Complements for JI-R

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- Youth Level of Service/Case Management Inventory (YLS/CMI™)

JI-R

A personality assessment classification system for delinquent and conduct-disordered youths and adults

Carl Jesness, Ph.D.

160 items; self-report

Ages 8 and up

30–40 minutes administration time

B Level User Qualification

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Aim

Viewed against the broad backdrop of the entire spectrum of behavioral problems, individuals variously labeled “delinquent,” “conduct-disordered,” or “asocial” appear at first to comprise a homogenous group. However, youths referred to a counselor or mental health clinician from the court, probation, or sheriff’s department seem to stand out as unique. The immediate conflicts these youths experience appear to be with the social order rather than with internal events. The solution seems to hinge on the youths being guided into conformity with established social norms rather than by resolution of internal conflicts. Very few of these individuals are self-referred and motivated to change.

Jesness Inventory (JI) was designed to help caseworkers, psychologists, teachers, youth counselors, and parole and probation staff better understand the nature and extent of these individual differences. Over the last 40 years, it has received much acclaim from such professionals. To sustain the great success of JI, the assessment has been restandardized to keep up with the continually evolving world in which we live—Jesness Inventory is being brought into the new millennium.

The major part of the revision focused on gathering new psychometric data. For the new data, the norms were updated and new reliability and validity testing was conducted. The restandardized Jesness Inventory—Jesness Inventory-revised (JI-R)—is still appropriate for use with both male and female youth and adults aged 8 years and older. Five items have been added, so the inventory is now a 160-item questionnaire. Two new subscales linked to DSM-IV classifications have been added, one of which measures traits of Conduct Disorder (CD), the other, Oppositional Defiant Disorder (ODD).

When the test is used for clinical and decision-making purposes, it is recommended that the J-R interpreter possess the following qualifications:

- An advanced degree in the social, medical, or behavioral sciences, such as a Ph.D., Ed.D., or M.D.;
- Experience with delinquent populations, and;
- Adequate training and experience using JI-R.

In research settings, JI-R scores are typically kept confidential and are not used to make life-affecting decisions. If such is the case, user qualifications are not as stringent as they are if the assessments have direct or indirect implications for respondents.

Norming

Renaming of Jesness Inventory involved over 20 data collection sites that administered the instrument using standardized instructions to large numbers of subjects across the United States and Canada. The nondelinquent sample consisted of 3,421 respondents, as shown.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 to 11</td>
<td>356</td>
<td>382</td>
<td>738</td>
</tr>
<tr>
<td>12 to 14</td>
<td>274</td>
<td>297</td>
<td>571</td>
</tr>
<tr>
<td>15 to 17</td>
<td>357</td>
<td>307</td>
<td>664</td>
</tr>
<tr>
<td>18 to 34</td>
<td>247</td>
<td>793</td>
<td>1,040</td>
</tr>
<tr>
<td>35 and over</td>
<td>108</td>
<td>300</td>
<td>408</td>
</tr>
<tr>
<td>Total</td>
<td>1,342 (39.3%)</td>
<td>2,079 (60.8%)</td>
<td>3,421</td>
</tr>
</tbody>
</table>

The delinquent sample consisted of 959 youths and adults obtained from several different facilities.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 to 11</td>
<td>109</td>
<td>28</td>
<td>137</td>
</tr>
<tr>
<td>12 to 14</td>
<td>463</td>
<td>60</td>
<td>523</td>
</tr>
<tr>
<td>15 to 17</td>
<td>122</td>
<td>42</td>
<td>164</td>
</tr>
<tr>
<td>18 to 34</td>
<td>65</td>
<td>60</td>
<td>125</td>
</tr>
<tr>
<td>35 and over</td>
<td>60</td>
<td>125</td>
<td>185</td>
</tr>
<tr>
<td>Total</td>
<td>769</td>
<td>802 (82.0%)</td>
<td>1,571</td>
</tr>
</tbody>
</table>

The JI-R Technical Manual presents normative data in a user-friendly format, including descriptive and inferential statistics, and assesses subscale and overall profile patterns. The manual includes procedures for calculating T-scores from raw scores for the conventional scales, the subtype scales, and the DSM-IV subscales. The JI-R Technical Manual is being brought into the new millennium.

Supportive Literature

tient stay and Jesness Inventory scores of hospitalized adolescent psychi
cric patients. Residential Treatment for Youth, 8, 53–60.

Cowden, J., Peterson, W., & Pacht, A. (1969). The MCI vs. the Jesness
Inventory as a screening and classification instrument at a juvenile correc
tional institution.


