A MODEL OF EDUCATIONAL ORGANIZATION
TO FACILITATE IMPROVEMENT IN DELINQUENCY
ATTITUDES AND/OR BEHAVIORS THROUGH PEER INTERACTION

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CHAPTER 1
Introduction

STATEMENT OF PROBLEM

Actions frequently indicate potential or actual delinquent attitudes which result in various behaviors creating discipline and/or academic problems. An effective means to diminish disruptive actions to individuals and classroom atmospheres is needed to enhance the exposure to learning and the opportunities for the growth of all students. The formation of a program in which the potential of all individuals is recognized and nourished by both peers and adults could be the first step in managing many of the behavior problems that form a stumbling block for the youth in public high schools who exhibit those behaviors and attitudes currently identified as delinquent. Delinquent behaviors, for the purpose of this study, are those behaviors which result in court action and/or placement in a treatment center. The severity of those behaviors varies from truancy to criminal acts. The intent of this study is to present a system of education that depends primarily on peer interaction, rather than adult/peer interaction, to teach and model appropriate social and educational behaviors. The objective is to formalize a conceptual framework of an educational program patterned from an institutional model designed to meet the needs of troubled adolescents. The program philosophy and objectives are written primarily for an educational system rather than a treatment

1 Positive Peer Culture: A historical background of the method is briefly presented in this text. 1
center or institution.

RATIONALE FOR THE STUDY

The necessity of a satisfactory educational program for adolescents has been apparent since I began my career working with problem children ten years ago, and has been reconfirmed with each different position held.

My initial experiences occurred in a state institution on wards for children, to age fifteen, and adolescents, ages fifteen to twenty-one. The school program was a loosely structured arrangement in which the students received remedial instructions in basic courses using whatever discarded texts were available. The school had neither objectives nor philosophical consistency among the staff. Treatment techniques on the wards varied from shock therapy to behavior modification. Individual resident psychiatrists expected their treatment to be continued in the classroom. Improvements in behavior and attitude were frequently temporary, as many of the patients were later referred to other agencies following a brief discharge from the institution.

The treatment administered by the adults in the program reflected the marked differences in their perceptions of the ability for change of the two age groups. Although their situations were identical, that is commitment to an institution, the prognosis for the children was favorable while the adolescents' probability for improvement was viewed as negligible, due solely to their age. Institutional staff and teachers demonstrated their sense of the futility of any program geared for improvement through their actions and attitudes. Behavioral
and academic expectations were minimal, and even then, inconsistent among the teachers. During this experience I began to formulate the concepts of the organization and operation of an academic and social environment in which adolescents would not only be allowed to grow, but would be encouraged to reach their greatest potential as an individual.

Initial impressions of the inadequacies of the prevailing systems became codified by my experience as a Resource Teacher in a junior high and then a senior high school. An attempt to mainstream academically and behaviorally problematic students was initiated in the junior high. By placing twenty-five "problem" students in basic English and math classes, a home base to remediate both academic and behavioral deficiencies was produced.

The results, academically, were successful. All of the students who remained in the program from pre to post testing achieved improvements of 1.5, or better, academic years' gain. These gains do not reflect the tremendous difficulties experienced in finding appropriate teaching materials for the educationally and/or socially troubled adolescent. The commercial market for curriculum materials viewed at various presentations and conventions appeared to reflect the same societal concept of adolescents observed at the state institution. If remedial material written for the adolescent existed, it was primarily suited for the educable retarded, not the socially aware students in the mainstream of public schools.
Obtaining appropriate materials was only a portion of the battle for changing adolescents' behavior and attitudes. Behavioral changes were apparent in a small percentage of the students, but generally the changes were evidenced only within the special classroom and not in other situations or classes. As Williams noted in her study, the students in the Resource classroom were designated as "second-class citizens" by teachers and other students. The administration viewed the classroom as a panacea and delegated the classroom to a basement room connected to the cafeteria. The teachers did not want to be involved with the techniques necessary to help these troubled youth. The teaching staff, in general, were primarily concerned with meeting their yearly educational commitments. Thus, the need for an educational program for delinquents or predelinquents was also evident at this public school located in a middle to upper-class suburb of Philadelphia.

Corroboration of the necessity of a unified educational system for delinquents and predelinquents is apparent in my current teaching position at a private residential setting sponsored by the Methodist Church. The school functions within the treatment milieu, operated on the grounds of the Methodist Children's Home by the Worthington City Schools. The treatment program instituted by the Treatment Director in September, 1975, is modeled from the program as described by Harry H. Vorrath and Larry K. Brendtro in their book Positive Peer Culture.

2 Mary L. Haley Williams, "Description and Analysis of a Social Adjustment Program," Dissertation Abstracts, Dec. (1977), 3208A.
The concepts of Positive Peer Culture (PPC) present a theoretical basis for an educational program that fulfills the needs of adolescents as I have observed them from working in private, public, and institutional settings.

Even though the concepts are present in the program at United Methodist Children's Home, and practiced in the school, the necessary unity and commonality of purpose are not present in the school system. Teacher and teacher aides roles within the treatment milieu have not been clearly delineated, by either the Home or the administration. The question of emphasis on academics or behaviors is continually debated by the staff. The degree of expectations concerning the students varies from subject to subject, teacher to teacher, semester to semester.

The frustration of being involved in a program that has the potential to meet the needs of troubled adolescents, yet only partially satisfied them, contributed to the formulation of an educational system that indeed meets the needs of delinquents and predelinquents. This study is a result of my realization that adolescents were essentially left to their own devices to restructure their troubled existence; sometimes helped by concerned adults, but generally hampered by systems that had little unified direction or goals designed with adolescents and their needs and values in mind.

LIMITATIONS OF THE STUDY

The proposed educational program is limited to two aspects of a triad, the students' and the teachers' involvement. The role of the
 administrator is alluded to as it is interlaced with the role of teacher, but is not considered in depth. A solid conceptual framework of a program necessarily precedes decisions formulating administrative policies, procedures and organization. The final portion of the triad, the administrative involvement, will be explored in a supplement to this study following a field test of the concepts concerning students and teachers. A non-resident program for selected Worthington City School students utilizing the tenets and approaches presented in this study will be conducted during the school year, 1978-79, by the teaching staff at Campus School on the grounds of the United Methodist Children's Home.

This study is also limited to personal perceptions of the need for such a program. It should be noted however, that these perceptions are the product of exposure in three types of environments, private, public, and institutional, three varied geographical locations, Texas, Pennsylvania, and Ohio, as well as input from other involved professionals.

HISTORICAL BACKGROUND OF THE INSTITUTIONAL MODEL, "POSITIVE PEER CULTURES"

The idea of structured group sessions was first introduced in army correctional institutions during World War II by Lloyd McCorkie (see "Group Therapy in Correctional Institutions," Federal Probation 13, no. 2 (April 1949). After the war he and F. Lovel Bixby introduced the concept at the Highfields residential treatment center in New Jersey (see Lloyd McCorkie, Albert Elias, and F. Lovel Bixby, The Highfield-Story (New York: Henry Holt, 1958). A more recent application of Guided Group Interaction is seen in the program of halfway
houses (see Oliver J. Keller, Jr. and Benedict S. Alper, _Halfway Houses: Community Centered Correction and Treatment_ (Lexington, Mass.: Heath, 1970).

