

Applied Research Project

A Comprehensive Assessment of the DWI-Education and Intervention Programs Administered
by the Hays County Adult Probation Programs Department

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Political Science 5397
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Fall 2003

Table of Contents

Chapter One: Introduction	3
A) History of DWI Education and Intervention Programs	5
B) Approaches to Reduce DWI Offenses	6
Electronic Monitoring/House Arrest	6
Ignition Interlock Device	7
Jail Sentences	7
Education/Treatment/Intervention	8
Chapter Two: Setting	10
Description of DWI Programs – Texas	11
DWI Programs – Hays County	11
DWI Education Program	12
DWI Intervention Program	14
DWI Victim Impact Panel	15
Chapter Three: DWI Education	17
Screening and Referral Process	18
Goals of DWI Education Program	18
Ideal Characteristics – DWI Education Program	19
<i>Goals and Mission</i>	21
<i>Population</i>	21
<i>Assessment</i>	22
<i>Community Resources</i>	23
Table 3.1: Ideal Characteristics of a DWI Education Program Literature Sources	25
Education Impact Assessment	26
Table 3.2: Conceptual Framework: Linking Hypothesis to Literature Sources	28
Chapter Four: DWI Intervention Program	29
Goals of DWI Intervention Program	31
DWI Intervention Impact on Recidivism	32
Table 4.1: Linking Recidivism Hypothesis to Literature Sources	34
Conclusion	35
Chapter Five: Methodology	36
DWI Education Process – Evaluation	37
DWI Education Pre-test/Post-test	38
Table 5.1: Operationalization of Knowledge Impact Hypothesis	39
Table 5.2: Ideal Characteristics of a DWI Education Program	40
DWI Intervention Program – Impact Evaluation	41
Table 5.3: Operationalization of Recidivism Impact Hypothesis	42
Chapter Six: Results	43
DWI Education Program’s Process – Findings	43
DWI Education Program – Pre-test/Post-test Findings	44
DWI Intervention Program – Impact Findings	48
Chapter Seven: Conclusion	49
Bibliography	51

Chapter One: Introduction

DWI-Education and DWI-Intervention are two programs offered by the Hays County Adult Probation Programs Department for people who have been arrested for Driving While Intoxicated (hereinafter “DWI”). Both programs are designed to educate participants on the effects of alcohol and alcohol related problems (Fredlund, 1991, p. 7). More specifically, first-time DWI offenders that are sentenced to probation are required to attend and successfully complete the DWI-Education Program (Liu, 1993, p. 6). On the other hand, repeat DWI offenders, which have more than one prior DWI arrest, are sometimes ordered to attend and complete the DWI-Intervention program.

The State of Texas has offered the DWI-Education Program since 1978, but only became utilized by counties throughout Texas until 1982 (Liu, 1993, p. 6). The DWI-Education Program is designed to educate DWI probationers about physiological and psychological effects of alcohol while presenting evidence that suggests a correlation between alcohol consumption and impaired driving (Fredlund, 1991, p. 7). This Program also describes several laws that pertain to drunk driving, as well as, the penalties that exist for future DWI arrests. Upon completion of the DWI-Education Program, counselors administering this Program, provide an evaluation and assessment of the DWI probationer and present recommendations for further intervention.

The State started the DWI-Intervention Program as a pilot program in 1989 and it is now offered in many parts of the State, as well (TCADA Manual, p. II-3). The DWI-Intervention Program is significantly different than the DWI-Education Program. This particular Program is designed to help the offender identify his/her alcohol problem and help him/her accept and prepare for further intervention or after care services (Crandell, 1987, p. 7).

The DWI-Intervention Program discusses different variables that may have a direct correlation with alcohol consumption or alcohol problems. For instance, an individual's life style, values, and irrational beliefs are just some of the many variables that are discussed and addressed in the DWI-Intervention Program (Fredlund, 1991, p. 7). At the end of this Program, counselors administering the classes, provide specific recommendations in terms of further counseling that may be beneficial for maintaining sobriety.

So, why are these programs and issues important for the public? Because, approximately "513,000 people are injured in alcohol-related crashes each year, an average of 59 people per hour or approximately one person every minute" (MADD, 2002). In addition, "of the general driving age public, 98 percent see drinking and driving as a threat to their personal safety, and 86 percent feel it is very important to do something to reduce the problem" (MADD, 2002). For this reason, more intervention efforts are needed to curtail the escalating number of alcohol related accidents and fatalities. What is more alarming, is that "about one-third of all drivers arrested or convicted of driving while intoxicated or driving under the influence of alcohol are repeat offenders" (NHTSA, 2001).

It is evident that the problem of drinking and driving has escalated into a national dilemma. Therefore, significant and efficient efforts to reduce the problem are important and necessary, not only for the offenders, but for victims of alcohol related accidents, as well. For this reason, I examine the DWI-Education and Intervention programs that are provided to DWI offenders by the Hays County Adult Probation Programs Department.

A. History of DWI Education and Intervention Programs

The provision of education, intervention, and treatment programs for offenders arrested for DWI began in the 1960s. The idea was that people arrested for DWI required education on the effects of alcohol, and treatment to address their drinking, as opposed to prison terms. With this in mind, Congressional leaders began to study the issue of drunk driving to develop counteractive measures aimed at reducing the number of alcohol-related accidents and arrests. In 1966, the United States Congress enacted the Highway Safety Act (Valle, 1986, p. 5). This Act consists of eighteen highway safety standards, which include standards related to alcohol and highway safety. These highway safety standards represent a proven, comprehensive approach to traffic safety thereby contributing to the efforts to reduce drunk driving (Valle, 1986, p.14).

In a report to Congress in 1968, the National Highway Transportation Safety Administration (NHTSA) reported that drunk drivers were responsible for approximately half the 50,000 annual traffic fatalities in the United States (Foley, 1986, p. 55). In response to the NHTSA's report, lawmakers began efforts to determine what needed to be done to help reduce the number of alcohol-related traffic accidents. One direction lawmakers took was to design and provide rehabilitation programs for DWI offenders to prevent or reduce the number of drunk driving offenses. The lawmakers subsequently introduced their first major effort in the early 1970s -- the Alcohol Safety Action Projects (ASAP). ASAP's primary focus was on police enforcement and treatment of DWI offenders at the local government level (Homel, 1988, p.13). During the 1980s, lawmakers introduced more intensive and effective measures for the rehabilitation of DWI offenders. In 1982, President Ronald Reagan signed the Executive Order establishing the Presidential Commission on Drunk Driving (Presidential Commission), which developed countermeasures for drunk driving (Lee, 1999, p. 1). More specifically, the

Presidential Commission encouraged participation from local and state governments and the private sector to reduce alcohol related accidents (Foley, 1986, p. 18). As a result of the Presidential Commission's efforts, statewide standards were developed for education and rehabilitation efforts (Homel, 1988, p. 7). For example, an individual arrested for DWI would now be sentenced to probation with conditions aimed at educating DWI offenders on the effects of alcohol or perhaps imposing attendance in an alcohol treatment program.

At the same time, critics supporting stricter penalties for DWI offenders began voicing their concerns. As a result, beginning in the mid-1980s, lawmakers in several states began creating stricter standards for DWI offenders on probation, including the use of electronic monitoring/house arrest, ignition interlock systems, and stricter jail sentences for recidivists (Wells-Parker, 1994, p. 2). The following section describes some of the approaches being utilized by the courts and criminal justice officials to reduce DWI offenses.

B. Approaches to Reduce DWI Offenses

Electronic Monitoring/House Arrest

Beginning in 1984, the State of Florida implemented the first "continuously operating" electronic monitoring/house arrest program (Lilly *et al.* 1992, p. 42). Other states soon followed, including Texas (Lilly *et al.* 1992, p. 42 & Vernon's, 2003, p. 98). This program concentrates on monitoring a probationer through the use of a bracelet worn on his/her wrist or ankle (Schmidt *et al.* 1987, p. 139). In addition, the probationer is limited to the confines of his/her home but is typically permitted to go to work, seek outside medical treatment, or attend religious services (Payne *et al.* 2002, p. 64). "As of October 1991, there was an estimated

20,000 probationers on electronic monitoring, and this number was expected to increase to 50,000 to 1 million probationers during the following two years” (Courtright *et al.* 2000, p. 2).

