

NSYC-3 SPANISH COGNITIVE TEST

ATTACHMENTS

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Public Law 108-79  
108th Congress

An Act

Sept. 4, 2003  
[So 1435]

Prison Rape  
Elimination Act  
of 2003.  
45 USE  
15601 note.

To provide for the analysis of the incidence and effects of prison rape in Federal, State, and local institutions and to provide information, resources, recommendations, and funding to protect individuals from prison rape.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) SHORT TITLE.-This Act may be cited as the "Prison Rape Elimination Act of 2003".

(b) TABLE OF CONTENTS.-The table of contents of this Act is as follows:

Sec. 1. Short title; table of contents.

Sec. 2. Findings.

Sec. 3. Purposes.

Sec. 4. National prison rape statistics, data, and research. Sec. 5. Prison rape prevention and prosecution.

Sec. 6. Grants to protect inmates and safeguard communities. Sec.

7. National Prison Rape Reduction Commission.

Sec. 8. Adoption and effect of national standards.

Sec. 9. Requirement that accreditation organizations adopt accreditation standards. Sec. 10. Definitions.

42 use 15601.

SEC. 2. FINDINGS.

Congress makes the following findings:

(1) 2,100,146 persons were incarcerated in the United States at the end of 2001: 1,324,465 in Federal and State prisons and 631,240 in county and local jails. In 1999, there were more than 10,000,000 separate admissions to and discharges from prisons and jails.

(2) Insufficient research has been conducted and insufficient data reported on the extent of prison rape. However, experts have conservatively estimated that at least 13 percent of the inmates in the United States have been sexually assaulted in prison. Many inmates have suffered repeated assaults. Under this estimate, nearly 200,000 inmates now incarcerated have been or will be the victims of prison rape. The total number of inmates who have been sexually assaulted in the past 20 years likely exceeds 1,000,000.

(3) Inmates with mental illness are at increased risk of sexual victimization. America's jails and prisons house more mentally ill individuals than all of the Nation's psychiatric hospitals combined. As many as 16 percent of inmates in State prisons and jails, and 7 percent of Federal inmates, suffer from mental illness.

(4) Young first-time offenders are at increased risk of sexual victimization. Juveniles are 5 times more likely to be sexually

assaulted in adult rather than juvenile facilities -often within the first 48 hours of incarceration.

(5) Most prison staff are not adequately trained or prepared to prevent, report, or treat inmate sexual assaults.

(6) Prison rape often goes unreported and inmate victims often receive inadequate treatment for the severe physical and psychological effects of sexual assault -if they receive treatment at all.

(7) HIV and AIDS are major public health problems within America's correctional facilities. In 2000, 25,088 inmates in Federal and State prisons were known to be infected with HIV/AIDS. In 2000, HIV/AIDS accounted for more than 6 percent of all deaths in Federal and State prisons. Infection rates for other sexually transmitted diseases, tuberculosis, and hepatitis Band C are also far greater for prisoners than for the American population as a whole. Prison rape undermines the public health by contributing to the spread of these diseases, and often giving a potential death sentence to its victims.

(8) Prison rape endangers the public safety by making brutalized inmates more likely to commit crimes when they are released -as 600,000 inmates are each year.

(9) The frequently interracial character of prison sexual assaults significantly exacerbates interracial tensions, both within prison and, upon release of perpetrators and victims from prison, in the community at large.

(10) Prison rape increases the level of homicides and other violence against inmates and staff, and the risk of insurrections and riots.

(11) Victims of prison rape suffer severe physical and psychological effects that hinder their ability to integrate into the community and maintain stable employment upon their release from prison. They are thus more likely to become home less and/or require government assistance.

(12) Members of the public and government officials are largely unaware of the epidemic character of prison rape and the day-to-day horror experienced by victimized inmates.

(13) The high incidence of sexual assault within prisons involves actual and potential violations of the United States Constitution. In *Farmer v. Brennan*, 511 U.S. 825 (1994), the Supreme Court ruled that deliberate indifference to the substantial risk of sexual assault violates prisoner's rights under the Cruel and Unusual Punishments Clause of the Eighth Amendment. The Eighth Amendment rights of State and local prisoners are protected through the Due Process Clause of the Fourteenth Amendment. Pursuant to the power of Congress under Section Five of the Fourteenth Amendment, Congress may take action to enforce those rights in States where officials have demonstrated such indifference. States that do not take basic steps to abate prison rape by adopting standards that do not generate significant additional expenditures demonstrate such indifference. Therefore, such States are not entitled to the same level of Federal benefits as other States.

(14) The high incidence of prison rape undermines the effectiveness and efficiency of United States Government expenditures through grant programs such as those dealing with health care; mental health care; disease prevention; crime prevention, investigation, and prosecution; prison construction,

maintenance, and operation; race relations; poverty; unemployment and homelessness. The effectiveness and efficiency of these federally funded grant programs are compromised by the failure of State officials to adopt policies and procedures that reduce the incidence of prison rape in that the high incidence of prison rape: -

(A) increases the costs incurred by Federal, State, and local jurisdictions to administer their prison systems;

(B) increases the levels of violence, directed at inmates and at staff, within prisons;

(C) increases health care expenditures, both inside and outside of prison systems, and reduces the effectiveness of disease prevention programs by substantially increasing the incidence and spread of *HIV*, AIDS, tuberculosis, hepatitis Band C, and other diseases;

(D) increases mental health care expenditures, both inside and outside of prison systems, by substantially increasing the rate of post-traumatic stress disorder, depression, suicide, and the exacerbation of existing mental illnesses among current and former inmates;

(E) increases the risks of recidivism, civil strife, and violent crime by individuals who have been brutalized by prison rape; and

(F) increases the level of interracial tensions and strife within prisons and, upon release of perpetrators and victims, in the community at large.

(15) The high incidence of prison rape has a significant effect on interstate commerce because it increases substantially -

(A) the costs incurred by Federal, State, and local jurisdictions to administer their prison systems;

(B) the incidence and spread of HIV, AIDS, tuberculosis, hepatitis Band C, and other diseases, contributing to increased health and medical expenditures throughout the Nation;

(C) the rate of post-traumatic stress disorder, depression, suicide, and the exacerbation of existing mental illnesses among current and former inmates, contributing to increased health and medical expenditures throughout the Nation; and

(D) the risk of recidivism, civil strife, and violent crime by individuals who have been brutalized by prison rape.

### SEC. 3. PURPOSES.

The purposes of this Act are to -

(1) establish a zero-tolerance standard for the incidence of prison rape in prisons in the United States;

(2) make the prevention of prison rape a top priority in each prison system;

(3) develop and implement national standards for the detection, prevention, reduction, and punishment of prison rape; (4) increase the available data and information on the incidence of prison rape, consequently improving the management and administration of correctional facilities;

(5) standardize the definitions used for collecting data on the incidence of prison rape;

(6) increase the accountability of prison officials who fail to detect, prevent, reduce, and punish prison rape;

(7) protect the Eighth Amendment rights of Federal, State, and local prisoners;

(8) increase the efficiency and effectiveness of Federal expenditures through grant programs such as those dealing with health care; mental health care; disease prevention; crime prevention, investigation, and prosecution; prison construction, maintenance, and operation; race relations; poverty; unemployment; and homelessness; and .

(9) reduce the costs that prison rape imposes on interstate commerce.

SEC. 4. NATIONAL PRISON RAPE STATISTICS, DATA AND RESEARCH. 42 USC 15603. (a)

ANNUAL COMPREHENSIVE STATISTICAL REVIEW.

(1) IN GENERAL.—The Bureau of Justice Statistics of the Department of Justice (in this section referred to as the "Bureau") shall carry out, for each calendar year, a comprehensive statistical review and analysis of the incidence and effects of prison rape. The statistical review and analysis shall include, but not be limited to the identification of the common characteristics of —

(A) both victims and perpetrators of prison rape; and (B) prisons and prison systems with a high incidence of prison rape ...

(2) CONSIDERATIONS.—In carrying out paragraph (1), the Bureau shall consider —

(A) how rape should be defined for the purposes of the statistical review and analysis;

(B) how the Bureau should collect information about staff-on-inmate sexual assault;

(C) how the Bureau should collect information beyond inmate self-reports of prison rape;

(D) how the Bureau should adjust the data in order to account for differences among prisons as required by subsection (c)(3);

(E) the categorization of prisons as required by subsection (c)(4); and

(F) whether a preliminary study of prison rape should be conducted to inform the methodology of the comprehensive statistical review.

(3) SOLICITATION OF VIEWS.—The Bureau of Justice Statistics shall solicit views from representatives of the following:

State departments of correction; county and municipal jails; juvenile correctional facilities; former inmates; victim advocates; researchers; and other experts in the area of sexual assault.

(4) SAMPLING TECHNIQUES.—The review and analysis under paragraph (1) shall be based on a random sample, or other scientifically appropriate sample, of not less than 10 percent of all Federal, State, and county prisons, and a representative sample of municipal prisons. The selection shall include at least one prison from each State. The selection of facilities for sampling shall be made at the latest practicable date prior to conducting the surveys and shall not be disclosed to any facility or prison system official prior to the time period studied in the survey. Selection of a facility for sampling during any

year shall not preclude its selection for sampling in any subsequent year.

Confidentiality.

(5) SURVEYS.-In carrying out the review and analysis under paragraph (1), the Bureau shall, in addition to such other methods as the Bureau considers appropriate, use surveys and other statistical studies of current and former inmates from a sample of Federal, State, county, and municipal prisons. The Bureau shall ensure the confidentiality of each survey participant.

(6) PARTICIPATION IN SURVEY.-Federal, State, or local officials or facility administrators that receive a request from the Bureau under subsection (a)(4) or (5) will be required to participate in the national survey and provide access to any inmates under their legal custody.

(b) REVIEW PANEL ON PRISON RAPE.-

(O) ESTABLISHMENT.-To assist the Bureau in carrying out the review and analysis under subsection (a), there is established, within the Department of Justice, the Review Panel on Prison Rape (in this section referred to as the "Panel").

(2) MEMBERSHIP.-

(A) COMPOSITION.-The Panel shall be composed of 3 members, each of whom shall be appointed by the Attorney General, in consultation with the Secretary of Health and Human Services.

(B) QUALIFICATIONS.-Members of the Panel shall be selected from among individuals with knowledge or expertise in matters to be studied by the Panel.

(3) PUBLIC HEARINGS.-

(A) IN GENERAL.--The duty of the Panel shall be to carry out, for each calendar year, public hearings concerning the operation of the three prisons with the highest incidence of prison rape and the two prisons with the lowest incidence of prison rape in each category of facilities identified under subsection (c)(4). The Panel shall hold a separate hearing regarding the three Federal or State prisons with the highest incidence of prison rape. The purpose of these hearings shall be to collect evidence to aid in the identification of common characteristics of both victims and perpetrators of prison rape, and the identification of common characteristics of prisons and prison systems with a high incidence of prison rape, and the identification of common characteristics of prisons and prison systems that appear to have been successful in deterring prison rape.

(B) TESTIMONY AT HEARINGS.-

(i) PUBLIC OFFICIALS.-In carrying out the hearings required under subparagraph (A), the Panel shall request the public testimony of Federal, State, and local officials (and organizations that represent such officials), including the warden or director of each prison, who bears responsibility for the prevention, detection, and punishment of prison rape at each entity, and the head of the prison system encompassing such prison.

(ii) VICTIMS.-The Panel may request the testimony of prison rape victims, organizations representing

such victims, and other appropriate individuals and organizations.

(C) SUBPOENAS-

(i) ISSUANCE-The Panel may issue subpoenas for the attendance of witnesses and the production of writ ten or other matter.

(ii) ENFORCEMENT.-In the case of contumacy or refusal to obey a subpoena, the Attorney General may in a Federal court of appropriate jurisdiction obtain an appropriate order to enforce the subpoena.

(c) REPORTS-

(1) IN GENERAL-Not later than June 30 of each year, Deadline. the Attorney General shall submit a report on the activities of the Bureau and the Review Panel, with respect to prison rape, for the preceding calendar year to -

(A) Congress; and

(B) the Secretary of Health and Human Services.

(2). CONTENTS-The report required under paragraph (1) shall include -

(A) with respect to the effects of prison rape, statistical, sociological, and psychological data;

(B) with respect to the incidence of prison rape -

(i) statistical data aggregated at the Federal, State, prison system, and prison levels;

(ii) a listing of those institutions in the representative sample, separated into each category identified under subsection (c)(4) and ranked according to the incidence of prison rape in each institution; and

(iii) an identification of those institutions in the representative sample that appear to have been successful in deterring prison rape; and

(C) a listing of any prisons in the representative sample that did not cooperate with the survey conducted pursuant to section 4.

(3) DATA ADJUSTMENTS-In preparing the information specified in paragraph (2), the Attorney General shall use established statistical methods to adjust the data as necessary to account for differences among institutions in the representative sample, which are not related to the detection, prevention, reduction and punishment of prison rape, or which are outside the control of the State, prison, or prison system, in order to provide an accurate comparison among prisons. Such differences may include the mission, security level, size, and jurisdiction under which the prison operates. For each such adjustment made, the Attorney General shall identify and explain such adjustment in the report.

(4) CATEGORIZATION OF PRISONSThe report shall divide the prisons surveyed into three categories. One category shall be composed of all Federal and State prisons. The other two categories shall be defined by the Attorney General in order to compare similar institutions.

(d) CONTRACTS AND GRANTS.-In carrying out its duties under this section, the Attorney General may -

(1) provide grants for research through the National Institute of Justice; and

(2) contract with or provide grants to any other entity the Attorney General deems appropriate.

(e) AUTHORIZATION OF APPROPRIATIONS.-There are authorized to be appropriated \$15,000,000 for each of fiscal years 2004 through 2010 to carry out this section.

42 USE 15604.

SEC. 5. PRISON RAPE PREVENTION AND PROSECUTION. (a) INFORMATION AND ASSISTANCE.-

Establishment.

(1) NATIONAL CLEARINGHOUSE.-There is established within the National Institute of Corrections a national clearinghouse for the provision of information and assistance to Federal, State, and local authorities responsible for the prevention, investigation, and punishment of instances of prison rape.

(2) TRAINING AND EDUCATION.-The National Institute of Corrections shall conduct periodic training and education programs for Federal, State, and local authorities responsible for the prevention, investigation, and punishment of instances of prison rape.

Deadline.

(b) REPORTS.-

(1) IN GENERAL.-Not later than September 30 of each year, the National Institute of Corrections shall submit a report to Congress and the Secretary of Health and Human Services. This report shall be available to the Director of the Bureau of Justice Statistics.

(2) CONTENTS.-The report required under paragraph (1) shall summarize the activities of the Department of Justice regarding prison rape abatement for the preceding calendar year ..

(c) AUTHORIZATION OF APPROPRIATIONS.-There are authorized to be appropriated \$5,000,000 for each of fiscal years 2004 through 2010 to carry out this section ..

42 USE 15605.

SEC. 6. GRANTS TO PROTECT INMATES AND SAFEGUARD COMMUNITIES.

(a) GRANTS AUTHORIZED.-From amounts made available for grants under this section, the Attorney General shall make grants to States to assist those States in ensuring that budgetary circumstances (such as reduced State and local spending on prisons) do not compromise efforts to protect inmates (particularly from prison rape) and to safeguard the communities to which inmates return. The purpose of grants under this section shall be to provide funds for personnel, training, technical assistance, data collection, and equipment to prevent and prosecute prisoner rape.

(b) USE OF GRANT AMOUNTS.-Amounts received by a grantee under this section may be used by the grantee, directly or through subgrants, only for one or more of the following activities:

(1) PROTECTING INMATES.-Protecting inmates by-

(A) undertaking efforts to more effectively prevent prison rape;

(B) investigating incidents of prison rape; or

(C) prosecuting incidents of prison rape.

(2) SAFEGUARDING COMMUNITIES.-Safeguarding communities by-

(A) making available, to officials of State and local governments who are considering reductions to prison budgets, training and technical assistance in successful methods for moderating the growth of prison populations without compromising public safety, including successful methods used by other jurisdictions;



(B) developing and utilizing analyses of prison populations and risk assessment instruments that will improve State and local governments' understanding of risks to the community regarding release of inmates in the prison population;

(C) preparing maps demonstrating the concentration, on a community-by-community basis, of inmates who have been released, to facilitate the efficient and effective -

(i) deployment of law enforcement resources (including probation and parole resources); and

(ii) delivery of services (such as job training and substance abuse treatment) to those released inmates; (D) promoting collaborative efforts, among officials of State and local governments and leaders of appropriate communities, to understand and address the effects on a community of the presence of a disproportionate number of released inmates in that community; or

(E) developing policies and programs that reduce spending on prisons by effectively reducing rates of parole and probation revocation without compromising public safety.

(c) GRANT REQUIREMENTS-

(1) PERIOD-A grant under this section shall be made for a period of not more than 2 years.

(2) MAXIMUM.- The amount of a grant under this section may not exceed \$1,000,000.

(3) MATCHING.-The Federal share of a grant under this section may not exceed 50 percent of the total costs of the project described in the application submitted under subsection (d) for the fiscal year for which the grant was made under this section.

(d) APPLICATIONS.

(1) IN GENERAL-To request a grant under this section, the chief executive of a State shall submit an application to the Attorney General at such time, in such manner, and accompanied by such information as the Attorney General may require.

(2) CONTENTS-Each application required by paragraph

(1) shall-

(A) include the certification of the chief executive that the State receiving such grant -

(i) has adopted all national prison rape standards that, as of the date on which the application was submitted, have been promulgated under this Act; and

(ij) will consider adopting all national prison rape standards that are promulgated under this Act after such date; .. (B) specify with particularity the preventative, prosecu -

torial, or administrative activities to be undertaken by the State with the amounts received under the grant; and (C) in the case of an application for a grant for one or more activities specified in paragraph (2) of subsection (b) -

(1) review the extent of the budgetary circumstances affecting the State generally and describe how those circumstances relate to the State's prisons;

(ii) describe the rate of growth of the State's prison population over the preceding 10 years and explain why the State may have difficulty sustaining that rate of growth; and

(iii) explain the extent to which officials (including law enforcement officials) of State and local governments and victims of crime will be consulted regarding decisions whether, or how, to moderate the growth of the State's prison population.

(e) REPORTS BY GRANTEE.-

Deadline.

(1) IN GENERAL.-The Attorney General shall require each grantee to submit, not later than 90 days after the end of the period for which the grant was made under this section, a report on the activities carried out under the grant. The report shall identify and describe those activities and shall contain an evaluation of the effect of those activities on-

(A) the number of incidents of prison rape, and the grantee's response to such incidents; and

(B) the safety of the prisons, and the safety of the communities in which released inmates are present.

(2) DISSEMINATION.-The Attorney General shall ensure that each report submitted under paragraph (1) is made available under the national clearinghouse established under section 5.

(f) STATE DEFINED.-In this section, the term "State" includes the District of Columbia, the Commonwealth of Puerto Rico, and any other territory or possession of the United States.

(g) AUTHORIZATION OF APPROPRIATIONS.-

(1) IN GENERAL.-There are authorized to be appropriated for grants under this section \$40,000,000 for each of fiscal years 2004 through 2010.

(2) LIMITATION.-Of amounts made available for grants under this section, not less than 50 percent shall be available only for activities specified in paragraph (1) of subsection (b).

SEC. 7. NATIONAL PRISON RAPE REDUCTION COMMISSION.

42 USE 15606.

(a) ESTABLISHMENT.-There is established a commission to be known as the National Prison Rape Reduction Commission (in this section referred to as the "Commission").

(b) MEMBERS.-

(1) IN GENERAL.-The Commission shall be composed of 9 members, of whom-

(A) 3 shall be appointed by the President;

President.

(B) 2 shall be appointed by the Speaker of the House of Representatives, unless the Speaker is of the same party as the President, in which case 1 shall be appointed by the Speaker of the House of Representatives and 1 shall be appointed by the minority leader of the House of Representatives;

(C) 1 shall be appointed by the minority leader of the House of Representatives (in addition to any appointment made under subparagraph (B));

(D) 2 shall be appointed by the majority leader of the Senate, unless the majority leader is of the same party as the President, in which case 1 shall be appointed by the majority leader of the Senate and 1 shall be appointed by the minority leader of the Senate; and

(E) 1 member appointed by the minority leader of the Senate (in addition to any appointment made under subparagraph (D)).

(2) PERSONS ELIGIBLE.—Each member of the Commission shall be an individual who has knowledge or expertise in matters to be studied by the Commission.

(3) CONSULTATION REQUIRED.—The President, the Speaker and minority leader of the House of Representatives, and the majority leader and minority leader of the Senate shall consult with one another prior to the appointment of the members of the Commission to achieve, to the maximum extent possible, fair and equitable representation of various points of view with respect to the matters to be studied by the Commission.

(4) TERM.—Each member shall be appointed for the life of the Commission.

(5) TIME FOR INITIAL APPOINTMENT.—The appointment of the members shall be made not later than 60 days after the date of enactment of this Act.

(6) VACANCIES.—A vacancy in the Commission shall be filled in the manner in which the original appointment was made, and shall be made not later than 60 days after the date on which the vacancy occurred.

(c) OPERATION:

(1) CHAIRPERSON.—Not later than 15 days after appointments of all the members are made, the President shall appoint a chairperson for the Commission from among its members.

(2) MEETINGS.—The Commission shall meet at the call of the chairperson. The initial meeting of the Commission shall take place not later than 30 days after the initial appointment of the members is completed.

(3) QUORUM.—A majority of the members of the Commission shall constitute a quorum to conduct business, but the Commission may establish a lesser quorum for conducting hearings scheduled by the Commission.

(4) RULES.—The Commission may establish by majority vote any other rules for the conduct of Commission business, if such rules are not inconsistent with this Act or other applicable law.

(d) COMPREHENSIVE STUDY OF THE IMPACTS OF PRISON RAPE.—

(1) IN GENERAL.—The Commission shall carry out a comprehensive legal and factual study of the penalological, physical, mental, medical, social, and economic impacts of prison rape in the United States on—

(A) Federal, State, and local governments; and

(B) communities and social institutions generally, including individuals, families, and businesses within such communities and social institutions

(2) MATTERS INCLUDED.—The study under paragraph (1) shall include—

(A) a review of existing Federal, State, and local government policies and practices with respect to the prevention, detection, and punishment of prison rape;

(B) an assessment of the relationship between prison rape and prison conditions, and of existing monitoring, regulatory, and enforcement practices that are intended to address any such relationship;

(C) an assessment of pathological or social causes of prison rape;

(D) an assessment of the extent to which the incidence of prison rape contributes to the spread of sexually transmitted diseases and to the transmission of HI V;

(E) an assessment of the characteristics of inmates most likely to commit prison rape and the effectiveness of various types of treatment or programs to reduce such likelihood;

(F) an assessment of the characteristics of inmates most likely to be victims of prison rape and the effectiveness of various types of treatment or programs to reduce such likelihood;

(G) an assessment of the impacts of prison rape on individuals, families, social institutions and the economy generally, including an assessment of the extent to which the incidence of prison rape contributes to recidivism and to increased incidence of sexual assault;

(H) an examination of the feasibility and cost of conducting surveillance, undercover activities, or both, to reduce the incidence of prison rape;

(I) an assessment of the safety and security of prison facilities and the relationship of prison facility construction and design to the incidence of prison rape;

(J) an assessment of the feasibility and cost of any particular proposals for prison reform;

(K) an identification of the need for additional scientific and social science research on the prevalence of prison rape in Federal, State, and local prisons;

(L) an assessment of the general relationship between prison rape and prison violence;

(M) an assessment of the relationship between prison rape and levels of training, supervision, and discipline of prison staff; and

(N) an assessment of existing Federal and State systems for reporting incidents of prison rape, including an assessment of whether existing systems provide an adequate assurance of confidentiality, impartiality and the absence of reprisal.

(3) REPORT.-

(A) DISTRIBUTION.-Not later than 2 years after the date of the initial meeting of the Commission, the Commission shall submit a report on the study carried out under this subsection to-

- (i) the President;
- (ii) the Congress;
- (iii) the Attorney General;
- (iv) the Secretary of Health and Human Services;
- (v) the Director of the Federal Bureau of Prisons;
- (vi) the chief executive of each State; and
- (vii) the head of the department of corrections of each State.

(B) CONTENTS.-The report under subparagraph (A) shall include-

- (i) the findings and conclusions of the Commission;
- (ii) recommended national standards for reducing prison rape;

Deadline.

(iii) recommended protocols for preserving evidence and treating victims of prison rape; and

(iv) a summary of the materials relied on by the Commission in the preparation of the report.

(e) RECOMMENDATIONS.-

(1) IN GENERAL.—In conjunction with the report submitted under subsection (d)(3), the Commission shall provide the Attorney General and the Secretary of Health and Human Services with recommended national standards for enhancing the detection, prevention, reduction, and punishment of prison rape.