Following his experience at Highfields, Harry Vorrath worked with colleagues to employ this model in a variety of community and institutional settings. In response to certain initial problems, the program was modified, expanded, and refined until it reached its present form. The result is a comprehensive and specific treatment methodology, now known as Positive Peer Culture. 3

REPORTED DATA OF EXISTING PROGRAMS

Few studies have been conducted which measure the influence of programs with the peer culture structure on students completing the program. The Michigan Department of Social Sciences found that in their institution employing the peer structure, students showed gains in self concept and marked reduction in truancies. 4 Over a period of three years, the Red Wing facility, Minnesota Department of Corrections, conducted a study of parole retention. Their findings demonstrated an increase of retention from a previous 50% to an average of 71.4 percent. 5 Although their findings should be open to further interpretation due to a variational time period each year, the results still indicate an

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4 Michigan Department of Social Services, "The Institutional Centers, Program Baselines 74/75, Lansing Michigan, 1975.

5 Minnesota Department of Corrections, "A Followup Study of Boys Participating in a Positive Peer Culture at Red Wing State Training School from January 1, 1970 through December 1972, St. Paul Minnesota, 1973."
Improvement that has been attributed to a peer culture structure. Lybarger studied the behaviors of delinquents on a time scale and found that self-concept begins to change after 120 days. The testing of inappropriate behaviors on the 94th and 134th day revealed an increased frequency in 71% of the observed participants. 6

The Center for Youth Services reported a 45-50 per cent range reduction in disciplinary and truancy problems after one year of modified PPC structure in one of eleven schools. Negative police contacts also dropped to a 1 in 5 ratio. 7

OBJECTIVES OF THE STUDY

The objective of this study is the formalization of two components of an educational model fulfilling the needs of delinquents and pre-delinquents. The materials developed in this study will be used as the basis for a school program instituted and administered by myself. With the completion of the supplement, this model will be presented to selected school boards for implementation either within a public school or as a private educational facility.

Specifically, this study will develop a philosophical approach and priority educational objectives within a program structure reflecting the treatment model of Positive Peer Culture. The present concepts of


the treatment modality will be expanded to include the second primary component, teachers. A presentation of detailed role responsibilities, staff selection, evaluation and training is requisite to proper implementation of the program and to subsequent discussion herein.
CHAPTER 2

Educational Program

PHILOSOPHICAL APPROACH

The development of adolescents into productive, socially accepted adults often rests with the educational system and the philosophical approach demonstrated within that system. The goal of education should be not only the development of the mind, but, particularly in the case of youth with delinquent tendencies, the emotional stability necessary to become as independent and responsible as possible. The system must foster the student's awareness of himself and others through the learning of basic values for living and positive self-concept. The environment of the school must force a change from socially-accepted behaviors while offering challenges and frustrations such as those experiences in the community. In an environment that demonstrates the concern, care, mutual trust, and openness essential in building and maintaining interpersonal relationships, educators must allow the youth to experience behavior crisis while showing each individual that it is possible to surmount problems. An educational system for pre-delinquent and delinquent youth must concentrate on the "here-and-now" behaviors and facilitate the discovery of solutions to these problems while "providing for a positive, supportive, trusting, caring atmosphere for troubled youth."

The assumptions of an educational system with this philosophy are validated in a number of sociological studies such as Sutherland and Cressey (1970), Gold (1963), Cloward and Cohen (1955), and Kvaraceus and Miller (1959). In order for the system to encourage students to learn independence, the adults within that system must believe that each individual has great potential and is inherently a responsible person. The concept of the self-fulfilling prophecy indicates that behavior is in part a reflection of the expectations placed upon the individual. If teachers believe that delinquents can change for the better, and accordingly formulate higher expectations, the probability for improvement is significantly greater. The process of learning to become independent must be sustained through the continual presentation of behavioral choices in order that the youth experience decision-making and its consequences. Irresponsible behavior is often chosen because no alternative to that behavior is apparent. Adolescents are meeting their individual needs in the only way they know to be effective, which may outweigh their sense of right and wrong. A 'safe' environment for these discoveries stimulates continued and expanded experimentation into the decision-making process and the resulting socially-acceptable behaviors.

The majority of this exploration occurs through association with peers and adults. Membership in any group, academic or social, provides learning opportunities and satisfied such innate needs as safety and
a sense of belonging. The same group principles that result in negative behavior, the need to conform and to seek recognition and power, can effectively be utilized to develop positive behavior. Group members who share common values and norms are more likely to trust one another than those adults who represent authority and society. Membership in a group generally means conformity to that group's norms, values and methods of fulfilling their innate needs. Continued conformity usually results in gradual internalization of those norms, values and methods. An educational system designed to structure appropriate academic and social behaviors will concentrate on changing reference group and normative orientation. The individuals from whose perspective the adolescent chooses to view his behavior becomes his reference group. Thus utilizing in a positive manner the ambivalent feelings which result from the conflict between conventional and delinquent standards, the system will provide opportunities for recognition and achievement in culturally-approved pursuits. The student's decisions will be based on awareness of his environment, accessibility of the group and perception of the group's ability to meet his needs through adoption of their norms and values. Motivation to learn to live independently and responsibly is derived from the


10Ibid.
anxiety of ambivalent feelings and, when guided properly by the educational staff, can promote increased experimentation with new behaviors for need-fulfillment.

An educational program that strives to build care, concern, mutual trust and openness must demonstrate the belief that people help themselves when they behave altruistically toward others. Helping a peer with problems requires a youth to think of alternative solutions that would not have otherwise occurred to him. He must be inventive and creative. The delinquent or pre-delinquent may recall being in the same situation, so the alternatives he suggests may also apply to himself, presenting grounds for in-depth identification. In many problem situations, the "advisors" are really the ones being helped; therefore, while the delinquent is receiving the recognition and respect he seeks, he is also developing his feelings of self-worth, significance and importance to others. He tends to feel good about helping his peers solve problems, and as a result of this internal reinforcement will tend to do it again. The role of the teacher in this situation is to guide and encourage contributions from each of the students while carefully avoiding the pitfall of controlling the situation, for the peer group should be seen as the primary source of help and support. The students must feel that the help is their own.

and is something for which they have responsibility.

Another philosophical tenet of such an educational system is that benefits derived from the guided peer interactions within a group outweigh those of a one-to-one relationship, analytic psychotherapy, vocational training or other programs that rely heavily on adult authorities to regulate behavior. Educators in this proposed system must be aware that group participation does not replace the need for one-to-one relationships; it only provides a basis to learn how to fulfill that need. The advantages derived from groups are economy of time, penetration of learning, and exposure to a wide range of viewpoints, as illustrated by the axiom: "The sum of the parts is greater than the whole."

If the educational system is concentrating on changing reference group and norms, the teachers must accept that academic success follows the abandonment of delinquent values and attitudes. Therefore, though students are given every opportunity for successful learning, educators must concede, temporarily, the importance of the current delinquent system over the educational system. As the reference group, norms and values change, the delinquent will gradually see the ultimate benefits of education. Then, and only then, will academic growth become pronounced. This particular belief is perhaps the most difficult for trained educators to accept. Careful staff selection and training for this educational system will assure that the priority for student growth be in proper perspective.
The delinquents themselves must believe that the program possesses four important characteristics: "(a) an educational and social climate in which youth are given the opportunity to examine alternatives related to a realistic choice between delinquent or non-delinquent behavior; (b) the opportunity to declare publicly to peers and authorities a belief or disbelief that they can benefit from a change in values; (c) a type of structure which will permit them to examine the role and legitimacy of authorities in the educational system; and (d) a type of interaction which places major responsibilities upon peer group-decision making; granting status recognition to individuals, not only for their own successful participation in the interaction, but for their willingness to involve others."\(^{12}\)

**OBJECTIVES**

Priority educational objectives in all content areas will be the same: (a) The student will strive to develop an awareness of his educational environment and the importance of personal growth through continued educational exposure. (b) The student should recognize his worth and grow to feel accepted in an educational setting. (c) The student will experience success in his classroom challenges and improve in his basic academic performances. (d) Emotional and social stability will increase with opportunities in decision-making. In accordance with state and federal guidelines for special education.

