Supplementary Methods and Results

Data Access

A limited data set from Study 1 can be accessed at https://osf.io/dbn7e/. Analyses can be accessed at https://osf.io/yjbge/.

This dataset is limited to protect the confidentiality of study participants, who are underage and by definition involved in the juvenile justice system. The data set will allow for the reproduction of the Model 1 test of the condition effect on recidivism (i.e., raw analysis) and the primary test of the condition effect on school discipline citations. However, it does not include additional control (e.g., demographic) variables used (1) to characterize our sample, (2) to determine the success of random assignment, and (3) in robustness tests of the condition effect on recidivism. Their inclusion would risk violating participant confidentiality. For instance, given the skewed distribution of boys and African American students in reentry (i.e., few students in our sample and in this population are female and not African American), identifying demographic factors could allow for the identification of individuals in our data set.

Data from Study 2 can be accessed at https://osf.io/dzw5b/. Analyses can be accessed at https://osf.io/eykhu/.

Development of the Intervention (Study 1)

Through the development process, we aimed to learn from children with experience in juvenile detention in Oakland. Although this process began with open-ended focus groups, we found early on that students opened up about their experiences more one-on-one. Questions focused on students' experiences in school, how they felt they were perceived, what challenges they experienced, how they responded to these challenges, and the kinds of relationships students formed and wanted to form in school. As we heard stories articulating these experiences, we began to reproduce students' stories as draft experimental materials and solicited reactions to them from more pilot participants. We asked students what they liked or disliked, what was confusing, and what was or was not realistic in the draft stories. Throughout, we gave agency and voice to students, emphasizing that we did not know what it was like to go through juvenile detention and reenter schools, but they did and their responses would help future students.

Over this process, the draft materials changed significantly. Early on, we had hoped to address both peer and educator relationships, and thus included stories about the latter as well as the former. In one, for instance, a student in reentry chose to no longer spend time with old friends who influenced him negatively. Yet this was deemed inauthentic by pilot participants. Thus, we revised the story to depict a student who kept old friends but added new ones too. Again, it was deemed "not real," not a genuine representation of local youth culture and values, and the protagonist disloyal. Only when we dropped all mention of peer relationships to focus exclusively on adults in school (i.e., educators) who could understand children and support them did pilot participants strongly connect with the stories and endorse them. Although peer relationships are certainly important in reentry, we concluded that we could not address them adequately and authentically in the opportunity we would have to interact with students in reentry.

Discontinued Prompt to Solicit Content for the Teacher-Letter (Study 1)

At the end of the student-facing treatment, after identifying one or more adults in their school who was not yet but could be a support for them, student participants were asked, "What

would you like one of these adults to know about you?" and given three specific questions described in the main text concerning what they wanted this person to know about them as a person, what they wanted them to know about their goals in school, and what they wanted them to know about what was difficult for them in school, so they could help.

Instead of these three questions, five treatment-condition participants responded to a single question that was subsequently discontinued: "Imagine you are talking with one of the adults you listed. What would you like him or her to know about you?".

Table S1. Demographics and background of participant sample and comparison with full population of students in reentry, Study 1.

		Participant Sample (*N*=47)	Full Population* (*N*=238)	Statistical Comparison
Age	Mean (SD)	15.93 (1.26)	15.57 (1.28)	*t*(283)=3.28, *p*=0.0012, *d*=0.28
	11	0%	0.42%	-
	12	0%	0.42%	-
	13	10.64%	5.04%	-
	14	10.64%	14.29%	-
	15	29.79%	26.05%	-
	16	25.53%	25.21%	-
	17	23.40%	26.47%	-
	18	0%	2.10%	-
Gender	Male	87.23%	77.73%	χ2(1)=2.16, *p*=0.142
	Female	10.64%	22.69%	χ2(1)=3.47, *p*=0.062
	Non-binary	2.13%	-	-
Race/ Ethnicity**	African/African American	61.70%	76.47%	χ2(1)=4.45, *p*=0.035
	Asian/Asian American	0%	2.10%	-
	Hispanic/Native American	8.51%	20.17%	-
	Multiple	21.28%	-	-
	Native American	6.38%	-	-
	Not Reported	0%	2.52%	-
	White/European American	2.13%	0.84%	-
Highest level of education completed by mother/ primary guardian***	Mean (SD); Codes below	2.19 (0.76)	2.75 (1.34)	*t*(102)=2.47, *p*=0.0151, *d*=-0.49
	Less than high school (1)	17.02%	28.33%	-
	High school or GED (2)	42.55%	11.67%	-
	Vocational/Technical School or Some College (3)	21.28%	26.66%	-
	Associate's Degree (3)	8.51%		-
	Bachelor's Degree (4)	2.13%	25%	-
	Graduate or Professional Degree (5)	0%	8.33%	-
	Missing	8.51%	76.47%	-
Native Language	English	96%	82.72%	χ2(1)=5.15, *p*=0.023
	Spanish	4%	14.34%	χ2(1)=3.58, *p*=0.059
	Other	0%	2.94%	-
Justice Records	Mean Number of Days in Custody, Last Stay (SD)	14.64 (11.66)	7.46 (9.24)	*t*(283)=4.65, *p*<0.0001, *d*=0.72

Note. *The full population includes all students who transitioned from the Alameda Juvenile Justice Transition Center to OUSD schools in the same two academic years as the participant sample except students in the participant sample. **Race-ethnicity was assessed differently in the two samples. In the participant sample, students were specifically invited to list multiple race-ethnicities, which likely explains why more students are listed as multiracial in this sample than in the full population. All multiracial students in the participant sample were African American with one or more other race/ethnicity; therefore, we do not view the difference between populations on percent African American as meaningful. Additionally, because the assessments differed, the multiracial and Native American categories became less than zero in the full population when the participant sample was removed. ***For

mothers' education, data were unavailable (listed as "decline to state" in institutional records) for 76.47% of students in the full population. The percentages for this variable for the full population reflect the 23.53% of students for whom these data were available. Because it is unclear whether these data are missing at random or more often missing for students with mothers with lower levels of education, we do not draw strong conclusions from the difference between populations in average mother's education. Additionally, in the institutional data, "some college" and "Associate's Degree" were combined.

Table S2. Baseline psychological and demographic measures by condition, Study 1.