(2) MATTERS INCLUDED.—The information provided under paragraph (1) shall include recommended national standards relating to --

(A) the classification and assignment of prisoners, using proven standardized instruments and protocols, in a manner that limits the occurrence of prison rape;

(B) the investigation and resolution of rape complaints by responsible prison authorities, local and State police, and Federal and State prosecution authorities;

(C) the preservation of physical and testimonial evidence for use in an investigation of the circumstances relating to the rape;

(D) acute-term trauma care for rape victims, including standards relating to --

(i) the manner and extent of physical examination and treatment to be provided to any rape victim; and

(ii) the manner and extent of any psychological examination, psychiatric care, medication, and mental health counseling to be provided to any rape victim; (E) referrals for long-term continuity of care for rape

victims;

(F) educational and medical testing measures for reducing the incidence of HIV transmission due to prison rape;

(G) post-rape prophylactic medical measures for reducing the incidence of transmission of sexual diseases; (H) the training of correctional staff sufficient to ensure that they understand and appreciate the significance of prison rape and the necessity of its eradication;

(I) the timely and comprehensive investigation of staff sexual misconduct involving rape or other sexual assault on inmates;

(J) ensuring the confidentiality of prison rape complaints and protecting inmates who make complaints of prison rape;

(K) creating a system for reporting incidents of prison rape that will ensure the confidentiality of prison rape complaints, protect inmates who make prison rape complaints from retaliation, and assure the impartial resolution of prison rape complaints;

(L) data collection and reporting of.

(i) prison rape;

(ii) prison staff sexual misconduct; and

(iii) the resolution of prison rape complaints by prison officials and Federal, State, and local investigation and prosecution authorities; and

(M) such other matters as may reasonably be related to the detection, prevention, reduction, and punishment of prison rape.

(3) LIMITATION-The Commission shall not propose a recommended standard that would impose substantial additional costs compared to the costs presently expended by Federal, State, and local prison authorities.

(D) CONSULTATION WITH ACCREDITATION ORGANIZATIONS.-In developing recommended national standards for enhancing the detection, prevention, reduction, and punishment of prison rape, the Commission shall consider any standards that have already been developed, or are being developed simultaneously to the deliberations of the Commission. The Commission shall consult with accreditation organizations responsible for the accreditation of Federal, State, local or private prisons, that have developed or are currently developing standards related to prison rape. The Commission will also consult with national associations representing the corrections profession that have developed or are currently developing standards related to prison rape.

(g) HEARINGS-

(1) IN GENERAL-The Commission shall hold public hearings. The Commission may hold such hearings, sit and act at such times and places, take such testimony, and receive such evidence as the Commission considers advisable to carry out its duties under this section.

(2) WITNESS EXPENSE-Witnesses requested to appear before the Commission shall be paid the same fees as are paid to witnesses under section 1821 of title 28, United States Code. The per diem and mileage allowances for witnesses shall be paid from funds appropriated to the Commission.

(h) INFORMATION FROM FEDERAL OR STATE AGENCIES-The Commission may secure directly from any Federal department or agency such information as the Commission considers necessary to carry out its duties under this section. The Commission may request the head of any State or local department or agency to furnish such information to the Commission.

(i) PERSONNEL MATTERS.

(1) TRAVEL EXPENSES-The members of the Commission shall be allowed travel expenses, including per diem in lieu of subsistence, at rates authorized for employees of agencies under subchapter I of chapter 57 of title 5, United States Code, while away from their homes or regular places of business in the performance of service for the Commission.

(2) DETAIL OF FEDERAL EMPLOYEES-With the affirmative vote of 2/3 of the Commission, any Federal Government employee, with the approval of the head of the appropriate Federal agency, may be detailed to the Commission without reimbursement, and such detail shall be without interruption or loss of civil service status, benefits, or privileges.

(3) PROCUREMENT OF TEMPORARY AND INTERMITTENT SERVICES.-Upon the request of the Commission, the Attorney General shall provide reasonable and appropriate office space, supplies, and administrative assistance.

(j) CONTRACTS FOR RESEARCH. -

(1) NATIONAL INSTITUTE OF JUSTICE-With a 0/s affirmative vote, the Commission may select nongovernmental researchers and experts to assist the Commission in carrying out its duties

under this Act. The National Institute of Justice shall contract with the researchers and experts selected by the Commission to provide funding in exchange for their services.

(2) OTHER ORGANIZATIONS.-Nothing in this subsection shall be construed to limit the ability of the Commission to enter into contracts with other entities or organizations for research necessary to carry out the duties of the Commission under this section.

(k) SUBPOENAS.-

(1) ISSUANCE.-The Commission may issue subpoenas for the attendance of witnesses and the production of written or other matter.

(2) ENFORCEMENT.-In the case of contumacy or refusal to obey a subpoena, the Attorney General may in a Federal court of appropriate jurisdiction obtain an appropriate order to enforce the subpoena.

(3) CONFIDENTIALITY OF DOCUMENTARY EVIDENCE.-Documents provided to the Commission pursuant to a subpoena issued under this subsection shall not be released publicly without the affirmative vote of % of the Commission.

(l) AUTHORIZATION OF APPROPRIATIONS.-There are authorized to be appropriated such sums as may be necessary to carry out this section ..

(m) TERMINATION..The Commission shall terminate on the date that is 60 days after the date on which the Commission submits the reports required by this section.'

(n) EXEMPTION.-The Commission shall be exempt from the Federal Advisory Committee Act.

SEC. 8. ADOPTION AND EFFECT OF NATIONAL

STANDARDS. (a) PUBLICATION OF PROPOSED

STANDARDS.-

(1) FINAL RULE.-Not later than 1 year after receiving the report specified in section 7(d)(3), the Attorney General shall publish a final rule adopting national standards for the detection, prevention, reduction, and punishment of prison rape.

(2) INDEPENDENT JUDGMENT.-The standards referred to in paragraph (1) shall be based upon the independent judgment of the Attorney General, after giving due consideration to the recommended national standards provided by the Commission under section 7(e), and being informed by such data, opinions, and proposals that the Attorney General determines to be appropriate to consider.

(3) LIMITATION.-The Attorney General shall not establish a national standard under this section that would impose substantial additional costs compared to the costs presently expended by Federal, State, and local prison authorities. The Attorney General may, however, provide a list of improvements for consideration by correctional facilities.

(4) TRANSMISSION TO STATES.-Within 90 days of publishing the final rule under paragraph (1), the Attorney General shall transmit the national standards adopted under such paragraph to the chief executive of each State, the head of the department of corrections of each State, and to the appropriate authorities in those units of local government who oversee operations in one or more prisons.

(b) APPLICABILITY TO FEDERAL BUREAU OF PRISONS.-The national standards referred to in subsection (a) shall apply to the

Deadlines.  
42 USC  
15607.

Federal Bureau of Prisons immediately upon adoption of the final rule under subsection (a)(4).

(c) ELIGIBILITY FOR FEDERAL FUNDS. (1) COVERED PROGRAMS.-

(A) IN GENERAL.-For purposes of this subsection, a grant program is covered by this subsection if, and only if -

(i) the program is carried out by or under the authority of the Attorney General; and

(ii) the program may provide amounts to States for prison purposes.

(B) LIST.-For each fiscal year, the Attorney General shall prepare a list identifying each program that meets the criteria of subparagraph (A) and provide that list to each State.

(2) ADOPTION OF NATIONAL STANDARDS.-For each fiscal year, any amount that a State would otherwise receive for prison purposes for that fiscal year under a grant program covered by this subsection shall be reduced by 5 percent, unless the chief executive of the State submits to the Attorney General-

(A) a certification that the State has adopted, and is in full compliance with, the national standards described in section 8(a); or

(B) an assurance that not less than 5 percent of such amount shall be used only for the purpose of enabling the State to adopt, and achieve full compliance with, those national standards, so as to ensure that a certification under subparagraph (A) may be submitted in future years. (3)

REPORT ON NONCOMPLIANCE.-Not later than September 30 of each year, the Attorney General shall publish a report listing each grantee that is not in compliance with the national standards adopted pursuant to section 8(a).

(4) COOPERATION WITH SURVEY.-For each fiscal year, any amount that a State receives for that fiscal year under a grant program covered by this subsection shall not be used for prison purposes (and shall be returned to the grant program if no other authorized use is available), unless the chief executive of the State submits to the Attorney General a certification that neither the State, nor any political subdivision or unit of local government within the State, is listed in a report issued by the Attorney General pursuant to section 4(c)(2)(C).

(5) REDISTRIBUTION OF AMOUNTS.-Amounts under a grant program not granted by reason of a reduction under paragraph (2), or returned by reason of the prohibition in paragraph (4), shall be granted to one or more entities not subject to such reduction or such prohibition, subject to the other laws governing that program.

(6) IMPLEMENTATION.-The Attorney General shall establish procedures to implement this subsection, including procedures for effectively applying this subsection to discretionary grant programs.

(7) EFFECTIVE DATE.-

(A) REQUIREMENT OF ADOPTION OF STANDARDS.-The first grants to which paragraph (2) applies are grants for the second fiscal year beginning after the date on which the national standards under section 8(a) are finalized.

adline.

cedures.



⊖ REQUIREMENT FOR COOPERATION.-The first grants to which paragraph (4) applies are grants for the fiscal year beginning after the date of the enactment of this Act.

SEC. 9. REQUIREMENT THAT ACCREDITATION ORGANIZATIONS 42 use 15608.  
ADOPT ACCREDITATION STANDARDS.

(a) ELIGIBILITY FOR FEDERAL GRANTS.-Notwithstanding any other provision of law, an organization responsible for the accreditation of Federal, State, local, or private prisons, jails, or other penal facilities may not receive any new Federal grants during any period in which such organization fails to meet any of the requirements of subsection (b).

(b) REQUIREMENTS.-To be eligible to receive Federal grant., Deadlines. an accreditation organization referred to in subsection (a) must meet the following requirements:

(1) At all times after 90 days after the date of enactment of this Act, the organization shall have in effect, for each facility that it is responsible for accrediting, accreditation standards for' the detection, prevention, reduction, and punishment of prison rape ..

(2) At all times. after 1 year after the date of the adoption of the final rule under section 8(a)(4), the organization shall, in addition to any other such standards that it may promulgate relevant to the detection, prevention, reduction, and punishment of prison rape, adopt accreditation standards consistent with the national standards adopted pursuant to such final rule.

SEC. 10. DEFINITIONS.

42 USC 15609.

In this Act, the following definitions shall apply:

(1) CARNAL KNOWLEDGE.-The term "carnal knowledge" means contact between the penis and the vulva or the penis and the anus, including penetration of any sort, however slight .

(2) INMATE.-The term "inmate" means any person incarcerated or detained in any facility who is accused of, convicted of, sentenced for, or adjudicated delinquent for, violations of criminal law or the terms and conditions of parole, probation, pretrial release, or diversionary program.

(3) JAIL.-The term "jail" means a confinement facility of a Federal, State, or local law enforcement agency to hold-

(A) persons pending adjudication of crimiJ:!.al charges;

⊖ persons committed to confinement after adjudication of criminal

or

charges for sentences of 1 year or less. (4) HIV.-The term "HIV" means the human immunodeficiency virus.

(5) ORAL SODoMY.-The term "oral sodomy" means contact between the mouth and the penis, the mouth and the vulva, or the mouth and the anus.

(6) POLICE LOCKUP.-The term "police lockup" means a temporary holding facility of a Federal, State, or local law enforcement agency to hold-

(A) inmates pending bail or transport to jail;

⊖ inebriates until ready for release; or

(C) juveniles pending parental custody or shelter placement.

(7) PRISON.-The term "prison" means any confinement facility of a Federal, State, or local government, whether administered by such government or by a private organization on behalf of such government, and includes-

- (A) any local jailor police lockup; and
- (B) any juvenile facility used for the custody or care of juvenile inmates.

(8) PRISON RAPE.-The term "prison rape" includes the rape of an inmate in the actual or constructive control of prison officials.

(9) RAPE.-The term "rape" means-

(A) the carnal knowledge, oral sodomy, sexual assault with an object, or sexual fondling of a person, forcibly or against that person's will;

(B) the carnal knowledge, oral sodomy, sexual assault with an object, or sexual fondling of a person not forcibly or against the person's will, where the victim is incapable of giving consent because of his or her youth or his or her temporary or permanent mental or physical incapacity; or

(C) the carnal knowledge, oral sodomy, sexual assault with an object, or sexual fondling of a person achieved through the exploitation of the fear or threat of physical violence or bodily injury.

(10) SEXUAL ASSAULT WITH AN OBJECT.-The term "sexual assault with an object" means the use of any hand, finger, object, or other instrument to penetrate, however slightly, the genital or anal opening of the body of another person.

(11) SEXUAL FONDLING.-The term "sexual fondling" means the touching of the private body parts of another person (including the genitalia, anus, groin, breast, inner thigh, or buttocks) for the purpose of sexual gratification.

(12) EXCLUSIONS:-The terms and conditions described in paragraphs (9) and (10) shall not apply to--

- (A) custodial or medical personnel gathering physical evidence, or engaged in other legitimate medical treatment, in the course of investigating prison rape;
- (B) the use of a health care provider's hands or fingers or the use of medical devices in the course of appropriate medical treatment unrelated to prison rape; or

(C) the use of a health care provider's hands or fingers and the use of instruments to perform body cavity searches in order to maintain security and safety within the prison or detention facility, provided that the search is conducted in a manner consistent with constitutional requirements.

Approved September 4, 2003.

LEGISLATIVE HISTORY-S. 1435:

CONGRESSIONAL RECORD, Vol. 149 (2003):

July 21, considered and passed Senate. July 25, considered and passed House.

WEEKLY COMPILATION OF PRESIDENTIAL DOCUMENTS, Vol. 39 (2003):

Sept. 4, Presidential statement.

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## **Attachment 2a: English Protocols and Instruments for Spanish Testing**

- **Cognitive Testing Protocol: Version 1 - English (Page 2A-2)**
- **Cognitive Testing Protocol: Version 2 - English (Page 2A-35)**
- **Youth Version 1 of Facility Items for Testing - English (Page 2A-54)**
- **Youth Version 2 of Facility Items for Testing – English (Page 2A-65)**

**National Survey of Youth in Custody (NSYC-3)**  
**Spanish Cognitive Interview Guide**  
**Version 1**

Hello. My name is ( ) and I work for Westat, a research firm outside of Washington, DC. We are working with the U.S. Department of Justice on a special study called the National Survey of Youth in Custody. Today I would like to show you some of the questions we are considering for the study and get your reactions to them. Let's start by going over some details about the study.

**HAND COPY OF ASSENT FORM TO R AND READ FORM ALOUD**

**ANSWER PARTICIPANT'S QUESTIONS, IF ANY, AND ASK FOR ASSENT.**

Are you willing to participate in this study?

**IF R SAYS "YES", ASK THEM TO MARK THE "YES" BOX. INTERVIEWER WILL THEN SIGN AND DATE THE YOUTH ASSENT FORM.**

**IF THE R SAYS "NO", ASK THEM TO MARK THE "NO" BOX, THANK THEM, AND END THE INTERVIEW.**

Thank you.

Now I'm going to hand you the questions a few at a time. I will read them aloud while you look at them. After I've finished reading the question, you can circle your answer. Later, there will be some questions that I ask you NOT to answer, but just to look at and think about. For those, I'll let you know before I show them to you.

After you answer each question, we will stop to talk about it. I might ask you to tell me what you were thinking about when you answered the question, what the question was asking, or anything else you might think about the question. We are also interested in whether any of the words or phrases in the question are confusing or awkward. This will help us figure out how we can improve the questions.

Sometimes, I'll ask you about some of the words in the question. If you don't understand a question, please tell me, because that's just the sort of thing I'm trying to find out here.

Do you have any questions before we begin?

## **SECTION 1: Staff Treatment**

Here are the first set of questions. I'm going to read them aloud. Please circle your answers and then we'll talk about the questions and the answers you gave.

**[AFTER R HAS ANSWERED ALL THE ITEMS IN SECTION 2, ASK PROBES]**

**[INTERVIEWER: MAKE NOTE OF ANY HESITATION OR SIGNS OF CONFUSION AS RESPONDENT IS ANSWERING, AND PROBE AFTER SERIES HAS BEEN ANSWERED]**

**ST1. How many staff explain facility rules clearly?**

		<u>Comments/Problems</u>
None of the staff	1	
Few of the staff	2	
Most of the staff	3	
All of the staff	4	

**ST5. How many staff give youth the chance to tell their side before making decisions?**

		<u>Comments/Problems</u>
None of the staff	1	
Few of the staff	2	
Most of the staff	3	
All of the staff	4	

**ST6. How many staff act honestly?**

		<u>Comments/Problems</u>
None of the staff	1	
Few of the staff	2	
Most of the staff	3	
All of the staff	4	

[IF R HESITATED OR SHOWED ANY CONFUSION:] I noticed you seemed to hesitate with question \_\_. Can you tell me more about what you were thinking? [RECORD ISSUE NEXT TO ITEM]

How easy or hard was it to answer these questions?  
What made these items [easy/hard]?

<b>ST1-ST6: Easy/Hard to Answer</b>	
<b>NOTES:</b> <input type="checkbox"/> All Easy <input type="checkbox"/> Hard	<u>Comments/Problems</u>

Was it hard to choose between All, Most, Few, or None of the staff?  
[IF YES] Can you tell me more about what made it hard?

<b>ST1-ST6: Easy/Hard to Choose Between Categories</b>	
<b>NOTES:</b> <input type="checkbox"/> Easy <input type="checkbox"/> Hard	<u>Comments/Problems</u>

Any other comments on this set of questions before we move on?

<b>NOTES: Other comments</b>
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**SECTION 2: Misconduct/Victimization**

Here is the next question. Again, I'm going to read it aloud. Please circle your answer and then we'll talk about the question and the answer you gave.

**MV10.** [Since coming to this facility OR In the past 12 months] Have you been written up or charged for breaking facility rules such as talking back to staff, being out of place, or not following directions?

		<u>Comments/Problems</u>
Yes	1	
No	2	

**[IF YES]:** Can you tell me more about your answer? **[RECORD RESPONSES NEXT TO ITEM]**

**[IF NO]:** What do you think this question is asking about? **[RECORD RESPONSES NEXT TO ITEM]**

**[ASK ALL]:**

The question talks about being written up for “being out of place.” What does that mean to you? Can you give an example of how kids can be written up for being out of place?

<b>MV10: Comprehension of “being out of place”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

Is being “written up” and being “charged” the same thing or are those different?

**[If NO:]** How are they different?

<b>MV10: Interpretation: “Written up” vs “Charged”</b>	
<b>NOTES:</b> <input type="checkbox"/> Same <input type="checkbox"/> Different	<u>Comments/Problems</u>

**SECTION 3: Education on PREA**

Here is the next question. I'm going to read it aloud. Please circle your answer and then we'll talk about the question and the answer you gave.

**EP1. After you got to this facility, when did you first learn that all forms of sexual abuse and harassment are not allowed?**

		<u>Comments/Problems</u>
On the day you got here (within the first 24 hours)	1	
Between 1 and 10 days after you got here	2	
More than 10 days after you got here	3	
You were never told that all forms of sexual abuse and harassment are not allowed	4	

Tell me about how you decided on your answers. **[RECORD RESPONSES NEXT TO ITEM]**

What do you think this question is asking?

<b>EP1: Question comprehension</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

**[If R answered codes 1-3, CONTINUE with question and answer format]**

**[If R answered code 4]** Even though you haven't been told the rules about sexual activity at this facility, I would still like to talk about the next few questions about this topic. Please do not circle an answer or tell me your answer. I'm going to read this whole list and then I'll just ask you how you interpreted some of the items.

**EP3. How were you given information about these rules?**

	<u>Yes</u>	<u>No</u>	<u>Comments/Problems</u>
a. Posters/signs	1	2	
b. Brochure/flier/pamphlet	1	2	
c. Handbook with facility rules	1	2	
d. Video	1	2	
e. Something else	1	2	

**[IF R answered the questions]:** Tell me more your answers to these items... **[RECORD RESPONSES NEXT TO ITEM]**

**[ASK ALL]:**

Do any of these items seem confusing or unclear to you? **[RECORD RESPONSES NEXT TO ITEM]**

What do you think is meant by a "handbook with the facility rules"? **[RECORD RESPONSES NEXT TO ITEM]**

What do you think is meant by "Something else"? **[RECORD RESPONSES NEXT TO ITEM]**

Are there any other ways you could get information about the rules that aren't listed here?

<b>EP3: Other ways of getting information</b>	
<b>NOTES:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments</u>

**EP4. Is there a staff member you would feel safe reporting any sexual abuse to?**

		<u>Comments/Problems</u>
Yes	1	
No	2	

Tell me about how you decided on your answer. **[RECORD RESPONSES NEXT TO ITEM]**

What do you think this question is asking?

<b>EP4: Question comprehension</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u><b>Comments/Problems</b></u>

## SECTION 4: Mental Health

These next questions will be used to get information about the mental health of youth in this facility. Please go ahead and circle your answers as I read the questions.

**MH1. In the past 30 days, how often did you have each of the following experiences:**

	<u>All of the time</u>	<u>Most of the time</u>	<u>Some of the time</u>	<u>A little of the time</u>	<u>None of the time</u>	<u>Comments/Problems</u>
a. How often did you feel nervous?	1	2	3	4	5	
b. How often did you feel hopeless?	1	2	3	4	5	
c. How often did you feel restless or fidgety?	1	2	3	4	5	
d. How often did you feel so depressed that nothing could cheer you up?	1	2	3	4	5	
e. How often did you feel that everything was an effort?	1	2	3	4	5	
f. How often did you feel worthless?	1	2	3	4	5	

**(IF ANY CODES 1-4 IN A-F, REPEAT THOSE ITEMS AS YOU READ ITEM G AND HAVE RESPONDENT CIRCLE AN ANSWER)**

**(IF “NONE OF THE TIME” TO ALL ITEMS A-F):** For this next question, let’s assume that a youth answers that they were feeling some of these ways some of the time in the past 30 days. Here is the next question they would be asked.

	<u>More often</u>	<u>Less often</u>	<u>About the same</u>	<u>Comments/Problems</u>
g. You said you felt the following ways in the past 30 days. (IF MH1A=1-4) Nervous (IF MH1B=1-4) Hopeless (IF MH1C=1-4) Restless or fidgety (IF MH1D=1-4) So depressed that nothing could cheer you up (IF MH1E=1-4) Everything was an effort (IF MH1F=1-4) Worthless Taking them altogether, did these feelings occur <u>more often</u> in the past 30 days than is usual for you, <u>less often</u> than usual, or <u>about the same</u> as usual?	1	2	3	

**Look at item f. What do you think is meant by “worthless”? [RECORD RESPONSES NEXT TO ITEM]**

**Look at item g. What do you think this last question is asking about? [RECORD RESPONSES NEXT TO ITEM]**

**[IF RESPONDENT ANSWERED QUESTION] How did you decide on your answer to this question?**

<b>MH1g: Decide on answer</b>
<u>Comments</u>

**[IF RESPONDENT ANSWERED QUESTION] How easy or difficult was it for you to answer?**

<b>MH1g: Easy/Difficult</b>	
<b>NOTES:</b> <input type="checkbox"/> Easy <input type="checkbox"/> Difficult	<u>Comments/Problems</u>

**SECTION 5: Reporting Sexual Assault By Another Youth**

These next questions will be used to get more information about sexual contact that happened between youth at this facility. Again, I do not want to know about your own experiences. I just want you to tell me what the questions might mean to someone in the facility, so please do not circle an answer for these.

**[DO NOT HAVE RESPONDENT CIRCLE ANSWERS FOR SECTION 6]**

**D2. Before you had forced sexual contact with this other youth, did any of these things happen?**

	<u>Yes</u>	<u>No</u>	<u>Comments/Problems</u>
a. Did the youth ever offer you things like drugs, cigarettes, alcohol or other items you were not allowed to have in the facility?	1	2	
b. Did the youth ever give you money or other special gifts? By "special gift," we mean something that they probably would not have given to most other youth	1	2	
c. Did the youth ever offer you special protection from other youth? By "special," we mean that they treated you like a favorite or treated you better than they treat most other youth	1	2	

Look at item c. What do you think this is asking? What is meant by "special protection from other youth"? **[RECORD RESPONSES NEXT TO ITEM]**

Do you have any other comments on these questions? **[RECORD RESPONSES NEXT TO ITEM]**

**D18SP. Where was the other youth living at the time?**

- In the same room as you ..... 1
- In the same housing area as you, but not in the same room..... 2
- In a different housing area than you..... 3

**How easy or hard would it be to answer this question?**

<b>D18SP: Easy/Hard</b>	
<b>NOTES:</b> <input type="checkbox"/> Easy <input type="checkbox"/> Hard	<u><b>Comments/Problems</b></u>

**What does the term “housing area” mean in this question?**

<b>D18SP: Comprehension of “housing area”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u><b>Comments/Problems</b></u>

**D19SP. How well did you know the other youth at the time?**

- By sight only ..... 1
- Knew the person, but not well ..... 2
- Well known..... 3

**How easy or hard would it be to answer this question?**

<b>D19SP: Easy/Hard</b>	
<b>NOTES:</b> <input type="checkbox"/> Easy <input type="checkbox"/> Hard	<u><b>Comments/Problems</b></u>



This question asks about “knowing a person, but not well” – what do you think that means?

<b>D19SP: Comprehension of “knew the person, but not well”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u><b>Comments/Problems</b></u>

**D27. Has that youth also had any type of sexual contact with any other youth at this facility?**

- Yes, I am sure they have had sexual contact with other youth at this facility..... 1
- Yes, I think they have had sexual contact with other youth, but I am not sure..... 2
- No, I don’t think they have had sexual contact with other youth at this facility..... 3

This question asks about having sexual contact with “any other youth” at this facility – what do you think that means? Does it mean just one other youth, or possibly with more than one other youth?

<b>D27: Comprehension of “any other youth”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u><b>Comments/Problems</b></u>

**D29. In the days after this happened, how did you feel about what happened?**

- Very upset..... 1
- A little upset..... 2
- Not upset at all..... 3
- Glad it happened ..... 4

**How easy or hard would it be to answer this question?**

<b>D29. Easy/Hard</b>	
<b>NOTES:</b> <input type="checkbox"/> Easy <input type="checkbox"/> Hard	<u><b>Comments/Problems</b></u>

In your mind, what’s the difference between being “very upset” about something and “a little upset”?