\(^{12}\)Missouri Division of Youth Services, Training Packet, Booneville, Missouri. (Typewritten.)
each student will have an individual educational plan specifying both long and short term goals as related to the above priority objectives and the academic skills of each individual. Elaborating on these objectives, the following discussion will deal with a sample curriculum corresponding to the preceding philosophical approach. These reading curriculum guidelines are correlated with the concepts and tenets of a peer-involvement educational system. The primary concentration is to facilitate integration into the mainstream of school and society. The stated objectives are as follows:

1. Through reading and discussion the student will discover how he fits in the world.

2. The student will read stories and articles that demonstrate communications between all factions of his life; family, neighborhood, school, and peers. Novels, like bibliotherapy and self-help literature, can relate to life's "journeys" for adolescents; "journeys that are concerned with the broad themes of maturing, searching for self-definition, clarifying values, and relating to others."  

3. The youth will learn about people, himself, and some of the feelings that are part of living through stories, poems, and drama.

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4. The student will see the growth and change in relationships as characters experience crisis in literature.

5. The youth will be given a chance to empathize with others through stories about the overwhelming reality of life and death.

6. Through short stories, the youth will gain a new understanding of how people, including himself, react to events.

7. The student will experience through literature the dilemma of decision-making. Readers with skills go to literature for answers. Insights, maturation and value determination can be encouraged with activities structured around the Taxonomy of Educational Objectives.\(^\text{14}\)

8. Opportunities to view various forms of authority, helpful and detrimental, will provide students with a base for sound decisions.

9. The student will experience through reading different points of view of young people and of those older. Aaron and Muench conducted a study which demonstrated that after using a taxonomy of comprehension skills (Barrett Taxonomy of Cognitive and Affective Dimensions\(^\text{15}\)) with behaviorally disturbed adolescents, their perceptions of authority figures were changed significantly. The experimental group more accurately perceived the positive adult authority figure on factors of "potency and activity" than did the


\(^{15}\)Barrett's Taxonomy is in Appendix I.
control group. The experimental group also more accurately identified the negative authority figure as bad, dishonest, and unjust. The implication is that delinquents can be trained to perceive that some adults are caring and helpful. 16

10. Remediation of basic skills for those students below grade level will improve to a projected minimum of 8th grade.

This illustration of a specifically designed curriculum demonstrated the effectiveness of consolidating education and treatment into a successful modality for attitude and behavior change in adolescents. The fourth educational objective, the development of emotional and social stability, necessitates an indepth study of the behavioral objectives in this proposed educational scheme.

The behavioral objectives are centered around the identification of problems as listed by Vorrath and Brendtro. A problem, here defined, is anything that damages one's self or another.

**POSITIVE PEER CULTURE PROBLEM-SOLVING LIST**

1. LOW SELF-IMAGE: Has a poor opinion of self; often feels put down or of little worth.

2. INCONSIDERATE OF OTHERS: Does things that are damaging others.

3. INCONSIDERATE OF SELF: Does things that are damaging to self.

4. AUTHORITY PROBLEM: Does not want to be managed by anyone.

5. MISLEADS OTHERS: Draws others into negative behavior.

6. EASILY MISLED: Is drawn into negative behavior by others.

7. AGGRAVATES OTHERS: Treats people in negative, hostile ways.

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8. EASILY ANGERED: Is often irritated or provoked or has tantrums.
9. STEALING: Takes things that belong to others.
10. ALCOHOL OR DRUG PROBLEM: Misuses substances that could hurt self.
11. LYING: Cannot be trusted to tell the truth.
12. FRAUD: Puts on an act rather than being real.

It is of vital importance that teachers and adolescents use this terminology to facilitate effective communications within and between youth and adults. All discussions of problems utilizing the vernacular will identify most problems young people may experience. It should be noted that the first three problems listed are general in nature, with the remaining nine being more specific.

The initial behavioral objective the educational system attempts to treat is the recognition that having a problem is a normal part of every person's life. People who have problems are not different from other people in the community. Acknowledging that a problem is affecting one's attitude or behavior is the first step toward changing. It is the responsibility of the teacher to demonstrate through actions and attitudes that problems offer an opportunity to get help and to give help. When a person has a problem, those around him have the opportunity to help him understand it and search for solutions that do not create other problems.

The "3 Rs" which should be applied in interactions between the adolescents and between the authority figures and youth are recognition, repetition and reinforcement. Firstly, the youth must recognize the problem and be able to describe it. He should accept the problem as
his own instead of projecting it on others. Secondly, the youth should have repeated opportunities to discover the reasons for his negative behavior. He should have the opportunity to learn and confirm acceptable ways of meeting his needs. Lastly, through reinforcement, the youth should receive positive feedback for doing well. His positive behavior should be rewarded.

The principal objective of the educational system is the learning of a problem-solving process that can be used in the community and on the job. As facilitators of the educational system, the teachers' objective is solely to provide specific facts about the alternative choices available so the adolescent will learn how to choose, not what to choose. "In the end, we must enhance the adolescent's ability to make his own decisions, to be his own advocate. We must be an ally in his decision-making, not his decision maker." 17

As the student works toward meeting the objective of solving his problems, teachers should be observing a change in self-concept and attitude. A willingness to help, even if not asked, should be evident. The youth should talk and show care and concern when adults are not obviously present. The adolescent should have realistic plans or goals for his maturity level, with an improved outlook on life, family and school being apparent in those plans. The level of maturity in terms of decision-making and handling responsibility should have grown. The problems that at one time were manifest in the delinquent's attitudes and behavior should give way to basic values for living as the youth

learns a way to look at the almost insurmountable problems which will later confront many of them.

**PROGRAM STRUCTURE**

The vehicle for behavior change is the group of young people themselves. The group accomplishes this through sanctioning socially-accepted behavior; the censure of negative behavior; and the day-to-day display of responsibility, decision-making and enhancing self-esteem. This series of daily events reinforces the program's basic principle and beliefs. The repetition of the same principles, the universal application of ideas in a broad range of situations, and continual communication between teachers promote a sound program structure.

An over abundance of rules measures a student's compliance to these rules—not his values or his ability to make responsible decisions. Certain behavioral regulations must exist, but should take the form of a generalized expectation—individualized behavior that is not disruptive or harmful to others. Rules are external controls; it is the internal controls that need to be developed. "A student's normal growth in Internal Control can be impeded if subjected to a program in which he is allowed to make decisions and is dependent upon non-contingent external reinforcement."  


20 A list of Basic Values for Living can be found in Appendix 2.
not merely a set of rules. Basic values in this structure refer to the value of the human being, the youth himself and those with whom he interacts.

The size of the reference group can vary, but Vorvath (1974) suggests nine as the optimum. This number of adolescents interacting keeps the process interesting and challenging. The input is diverse, with many perceptions and viewpoints available. Communications in the group meeting, an integral part of the structure, can be open and honest. Individuals in a group of nine can become the focus of group help since their behaviors are scrutinized by the group. As all members are required to participate in group activities, the passive student will not be permitted to isolate himself from his peers.

At the Campus School, group size was initially eleven. Relationships within the group and problems demonstrated by members of the group became too complex for the group members comprehend. Serious behavior and attitude problems went unnoticed due to the number of interactions occurring at any one time. Conversely, when group membership drops to six or fewer, as a result of releases, runaways, illness, etc., the number of interactions is insufficient to challenge behaviors and attitudes.