Measure	Control Condition	Student Treatment	Student Treatment + Letter	Statistical Test
Grit (5-point scale)	3.86_a (0.73)	4.03_a (0.32)	3.92_a (0.55)	$F<1$
Fixed theory of personality (5-point scale)	3.90_a (1.00)	5.04_b (0.97)	4.89_b (0.85)	$F(2, 44)=6.97$, $p=0.002$
School identification (7-point scale)	5.79_a (1.48)	6.27_a (0.94)	5.80_a (0.96)	$F<1$
Sensitivity to incarceration-based rejection (1 to 36 scale)	14.24_a (9.80)	13.00_a (9.66)	14.60_a (7.23)	$F<1$
Number of parents born in the U.S. (0-2)	1.65_a (0.79)	1.87_a (0.52)	1.60_a (0.74)	$F<1$
Number of grandparents born in the U.S. (0-4)	2.31_a (1.45)	3.00_a (1.25)	2.57_a (1.70)	$F<1$
English as a first language (%)	$100\%_a$	$93.3\%_a$	$93.3\%_a$	$\chi^2(2)<1.20$
Highest level of education completed by mother/primary guardian (6-point scale; 1=less than high school, 2=high school, 3=some college…)	1.82_a (0.64)	2.58_b (1.08)	2.64_b (1.01)	$F(2, 40)=3.97$, $p=0.027$
Highest level of education completed by father/secondary guardian (same 6-point scale)	2.00_a (1.00)	2.42_a (1.24)	2.83_a (1.85)	$F<1.25$
Male (%)	$82\%_a$	$93\%_a$	$87\%_a$	$\chi^2(2)<1$
African/African American (%)	$47\%_a$	$67\%_a$	$73\%_a$	$\chi^2(2)<2.60$, $p>0.25$
Age (years)	15.96_a (1.01)	16.02_a (1.46)	15.80_a (1.38)	$F<1$
Disciplinary citations in the semester prior to juvenile detention	0.93 (1.54)	1.17 (1.95)	0.86 (1.66)	$F<1$
Number of days in custody	16.29 (11.95)	14.73 (12.75)	12.67 (10.66)	$F<1$

Note. Ns=39-47. SDs indicated in parentheses. Means and percents with different subscripts differ at $p<0.05$.

Table S3. Audio-recorded challenges and relationships (sample open-ended responses), Study 1.

What *kinds of challenges do students often experience when they return from Juvenile Detention?*	*We're interested in how students deal with these challenges. One thing older students said was that it helps to reach out to teachers and other adults. How does this help?*	*What do students do to get to know adults in school better? What are good ways to get to know adults in school better?*
they be scared and they don't know like, how the teacher will act I guess [When you say scared, what are they scared of?] They scared of the people [People, like…] Like the principals and stuff	it helps cuz they will, I think they will feel safer [They feel safer if they reach out to teachers and other adults?] Mhm	Just walk, just like if he probably like talked to his counselor, and his counselor introduced him to other people
Say it right here? [yeah you can just talk] They have problems with people embarrassing them with, by having a GPS or grades being bad, coming back while their friends, coming back with their friends and their friends have good grades and you don't.	Because they, because they know everybody and have more options to get help from. You know more teachers around the school so you have more options to ask for help, or maybe you might not know something that, you don't have a class or something like that you can just get help from them.	They go to talk to the teachers, I mean they go to talk to teachers after school or at lunch for help, or any questions they need to ask. Any questions you may need to ask.
Um, I mean people, people will they're gonna ask you questions about what happened and about what like and then they're going to ask you questions and they're just going to judge you about what happened and if they find out what you did, they're gonna they're gonna take that and use it as, um, what's it called, as like a weapon for you like you'll feel bad like well I should never like, they'll just try to judge you what you did and then when you get on, like I was on ankle monitor and then they just thought I was, they thought that I thought I was cool because I was on ankle monitor but I really didn't, cause i don't even like being on it.	hm. um, I really I don't I really don't do nothing, I just keep doing what I'm doing. Like I don't care what they say, I mean I did it so like I can't be mad at them but just...	Um, you you can you can my teachers, I didn't think my teachers were there for me but they really were like I just kept pushin them away and um they told me all them if you need help, I'm here for you and all that stuff but I really didn't think they was going to be there for me so I was just like, you know what ya ya all right but then when I really them when I came back , they was always there for me they would tell me what I needed all you need to do this in order to do that or you need to do that in order to do this and it was helping me feel like I was getting overwhelmed because like with all the work I had to do to catch up but I mean it's worh it cause, cause it's not really that hard if you pay attention it's not that hard cause we on a new lesson right now and I wasn't even there when they teached it and now I'm already on top of it. It's not hard. You just gotta listen.

They basically face grades dropping, and so basically they're gonna be frustrated on how that affects them in the future, such as certain activities they won't be able to do, and if they want to play sports that can affect them because of their grades dropping because of them being in juvenile, so when they know they gotta work hard in order to get that back up.	This one? So I basically put connecting with teachers and stuff, so you could basically tell them how you feel, and y'all can basically work something out basically. Like letting them know what happened, talking to them, like I got a teacher Mr. [teacher name], he knew what happened and we was talking, and we basically worked something out like study hours, like at lunch I go to him, and I do like extra credit work and papers I could do and makeup that brought me back to what it was, my grade.	Basically tell them how you feel and what went down and they, y'all share basically similar stories. Like how I did with the other teacher, and they told me how, what happened to them at my age, how they had some troubles and what they did to overcome it, so that's what I did with teachers.
A challenge that I personally faced was, you know, I had a lot of kids coming up to me asking me like "what'd you do" and stuff like that, but I don't want to let my business out there because it's not something you should be proud of and let other kids know, you know? And then you got to wear baggy pants and stuff so you can't show your GPS or nothing like that, so you know, it's hard, but you know you just got to mind your own when you're going to school and do right.	You know when you reach out to teachers, you got to find the right teacher you know, someone that can sit down and actually talk to you and feel the position that you were in, because, for me, letting it out helped me, because I mean for me, letting it out helped me because just keeping it in is just, I needed somebody to talk to. But then it's hard though, some teachers probably won't worry about what you did wrong, but you know once you find that right teacher, it's gonna feel good to let out your experiences.	Just show them that you're trying to do good in school now, because if you come out of juvenile hall and you still are lollygagging in class, it's gonna show them you're not really trying to do something better for yourself. But you know, once you go to the teacher, asking them for help with your homework, asking for help with class problems, they're gonna find out that you're really trying to succeed, and you know that's what makes them wanna get closer to you and help you, and that's good.
Well, like I don't know what other things do and experience, but I know like for me, it was kind of hard for my family, because like when I got back it was all these emotions, like sad emotions, and then I came to school and the teacher had the same attitude against me. I had a lot of work to catch up on. It was just hard, but now, I did all my work, I got a stronger relationship with my family now, and I'm playing basketball now and that's what I like to do, so my experience is good right now.	I mean they know a lot, so you can just ask them, and they help you, do your work. I mean it's like work, and they probably know how to do it, so you ask them and they can help you out with it.	Do what you gotta do in class, and like just ask. Just ask for a lot of stuff in class, raise up your hand every time she says answer something, and she will probably come to you, or he probably come to you, and tell you, and start a conversation with you, and maybe y'all will get close.