Ignition Interlock Device

In 1986, California lawmakers created, and the legislature passed, the first ignition interlock law known as the California Farr-Davis Driver Safety Act of 1986 (Marques *et al.* 1999, p. 2). The ignition interlock law requires a repeat DWI offender to equip his/her motor vehicle with an ignition interlock system to prevent him/her from driving under the influence of alcohol (MADD, 2002, p. 3). Although this law is intended primarily as a preventative measure, the ignition interlock law is seen as a sanction by DWI offenders in that they are constantly monitored by the State (MADD, 2002, p. 3). Many other states have followed California’s lead and passed their own ignition interlock law, including Texas (Vernon’s, 2003, p. 139-40).

Jail Sentences

Stricter jail sentences is another form of sanction that are used to punish DWI offenders. The basic thrust of imposing stricter jail sentences is grounded in a deterrence theory (Taxman *et al.* 1998, p. 4). “This approach hypothesizes that the imposition of swift, certain, and severe sanctions should deter offenders from committing the same or a similar offense” (Taxman *et al.* 1998, p. 4). Jail sentences, however, may not always be the most effective method of deterring drunk driving behavior. For example, a study conducted in 1991, which examined the deterrent effects of jail sentences for first time and repeat offenders, revealed no reductions in DUI recidivism as a result of jail sentences. (Mann, 1991, p. 487).

Education/Treatment/ Intervention

In the 1990s, the methods of punishing and rehabilitating DWI offenders began to change (MADD, 2002, p. 7). Lawmakers' efforts began to focus on DWI educational programs requiring classroom instruction and long-term intervention programs for repeat DWI offenders (Liu, 1993, p. 2). The use of education and treatment programs as the new means to educate and rehabilitate DWI offenders is seen as the most effective method of preventing recidivism (MADD, 2002, p. 3). If DWI educational programs are to accomplish their purpose, counselors and treatment providers must understand and know how to address problems associated with alcohol (Crandell, 1987, p. 291). For instance, in an article published in the *Journal of American Medical Association*, the author noted that most DWI offenders are alcoholics, requiring some form of diagnostic treatment as opposed to state imposed fines or penalties:

At least half of those involved in drinking accidents are not social drinkers but are people with a long-standing drinking problem. Control of drinking and driving in these people would seem to rest more on the identification and treatment of alcoholism than on a heavy fine or suspension of the license, neither of which is therapeutic for the accident problem or for the alcoholism. (Valle, 1986, p. 164)

Therefore, the need to implement effective educational and treatment programs while utilizing strict and efficient sanctions requires some understanding of the offenders' characteristics. As such, judges, law enforcement officials, probation officers, and treatment providers must examine the individual needs of DWI offenders and provide appropriate interventions (Foley, 1986, p. 29). As noted, "the courts are increasingly viewed as referral

systems to channel DWI offenders to appropriate treatment and/or educational programs, rather than as judicial systems to pass judgment and dispense legal sanctions for the DWI offense” (Miller, 1984, p. 448). By properly diagnosing the DWI offender, he/she may receive the treatment necessary to overcome his/her addiction through DWI educational programs, thereby reducing the DWI recidivism rates.

This chapter reviews the literature on alcohol-related programs and interventions available to offenders arrested for driving while intoxicated in order to develop the conceptual frameworks. The literature review reports on the history and evolution of driving while intoxicated (DWI) education, intervention, and treatment programs, describes typical programs, discusses typical program goals, and presents appropriate solutions to problems within some of these programs. Assessment results are described and provided for improving the effectiveness of DWI education and intervention programs. The "Conceptual Framework" section of this chapter provides a detailed discussion of each category.

The purpose of this Applied Research Project is to perform a comprehensive assessment of the Hays County DWI-Education Programs. To achieve this purpose the assessment proceeds in three phases. First, the DWI Education Program is assessed through identification of ideal process and comparison with existing processes. Secondly, DWI Education Program pre-test and post-test scores are evaluated to determine whether or not there was an increase in the probationers’ knowledge of DWI laws and how alcohol impairs their driving ability after completing the DWI Education Program. Finally, the impact of the intervention program on recidivism is evaluated.¹

¹ This study is limited by the time and resource constraints of the Applied Research Project process. Although there are many facets to the Hays County DWI Education Program and DWI Intervention Program, the purpose of this Applied Research Project is to only assess the general framework of these two programs.

Chapter Two: Setting

The purpose of this chapter is to provide a brief description of the Hays County Adult Probation Program Department (hereinafter the “Department”). In addition, this chapter provides a comprehensive look at the DWI programs the Department administers to DWI probationers.

The Hays County Adult Probation Program Department is headquartered in San Marcos, Texas. The Department is headed by Marvel Maddox and employs part-time, as well as, full-time counselors and facilitators. The department administers the following programs; DWI-Education, Commitment to Change, Recovery Works, Relapse Management, Female Offender Group, Texas Drug-Education, Women Support Group, Domestic Violence Prevention Program, Serenity Seekers, In House Out Patient Program, DWI-Intervention, as well as, other programs based on offenders' needs. Counselors or facilitators who are certified to administer the programs conduct the classroom or group sessions. The counselors and group facilitators' education credentials vary from Bachelor degrees, Masters' degrees, as well as, Ph. D.s. Some are License Chemical Dependency Counselors (LCDC) and some are certified sex offender therapy counselors.

Two programs are the focus of this paper. The DWI-Education and Intervention Programs are evaluated in terms of their screening and referral process, as well as, the impact on recidivism for repeat offenders. A comprehensive assessment is conducted, but first, a description of the DWI Programs administered by the department is provided.

Description of DWI Programs - Texas

Over the last two decades, lawmakers have developed various DWI treatment and prevention programs to address the increasing number of alcohol-related offenses and traffic accidents (Fredlund, 1991, p. 7). The State of Texas is not an exception. More specifically, section 13(h) to Article 42.12 of the Code of Criminal Procedure (the “Code”) requires an individual convicted of a DWI offense to successfully complete a DWI education program designed to rehabilitate individuals who have driven while intoxicated (Vernon’s, 2003, p. 138-39). The Code further requires collaboration between the Texas Commission on Alcohol and Drug Abuse (TCADA), the Department of Public Safety, the Traffic Safety Section of the Texas Department of Transportation, and the Community Justice Assistance Division of the Texas Department of Criminal Justice to design and “jointly approve” these DWI education programs (Vernon’s, 2003, p. 138-39). Accordingly, the State of Texas currently offers two types of DWI education programs – the DWI Education Program and the DWI Intervention Program (TCADA, 2003, p. 3). In addition, victim impact panels are commonly used throughout the State (MADD, 2002, p. 3).

DWI Programs – Hays County

Throughout Texas, DWI offenses are prevalent – Hays County is no exception. For example, in 1998, there were a total of 199 DWI-related collisions, 200 DWI-related injuries, and 12 DWI-related deaths reported in Hays County (Hays/DWI Related Tragedies, 2002). Last year, Hays County reported a total of 451 DWI/DUI offenses (Hays/Caseload, 2001). As a result, there is a great demand for effective measures to reduce DWI offenses.

This also seems to be the direction the State of Texas is taking, specifically with the DWI Education Program offered in the 22nd, 207th, and 274th Judicial Probation Districts in Central Texas. Marvel Maddox, program director for these Judicial Probation Districts, describes the DWI Education Program, “as a systematic process involving public and individual education, evaluation and classification, and delivery of intervention services according to diagnosed needs” (Jamieson *et al.* 1991, p. 3). For this reason, DWI Education Programs, which also function as rehabilitation programs, must be able to identify the problem drinker and provide appropriate services before they are allowed to drive (Foley, 1986, p. 30)

At the same time, counselors at the Hays County Probation Programs Department must provide effective DWI programs and deal with the escalating number of DWI offenses. Currently, Hays County offers 3 DWI programs, which include the DWI Education Program, the DWI Intervention Program, and the DWI Victim Impact Panel.² These programs are offered frequently throughout every fiscal.³ During fiscal year 2003, there were approximately 425 probationers enrolled in the DWI Education Program and 91 probationers in the DWI Intervention Program. The following subsections provide a brief background of each of the DWI programs.

DWI Education Program

The DWI Education Program is traditionally offered for first time DWI offenders and functions as an educational tool for learning about the different physiological and psychological effects of alcohol on their abilities to drive (Fredlund, 1991, p. 6). The DWI Education Program

² Data on the DWI Victim Impact Panel is unavailable at this time.