One must consider a number of factors when selecting or placing students into groups. Students should be grouped according to intelligence, physical size, age, and maturity; if a student is either much smarter or much stronger than the others, the group would find it hard to deal with him. The cartoon in the appendix shows caricatures of the group leader and nine typical group members, whose personality characteristics
1. The "wise guy". He is a small young man who has a lot of leadership ability and is often able to manipulate others into doing what he wants, without being too obvious himself.

2. The "scapegoat". This is an inadequate student who is often frightened by or bullied by others. He may be a slow student who is not as aware of what is going on as others and is often the target for games as well as the flunky or chump of stronger students.

3. The "show-off". This student wants a lot of attention and must constantly try to impress others. Very often this youth will have a number of tattoos. Although not the leader, he is often the student his group is most afraid of. In a natural gang, he would be the youth who would commit serious, bizarre, cruel acts. He may be either an independent operator or one of the leader's lieutenants.

4. This picture represents the shy, withdrawn, frightened student who has very little to contribute to the group.

5. The "professor". Just the opposite of 44, the "professor" is constantly volunteering information. He wants to give the impression that he is an intellectual who knows all the answers and is constantly setting himself up for ridicule by talking about things he knows nothing about.

6. The "pugilist". This student wants to settle everything by fighting. He is constantly using his physical size or prowess to bully others or frighten them so they won't challenge him.

7. The "clown". This student feels he has to clown for people to like him. He will initially give the group leader a lot of trouble; in fact, others in the group will wait to see how the group leader
handles the clown. It is important for the leader, therefore, to place the responsibility for the clown's behavior back onto the group.

8. The "calculator". He gives the impression that he is dis-interested and that he doesn't go along with what the group is doing. Actually, he is very alert and is constantly studying the situation. He waits to see where the power is and then acts accordingly. After the 'wise guy' leaves the group, the "calculator" would probably become the leader.

9. The minority student. He is constantly blaming his problems on his race or his minority background. He is often an angry youth who is always ready to do battle.21 Due to the relatively small number of human relationships that must be maintained in a group of nine, a cohesive, caring group culture can be developed. A small class offers the individualization many of the students need for remediation and/or want for need-fulfillment. Gover reported that low-pupil teacher ratio appeared to be one of the components in the positive results of an alternative "school within a school".22 Group unity is emphasized by keeping each particular group together throughout the school day. Not only are their classes together, but they eat together, participate in activities together, and attend group meetings as an entity. Constant association with the group aids in development of trust and elimination of "conniving." Group members

21 Youth Development Center (Kearney, Nebraska), "Group Structure", Training Packet.

learn to share feelings, attitudes, and thoughts on a frequent basis, and find that they can tolerate and help their fellow students—even if they do not particularly like one another. Close and constant association imposes responsibility and concern for the few before the adolescent is expected to generalize this concern to society at large.

When this educational program is instigated in a public high school, there may not be a need to group the adolescents for the entire day. If the high school population is neighborhood-oriented, the youth will have known each other for a number of years, will see each other outside of school, and will basically know the behaviors of their peers. Close daily association may not be necessary to fulfill the awareness need. This judgment must be made in regard to individual situations.

The group meeting, an integral part of the program, functions as a forum for the students to discuss their behavior, both past and present, among themselves. The meetings are held at the end of each normal school day. A counselor convenes the hour and a half meeting and guides the interaction, closing with a brief summary. The decision as to the content of the meeting rests with the participants. An individual problem review precedes the decision to focus attention on the student with the more urgent need. The majority of the time is spent in discussion of that problem, attendant attitudes, behaviors, and methods of solving the problem.
The censuring of negative behavior is primarily group-oriented. Depending upon the severity of the behavior (its disruptive or harmful effects), a group member will initiate one of three types of control. The first, "checking", is a verbal reminder that a peer is exhibiting an unacceptable behavior. Spontaneous feedback from his peers encourages the youth to control that behavior. "Confronting" occurs when the reminder is ignored and the behavior continues. Group members challenge the negative, irresponsible behavior and focus attention on the problem for group discussion later. Confrontation refers to the questioning of behaviors and attitudes in order that the problem-solving process is re-affirmed. If neither of these control methods work, and the adolescent is physically hurting himself or another, "containment" (physical restraint) is employed long enough to help re-establish the individual's self-control.²²

In working with the groups at the Campus School, I have found that containment occurs generally with the most aggressive youth, and only until he is willing to accept group help and stop projecting his problems. Confrontation is typical in most cases when a problem is demonstrated until the adolescent begins to change. At this stage, checking is usually sufficient to remind the student to "handle" his problem.

These controls, when used correctly and within the philosophical boundaries of the program, provide a valuable learning experience for

each of the adolescents involved. Teachers must guide the group to ensure that the "helping" is within useful bounds. The adolescent exhibiting the problem should be talked with, not at, by his peers. Criticism should be directed toward his exhibited behaviors and not his person. Peers should confront the student in terms of their own reactions to the misbehavior. "I'm bothered by what you're saying" or "I'm wondering how your parents would react to what you're doing" are examples of responses that demonstrate concern without summoning defense mechanisms from the adolescent with the problem. In order that the effectiveness of the problem-solving process is not diminished, teachers must guide the group in rebuilding the individual who was demonstrating the problem, but only after he has re-established self-control. Statements such as "Your group will be here to help when you choose to practice what you have learned" will reinforce his perception of himself while supporting the ability of the group.

"Meaningful living and encounters require the reciprocal process of giving and receiving".24

By virtue of their status as adults, the staff, through individualized displays of concern, neutralizes the delinquent's conception that altruistic behavior is illustrative of weakness while delinquent behavior represents strength and maturity. Caring can be demonstrated by: a) recognizing each student as an individual, b) letting each youth know that he is someone special, c) respecting the thoughts and ideas of each adolescent, d) helping each student develop within his

mind an image of his best self, and a) keeping each youth actively involved in the group process. In the process of demonstrating model concern, relabeling behaviors and preventing the tendency toward projection, the teachers must raise the expectation level without usurping the responsibilities of the group. Behavior harmful to either the student or other group members, should be labeled with adjectives associated with weakness and immaturity; helpful, positive behavior with adjectives associated with strength and maturity.

Detrimental behaviors should be established as undesirable and unfashionable. Relabeling the actions of the adolescent in negative connotation will offset the delinquent image of "big and bad." The responsibility for their actions must be placed on those adolescents who must alter their behavior rather than allowing them to project it onto others. The staff, by refusing to allow this projection, forces students to accept responsibilities for their actions.

I conducted a study exploring the various approaches used with delinquents and pre-delinquents in both school settings and residential settings to examine those approaches which appear to show significant improvements in behavior and attitudes and to compare approaches and outcomes with the proposed educational system. Major differences in research information related to the effectiveness of assertiveness training. "Assertive training is an action-orientation therapy based on the principles of reciprocal inhibition and reinforcement theory."25

Two studies supported a measured change in physical appearance and attributes. Kornfeld's pretest/post-test comparisons of scores indicate that there were no significant differences in the amount of change of the experimental group and control group on measured change in Behavior School Status, Anxiety, Popularity, and Happiness and Satisfaction. The treatment variable exhibited differences significant at the .05 level on measured change in Physical Appearance and Attributes.  

26 Conclusions (in part) by Bredenbach were (1) adolescents were shown to improve significantly in self-concept following assertive training of short duration, and (2) adolescents who received assertive training reported enhanced feelings of self worth, perceived themselves in a more positive manner, were better satisfied with the way they perceived themselves, felt personally more adequate, and improved their view of their physical condition.  

27 Kornfeld suggested the need for on-going feedback, while no mention was presented by Bredenbach.

Another area of research centered on separating identified delinquents from the rest of the school population. The studies done by Keck and Gover suggested that the researched methods produced some significant results in terms of school achievement and attendance.