<b>D29. Response scale: “very upset” vs. “a little upset”</b>
<u><b>Comments/Problems</b></u>

For this next set of questions, I’d like you to imagine that you had answered that you were upset about the sexual contact that had happened with another youth in this facility. Again, do not actually answer the questions, just tell me your reactions to them.

**D30. (IF D29=1, 2 or 3) Did you feel any of the following ways after this happened?**

	<u>Yes</u>	<u>No</u>	<u><b>Comments/Problems</b></u>
a. Worried or anxious?	1	2	
b. Angry?	1	2	
c. Sad or depressed?	1	2	
d. Helpless?	1	2	
e. Violated?	1	2	
f. Like you couldn’t trust people?	1	2	
g. Fearful?	1	2	

**Do you have any overall comments on these questions?**

<b>D30a-g: Overall Comments</b>
<b>NOTES:</b>

Are any of these categories unfamiliar to you or unclear?

[If YES]: Which one is that?

<b>D30a-g: Unfamiliar/unclear</b>	
<b>NOTES:</b> <input type="checkbox"/> Familiar/Clear <input type="checkbox"/> Unfamiliar/Unclear	<b>Comments/Problems</b>

Looking at item d, what does the word “helpless” mean? [RECORD RESPONSES NEXT TO ITEM]

Looking at item e, What about the word “violated?” [RECORD RESPONSES NEXT TO ITEM]

For this next set of questions, I’d like you to imagine that you had answered that you were not upset or that you were actually glad about the sexual contact that had happened with another youth in this facility. Again, do not actually answer the questions; just tell me your reactions to them.

**D31. (IF D29= 5) Did you feel any of the following ways after this happened?**

	<u>Yes</u>	<u>No</u>	<u>Comments/Problems</u>
a. Like the other youth really cared about you	1	2	
b. Like you really cared about the other youth	1	2	
c. Like you had gotten what you wanted	1	2	
d. Like you would get something from the other youth in return	1	2	
e. Like you wanted it to happen again	1	2	

Do you have any overall comments on these questions?

<b>D31a-f: Overall Comments</b>
<b>NOTES:</b>

Looking at item c, can you think of an example where someone might say yes to this, meaning they felt like they had “gotten what they wanted”? [RECORD RESPONSES NEXT TO ITEM]

Looking at item d, what do you think this one is asking about? **[RECORD RESPONSES NEXT TO ITEM]**

For this next question, please imagine that someone said their feelings had changed since the incident happened. Again, do not circle an answer to this question – we will just talk about it.

**D33. Thinking about it now, how do you feel about what happened?**

- Very upset..... 1
- A little upset..... 2
- Not upset at all..... 3
- Glad it happened ..... 4

How easy or difficult do you think it might be for someone to answer this question? (Explain.)

<b>D33: Easy/Difficult</b>	
<b>NOTES:</b> <input type="checkbox"/> Easy <input type="checkbox"/> Difficult	<u><b>Comments/Problems</b></u>

Any other comments on this set of questions before we move on?

<b>17: Overall Comments</b>
<b>NOTES:</b>

**SECTION 6: Disability Questions**

Now I'd like to shift gears and show you some other questions being considered for this survey. For these, I don't want you to actually answer the questions. Instead, I will read each question aloud while you look at them and then we'll talk about them.

**[ASK EACH QUESTION THEN ADMINISTER PROBES BEFORE MOVING ON]**

DI1. Because of a physical, mental or emotional problem, do you have serious difficulty concentrating, remembering, or making decisions?

YES ..... 1  
NO..... 2

What do you think this question is asking about?

<b>DI1: Interpretation</b>
<u>Comments/Problems</u>

What type of condition might make someone say yes to this question?

<b>DI1: Type of condition</b>
<u>Comments/Problems</u>

For the next 2 questions, imagine someone had said yes to the question we just talked about – “Because of a physical, mental, or emotional problem, do you have serious difficulty concentrating, remembering, or making decisions?” The follow-up questions are:

DI2. Is the difficulty you experience because of a physical problem?

YES ..... 1  
NO..... 2

What types of physical problems do you think this might be asking about?

<b>DI2: Type of physical problems</b>
<u>Comments/Problems</u>

DI3. Is the difficulty you experience because of a mental or emotional problem?

YES ..... 1  
 NO ..... 2

What types of mental or emotional problems do you think this might be asking about?

<b>DI3: Type of mental or emotional problems</b>
<u>Comments/Problems</u>

DI8. Did a doctor, school counselor or other professional ever tell you that you have...

	<u>Yes</u>	<u>No</u>	<u>Comments/Problems</u>
a. ADD or ADHD (Attention Deficit Disorder)?	1	2	
b. Dyslexia?	1	2	
c. A learning disability?	1	2	
d. Autism or Asperger's?	1	2	
e. Depression?	1	2	
f. Post-traumatic stress disorder or PTSD?	1	2	
g. Another anxiety disorder, such as panic disorder, obsessive compulsive disorder (OCD), or	1	2	

social anxiety?			
h. A mental or emotional condition other than those listed above?	1	2	

**This set of questions asks about whether “a professional” ever told you any of the following. What do you think is meant by “a professional”?**

<b>DI8: Comprehension of “professional”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

**What do you think item f is asking about? [RECORD RESPONSES NEXT TO ITEM]**

**What do you think item g is asking about? [RECORD RESPONSES NEXT TO ITEM]**

**What would make someone say yes to item h? [RECORD RESPONSES NEXT TO ITEM]**

**SECTION 7: Sexual Orientation and Gender Identity (IF TIME PERMITS)**

The final set of questions asks about gender and sexual orientation. After I've finished reading the question, you can go ahead and circle your answer.

**[ASK ALL QUESTIONS BEFORE ADMINISTERING PROBES]**

**GI1. What sex were you assigned at birth, on your original birth certificate?**

Male ..... 1  
Female..... 2

**What do you think this question is asking?**

**(IF NEEDED) What do you think about the phrase “sex you were assigned at birth?” What do you think that means?**

<b>GI1: Interpretation</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u><b>Comments/Problems</b></u>

**Tell me what you know about your birth certificate.**

**Have you seen your birth certificate?**

**Do you know what kinds of information are included on your birth certificate?**

<b>GI1: Birth Certificate</b>
<u><b>Comments/Problems</b></u>



**GI2. Do you currently describe yourself as male, female or transgender?**

[Definition of transgender. “Some people describe themselves as transgender when they experience a different gender identity from their sex at birth. For example, a person born into a male body, but who feels female or lives as a woman.]

		<u>Comments/Problems</u>
Male	1	
Female	2	
Transgender	3	
None of these	4	
Not sure	5	

Let’s take a look at the definition of transgender. Did you find anything in this definition confusing or unclear?

**[IF YES]:** What part(s) were confusing or unclear?

**[IF NEEDED]:** Before this interview, had you heard of the word “transgender” before?

<b>GI2: Definition of “transgender”</b>	
<b>NOTES:</b> <input type="checkbox"/> Clear <input type="checkbox"/> Confusing	<u>Comments/Problems</u>

Can you think of a situation where someone would circle “None of these” or “Not sure?”

<b>GI2: “None of these” or “Not sure”</b>
<u>Comments/Problems</u>

**GI3. Do you consider yourself...?**

		<u>Comments/Problems</u>
(MALES) Gay (FEMALES) Lesbian or gay (OTHER) Gay or lesbian	1	
(MALES) Straight, that is, not gay (FEMALES) Straight, that is, not lesbian or gay (OTHER) Straight, that is, not gay or lesbian	2	
Bisexual	3	
Something else	4	
Not sure	5	

**[If R answered anything but straight]: How did you decide on your answer? [RECORD RESPONSES NEXT TO ITEM]**

**[If R answered straight]: What do you think this question is asking? [RECORD RESPONSES NEXT TO ITEM]**

**Do you find any of these answers confusing or unclear?**

**[If YES]: Which answer was that? Why do you think it was confusing/unclear?**

<b>GI3: Response options comprehension</b>	
<b>NOTES:</b> <input type="checkbox"/> Clear <input type="checkbox"/> Confusing	<u>Comments/Problems</u>

**GI4. People are different in their sexual attraction to other people. Which best describes your feelings?**

		<u>Comments/Problems</u>
Only attracted to males	1	
Mostly attracted to males	2	
Equally attracted to females and males	3	
Mostly attracted to females	4	
Only attracted to females	5	
Not sure	6	

**Tell me more about your answer to this question. [RECORD RESPONSES NEXT TO ITEM]**

What do think this question is asking?

<b>GI4: Question comprehension</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

Any other comments on this set of questions before we move on?

<b>NOTES:</b> <u>Other comments</u>
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**SECTION 8: Facility Living Conditions (IF TIME PERMITS)**

Here is the last set of questions. Please go ahead and circle your answer to each question as we read through them.

**[AFTER R HAS ANSWERED ALL THE ITEMS IN SECTION 1, ASK PROBES]**

	<u>Yes</u>	<u>No</u>	<u>Comments/Problems</u>	
FL7. The temperature usually feels ok here--it isn't too hot or too cold.	1	2		
FL8. Room lights are turned off or dimmed at night when youth are sleeping.	1	2		
FL9. The facility is noisy at night when youth are sleeping.	1	2		
FL10. I am allowed to take a shower every day.	1	2		
FL12. I am allowed to decorate where I sleep to make it feel like I have my own personal space.	1	2	<u>Problems</u>	<u>Explanation of answer</u>
F13. I am allowed to wear my hair the way I want	1	2		
FL14. I am allowed to talk to other youth during meal time	1	2		
FL15. The staff here set up celebrations for holidays and/or youths' birthdays	1	2		

Were any of these questions confusing or not clear?

**[IF YES]: Which item was that, and what was confusing about it? [RECORD RESPONSES NEXT TO ITEM]**

**[If YES to FL12]: You answered “Yes” to question #12. Can you tell me more about your answer? [RECORD RESPONSES NEXT TO ITEM]**

**[If NO to FL12]: Can you tell me more about why you answered “No” to question #12? [RECORD RESPONSES NEXT TO ITEM]**

Do you have any other comments on any of these questions?

**NOTES: Other comments**

**Closing**

**Those are all the questions I have for you.**

**DISCUSS ANY RESPONDENT COMMENTS.**

**Would you like to speak with a counselor?**

**Thank you for your time.**

**National Survey of Youth in Custody (NSYC-3)  
Spanish Cognitive Interview Guide  
Version 2**

Hello. My name is ( ) and I work for Westat, a research firm outside of Washington, DC. We are working with the U.S. Department of Justice on a special study called the National Survey of Youth in Custody. Today I would like to show you some of the questions we are considering for the study and get your reactions to them. Let's start by going over some details about the study.

**HAND COPY OF ASSENT FORM TO R AND READ FORM ALOUD**

**ANSWER PARTICIPANT'S QUESTIONS, IF ANY, AND ASK FOR ASSENT.**

Are you willing to participate in this study?

**IF R SAYS "YES", ASK THEM TO MARK THE "YES" BOX. INTERVIEWER WILL THEN SIGN AND DATE THE YOUTH ASSENT FORM.**

**IF THE R SAYS "NO", ASK THEM TO MARK THE "NO" BOX, THANK THEM, AND END THE INTERVIEW.**

Thank you.

Now I'm going to hand you the questions a few at a time. I will read them aloud while you look at them. After I've finished reading the question, you can circle your answer. Sometimes, there will be some questions that I ask you NOT to answer, but just to look at and think about. For those, I'll let you know before I show them to you.

After you answer each question, we will stop to talk about it. I might ask you to tell me what you were thinking about when you answered the question, what the question was asking, or anything else you might think about the question. We are also interested in whether any of the words or phrases in the question are confusing or awkward. This will help us figure out how we can improve the questions.

Sometimes, I'll ask you about some of the words in the question. If you don't understand a question, please tell me, because that's just the sort of thing I'm trying to find out here, OK?

Do you have any questions before we begin?

**SECTION 1: Legal Counsel & Institutional Experiences**

Here are the first questions. I'm going to read them aloud. Please circle your answers and then we'll talk about the question and the answers you gave.

**LC1. Have you seen or talked to a lawyer or legal counsel since you have been in this facility?**

		<u>Comments/Problems</u>
Yes	1	
No	2	

**LC2. [IF LC1 = NO] Would this facility allow you to see or talk to a lawyer if you wanted to?**

		<u>Comments/Problems</u>
Yes	1	
No	2	

**LC3. [IF LC1 = NO] Since you have been at this facility, have you been told that you cannot see or talk to a lawyer?**

		<u>Comments/Problems</u>
Yes	1	
No	2	

What is the 2<sup>nd</sup> question asking? **[RECORD ISSUE NEXT TO ITEM]**

How about the 3<sup>rd</sup> question? **[RECORD ISSUE NEXT TO ITEM]**

Did you have any difficulty answering these questions? (Explain)

<b>LC1-3: Difficulty answering</b>	
<b>NOTES:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments/Problems</u>

**SECTION 2: Solitary Confinement**

Now let's go on to the next questions. Again, I will read them out loud and you should circle your answers.

**SC1. Since coming to this facility have you ever been isolated or secluded in a separate room, other than your own room, without contact with other youth?**

		<u>Comments/Problems</u>
Yes	1	
No	2	

**[IF YES]: Can you tell me more about your answer? [RECORD RESPONSES NEXT TO ITEM]**

**[IF NO]: What is this question asking? [RECORD RESPONSES NEXT TO ITEM]**

**[ALL]:**  
When you read “isolated or secluded in a separate room”, what did you think of?

<b>SC1: Comprehension of “isolated or secluded in a separate room”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

What does “without contact with other youth” mean to you?

<b>SC1: Comprehension of “without contact with other youth”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

When/If this happens at this facility, is there a special word or phrase you use to describe it?

<b>SC1: Special word or phrase</b>	
<b>NOTES:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments/Problems</u>



**[If R answered YES to SC1, continue with the question and answer format]**

**[If R answered NO to SC1]: Even though you answered No to this question, I would still like to talk about the next few questions about this topic. Please do not circle an answer or tell me your answer. I'm going to read this whole list and then I'll just ask you how you interpreted some of the items.**

**SC2. What was the reason you were isolated or secluded in a separate room, other than your own room, without contact with other youth?**

	<u>Yes</u>	<u>No</u>	<u>Comments/Problems</u>
a. You were accused of breaking the rules	1	2	
b. You were waiting to be moved to another unit or facility	1	2	
c. You were sick or another medical reason	1	2	
d. To protect you from harming yourself	1	2	
e. To protect you from being harmed by others	1	2	

**[If R answered SC2]: Tell me more about your answers to these items... [RECORD RESPONSES NEXT TO ITEM]**

**[If R answered SC2 and said "NO" to all]: Do you know what the reasons were for being isolated or secluded to a separate room? Is there some other reason that is missing from this list? [RECORD ISSUES NEXT TO ITEM]**

**[ASK ALL]:**

**Do any of these items (a - e) seem confusing or unclear to you?**

<b>SC2a-e: Confusing/Unclear</b>	
<b>NOTES</b> <input type="checkbox"/> Clear <input type="checkbox"/> Confusing/Unclear	<u>Comments/Problems</u>

Can you think of any other reasons why someone might be isolated or secluded in a separate room without contact with other youth?

[If Yes] Can you tell me more about that?

<b>SC2 a-e: Other reasons</b>	
<b>NOTES:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments/Problems</u>

**[CONTINUE BY HAVING R ANSWER THE QUESTION IF SC1=YES, OR BY ONLY REVIEWING THE QUESTION IF SC1=NO]:**

**SC3. Since coming to this facility, how many times have you ever been isolated or secluded in a separate room, other than your own room, without contact with other youth?**

		<u>Comments/Problems</u>
1 time	1	
2-5 times	2	
6 or more times	3	

**[If R answered SC3]: How did you decide on your answer to this question? [RECORD RESPONSES NEXT TO ITEM]**

**[ASK ALL]: What do you think is meant by a “time”? (IF NEEDED: What if you were isolated or secluded for a few hours at two different points in a day, for different reasons? Would that count as 1 time, or 2 times?) [RECORD RESPONSES NEXT TO ITEM]**

**SC4. Since coming to this facility, what was the longest time you were isolated or secluded in a separate room, other than your own room, without contact with other youth?**

		<u>Comments/Problems</u>
Less than 3 hours	1	
3 hours or more but less than 6 hours	2	
6 hours or more but less than 1 day	3	
1 day or more but less than 1 week	4	
1 week or more	5	

**[If R answered the question]: How did you decide on your answer? [RECORD RESPONSES NEXT TO ITEM]**

**[ASK ALL]:**

What do you think this question is asking?

<b>SC4: Question comprehension</b>	
<b>NOTES</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

Were any of these answer choices confusing or unclear?

**[If YES]:** Which option was that and what made it confusing?

<b>SC4: Response options</b>	
<b>NOTES:</b> <input type="checkbox"/> Clear <input type="checkbox"/> Confusing	<u>Comments/Problems</u>

Here is the next question. Please answer it after I've read it to you.

**SC5. Since coming to this facility, have you been isolated or secluded to your own room for breaking facility rules?**

		<u>Comments/Problems</u>
Yes	1	
No	2	

**[IF YES]:** Can you tell me more about your answer? **[RECORD RESPONSES NEXT TO ITEM]**

**[IF NO]:** What does this question mean to you? **[RECORD RESPONSES NEXT TO ITEM]**

**[ASK ALL]:**

What does being "isolated or secluded to your own room" mean in this question?

<b>SC5: Comprehension of "isolated or secluded to your own room"</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments</u>

**How is this different than being placed in a separate room?**

<b>SC5: “Separate room” vs “ isolated or secluded to your own room”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments</u>

**SECTION 3: Youth Gang Involvement**

Here is the next question. Please circle an answer after I've read it to you.

**GA3. Are you a member of a gang in this facility?**

		<u>Comments/Problems</u>
Yes	1	
No	2	

**[IF YES]: Can you tell me more about your answer? [RECORD RESPONSE NEXT TO ITEM]**

**[IF NO]: What do you think this question is asking about? [RECORD RESPONSE NEXT TO ITEM]**

**[ASK ALL]:**

What comes to mind when you hear “a gang in this facility?”

Are you thinking just about gangs in this facility, or are you also thinking about gangs outside of this facility?

<b>GA3: Comprehension of “a gang in this facility”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

**[If R answered YES, continue with question and answer format]**

**[If R answered NO to being in a gang (GA3)]: Even though you answered No to being in a gang, I would still like to show you this next question. You do not have to answer it. We can just talk about it and you can tell me what you think. Ok?**

**GA4. When did you join this gang?**

		<u>Comments/Problems</u>
Since I got here	1	
Before I got here	2	

**[If R answered the question]: Tell me more about your answer. [RECORD RESPONSE NEXT TO ITEM]**

**[If R answered the question]: How easy or hard was it to answer this question?**

<b>GA4: Easy/Hard to Answer</b>	
<b>NOTES:</b> <input type="checkbox"/> Easy <input type="checkbox"/> Hard	<u>Comments/Problems</u>

**[If R did not answer the question]: What do you think this question is asking? [RECORD RESPONSE NEXT TO ITEM]**

Now I'm going to hand you the next questions. After I've read the questions, go ahead and circle your answers and then we'll talk about them.

**[AFTER R HAS ANSWERED GA7 AND GA8, ASK PROBES]**

**GA7. Has a gang in this facility ever tried to recruit you?**

		<u>Comments/Problems</u>
Yes	1	
No	2	

**[IF YES]: What were you thinking when you came up with your answer? [RECORD RESPONSE NEXT TO ITEM]**

**[IF NO]: Can you give me an example of a situation where someone might answer yes to this question? [RECORD RESPONSE NEXT TO ITEM]**

**[ASK ALL]:**

**What does it mean when a gang “tries to recruit you?” Can you give me an example?**

<b>GA7: Comprehension of “gang tries to recruit you”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

**GA8. Have you ever had to do something or pay someone to have a gang in this facility leave you alone?**

		<u>Comments/Problems</u>
Yes	1	
No	2	

**[IF YES]: Tell me more about your answer. [RECORD RESPONSE NEXT TO ITEM]**

**[IF NO]: What do you think this question is asking about? [RECORD RESPONSE NEXT TO ITEM]  
Could you give me an example of a situation where this might happen?**

**SECTION 4: Treatment Programs and Services– Drug use**

Now I’d like to shift gears and show you some other questions being considered for this survey. For these, I don’t want you to actually answer the questions. Instead, I will read each question aloud while you look at them and then we’ll talk about them.

**TP1.** The next questions are about drugs you may have taken on your own – that is, without a doctor telling you to take them.

**Have you ever used...**

	<u>YES</u>	<u>NO</u>
m. anti-anxiety drugs or tranquilizers (such as Ativan, Valium, or Xanax) without a doctor’s prescription .....	1	2
n. Synthetic drugs (such as synthetic marijuana, K2, Spice, fake weed, King Kong, Yucatan Fire, Skunk, bath salts) .....	1	2
o. Cough syrup to get high .....	1	2

Looking at item m, what do you think is meant by “anti-anxiety drugs”?

<b>TP1: Comprehension of “anti-anxiety drugs”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments</u>

Looking at item n, are there any categories missing for examples of synthetic drugs that you know about?

<b>C1n: Missing categories</b>	
<b>NOTES:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments/Problems</u>

If a doctor told someone to take cough syrup, how would that person answer item o?

<b>C1o: Cough syrup</b>	
<u>Comments/Problems</u>	



**SECTION 5: Grooming by Staff**

These next questions will be used to get information about interactions that may happen between youth and staff at this facility. I don't want you to answer these questions. I just want you to tell me what the questions might mean to someone in the facility, so please do not circle an answer for these.

**[DO NOT HAVE RESPONDENT CIRCLE ANSWERS FOR SECTION 5]**

**GR8. Since you got here, has any staff member ever spent time alone with you AND asked you not to tell anyone?**

Yes ..... 1  
No..... 2

**What types of situations do you think this question is asking about?**

<b>GR8: Question comprehension</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u><b>Comments/Problems</b></u>

**(IF NEEDED) When you read “has any staff member ever spent time alone with you”, what did that make you think of?**

<b>GR8: Comprehension of “has any staff member ever spent time alone with you ”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u><b>Comments/Problems</b></u>

**(IF NEEDED) Can you give me an example of a time when staff are alone with youth?**

<b>GR8: Example of situation</b>	
<b>NOTES:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u><b>Comments/Problems</b></u>

**GR9. Since you got here, has any staff member ever shared that they felt emotionally close to you or that they had special feelings for you?**

Yes ..... 1  
 No..... 2

**What do you think this question is asking about?**

<b>GR9: Question comprehension</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u><b>Comments/Problems</b></u>

**(IF NEEDED) The question talks about staff feeling “emotionally close” or having “special feelings” for you. Do they mean the same thing or are they something different?**

<b>GR9: Interpretation: “emotionally close” vs “special feelings”</b>	
<b>NOTES:</b> <input type="checkbox"/> Same <input type="checkbox"/> Different	<u><b>Comments/Problems</b></u>

**GR10. Since you got here, has any staff member talked to you about sex in a way that was not part of their regular job duties, joked with you about sex, or shared sexual stories with you?**

Yes ..... 1  
 No..... 2

**Can you give me an example of a situation where someone might answer yes to this question? Please do not share any names and do not share your own experiences.**

<b>GR10: Example of situation</b>	
<b>NOTES:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u><b>Comments/Problems</b></u>

**GR11. Since you got here, has any staff member ever contacted you in other ways when they were not at the facility?**

Yes ..... 1  
No..... 2

**Can you give me an example of a situation where someone might answer yes to this question? Please do not share any names and do not share your own experiences.**

<b>GR10: Example of situation</b>	
<b>NOTES:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u><b>Comments/Problems</b></u>

**Any other comments on this set of questions before we move on?**

<b>NOTES: Other comments</b>
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**SECTION 6: Staff Incident Details**

These next questions will be used to get more information about any sexual contact that may have happened between youth and staff at this facility. I don't want you to answer these questions about yourself. I just want you to tell me what the words might mean if a youth did have sexual contact with a staff member and was being asked these questions about their experience. So please do not circle an answer for these.

**[DO NOT HAVE RESPONDENT CIRCLE ANSWERS FOR SECTION 5]**

**E24SP. Was the staff member who you had sexual contact with...**

		<u>Comments/Problems</u>
A staff member who directly supervises youth/correctional officer	1	
A teacher or educator	2	
Medical or mental health staff	3	
Other staff working in the facility	4	
A volunteer in the facility	5	

Let's look at the answer choices for this question...

Do any of these seem confusing or unclear?

[If YES]: Which one is that? What makes it confusing/unclear? **[RECORD RESPONSE NEXT TO ITEM]**

Can you think of any other types of staff members that we may have missed who are at this facility?

<b>E24SP. Types of staff missing</b>	
<b>NOTES:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments/Problems</u>

Here is the next question. Again, do not answer the question, just listen.

**E28. Was there anyone who knew what was happening?**

- Yes, other youth ..... 1
- Yes, other staff ..... 2
- Yes, both youth and staff ..... 3
- No ..... 4

What do you think this question is asking about?

<b>E28: Question comprehension</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

What do you think of when you hear “anyone who knew what was happening?”

<b>E28: Comprehension of “anyone who knew what was happening”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

Here is the next question. Again, do not answer the question, just listen and think about it.

