center.

In 1981, she entered Appalachian State University and began work towards a Master of Arts degree in Clinical Psychology, which was awarded in August, 1983. Ms. Frank is a member of Psi Chi, a student affiliate of the American Psychological Association, Southeastern Psychological Association, and North Carolina Psychological Association.

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