³ In fiscal year 2003, Hays County Adult Probation Programs Department offered 30 DWI Education Program courses with a maximum of 35 probationers per course and 11 DWI Intervention Program courses with a maximum of 15 probationers per course.

curriculum requires a minimum of 12 hours of classroom instruction and addresses the effects of alcohol on the DWI offender's driving abilities (Fredlund, 1991, p. 6). The DWI Education Program is specifically designed to provide information on the effects of alcohol on driving skills, assist individuals identify their own individual drinking and driving patterns, and help individuals develop a plan to "reduce the probability that they will be involved in future DWI behavior" (TCADA, 2003, p. 3). As previously stated, the Code establishes and requires that a DWI probationer attend and complete a certified DWI Education Program (Fredlund, 1991, p. 6). The Hays County Adult Probation Programs Department administers the DWI Education Program curriculum in a classroom setting located at the Probation Department offices.

The DWI Education Program contains four modules designed to help DWI offenders with specific behaviors (Jamieson *et al.* 1991, p. 3). First, DWI offenders are provided an opportunity to discuss their frustrations concerning their personal experiences. They are also permitted to discuss any law enforcement concerns or issues they may have with any particular law enforcement agency or their policies. DWI offenders are then introduced to an educational component or module that emphasizes the dangers and effects of alcohol while driving. The third module entails a screening and assessment component that is essential for establishing a profile of the DWI offender. This prognostic assessment requires the use of various screening tools such as the Mortimer-Filkins assessment tool. The Mortimer-Filkins is a questionnaire developed as a tool for classification by alcohol counselors (Landstreet, 1977, p. 55). Finally, "the DWI Education Program enters the decision-making module, which educates DWI offenders on how to evaluate and recognize problematic situations so that they may make the right decisions" (Jamieson *et al.* 1991, p. 2).

DWI-Intervention Program

The DWI Intervention Program is for repeat DWI offenders and was designed after evidence indicated that the DWI Education Program was failing to prevent DWI offenders from re-offending (TCADA, 2003, p. 4). TCADA funded the DWI Intervention Program in 1989 as a pilot program. Two years later, following the pilot initiative, eleven programs throughout the State were implemented (TCADA Manual, p. II-3). Again, as previously stated, the Code establishes the DWI Intervention Program as a statewide initiative specifically designed for repeat offenders (Fredlund, 1991, p. 7).

The DWI Intervention Program curriculum consists of 32 hours of classroom instruction and is designed to educate individuals about chemical dependency and problems associated therewith, provide intensive instruction about specific actions individuals can take to prevent future DWI offenses, and instruct individuals about ways to make necessary lifestyle adjustments to prevent alcohol-related problems in other areas of the individual's life (TCADA, 2003, p. 3). But the DWI Intervention Program functions as more than just an educational opportunity for DWI repeat offenders, it focuses on values and life issues as well. It also incorporates resources that address alcohol dependency such as Alcoholics Anonymous and recovery programs in its curriculum. As of today, 23 counties have implemented the DWI Intervention Program throughout the State of Texas (Liu, 1993, p. 6).

DWI Victim Impact Panel⁴

The DWI Victim Impact Program (the “DWI VIP”) is a significant program that brings DWI offenders face to face with individuals who have lost loved ones at the hands of DUI/DWI offenders (MADD, 2002, p. 2). The DWI VIP has proven to impact how DWI offenders think and react before alcohol consumption (Badovinac, 1994, p. 116). For example, a study conducted in Dallas, Texas on the attitudes of DWI offenders before and after attending victim impact panels revealed that, before attending the DWI VIP, 87.1 percent of the DWI offenders stated they would continue to drink and drive or were undecided about drinking and driving again. But after attending the DWI VIP, 90 percent of the DWI offenders indicated they would not drink and drive again (MADD, 2002, p. 2).

“The goal of the victim impact panel is that once offenders hear how fatal alcohol-related crashes affect victim families, they will not become repeat offenders” (MADD, 2002, p. 1). The DWI VIP seeks to emotionally impact DWI offenders’ perception on drinking and driving while changing their attitudes, thereby reducing the likelihood that they will re-offend (Badovinac, 1994, p. 113). “A 1999 study published in the *Journal of Studies on Alcohol* compared 12-month re-arrest rates for [DWI] offenders before and after a victim impact panel was instituted in a Georgia County. The researchers found those who attended a panel had a 6 percent re-arrest rate, while those who hadn’t attended the panels had a 15 percent re-arrest rate” (Schorr, 2003, p. 1).

On the other hand, critics that question the validity or effectiveness of the DWI VIP have voiced their concerns (Ce’de Baca, 2001, p. 2). Williams R. Miller, Professor of Psychology and Psychiatry and director of research at the Center for Alcoholism, Substance Abuse and

⁴ Although this research project focuses solely on the Hays County Adult Probation Department’s DWI Education Program and DWI Intervention Program, I am including a brief description of the DWI Victim Impact Panel

Addictions at the University of New Mexico disagrees with the DWI VIP's approach. Professor Miller maintains that "the belief that DWI offenses can be prevented by 'shaming' or 'shocking' people through confrontation with the devastating suffering caused by alcohol-related crashes" is ineffective (C'de Baca, 2000, p. 1). Nonetheless, many states throughout the United States continue to implement and utilize DWI VIPs with reported success (MADD, 2002, p. 3).

The next two chapters provide a comprehensive description and an assessment of the processes of the DWI Education Program and the DWI Intervention Program. Furthermore, these programs are compared with ideal characteristics found in the literature to determine the impact on the stated hypotheses.

Program because it is another intervention tool utilized by counselor/probation officers.

Chapter Three: DWI Education

This chapter identifies and describes the DWI Education Program's processes, as well as its goals and mission. The DWI Education Program functions as an educational program aimed at educating DWI offenders about DWI laws and the effects of alcohol on their driving abilities. In addition, the DWI Education Program also helps DWI offenders identify their drinking behaviors (TCADA, 2003, p. 3). For this reason, it is expected that DWI offenders' knowledge about DWI laws and the physiological effects of alcohol will increase after successful completion of the DWI Education Program.

Nonetheless, if DWI offenders are to benefit from DWI Education Programs, their drinking behaviors must be assessed to identify their rehabilitative needs. With this in mind, alcohol assessment becomes more critical in the evaluation of DWI offenders.

For example, a study conducted by the North Carolina Criminal Justice Branch ("NCCJB") revealed that "70% of all assessments conducted between 1983 and 1987 identified [DWI] offenders with an alcohol abuse handicap not amenable to the educational services provided by [the Alcohol and Drug Education Traffic School]" (Juhnke *et al.* 1995, p. 2). As a result of the North Carolina Criminal Justice Branch study and its challenge, the State of North Carolina modified its DWI laws. They changed their process and now require all DWI offenders to submit to an alcohol assessment before attending the Alcohol and Drug Education Traffic School in an effort to effectively rehabilitate DWI offenders (Juhnke *et al.* 1995, p. 2). The North Carolina study and its impact on the state to modify its existing DWI laws exemplify the need not only for individual assessments but also DWI educational programs assessments. For this reason, "the hope for programs to be more successful, rests on the ability to properly screen

and classify clients and provide a number of program options which cater to the individual needs” (Jamieson *et al.* 1991, p. 3).

The following section describes the ideal components of the DWI Education Program, including the screening and referral process, its goals, its ideal characteristics, and an impact assessment. This section helps the reader understand the basic function of the DWI Education Program.

Screening and Referral Process

While the DWI-Education Program is concerned with making an impact on DWI offenders’ knowledge regarding DWI issues, it is very well interested in providing appropriate services. For this reason, it is important to review and assess the literature that suggests ideal characteristics for an effective DWI-Education Program. The following section addresses some of the categories of an effective screening and referral process for a DWI-Education Program and develop a conceptual framework based on the literature. The goals and mission are identified and discussed while the characteristics for an ideal alcohol education program are presented.

Goals of DWI Education Program

The goal of the alcohol (DWI) Education Program is to educate the DWI offender about the effects of alcohol to prevent any repeated drinking and driving behavior (Foley, 1986, p. 87). According to the literature, the program must also identify and address the laws relating to driving under the influence of alcohol (Fredlund, 1991, p. 6). Another significant component of the DWI Education Program is the opportunity for DWI offenders to discuss their attitudes on drinking and driving and how they intend to change these attitudes (Liu, 1993, p. 6). The DWI

Education Program also diagnoses DWI offenders with severe or moderate drinking problems and refers them to the appropriate resources for help. “Various scholars have found that alcohol education programs combined with punishment have reduced DWI recidivism among first time and multiple offenders” (Taxman, 1999, p. 3).