Additional Robustness Tests of the Effect of Condition on Recidivism (Study 1)

Table S4. Additional robustness tests of the effect of condition on recidivism reported in official juvenile detention records, Study 1.

Model	Covariates	Imputation of missing baseline measures	Student Treatment vs. Control	Student Treatment + Letter vs. Control	Student Treatment + Letter vs. Student Treatment
Model 3A (*N*=40)	All potentially relevant baseline psychological and demographic measures	No	OR=0.60, $z<1$, $p=0.695$	OR=0.03, $z=-2.46$, $p=0.014$	OR=0.04, $z=-2.34$, $p=0.019$
Model 3B (*N*=44)	All potentially relevant baseline psychological and demographic measures	Yes	OR=0.37, $z<1$, $p=0.346$	OR=0.07, $z=-2.33$, $p=0.020$	OR=0.20, $z=-1.74$, $p=0.083$
Model 4A (*N*=40)	Predictive baseline measures or those differing by chance	No	OR=0.50, $z<1$, $p=0.555$	OR=0.03, $z=-2.53$, $p=0.011$	OR=0.07, $z=-2.33$, $p=0.020$
Model 4B (*N*=44)	Predictive baseline measures or those differing by chance	Yes	OR=0.47, $z<1$, $p=0.439$	OR=0.09, $z=-2.29$, $p=0.022$	OR=0.20, $z=-1.82$, $p=0.069$

Note. Models 3A and 3B controlled for: (1) months after release from juvenile detention, (2) baseline grit, (3) baseline fixed theories of personality, (4) baseline school identification, (5) baseline sensitivity to incarceration-based rejection, (6) gender, (7) age, and (8) mother's education. Models 4A and 4B controlled for: (1), (3), (6), (7), and (8). Models 2B and 3B imputed missing values on mothers' education with the sample mean for four participants missing this variable. Models 3A and 4A did not.

As noted in the main text, three children were missing official recidivism records. To retain them, we examined recidivism inferred from official attendance records. The effect of the student-treatment + letter condition versus control was stable across models.

Table S5. The effect of the student-treatment vs. control on recidivism inferred from official attendance records, Study 1.

Model	Covariates	Imputation of missing baseline measures	Student Treatment + Letter vs. Control
Model 1 (*N*=47)	None	n/a	OR=0.22, Z=-1.86 $p=0.063$
Model 2A (*N*=47)	Months after release from juvenile detention	n/a	OR=0.24, Z=-1.68, $p=0.092$
Model 2B (*N*=47)	Days in Custody	n/a	OR=0.19, Z=-1.99, $p=0.047$
Model 2C (*N*=47)	Months After Release and Days in Custody	n/a	OR=0.21, Z=-1.79, $p=0.074$
Model 3A (*N*=43)	All potentially relevant baseline psychological and demographic measures	No	OR=0.02, Z=-2.50, $p=0.012$
Model 3B (*N*=47)	All potentially relevant baseline psychological and demographic measures	Yes	OR=0.04, Z=-2.35, $p=0.019$
Model 4A (*N*=43)	Predictive baseline measures or those differing by chance	No	OR=0.02, Z=-2.48 $p=0.013$
Model 4B (*N*=47)	Predictive baseline measures or those differing by chance	Yes	OR=0.05, Z=-2.33, $p=0.020$

Note. Models 3A and 3B controlled for: (1) months after release from juvenile detention, (2) baseline grit, (3) baseline fixed theories of personality, (4) baseline school identification, (5) baseline sensitivity to incarceration-based rejection, (6) gender, (7) age, and (8) mother's education. Models 4A and 4B controlled for: (1), (3), (5), (6), (7), and (8). Models 2B and 3B imputed missing values on mothers' education with the sample mean for four participants missing this variable. Models 3A and 4A did not.

Table S6. Immediate self-report survey measures by condition, Study 1.

Measure	Control Condition	Student Treatment	Student Treatment + Letter	Omnibus Statistical Test
State belonging (1-6 scale)	5.06 (0.92)	4.77 (0.86)	4.85 (0.76)	$F<1$
Belonging uncertainty (1-5 scale)	4.12 (1.11)	4.07 (1.00)	3.73 (0.80)	$F<1$
Anxiety in class (1-7 scale)	3.12 (1.86)	3.47 (1.79)	2.87 (1.85)	$F<1$
Anticipated procedural justice (1-7 scale)	4.44 (1.27)	4.40 (1.62)	4.00 (1.07)	$F<1$
Perceived safety in school (1-4 scale)	3.12 (0.89)	3.43 (0.72)	3.43 (0.61)	$F<1$
Possible selves (1-7 scale)	5.75 (0.87)	6.08 (0.55)	6.15 (0.67)	$F<1$
Anticipated enjoyment of academic work (1-7 scale)	4.82 (1.07)	4.87 (1.46)	4.57 (1.22)	$F<1$
School identification (1-7 scale)	5.82 (1.21)	6.10 (1.04)	5.87 (1.19)	$F<1$
School identification, controlling for baseline (1-7 scale)	5.95 (0.82)	5.95 (0.83)	5.95 (0.82)	$F<1$
Academic self-efficacy (1-7 scale)	5.38 (0.99)	5.13 (1.13)	5.63 (0.99)	$F<1$
Perceived parent academic expectations (1-7 scale)	5.78 (1.78)	5.91 (0.92)	5.60 (1.51)	$F<1$

Note. Ns=46-47. No mean differs significantly from another in the same row at $p<0.05$. SDs indicated in parentheses. Analyses control for mothers' level of education achieved and baseline fixed theories of personality.