**E29. What were these other youth doing at the time?**

	<u>YES</u>	<u>NO</u>	<u>Comments/Problems</u>
They were helping make it happen	1	2	
They were trying to stop it from happening	1	2	
They knew it was happening, but did nothing	1	2	

Let’s look at just the answer choices for this question...

**What do you think these categories mean? (GO THROUGH EACH ONE) [RECORD RESPONSES NEXT TO ITEMS]**

**[IF NEEDED] Were any of them confusing or unclear? [RECORD RESPONSES NEXT TO ITEMS]  
[If YES]: Which one is that? What makes it confusing/unclear?**

<b>E29: Response options</b>	
<b>NOTES:</b> <input type="checkbox"/> Clear <input type="checkbox"/> Confusing	<u><b>Comments/Problems</b></u>

**Here is the next question. Again, do not answer the questions, just listen and think about them.**

**E31. Has that staff member also had any type of sexual contact with any other youth at this facility?**

- Yes, I am sure they have had sexual contact with other youth at this facility..... 1
- Yes, I think they have had sexual contact with other youth, but I am not sure..... 2
- No, I don't think they have had sexual contact with other youth at this facility..... 3

**This question asks about having sexual contact with “any other youth” at this facility – what do you think that means? Does it mean just one other youth, or possibly with more than one other youth?**

<b>E31: Comprehension of “any other youth”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u><b>Comments/Problems</b></u>

Here are the next questions. Again, do not answer the questions, just listen and think about them.

**E32. Did this staff person do any of the following AFTER this happened?**

	<u>Yes</u>	<u>No</u>	<u>Comments/Problems</u>
a. Gave you gifts or money so that you would keep it a secret	1	2	
b. Threatened to hurt you so that you would keep it a secret	1	2	
c. Said he/she would blame it on you if you told anyone	1	2	
d. Said he/she would stop spending time with you if you told anyone	1	2	
e. Had sexual contact with you again	1	2	
f. Ignored you or stayed away from you	1	2	
g. No change – the staff person treated me the same as before	1	2	

Do you have any overall comments on these questions first?

<b>E32. Overall comments</b>
<u>Comments/Problems</u>

Do any of these categories seem confusing or unclear? [RECORD RESPONSES NEXT TO ITEM] [If YES]: Which one is that? What makes it confusing/unclear?

Looking at item b, what does it mean to “threaten to hurt someone”? Can you give an example?

<b>E32b: Comprehension of “threaten to hurt someone”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments</u>

Looking at item c, what does “blame it on you” mean to you?

<b>E32c: Comprehension of “blame it on you”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments</u>

Here are the next questions. Again, do not answer the questions, just listen and think about them.

**E33. In the days after this happened, how did you feel about what happened?**

- Very upset..... 1
- A little upset..... 2
- Not upset at all..... 3
- Glad it happened ..... 4

How easy or hard would it be to answer this question?

<b>E33. Easy/Hard</b>	
<b>NOTES:</b> <input type="checkbox"/> Easy <input type="checkbox"/> Hard	<u>Comments/Problems</u>

In your mind, what’s the difference between being “very upset” about something and “a little upset”?

<b>E33. Response scale: “very upset” vs. “a little upset”</b>
<u>Comments/Problems</u>



For this next set of questions, I'd like you to imagine that you had answered that you were upset about the sexual contact that had happened with a staff member in this facility. Again, do not actually answer the questions, just tell me your reactions to them.

**E34. Did you feel any of the following ways after this happened?**

	<u>Yes</u>	<u>No</u>	<u>Comments/Problems</u>
a. Worried or anxious?	1	2	
b. Angry?	1	2	
c. Sad or depressed?	1	2	
d. Helpless?	1	2	
e. Violated?	1	2	
f. Like you couldn't trust people?	1	2	
g. Fearful?	1	2	

**Do you have any overall comments on these questions first?**

<b>E34. Overall comments</b>
<u>Comments/Problems</u>

Are any of these categories unfamiliar to you or unclear? **[RECORD RESPONSES NEXT TO ITEM]**  
**[If YES]: Which one is that?**

**Looking at item d, what does the word "helpless" mean?**

<b>E34d: Comprehension of "helpless"</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

Looking at item e, What about the word “violated?”

<b>E34e: Comprehension of “violated”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u><b>Comments/Problems</b></u>

For this next set of questions, I’d like you to imagine that you had answered that you were not upset or that you were actually glad about the sexual contact that had happened with a staff member in this facility. Again, do not actually answer the questions, just tell me your reactions to them.

**E35. Did you feel any of the following ways after this happened?**

	<u>Yes</u>	<u>No</u>	<u><b>Comments/Problems</b></u>
a. Like the staff member really cared about you	1	2	
b. Like you really cared about the staff member	1	2	
c. Like you had gotten what you wanted	1	2	
d. Like you would get something from the staff member in return	1	2	
e. Like you wanted it to happen again	1	2	

Do you have any overall comments on these questions first?

<b>E35. Overall comments</b>
<u><b>Comments/Problems</b></u>

Looking at item c, can you think of an example where someone might say yes to this, meaning they felt like they had “gotten what they wanted”? **[RECORD RESPONSES NEXT TO ITEM]**

Looking at item d, what do you think this one is asking about? **[RECORD RESPONSES NEXT TO ITEM]**

Let's keep thinking about what these next questions might mean to someone in the facility. Again, please do not circle an answer for these.

For this next question, please imagine that someone said their feelings had changed since the incident happened. Again, do not circle an answer to this question – we will just talk about it.

**E37. Thinking about it now, how do you feel about what happened?**

- Very upset..... 1
- A little upset..... 2
- Not upset at all..... 3
- Glad it happened ..... 4

How easy or difficult do you think it might be for someone to answer this question? (Explain.)

<b>E37: Easy/Difficult</b>	
<b>NOTES:</b> <input type="checkbox"/> Easy <input type="checkbox"/> Difficult	<u><b>Comments/Problems</b></u>

**SECTION 7: History of Victimization**

Please read these next three questions, but do not circle an answer to them – we will just talk about them.

**HV1. Before you came to this place, had anyone ever forced you to have any kind of sexual contact?**

		<u>Comments/Problems</u>
Yes	1	
No	2	

**HV2. Did any of this happen while you were in a corrections facility?**

		<u>Comments/Problems</u>
Yes	1	
No	2	

**HV3. Did any of this happen while you were being arrested or detained by a law enforcement officer?**

		<u>Comments/Problems</u>
Yes	1	
No	2	

**What do you think the 3<sup>rd</sup> question is asking about? [RECORD RESPONSES NEXT TO ITEM]**

**What do you think is meant by “a law enforcement officer”? While you’re being arrested or detained, what are the different types of law enforcement officers you might be in contact with?**

<b>HV3: Comprehension of “law enforcement officer”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments</u>

**What would make someone say yes to this 3<sup>rd</sup> question? [RECORD RESPONSES NEXT TO ITEM]**

**SECTION 8: Youth Education and Aspirations**

For the next set of questions, we want you to think about the last school you attended before you came to this facility.

**YE1. Thinking about the last school you attended before you came here, which of the statements below best describes how you felt overall about going to school?**

- You liked going to school a lot ..... 1
- You kind of liked going to school a lot. 2
- You kind of liked going to school..... 3
- You didn't like going to school..... 4
- You hated going to school..... 5

Can you tell me more about your answer? How did you decide which answer to pick?

Were any of these categories hard to understand?

<b>YE1: Feelings about school</b>
<u>Comments/Problems</u>

**SECTION 9: Sexual Orientation and Gender Identity (IF TIME PERMITS)**

The final set of questions asks about gender and sexual orientation. After I've finished reading the question, you can go ahead and circle your answer.

**[ASK ALL QUESTIONS BEFORE ADMINISTERING PROBES]**

**GI1. What sex were you assigned at birth, on your original birth certificate?**

Male ..... 1  
Female..... 2

**What do you think this question is asking?**

**(IF NEEDED) What do you think about the phrase “sex you were assigned at birth?” What do you think that means?**

<b>GI1: Interpretation</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u><b>Comments/Problems</b></u>

**Tell me what you know about your birth certificate.**

**Have you seen your birth certificate?**

**Do you know what kinds of information are included on your birth certificate?**

<b>GI1: Birth Certificate</b>
<u><b>Comments/Problems</b></u>

**GI2. Do you currently describe yourself as male, female or transgender?**

[Definition of transgender. “Some people describe themselves as transgender when they experience a different gender identity from their sex at birth. For example, a person born into a male body, but who feels female or lives as a woman.]

		<u>Comments/Problems</u>
Male	1	
Female	2	
Transgender	3	
None of these	4	
Not sure	5	

Let’s take a look at the definition of transgender. Did you find anything in this definition confusing or unclear?

**[IF YES]:** What part(s) were confusing or unclear?

**[IF NEEDED]:** Before this interview, had you heard of the word “transgender” before?

<b>GI2: Definition of “transgender”</b>	
<b>NOTES:</b> <input type="checkbox"/> Clear <input type="checkbox"/> Confusing	<u>Comments/Problems</u>

Can you think of a situation where someone would circle “None of these” or “Not sure?”

<b>GI2: “None of these” or “Not sure”</b>
<u>Comments/Problems</u>

**GI3. Do you consider yourself...?**

		<u>Comments/Problems</u>
(MALES) Gay (FEMALES) Lesbian or gay (OTHER) Gay or lesbian	1	
(MALES) Straight, that is, not gay (FEMALES) Straight, that is, not lesbian or gay (OTHER) Straight, that is, not gay or lesbian	2	
Bisexual	3	
Something else	4	
Not sure	5	

**[If R answered anything but straight]: How did you decide on your answer? [RECORD RESPONSES NEXT TO ITEM]**

**[If R answered straight]: What do you think this question is asking? [RECORD RESPONSES NEXT TO ITEM]**

**Do you find any of these answers confusing or unclear?**

**[If YES]: Which answer was that? Why do you think it was confusing/unclear?**

<b>GI3: Response options comprehension</b>	
<b>NOTES:</b> <input type="checkbox"/> Clear <input type="checkbox"/> Confusing	<u>Comments/Problems</u>

**GI4. People are different in their sexual attraction to other people. Which best describes your feelings?**

		<u>Comments/Problems</u>
Only attracted to males	1	
Mostly attracted to males	2	
Equally attracted to females and males	3	
Mostly attracted to females	4	
Only attracted to females	5	
Not sure	6	

**Tell me more about your answer to this question. [RECORD RESPONSES NEXT TO ITEM]**



What do think this question is asking?

<b>GI4: Question comprehension</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

Any other comments on this set of questions?

<b>NOTES: <u>Other comments</u></b>
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**Closing**

Those are all the questions I have for you.

**DISCUSS ANY RESPONDENT COMMENTS.**

Would you like to speak with a counselor?

Thank you for your time.

**NSYC-3**

**Version 1 Items for Spanish Cognitive Testing**

**SECTION 1: Please answer the questions on this page.**

**ST1. How many staff explain facility rules clearly?**

- None of the staff ..... 1
- Few of the staff ..... 2
- Most of the staff ..... 3
- All of the staff ..... 4

**ST5. How many staff give youth the chance to tell their side before making decisions?**

- None of the staff ..... 1
- Few of the staff ..... 2
- Most of the staff ..... 3
- All of the staff ..... 4

**ST6. How many staff act honestly?**

- None of the staff ..... 1
- Few of the staff ..... 2
- Most of the staff ..... 3
- All of the staff ..... 4

**SECTION 2: Please answer the question on this page.**

**MV10. [Since coming to this facility OR In the past 12 months] Have you been written up or charged for breaking facility rules such as talking back to staff, being out of place, or not following directions?**

Yes ..... 1  
No ..... 2

**SECTION 3: Please answer the questions on this page.**

**EP1. After you got to this facility, when did you first learn that all forms of sexual abuse and harassment are not allowed?**

- On the day you got here (within the first 24 hours)..... 1
- Between 1 and 10 days after you got here ..... 2
- More than 10 days after you got here ..... 3
- You were never told that all forms of sexual abuse and harassment are not allowed.....4

**EP3. How were you given information about these rules?**

	<u>Yes</u>	<u>No</u>
a. Posters/signs .....	1	2
b. Brochure/flier/pamphlet .....	1	2
c. Handbook with facility rules .....	1	2
d. Video .....	1	2
e. Something else .....	1	2

**EP4. Is there a staff member you would feel safe reporting any sexual abuse to?**

- Yes ..... 1
- No..... 2

**SECTION 4: Please answer the questions on this page.**

**MH1. In the past 30 days, how often did you have each of the following experiences:**

	All of the <u>time</u>	Most of the <u>time</u>	Some of the <u>time</u>	A little of the <u>time</u>	None of the <u>time</u>
a. How often did you feel nervous? .....	1	2	3	4	5
b. How often did you feel hopeless? .....	1	2	3	4	5
c. How often did you feel restless or fidgety? ..	1	2	3	4	5
d. How often did you feel so depressed that nothing could cheer you up? .....	1	2	3	4	5
e. How often did you feel that everything was an effort? .....	1	2	3	4	5
f. How often did you feel worthless?.....	1	2	3	4	5

- |  | More<br><u>often</u> | Less<br><u>often</u> | About<br>the<br><u>same</u> |
|--|----------------------|----------------------|-----------------------------|
| g. You said you felt the following ways in the past 30 days. |                      |                      |                             |
| • (IF MH1A=1-4) Nervous                                      |                      |                      |                             |
| • (IF MH1B=1-4) Hopeless                                     |                      |                      |                             |
| • (IF MH1C=1-4) Restless or fidgety                          |                      |                      |                             |
| • (IF MH1D=1-4) So depressed that nothing could cheer you up |                      |                      |                             |
| • (IF MH1E=1-4) Everything was an effort                     |                      |                      |                             |
| • (IF MH1F=1-4) Worthless                                    |                      |                      |                             |

Taking them altogether, did these feelings occur more  
often in the past 30 days than is usual for you, less  
often than usual, or about the same as usual? ..... 1      2      3

**SECTION 5: PLEASE DO NOT CIRCLE ANY RESPONSES ON THIS PAGE**

**D2. Before you had forced sexual contact with this other youth, did any of these things happen?**

	<u>YES</u>	<u>NO</u>
a. Did the youth ever offer you things like drugs, cigarettes, alcohol or other items you were not allowed to have in the facility? .....	1	2
b. Did the youth ever give you money or other special gifts? By “special gift,” we mean something that they probably would not have given to most other youth .....	1	2
c. Did the youth ever offer you special protection from other youth? By “special,” we mean that they treated you like a favorite or treated you better than they treat most other youth.....	1	2

**D18SP. Where was the other youth living at the time?**

- In the same room as you ..... 1
- In the same housing area as you, but not in the same room..... 2
- In a different housing area than you ..... 3

**D19SP. How well did you know the other youth at the time?**

- By sight only ..... 1
- Knew the person, but not well ..... 2
- Well known..... 3

**D27. Has that youth also had any type of sexual contact with any other youth at this facility?**

- Yes, I am sure they have had sexual contact with other youth at this facility ..... 1
- Yes, I think they have had sexual contact with other youth, but I am not sure ..... 2
- No, I don’t think they have had sexual contact with other youth at this facility ..... 3

**D29. In the days after this happened, how did you feel about what happened?**

- Very upset..... 1
- A little upset..... 2
- Not upset at all..... 3
- Glad it happened ..... 4

**PLEASE DO NOT CIRCLE ANY RESPONSES ON THIS PAGE**

**D30. Did you feel any of the following ways after this happened?**

	<u>YES</u>	<u>NO</u>
a. Worried or anxious?.....	1	2
b. Angry?.....	1	2
c. Sad or depressed?.....	1	2
d. Helpless?.....	1	2
e. Violated?.....	1	2
f. Like you couldn't trust people?.....	1	2
g. Fearful?.....	1	2

**D31. Did you feel any of the following ways after this happened?**

	<u>YES</u>	<u>NO</u>
a. Like the other youth really cared about you.....	1	2
b. Like you really cared about the other youth.....	1	2
c. Like you had gotten what you wanted.....	1	2
d. Like you would get something from the other youth in return.	1	2
f. Like you wanted it to happen again.....	1	2

**D33. Thinking about it now, how do you feel about what happened?**

Very upset.....	1
A little upset.....	2
Not upset at all.....	3
Glad it happened .....	4



**SECTION 6: PLEASE DO NOT CIRCLE ANY RESPONSES ON THIS PAGE**

**DI1. Because of a physical, mental or emotional problem, do you have serious difficulty concentrating, remembering, or making decisions?**

YES..... 1  
NO..... 2

**DI2. Is the difficulty you experience because of a physical problem?**

YES..... 1  
NO..... 2

**DI3. Is the difficulty you experience because of a mental or emotional problem?**

YES..... 1  
NO..... 2

**DI8. Did a doctor, school counselor or other professional ever tell you that you have...**

	<u>YES</u>	<u>NO</u>
a. ADD or ADHD (Attention Deficit Disorder)? .....	1	2
b. Dyslexia? .....	1	2
c. A learning disability?.....	1	2
d. Autism or Asperger's? .....	1	2
e. Depression?.....	1	2
f. Post-traumatic stress disorder or PTSD? .....	1	2
g. Another anxiety disorder, such panic disorder, obsessive compulsive disorder (OCD), or social anxiety?.....	1	2
h. A mental or emotional condition other than those listed above? .....	1	2

**SECTION 7: Please answer the questions on this page.**

**GI1. What sex were you assigned at birth, on your original birth certificate?**

- Male ..... 1
- Female..... 2

**GI2. Do you currently describe yourself as male, female or transgender?**

[Definition of transgender. “Some people describe themselves as transgender when they experience a different gender identity from their sex at birth. For example, a person born into a male body, but who feels female or lives as a woman.]

- Male ..... 1
- Female..... 2
- Transgender ..... 3
- None of these ..... 4
- Not sure..... 5

**(IF YOU ARE MALE:)**

**GI3. Do you consider yourself...**

- Gay..... 1
- Straight, that is, not gay ..... 2
- Bisexual ..... 3
- Something else ..... 4
- Not sure..... 5

**(IF YOU ARE FEMALE:)**

**GI3. Do you consider yourself...**

- Lesbian or gay..... 1
- Straight, that is, not lesbian or gay ..... 2
- Bisexual ..... 3
- Something else ..... 4
- Not sure..... 5

**(IF YOU ARE TRANSGENDER, NONE OF THESE, OR NOT SURE:)**

**GI3. Do you consider yourself...**

- Gay or lesbian ..... 1
- Straight, that is, not gay or lesbian ..... 2
- Bisexual ..... 3
- Something else ..... 4
- Not sure..... 5

**GI4. People are different in their sexual attraction to other people. Which best describes your feelings?**

- Only attracted to males ..... 1
- Mostly attracted to males ..... 2
- Equally attracted to females and males ..... 3
- Mostly attracted to females ..... 4
- Only attracted to females ..... 5
- Not sure ..... 6

**SECTION 8: Please answer the questions on this page.**

**Please answer the following questions about this facility.**

	<u>Yes</u>	<u>No</u>
FL7. The temperature usually feels ok here--it isn't too hot or too cold. .....	1	2
FL8. Room lights are turned off or dimmed at night when youth are sleeping. .....	1	2
FL9. The facility is noisy at night when youth are sleeping. .....	1	2
FL10. I am allowed to take a shower every day... .....	1	2
F12. I am allowed to decorate where I sleep to make it feel like I have my own personal space. .....	1	2
F13. I am allowed to wear my hair the way I want .....	1	2
F14. I am allowed to talk to other youth during meal time. .....	1	2
F15. The staff here set up celebrations for holidays and/or youths' birthdays .....	1	2

# **NSYC-3**

## **Version 2 Items for Spanish Cognitive Testing**

**SECTION 1: Please answer the question on this page.**

**LC1. Have you seen or talked to a lawyer or legal counsel since you have been in this facility?**

Yes ..... 1  
No ..... 2

**LC2. [IF LC1 = NO] Would this facility allow you to see or talk to a lawyer if you wanted to?**

Yes ..... 1  
No ..... 2

**LC3. [IF LC1 = NO] Since you have been at this facility, have you been told that you cannot see or talk to a lawyer?**

Yes ..... 1  
No ..... 2

**SECTION 2: Please answer the questions on this page.**

**SC1. Since coming to this facility have you ever been isolated or secluded in a separate room other than your own room, without contact with other youth?**

Yes ..... 1  
 No ..... 2

**SC2. What was the reason you were isolated or secluded in a separate room, other than your own room, without contact with other youth?**

	<u>Yes</u>	<u>No</u>
a. You were accused of breaking the rules .....	1	2
b. You were waiting to be moved to another unit or facility .....	1	2
c. You were sick .....	1	2
d. To protect you from harming yourself .....	1	2
e. To protect you from being harmed by others .....	1	2

**SC3. Since coming to this facility, how many times have you ever been isolated or secluded in a separate room, other than your own room, without contact with other youth?**

1 time ..... 1  
 2-5 times ..... 2  
 6 or more times ..... 3

**SC4. Since coming to this facility, what was the longest time you were isolated or secluded in a separate room, other than your own room, without contact with other youth?**

Less than 3 hours ..... 1  
 3 hours or more but less than 6 hours ..... 2  
 6 hours or more but less than 1 day ..... 3  
 1 day or more but less than 1 week ..... 4  
 1 week or more ..... 5

**Please answer the question on this page.**

**SC5. Since coming to this facility, have you been isolated or secluded to your own room for breaking facility rules?**

Yes ..... 1  
No ..... 2



**SECTION 3: Please answer the questions on this page.**

**GA3. Are you a member of a gang in this facility?**

Yes ..... 1  
No ..... 2

**GA4. When did you join this gang?**

Since I got here ..... 1  
Before I got here ..... 2

**Please answer the questions on this page.**

**GA7. Has a gang in this facility ever tried to recruit you?**

Yes ..... 1  
No ..... 2

**GA8. Have you ever had to do something or pay someone to have a gang in this facility leave you alone?**

Yes ..... 1  
No ..... 2

**SECTION 4: PLEASE DO NOT CIRCLE ANY ANSWERS ON THIS PAGE**

**TP1. The next questions are about drugs you may have taken on your own – that is, without a doctor telling you to take them.**

**Have you ever used...**

	<u>YES</u>	<u>NO</u>
m. anti-anxiety drugs or tranquilizers (such as Ativan, Valium, or Xanax) without a doctor's prescription .....	1	2
n. Synthetic drugs (such as synthetic marijuana, K2, Spice, fake weed, King Kong, Yucatan Fire, Skunk, bath salts) .....	1	2
o. Cough syrup to get high .....	1	2

**SECTION 5: PLEASE DO NOT CIRCLE ANY RESPONSES ON THIS PAGE**

**GR8. Since you got here, has any staff member ever spent time alone with you AND asked you not to tell anyone?**

Yes ..... 1  
No ..... 2

**GR9. Since you got here, has any staff member ever shared that they felt emotionally close to you or that they had special feelings for you?**

Yes ..... 1  
No ..... 2

**GR10. Since you got here, has any staff member talked to you about sex in a way that was not part of their regular job duties, joked with you about sex, or shared sexual stories with you?**

Yes ..... 1  
No ..... 2

**GR11. Since you got here, has any staff member ever contacted you in other ways when they were not at the facility?**

Yes ..... 1  
No ..... 2

**SECTION 6: PLEASE DO NOT CIRCLE ANY ANSWERS ON THIS PAGE**

**E24SP. Was the staff member who you had sexual contact with...**

- A staff member who directly supervises youth/correctional officer..... 1
- A teacher or educator ..... 2
- A doctor, nurse, or other medical staff..... 3
- A therapist or other mental health staff ..... 4
- Other staff working in the facility..... 5
- A volunteer in the facility ..... 6

**E28. Still thinking just about this time that you had sexual contact with a staff member, was there anyone who knew what was happening?**

- Yes, other youth ..... 1
- Yes, other staff ..... 2
- Yes, both youth and staff ..... 3
- No ..... 4

**E29. What were these other youth doing at the time?**

- |  | <b>YES</b> | <b>NO</b> |
|--|------------|-----------|
| a. They were helping make it happen .....            | 1          | 2         |
| b. They were trying to stop it from happening.....   | 1          | 2         |
| c. They knew it was happening, but did nothing ..... | 1          | 2         |

**PLEASE DO NOT CIRCLE ANY ANSWERS TO THE QUESTIONS ON THIS PAGE**

**E31. Has that staff member also had any type of sexual contact with any other youth at this facility?**

- Yes, I am sure they have had sexual contact with other youth at this facility..... 1
- Yes, I think they have had sexual contact with other youth, but I am not sure..... 2
- No, I don't think they have had sexual contact with other youth at this facility..... 3

**E32. Did this staff person do any of the following AFTER this happened?**

	<u>Yes</u>	<u>No</u>
a. Gave you gifts or money so that you would keep it a secret .....	1	2
b. Threatened to hurt you so that you would keep it a secret .....	1	2
c. Said he/she would blame it on you if you told anyone .....	1	2
d. Said he/she would stop spending time with you if you told anyone. .....	1	2
e. Had sexual contact with you again .....	1	2
f. Ignored you or stayed away from you .....	1	2
g. No change – the staff person treated me the same as before. .....	1	2

**E33. In the days after this happened, how did you feel about what happened?**

- Very upset..... 1
- A little upset..... 2
- Not upset at all..... 3
- Glad it happened ..... 4

**PLEASE DO NOT CIRCLE ANY ANSWERS TO THE QUESTIONS ON THIS PAGE**

**E34. Did you feel any of the following ways after this happened?**

	<u>YES</u>	<u>NO</u>
a. Worried or anxious?.....	1	2
b. Angry?.....	1	2
c. Sad or depressed?.....	1	2
d. Helpless?.....	1	2
e. Violated?.....	1	2
f. Like you couldn't trust people?.....	1	2
g. Fearful?.....	1	2

**E35. Did you feel any of the following ways after this happened?**

	<u>YES</u>	<u>NO</u>
a. Like the staff member really cared about you.....	1	2
b. Like you really cared about the staff member.....	1	2
c. Like you had gotten what you wanted.....	1	2
d. Like you would get something from the staff member in return.....	1	2
e. Like you wanted it to happen again.....	1	2

**E37. Thinking about it now, how do you feel about what happened?**

Very upset.....	1
A little upset.....	2
Not upset at all.....	3
Glad it happened .....	4

**SECTION 7: PLEASE DO NOT CIRCLE ANY ANSWERS ON THIS PAGE**

**HV1. Before you came to this place, had anyone ever forced you to have any kind of sexual contact?**

YES..... 1  
NO..... 2

**HV2. Did any of this happen while you were in a corrections facility?**

YES..... 1  
NO..... 2

**HV3. Did any of this happen while you were being arrested or detained by a law enforcement officer?**

YES..... 1  
NO..... 2



**SECTION 8: Please answer the questions on this page**

**For the next set of questions, we want you to think about the last school you attended before you came to this facility.**

**YE1. Thinking about the last school you attended before you came here, which of the statements below best describes how you felt overall about going to school?**

- You liked going to school a lot ..... 1
- You kind of liked going to school a lot. 2
- You kind of liked going to school..... 3
- You didn't like going to school..... 4
- You hated going to school..... 5

**SECTION 9: Please answer the questions on this page.**

**GI1. What sex were you assigned at birth, on your original birth certificate?**

- Male ..... 1
- Female..... 2

**GI2. Do you currently describe yourself as male, female or transgender?**

[Definition of transgender. “Some people describe themselves as transgender when they experience a different gender identity from their sex at birth. For example, a person born into a male body, but who feels female or lives as a woman.]