The goal of most DWI Programs is to treat DWI offender’s alcohol problem or prevent future alcoholism through education efforts. This can be accomplished by “first identifying and classifying the level of the alcohol problem” (Landstreet, 1977, p. 63). By recognizing the severity of alcoholism, counselors and instructors can provide alcohol rehabilitation or preventive services accordingly. With this in mind, two approaches must be utilized to help in this effort: “1) Prevention of alcoholism in persons who are not alcoholic and 2) Treatment and rehabilitation of persons who are already alcoholic” (Cross, 1968, p. 83). Even though programs vary in their approach to provide education or treatment, the overall program goal is to help the DWI offenders so that they do not repeat their drinking and driving behaviors (Wells-Parker, 1994, p. 4). This is why the mission and goals of the DWI Education Program, the DWI Intervention Program, and the DWI Victim Impact Panel focus on education and treatment for DWI offenders.

Ideal Characteristics – DWI Education Program

The purpose of this section is identify the ideal characteristics of the DWI Education Program. Based on the ideal characteristics identified, I developed a model for an effective DWI Education Program. The model consists of the DWI Education Program’s processes and assessment criteria including, its goals and missions, the target population, an assessment/classification, and available community resources. The conceptual framework is

based on the literature and descriptive categories and is provided in Table 4. The literature discussed contributed to the ideas for developing the categories of an ideal DWI Education Program.

The goals and mission of the DWI-Education Program must focus on objectives aimed at reducing drinking and driving behaviors. By providing an education program for DWI offenders and having them attend the program, it will impact their knowledge concerning DWI laws and consequences. Therefore, an alcohol-related education program is critical for educating people on the effects of alcohol and the consequences that exist when drinking and driving affects others. The literature indicates that the best approach for first time DWI offenders or a social drinker is an educational approach (Landstreet, 1977, p. 5).

Thus, the focus of education programs should be on educating the drinking driver on the effects of alcohol so that they will not repeat their drinking and driving behaviors. Some typical program goals that were discovered through the literature include the following: educating individuals on the effects of alcohol, educating on impaired driving laws, and changing attitudes and behaviors (Homel, 1984; Landstreet, 1977; Crandell, 1987 and Juhnke, 1995).

So, while counselors work towards accomplishing these goals, it is also important that counselor's remain committed to meeting the different needs of each probationer. For this reason, according to the literature, counselors must depend on screening instruments to help them identify the probationers' needs and make the appropriate follow-up recommendations (Wells- Parker *et al.* 1989, p. 382). "A comprehensive ongoing assessment is the cornerstone of effective treatment", therefore, it is critical for effective screening to be established within an education or intervention program (Foley, 1986, p. 106).

Goals and Mission

A very important component of a DWI Education Program is its goals and missions because they describe the purpose and expectation of the program. The DWI Education Program's goals and mission are a category of the ideal program because they focus on educating the DWI offender and changing his/her attitudes and behaviors towards alcohol by providing alcohol education and intervention services (Miller, 1984, p. 447). The purpose for changing behaviors is to prevent DWI offenders from committing the same drinking patterns that lead them to drink and drive (Landstreet, 1977, p. 63). Another important goal of the program is conducting accurate assessments based on individual needs of DWI offenders (Foley, 1986, p. 106). By doing this treatment, providers will be better equipped to provide services according to the severity of the DWI offender's drinking problem (Miller, 1984, p. 457).

The goals and mission of the DWI Education Program serve as a guide for successfully providing services to DWI offenders. The goals must remain clear and the objectives must link treatment approaches with desired outcomes (Fitzpatrick, 1992, p. 6). Focusing on preventing recidivism alone is not the ideal solution. Instead, approaches to reduce DWI recidivism must focus on changing attitudes and behavioral patterns that contribute to alcohol consumption among DWI offenders (Valle, 1986, p. 72). For this reason, an ideal DWI-Education Program must include as its goals and mission to educate offenders on the effects of alcohol, educate on impaired driving laws, and change attitudes to avoid future DWI behaviors.

Population

The population (DWI offenders) of the DWI-Education Program is also a category of the ideal program because counselors need to distinguish between "social" drinkers and "problem"

drinkers before referring offenders for services. More importantly treatment providers “generally agree that problem drinkers are generally candidates for treatment while social drinkers are candidates for education services” (Gordon, p. VI-8). Thus, the benefits that could result after completion of the program vary among the individual needs of the offenders. Ideally, first-time DWI offenders and social drinkers are referred to the DWI Education Program because they have been diagnosed with no “major” alcohol problems. For this reason, the educational component is viewed as “potentially the most effective and the least restrictive treatment” (Miller, 1994, p. 462).

On the other hand, DWI offenders referred to the DWI Intervention Program have been diagnosed as problem drinkers or have multiple DWI arrests/convictions (Liu, 1993, p. 6). The problem drinker “has to some extent, a positive psychological or physiological addiction to alcohol” (Landstreet, 1977, p. 60). In order for education and intervention programs to effectively accomplish their goals, DWI offenders must be evaluated and identified accordingly and then referred to the most beneficial program (Foley, 1986, p. 30). Therefore, an ideal DWI-Education Program must have in place an effective screening process that identifies and classifies DWI offenders to address individual needs.

Assessment

DWI offender assessment is another category of the ideal DWI Education Program because it is regarded as the “cornerstone of effective treatment, regardless of the model of treatment utilized” (Foley, 1986, p. 106). “Assessment is treatment; it begins the establishment of a relationship between the client and counselor, address motivation and engagement, and sets a tone for further intervention” (Foley , 1986 p. 107). Assessment must begin “the moment” the

DWI offender enters the criminal justice system (Foley, 1986, p. 106). For this reason, an ideal education program must include an offender evaluation immediately or soon after they are sentenced (Foley, 1986, p. 105). An assessment/evaluation effectively identifies the offenders individual needs and determines whether or not an educational intervention is required.

Soon to follow should be the identification of the severity of the drinking problem (Crandell, p. 1987, p. 6). These efforts can help by identifying risks and needs associated with their drinking problem (Crandell, 1987, p. 7). By recognizing the risks and needs, treatment providers are more prepared to develop treatment plans accordingly (Foley, 1986, p. 106). As noted; “a comprehensive ongoing assessment is the cornerstone of effective treatment” (Foley, 1986, p. 106). It is unsure whether these efforts will accurately assess a DWI offender or stop drinking and driving behaviors. However, an ideal assessment component for DWI offenders must address the aforementioned strategies. Moreover, an ideal DWI-Education Program must implement an effective assessment process by which offenders are provided services based on individual needs and on the severity of their drinking problem.

Community Resources

An effective education or intervention program must utilize community resources to refer DWI offenders for appropriate aftercare (Crandell, 1987, p. 7). For this reason, community resources, is described as an essential category for an ideal program. Because social services are viewed by many as effective for providing rehabilitation services, they must contribute their efforts towards reducing drinking and driving behaviors. According to Jay N. Cross, “because one alcoholic patient affects many community agencies—ranging from general hospitals through social welfare agencies, correctional institutions, churches, industry, and public health

agencies—alcoholism control activities should be conducted on a broad community basis” (Cross, 1968, p. 73). For this reason, an ideal DWI-Education Program must implement an effective after-care referral process while maintaining efficient working relationships with community resources to address the DWI problem.

Table 3.1 summarizes the ideal categories of a DWI Education Program and links them to the literature within an ideal DWI Education Program.

Table 3.1: Ideal Characteristics of a DWI-Education Program-Literature Sources

Ideal Type Categories	Sources
<p>Goals and Mission</p> <p>Educate on effects of alcohol Educate on impaired driving laws Change attitudes to avoid future DWI behavior Identify problem drinkers and refer for further evaluation</p>	<p>Homel 1984 Landstreet 1977 Crandell 1987 Juhnke 1995</p>
<p>Population/Target Group</p> <p>1st time offender Social drinker (low risk) Other alcohol related offenders</p>	<p>Foley 1986 Miller 1994 Gordon 2002 Homel 1984</p>
<p>Assessment/Evaluation</p> <p>Based on individual needs/risks Identity severity (high – low)</p>	<p>Crandell 1987 Foley 1986</p>
<p>Community Resources</p> <p>Social Services Aftercare / Recovery services</p>	<p>Hingson 1996 Crandell 1987 Cross 1968 Foley 1986</p>

Education Impact Assessment

DWI Education programs are commonly used to deter drinking and driving behaviors and to help offenders change their driving practices. These programs aim to reduce the likelihood that offenders will repeat their drinking and driving behaviors. The educational component of the DWI Education Program teaches offenders about 1) the laws they violated and 2) how driving abilities are impaired by alcohol consumption (Ross, 1992, p. 45). Notably, DWI-Education programs have been “successful in increasing participants’ knowledge about alcohol, as well as, driving, and improving attitudes regarding safe driving practices” (Valle, 1986, p. 139). These objectives and expected outcomes appear in the literature and are linked to improving the knowledge among DWI offenders about alcohol laws and physiological effects of alcohol.