Jesness, C. F. (1975). The JI–R Technical Manual provides the background as well as the theoretical and practical concepts upon which the instru
tment is based. Results from many studies are presented in ... its ability to distinguish delinquents from nondelinquents. Many have demonstrated its predictive validity as well. Odd-

Translators

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Scientific Validation

The JI-R Technical Manual provides the construct- and criterion-based validation data presented in the Technical Manual come from several sources: (1) correlations with Minnesota Multiphasic Inventory (Hathaway & McKinley, 1943) and CPI (Gough, 1957); (2) relations with behavior and test data in a sample of 210 young California delinquents, aged 10 to 14 (the Fricot sample; Jesness, 1965); (3) relations among vari
bles in a sample of 577 older California delinquents, aged 15 to 20 (the Preston sample; Jesness, 1969); (4) data from the Youth Center Research Project (Jesness, 1975); (5) data from a sample of 106 Wisconsin delinquents aged 10 to 18 (Cowden, Peterson, & Pacht, 1969); and other published literature.

User Qualifications

Potential users of JI-R should be familiar with the standards for edu
cational and psychological testing developed by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (ASPA, APA, & NCME, 1999). Qualified users of this test should be members of professional associations that endorse standards for the ethical use of psychological or educa
tional tests, or licensed professionals in the areas of psychology, education, medicine, social work, or an allied field.

When the test is used for clinical and decision-making purposes, it is recommended that the J-R interpreter possess the following qualifications:

- An advanced degree in the social, medical, or behavioral sciences, such as a Ph.D., Ed.D., or M.D.;
- Experience with delinquent populations, and;
- Adequate training and experience using JI-R.

In research settings, JI-R scores are typically kept confidential and are not used to make life-affecting decisions. If such is the case, user qualifications are not as stringent as they are if the assessments have direct or indirect implications for respondents.

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The JI-R Technical Manual contains the 160 J-R items. Responses are made by marking an “X” on true or false squares that appear on the Response Form. JI-R administration takes approximately 45 minutes. An administrator can promptly score responses with JI-R’s Scoring Templates. The top page of the Response Form is removed and inserted between the Scoring Templates to calculate the raw scores for the conventional scales, the subtype scales, and the DSM-IV subscales. These raw scores are recorded on the second page of the Response Form, in the appropriate tables. Page 2 of the Response Form also contains the two validity scales, Random Responding and Lie, which are calculated right on the form.

In included in the Response Form is the Asocial Index Worksheet. This sheet is used to calculate the Asocial Index. The remaining pages of the Response Form contain three tables with profiles for converting raw scores to T-scores. These are broken down based on age, gender, and scale or subtype classification.

JI-R contains 11 personality scales, 9 subtype scales, 2 DSM-IV subscales, and 2 validity scales.

Personality Scales

- Social Maladjustment (SM)
- Manifest Aggression (MA)
- Value Orientation (VO)
- Withdrawal-depression (Wd)
- Immaturity (Imm)
- Social Anxiety (SA)
- Autism (Au)
- Alienation (Al)
- Asocial Index (AI)

Subtype Scales

- Undersocialized, Active/Unsocialized, Aggressive (AA)
- Undersocialized, Passive/Unsocialized, Passive (AP)
- Conformant/Immature Conformist (CFM)
- Group-oriented/Cultural Conformist (CCF)
- Pragmatist/Manipulator (MP)
- Autonomy-oriented/Neurotic, Acting-out (NA)
- Intrusive/Neurotic, Anxious (IN)
- Inhibited/Situation Emotional Reaction (SE)
- Adaptive/Cultural Identifier (CI)

DSM-IV Subscales

- Conduct Disorder (CD)
- Oppositional Defiant Disorder (ODD)

Validity Scales

- Random Responding (RR)
- Lie (L)

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#### Age Group Males Females Total
8 to 11 356 382 738 (21.6%) 12 to 14 274 297 571 (16.7%) 15 to 17 357 307 664 (19.4%) 18 to 34 247 793 1,040 (30.4) 35 and over 108 300 408 (11.9%)

Total 1,342 (39.2%) 2,079 (60.8%) 3,421

The delinquent sample consisted of 959 youths and adults obtained from several different facilities.

#### Age Group Males Females Total
12 to 14 109 28 137 (14.3%) 15 to 17 463 60 523 (54.5%) 18 to 34 132 42 174 (18.2%) 35 and over 65 60 125 (13.0%)

Total 769 (80.2%) 190 (19.8%) 959

### JI-R Technical Manual

The JI-R Technical Manual comes from several sources: (1) correlations with Minnesota Multiphasic Inventory (Hathaway & McKinley, 1943) and CPI (Gough, 1957); (2) relations with behavior and test data in a sample of 210 young California delinquents, aged 10 to 14 (the Frick sample; Jesness, 1965); (3) relations among variables of 577 older California delinquents, aged 15 to 20 (the Preston sample; Jesness, 1969); (4) data from the Youth Center Research Project (Jesness, 1975); (5) data from a sample of 106 Wisconsin delinquents aged 10 to 18 (Cowden, Peterson, & Pacht, 1969); and other published literature.

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Jesness, C. F. (1978). Comparative effectiveness of behavior mod-

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