26 Ibid.

The program and curricular components may have been responsible for the positive results that alternative ‘school within a school’ has on the enrollees who were pre and post tested in reading and math during the two years showed positive results. Substantial learning gains showed a reduction in court appearances and discipline referrals, with improvements in self-concept and attitude toward school."28 Conclusions based on the findings of Keck were "that highly significant differences did exist between the experimental and control group on pre and post treatment comparisons of grade point averages and daily attendance records."29

Thomas and Williams found that identification and classification resulted in underachievement and often more maladjustment. "The observational findings of this study indicated that, in general, the OE (Occupational Educational) Program seemed to promote underachievement, to make little contribution toward mainstreaming of students, and to lead to a general sense of 'serving time' among students. There seemed to be an indication that the program was not meeting the ego and self-identity needs of the OE students. One important side effect of the program was the creation of two classes of pupils, with the OE students relegated to second class citizenship. 30 Thomas' results suggest that

30Mary L. Haley Williams, "Description and Analysis of a Social Adjustment Program," Dissertation Abstracts, Dec. (1977), 3206A.
while an underachiever is becoming more aware of his potential through group intervention, he perceives himself as farther away from his ideal self than before. This backlash effect has happened at the Campus School. Notably, two girls, one thirteen the other fifteen, entered school with a slightly elevated Asocial index (See Jesness Inventory discussion). Testing prior to leaving the program indicated an Asocial Index typifying delinquent attitudes. However, despite negative findings, both Thomas and Williams advocated a continuation of the programs with changes as noted in their studies.

Studies involving diverse milieu, notably Muller and Perls, supported the need for adult modeling. Implications drawn from journal notes by Perls indicated that use of the experimental awareness approach demonstrated that "Trust is established when the therapist is seen as a model for relationships that are honest." In Muller's study, individual lay counselors were assigned to each subject as a part of the program of positive human relations and each counselor built individual personal relationships with each subject. In addition, these counselors were academic models for the subjects. The experimental treatment of positive human relations apparently has a significantly more hours of college credit than had the control subjects.

This type of modeling is generally revolved around honest relationships with adults who are authentically involved with the youth. These studies

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supported the concept that modeling helped in improvements in self concept and attitudes toward school.

Feedback is vital for the facilitating of changes, particularly positive changes. Stark's study presents considerable evidence that 'emotionally disturbed' adolescents are quite capable of changing their own behavior as a result of using a semi-programmed, self-modification process. Stark's experimental group was able to generalize improvements in specific behaviors to improving their academic performance, while ameliorating certain less desirable personality characteristics. Wilbur's study strongly suggests that children can learn a range of skills which they can use to exercise more personal control over social behaviors. These skills can be maintained over time, and they may generalize to non-treatment settings as well.

When students' needs are met, as in the studies cited by Gover, Muller, Perls, and Keck, changes in attitudes are evident. More specifically, decision-making and internal reinforcement are necessary and can be maintained and generalized.

An examination of previous studies and corresponding literature indicates that most delinquent or pre-delinquent youth exhibit low self-images. Approaches utilizing the improvement of self-concept


are essential. The proposed educational program teaches both self and peer reinforcement and modification of behaviors. It demonstrates new or different ways of coping with self and the environment while improving skills in communication and relationship-building. Guided by teachers, the environment is highly structured and organized, yet focused on a youth culture. This program meets the needs of delinquent and pre-delinquent youth through a) low pupil-teacher ratio (small class), b) learning environment sensitive to student needs, c) student involvement in decision-making, d) students meeting with success in school and e) helping students to develop a positive self-concept.

TYPE OF YOUTH

The students involved in this educational program should be willing participants, recognizing and admitting that they are not content with the course of their lives. In addition, selection of students for the program should be based on two other criteria: (1) a personal interview conducted by a team member and (2) the Jesness Inventory results. The interview offers the team an opportunity to get an intuitive reaction to the adolescent and thus evaluate his sincerity and need.

The Jesness Inventory functions as an instrument to aid in the evaluation of the student. The test consists of 155 true-false items, "designed to measure the reactions of young people to a wide range of content. The measure is useful in that it:

1. Is responsive to changes of attitudes so that it can be used as a valid measure of change over a relatively short period of time.

2. Easily comprehended by persons as young as eight years of age.

3. Is multidimensional to allow its use in classifying personality types.

4. Provides a single index of tendencies predictive of social and personality problems.\(^{37}\)

Administered to the youth prior to entrance into the program, the test assists in appropriate group placement. Prior to the completion of the program, the Jesness Inventory is readministered and the degree of changes in attitude are indicated by the score variations on the inventory scales.

A summary of the relevant statistical information presented in the manual demonstrates the Inventory's usefulness. The samples used in the Inventory's development consisted of 1886 nondelinquent males and females from lower-middle and lower class areas in Northern California. The majority of the 1400 delinquent youth sampled came from reception centers of the California Youth Authority. A discriminant function analysis was able to distinguish approximately 84% males and 86% females correctly classified as delinquent using the A Social Index, the score most predictive of delinquent behavior.

in the Inventory. On testing the manipulative characteristics of the Inventory, data collected indicated no change on the means scale of the Asocial Index. A shift of classification as delinquent or nondelinquent occurred with 33% of the subjects.\textsuperscript{38} From data presented it appears that the Inventory is successful in distinguishing identified groups and would be useful in determining which adolescents need intervention. "The most efficient approach would probably be to use the Jesness Inventory as an initial screening device, reserving the more expensive techniques, such as interviews for those who show some potential for delinquency as measured by the Asocial Index."\textsuperscript{39}

A brief definition of each of the eleven inventory scales will identify the nature of the attitudes being scored. Extensive description of scale content, operational definition and validation data is available in the test manual published by Consulting Psychologists Press, Palo Alto, California.

Social Maladjustment (SM) refers to the extent in which the individual shares attitudes expressed by persons who do not meet the demands of living in socially approved ways. A youth having a high SM score would exhibit a negative self-concept, feels misunderstood, unhappy, worried, distrusts authority, blames others for problems, and maintains an unrealistic, overgenerous evaluation of his own parents.


\textsuperscript{39}\textit{Ibid.} 25.
He has trouble controlling frequent feelings of hostility. He is sensitive to criticism and views as acceptable much behavior that is generally regarded as antisocial.

**Value Orientation** (Vo) refers to a tendency to share attitudes and opinions characteristic of persons in the lower socioeconomic classes. Higher scores on the Vo scale are related to a tendency toward non-conforming, rule-violating behavior, lack of responsibility, and alienation in the relations between youth and adults.

**Immaturity** (Imm) reflects the tendency to display attitudes and perceptions of self and others that are usual for persons of a younger age than the subject. There is no correlation between immaturity defined by the scale and physical immaturity. Immature subjects are naive in evaluating their own and others' motivations and tend to repress or suppress problems and lack insight. Anxiety is frequently expressed through somatic symptoms. Immature youth are least cynical and more concerned with creating a good impression. They are also more retarded in school than the average.

**Autism** (A4) measures a tendency to distort reality according to one's personal needs. High scores indicate an inappropriate facade of self adequacy covering a very insecure person. The young person likes to daydream, prefers to be alone, and expresses many somatic complaints. He displays a hostile-aggressive behavior, easily perturbed, and has poor leadership among peers.

**Alienation** (A1) refers to the presence of distrust and estrangement in relationships with others, especially authority figures. High
scores show youth who are skeptical and critical of others. He views those in authority as unfair, domineering, and not to be trusted. He tends to externalize and projects his own feelings onto others. He may be unfair and untrustworthy himself, but can't admit it because he denies the existence of problems. High scores suggest extra-punitive (blaming others) orientation.