For this reason, it is expected that DWI offenders level of knowledge or understanding of DWI laws and the effects of alcohol change after completing the DWI Education Program. For example, in the initial process, the Hays County Adult Probation Programs Department administers a pre-test to DWI offenders to determine their level of knowledge regarding DWI laws and the physiological effects of alcohol. After the DWI offender completes the DWI Education Program, the Department then administers a post-test to assess the impact. The hypothesis states that probationers’ knowledge of laws and alcohol effect increases after completing the DWI Education Program.

Based on the ideal characteristics identified in the previous section, the hypothesis more likely than not should be substantiated. Because the DWI Education Program’s primary goal is to educate DWI offenders, one would expect that post-test scores to significantly increase after completion of the program. Furthermore, the assessment process provides an effective tool for

evaluating individual offenders thereby allowing the DWI offender to receive the type of care to fit his/her particular needs.

Therefore, the need to implement a model DWI-Education program that can distinguish between education and treatment is crucial for helping DWI offenders. Furthermore, the goals of the program must address the needs of the offenders and must focus on educating them on drinking and driving laws that exist while educating them on the physiological dangers of alcohol. With this in mind, I examine the issue more closely by evaluating the impact on of the DWI-Education Program on knowledge.

More specifically, DWI Education Course knowledge pre-test and post-test scores are examined to determine the impact on knowledge relating to DWI laws and the physiological effects alcohol. Given this literature, which indicates that an increase in knowledge among DWI offenders after completing the education program is highly probable, I present a similar hypothesis. For this impact assessment I predict that knowledge of DWI offenders increases after they have completed the DWI-Education program. The knowledge increase is measured based on knowledge about DWI laws and alcohol effects on driving. The hypothesis is as follows: Probationers' DWI-Education knowledge increases after completing the DWI-Education Program. Table 3.2 illustrates how the hypothesis is developed.

Table 3.2: Conceptual Framework: Linking Hypothesis to Literature Sources

Hypothesis	Sources
<p>Formal Hypothesis: H1</p> <p>DWI probationers’ knowledge about DWI laws and effects of alcohol increase after completing the DWI Education Program. (pre-test / post-test comparison)</p>	<p>Homel, 1984; Landstreet, 1977; Crandell, 1987; Juhnke, 1995; Foley, 1986; Moyland, 1983; Fredlund, 1991; Vernon, 2003; MADD, 2002; Valle, 1986; Hingson, 1996;</p>

Chapter Four: DWI Intervention Program

While the DWI Education Program affects first-time DWI offenders in terms of education and knowledge, it often fails to significantly change the drinking behaviors of repeat DWI offenders (MADD, 2002, p. 1). As a result, the State of Texas mandates that repeat DWI offenders attend a DWI Intervention Program, which provides a longer and more effective treatment-oriented curriculum, including participation in various rehabilitative programs. However, for purposes of this study, the DWI-Intervention Program is evaluated using recidivism among DWI offenders who have completed the program. Nonetheless, it is important to provide a description of the program and identify the goals.

In order for DWI Intervention Programs to accomplish their goals, the program must provide a combined effort that includes effective education and treatment services (Wells-Parker, 1994, p. 5). Research has suggested that utilizing a combination of treatments for treating the DWI offender is more effective than individual services (Wells-Parker, 1994, p. 5). In a study of multi-modal treatment, treatment utilizing more than one service, researchers found that using multiple treatments reduced the percentage of DWI recidivism by 10 percent as opposed to any one treatment alone (Wells-Parker, 1994, p. 5).

It is expected that DWI offenders who have successfully completed the DWI Intervention Program are less likely to commit subsequent DWI offenses thereby reducing the recidivism rate. More specifically, this applied research project evaluates the impact of the Hays County Adult Probation DWI Intervention Program on DWI offenders. Another purpose of this evaluation is to determine whether or not there is a significant impact on the recidivism rate among the DWI offenders who have successfully completed the program.

Another treatment recommended for the treatment and rehabilitation of DWI repeat offenders is referred to as treatment matching (Wells-Parker, 1994, p. 5).⁵ Treatment matching selects treatment services based on certain characteristics of the DWI offender so that individual needs are addressed more appropriately. The goal is to identify differences in needs among DWI offenders based on demographics and drinking patterns (Wells-Parker, 1994, p. 5). To accomplish this goal, the treatment provided must accommodate drinkers based on the level of their alcohol problem (Crandell, p. 1987, p. 6). For example, an individual may either be classified as a “social” drinker, “heavy” drinker or an “alcoholic” (Crandell, 1987, p. 6). Once the DWI offender is evaluated and classified, counselors or treatment providers respond to that classification and gear their intervention approaches according to the severity of the drinking problem (Crandell, 1987, p. 6).

In Texas, officials began to study the cost efficiency of effectively assessing first time DWI offenders as a means to provide appropriate services to reduce the costs associated with repeat offenders. State officials arrived at this conclusion by looking at the benefits of assessments for first-time DWI offenders when compared to poorly developed assessments, which resulted in higher recidivism rates. Furthermore, in Texas, about 35-40 percent of DWI arrests are repeat offenders (Effective Treatment, p. 3). For this reason, “it was suggested that if assessments could get first-time violators on the right track in the system, the percentage of repeat offenders could drop dramatically (Effective Treatment, p. 3).

⁵ For example, Washington County, located in the State of Maryland, implemented a treatment-matching program, which focused on the screening and evaluation of DWI repeat offenders to diagnose and provide services pursuant to their specific needs (Moyland, 1983, p. 48) More specifically, Washington County’s program requires that the DWI offenders be evaluated before the DWI offender is sentenced by the judge. This effort is designed to gather an assessment of the DWI offender and determine the severity of his/her drinking problem. Once the counselor determines whether or not the DWI offender is a problem drinker or, rather an “alcoholic,” based on the individual assessment, an appropriate recommendation is presented to the judge. By doing this, the DWI offender’s alcohol problem is identified and the intervention immediately begins (Moyland, 1983, p. 48).

Goals of DWI Intervention Program

“An effective program of intervention for the drunk driver must make use of other treatment resources” (Crandell, 1987, p. 7). Typically, DWI Intervention Programs are designed to stop re-offending behaviors. With this in mind, the DWI Intervention Program becomes important because “the goal of the program is to have the offender recognize his or her substance-related behavior, accept that there is a problem, and seek help through recovery services” (Liu, 1993, p. 6). The program also addresses interpersonal problems that may be causing a DWI offender to resort to drinking due to a lack of coping skills. It also focuses on the concept of “motivation to change behavior and self efficacy for changing those drinking and driving behaviors” (Wells-Parker *et al.* 2000, p. 1).

The DWI Intervention Program is more intense and focused on the drinking solution than the DWI-Education Program (Fredlund, 1991, p. 6). Although the DWI Intervention Program is primarily designed for repeat DWI offenders, first time DWI offenders can also be referred. After DWI offenders complete the DWI Intervention Program, they are referred for aftercare or recovery services available in the community. “Aftercare includes the social support network that mediates the client’s recovery” (Crandell, 1987, p. 291).

Treatment providers recognize the importance of identifying individual needs of DWI offenders as critical to the intervention process (Wells-Parker *et al.* 1989, p. 382). For this reason, goals for treatment of DWI offenders must include intervention efforts based on assessment results of individual demographics (Wells-Parker *et al.* p. 382). As noted “If specific characteristics determine what types of intervention will be most effective, then failure

to take such characteristics into account when making interventions decisions could reduce the overall utility of intervention programs (Wells-Parker et al. 1989, p. 382).

Another component to a DWI Intervention Program is the long-term treatment designed to address individual needs. As noted, “the duration of the treatment must be long enough that changes in attitude and behavior occur while the client is still in the program (Crandell, 1987, p. 6). In addition, the DWI Intervention Program includes a motivational component that aims at convincing the offender to comply with treatment (Crandell, 1987, p. 194). These are some of the categories that an ideal DWI intervention must accompany in order to strengthen the chances for rehabilitation while reducing the likelihood for re-arrest (Crandell, 1987, p. 194).