- Male ..... 1
- Female..... 2
- Transgender ..... 3
- None of these ..... 4
- Not sure..... 5

**(IF YOU ARE MALE:)**

**GI3. Do you consider yourself...**

- Gay..... 1
- Straight, that is, not gay ..... 2
- Bisexual ..... 3
- Something else..... 4
- Not sure..... 5

**(IF YOU ARE FEMALE:)**

**GI3. Do you consider yourself...**

- Lesbian or gay..... 1
- Straight, that is, not lesbian or gay ..... 2
- Bisexual ..... 3
- Something else..... 4
- Not sure..... 5

**(IF YOU ARE TRANSGENDER, NONE OF THESE, OR NOT SURE:)**

**GI3. Do you consider yourself...**

- Gay or lesbian ..... 1
- Straight, that is, not gay or lesbian ..... 2
- Bisexual ..... 3
- Something else..... 4
- Not sure..... 5

**GI4. People are different in their sexual attraction to other people. Which best describes your feelings?**

- Only attracted to males ..... 1
- Mostly attracted to males ..... 2
- Equally attracted to females and males..... 3
- Mostly attracted to females ..... 4
- Only attracted to females ..... 5
- Not sure..... 6

## **Attachment 2b: Spanish Protocols and Instruments for Spanish Testing**

- **Cognitive Testing Protocol: Version 1 - Spanish (Page 2B-2)**
- **Cognitive Testing Protocol: Version 2 - Spanish (Page 2B-27)**
- **Youth Version 1 of Facility Items for Testing - Spanish (Page 2B-55)**
- **Youth Version 2 of Facility Items for Testing – Spanish (Page 2B-66)**

**National Survey of Youth in Custody (NSYC-3)  
Spanish Cognitive Interview Guide  
Version 1**

Buenos días/Buenas tardes. Me llamo ( ) y trabajo para Westat, una compañía de estudios de investigación que se encuentra fuera de Washington, DC. Estamos trabajando con el Departamento de Justicia de Estados Unidos en un estudio especial llamado el Estudio Nacional de Jóvenes Detenidos. Hoy quisiera mostrarte algunas de las preguntas que estamos considerando para el estudio para saber tus opiniones sobre ellas. Empecemos con algunos detalles acerca del estudio.

**HAND COPY OF ASSENT FORM TO R AND READ FORM ALOUD**

**ANSWER PARTICIPANT’S QUESTIONS, IF ANY, AND ASK FOR ASSENT.**

¿Aceptas participar en este estudio?

**IF R SAYS “YES”, ASK THEM TO MARK THE “YES” BOX. INTERVIEWER WILL THEN SIGN AND DATE THE YOUTH ASSENT FORM.**

**IF THE R SAYS “NO”, ASK THEM TO MARK THE “NO” BOX, THANK THEM, AND END THE INTERVIEW.**

Gracias.

Te voy a dar unas cuantas preguntas cada vez. Las voy a leer en voz alta mientras las miras. Después de que haya terminado de leer la pregunta, puedes encerrar tu respuesta en un círculo. Luego habrá otras preguntas que te pediré que NO contestes, solo que las mires y analices. Te voy a avisar antes de mostrarte esas preguntas.

Después de que contestes cada pregunta, pararemos para hablar de ella. Es posible que te pregunte qué se te vino a la mente cuando contestaste la pregunta, lo que se está preguntando, o cualquier otra cosa que podrías pensar sobre la pregunta. También quisiéramos saber si son confusas o raras algunas de las palabras o frases de las preguntas. Esto nos ayudará a determinar cómo mejorar las preguntas.

A veces, te preguntaré sobre algunas de las palabras en la pregunta. Si no entiendes una pregunta, avísame, porque es justamente lo que intento averiguar

¿Tienes alguna pregunta de antes de que empecemos?

**SECTION 1: Staff Treatment**

Este es el primer grupo de preguntas. Las voy a leer en voz alta. Encierra en un círculo tus respuestas y luego hablaremos de las preguntas y de las respuestas que has dado.

[AFTER R HAS ANSWERED ALL THE ITEMS IN SECTION 2, ASK PROBES]

[INTERVIEWER: MAKE NOTE OF ANY HESITATION OR SIGNS OF CONFUSION AS RESPONDENT IS ANSWERING, AND PROBE AFTER SERIES HAS BEEN ANSWERED]

**ST1.** ¿Cuántos miembros del personal explican las normas con claridad?

		<u>Comments/Problems</u>
Nadie del personal	1	
Pocos miembros del personal	2	
La mayoría del personal	3	
Todo el personal	4	

**ST5.** ¿Cuántos miembros del personal les dan a los jóvenes la oportunidad de contar su versión de lo sucedido antes de tomar una decisión?

		<u>Comments/Problems</u>
Nadie del personal	1	
Pocos miembros del personal	2	
La mayoría del personal	3	
Todo el personal	4	

**ST6.** ¿Cuántos miembros del personal actúan con honestidad?

		<u>Comments/Problems</u>
Nadie del personal	1	
Pocos miembros del personal	2	
La mayoría del personal	3	
Todo el personal	4	

[IF R HESITATED OR SHOWED ANY CONFUSION:] Me dí cuenta de que estabas en duda con la pregunta \_\_. ¿Me podrías decir qué se te vino a la mente? [RECORD ISSUE NEXT TO ITEM]

¿Qué tan fácil o difícil se te hizo contestar estas preguntas?  
¿Qué hizo que esta pregunta sea [fácil/difícil]?

<b>ST1-ST6: Easy/Hard to Answer</b>	
<b>NOTES:</b> <input type="checkbox"/> All Easy <input type="checkbox"/> Hard	<u>Comments/Problems</u>

¿Se te hizo difícil elegir entre todo el personal, la mayoría del personal, pocos miembros del personal y nadie del personal?

[IF YES] ¿Me podrías contar más de por qué se te hizo difícil?

<b>ST1-ST6: Easy/Hard to Choose Between Categories</b>	
<b>NOTES:</b> <input type="checkbox"/> Easy <input type="checkbox"/> Hard	<u>Comments/Problems</u>

¿Tienes algún comentario acerca de este grupo de preguntas antes de que continuemos?

<b>NOTES: Other comments</b>
------------------------------

**SECTION 2: Misconduct/Victimization**

Esta es la siguiente pregunta. Nuevamente, te voy a leer la pregunta en voz alta. Encierra en un círculo tu respuesta y luego hablaremos de la pregunta y de las respuestas que has dado.

**MV10.** [Desde que llegaste/ Durante los últimos 12 meses'] ¿te han reportado o se han presentado cargos en contra tuya por haber desobedecido las reglas de la institución, como por ejemplo, ser respondón, estar fuera de lugar o no seguir las indicaciones?

		<u>Comments/Problems</u>
SÍ	1	
NO	2	

**[IF YES]:** ¿Me podrías contar más acerca de tu respuesta? **[RECORD RESPONSES NEXT TO ITEM]**

**[IF NO]:** ¿Qué crees que se está preguntando? **[RECORD RESPONSES NEXT TO ITEM]**

**[ASK ALL]:**

Esta pregunta es acerca de ser reportado por "estar fuera de lugar". ¿Qué significa esto para ti?  
¿Me podrías dar un ejemplo de cómo se pueden reportar a los jóvenes por estar fuera de lugar?

<b>MV10: Comprehension of “being out of place”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

¿Crees que "ser reportado" o "presentar cargos" es lo mismo o son cosas distintas?

**[If NO:]** ¿En qué manera se diferencian?

<b>MV10: Interpretation: “Written up” vs “Charged”</b>	
<b>NOTES:</b> <input type="checkbox"/> Same <input type="checkbox"/> Different	<u>Comments/Problems</u>



**SECTION 3: Education on PREA**

**Esta es la siguiente pregunta. Voy a leer la pregunta en voz alta. Encierra en un círculo tu respuesta y luego hablaremos de la pregunta y de las respuestas que has dado.**

**EP1.** Después de que llegaste a esta institución, ¿cuándo te enteraste de que está prohibido todo tipo de abuso y acoso sexual?

		<u>Comments/Problems</u>
El día que llegaste aquí (en las primeras 24 horas)	1	
Entre 1 y 10 días después de llegar acá	2	
Pasados 10 días después de llegar acá	3	
Nunca te dijeron que todo tipo de abuso y acoso sexual	4	

**Cuéntame cómo decidiste tus respuestas. [RECORD RESPONSES NEXT TO ITEM]**

**¿Qué crees que se está preguntando?**

<b>EP1: Question comprehension</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

**[If R answered codes 1-3, CONTINUE with question and answer format]**

**[If R answered code 4] A pesar de que no te han dicho las reglas sobre contacto sexual en esta institución, todavía quisiera hablar de este tema en las siguientes preguntas. No encierres en un círculo tu respuesta ni me la digas. Voy a leer la lista completa y luego te haré preguntas acerca de cómo interpretaste algunas de estas preguntas.**

**EP3.** ¿Cómo te dieron información sobre estas reglas?

	<u>Si</u>	<u>No</u>	<u>Comments/Problems</u>
a. Afiches/avisos	1	2	
b. Folleto o volante	1	2	
c. Manual de reglas de la institución	1	2	
d. Video	1	2	

e. Otra cosa	1	2	
--------------	---	---	--

**[IF R answered the questions]:** Cuéntame más acerca de tus respuestas a estas preguntas... **[RECORD RESPONSES NEXT TO ITEM]**

**[ASK ALL]:**

¿Te pareció alguna de ellas confusa o poco clara? **[RECORD RESPONSES NEXT TO ITEM]**

¿Qué crees que significa "manual de reglas de la institución"? **[RECORD RESPONSES NEXT TO ITEM]**

¿Qué crees que significa "otra cosa"? **[RECORD RESPONSES NEXT TO ITEM]**

¿Hay alguna otra manera en la que puedes obtener información acerca de las reglas que no se mencionan acá?

<b>EP3: Other ways of getting information</b>	
<b>NOTES:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments</u>

**EP4.** ¿Hay aquí un miembro del personal con quien te sentirías seguro para reportar un incidente de abuso sexual?

		<u>Comments/Problems</u>
SÍ	1	
NO	2	

Cuéntame cómo decidiste tu respuesta. **[RECORD RESPONSES NEXT TO ITEM]**

¿Qué crees que se está preguntando?

<b>EP4: Question comprehension</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

**SECTION 4: Mental Health**

Las siguientes preguntas se usarán para obtener información acerca de la salud mental de los jóvenes en esta institución. Encierra tus respuestas en un círculo cuando leas las preguntas.

**MHI.** Las siguientes preguntas son acerca de cómo te has sentido en los últimos 30 días. Para cada pregunta, selecciona el número que describe mejor con qué frecuencia te has sentido así.

En los últimos 30 días, ¿con qué frecuencia te sentiste de las siguientes maneras:

	<u>Todo el tiempo</u>	<u>La mayor parte del tiempo</u>	<u>Parte del tiempo</u>	<u>Muy poco tiempo</u>	<u>Nunca</u>	<u>Comments/Problems</u>
a. ¿Con qué frecuencia te sentiste nervioso?	1	2	3	4	5	
b. ¿Con qué frecuencia te sentiste sin esperanza?	1	2	3	4	5	
c. ¿Con qué frecuencia te sentiste inquieto?	1	2	3	4	5	
d. ¿Con qué frecuencia te sentiste tan deprimido que nada podía animarte?	1	2	3	4	5	
e. ¿Con qué frecuencia sentiste que todo te costaba un gran esfuerzo?	1	2	3	4	5	
f. ¿Con qué frecuencia te sentiste que no valías nada?	1	2	3	4	5	

**(IF ANY CODES 1-4 IN A-F, REPEAT THOSE ITEMS AS YOU READ ITEM G AND HAVE RESPONDENT CIRCLE AN ANSWER)**

**(IF “NONE OF THE TIME” TO ALL ITEMS A-F):** Para la siguiente pregunta, supongamos que el joven contesta que se estaba sintiendo de alguna de las siguientes maneras parte del tiempo en los últimos 30 días. Estas son las siguientes preguntas que harán.

	Con más frecuencia	Con menos frecuencia	Aproximadamente lo mismo	<u>Comments/Problems</u>
<p>g. Dijiste que te sentiste de las siguientes maneras en los últimos 30 días.</p> <ul style="list-style-type: none"> <li>• (IF MH1A=1-4) Nervioso</li> <li>• (IF MH1B=1-4) Sin esperanza</li> <li>• (IF MH1C=1-4) Inquieto</li> <li>• (IF MH1D=1-4) Tan deprimido que nada podía animarte</li> <li>• (IF MH1E=1-4) Que todo te costaba un gran esfuerzo</li> <li>• (IF MH1F=1-4) Despreciable</li> </ul> <p>Al pensar en todo esto en conjunto, ¿te sentiste así con más <u>frecuencia</u> en los últimos 30 días, de cómo normalmente te sientes, <u>con menos frecuencia</u> que lo normal, o <u>aproximadamente lo mismo</u> que lo normal?</p>	1	2	3	

**Mira la opción f. ¿Qué crees que significa "despreciable"? [RECORD RESPONSES NEXT TO ITEM]**

**Mira la opción g. ¿Qué crees que se está preguntando en esta última pregunta? [RECORD RESPONSES NEXT TO ITEM]**

**[IF RESPONDENT ANSWERED QUESTION] ¿Cómo decidiste tu respuesta a esta pregunta?**

<b>MH1g: Decide on answer</b>
<u>Comments</u>

**[IF RESPONDENT ANSWERED QUESTION] ¿Qué tan fácil o difícil se te hizo contestar?**

<b>MH1g: Easy/Difficult</b>	
<b>NOTES:</b> <input type="checkbox"/> Easy <input type="checkbox"/> Difficult	<u><b>Comments/Problems</b></u>

**SECTION 5: Reporting Sexual Assault By Another Youth**

Las siguientes preguntas se usarán para obtener más información acerca del contacto sexual que ocurrió entre los jóvenes de esta institución. Nuevamente, no quiero saber tus propias experiencias. Solo quiero que me digas lo que podrían significar las preguntas a alguien de la institución, así que por favor no encierres en un círculo la respuesta a estas preguntas.

**[DO NOT HAVE RESPONDENT CIRCLE ANSWERS FOR SECTION 6]**

**D2.** Antes de que tuvieras contacto sexual con este joven, ¿ocurrió alguna de estas cosas?

	<u>Si</u>	<u>No</u>	<u>Comments/Problems</u>
a. ¿Alguna vez este joven te ofreció drogas, cigarrillos, alcohol u otras cosas que están prohibidas en esta institución?	1	2	
b. ¿Alguna vez este joven te dio dinero u otros regalos especiales? Por "regalo especial", queremos decir algo que probablemente no daría a la mayoría de los demás jóvenes	1	2	
c. ¿Alguna vez este joven te ofreció protección especial de otros jóvenes? Por "especial", queremos decir que te trató con preferencia o te trató mejor de lo que trata a la mayoría de los demás jóvenes	1	2	

Mira la opción c. ¿Qué crees que se está preguntando? ¿Qué significa "protección especial de otros jóvenes"? **[RECORD RESPONSES NEXT TO ITEM]**

¿Tienes algún otro comentario acerca de estas preguntas? **[RECORD RESPONSES NEXT TO ITEM]**

**D18SP.** ¿En dónde vivía el otro joven en ese momento?

- En la misma pieza tuya ..... 1
- En la misma área donde tu vivías pero no en la misma pieza ..... 2
- En un área distinta a donde tu vivías ..... 3

¿Qué tan fácil o difícil sería contestar esta pregunta?

<b>D18SP: Easy/Hard</b>	
<b>NOTES:</b> <input type="checkbox"/> Easy <input type="checkbox"/> Hard	<u><b>Comments/Problems</b></u>

¿Qué significa "área" en esta pregunta?

<b>D18SP: Comprehension of "housing area"</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u><b>Comments/Problems</b></u>

**D19SP.** ¿Qué tan bien conocías al otro joven en ese momento?

- Únicamente de vista ..... 1
- Lo conocías pero no muy bien ..... 2
- Muy bien ..... 3

¿Qué tan fácil o difícil sería contestar esta pregunta?

<b>D19SP: Easy/Hard</b>	
<b>NOTES:</b> <input type="checkbox"/> Easy <input type="checkbox"/> Hard	<u><b>Comments/Problems</b></u>

Esta pregunta es acerca de "conocer a una persona, pero no muy bien". ¿Qué crees que significa eso?

<b>D19SP: Comprehension of "knew the person, but not well"</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u><b>Comments/Problems</b></u>

**D27.** ¿Ha tenido ese joven algún tipo de contacto sexual con otro joven en esta institución?

- Sí. Estoy seguro de que ha tenido contacto sexual con otro joven en esta institución ..... 1
- Sí. Creo que ha tenido contacto sexual con otro joven, pero no estoy seguro ..... 2
- No. No creo que ha tenido contacto sexual con otro joven en esta institución ..... 3

**Esta pregunta es acerca del contacto sexual con los "demás jóvenes de esta institución. ¿Qué crees que significa eso? ¿Significa solamente con un joven, o posiblemente con más de un joven?**

<b>D27: Comprehension of "any other youth"</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u><b>Comments/Problems</b></u>

**D29.** En los días después de que esto sucedió, ¿cómo te sentiste al respecto?

- Muy alterado ..... 1
- Muy poco alterado ..... 2
- Nada alterado ..... 3
- Me alegré que esto pasó ..... 4

**¿Qué tan fácil o difícil sería contestar esta pregunta?**

<b>D29. Easy/Hard</b>	
<b>NOTES:</b> <input type="checkbox"/> Easy <input type="checkbox"/> Hard	<u><b>Comments/Problems</b></u>

**En tu opinión, ¿qué crees que es la diferencia entre estar "muy alterado" de algo y estar "muy poco alterado"?**

<b>D29. Response scale: "very upset" vs. "a little upset"</b>
<u><b>Comments/Problems</b></u>



Para el siguiente grupo de preguntas, quisiera que imagines que contestaste que estuviste muy alterado por el contacto sexual que ocurrió con otro joven de esta institución. Nuevamente, no contestes las preguntas, solo dime lo que piensas de ellas.

**D30** ¿Te sentiste de alguna de las siguientes maneras después de que esto pasó?

	<u>Si</u>	<u>No</u>	<u>Comments/Problems</u>
a. ¿Preocupado o ansioso?	1	2	
b. ¿Enojado?	1	2	
c. ¿Triste o deprimido?	1	2	
d. ¿Desamparado?	1	2	
e. ¿Violado?	1	2	
f. Como que no podías confiar en la gente	1	2	
g. Asustado?	1	2	

¿Tienes comentarios generales sobre estas preguntas?

<b>D30a-g: Overall Comments</b>
<b>NOTES:</b>

¿Algunas de estas categorías no te son familiares o son poco claras?

[If YES]: ¿Cuál de ellas?

<b>D30a-g: Unfamiliar/unclear</b>	
<b>NOTES:</b> <input type="checkbox"/> Familiar/Clear <input type="checkbox"/> Unfamiliar/Unclear	<b>Comments/Problems</b>

Mira la opción d, ¿qué significa la palabra "desamparado"? [RECORD RESPONSES NEXT TO ITEM]

Mira la opción e, ¿qué significa la palabra "violado"? [RECORD RESPONSES NEXT TO ITEM]

Para el siguiente grupo de preguntas, quisiera que imagines que contestaste que estuviste nada alterado o que verdaderamente te alegró el contacto sexual que ocurrió con otro joven de esta institución. Nuevamente, no contestes las preguntas, solo dime lo que piensas de ellas.

**D31.** ¿Te sentiste de alguna de las siguientes maneras después de que esto pasó?

	<u>Si</u>	<u>No</u>	<u>Comments/Problems</u>
a. Como que en verdad le importabas al otro joven	1	2	
b. Como que en verdad te importaba el otro joven	1	2	
c. Como que lograste lo que querías	1	2	
d. Como que recibirías algo del otro joven a cambio	1	2	
e. Como que querías que volviera a suceder	1	2	

¿Tienes comentarios generales sobre estas preguntas?

<b>D31a-f: Overall Comments</b>
<b>NOTES:</b>

Mira la opción c, ¿podrías pensar en un ejemplo en el que una persona podría decir sí, es decir, sintieron que lograron lo que querían? **[RECORD RESPONSES NEXT TO ITEM]**

Mira la opción d, ¿qué crees que se está preguntando acá? **[RECORD RESPONSES NEXT TO ITEM]**

Para la siguiente pregunta, imagina que alguien dijo que sus sentimientos han cambiado desde que ocurrió el incidente. Nuevamente, no encierres en un círculo tu respuesta a esta pregunta. Solo vamos a discutirla.

**D33.** Pensando acerca de eso en este momento, ¿cómo te sientes acerca de lo que pasó?

- Muy alterado ..... 1
- Muy poco alterado ..... 2
- Nada alterado ..... 3
- Me alegré que esto pasó ..... 4

¿Qué tan fácil o difícil crees que podría ser para una persona contestar esta pregunta? (Explicámelos.)

<b>D33: Easy/Difficult</b>	
<b>NOTES:</b> <input type="checkbox"/> Easy <input type="checkbox"/> Difficult	<u><b>Comments/Problems</b></u>

¿Tienes algún comentario acerca de este grupo de preguntas antes de que continuemos?

<b>17: Overall Comments</b>
<b>NOTES:</b>

**SECTION 6: Disability Questions**

Ahora quisiera cambiar de tema y mostrarte otras preguntas que se están considerando para esta encuesta. No quiero que las contestes estas preguntas. En vez de eso, voy a leer cada pregunta en voz alta mientras las ves y luego las discutiremos.

**[ASK EACH QUESTION THEN ADMINISTER PROBES BEFORE MOVING ON]**

DI1. Debido a un problema físico, mental o emocional, ¿tienes serias dificultades para concentrarte, recordar cosas o tomar decisiones?

SÍ..... 1  
NO..... 2

¿Qué crees que se está preguntando?

<b>DI1: Interpretation</b>
<u>Comments/Problems</u>

¿Qué tipo de problema podría hacer que una persona conteste que sí a esta pregunta?

<b>DI1: Type of condition</b>
<u>Comments/Problems</u>

Para las siguientes 2 preguntas, imagina que una persona contestó que sí a la pregunta de la que acabamos de hablar. "Debido a un problema físico, mental o emocional, ¿tienes serias dificultades para concentrarte, recordar cosas o tomar decisiones?" Las preguntas de seguimiento son:

**DI2.** ¿Es la dificultad que tienes debido a un problema físico?

SÍ..... 1  
NO..... 2

<b>DI2: Type of physical problems</b>
<u>Comments/Problems</u>

¿Sobre qué tipo de problemas físico crees que esto estaría preguntando?

**DI3.** ¿Es la dificultad que tienes debido a un problema mental o emocional?

SÍ..... 1  
NO..... 2

¿Sobre qué tipo de problemas mentales o emocionales crees que esto estaría preguntando?

<b>DI3: Type of mental or emotional problems</b>
<u>Comments/Problems</u>

**DI8.** ¿Alguna vez un médico, un consejero escolar u otro profesional te dijo que tenías...?

	<u>Si</u>	<u>No</u>	<u>Comments/Problems</u>
a. Trastorno por déficit de atención o Trastorno por déficit de atención con hiperactividad (ADD o ADHD, por sus siglas en inglés)	1	2	
b. Dislexia	1	2	
c. Una dificultad de aprendizaje	1	2	
d. Autismo o síndrome de Asperger	1	2	
e. Depresión	1	2	
f. Trastorno de estrés postraumático (PTSD, por sus siglas en inglés)?	1	2	
g. Otro trastorno de ansiedad, tal como trastorno de angustia, trastorno obsesivo compulsivo (OCD, por sus siglas en inglés), ansiedad social u otro tipo de trastorno de ansiedad	1	2	
h. Un problema emocional o mental aparte de los enumerados anteriormente	1	2	

Este grupo de preguntas son sobre si "un profesional" te ha dicho alguna vez algo de lo siguiente. ¿Qué crees que significa "un profesional"?