**Manifest Aggression (Ma)** reflects an awareness of unpleasant feelings, especially of anger and frustration, a tendency to react readily with these emotions, and an obvious discomfort concerning the presence and control of these feelings. He expresses disappointment with others and is frustrated in his efforts to understand and feel comfortable with himself. A high score should not be associated with angry outbursts, but with feelings of perception of anger.

**Withdrawal (Wd)** refers to a tendency to resolve a lack of satisfaction with self and others by passive escape. A person who scores high sees himself as depressed, dissatisfied with self, and sad and misunderstood. He sees others as poorly controlled, and is displeased by their aggressive behavior and feels that fighting is bad. High scores show dependency and dislike to work or play effectively in groups.

**Social Anxiety (Sa)** refers to conscious emotional discomfort in getting along with people. Those scoring high feel and acknowledge nervous tension and self-consciousness, seeing themselves as sensitive to criticism and unduly shy. High scores also suggest an intropunitive (self-blaming) orientation.
Repression (Rep) reflects the exclusion from conscious awareness of feelings and emotions that the person normally would experience, or his failure to label these emotions. High scoring subjects do not admit to feelings of anger, dislike, or rebellion, and is uncritical of himself. High scorers suggest impulsive (don't blame anyone) orientation. High Scores do not suggest lying, but that of unconscious exclusion.

Denial (Den) indicates a reluctance to acknowledge unpleasant events or conditions encountered in daily living. He sees his parents as without fault and admits no conflict with them. There is a denial of personal inadequacies or unhappiness and an unwillingness to criticize others. A low score suggests the presence of family conflict and a willingness to admit these and other problems.

Asocial Index refers to a generalized disposition to resolve social or personal problems in ways that show a disregard for social customs or rules. This score is a very predictive score of delinquent behavior.

If the program is implemented in a public school system, counselors and respected teachers can guide and encourage adolescents to become involved. Though the program is designed for behaviors and attitudes of delinquents and pre-delinquents, any adolescent wishing to gain insight and interpersonal skills would gain from the experience of the program. Implementation of the program would be most successful if accepted social peer leaders were initially involved in a group, with expansion of the number of groups following acceptance and encouragement.
from those leaders. In a private setting, agreement between the parent
and adolescent is important. The youth must not feel obligated to his
parents to change; he must feel the responsibility to himself to make
the best possible decisions in his life. Once the youth is committed,
the parents must support his decision through their own actions and
behaviors. Learning to use the vernacular and techniques would
reinforce their belief in his decision.

In either the public or private school, voluntary participation
in the program would negate federal and state segregation laws.
Compliance with Special Education rules and regulations would, how-
ever, open an avenue for funding necessitated by the smaller student/
teacher ratio requiring increased staffing.

Implementation of this educational program in an institution would
be benefited by the identification of types of delinquents. A typology
would facilitate more effective grouping for treatment. Carl F. Jesness,
Ph.D. developed such a typology in 1965 in Fricot Ranch Study. Its use
is appropriate for this educational program since the adolescents used
in the project were assigned to an "institutional environment where
strong pressures were exerted by peers and staff toward behavior con-
formity. ...The program emphasis was an ability to play and work with
peers."

40 Carl F. Jesness, Ph.D., "The Fricot Ranch Study: Outcomes with
Small Versus Large Living Groups in the Rehabilitation of Delinquents,"
Department of the Youth Authority, State of California, Research Report
Number 47, (1966), 152.
Eight types of delinquents were identified and characterized by Dr. Jesness. The Socialized Conformist shows good school behavior, his delinquencies include little of an aggressive nature, not generally impulsive but planned. This type enjoys a comfortable social life, engaging in gang types of activity. Much of his behavior is neither disturbed nor irrational, though considered quite delinquent. The Immature Passive delinquent is viewed as a dull, unresponsive youth having low social status among his peers. He is a naive, repressed adolescent who seems not to have developed an internal set of values. He appears to be a follower led into difficulties, occasionally displaying temper and lacking an awareness of the consequences.

Non-conforming, socially immature, obtrusive and easily perturbed describes the Neurotic Anxious delinquent. He has a better attitude toward school than most and has a low social status, though he does seek friends. His delinquent acts are somewhat impulsive and usually committed when alone. The Immature Aggressive delinquent has low status with peers though not critical of others. He is unresponsive, verbally hostile, and shows little remorse for his offenses. He has little insight or self-confidence. He transgresses in small ways, "They are behavior problems whose delinquencies are symptoms of severe emotional problems."\(^4\)

The adult-identified, peer-oriented youth is the Cultural Delinquent. He is the least anxious of any type, highly responsive, though low in insight and reluctant to admit to his delinquencies.

\(^4\)Ibid., 136.
He is gang-oriented with below-average aggressive behavior. He has the fewest disciplinary problems in school of any type. The Manipulator appears to be quite happy, shows outstanding verbal facility, and has a high status with peers. He is aggressive in his behavior, displays deviant and hostile responses and has more school disciplinary problems than most. The Neurotic Acting-Out youth appears at ease and well organized. He is not verbally hostile and is open in discussing his delinquent acts. He is not bound by conformity and does not have high status with either peers or adults. He tends to run from conflict and anticipates punishment for disobedience. The Neurotic Depressed is characterized primarily by depression. He does not have severe academic problems. Most of his delinquent acts were committed when alone, and often his first police contact was at a very early age. With his experimental group, Jesness's study indicated that a highly structured, peer-oriented treatment approach was effective primarily with the neurotic and immature subjects.

If given a choice as to the type of student to accept into the program in all settings, public, private or institutional, the school administration can select those types that appear to benefit most from the philosophy and objectives maintained by the program.

EVALUATION OF SYSTEM

An on-going evaluation of the educational system is a necessity to insure continued effectiveness. Feedback for Campus School is not
formalized. Information relative to the success or failure of previous students is obtained through infrequent inquiries of home county caseworkers. Even then, the feedback is not direct, as the caseworkers are rarely in contact with the schools. The information that has been received indicated severe academic failure of the majority of released students. This information has resulted in re-examination of academic expectations for the students in Campus School, but with the lack of educational goals and common objectives, the results thus far have been only conversational. The objective of a followup study would be primarily to determine the successful mainstreaming of the released students into school and the community and the perpetuation of the changes in their attitude and behavior as measured by The Jesness Inventory. The Rokeach Value Survey is an instrument which could be used to monitor changes in Terminal and Instrumental Values at intervals of three, six, and twelve months after leaving the program. The success of a student is demonstrated by the absence of court contacts (in the case of adjudicated delinquents) or disciplinary measures (regarding public or private schools). The release should be in school, employed, or both during the three month, six month and one year followup study.

An effective followup study will aid in projecting changes in behaviors and/or values of current and future students in relation

42 The Terminal and Instrumental Value Surveys are reprinted in Appendix 3 and 4.
to the length of time involved in the program. This type of statistical information can greatly influence funding for the educational program. Information gained from previous students' achievement can also indicate needed adjustments in academic objectives, as evidenced by Campus School's experience. The researcher responsible for obtaining the information should also perform the function of liaison between the community or communities and the educational system. "We can help the public to understand the importance of early detection, diagnosis, and treatment of delinquency and to develop wholesome attitudes toward the delinquent and the school." He can serve to support the student if the student is having problems adjusting to particular situations or the environment.

This educational program with its philosophy, objectives, and curriculum structured to identifiable types of adolescents, provides a format for solving disciplinary problems while at the same time creating a positive educational environment.