DWI Intervention Impact on Recidivism

While the goals and mission of the DWI-Intervention Program focus on the offenders’ alcohol problem, the primary expectation is to reduce recidivism through intervention efforts. By having DWI offenders attend and successfully complete the program, it is expected that the education and treatment they receive will prevent future DWI arrests. Similar efforts, such as the Creative Interventions Training Program, have also been developed to address recidivism among DWI offenders. The Creative Interventions Training Program was started in 1979 as an intervention measure for DWI offenders (Valle, 1986, p. 67). This Program was developed due to a high rate of DWI arrests (Valle, 1986, p. 67). What is important to note about the Creative Intervention Program is that more than 500 individuals who completed the program were monitored for any re-arrests over a five year period, and the recidivism rate was less than one percent (Valle, 1986, p. 68).

Moreover, in 1995, Elisabeth Wells-Parker and Robert Bangert-Drowns conducted a meta-analysis⁶ of the efficacy of remediation with DUI offenders (Wells-Parker, *et al.* 1995, p.907). This analysis was based on 215 studies⁷ that evaluated DUI remediation, including alcohol treatment, education, psychotherapy, counseling or contact probation, and general alcohol treatment (Wells-Parker, *et al.* 1995, p. 908). The final results of a meta-analysis of remedial interventions with drinking and driving offenders revealed a “7-9% reduction in recidivism and alcohol-related crashes for DUI offenders who participated in treatment programs compared to offenders who did not receive treatment” (Wells-Parker, *et al.* 1995, p. 907). Therefore, it is fair to anticipate a reduction in the number of re-arrests for DWI offenders once they have completed an intervention or treatment program.⁸ For this reason, the hypothesis for this applied research project predicts a reduction in the recidivism rate for DWI offenders after completion of the DWI-Intervention Program.

Table 4.1 illustrates how the hypothesis is developed.

⁶ This meta-analysis proceeded through four stages. Specifically, Wells-Parker and Bangert-Drowns conducted the following: 1) located studies relevant to the questions investigated; 2) coded the study’s features; 3) measured the study’s outcome relating to the common measure of effect size; and 4) analyzed relationships between the study’s features and outcomes (Wells-Parker, *et al.* 1995, p. 908)

⁷ The studies were selected based on the following two criteria: 1) the studies had to include DUI offenders; and 2) the studies had to include a comparison of either remediation to no remediation or two or more forms of remediation (Wells-Parker *et al.* 1995, p. 908).

⁸ A reduction in the recidivism rate is anticipated when compared to a study conducted in 1991 by J.D. Jamieson and William Stone. The study examined 331 subjects who completed the Hays County Adult Probation DWI Education Program and found that, following a 2 year period, 10 percent of the subjects were re-arrested for DWI offenses (Jamieson, 1991, p. 4). However, it is important to note that this applied research project only examines 31 subjects who completed the DWI Intervention Program and monitored the subjects for any DWI re-arrests over a one year period.

Table 4.1: Linking Recidivism Hypothesis to Literature Sources

Hypothesis	Source
<p>Formal Hypothesis: H2</p> <p>The DWI-Intervention Program reduces the recidivism rate for probationers who have completed the program. (10% reduction)</p>	<p>Liu ,1993; Fredlund, 1991; Landstreet, 1977; Valle, 1986; Homel, 1988; Crandell, 1987; Foley, 1986; Moyland, 1983; Wells-Parker, 1994; Wells-Parker, 2000; Taxman, 1999; Hingson, 1996;</p>

Conclusion

DWI education and intervention programs will continue to be utilized by the courts as a means for reducing the number of drunk driving arrests and traffic accidents (Wells-Parker *et al.* 1994, p. 1). However, to reduce the number of drunk drivers on the road requires effective DWI education and intervention. For this reason, the goals for treating DWI offenders have changed from punishment to treatment (Taxman *et al.* 1998, p. 2). Although studies have indicated that punishment together with treatment works in the rehabilitation of DWI offenders, judges have ruled in favor of treatment over jail sentences more often than not (Wells-Parker *et al.*, 1994, p. 2).

With this in mind, the goals of the programs must state their purpose accordingly in relation to the DWI offenders (Fitzpatrick *et al.* 1992, p. 6). The goals must be clearly stated including “details of what behaviors need to be modified” (Miller *et al.* 1984, p. 66). In addition, the population intended to benefit from the DWI education and intervention programs must be identified and referred to the programs accordingly. Finally, intervention programs must provide long term and on going treatment while utilizing community resources for the DWI offenders recovery process (Crandell, 1987, p. 194).

Chapter Five: Methodology

This chapter describes the methodology used to assess the process and impact of the Hays County Adult Probation DWI Education Program and the DWI Intervention Program. A case study of these DWI Programs was conducted.

First, the DWI Education Program's process utilized by counselors that administer the DWI Education Program is examined and compared to the ideal characteristics described in the literature. The evaluation and comparison is based on document analysis of evaluation and exit forms utilized by the counselors before and after probationers complete the DWI Education Program.

Secondly, a quasi-experimental approach is used to evaluate the impact that the DWI Education Program has on probationers in terms of knowledge. This measure utilizes the DWI Education Program's pre-test and post-test scores to determine improvement, if any, in terms of knowledge relating to alcohol effects and DWI laws.

Finally, another quasi-experimental approach is used to evaluate the impact of the DWI Intervention Program using recidivism. For this section of this applied research project, quasi-experimental approach is the most appropriate method considering no control group is available for comparison. "Quasi-experiments are distinguished from 'true' experiments primarily by the lack of random assignments of subjects to an experimental and a control group (Babbie, 2001, p. 339). Moreover, it is very difficult to accomplish an assignment of subjects when doing evaluation research (Babbie, 2001, p. 339). Nonetheless, a comparison recidivism rate⁹ is used to compare the findings of the DWI Intervention Program's recidivism rate, if any.

⁹ This recidivism rate is based on a comparison from the results of the study conducted by J.D. Jamieson and William E. Stone in 1991. However, it is important to note that this study examined the impact of the DWI Education Program as opposed to the DWI Intervention Program.

The following sections describe the procedures and data collection methods used to evaluate the DWI Education Program and DWI Intervention Program.

DWI Education Process - Evaluation

The research gathered to evaluate the DWI Education Program's process focused on several units of analysis, including screening instruments and evaluation/exit forms. Thirty of these forms were gathered and analyzed to identify whether or not appropriate screening and assessment were conducted.

To understand the DWI Education Program process, a brief description is provided. First, counselors administering the DWI Education Program utilize several screening instruments and demographic information to assist them in identifying individual risks. For example, before a DWI probationer is allowed to enroll in this Program, he/she is asked to complete three screening instruments and evaluation forms. These forms, entitled "Mortimer-Filkins Questionnaire ('M-F')", "Substance Abuse Subtle Screening Inventory ('SASSI')," and "Numerical Drinking Profile ('NDP')", provide general questions related to alcohol and substance abuse history.

Based on the DWI probationers' scores on these three evaluation screening forms, counselors then classify the probationer accordingly. Then, the counselors administer a DWI Education Program pre-test before beginning the Program. Once probationers successfully complete the Program, the counselors administer a post-test to measure how much probationers learned. Finally, counselors complete an exit interview form, which are reviewed to determine the severity of the offenders' alcohol problem as well as to identify counselors' evaluation and recommendations.

For this applied research project, I gathered 35 Program Referral Sheets,¹⁰ which contain the probationers' total scores on the M-F, SASSI, and the NDP. In addition, these forms contain the counselors' evaluations and final recommendations. The purpose for gathering this information is to determine whether the DWI Education Program process is being followed according to the ideal characteristics found in the literature.

DWI Education Program – Pre-test/ Post-test

This section of the applied research project provides an explanation of the methods used to evaluate the impact of the DWI Education Program's pre-test/post-test process. In this, section, the hypothesis states that DWI probationers' knowledge in terms of DWI laws and alcohol effects will increase after they complete the Program. In this particular design, the dependent variable is the pre-test/post-test scores while the independent variable is the enrollment in the DWI Education Program. The problem with using pre-test/post-test measures is the possibility of internal validity.¹¹ Nonetheless, 35 probationers' pre-test/post-test scores were gathered to assess whether or not there was any improvement on their knowledge based on these scores.

Table 5.1 illustrates how the hypothesis is developed.