<b>DI8: Comprehension of “professional”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

¿Qué crees que se está preguntando en la opción f? **[RECORD RESPONSES NEXT TO ITEM]**

¿Qué crees que se está preguntando en la opción g? **[RECORD RESPONSES NEXT TO ITEM]**

¿Qué haría que alguien conteste que sí a la opción h? **[RECORD RESPONSES NEXT TO ITEM]**

**SECTION 7: Sexual Orientation and Gender Identity**

El siguiente grupo de preguntas son acerca del sexo y de la orientación sexual. Después de que haya terminado de leer la pregunta, puedes encerrar tu respuesta en un círculo.

**[ASK ALL QUESTIONS BEFORE ADMINISTERING PROBES]**

**G11.** ¿Qué sexo te asignaron en tu certificado original de nacimiento al momento de tu nacimiento?

Hombre ..... 1  
Mujer ..... 2

¿Qué crees que se está preguntando?

**(IF NEEDED)** ¿Cuál es tu opinión de la frase "sexo que te asignaron en tu certificado de nacimiento"?

¿Qué crees que significa?

<b>G11: Interpretation</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

Cuéntame lo que sabes sobre tu certificado de nacimiento.

¿Has visto tu certificado de nacimiento?

¿Sabes qué tipo de información está incluida en tu certificado de nacimiento?

<b>G11: Birth Certificate</b>
<u>Comments/Problems</u>



**G12.** ¿En este momento te describes como hombre, mujer o transexual?

[Algunas personas se describen a sí mismas como transexuales cuando sienten que su identidad de género es diferente que su sexo biológico. Por ejemplo, una persona que nació hombre, pero que siente que es mujer o que vive como si fuera mujer.]

- Hombre ..... 1
- Mujer ..... 2
- Transexual ..... 3
- Ninguna de estas opciones..... 4
- No estoy seguro..... 5

**Veamos la definición de transexual. ¿Te pareció confusa o poco clara alguna parte de esta definición?**

**[IF YES]: ¿Qué partes fueron confusas o poco claras? Antes de esta entrevista, ¿habías escuchado la palabra "transexual" anteriormente?**

<b>G12: Definition of “transgender”</b>	
<b>NOTES:</b> <input type="checkbox"/> Clear <input type="checkbox"/> Confusing	<u><b>Comments/Problems</b></u>

**¿Podrías pensar en una situación en la que una persona encerraría en un círculo "Ninguna de estas opciones" o "No estoy seguro"?**

<b>G12: “None of these” or “Not sure”</b>
<u><b>Comments/Problems</b></u>

**GI3. ¿Te consideras...?**

		<u>Comments/Problems</u>
(HOMBRES) Gay (MUJER) Lesbiana o gay (OTRO) Gay o lesbiana	1	
(HOMBRES) Heterosexual, es decir, no eres gay (MUJER) Heterosexual, es decir, no eres lesbiana (OTRO) Heterosexual, es decir, ni lesbiana ni gay	2	
Bisexual	3	
Otro	4	
No estoy seguro	5	

**[If R answered anything but straight]: ¿Cómo decidiste tu respuesta? [RECORD RESPONSES NEXT TO ITEM]**

**[If R answered straight]: ¿Qué crees que se está preguntando? [RECORD RESPONSES NEXT TO ITEM]**

**¿Te pareció confusa o poco clara alguna de estas respuestas?**

**[If YES]: ¿Cuál de ellas? ¿Por qué crees que es confusa o poco clara?**

<b>GI3: Response options comprehension</b>	
<b>NOTES:</b> <input type="checkbox"/> Clear <input type="checkbox"/> Confusing	<u>Comments/Problems</u>

**GI4.** Las personas son diferentes en cuanto a la atracción sexual que sienten hacia otras personas. ¿Cuál de las opciones describe mejor lo que sientes?

- Únicamente me atraen los hombres ..... 1
- Mayormente me atraen los hombres ..... 2
- Siento la misma atracción por hombres y mujeres..... 3
- Mayormente me atraen las mujeres ..... 4
- Únicamente me atraen las mujeres ..... 5
- NO ESTOY SEGURO..... 6

**Cuéntame más acerca de tu respuesta a esta pregunta.**

<b>GI4: Reactions to question</b>
<u>Comments/Problems</u>

**¿Qué crees que se está preguntando?**

<b>GI4: Question comprehension</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

**¿Tienes algún comentario acerca de este grupo de preguntas antes de que continuemos?**

<b>NOTES: <u>Other comments</u></b>
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**SECTION 8: Facility Living Conditions (IF TIME PERMITS)**

Este es el último grupo de preguntas. Encierra en un círculo tus respuestas a cada pregunta a medida que las leamos.

**[AFTER R HAS ANSWERED ALL THE ITEMS IN SECTION 1, ASK PROBES]**

Las siguientes preguntas son acerca de este lugar y de cómo es vivir aquí.

	<u>Sí</u>	<u>No</u>	<u>Comments/Problems</u>	
FL7. La temperatura aquí se suele sentir bien - - no se siente demasiado calor ni demasiado frío.	1	2		
FL8. Las luces de las habitaciones se apagan o se reducen en la noche cuando los jóvenes están dormidos.	1	2		
FL9. En esta institución se hace mucho ruido en la noche cuando los jóvenes están dormidos.	1	2		
FL10. Me permiten ducharme todos los días.	1	2		
FL12. Se me permite decorar el lugar donde duermo para hacerlo sentir como mi espacio personal.	1	2	<u>Problems</u>	<u>Explanation of answer</u>
F13. Se me permite llevar el cabello como yo quiera.	1	2		
FL14. Se me permite hablar con otros jóvenes durante las comidas.	1	2		
FL15. El personal aquí organiza celebraciones para los días de fiestas y/o para los cumpleaños de los jóvenes.	1	2		

¿Fue confusa o poco clara alguna de estas preguntas?

[IF YES]: ¿Cuál de ellas fue, y qué era lo que te confundía? [RECORD RESPONSES NEXT TO ITEM]

[If YES to FL12]: Contestaste que "Sí" a la pregunta #12. ¿Me podrías contar más acerca de tu respuesta? [RECORD RESPONSES NEXT TO ITEM]

[If NO to FL12]: ¿Me podrías contar más de por qué contestaste que "No" a la pregunta #12? [RECORD RESPONSES NEXT TO ITEM]

¿Tienes algún otro comentario acerca de alguna de estas preguntas?

**NOTES: Other comments**

### **Closing**

Esas son todas las preguntas que tengo para ti.

**DISCUSS ANY RESPONDENT COMMENTS.**

¿Quisieras hablar con un consejero?

Gracias por tu tiempo.

**National Survey of Youth in Custody (NSYC-3)  
Spanish Cognitive Interview Guide  
Version 2**

Buenos días/Buenas tardes. Me llamo ( ) y trabajo para Westat, una compañía de estudios de investigación que se encuentra fuera de Washington, DC. Estamos trabajando con el Departamento de Justicia de Estados Unidos en un estudio especial llamado el Estudio Nacional de Jóvenes Detenidos. Hoy quisiera mostrarte algunas de las preguntas que estamos considerando para el estudio para saber tus opiniones sobre ellas. Empecemos con algunos detalles acerca del estudio.

**HAND COPY OF ASSENT FORM TO R AND READ FORM ALOUD**

**ANSWER PARTICIPANT’S QUESTIONS, IF ANY, AND ASK FOR ASSENT.**

¿Aceptas participar en este estudio?

**IF R SAYS “YES”, ASK THEM TO MARK THE “YES” BOX. INTERVIEWER WILL THEN SIGN AND DATE THE YOUTH ASSENT FORM.**

**IF THE R SAYS “NO”, ASK THEM TO MARK THE “NO” BOX, THANK THEM, AND END THE INTERVIEW.**

Gracias.

Te voy a dar unas cuantas preguntas cada vez. Las voy a leer en voz alta mientras las miras. Después de que haya terminado de leer la pregunta, puedes encerrar tu respuesta en un círculo. A veces, habrá otras preguntas que te pediré que NO contestes, solo que las mires y analices. Te voy a avisar antes de mostrarte esas preguntas.

Después de que contestes cada pregunta, pararemos para hablar de ella. Es posible que te pregunte qué se te vino a la mente cuando contestaste la pregunta, lo que se está preguntando, o cualquier otra cosa que podrías pensar sobre la pregunta. También quisiéramos saber si son confusas o raras algunas de las palabras o frases de las preguntas. Esto nos ayudará a determinar cómo mejorar las preguntas.

A veces, te preguntaré sobre algunas de las palabras en la pregunta. Si no entiendes una pregunta, avísame, porque es justamente lo que intento averiguar, ¿está bien?

¿Tienes alguna pregunta de antes de que empecemos?

**SECTION 1: Legal Counsel & Institutional Experiences**

**Estas son las primeras preguntas. Las voy a leer en voz alta. Encierra en un círculo tu respuesta y luego hablaremos de la pregunta y de las respuestas que has dado.**

LC1. ¿Has hablado con un abogado o consejero legal desde que llegaste a esta institución?

		<u>Comments/Problems</u>
Sí	1	
No	2	

LC2. ¿Te permitiría esta institución hablar con un abogado si quisieras?

		<u>Comments/Problems</u>
Sí	1	
No	2	

LC3. Desde que llegaste a esta institución, ¿te han dicho que no puedes hablar con un abogado?

		<u>Comments/Problems</u>
Sí	1	
No	2	

**¿Qué se está preguntando en la segunda pregunta? [RECORD ISSUE NEXT TO ITEM]**

**¿Y en la tercera pregunta? [RECORD ISSUE NEXT TO ITEM]**

**¿Tuviste dificultad para contestar estas preguntas? (Explicámelo)**

<b>LC1-3: Difficulty answering</b>	
<b>NOTES:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments/Problems</u>

**SECTION 2: Solitary Confinement**

Ahora pasemos a las siguientes preguntas. Nuevamente, te las voy a leer en voz alta y debes encerrar en un círculo tus respuestas.

**SC1.** Desde que llegaste a esta institución, ¿alguna vez te han aislado o recluido en un espacio por separado, aparte de tu pieza, sin contacto con otros jóvenes?

		<u>Comments/Problems</u>
Sí	1	
No	2	

**[IF YES]:** ¿Me podrías contar más acerca de tu respuesta? **[RECORD RESPONSES NEXT TO ITEM]**

**[IF NO]:** ¿Qué se está preguntando? **[RECORD RESPONSES NEXT TO ITEM]**

**[ALL]:**  
Cuando leíste "aislado o recluido en un espacio por separado", ¿qué se te vino a la mente?

<b>SC1: Comprehension of “isolated or secluded in a separate room”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

¿Qué significó para ti "sin contacto con otros jóvenes"?

<b>SC1: Comprehension of “without contact with other youth”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

Cuando/si ocurrió en esta institución, ¿hay una palabra o frase especial que usas para describirlo?

<b>SC1: Special word or phrase</b>	
<b>NOTES:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments/Problems</u>



**[If R answered YES to SC1, continue with the question and answer format]**

**[If R answered NO to SC1]: A pesar de que contestaste NO a esta pregunta, todavía quisiera hablar de este tema en las siguientes preguntas. No encierres en un círculo tu respuesta ni me la digas. Voy a leer la lista completa y luego te haré preguntas acerca de cómo interpretaste algunas de estas preguntas.**

**SC2.** ¿Por qué razón te aislaron o recluyeron en un espacio por separado, aparte de tu pieza, sin contacto con otros jóvenes?

	<u>Si</u>	<u>No</u>	<u>Comments/Problems</u>
a. Se te acusó de desobedecer las reglas	1	2	
b. Estabas a la espera de que te transfirieran a otra unidad o institución	1	2	
c. Estabas enfermo o por otra razón médica	1	2	
d. Para que no te hicieras daño a ti mismo	1	2	
e. Para protegerte de otros	1	2	

**[If R answered SC2]: Cuéntame más acerca de tus respuestas a estas preguntas... [RECORD RESPONSES NEXT TO ITEM]**

**[If R answered SC2 and said “NO” to all]: ¿Sabes cuáles son los motivos para estar aislado o recluido en un espacio por separado? ¿Hay algún otro motivo que no aparece en esta lista? [RECORD ISSUES NEXT TO ITEM]**

**[ASK ALL]:**

**¿Te parecen confusas o poco claras algunas de estas opciones (a-e)?**

<b>SC2a-e: Confusing/Unclear</b>	
<b>NOTES</b> <input type="checkbox"/> Clear <input type="checkbox"/> Confusing/Unclear	<u>Comments/Problems</u>

**¿Podrías pensar en cualquier otro motivo por el que se podría aislar o recluir en un espacio por separado a una persona sin contacto con otros jóvenes?**

**[If Yes] ¿Me podrías contar más acerca de tu respuesta?**

<b>SC2 a-e: Other reasons</b>	
<b>NOTES:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments/Problems</u>

**[CONTINUE BY HAVING R ANSWER THE QUESTION IF SC1=YES, OR BY ONLY REVIEWING THE QUESTION IF SC1=NO]:**

**SC3.** Desde que llegaste a esta institución, ¿cuántas veces te han aislado o recluso en un espacio por separado, aparte de tu pieza, sin contacto con otros jóvenes?

		<u>Comments/Problems</u>
1 vez	1	
2 a 5 veces	2	
6 veces o más	3	

**[If R answered SC3]: ¿Cómo decidiste tu respuesta a esta pregunta? [RECORD RESPONSES NEXT TO ITEM]**

**[ASK ALL]: ¿Qué crees que significa "veces"? (IF NEEDED: ¿Y si te aislaron o recluyeron por unas horas durante dos momentos distintos del día, por diferentes motivos? ¿Contaría eso como una vez o dos veces? [RECORD RESPONSES NEXT TO ITEM]**

**SC4.** Desde que llegaste a esta institución, ¿cuál ha sido el mayor periodo de tiempo que estuviste aislado o recluso en un espacio por separado, aparte de tu pieza, sin contacto con otros jóvenes?

		<u>Comments/Problems</u>
Menos de 3 horas	1	
3 horas o más pero menos de 6 horas	2	
6 horas o más pero menos de 1 día	3	
1 día o más pero menos de 1 semana	4	
1 semana o más	5	

**[If R answered the question]: ¿Cómo decidiste tu respuesta? [RECORD RESPONSES NEXT TO ITEM]**

**[ASK ALL]:  
¿Qué crees que se está preguntando?**

<b>SC4: Question comprehension</b>	
<b>NOTES</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

**¿Fue confusa o poco clara alguna de estas opciones de respuesta?  
[If YES]: ¿Cuál fue esa opción y qué hizo que fuera confusa?**

<b>SC4: Response options</b>	
<b>NOTES:</b> <input type="checkbox"/> Clear <input type="checkbox"/> Confusing	<u>Comments/Problems</u>

Esta es la siguiente pregunta. Contéstala después de que te la haya leído.

**SC5.** Desde que llegaste a esta institución, ¿te han aislado o recluso en tu propia pieza por desobedecer las reglas?

		<u>Comments/Problems</u>
Sí	1	
No	2	

**[IF YES]:** ¿Me podrías contar más acerca de tu respuesta? **[RECORD RESPONSES NEXT TO ITEM]**

**[IF NO]:** ¿Qué significa esta pregunta para ti? **[RECORD RESPONSES NEXT TO ITEM]**

**[ASK ALL]:**

¿Qué significa en esta pregunta estar "aislado o recluso en tu propia pieza"?

<b>SC5: Comprehension of “ isolated or secluded to your own room”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments</u>

¿Cuál es la diferencia de estar recluso en un espacio por separado?

<b>SC5: “Separate room” vs “ isolated or secluded to your own room”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments</u>

**SECTION 3: Youth Gang Involvement**

Esta es la siguiente pregunta. Encierra en un círculo tu respuesta después de que te la haya leído.

**GA3.** En esta institución, ¿eres miembro de una pandilla?

		<u>Comments/Problems</u>
Sí	1	
No	2	

**[IF YES]:** ¿Me podrías contar más acerca de tu respuesta? **[RECORD RESPONSE NEXT TO ITEM]**

**[IF NO]:** ¿Qué crees que se está preguntando? **[RECORD RESPONSE NEXT TO ITEM]**

**[ASK ALL]:**

¿Qué se te viene a la mente cuando escuchas "una pandilla en esta institución"?

¿Estás pensando únicamente en las pandillas en esta institución, o también estás pensando en las pandillas fuera de esta institución?

<b>GA3: Comprehension of “a gang in this facility”</b>		
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood		<u>Comments/Problems</u>

**[If R answered YES, continue with question and answer format]**

**[If R answered NO to being in a gang (GA3)]:** A pesar de que contestaste que no estás en una pandilla, todavía quisiera mostrarte la siguiente pregunta. No tienes que contestarla. Podemos discutirla y me puedes decir qué es lo que piensas. ¿Está bien?

**GA4.** ¿Cuándo te uniste a esta pandilla?

		<u>Comments/Problems</u>
Desde que llegué aquí	1	
Antes de llegar aquí	2	

**[If R answered the question]:** Cuéntame más acerca de tu respuesta. **[RECORD RESPONSE NEXT TO ITEM]**

**[If R answered the question]: ¿Qué tan fácil o difícil se te hizo contestar esta pregunta?**

<b>GA4: Easy/Hard to Answer</b>	
<b>NOTES:</b> <input type="checkbox"/> Easy <input type="checkbox"/> Hard	<u><b>Comments/Problems</b></u>

**[If R did not answer the question]: ¿Qué crees que se está preguntando? [RECORD RESPONSE NEXT TO ITEM]**

Ahora te voy a dar las siguientes preguntas. Después de que haya leído las preguntas, puedes encerrar en un círculo tus respuestas y luego hablaremos de ellas.

**[AFTER R HAS ANSWERED GA7 AND GA8, ASK PROBES]**

**GA7.** ¿Alguna vez una pandilla en esta institución, ha tratado de reclutarte?

		<u><b>Comments/Problems</b></u>
Sí	1	
No	2	

**[IF YES]: ¿Qué se te vino a la mente cuando contestaste la pregunta? [RECORD RESPONSE NEXT TO ITEM]**

**[IF NO]: ¿Me podrías dar un ejemplo de una situación en la que una persona podría contestar que sí a esta pregunta? [RECORD RESPONSE NEXT TO ITEM]**

**[ASK ALL]:**

**¿Qué significa cuando una pandilla "trata de reclutarte"? ¿Me podrías dar un ejemplo?**

<b>GA7: Comprehension of "gang tries to recruit you"</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u><b>Comments/Problems</b></u>

**GAS.** ¿Alguna vez has tenido que hacer algo o pagarle a alguien para que una pandilla en esta institución te deje en paz?

		<u>Comments/Problems</u>
Sí	1	
No	2	

**[IF YES]:** Cuéntame más acerca de tu respuesta. **[RECORD RESPONSE NEXT TO ITEM]**

**[IF NO]:** ¿Qué crees que se está preguntando? **[RECORD RESPONSE NEXT TO ITEM]**  
¿Me podrías dar un ejemplo de una situación en la que podría ocurrir esto?

**SECTION 4: Treatment Programs and Services– Drug use**

Ahora quisiera cambiar de tema y mostrarte otras preguntas que se están considerando para esta encuesta. No quiero que contestes estas preguntas. En vez de eso, voy a leer cada pregunta en voz alta mientras las ves y luego las discutiremos.

**TP1.** Las próximas preguntas son acerca de las drogas que tú puedas haber usado por tú cuenta –o sea, sin que un médico te dijera que lo hicieras.

¿Alguna vez usaste...?

	<u>SÍ</u>	<u>NO</u>
m. medicamentos para la ansiedad o tranquilizantes (como Ativan, Valium o Xanax ) sin receta médica .....	1	2
n. drogas sintéticas (como marihuana sintética, K2, Spice, King Kong, Yucatan Fire, Skunk, sales de baño) .....	1	2
o. Jarabe para la tos para drogarse.....	1	2

Mira la opción m, ¿qué crees que significa "medicamentos para la ansiedad o tranquilizantes"?

<b>TP1: Comprehension of “anti-anxiety drugs”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments</u>

Mira la opción n, ¿hay alguna categoría que falte en los ejemplos de drogas sintéticas que conozcas?

<b>C1n: Missing categories</b>	
<b>NOTES:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments/Problems</u>

Si un médico le dice a alguien que tome jarabe para la tos, ¿cómo contestaría esa persona a la opción o?

<b>C1o: Cough syrup</b>
<u>Comments/Problems</u>

**SECTION 5: Grooming by Staff**

Las siguientes preguntas se usarán para obtener información acerca de las interacciones que podrían ocurrir entre los jóvenes y el personal de esta institución. No quiero que contestes estas preguntas. Solo quiero que me digas lo que podrían significar las preguntas a una persona en esta institución, así que no encierres en un círculo tu respuesta a estas preguntas.

**[DO NOT HAVE RESPONDENT CIRCLE ANSWERS FOR SECTION 5]**

**GR8.** Desde que llegaste a este lugar, ¿algún miembro del personal ha pasado alguna vez tiempo a solas contigo y te ha pedido que no se lo digas a nadie?

SÍ..... 1  
NO..... 2

¿Sobre qué tipo de situaciones crees que se está preguntando?

<b>GR8: Question comprehension</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

(IF NEEDED) Cuando lees, "algún miembro del personal ha pasado alguna vez tiempo a solas contigo", ¿qué se te vino a la mente?

<b>GR8: Comprehension of "has any staff member ever spent time alone with you "</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

(IF NEEDED) ¿Podrías pensar en un ejemplo en el que el personal esté solo con un joven?

<b>GR8: Example of situation</b>	
<b>NOTES:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments/Problems</u>



**GR9.** Desde que llegaste a este lugar, ¿algún miembro del personal te ha dicho alguna vez que siente algo especial por ti?

SÍ..... 1  
 NO..... 2

¿Qué crees que se está preguntando?

<b>GR9: Question comprehension</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

(IF NEEDED) Cuando lees, "que siente algo especial por ti", ¿qué se te vino a la mente?

<b>GR9: Interpretation: “emotionally close” vs “special feelings”</b>	
<b>NOTES:</b> <input type="checkbox"/> Same <input type="checkbox"/> Different	<u>Comments/Problems</u>

**GR10.** Desde que llegaste a este lugar, ¿algún miembro del personal te ha hablado de sexo en una forma que no es parte de sus funciones en el trabajo, ha hecho bromas de tipo sexual o te ha contado historias de sexo?

SÍ..... 1  
 NO..... 2

¿Me podrías dar un ejemplo de una situación en la que una persona podría contestar que sí a esta pregunta? Acuérdate de que no debes compartir ningún nombre ni ninguna de tus propias experiencias.

<b>GR10: Example of situation</b>	
<b>NOTES:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments/Problems</u>

**GR11.** Desde que llegaste a este lugar, ¿algún miembro del personal te ha contactado cuando no estaba en la institución?  
Sí..... 1  
NO..... 2

¿Me podrías dar un ejemplo de una situación en la que una persona podría contestar que sí a esta pregunta? Acuérdate de que no debes compartir ningún nombre ni ninguna de tus propias experiencias.

<b>GR10: Example of situation</b>	
<b>NOTES:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u><b>Comments/Problems</b></u>

¿Tienes algún comentario acerca de este grupo de preguntas antes de que continuemos?

<b>NOTES: Other comments</b>
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**SECTION 6: Staff Incident Details**

Las siguientes preguntas se usarán para obtener más información acerca del contacto sexual que podría haber ocurrido entre los jóvenes y el personal de esta institución. No quiero que contestes estas preguntas acerca de ti mismo. Solo quiero que me digas lo que podrían significar estas palabras si un joven tuvo contacto sexual con un miembro del personal y le están haciendo estas preguntas acerca de su experiencia. Así que no encierres tu respuesta en un círculo para estas preguntas.

**[DO NOT HAVE RESPONDENT CIRCLE ANSWERS FOR SECTION 5]**

**E24SP.** ¿El miembro del personal con quien tuviste contacto sexual era...

		<u>Comments/Problems</u>
alguien del personal que directamente supervisa a los jóvenes/	1	
un oficial correccional	2	
Un maestro o educador	3	
Un médico, una enfermera u otro personal médico	4	
Un terapeuta u otro personal de salud mental	5	

Mira las opciones de respuesta de esta pregunta...

¿Te pareció alguna de ellas confusa o poco clara?

[If YES]: ¿Cuál de ellas? ¿Qué la hace confusa/poco clara? **[RECORD RESPONSE NEXT TO ITEM]**

¿Podrías pensar en otros tipos de miembros del personal que nos hayamos olvidado y que está en esta institución?

<b>E24SP. Types of staff missing</b>	
<b>NOTES:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments/Problems</u>

Esta es la siguiente pregunta. Nuevamente, no contestes la pregunta, solo escúchala.

E28. ¿Alguien más sabía que esto estaba sucediendo?

- Sí, otro joven ..... 1
- Sí, alguien del personal..... 2
- Sí, otros jóvenes y personal..... 3
- No..... 4

¿Qué crees que se está preguntando?

<b>E28: Question comprehension</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

¿Qué se te viene a la mente cuando escuchas "alguien más sabía que esto estaba sucediendo"?

<b>E28: Comprehension of “anyone who knew what was happening”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

Esta es la siguiente pregunta. Nuevamente, no contestes la pregunta, solo escúchala y analízala.