Timing of Study 2

Study 2 was conducted in February 2020, just prior to the spread of COVID-19 in the United States and well-publicized incidents of racial violence, including the killing of George Floyd, which may have shifted societal feelings about race and criminal justice.

Table S7. Baseline measures by condition, Study 2.

Baseline Measure	No Letter	Letter	Statistical Test
Years teaching	17.07 (7.46)	16.52 (7.69)	$t<1$
Teacher gender (% female)	62%	71%	$\chi2<1$
Teacher race-ethnicity (% White)	84%	85%	$\chi2<1$
% White students in school	48.7% (30.49)	55.5% (29.42)	$t(345)=2.12$, $p=0.035$, $d=0.23$
% Black students in school	17.11% (20.97)	19.73% (23.52)	$t<1.10$
Have you ever taught a student who had experience in Juvenile Detention? (% yes)	70%	67%	$\chi2<1$
How often do students with experience in Juvenile Detention come to your school? (1-6 scale)	3.25 (1.25)	3.28 (1.16)	$t<1$
% teaching elementary school (K-5)	3%	1%	$\chi2<1.10$
% teaching middle school (6-8)	23%	23%	$\chi2<1$
% teaching high school (9-12)	80%	81%	$\chi2<1$
% teaching art	6%	4%	
% teaching English	23%	29%	
% teaching foreign language	5%	6%	$\chi2(6)=11.17$, $p>0.08$
% teaching general	5%	8%	
% teaching math	20%	26%	
% teaching science	23%	17%	
% teaching social studies	19%	10%	

Note. Nno-letter=175, Nletter=173.

Table S8. Crime curious coding, Study 2.

		Sample Response	**Control**	**Letter**
Not Crime Curious		-	82.76%	95.38%
Crime Curious	Any subcategory	-	17.24%	4.62%
	Crime curious, without reason	I would have concerns about the nature of his crime that got him sent to detention, but would give him the same opportunity that I give all students.	6.32%	1.73%
	Crime curious, to support student	I would be nervous because I know I cannot ask [name] about his experiences when he was out of school, but those details would help me be more aware of his needs for re-entry.	4.03%	1.16%
	Crime curious, to protect others	I would be apprehensive, as I am unfamiliar with [student name's] history--what led to him being in juvenile detention center in the first place and how long was he in custody. For instance, did he commit a violent crime? Will he have outbursts? Will he be disruptive?	6.90%	1.73%

Note. Two research assistants trained in qualitative coding and blind to condition independently coded a random sample of 100 responses. They achieved a high reliability (for not crime curious vs. crime curious: Cohen's Kappa=0.95; for not crime curious vs. each of the three subcategories of crime curious: Cohen's Kappa=0.91). One of those research assistants then coded the remainder of the responses. Ncontrol=174. Nletter=173.

Table S9. Comparison of models with and without random intercept for target student, Study 2.

Construct	Valence	Selected Model AIC	Model with random intercept AIC
Commitment to the student (1-7 scale)	Positive	1012.38	1031.60
Emotions about the student entering class (1-7 scale)	Composite	820.41	840.25
	Positive	1166.27	1182.60
	Negative	829.65	850.46
Anticipated success/positive influence (vs. failure/negative influence) in class (1-6 scale)	Composite	790.63	809.96
	Positive	963.85	979.44
	Negative	917.48	937.52
Anticipated success/positive influence (vs. failure/negative influence) in school (1-6 scale)	Composite	733.83	749.87
	Positive	957.70	975.55
	Negative	815.60	834.01
Anticipated success/positive influence (vs. failure/negative influence) in society (1-6 scale)	Composite	751.00	769.30
	Positive	1019.24	1038.29
	Negative	834.13	851.82
Feelings of love, hope, respect, and trust for the student (1-6 scale)	Positive	953.76	972.51
Opportunity to realize goals as an educator (1-6 scale)	Positive	1073.77	1091.52
Negative judgment following a minor misbehavior (1-7 scale)	Negative	1032.77	1057.65
Perceived age of student (years)	n/a	1222.71	1239.94

Tertiary Measures and Analyses in Study 2: Generalization Beyond the Target Student

Measures

        After completing the items referencing the target student named in the letter, teachers completed identical items assessing their expectations for students in reentry from juvenile detention in general and similar items assessing their expectations for adult offenders in reentry.

        Anticipated success (or failure) of students in reentry in general in class, school, and society. First, we asked teachers about how much success they anticipated among "students in general who have experience in the juvenile detention system and are returning to school" in class, school, and society, along the same items assessed for the target student. The measures were reliable (5-items re class: composite: α=0.82; positive items: r=0.66; negative items: α=0.92; 5-items re school: composite: α=0.78; positive items: r=0.72; negative items: α=0.86; 4-items re society: composite: α=0.80; one positive item; negative items: α=0.90)

        Anticipated success (or failure) of adults in reentry in society. Finally, we asked teachers how likely "<u>adults</u> who have been convicted of a crime and imprisoned and are returning to society" would be to succeed and be a positive influence in society, along items similar to those assessed for the anticipated success for students returning to school from juvenile detention, except dropping school-specific items (10-items, *1=not at all likely*, *6=extremely likely*; α=0.89). We also examined the positive items (α=0.90) and negative items (α=0.90) separately.

Results

        As with the primary analyses, analyses controlled for the percentage of White students teachers reported who attended their school, as this differed slightly by condition at baseline.

        Anticipated success (or failure) of students in reentry in general. While teachers' beliefs about students in reentry in general trended more positively in every analysis, only one analysis reached significance. See Table S9. Thus, the letter did not robustly shift expectations of students in reentry in general, either positively or negatively. Instead, it functioned primarily to improve expectations specifically for the target student.

Table S10. Teachers' expectations of success for students in reentry in general, by condition, Study 2.