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43 Training Packet, Youth Development Center, Kearney Nebraska, (Typewritten.)
CHAPTER 3
Educational Staff

Of primary importance to the establishment of a positive educational environment is the second component of this three-fold system: the teaching staff. Although teachers delegate to the student the responsibility for changing reference group, norms and value orientation, their pivotal function remains to guide the decision-making process through its stages of development. In order that the students perceive the basic tenets of the philosophy, the staff must present a cohesive image or "team mystique". This mystique must be engendered by the close intergration of philosophy and practical objectives on the staff level. For the staff to develop the necessary commonality of purpose, they must first be welded into a working unit. This is accomplished by the formation of detailed role responsibilities, careful selection of personnel, continual evaluation and progressive training. Without unified staff guidance, students would be unable to assume the responsibilities necessary to stimulate change within their group.

TEAMWORK PRIMACY

In concurrence with the philosophy of peer interaction effecting multiplicity of involvement, the concept of Teamwork Primacy is essential for establishing staff continuity, thereby executing the
design of a peer culture environment. A team is composed of those staff members who are in daily contact with a particular group of adolescents. This approach bestows equal authority and responsibility on all team members.

The dynamics of Teamwork Primacy will facilitate the attainment of the collective goals within the system. A blueprint for operating under the concept of Teamwork Primacy would include the following:

1. A team consists of everybody with significant regular contact with the youth.

2. Members are available weekly for a team meeting of two hours.

3. Discussions are confidential within the staff community.

4. All team staff are involved during the meeting.

5. All team members have equal opportunity for participation and shall rotate serving as monthly chairman.

6. There is no sacred topic and the team meeting cannot be circumvented: Any topic of import, be it clinical, administrative, or supervisory, is the prime, if not exclusive, domain of the team.

7. When the administration is concerned about some problem with the staff or students, he deals with the team, placing responsibility on them to solve this problem.

8. The team may make recommendations for changes to the administration who then shall either accept the recommendation or decline it with an explanation of his action.

9. The administrator does not stay for the entire meeting, lest his continual presence serve to undercut the team's need to function with significant autonomy.44

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44 Larry Bredtros, "Teamwork Primacy: A Radical Solution to Communication Problems in Children's Institutions", Starr Commonwealth for Boys, 1 September 1972. (Typewritten.)
Delegation of program responsibility establishes accountability and higher morale, "a feeling of participants in an organization stemming from a combination of (a) perceived productivity or progress toward the achievement of the tasks of the organization and (b) perceived job satisfaction or the satisfaction of individual needs through the interaction of the participant in his role within the work group and the total organization." It is however, the team's responsibility to monitor its own activities and decisions, detecting traits in individuals or groups that are detrimental to the school system. Some of these traits are as follows:

Type 1: One person on the team feels he or she knows all the answers and no one can tell them what to do; this person rules the roost and others become brow beaten or passive.

Type 2: A team with two or three strong willed people, who will not give ground to one another, and thus become at odds; in this case they usually go outside the team to attempt to seek support.

Type 3: A committee going into the reverse of Type 2, sitting around patting each other on the back, covering up their eyes and telling each other everything is going all right.

Type 4: Constantly blaming administration for things going wrong. This team usually tries to get administration involved so they have someone to blame.

Type 5: Leave all the work up to one individual, then blame him when things go wrong.

Type 6: Split down the middle with two factions all at odds.

Type 7: Person that appears to agree with the team but in reality is working to undermine progress.

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Type 8: Agrees with the team but later takes them on a one-to-one basis in attempts to change their opinion and thus inflate their own ego.

Type 9: Wants to play musical chairs; tries to step into the role of others on the team.\(^6\)

Early intervention by other team members will permit the correction of these negative characteristics without forcing the team to relinquish its effectiveness.

ROLE RESPONSIBILITY

The areas of responsibility for the teaching staff include both academic instruction and behavior guidance. Teachers must be astute observers, aware of the attitude and tone of each individual group member, as well as the entire group. Issues of group structure should continually be noted by all team members. The overall tone, positive or negative, must be monitored and communicated at all times. Meaningful, precise observations will need continuing development for the furtherance of the individuals, the group, and the team.

Group culture can be communicated most effectively through a group log. The log becomes a record of information regarding activities, behaviors, and attitudes of the group. Any person having direct contact with the group should both read the log and make entries into it. Entries should be limited to information containing the basic facts of a particular situation. All behaviors, positive and negative, should be noted and are confidential. The log is a reference source for team members becoming cognizant of the group structure. A com-

\(^6\)Larry Brendtro, "Teamwork Primacy: A Radical Solution to Communication Problems in Children's Institutions", Starr Commonwealth for Boys, 1 September 1972. (Typewritten.)
pote of anecdotal records for each individual, the log documents changes in behavior and attitudes, and functions as the primary method of communication between team members. The fostering of such communication channels is the responsibility of all members. Specific areas of responsibility are as follows:

1. The teacher will administer and interpret appropriate skill tests to determine the student's level of proficiency.

2. The teacher is responsible for designing Individual Educational Plans for each of his students according to the student's level of proficiency and expected progress.
   (a) Appropriate individual assignments will be made for each course.
   (b) Specific objectives will be reviewed with students monthly in terms of progress and changes in objectives that need to be made.
   (c) Monthly objectives progress will be communicated to the respective team, discussing academic strengths and weaknesses.

3. The teacher will issue grade reports each nine weeks based on realistic accomplishments of the student in the subject area. Grades will be a reflection of the student's progress in terms of his Individual Educational Plan and course objectives.

4. The teacher will comment daily in the log regarding student behavior while in school. Suggestions for individual members
or entire group treatment may be recorded at that time.

(a) The teacher will be aware of the group's activities and treatment by reading the log.

(b) The teacher will familiarize himself with group meeting information and suggested team follow-up by reading daily group meeting notes.

5. The teacher will attend regularly scheduled team meetings.

(a) The teacher will work with team primary principles in conflict resolution; development and maintenance of good relationships; team awareness of activities, feelings, and direction; and team productivity.

(b) Flexibility in taking different roles within the team will be demonstrated by the teacher.

(c) The teacher will participate in setting up field trips and group activities and evaluating those activities.

(d) The teacher will participate in developing and following treatment plans of individual youth.

(e) The teacher will aid in developing team mystique by supporting team members in front of the youth.

6. The teacher will provide a model of socially acceptable behaviors for the youth.

(a) The teacher will demonstrate appropriate values and attitudes to the youth.

(b) The teacher while modeling care, concern, and responsibility, will require that the youth strive to realize their full potential.
(c) The teacher will demonstrate an altruistic attitude and encourage the youth to help himself and his group members.
(d) The teacher will guide the group to check and label problems in all situations. If necessary, the teacher will aid the group in confrontation and then lead the group back to the on-task work.
(e) The teacher will relate to the youth on a mature, responsible level.

7. The teacher will strive to understand what team members are expressing and will himself speak to the point, expressing ideas clearly and understandable.
(a) The teacher will share his ideas and feelings spontaneously, while being open to discuss his own strengths and weaknesses.
(b) The teacher will demonstrate trust through seeking and accepting help and suggestions from team members.

8. The teacher will continue to grow in the program through using the suggested methods to the best of his knowledge and ability and seeking opportunities to observe and/or be a part of a similarly structured program whenever possible.

9. The teacher will progress in his own academic area through in-service opportunities and advanced course work.

10. The teacher will emphasize the basic values of living as expressed in the educational doctrine during his contact with the youth.
Teachers aides are generally more involved with the emotional development of the youth as they are with the group prior to, for the duration of, and immediately following the school day. The responsibilities of the teacher aide include #4-10 above, as well as additional duties. They serve as a liaison between classes, informing teachers of overt problems or behaviors in previously occurring situations. Their primary responsibility is to model appropriate living standards for youth in school and in public, while caring for and supervising the youth on a daily basis. The teacher aide assists the youth with their personal problems and refer specific problems to the group in accordance with the principles of the program. As well as academically assisting the teacher and/or students in the classroom, the teacher aide is responsible for the updating, location, and security of the log. Their role greatly enhances the singleness of purpose and approach of this program.