E29. ¿Qué estaban haciendo estos otros jóvenes en ese momento?

	<u>SÍ</u>	<u>No</u>	<u>Comments/Problems</u>
Estaban ayudando a que eso sucediera	1	2	
Estaban tratando de detener esto	1	2	
Sabían que esto estaba pasado, pero no hicieron nada	1	2	

Miremos las opciones de respuesta de esta pregunta...

**¿Qué crees que significan estas categorías? (GO THROUGH EACH ONE) [RECORD RESPONSES NEXT TO ITEMS]**

**[IF NEEDED] ¿Fue confusa o poco clara alguna de ellas? [RECORD RESPONSES NEXT TO ITEMS]**  
**[If YES]: ¿Cuál de ellas? ¿Qué la hace confusa/poco clara?**

<b>E29: Response options</b>	
<b>NOTES:</b> <input type="checkbox"/> Clear <input type="checkbox"/> Confusing	<u><b>Comments/Problems</b></u>

**Esta es la siguiente pregunta. Nuevamente, no contestes las preguntas, solo escúchalas y analízalas.**

**E31.** ¿Ha tenido ese miembro del personal algún tipo de contacto sexual con otro joven en esta institución?

- Sí. Estoy seguro de que ha tenido contacto sexual con otros jóvenes en esta institución ..... 1
- Sí. Creo que ha tenido contacto sexual con otro joven pero no estoy seguro ..... 2
- No. No creo que ha tenido contacto sexual con otros jóvenes en esta institución ..... 3

**Esta pregunta es acerca del contacto sexual con los "demás jóvenes de esta institución. ¿Qué crees que significa eso? ¿Significa solamente con un joven, o posiblemente con más de un joven?**

<b>E31: Comprehension of “any other youth”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u><b>Comments/Problems</b></u>

Estas son las siguientes preguntas. Nuevamente, no contestes las preguntas, solo escúchalas y analízalas.

**E32.** ¿Este miembro del personal hicieron algo de lo siguiente DESPUÉS de que esto sucedió?

	<u>SÍ</u>	<u>No</u>	<u>Comments/Problems</u>
a. Te dio regalos o dinero para que lo mantuvieras en secreto	1	2	
b. Te amenazó con hacerte daño para que lo mantuvieras en secreto	1	2	
c. Te dijo que te culparía si se lo contabas a alguien	1	2	
d. Te dijo que dejaría de pasar tiempo contigo si se lo contabas a alguien	1	2	
e. Volvió a tener contacto sexual contigo	1	2	
f. Te ignoró o se alejó de ti	1	2	
g. No hubo ningún cambio - el miembro del personal me trató igual que antes	1	2	

¿Primero me podrías decir si tienes comentarios generales sobre estas preguntas?

<b>E32. Overall comments</b>
<u>Comments/Problems</u>

¿Tuviste dificultad para contestar estas preguntas? [RECORD RESPONSES NEXT TO ITEM]  
 [If YES]: ¿Cuál de ellas? ¿Qué la hace confusa/poco clara?

Mira la opción b, ¿qué significa "te amenazó con hacerte daño"? ¿Me podrías dar un ejemplo?

<b>E32b: Comprehension of "threaten to hurt someone"</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments</u>

Mira la opción d, ¿qué crees que significa para ti "que te culparía"?

<b>E32c: Comprehension of “blame it on you”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments</u>

Estas son las siguientes preguntas. Nuevamente, no contestes las preguntas, solo escúchalas y analízalas.

**E33.** En los días después de esto sucedió, ¿cómo te sentiste al respecto?

- Muy alterado ..... 1
- Muy poco alterado ..... 2
- Nada alterado ..... 3
- Me alegré que esto pasó ..... 4

¿Qué tan fácil o difícil sería contestar esta pregunta?

<b>E33. Easy/Hard</b>	
<b>NOTES:</b> <input type="checkbox"/> Easy <input type="checkbox"/> Hard	<u>Comments/Problems</u>

En tu opinión, ¿qué crees que es la diferencia entre estar "muy alterado" de algo y estar "muy poco alterado"?

<b>E33. Response scale: “very upset” vs. “muy poco alterado “a little upset”</b>
<u>Comments/Problems</u>

Para el siguiente grupo de preguntas, quisiera que imagines que contestaste que estuviste muy alterado por el contacto sexual que ocurrió con un miembro del personal de esta institución. Nuevamente, no contestes las preguntas, solo dime lo que piensas de ellas.

**E34.** ¿Te sentiste de alguna de las siguientes maneras después de que esto pasó?

	<u>SÍ</u>	<u>No</u>	<u>Comments/Problems</u>
a. Preocupado o ansioso	1	2	
b. Enojado	1	2	
c. Triste o deprimido	1	2	
d. Desamparado	1	2	
e. Violado	1	2	
f. Como que no podías confiar en la gente	1	2	
g. Asustado	1	2	

¿Primero me podrías decir si tienes comentarios generales sobre estas preguntas?

<b>E34. Overall comments</b>
<u>Comments/Problems</u>

¿Algunas de estas categorías no te son familiares o son poco claras? **[RECORD RESPONSES NEXT TO ITEM]**

[If YES]: ¿Cuál de ellas?

Mira la opción d, ¿qué significa la palabra "desamparado"?

<b>E34d: Comprehension of “helpless”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>



Mira la opción e, ¿qué significa la palabra "violado"?

<b>E34e: Comprehension of “violated”</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

Para el siguiente grupo de preguntas, quisiera que imagines que contestaste que estuviste nada alterado o que verdaderamente te alegró el contacto sexual que ocurrió con un miembro del personal de esta institución. Nuevamente, no contestes las preguntas, solo dime lo que piensas de ellas.

**E35.** ¿Te sentiste de alguna de las siguientes maneras después de que esto pasó?

	<u>SÍ</u>	<u>No</u>	<u>Comments/Problems</u>
a. Como que en verdad le importabas al miembro del personal	1	2	
b. Como que en verdad te importaba el miembro del personal	1	2	
c. Como que lograste lo que querías	1	2	
d. Como que recibirías algo del miembro del personal a cambio	1	2	
e. Como que querías que volviera a suceder	1	2	

¿Primero me podrías decir si tienes comentarios generales sobre estas preguntas?

<b>E35. Overall comments</b>
<u>Comments/Problems</u>

Mira la opción c, ¿podrías pensar en un ejemplo en el que una persona podría decir que sí, es decir, que sintieron que lograron lo que querían? **[RECORD RESPONSES NEXT TO ITEM]**

Mira la opción d, ¿qué crees que se está preguntando acá? **[RECORD RESPONSES NEXT TO ITEM]**

Sigamos pensando en lo que podrían significar las siguientes preguntas a una persona de esta institución. Nuevamente, no encierres en un círculo tu respuesta a estas preguntas.

Para la siguiente pregunta, imagina que alguien dijo que sus sentimientos han cambiado desde que ocurrió el incidente. Nuevamente, no encierres en un círculo tu respuesta a esta pregunta. Solo vamos a discutirla.

**E37.** Pensando acerca de eso en este momento, ¿cómo te sientes respecto a lo que pasó?

- Muy alterado ..... 1
- Muy poco alterado ..... 2
- Nada alterado ..... 3
- Me alegré que esto pasó ..... 4

¿Qué tan fácil o difícil crees que podría ser para una persona contestar esta pregunta? (Explicámelos.)

<b>E37: Easy/Difficult</b>	
<b>NOTES:</b> <input type="checkbox"/> Easy <input type="checkbox"/> Difficult	<u><b>Comments/Problems</b></u>

**SECTION 7: History of Victimization**

Lee las siguientes tres preguntas, pero no encierres tu respuesta en un círculo, solo vamos a discutir las.

**HV1.** Antes de que vinieras a este lugar, ¿te había forzado alguien alguna vez a tener contacto sexual de cualquier tipo?

		<u>Comments/Problems</u>
Sí	1	
No	2	

**HV2.** ¿Algo de esto sucedió mientras estabas en una institución correccional?

		<u>Comments/Problems</u>
Sí	1	
No	2	

**HV3.** ¿Algo de esto sucedió mientras que un agente de policía te arrestaba o detenía?

		<u>Comments/Problems</u>
Sí	1	
No	2	

¿Qué crees que están preguntando en la 3ª pregunta? **[RECORD RESPONSES NEXT TO ITEM]**

¿Qué crees que significa "un agente de policía"? Mientras que un agente de policía te arrestaba o detenía, ¿cuáles son los tipos de agentes de policía con los que podría tener contacto?

<b>HV3: Comprehension of "law enforcement officer"</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments</u>

¿Qué haría que una persona conteste que sí a la 3ª pregunta? **[RECORD RESPONSES NEXT TO ITEM]**

## **SECTION 8: Youth Education and Aspirations**

**Para las siguientes preguntas, queremos que pienses en la última escuela a la que asististe antes de llegar a esta institución.**

Para las siguientes preguntas, queremos que pienses en la última escuela a la que asististe antes de llegar a esta institución.

YE1. Piensa en la última escuela a la que asististe antes de llegar aquí. ¿Cuál de las siguientes afirmaciones describe mejor cómo te sentías respecto a ir a la escuela?

- |   |   |
|---|---|
| Te gustaba muchísimo asistir a la escuela | 1 |
| Te gustaba mucho asistir a la escuela     | 2 |
| Te gustaba un poco asistir a la escuela   | 3 |
| No te gustaba asistir a la escuela ...    | 4 |
| Detestabas asistir a la escuela .....     | 5 |

**¿Me podrías contar más acerca de tu respuesta? ¿Cómo decidiste que respuesta elegir?**

**¿Fue difícil comprender alguna de estas categorías?**

**YE1: Feelings about school**

**Comments/Problems**

**SECTION 9: Sexual Orientation and Gender Identity**

El último grupo de preguntas son acerca del sexo y de la orientación sexual. Después de que haya terminado de leer la pregunta, puedes encerrar tu respuesta en un círculo.

**[ASK ALL QUESTIONS BEFORE ADMINISTERING PROBES]**

**GI1.** ¿Qué sexo te asignaron en tu certificado original de nacimiento al momento de tu nacimiento?

Hombre ..... 1  
Mujer ..... 2

¿Qué crees que se está preguntando?

**(IF NEEDED)** ¿Cuál es tu opinión de la frase "sexo que te asignaron en tu certificado de nacimiento"?

¿Qué crees que significa?

<b>GI1: Interpretation</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

Cuéntame lo que sabe sobre tu certificado de nacimiento.

¿Has visto tu certificado de nacimiento?

¿Sabes qué tipo de información está incluida en tu certificado de nacimiento?

<b>GI1: Birth Certificate</b>
<u>Comments/Problems</u>

**GI2.** ¿En este momento te describes como hombre, mujer o transexual?

[Algunas personas se describen a sí mismas como transexuales cuando sienten que su identidad de género es diferente que su sexo biológico. Por ejemplo, una persona que nació hombre, pero que siente que es mujer o que vive como si fuera mujer.]

- Hombre ..... 1
- Mujer ..... 2
- Transexual ..... 3
- Ninguna de estas opciones..... 4
- No estoy seguro..... 5

**Veamos la definición de transexual. ¿Te pareció confusa o poco clara alguna parte de esta definición?**

**[IF YES]: ¿Qué partes fueron confusas o poco claras? Antes de esta entrevista, ¿habías escuchado la palabra "transexual" anteriormente?**

<b>GI2: Definition of “transgender”</b>	
<b>NOTES:</b> <input type="checkbox"/> Clear <input type="checkbox"/> Confusing	<u><b>Comments/Problems</b></u>

**¿Podrías pensar en una situación en la que una persona encerraría en un círculo "Ninguna de estas opciones" o "No estoy seguro"?**

<b>GI2: “None of these” or “Not sure”</b>
<u><b>Comments/Problems</b></u>

**GI3. ¿Te consideras...?**

		<u>Comments/Problems</u>
(HOMBRES) Gay (MUJER) Lesbiana o gay (OTRO) Gay o lesbiana	1	
(HOMBRES) Heterosexual, es decir, no eres gay (MUJER) Heterosexual, es decir, no eres lesbiana (OTRO) Heterosexual, es decir, ni lesbiana ni gay	2	
Bisexual	3	
Otro	4	
No estoy seguro	5	

**[If R answered anything but straight]: ¿Cómo decidiste tu respuesta? [RECORD RESPONSES NEXT TO ITEM]**

**[If R answered straight]: ¿Qué crees que se está preguntando? [RECORD RESPONSES NEXT TO ITEM]**

**¿Te pareció confusa o poco clara alguna de estas respuestas?**

**[If YES]: ¿Cuál de ellas? ¿Por qué crees que es confusa o poco clara?**

<b>GI3: Response options comprehension</b>	
<b>NOTES:</b> <input type="checkbox"/> Clear <input type="checkbox"/> Confusing	<u>Comments/Problems</u>

**GI4.** Las personas son diferentes en cuanto a la atracción sexual que sienten hacia otras personas. ¿Cuál de las opciones describe mejor lo que sientes?

- Únicamente me atraen los hombres ..... 1
- Mayormente me atraen los hombres ..... 2
- Siento la misma atracción por hombres y mujeres..... 3
- Mayormente me atraen las mujeres ..... 4
- Únicamente me atraen las mujeres ..... 5
- NO ESTOY SEGURO..... 6

**Cuéntame más acerca de tu respuesta a esta pregunta.**

<b>GI4: Reactions to question</b>
<u>Comments/Problems</u>

**¿Qué crees que se está preguntando?**

<b>GI4: Question comprehension</b>	
<b>NOTES:</b> <input type="checkbox"/> Understood <input type="checkbox"/> Misunderstood	<u>Comments/Problems</u>

**¿Tienes algún comentario acerca de este grupo de preguntas antes de que continuemos?**

<b>NOTES: <u>Other comments</u></b>



## **Closing**

Esas son todas las preguntas que tengo para ti.

**DISCUSS ANY RESPONDENT COMMENTS.**

¿Quisieras hablar con un consejero?

Gracias por tu tiempo.

# **NSYC-3**

## **Version 1 Items for Spanish Cognitive Testing**

**Revised 12-22-16**

**SECCIÓN 1: Contesta las preguntas de esta página.**

ST1. ¿Cuántos miembros del personal explican las normas con claridad?

- Nadie del personal ..... 1
- Pocos miembros del personal..... 2
- La mayoría del personal ..... 3
- Todo el personal ..... 4

ST5. ¿Cuántos miembros del personal les dan a los jóvenes la oportunidad de contar su versión de lo sucedido antes de tomar una decisión?

- Nadie del personal ..... 1
- Pocos miembros del personal..... 2
- La mayoría del personal ..... 3
- Todo el personal ..... 4

ST6. ¿Cuántos miembros del personal actúan con honestidad?

- Nadie del personal ..... 1
- Pocos miembros del personal..... 2
- La mayoría del personal ..... 3
- Todo el personal ..... 4

**SECCIÓN 2: Contesta la pregunta de esta página.**

MV10. [Desde que llegaste/ Durante los últimos 12 meses'] ¿te han reportado o se han presentado cargos en contra tuya por haber desobedecido las reglas de la institución, como por ejemplo, ser respondón, estar fuera de lugar o no seguir las indicaciones?

SÍ..... 1  
NO..... 2

**SECCIÓN 3: Contesta las preguntas de esta página.**

EP1. Después de que llegaste a esta institución, ¿cuándo te enteraste de que está prohibido todo tipo de abuso y acoso sexual?

- El día que llegaste aquí (en las primeras 24 horas) ..... 1
- Entre 1 y 10 días después de llegar acá..... 2
- Pasados 10 días después de llegar acá..... 3
- Nunca te dijeron que todo tipo de abuso y acoso sexual  
está prohibido..... 4

EP3. ¿Cómo te dieron información sobre estas reglas?

- |   | <u>SÍ</u> | <u>NO</u> |
|---|-----------|-----------|
| a. Afiches/avisos.....                      | 1         | 2         |
| b. Folleto o volante .....                  | 1         | 2         |
| c. Manual de reglas de la institución ..... | 1         | 2         |
| d. Video.....                               | 1         | 2         |
| f. Otra cosa .....                          | 1         | 2         |

EP4. ¿Hay aquí un miembro del personal con quien te sentirías seguro para reportar un incidente de abuso sexual?

- SÍ..... 1
- NO..... 2

**SECCIÓN 4: Contesta las preguntas de esta página.**

MH1. Las siguientes preguntas son acerca de cómo te has sentido en los últimos 30 días. Para cada pregunta, selecciona el número que describe mejor con qué frecuencia te has sentido así.

En los últimos 30 días, ¿con qué frecuencia te sentiste de las siguientes maneras:

	Todo el tiempo	La mayor parte del tiempo	Parte del tiempo	Muy poco tiempo	Nunca
a. ¿Con qué frecuencia te sentiste nervioso? ...	1	2	3	4	5
b. ¿Con qué frecuencia te sentiste sin esperanza?	1	2	3	4	5
c. ¿Con qué frecuencia te sentiste inquieto? ....	1	2	3	4	5
d. ¿Con qué frecuencia te sentiste tan deprimido que nada podía animarte?.....	1	2	3	4	5
e. ¿Con qué frecuencia sentiste que todo te costaba un gran esfuerzo? .....	1	2	3	4	5
f. ¿Con qué frecuencia te sentiste que no valías nada?	1	2	3	4	5

	Con más frecuencia	Con menos frecuencia	Aproximada-mente lo mismo
g. Dijiste que te sentiste de las siguientes maneras en los últimos 30 días.			
• (IF MH1A=1-4) Nervioso			
• (IF MH1B=1-4) Sin esperanza			
• (IF MH1C=1-4) Inquieto			
• (IF MH1D=1-4) Tan deprimido que nada podía animarte			
• (IF MH1E=1-4) Que todo te costaba un gran esfuerzo			
• (IF MH1F=1-4) Despreciable			
Al pensar en todo esto en conjunto, ¿te sentiste así con más <u>frecuencia</u> en los últimos 30 días, de cómo normalmente te sientes, <u>con menos frecuencia</u> que lo normal, o <u>aproximadamente lo mismo</u> que lo normal? .....	1	2	3

**SECCIÓN 5: NO ENCIERRES EN UN CÍRCULO NINGUNA RESPUESTA DE ESTA PÁGINA**

D2. Antes de que tuvieras contacto sexual con este joven, ¿ocurrió alguna de estas cosas?

SÍ      NO

- |   |   |   |
|---|---|---|
| a. ¿Alguna vez (este joven/alguno de estos jóvenes) te ofreció drogas, cigarrillos, alcohol u otras cosas que están prohibidas en esta institución? .....   | 1 | 2 |
| b. ¿Alguna vez (este joven/alguno de estos jóvenes) te dio dinero u otros regalos especiales? Por “regalo especial”, queremos decir algo que probablemente no daría a la mayoría de los demás jóvenes .....                               | 1 | 2 |
| c. ¿Alguna vez (este joven/alguno de estos jóvenes) te ofreció protección especial de otros jóvenes? Por “especial”, queremos decir que te trató con preferencia o te trató mejor de lo que trata a la mayoría de los demás jóvenes ..... | 1 | 2 |

D18SP. ¿En dónde vivía el otro joven en ese momento?

- |  |   |
|--|---|
| En la misma pieza tuya .....                                     | 1 |
| En la misma área donde tu vivías pero no en la misma pieza ..... | 2 |
| En un área distinta a donde tu vivías.....                       | 3 |

D19SP. ¿Qué tan bien conocías al otro joven en ese momento?

- |                                   |   |
|-----------------------------------|---|
| Únicamente de vista .....         | 1 |
| Lo conocías pero no muy bien..... | 2 |
| Muy bien.....                     | 3 |

D27. ¿Ha tenido ese joven algún tipo de contacto sexual con otro joven en esta institución?

- |  |   |
|--|---|
| Sí. Estoy seguro de que ha tenido contacto sexual con otro joven en esta institución ..... | 1 |
| Sí. Creo que ha tenido contacto sexual con otro joven, pero no estoy seguro .....          | 2 |
| No. No creo que ha tenido contacto sexual con otro joven en esta institución .....         | 3 |

D29. En los días después de que esto sucedió, ¿cómo te sentiste al respecto?

- |                               |   |
|-------------------------------|---|
| Muy alterado .....            | 1 |
| Muy poco alterado .....       | 2 |
| Nada alterado .....           | 3 |
| Me alegré que esto pasó ..... | 4 |

**NO ENCIERRES EN UN CÍRCULO NINGUNA RESPUESTA DE ESTA PÁGINA**

D30. ¿Te sentiste de alguna de las siguientes maneras después de que esto pasó?

	<u>SÍ</u>	<u>NO</u>
a. ¿Preocupado o ansioso?.....	1	2
b. ¿Enojado? .....	1	2
c. ¿Triste o deprimido?.....	1	2
d. ¿Desamparado? .....	1	2
e. ¿Violado?.....	1	2
f. Como que no podías confiar en la gente .....	1	2
g. Asustado.....	1	2

D31. ¿Te sentiste de alguna de las siguientes maneras después de que esto pasó?

	<u>SÍ</u>	<u>NO</u>
a. Como que en verdad le importabas al otro joven.....	1	2
b. Como que en verdad te importaba el otro joven .....	1	2
c. Como que lograste lo que querías .....	1	2
d. Como que recibirías algo del otro joven a cambio .....	1	2
f. Como que querías que volviera a suceder.....	1	2

D33. Pensando acerca de eso en este momento, ¿cómo te sientes acerca de lo que pasó?

Muy alterado .....	1
Muy poco alterado .....	2
Nada alterado .....	3
Me alegré que esto pasó .....	4



**SECCIÓN 6: NO ENCIERRES EN UN CÍRCULO NINGUNA RESPUESTA DE ESTA PÁGINA**

DI1. Debido a un problema físico, mental o emocional, ¿tienes serias dificultades para concentrarte, recordar cosas o tomar decisiones?

SÍ..... 1  
NO..... 2

DI2. ¿Es la dificultad que tienes debido a un problema físico?

SÍ..... 1  
NO..... 2

DI3. ¿Es la dificultad que tienes debido a un problema mental o emocional?

SÍ..... 1  
NO..... 2

DI8. ¿Alguna vez un médico, un consejero escolar u otro profesional te dijo que tenías...?

	<u>SÍ</u>	<u>NO</u>
a. Trastorno por déficit de atención o Trastorno por déficit de atención con hiperactividad (ADD o ADHD, por sus siglas en inglés) .....	1	2
b. Dislexia .....	1	2
c. Una dificultad de aprendizaje .....	1	2
d. Autismo o síndrome de Asperger .....	1	2
e. Depresión .....	1	2
f. Trastorno de estrés postraumático (PTSD, por sus siglas en inglés)?.....	1	2
g. Otro trastorno de ansiedad, tal como trastorno de angustia, trastorno obsesivo compulsivo (OCD, por sus siglas en inglés), ansiedad social u otro tipo de trastorno de ansiedad.....	1	2
h. Un problema emocional o mental aparte de los enumerados anteriormente .....	1	2

**SECCIÓN 7: Contesta las preguntas de esta página.**

GI1. ¿Qué sexo te asignaron en tu certificado original de nacimiento al momento de tu nacimiento?

- Hombre ..... 1
- Mujer ..... 2

GI2. ¿En este momento te describes como hombre, mujer o transexual?

[Algunas personas se describen a sí mismas como transexuales cuando sienten que su identidad de género es diferente que su sexo biológico. Por ejemplo, una persona que nació hombre, pero que siente que es mujer o que vive como si fuera mujer.]

- Hombre ..... 1
- Mujer ..... 2
- Transexual ..... 3
- Ninguna de estas opciones..... 4
- No estoy seguro ..... 5

GI3. [HOMBRES] ¿Te consideras?

- Gay..... 1
- Heterosexual, es decir, no eres gay ..... 2
- Bisexual..... 3
- Otro ..... 4
- No estoy seguro ..... 5

[MUJER] ¿Te consideras?

- Lesbiana o gay ..... 1
- Heterosexual, es decir, no eres lesbiana 2
- Bisexual..... 3
- Otro ..... 4
- No estoy seguro ..... 5

[TRANSEXUAL, NINGUNA DE ESTAS OPCIONES, O NO ESTOY SEGURO]

¿Te consideras?

- Gay o lesbiana ..... 1
- Heterosexual, es decir, ni lesbiana ni gay 2
- Bisexual..... 3
- Otro ..... 4
- No estoy seguro ..... 5

**Contesta las preguntas de esta página.**

GI4.1 Las personas son diferentes en cuanto a la atracción sexual que sienten hacia otras personas. ¿Cuál de las opciones describe mejor lo que sientes?

- Únicamente me atraen los hombres ..... 1
- Mayormente me atraen los hombres ..... 2
- Siento la misma atracción por hombres  
y mujeres..... 3
- Mayormente me atraen las mujeres ..... 4
- Únicamente me atraen las mujeres ..... 5
- NO ESTOY SEGURO ..... 6

**SECCIÓN 8: Contesta las preguntas de esta página.**

Las siguientes preguntas son acerca de este lugar y de cómo es vivir aquí.

FL7. La temperatura aquí se suele sentir bien -- no se siente demasiado calor ni demasiado frío.

SÍ..... 1  
NO..... 2

FL8. Las luces de las habitaciones se apagan o se reducen en la noche cuando los jóvenes están dormidos.

SÍ..... 1  
NO..... 2

FL9. En esta institución se hace mucho ruido en la noche cuando los jóvenes están dormidos.

SÍ..... 1  
NO..... 2

FL10. Me permiten ducharme todos los días.

SÍ..... 1  
NO..... 2

FL12. Se me permite decorar el lugar donde duermo para hacerlo sentir como mi espacio personal.