Construct	Measure	No Letter	Letter	Statistical Test
Anticipated success/positive influence (vs. failure/negative influence) in class (1-6 scale)	Composite	3.58 (0.87)	3.70 (0.73)	$t(343)=1.62, p=0.107, d=0.15$, 95% CI (-0.06, 0.36]
	Positive items	2.61 (0.94)	2.74 (0.84)	$t(343)=1.53, p=0.127, d=0.15$, 95% CI (-0.06, 0.38]
	Negative items	2.78 (1.06)	2.66 (0.95)	$t(343)=1.23, p=0.220, d=-0.11$, 95% CI (0.10, -0.32]
Anticipated success/positive influence (vs. failure/negative influence) in school (1-6 scale)	Composite	3.89 (0.77)	3.94 (0.71)	$t(342)<1, p=0.459, d=0.08$, 95% CI [-0.13, 0.29]
	Positive items	3.09 (0.96)	3.13 (0.97)	$t(343)<1, p=0.693, d=0.04$, 95% CI [-0.17, 0.25]
	Negative items	2.58 (0.95)	2.50 (0.79)	$t(341)<1, p=0.374, d=-0.10$, 95% CI [0.12, -0.31]
Anticipated success/positive influence (vs. failure/negative influence) in society (1-6 scale)	Composite	4.05 (0.79)	4.21 (0.75)	$t(343)=1.86, p=0.064, d=0.21$, 95% CI [0.00, 0.42]
	Positive item	3.13 (0.98)	3.38 (1.11)	$t(343)=2.32, p=0.021, d=0.24$, 95% CI [0.03, 0.45]
	Negative items	2.65 (0.90)	2.51 (0.86)	$t(343)=1.31, p=0.191, d=-0.16$, 95% CI [0.05, -0.37]

Note. 1-6 scale; *SD*s depicted in parentheses. *N*s=346-348.

Comparing teachers' expectations for the success of the target student and students in reentry in general was informative. To do so, we averaged the measures of anticipated success in class, school, and society for the target student (α=0.86) and for students in reentry in general (α=0.88). We then conducted a mixed-model ANCOVA treating the anticipated success of the target student vs. students in general as a within-subjects factor and condition as a between-subjects factor, and controlling for the percentage of White students teachers reported who attended their school. The analysis yielded an interaction, *t*(344)=3.85, *p*=0.0001. While the letter condition caused a highly significant and medium-sized improvement in teachers' expectations for the target student, *t*(444)=4.43, *p*<0.001, *d*=0.50, 95% CI [0.28, 0.70] this difference was smaller and only marginally significant for students in reentry in general, *t*(444)=1.64, *p*=0.101, *d*=0.16, 95% CI [-0.05, 0.37].

We also compared expectations within condition. Of particular interest, even in the no-letter condition, teachers anticipated greater success by the target student than by students in reentry in general, *t*(344)=7.02, *p*<0.0001, *d*=0.34, 95% CI [0.05, 0.64]. This difference only expanded in the letter condition, *t*(344)=12.41, *p*<0.0001, *d*=0.76, 95% CI [0.45, 1.07]. Thus, simply considering an individual student in reentry, rather than the category of students in reentry, led to more positive expectations, with further improvement caused by the letter. See Table S7.

Table S11. Teachers' composite expectations of success for the target student and for students in reentry in general in class, school, and society, by condition, Study 2.

Measure	No Letter	Letter	Between-Subjects Contrast
Target student	4.09 (0.71)	4.40 (0.54)	*t*(444)=4.43, *p*<0.001, *d*=0.50, 95% CI [0.28, 0.70]
Students in reentry in general	3.84 (0.74)	3.96 (0.63)	*t*(442)=1.64, *p*=0.101, *d*=0.16, 95% CI [-0.05, 0.37]
Within-Subjects Contrast	*t*(344)=7.02, *p*<0.0001, *d*=0.34, 95% CI [0.05, 0.64]	*t*(344)=12.41, *p*<0.0001, *d*=0.76, 95% CI [0.45, 1.07]	

Note. 1-6 scale; *SD*s depicted in parentheses. *N*=348.

Anticipated success (or failure) of adults in reentry. As with teachers' expectations for students in general in reentry, expectations for the success of adults in general in reentry to society from prison trended more positively in the letter condition but did not reach significance. See Table S8.

Table S12. Teachers' expectations for the success of adult offenders in reentry, Study 2.

Measure	No Letter	Letter	Statistical Test
Composite	3.69 (0.70)	3.76 (0.66)	*t*(343)=1.20, *p*=0.232, *d*=0.10, 95% CI [-0.11, 0.31]
Positive items	3.21 (0.85)	3.30 (0.80)	*t*(343)=1.16, *p*=0.248, *d*=0.11, 95% CI [-0.10, 32]
Negative items	2.83 (0.87)	2.77 (0.79)	*t*(343)=0.86, *p*=0.391, *d*=-0.07, 95% CI [-0.28, 0.14]

Note. 1-6 scale; *SD*s depicted in parentheses. *N*=348.

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Survey Measures (Study 1)

Baseline Measures at the Juvenile Justice Center

Baseline Psychological Measures

Grit (α=0.70) (Duckworth & Quinn, 2009)[1]
- I finish whatever I start   - I stick with projects and activities for more than a few weeks   - I try very hard even though I fail sometimes   - I stay committed to my goals, even when they take a long time to complete   - I keep working hard even when I feel like quitting
1=Not at all like me, 2=Not much like me, 3=Somewhat like me, 4=Mostly like me, 5=Very much like me

Fixed theories of personality (α=0.53) (Chiu, Hong, & Dweck, 1997; Dweck, 1999)
- Everyone is a certain kind of person, and there is not much that can be done to really change that.   - As much as I hate to admit it, you can't teach an old dog new tricks. People can't really change their deepest attributes.   - People can do things differently, but the important parts of who they are can't really be changed.
1=Not true at all, 2=False, 3=Somewhat false, 4=Neither true nor false, 5=Somewhat true, 6=True, 7=Very true

School identification (*r*=0.93) (Spencer, Steele, & Quinn, 1999)
- Doing well in school is important to me   - Being successful at school is important to me
1=Not at all, 2=A little bit, 3=Somewhat, 4=A moderate amount, 5=A lot, 6=A great deal, 7=Extremely

Sensitivity to incarceration-based rejection (inspired by Mendoza-Denton, Downey, Purdie, Davis, & Pietrzak, 2002)
Imagine there is a fight at lunch and an administrator at school is coming to see who started it. They are randomly questioning students.   - How concerned/anxious would you be that the administrator might question you because of your time spent in Juvenile Detention?   - I would expect that the administrator might question me because of my time spent in Juvenile Detention.
1=Very unconcerned/unlikely, 2=Unconcerned/Unlikely, 3=Somewhat unconcerned/unlikely, 4=Somewhat concerned/likely, 5=Concerned/Likely, 6=Very concerned/likely; Scores on the two items are multipled.

Baseline Demographic Questions

Parents' national background
How many of your parents were born in the United States? Circle one.
None, One, Both

Grandparents' national background
How many of your grandparents were born in the United States? Circle one.
None, One, Two, Three, Four

Language background
Is English the first language that you learned?
Yes, No. If not, What is the first language that you learned? (open-ended

Mother's Education

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[1] Complete references can be found in the SOM-R document.