¹⁰ These Program Referral Sheets are utilized by the 22nd, 207th, and 274 Judicial Districts, which are within Hays County's jurisdiction. The Program Referral Sheets are completed by the counselors supervising the individual probationer.

¹¹ This problem refers to "the possibility that the conclusions drawn from experimental results may not accurately reflect what has gone on in the experiment itself" (Babbie, 2001, p. 226).

Table 5.1: Operationalization of Knowledge Impact Hypothesis

Variable	Hypothesis	Direction	Measure
<u>Dependent variable</u> DWI knowledge	H1		Score on knowledge test
<u>Independent variable</u> DWI-Education Program	H1	+	1 = Post test 0 = Pre test

Table 5.2 provides a summary of the characteristics, research methods, document names, and evidence supporting the methodology of this applied research project.

Table 5.2: Ideal Characteristics of a DWI-Education Program

Ideal Type Categories	Research Methods	Name of document	Evidence
<p>Goals and Mission</p> <p>Educate on effects of alcohol Educate on impaired driving laws Change attitudes to avoid future DWI behavior Identify problem drinkers and refer for further evaluation</p>	<p>Archival Records & Document Analysis</p>	<p>DWI-Education Course Knowledge test BD instrument Exit Interview Report form</p>	<p>Pre-test / Post test scores BD-II instrument scores Exit forms - recommendations</p>
<p>Population</p> <p>1st time offender Social drinker (low risk) Other alcohol related offenders</p>	<p>Archival Records & Document Analysis</p>	<p>Alcohol Education class roster Exit Interview forms</p>	<p>Program roster form-archival records Archival records</p>
<p>Assessment</p> <p>Based on individual needs/risks Identity severity (high - low)</p>	<p>Archival Records & Document Analysis</p>	<p>Mortimer-Filkins Instrument forms Numerical Drinking Profile forms</p>	<p>Screening and evaluation results/scores Screening and evaluation results/scores</p>
<p>Community Resources</p> <p>Social Services Aftercare / Recovery services</p>	<p>Archival Records & Document Analysis</p>	<p>Exit Interview forms Exit Interview forms</p>	<p>Exit interview recommendations Exit interview recommendations</p>

DWI Intervention Program – Impact Evaluation

Finally, the DWI Intervention Program is evaluated to determine the impact based on recidivism. The hypothesis in this impact evaluation is as follows: The DWI Intervention Program reduces the DWI recidivism rate for probationers who have completed the Program. The evaluation focused on 31 DWI probationers who successfully completed the Program. These 31 DWI probationers were monitored for any new DWI arrests within one year after completing the DWI Intervention Program. Criminal history checks were gathered as the method for monitoring any new DWI arrests for these probationers.¹²

In terms of the formal hypothesis, the dependant variable is the recidivism. This variable is measured using criminal checks to determine whether or not DWI offenders who completed the DWI-Intervention Program were rearrested for another DWI. The independent variable on the other hand, is the DWI-Intervention Program. The DWI offenders being monitored for future DWI behaviors measure this variable based on attendance in the Program. A hypothesis is presented and the comparison group will be a 10 percent recidivism rate reported in J.D. Jamieson's two-year study on the impact of the DWI Education Program.¹³

Table 5.3 illustrates how the hypothesis is developed.

¹² Criminal history reports for DWI offenders are available to probation officers upon request and only for offenders who are still under the court's supervision. At the time that these reports were gathered, all 31 subjects were under the court's supervision. Moreover, no names or identities were revealed in this applied research project. In addition, all criminal history reports were returned to the appropriate supervision officers. These reports were used *strictly and only* for purposes allowed to accomplish the requirements for this applied research project.

¹³ Because the applied research project is limited by time and resource constraints, this comparison is based on a one-year study as opposed to a two-year study as conducted by J.D. Jamieson. An ideal comparison would have compared a one-year study against another one-year study within the same DWI program.

Table 5.3: Operationalization of Recidivism Impact Hypothesis

Variable	Hypothesis	Direction	Measure
<u>Dependant variable</u> Recidivism	H2		1 = Arrested 0 = Not arrested
<u>Independent variable</u> DWI Intervention Program	H2	-	Compare with Standard rate 10%

Chapter Six: Results

This chapter presents the findings from the comprehensive assessment of the Hays County Adult Probation Department's DWI Education Program and DWI Intervention Program. A discussion of the findings for each hypothesis is provided in the following three sections. First, description relating to the evaluation of the DWI Education Program's process is presented. Second, the findings of the DWI Education Program's pre-test/post-test hypothesis are presented and discussed. Third, the findings of the DWI Intervention Program's impact on recidivism are presented and discussed.

DWI Education Program's Process - Findings

The intent of the evaluation process is to determine whether or not counselors at the Hays County Adult Probation Programs Department are following the ideal process. To measure the program process, several identified screening and evaluation forms were reviewed. More specifically, 30 Program Referral Sheets were gathered and reviewed for comparison with the ideal characteristics.

The sample consisted of 30 completed Program Referral Sheets for DWI probationers that completed the DWI Education Program during fiscal year 2003 in Hays County. Of this sample, all 30 Program Referral Sheets included an M-F questionnaire score, a SASSI score, and an NDP score as well as the DWI probationers' pre-test and post-scores. In addition, all 30 Program Referral Sheets included the counselors' evaluation and recommendations. Furthermore, they also classified and noted the severity of the DWI probationers' drinking level based on individual needs. The counselors also provided appropriate recommendations regarding other community resources available for intervention.

Based on these findings, it is fair to point out that the DWI Education Program administered by the Hays County Adult Probation Programs Department is meeting the ideal characteristics identified in the literature.

DWI Education Program – Pre-test/Post-test Findings

The research findings relating to the DWI Education Program's pre-test/post-test hypothesis are explained using descriptive statistics to include frequencies, mean, percentages and standard deviations. As noted, the hypothesis expectation included an increase in knowledge based on these test scores among DWI probationers.¹⁴ A comparison, evidenced in the Paired Samples Statistics table, between the mean pre-test scores and post test scores¹⁵ indicates an average increase of approximately 50 percent after the DWI probationer completed the DWI Education Program.

Below are pre-test and post-test frequency tables illustrating the scores among DWI offenders.¹⁶ Standard deviations and percentages are provided; however, this information is not critical for testing the hypothesis.

¹⁴ These test scores were extracted from the Alcohol Education Class Roster available at the Hays County Adult Probation Programs Department.

¹⁵ The mean pre-test score was 55.77 and the mean post-test score was 82.63.

¹⁶ Although there are many variables that could have contributed to the pre-test/post-test scores, for purposes of the applied research project, only the increase in scores was evaluated.

Frequency Table

PRE

		Frequenc	Percent	Valid	Cumulative
	y			Percent	Percent
Valid	32	2	5.7	5.7	5.7
	36	1	2.9	2.9	8.6
	40	1	2.9	2.9	11.4
	44	3	8.6	8.6	20.0
	48	3	8.6	8.6	28.6
	52	4	11.4	11.4	40.0
	56	6	17.1	17.1	57.1
	60	2	5.7	5.7	62.9
	64	5	14.3	14.3	77.1
	68	7	20.0	20.0	97.1
	76	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