SÍ..... 1  
NO..... 2

FL13. Se me permite llevar el cabello como yo quiera.

SÍ..... 1  
NO..... 2

FL14. Se me permite hablar con otros jóvenes durante las comidas.

SÍ..... 1  
NO..... 2

FL15. El personal aquí organiza celebraciones para los días de fiestas y/o para los cumpleaños de los jóvenes.

SÍ..... 1  
NO..... 2

**NSYC-3**

**Version 2 Items for Spanish Cognitive Testing**

**Revised 12-22-16**

**SECCIÓN 1: Contesta las pregunta de esta página.**

LC1. ¿Has hablado con un abogado o consejero legal desde que llegaste a esta institución?

Sí ..... 1

No ..... 2

LC2. ¿Te permitiría esta institución hablar con un abogado si quisieras?

Sí ..... 1

No ..... 2

LC3. Desde que llegaste a esta institución, ¿te han dicho que no puedes hablar con un abogado?

Sí ..... 1

No ..... 2

**SECCIÓN 2: Contesta las preguntas de esta página.**

SC1. Desde que llegaste a esta institución, ¿alguna vez te han aislado o recluido en un espacio por separado, aparte de tu pieza, sin contacto con otros jóvenes?

SÍ..... 1  
NO..... 2

SC2. ¿Por qué razón te aislaron o recluyeron en un espacio por separado, aparte de tu pieza, sin contacto con otros jóvenes?

	<u>SÍ</u>	<u>NO</u>
a. Se te acusó de desobedecer las reglas .....	1	2
b. Estabas a la espera de que te transfirieran a otra unidad o institución .....	1	2
c. Estabas enfermo o por otra razón médica .....	1	2
d. Para que no te hicieras daño a ti mismo .....	1	2
e. Para protegerte de otros.....	1	2

SC3. Desde que llegaste a esta institución, ¿cuántas veces te han aislado o recluido en un espacio por separado, aparte de tu pieza, sin contacto con otros jóvenes?

1 vez..... 1  
2 a 5 veces..... 2  
6 veces o más..... 3

SC4. Desde que llegaste a esta institución, ¿cuál ha sido el mayor periodo de tiempo que estuviste aislado o recluido en un espacio por separado, aparte de tu pieza, sin contacto con otros jóvenes?

Menos de 3 horas ..... 1  
3 horas o más pero menos de 6 horas ..... 2  
6 horas o más pero menos de 1 día ..... 3  
1 día o más pero menos de 1 semana ... 4  
1 semana o más ..... 5

**Contesta la pregunta de esta página.**

SC5. Desde que llegaste a esta institución, ¿te han aislado o recluso en tu propia pieza por desobedecer las reglas?

- SÍ..... 1
- NO..... 2



**SECCIÓN 3: Contesta las preguntas de esta página.**

GA3. En esta institución, ¿eres miembro de una pandilla?

SÍ..... 1  
NO..... 2

GA4. ¿Cuándo te uniste a esta pandilla?

Desde que llegué aquí ..... 1  
Antes de llegar aquí ..... 2

**Contesta las preguntas de esta página.**

GA7. ¿Alguna vez una pandilla en esta institución, ha tratado de reclutarte?

SÍ.....1  
NO.....2

GA8. ¿Alguna vez has tenido que hacer algo o pagarle a alguien para que una pandilla en esta institución te deje en paz?

SÍ.....1  
NO.....2

**SECCIÓN 4: NO ENCIERRES EN UN CÍRCULO NINGUNA RESPUESTA DE ESTA PÁGINA**

TP1. Las próximas preguntas son acerca de las drogas que tú puedas haber usado por tú cuenta –o sea, sin que un médico te dijera que lo hicieras.

¿Alguna vez usaste...?

	<u>SÍ</u>	<u>NO</u>
m. medicamentos para la ansiedad o tranquilizantes (como Ativan, Valium o Xanax ) sin receta médica .....	1	2
n. drogas sintéticas (como marihuana sintética, K2, Spice, King Kong, Yucatan Fire, Skunk, sales de baño) .....	1	2
o. Jarabe para la tos para drogarse.....	1	2

**SECCIÓN 5: NO ENCIERRES EN UN CÍRCULO NINGUNA RESPUESTA DE ESTA PÁGINA**

GR8. Desde que llegaste a este lugar, ¿algún miembro del personal ha pasado alguna vez tiempo a solas contigo **y** te ha pedido que no se lo digas a nadie?

SÍ..... 1

NO..... 2

GR9. Desde que llegaste a este lugar, ¿algún miembro del personal te ha dicho alguna vez que siente algo especial por ti?

SÍ..... 1

NO..... 2

GR10. Desde que llegaste a este lugar, ¿algún miembro del personal te ha hablado de sexo en una forma que no es parte de sus funciones en el trabajo, ha hecho bromas de tipo sexual o te ha contado historias de sexo?

SÍ..... 1

NO..... 2

GR11. Desde que llegaste a este lugar, ¿algún miembro del personal te ha contactado cuando no estaba en la institución?

SÍ..... 1

NO..... 2

**SECCIÓN 6: NO ENCIERRES EN UN CÍRCULO NINGUNA RESPUESTA DE ESTA PÁGINA**

E24SP. ¿El miembro del personal con quien tuviste contacto sexual era...

- alguien del personal que directamente supervisa a los jóvenes/  
un oficial correccional..... 1
- Un maestro o educador..... 2
- Un médico, una enfermera u otro personal médico ..... 3
- Un terapeuta u otro personal de salud mental..... 4
- Otro personal que trabaja en esta institución ..... 5
- Un voluntario en la institución ..... 6

E28. ¿Alguien más sabía que esto estaba sucediendo?

- Sí, otro joven ..... 1
- Sí, alguien del personal..... 2
- Sí, otros jóvenes y personal..... 3
- No..... 4

E29. ¿Qué estaban haciendo estos otros jóvenes en ese momento?

- |  | <u>SÍ</u> | <u>NO</u> |
|--|-----------|-----------|
| a. Estaban ayudando a que eso sucediera .....                | 1         | 2         |
| b. Estaban tratando de detener esto .....                    | 1         | 2         |
| c. Sabían que esto estaba pasado, pero no hicieron nada..... | 1         | 2         |

**NO ENCIERRES EN UN CÍRCULO NINGUNA RESPUESTA DE ESTA PÁGINA**

E31. ¿Ha tenido ese miembro del personal algún tipo de contacto sexual con otro joven en esta institución?

- Sí. Estoy seguro de que ha tenido contacto sexual con otros jóvenes en esta institución ..... 1
- Sí. Creo que ha tenido contacto sexual con otro joven pero no estoy seguro ..... 2
- No. No creo que ha tenido contacto sexual con otros jóvenes en esta institución ..... 3

E32. ¿Este miembro del personal hicieron algo de lo siguiente DESPUÉS de que esto sucedió?

	<u>SÍ</u>	<u>NO</u>
a. Te dio regalos o dinero para que lo mantuvieras en secreto.	1	2
b. Te amenazó con hacerte daño para que lo mantuvieras en secreto	1	2
c. Te dijo que te culparía si se lo contabas a alguien .....	1	2
d. Te dijo que dejaría de pasar tiempo contigo si se lo contabas a alguien	1	2
e. Volvió a tener contacto sexual contigo.....	1	2
f. Te ignoró o se alejó de ti.....	1	2
g. No hubo ningún cambio - el miembro del personal me trató igual que antes .....	1	2

E33. En los días después de esto sucedió, ¿cómo te sentiste al respecto?

- Muy alterado ..... 1
- Muy poco alterado ..... 2
- Nada alterado ..... 3
- Me alegré que esto pasó ..... 4

**NO ENCIERRES EN UN CÍRCULO NINGUNA RESPUESTA DE ESTA PÁGINA**

E34. ¿Te sentiste de alguna de las siguientes maneras después de que esto pasó?

	<u>SÍ</u>	<u>NO</u>
a. Preocupado o ansioso.....	1	2
b. Enojado .....	1	2
c. Triste o deprimido.....	1	2
d. Desamparado.....	1	2
e. Violado .....	1	2
f. Como que no podías confiar en la gente .....	1	2
g. Asustado .....	1	2

E35. ¿Te sentiste de alguna de las siguientes maneras después de que esto pasó?

	<u>SÍ</u>	<u>NO</u>
a. Como que en verdad le importabas al miembro del personal	1	2
b. Como que en verdad te importaba el miembro del personal.	1	2
c. Como que lograste lo que querías .....	1	2
d. Como que recibirías algo del miembro del personal a cambio	1	2
f. Como que querías que volviera a suceder .....	1	2

E37. Pensando acerca de eso en este momento, ¿cómo te sientes respecto a lo que pasó?

Muy alterado .....	1
Muy poco alterado .....	2
Nada alterado .....	3
Me alegré que esto pasó .....	4

**SECCIÓN 7: NO ENCIERRES EN UN CÍRCULO NINGUNA RESPUESTA DE ESTA PÁGINA**

HV1. Antes de que vinieras a este lugar, ¿te había forzado alguien alguna vez a tener contacto sexual de cualquier tipo?

SÍ..... 1  
NO..... 2

HV2. ¿Algo de esto sucedió mientras estabas en una institución correccional?

SÍ..... 1  
NO..... 2

HV3. ¿Algo de esto sucedió mientras que un agente de policía te arrestaba o detenía?

SÍ..... 1  
NO..... 2



## **SECCIÓN 8: Contesta las preguntas de esta página**

Para las siguientes preguntas, queremos que pienses en la última escuela a la que asististe antes de llegar a esta institución.

YE1. Piensa en la última escuela a la que asististe antes de llegar aquí. ¿Cuál de las siguientes afirmaciones describe mejor cómo te sentías respecto a ir a la escuela?

Te gustaba muchísimo asistir a la escuela	1
Te gustaba mucho asistir a la escuela	2
Te gustaba un poco asistir a la escuela	3
No te gustaba asistir a la escuela ...	4
Detestabas asistir a la escuela .....	5

**SECCIÓN 9: Contesta las preguntas de esta página.**

GI1. ¿Qué sexo te asignaron en tu certificado original de nacimiento al momento de tu nacimiento?

- Hombre ..... 1
- Mujer ..... 2

GI2. ¿En este momento te describes como hombre, mujer o transexual?

[Algunas personas se describen a sí mismas como transexuales cuando sienten que su identidad de género es diferente que su sexo biológico. Por ejemplo, una persona que nació hombre, pero que siente que es mujer o que vive como si fuera mujer.]

- Hombre ..... 1
- Mujer ..... 2
- Transexual ..... 3
- Ninguna de estas opciones..... 4
- No estoy seguro..... 5

GI3. [HOMBRES] ¿Te consideras?

- Gay..... 1
- Heterosexual, es decir, no eres gay ..... 2
- Bisexual..... 3
- Otro ..... 4
- No estoy seguro..... 5

[MUJER] ¿Te consideras?

- Lesbiana o gay..... 1
- Heterosexual, es decir, no eres lesbiana 2
- Bisexual..... 3
- Otro ..... 4
- No estoy seguro..... 5

[TRANSEXUAL, NINGUNA DE ESTAS OPCIONES, O NO ESTOY SEGURO]

¿Te consideras?

- Gay o lesbiana ..... 1
- Heterosexual, es decir, ni lesbiana ni gay 2
- Bisexual..... 3
- Otro ..... 4
- No estoy seguro..... 5

**Contesta las preguntas de esta página.**

GI4.1 Las personas son diferentes en cuanto a la atracción sexual que sienten hacia otras personas. ¿Cuál de las opciones describe mejor lo que sientes?

- Únicamente me atraen los hombres ..... 1
- Mayormente me atraen los hombres ..... 2
- Siento la misma atracción por hombres  
y mujeres..... 3
- Mayormente me atraen las mujeres ..... 4
- Únicamente me atraen las mujeres ..... 5
- NO ESTOY SEGURO ..... 6

## **Attachment 3: Youth Assent Forms for Spanish Testing**

- **Facility Youth Assent Form (English version) (Page 3-2)**
- **Facility Youth Assent Form (Spanish version) (Page 3-3)**

## National Survey of Youth in Custody – Youth Assent Form

The U.S. Department of Justice is doing a special study called the National Survey of Youth in Custody to learn more about what it is like for young people living in correctional facilities. The government will use the study to see if changes need to be made at facilities like this.

I would like you to help with this study by showing you some of the questions that we would like to add to that survey. I am interested in whether you understand the questions. If you agree, we will spend about one hour talking about the questions. The questions cover a variety of topics about what things are like at this facility, relationships between youth, and questions about the staff here.

Some of the questions ask about rules and behaviors that might involve sexual activity. For these questions, I will ask you not to actually answer the questions or talk about yourself or anyone else here. I only want to find out if the questions make sense to you.

You do not have to take part in this study – your participation is completely voluntary. Your decision will not affect your case or the services that you get in any way.

If you agree to take part, you can stop answering questions at any point. If there is a question that you do not want to talk about, you can skip it.

To help keep everything private:

- I will not ask for your name.
- Everything that you say will be confidential – that is, no one will know your answers.
- But there is one important exception to the privacy rule. If you tell me about any abuse or harm to you or another youth, it will be reported to the government agency that investigates these kinds of problems.

There are no direct benefits to participating, but your answers will help us improve the survey. Some of the questions that we will ask you to talk about ask about private and sensitive things and may bother you. If thinking about the questions upsets you or makes you sad, you may want to talk with a counselor at the facility. If you do not want to talk to a counselor who works here, arrangements can be made to talk with a counselor who does not work at the facility.

If you have any questions about the study or about your rights as a study participant, you can talk to (FACILITY CONTACT NAME) at (FACILITY NAME) or you can call Susan Cross, the project coordinator, at 1-800-937-8182, ext. 2664. If you have questions about your rights as a study participant, you can call Sharon Zack from the Westat Human Subjects Protections office at 1-800-937-8281, ext. 8828. Do you have any questions?

---

RESEARCHER: Indicate youth's choice by checking one of the boxes below and signing and dating the form.

- Yes**, youth agreed to talk about questions that might be asked on a national survey.
- No**, youth did not agree.

---

Researcher signature

---

Date

## Estudio Nacional de Jóvenes Detenidos – Formulario de consentimiento de jóvenes

El Departamento de Justicia de Estados Unidos realiza un estudio especial llamado el Estudio Nacional de Jóvenes Detenidos con el fin de saber cómo viven los jóvenes en instituciones correccionales. El gobierno utilizará este estudio para ver si es necesario hacer cambios en estas instituciones.

Quisiera que me ayudes con este estudio opinando sobre algunas de las preguntas que queremos agregar a esa encuesta. Me interesa saber si entiendes las preguntas. Si aceptas, hablaremos sobre las preguntas por aproximadamente una hora. Las preguntas son acerca de cómo son las cosas en esta institución, las relaciones entre los jóvenes y preguntas acerca del personal que trabaja acá.

Algunas de las preguntas son acerca de la manera en la que los jóvenes interactúan con el personal, la actividad sexual entre jóvenes, y los problemas físicos, mentales o emocionales. Para estas preguntas, te pediré que no contestes las preguntas y que no hables ni de ti ni de ninguna otra persona de este lugar. Únicamente quiero saber si las preguntas tienen sentido para ti. Te avisaré antes de cada grupo de preguntas para que sepas si tienes que contestar o no las preguntas.

No estás obligado a participar en este estudio y tu participación es completamente voluntaria. Tu decisión no afectará de ninguna manera tu caso ni los servicios que recibes.

Si aceptas participar, puedes detener la entrevista en cualquier momento. Si hay una pregunta de la que no quieras hablar, puedes saltártela.

Con el fin de ayudar a mantener todo de manera confidencial:

- No te preguntaré tu nombre.
- Tu nombre no aparecerá en nuestros apuntes de la entrevista. Nuestro informe podría incluir citas textuales de lo que nos digas, pero tu nombre no se mencionará en ningún informe.
- Todo lo que digas se mantendrá en privado. No compartiremos tus respuestas con otras personas, es decir, nadie sabrá tus respuestas.
- Sin embargo, hay una excepción importante a esta regla de confidencialidad. Si tú me dices que tú u otro joven ha sido objeto de abusos o maltratos, se lo tendremos que informar a la agencia gubernamental que investiga estos informes.

No recibirás ningún beneficio por participar, pero tus respuestas nos ayudarán a mejorar la encuesta. Existe el riesgo de que algunas de estas preguntas que te hagamos sean sobre cosas privadas y delicadas que podrían molestarte. Si pensar sobre estas preguntas te molesta o entristece, puedes hablar con un consejero de esta institución. Si no quieres hablar con un consejero que trabaje acá, se puede hacer una cita para que hables con un consejero que no trabaje en esta institución.

Si tienes preguntas acerca del estudio o sobre tus derechos como participante de un estudio, puedes hablar con (FACILITY CONTACT NAME) de (FACILITY NAME) o puedes llamar a Susan Cross, la coordinadora del proyecto, al 1-800-937-8182, ext. 2664. Si tienes preguntas acerca de tus derechos como participante de un estudio, puedes llamar a Sharon Zack de la Oficina de Protección de Participantes en Estudios de Westat al 1-800-937-8281, ext. 8828 y menciona que llamas acerca del Estudio Nacional de Jóvenes Detenidos. ¿Tienes alguna pregunta?

---

¿Aceptas participar en este estudio especial? Por favor, indica tu preferencia al marcar uno de los recuadros a continuación.

Sí. Al marcar este recuadro estoy diciendo que comprendo las afirmaciones anteriores y que acepto participar en este estudio.

No. Al marcar este recuadro estoy diciendo que no quiero participar en este estudio.

OFFICE USE ONLY:

\_\_\_\_\_

Study representative's signature

\_\_\_\_\_

Date



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Research Corporation

## Memo

**Date:** January 24, 2017

**To:** David Cantor, Project Director

**From:** Sharon Zack, Administrator Westat IRB *Sharon Zack*

**Subject:** **Expedited Amendment Approval of NATIONAL PRISON RAPE STAT, Project Number 8733  
FWA 00005551**

As Administrator of the Westat Institutional Review Board (IRB), I reviewed the materials submitted for the following: **NATIONAL PRISON RAPE STAT, Project Number 8733**. The Westat IRB reviews all studies involving research on human subjects. This project was last reviewed in November 2016.

This request for approval was to conduct cognitive testing of the NSYC-3 instrument with Spanish-speaking youth using a modified cognitive testing protocol.

The regulations (45 CFR 46) permit expedited review of minor changes in previously approved activities. I am therefore approving the modifications under expedited authority.

**Please note the following:**

- You are required to submit this study for a continuing review before June 14, 2017.
- IRB approval is required before any new or modified research activities are conducted or when there is a problem involving risks to human subjects.
- Upon learning of an incident, you must contact the IRB Office within 24 hours via telephone (301-610-8828) or email ([IRB@westat.com](mailto:IRB@westat.com)).

cc: Institutional Review Board  
Crystal MacAllum

## **Attachment 5: Recruitment Materials for States and Facilities for Spanish Testing**

- **State Information Sheet (Page 5-2)**
- **State Roles and Responsibilities (Page 5-3)**
- **Facility Information Sheet (Page 5-4)**
- **Facility Roles and Responsibilities (Page 5-5)**





# National Survey of Youth in Custody (NSYC) Spanish Testing of New Survey Items State Information Sheet

U.S. Department of Justice  
Bureau of Justice Statistics

## Implementation Process

### *March – Early April 2016*

- State Director/Commissioner will appoint a State Liaison.
- State Liaison will contact 1-2 facility superintendents/administrators to determine if they are willing to participate.

### *Late March 2017*

- State Liaison will provide Westat with the name of participating facility(ies) and contact information.
- Westat will mail an NSYC information packet to the facility administrator(s).
- Westat will contact the facility administrator(s) to learn who will serve as the coordinator for the facility.
- Westat will provide the coordinator(s) with study materials and begin planning and preparing for data collection at the facility. Planning activities will be completed by the end of June.
- Westat and the coordinator will schedule the data collection visit.

### *April 2017*

- A research team will visit the facility(ies) to interview 8 to 10 facility youth. All visits will be conducted on a single day that is convenient for the facility, between April 1 – 15.





# NATIONAL SURVEY OF YOUTH IN CUSTODY (NSYC) SPANISH TESTING OF NEW SURVEY ITEMS State Roles and Responsibilities

U.S. Department of Justice  
Bureau of Justice Statistics

## State Director/Commissioner

- 1. Designate a State Liaison:** The State Director/Commissioner will select a state staff person who will serve as a liaison to the study. This liaison will work with the residential juvenile facilities and Westat to prepare for and coordinate the research team visit.
- 2. Provide State Clearance:** The State Director/Commissioner will provide authorization, via the State Liaison, for Westat to contact the selected facilities in your state to arrange for participation in this research study.

## State Liaison

- 1. Inform Facility Superintendent/Administrator and Identify a Facility Coordinator:** The State Liaison will contact the superintendents/administrators of the selected facilities in the state to inform them of the NSYC study and identify a staff person in the facility who will serve as the point-of-contact for scheduling and arranging for the research team visit.
- 2. Communicate Requirements to Obtain Informed Consent for Minors:** The State Liaison will confirm that the state/facility can provide consent for adjudicated minors to participate in the interview on behalf of the legal guardians (*in loco parentis*).
- 3. Confirm State Mandatory Reporting Procedures:** The State Liaison will confirm how incidents should be reported to child welfare authorities if a youth informs the research team of abuse or neglect. Prior to the visit, the team will need to understand the state mandatory reporting procedures and will need the telephone number and paperwork requirements (if applicable) for submitting a report.
- 4. Specify Security Clearance Requirements for Westat Interview Staff:** The State Liaison will specify any special requirements for the research team to gain access to the facilities. This may include special identification requirements or background checks.
- 5. Identify External Counseling Resources:** The State Liaison will confirm that both internal and external counseling will be available to youth who participate in the interview. The Westat Institutional Review Board (IRB) requires that youth receive counseling if they become upset after the interview or if they ask to speak to a counselor. If the youth requests to speak to someone who is not a facility counselor, arrangements must be in place for the youth to speak privately with an outside counselor.



# NATIONAL SURVEY OF YOUTH IN CUSTODY (NSYC) SPANISH TESTING OF NEW SURVEY ITEMS Facility Information Sheet

U.S. Department of Justice  
Bureau of Justice Statistics

## Implementation Process

### *March 2017*

- Westat will mail an NSYC information packet to the facility administrator.
- Westat will contact the facility administrator to learn who will serve as the coordinator for the facility.
- Westat will provide the coordinator with study materials and begin planning and preparing for data collection at the facility. Planning activities will be completed by the end of March 2017.
- Westat and the coordinator will schedule the data collection visit.

### *April 2017*

- The research team, consisting of 2 Westat researchers, will conduct 8-10 interviews with facility youth whose primary language is Spanish on a single day that is convenient for the facility, between April 1 – 15, 2017.
- The coordinator will identify 2 private rooms in the facility where each Westat team member can meet individually with youth to conduct the interviews. The coordinator will assign facility staff to escort youth to and from the interview area(s).



# NATIONAL SURVEY OF YOUTH IN CUSTODY (NSYC) SPANISH TESTING OF NEW SURVEY ITEMS Facility Roles and Responsibilities

## Facility administrator

1. **Designate a facility coordinator:** The facility administrator will designate a staff person who will work with Westat to prepare for the research team visit.

## Facility coordinator

2. **Recruit Spanish-language youth participants:** The facility will identify 8 to 10 state-placed adjudicated youth whose primary language is Spanish to participate in a 60 minute interview. The selected youth should be cooperative, articulate, and comfortable talking with the Westat researchers in Spanish. In addition, the youth should reflect a mix of the following characteristics:
  - Gender (if co-ed facility)
  - Age (over and under 15 years old)
  - Length of time in facility (at least 6 months)
3. **Obtain consent for youth to participate through In loco parentis,** in which the facility provides consent in lieu of the parent/guardian. This procedure has previously been approved by Westat's IRB in cases where the agency or facility is willing to accept responsibility for providing consent.
4. **Coordinate visit logistics:**
  - A. **Schedule the facility visit.** The POC will coordinate with Westat to schedule the visit based on the facility schedule, expected number of youth, and availability of researchers. The research team will consist of two Westat staff. All interviews will be completed in one day.
  - B. **Coordinate and schedule youth interviews.** The POC will arrange the schedule to ensure the selected youth are available. The interview schedule will be prepared and confirmed with the facility in advance of the interviewers' visit. Each interview will last approximately 60 minutes with a 30 minute break scheduled between each session. Interviews may be scheduled between 8 am and 6 pm.
  - C. **Identify and prepare interview rooms.** The POC will identify 2 rooms or semi-closed spaces where each researcher will conduct the interviews. Each room/space must:
    - Provide privacy to ensure that the interview will be conducted without interruption or the youth respondent being seen by staff or other youth.
    - Contain a table and two chairs
    - Be available for the duration of the interviewers' visit
  - D. **Provide support during data collection.** The POC will arrange for staff to escort youth to and from the interview rooms. He/She should also be easily accessible in case issues arise during the interviews.
5. **Arrange for counseling services:** While we do not anticipate the content of the interview to upset the participants, the POC should ensure that counseling is available for youth, if requested. The POC should identify a counseling resource at the facility and a counselor outside of the facility if the youth requests one.
6. **Define mandatory reporting procedures:** Westat researchers are considered subject to state and local mandatory reporting requirements. If youth make verbal allegations of abuse or harm to a researcher, a report will be made. General procedures will be specified by the agency liaison. However, the POC will be asked to define the specific procedures for the facility (e.g., name and contact information for the agency designated to receive the report).