What is the highest level of education completed by your mother (or primary guardian)?
Less than high school, High school or GED, Vocational/technical school or some college, Associate's degree, Bachelor's degree, Graduate or professional degree

Father's Education
What is the highest level of education completed by your father (or secondary guardian)?
Less than high school, High school or GED, Vocational/technical school or some college, Associate's degree, Bachelor's degree, Graduate or professional degree

Gender
What is your gender? Circle one
Male, Female, Not Sure, Other (please specify):

Race/Ethnicity
What is your race/ethnicity? Circle one. If you choose "Other/Multiple" please specify.
African/African American, Asian/Asian American, Hispanic/Latino American, Native American, White/European American, Other/multiple:

Self-Report Measures in the Intervention Session, Immediately Following Randomized Content

Manipulation check
What was the primary idea of the stories you read? Circle one
- It's helpful to learn new study skills to do better on tests and homework assignments in school.   - Avoiding drugs and alcohol to live a healthier lifestyle.   - Developing positive relationships with teachers and other adults in school who can help you achieve your goals.   - How exercise and healthy eating can be helpful.

State belonging (α=0.77) **(Walton & Cohen, 2007)**
Think about the school you are currently enrolled in. For each question or statement, mark the response that is the most true for you.
- Right now, I feel like I belong at my school.   - Right now, I fit in well at my school.   - Right now, I feel like an outsider at my school. (*reverse coded*)   - Right now, I feel comfortable at my school.
1=Strong disagree, 2=Disagree, 3=Somewhat disagree, 4=Somewhat agree, 5=Agree, 6=Strongly agree

Belonging uncertainty **(Yeager, Walton, et al., 2016)**
Think about the school you are currently enrolled in. For each question or statement, mark the response that is the most true for you.
"When you think about your school, how often, if ever, do you wonder: 'Maybe I don't belong here'?"
1=Always, 2=Frequently, 3=Sometimes, 4=Hardly ever, 5=Never

Anxiety in class (r=0.56) **(Walton & Cohen, 2007)**
- How anxious would you feel about approaching a teacher about something you do not understand in class?   - How anxious would you be about asking a question or making a comment in front of the whole class?
1=Not at all, 2=A little bit, 3=Somewhat, 4=A moderate amount, 5=A lot, 6=A great deal, 7=Extremely

Anticipated procedural justice (r=0.37) **(Goyer et al., 2019)**
- Looking ahead, how fairly do you think you will be evaluated in your school?   - Looking ahead, how fairly do you think discipline will be assigned in your school?

1=Not at all, 2=A little bit, 3=Somewhat, 4=A moderate amount, 5=A lot, 6=A great deal, 7=Extremely

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Perceived safety in school (α=0.91)

How safe do you feel…
- Outside around your school?
- Traveling between home and school?
- In the hallways and bathrooms of your school?
- In your classes?

1=Not safe, 2=Somewhat safe, 3=Mostly safe, 4=Very safe

Possible academic selves (α=0.79) (Markus & Nurius, 1987)

In the future…Probably everyone thinks about the future to some extent. When doing so, we often think about the kinds of experiences that are in store for us. Some of these experiences are probably quite likely to occur, while others are not. Use the following scales to say whether each statement is possible or not possible for you to BE, or to DO in the future.
- In the future, I could see myself being successful in my school.
- In the future, I could see myself using doing well academically in my school.
- In the future, I could see myself having a good relationship with at least one teacher or other adult in my school.
- In the future, I could see myself learning valuable skills and knowledge in my school.
- In the future, I could see myself having a job or career that inspires me.

1=Strong disagree, 2=Disagree, 3=Moderately disagree, 4=Neutral 5=Moderately agree, 6=Agree, 7=Strongly agree

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Anticipated enjoyment of academic work (*r*=0.70) (Walton, Logel, et al., 2015)

- Looking ahead, how much do you think you will enjoy course work in your school?
- Looking ahead, how interesting do you think classes in school will be for you?

1=Not at all, 2=A little bit, 3=Somewhat, 4=A moderate amount, 5=A lot, 6=A great deal, 7=Extremely

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School identification (*r*=0.76) (Spencer, Steele, & Quinn, 1999)

- It is important to me to do well in my school.
- Being successful at school is important to me.

1=Not at all, 2=A little bit, 3=Somewhat, 4=A moderate amount, 5=A lot, 6=A great deal, 7=Extremely

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Self-efficacy (*r*=0.04) (Walton & Cohen, 2007)

- I feel confident that I have the ability to do well in my school.
- I feel that I have <u>less</u> ability than others in my school. (*reverse-coded*)

1=Not at all, 2=A little bit, 3=Somewhat, 4=A moderate amount, 5=A lot, 6=A great deal, 7=Extremely

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Perceived payoff of education (*r*=-0.08)

- My parents say education does not help people like us get paid or promoted. (*reverse-coded*)
- For people like me, studying in school pays off with good jobs.

1=Not at all, 2=A little bit, 3=Somewhat, 4=A moderate amount, 5=A lot, 6=A great deal, 7=Extremely

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Perceived parent academic expectations (α=0.94)

- My parents/guardians believe I will graduate from high school.
- My parents/guardians believe I will go to college.
- My parents/guardians believe I will graduate from college.

1=Not at all, 2=A little bit, 3=Somewhat, 4=A moderate amount, 5=A lot, 6=A great deal, 7=Extremely

Intervention Stories (Study 1)

All stories were audio recorded by youth in after school groups in the local community. Audio recordings were played and transcripts were provided to participants.

Story 1
"I knew that coming back from Juve was going to be hard. Sometimes it felt like if I made one wrong step I'd be right back in jail. I knew I never wanted that. I needed to find a way to do better in school, but it seemed so hard to catch up. I was so far behind, and I was pretty mad at the system.

After I got out, I talked to my neighbor. He had been to Juve too, but he still graduated. I thought things hadn't been bad for him, but he told me that he struggled too, especially at first. He said things started getting better when he talked to his math teacher, Ms. C. She got that he was trying. Later she helped him get a job and worked with so he could catch up in her class. When I thought about myself and what kind of person I wanted to be, I realized I needed a diploma to get there. Oh and I also cared a lot about being a positive role model for my younger sister. She's ten.