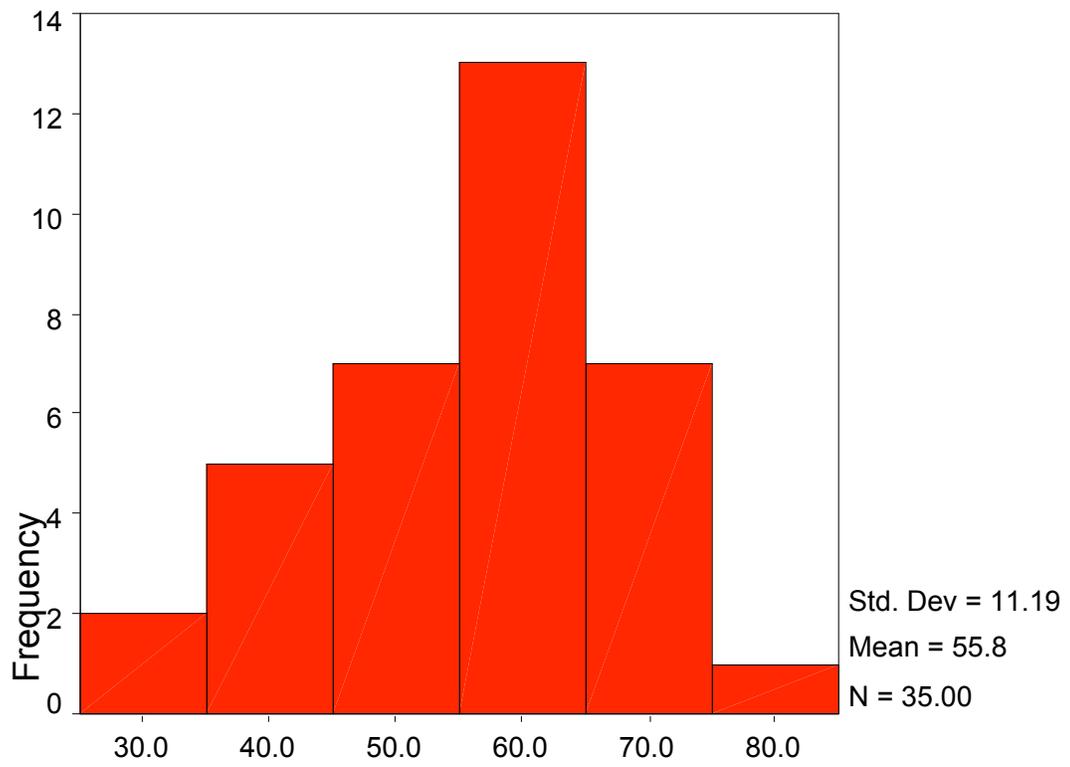
POST

		Frequenc	Percent	Valid	Cumulative
	y			Percent	Percent
Valid	60	1	2.9	2.9	2.9
	64	2	5.7	5.7	8.6
	68	2	5.7	5.7	14.3
	72	4	11.4	11.4	25.7
	76	2	5.7	5.7	31.4
	80	4	11.4	11.4	42.9
	84	2	5.7	5.7	48.6
	88	8	22.9	22.9	71.4
	92	7	20.0	20.0	91.4
	96	2	5.7	5.7	97.1
	100	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Paired Samples Statistics

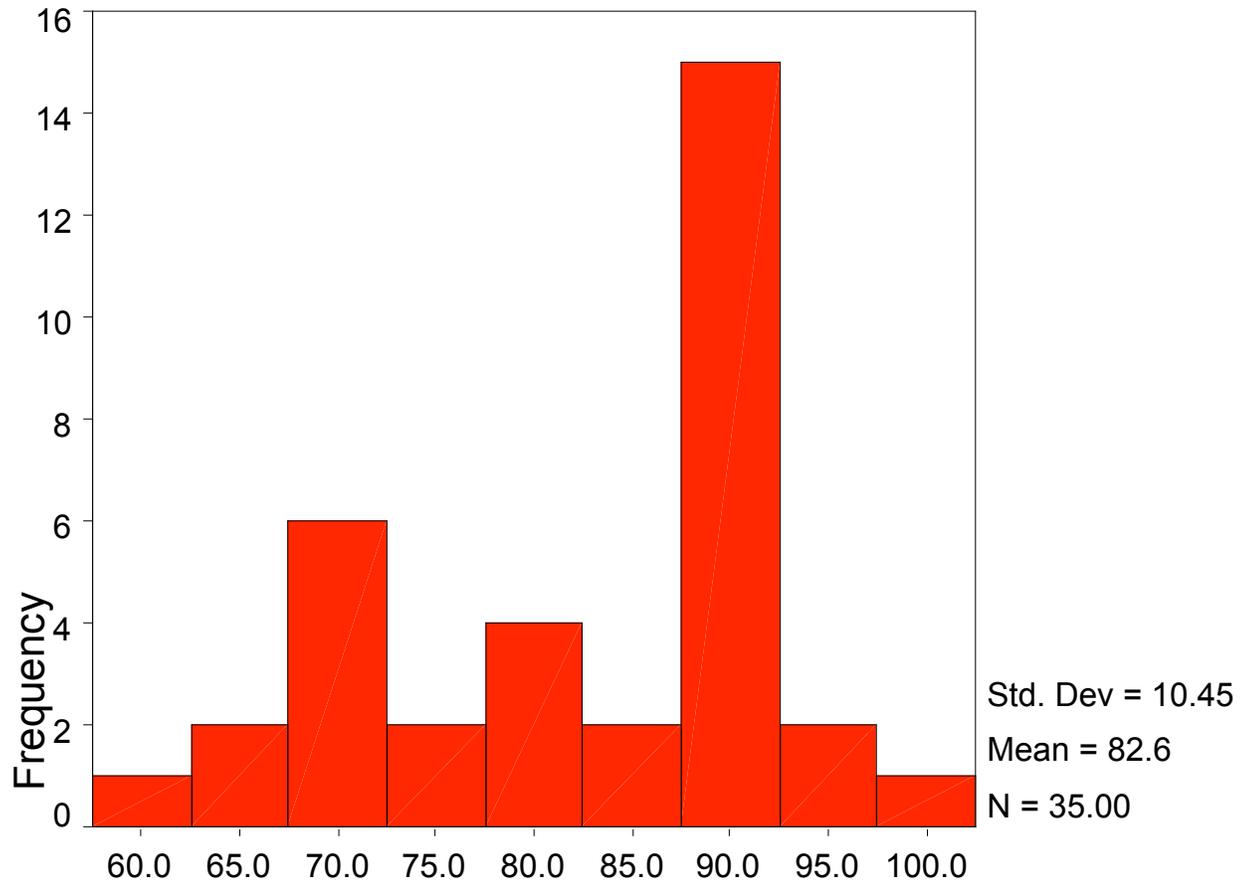
		Mean	N	Std.	Std. Error Mean
				Deviation	
Pair 1	PRE	55.77	35	11.19	1.89
	POST	82.63	35	10.45	1.77

PRE



PRE

POST



POST

DWI Intervention Program – Impact Findings

The hypothesis for the DWI Intervention Program predicts that there is a reduction in the DWI recidivism rate among DWI probationers who completed the Program. A review of the 31 subjects' criminal checks, revealed no new DWI arrests within a one-year period from the time the DWI probationers completed the DWI Intervention Program. Therefore, as expected and in comparison to the findings in J.D. Jamieson's study, the recidivism rate was less than the 10 percent rate found in that study.

In this applied research project, the findings indicate that the DWI Intervention Program administered by the Hays County Adult Probation Programs Department is effective in reducing the DWI recidivism rate. Although there was a 100 percent successful rate among the sample, it is important to note that this study was a one-year follow-up as opposed to the two-year study that these findings are being compared to. On the other hand, it is also critical to note that there are many extraneous variables that were not controlled or measured while conducting this study. Nevertheless, the expected outcomes support the hypothesis which predicted that the DWI recidivism rate would be less after completing the DWI Intervention Program.

Chapter Seven: Conclusion

This chapter summarizes the applied research project, discusses how the findings relate to the purpose, and makes recommendations based on the findings. The first purpose of this applied research project aimed at identifying and describing ideal characteristics of an effective DWI Education Program. Its second purpose was to assess the Hays County Adult Probation Programs Department DWI Education Program's process and compare it with the ideal Program identified by the literature. After gathering and reviewing the data and components of the DWI Education Program administered by the Hays County Adult Probation Programs Department, I concluded that the process currently administered meets the ideal characteristics.

The next purpose of this applied research project was to evaluate the impact of the DWI Education Program in terms of improvement in knowledge about the DWI laws and the affects of alcohol based on test scores. The hypothesis was supported by the findings of the pre-test/post-test comparison. There was an approximate 50 percent improvement between the mean pre-test scores and the mean post-test scores. Therefore, these findings illustrate the effectiveness of Hays County's DWI Education Program in terms of educating DWI probationers.

The final purpose of this applied research project was to conduct an impact evaluation concerning the DWI Intervention Program in terms of recidivism. The hypothesis was supported by the findings, which revealed a 100 percent success rate among DWI probationers in that none of the sample subjects were arrested for DWI offenses within a one-year period. These findings indicate that the DWI Intervention Program administered by Hays County Adult Probation Programs Department is effective for reducing the DWI recidivism rate.

In conclusion, and based on the success of the DWI Education Program and the DWI Intervention Program examined, I present only few recommendations. First, based on the overall increase in the pre-test/post-test scores, I discovered that the test does not distinguish in specific sections questions regarding DWI laws and questions dealing with the effects of alcohol. Therefore, it is difficult to determine where the improvements actually occurred. I recommend that the DWI Education test categorize the question based on particular issues (i.e. DWI laws and effects of alcohol).

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