I used to not get along with my teachers, but I decided to make more of an effort. Some of my teachers didn't seem to listen, but eventually I found some I could trust and talk about things I care about. They helped me a lot, and I was able to raise some of my grades. So now I'm a senior, and I'm walking at graduation this spring. My mom is so proud of me, so is my sister, and I'm proud of the progress that I've made."

-12th grade student, class of 2017

Story 2
"After Juve, I got put on GPS so my house just felt like another cage. I couldn't do anything or go anywhere without asking my probation officer for permission. I hated how it made me feel. Sometimes I wanted to cut off the GPS, even though I knew that would be bad for me in the long run. It felt like a trap, because there were a million rules and I didn't always know what they were. And the only time I could leave the house was to go to school.

So, I tried to figure out how to make school interesting. I always loved music, and wanted to learn more about how to create it. I thought about joining the choir, so I talked with some of the students. I wanted to get more involved, but I didn't know the director. One time I tried talking with him about my interest but he just said he was busy and maybe he would meet with me later. That kind of hurt, like he just didn't think I had something to say.

Later, I tried to mix some music on my computer at home, but I couldn't figure it out. I felt really frustrated when I woke up the next day. When I got to my first class I just put my head down. After class, my teacher pulled me aside and asked what was wrong. I told her I wanted to learn how to work with sound equipment, but I didn't think the choir director would want to help. She said that the director really likes to work with students who love music but he's just busy, and I should try to talk to him again. I still felt worried that he wouldn't want to help, but I decided to

try.

That day after school, I talked to the director. I told him that I wanted to learn how to work sound equipment and to record and edit music, and I asked if he would teach me some things. I was surprised because he seemed really happy to help me. He started to show me how to work with the equipment. I ended up joining the choir. And later that semester, he showed me even more respect by letting me help run sound during the talent show. After I graduated, I got a job working with sound equipment at a recording studio. The people at my work respect my talent and knowledge. Music has helped me stay out of trouble."

    - Recent graduate, class of 2014

Story 3
"I used to think a lot in Juve, about how things seemed really difficult for kids like me. After I got back home, I thought about it even more because I could see it happening all around me, like people not able to get jobs or dropping out of school, or all of the overdue bills we got in the mail at home. It seemed like nothing was going to change.

One day, they cut our electricity, so my alarm didn't go off and I overslept. When I finally got to school, my teacher yelled at me for not getting there until the end of second period. That pissed me off because it wasn't my fault. On the way to my next class some kid bumped into me. I yelled at him to watch where he was going. He yelled something back. Before I could respond, Ms. J., who people said was a mean teacher, came between us and told us to cut it out. When I went to my locker, Ms. J. pulled me aside and asked if I was OK. I just said, "Whatever!" and slammed my locker and walked away.

Later that night, I thought about how I blew off Ms. J. She seemed to know something was wrong, and cared how I felt. I've been sent to the office for less. So the next day, when I saw her in the hallway, I thanked her for not sending me to the office. She said that I didn't have to explain what was wrong, she knows things can be tough. Later she said if I was ever having a bad day and wanted to come to her classroom during free periods to calm down, I was welcome.

I thought that was pretty cool of her. I liked how she didn't get all in my business. I had never thought of her as a "cool teacher" before, but then I knew she was willing to listen. Sometimes I did go to her room when I was upset, just to put my head down for a little while. And sometimes I talked to her about what I was going through. It really made a difference knowing she had my back. And it made me see that there are a lot of teachers in school who want to help. The world seems difficult sometimes, but things seem a lot more doable knowing there are people who have your back. It helped me feel more in control."

    - 9th grade student, class of 2020

Story 4
"A few days ago, I was walking to BART with my little brother, who is six, and I noticed a cop was walking toward us. He didn't look like he was approaching us, but as soon as my little brother saw him, he reached up and grabbed my hand and squeezed it. I could tell he was scared.

It reminded me of how I felt when I first left Juve. It felt like cops and other adults didn't respect me and were out to get me, like the system was rigged against me. Sometimes it felt like a target was on my back—and there was nothing I could do about it.

When I looked down at my brother, I thought of an art project I did that helped me feel more respected by adults, and more in control. When I first got out of Juve, I heard about this program where teenagers learn about their community's history and paint murals about it. I talked to my art teacher about doing something like this in my school. She agreed to work with me on it. We met once a week for a semester to research the design. The process was challenging but I learned more about my community and how to depict it. It was cool to see my teacher was impacted. After I painted the mural, some other students wanted to do murals, and she asked me to talk with them about how I did it. It felt good to earn respect.

When my little brother got scared of the cop at BART I remembered that feeling. I looked the cop in the eye and calmly said, "Good afternoon." The cop seemed surprised but he said, "Good afternoon" right back to me. My little brother couldn't believe it. I told him I knew that feeling. It's normal to feel scared and like you can't control things around you, but it's also possible to earn respect and move ahead. For me, the mural project helped give me confidence when talking with adults, in a lot of different situations."

- 10th grade student, class of 2019

This student described working with an art teacher, so we asked her about her experience to learn more. Here is what she said:

Teacher Story
"I became a teacher because I love to see kids grow and improve. So that mural project is one of my favorite experiences as a teacher.

That student was coming back to school from Juvenile Detention, and he'd been through some things. But I could see that he was more committed. He started coming to class more. Sometimes he even came a few minutes early to work on homework.

One day, he approached me after class and said that he wanted to paint a mural about a part of his community's history. He asked me to work with him on the design, and help him find a place to paint it. I was glad that he reached out to me. As I got to know him better, I was impressed with how seriously he took his work. I did my best to help him, because I could tell it was important to him. He did a great job.

He made a lot of progress in my class and others, and he's doing really well now. I have so much respect for him and what he's accomplished. He's worked really hard to reach his goals."

-Art teacher, Oakland Unified School District

Study 2 Complete Measures

PRIMARY MEASURES
(Pre-Registered)

Primary Measures (Pre-Registered): Perceptions of the Target Student

Measures are listed in the order administered. Measures assessing perceptions of the target student that were pre-registered as secondary are indicated in brackets and described subsequently.

Commitment to the target student (α=0.90)
● How responsible would you feel for (name) as (he/she) returns to school?   ● How motivated would you feel to help (student) as (he/she) returns to school?   ● How committed would you feel to helping (student) succeed in returning to school?
1=Not at all, 2=A little bit, 3=Somewhat, 4=A moderate amount, 5=A lot, 6=A great deal, 7=Extremely

Thoughts and feelings (open-ended)
Please describe the <u>thoughts</u> and <u>feelings</u> you might have about [student name] entering your class in more detail. How might you react to this news? What would you anticipate about your experiences with [student name] as [he/she] comes to your class?

Behaviors (open-ended)
Please describe what, if anything, in particular you would <u>do</u> as [student name] enters your class.

Emotions about the target student entering their class (all: α=0.84; positive: α=0.89; negative: α=0.83; order of items randomized)					
To what extent would you have each of the following feelings about [student name] entering your class?					
● enthusiastic ● excited	● glad ● hopeful	● prepared ● afraid	● angry ● annoyed	● apprehensive ● challenged	● frustrated ● overwhelmed
1=Not at all, 2=A little bit, 3=Somewhat, 4=Moderately, 5=Quite a bit, 6=Very, 7=Extremely					

Anticipated success (or failure) and positive (or negative) influence in class (all: α=0.84; positive: r=0.64; negative: α=0.87)
Think ahead to what [student name] might do or what he/she might experience in the future in class.
● Distract other students in class?   ● Be a positive influence on other students in class?   ● Interfere with your teaching?   ● Be motivated to work hard in class?   ● Influence other students in a negative way?
1=Not at all likely, 2=A little bit likely, 3=Somewhat likely, 4=Moderately likely, 5= Very likely, 6=Extremely likely

Anticipated success (or failure) and positive (or negative) influence in school (all: α=0.80; positive: r=0.75; negative: α=0.87)
How likely is [student name] to…
● Be successful upon returning to school?   ● Develop positive relationships with other teachers in school?   ● Be a danger to others in school?   ● Have significant disciplinary problems in school in the future?   ● Be suspended in the future?

1=Not at all likely, 2=A little bit likely, 3=Somewhat likely, 4=Moderately likely, 5= Very likely, 6=Extremely likely

Anticipated success (or failure) and positive (or negative) influence in society (all: α=0.79; negative: α=0.89)
How likely is [student name] to…
• Be reincarcerated in the future? • Contribute positively to society? • Commit another crime? • Be violent in the future?
1=Not at all likely, 2=A little bit likely, 3=Somewhat likely, 4=Moderately likely, 5= Very likely, 6=Extremely likely

Feelings of love, hope, respect, and trust for the student (α=0.86)
How might you feel about [student name]?
• How much <u>love</u> would you feel for [student name]? • How much <u>hope</u> would you feel for [student name]? • How much <u>trust</u> would you feel for [student name]? • How much <u>respect</u> would you feel for [student name]?
1=None, 2=A little, 3=Some, 4=A moderate amount, 5=A lot, 6=A great deal

[Opportunity to realize goals as an educator (secondary, *described below*)]

Responses to a minor misbehavior (α=0.88)
Imagine it is a week after [student name] has entered your class and you find [him/her] sleeping in class. When you try to wake [him/her] up [he/she] refuses to do [his/her] work.
How would you respond to this behavior? (*open-ended*)
• How worried would you be that [student name] will be a problem student? • How worried would you be that [student name]'s behavior could get worse over time? • How worried would you be that you might have to refer [student name] to law enforcement in the future?
1=Not at all, 2=A little bit, 3=Somewhat, 4=A moderate amount, 5=Quite a bit, 6=Very, 7=Extremely

[Perceived age (secondary, *described below*)]

SECONDARY MEASURES
Pre-Registered as Exploratory

Perceptions of the Target Student

Opportunity to realize goals as an educator (r=0.79)
How might you feel about [student name]?
• [Student name] presents an opportunity for me to do something meaningful as an educator. • [Student name] presents an opportunity for me to reach my goals as an educator.
1=Not at all, 2=A little bit, 3=Somewhat, 4=A moderate amount, 5=A lot, 6=A great deal

Perceived age
How old do you think [student name] is?
Drop down list: 10, 11, 12, 13, 14, 15, 16, 17, 18

TERTIARY MEASURES
Pre-Registered as Exploratory

Perceptions of Students in Reentry from Juvenile Detention in General

Instructions: *Next, we'd like to ask some questions about your thoughts about **students in general who have experience in the juvenile detention system** and are returning to school.*

Anticipated success (or failure) and positive (or negative) influence in class (all: α=0.82; positive: *r*=0.66; negative: α=0.92)
How likely is the typical student returning to school from juvenile detention to…
- Distract other students in class?   - Be a positive influence on other students in class?   - Interfere with teaching?   - Be motivated to work hard in class?   - Influence other students in a negative way?
1=Not at all likely, 2=A little bit likely, 3=Somewhat likely, 4=Moderately likely, 5= Very likely, 6=Extremely likely

Anticipated success (or failure) and positive (or negative) influence in school (all: α=0.78; positive: *r*=0.72; negative: α=0.86)
How likely is the typical student returning to school from juvenile detention to…
- Be successful upon returning to school?   - Develop positive relationships with teachers in school?   - Be a danger to others in school?   - Have significant disciplinary problems in school in the future?   - Be suspended in the future?
1=Not at all likely, 2=A little bit likely, 3=Somewhat likely, 4=Moderately likely, 5= Very likely, 6=Extremely likely

Anticipated success (or failure) and positive (or negative) influence in society (all: α=0.80; negative: α=0.90)
How likely is the typical student returning to school from juvenile detention to…
- Be reincarcerated in the future?   - Contribute positively to society?   - Commit another crime?   - Be violent in the future?
1=Not at all likely, 2=A little bit likely, 3=Somewhat likely, 4=Moderately likely, 5= Very likely, 6=Extremely likely

Anticipated Success (or Failure) of Adults in Reentry

Instructions: *Next, we'd like to ask some questions about your thoughts about <u>adults</u> in general who have been convicted of a crime and imprisoned and are returning to society.*

Anticipated success (or failure) of adults in reentry (all: α=0.89; positive: α=0.90; negative: α=0.90)
How likely is the typical adult with experience in prison to…
- Be successful upon returning to society?   - Influence others in a negative way?   - Be a positive influence on others?   - Be a danger to others?   - Be motivated to work hard?   - Develop positive relationships with other adults?   - Be reincarcerated in the future?   - Commit another crime?   - Contribute positively to society?

●   Be violent in the future?
1=Not at all likely, 2=A little bit likely, 3=Somewhat likely, 4=Moderately likely, 5= Very likely, 6=Extremely likely