The staff should be encouraged to express their diverse values, attitudes and opinions so that the adolescent can model his behavior from that type personality that best fits his self-perceptions. This would not only facilitate the growth and development of the youth, but would expand the perceptions of the staff. Three basic types of personalities have been identified as essential to a peer-oriented program; that of demander, soother, and stimulator. All three types have a commonality of purpose, aiding the adolescent in attaining success
in the program. The "demander" sets limits and challenges the adolescent to reach his full potential; the "soother" is skillful at building interpersonal relationships and can provide an atmosphere that allows the group to relate; the "stimulator" uses his creativity to achieve productivity with the students and draws all team members into the flow of the situation. The team should encourage each other to utilize his own personality toward the common goal.

STAFF SELECTION

Criteria for staff selection is especially crucial in a value-altering program such as the one described. With job responsibilities in mind, the administration can begin searching for personnel who can fulfill the demanding requirements of teacher or teacher aide in this program. In order to meet the challenges of working closely with groups of adolescents and a team of adults, an individual must be aware of his own essence, communicating this awareness, as well as developing a basic trust among fellow workers, and exhibiting an empathic understanding or sensitive consciousness of the people with whom he comes in contact.

Teachers for this program should be certified in Learning Disabilities/Behavior Disorders in order to meet state and federal Special Education guidelines. Ideally, they should also have certification in a specialized content area. Of equal importance to academic credentials are the personality characteristics essential for effectiveness with adolescents in a peer-oriented environment. Although it is

47 Training Packet, Youth Development Center, Kearney Nebraska. (Typewritten.)
difficult to measure those characteristics prior to actual involvement and interaction, it is mandatory that close attention be given to staff selection.

Four processes can be utilized to ascertain as much information as possible prior to employment. The first procedure is a comprehensive interview between administration and the prospective employee. This conference should entail a complete description of the philosophy of the program and role responsibilities of the job. Exploration into the applicant's personality characteristics should take the form of situational problems, with possible solutions suggested by the interviewee. These solutions can later be scrutinized by the administrative team and representatives from the staff to discern the applicant's perception, judgment, and insight. During this initial interview, the applicant should be requested to complete three surveys, the Rokeach Value Surveys and the Least Preferred Coworker (LPC) Questionnaire. 48

The Rokeach Value Surveys will simply assure the team that the potential employee is aware of his own personal value system and is not threatened when asked to share that value orientation with fellow workers. The Least Preferred Coworker Questionnaire can then be used to determine appropriate team placement in terms of leadership characteristics.

Staff should be assigned to teams so that the individual is

48 A copy of the Least Preferred Coworker Questionnaire can be found in Appendix 5.
functioning at peak efficiency in order to obtain effectiveness within the organization. Teams working with adolescents will experience fluctuations in group effectiveness, cohesion, and attitudes. In order for the individual and the team to operate most successfully, a dispersion of leadership needs and characteristics is necessary. The Least Preferred Coworker (LPC) Questionnaire distinguished between a leader with strong emotional reactions and one with more analytical concerns. Team members with low LPC scores (strong emotional reactions) derive their job esteem from the accomplishment of the task (changing behaviors and attitudes of adolescents). When this task is threatened, good interpersonal relations take second place. This type of leader performs best either under very favorable or unfavorable situations. Leaders with moderate or high LPC scores (analytical concerns) seek status-enhancing activities (assuming responsibilities, giving orders) in favorable situations (a positive culture within the group of adolescents). In unfavorable circumstances, this type of leader will seek, first of all, the anxiety-reducing comfort of close relationships with the team. He works best under moderate favorableness of the situation. Teams composed of both types of leadership styles should efficiently and effectively function the majority of the time.

Two teams at Campus School were given the LPC Questionnaire in an effort to identify, if possible, why their groups were functioning on vastly different levels. One team was composed of six members with
high LPC scores and one member with a low LPC score. Their group of students were operating within a very consistent culture. The atmosphere of the group was friendly with few major problems being exhibited by the individual members. The other team had a wide variation of scores, with extremes on both ends of the scale. Their group was unfriendly with each other, exhibiting much overt, hostile aggression. In analyzing the outcome of the questionnaire, I feel the team with the divergent scores were effecting more behavior changes in their group. More problems within the group were surfacing, possibly due to the varied leadership styles of the team members.

The fourth process for aiding the determination of employment is interviewing with staff members. This discussion is for the purpose of peer interaction. A concept of teamwork primacy dictates that each member is first responsible to all other team members. It is then reasonable and logical that staff be given a decisive role in hiring personnel. Staff involvement in employee selection will engender acceptance and confidence in the new personnel and establish grounds for positive peer relationships. Further, involvement in choosing co-workers tends to create a personal commitment by the staff to ensure continuation of the program's tenets.

**STAFF EVALUATION**

Participation in the selection of personnel places the responsibility of evaluation of staff upon staff. Evaluations should be fre-
quent and honest to determine the nature and value of the team member's performance. Constructive suggestions will improve individual, and thus team, efficiency. Frustration anxiety will be reduced if attributes are as openly discussed as problem areas. A form of teacher evaluation that permits negative and positive feedback is necessary to the continual development of the individual member. The teacher should set new goals and pinpoint one area for improvement prior to the next evaluation. These new goals, in conjunction with the need area, should be discussed with the team for support and encouragement toward self-actualization.

INSERVICE TRAINING

Inservice training not only supplements self-actualization, but offers continual growth of the organization. The purpose of inservice training for the proposed educational system are as follows: (1) To synthesize the information and perceptive observations gathered into a cogent singleness of purpose and approach for implementation in the school setting; (2) To offer the teachers and teacher aides broad exposure to currently operating programs in both public and private institutions similar to that philosophy of the educational system. (3) To experience modeling situations during the intense training period: all consulting institutions will have a similar population of adjudicated juveniles exhibiting problems in the areas of authority, lying, stealing, inconsiderate of others, alcohol, drugs, misleading

49 An evaluation form developed along the guidelines of role responsibilities is in Appendix 6.
others, easily mislead, inconsiderate of self, and low self-image;
(4) To provide an opportunity for the teachers and teacher aides
to interact with their peers in similar learning situations for
the sharing and exchanging of ideas with others who are having or
have overcome program difficulties and nuances; (5) To acquire
techniques for aiding the adolescent in controlling detrimental
behaviors to the extent that the youth can successfully re-enter
their referring schools and obtain their high school diploma; (6)
To study administrative and organizational structures of various
institutions that function through the involvement of the treatment
model in order to procure suggestions and procedures that can be
implemented into the treatment program; (7) To observe groups at
various stages of development toward a positive culture so that
a total picture of group culture growth can be viewed and examined;
(8) To supply the visiting staff the opportunity to document (on
audio and/or video tapes) groups and their cultures for use in
evaluating initial training experiences and later to relate to these
media for refresher courses as each year progresses.

The results and benefits expected from the training include the
singleness of purpose and treatment approach that will improve the
structure and functioning of the school day so that educational
objectives and behavior objectives can be met sooner by the handicapped
youth. Each person participating in the training will write a personal
document of events involved in or witnessed during the visitation period.
This record will later become portions of a larger document sent to the hosting institutions, becoming situational studies and/or critiques, references for various "talk" situations, and inter-team, inter-staff training for future needs. Continuing input from peers for ideas of treatment strategies, suggestions for character-building activities, and personal support for the emotional and intellectual drain a group of growing, changing and demanding adolescents can exert on a staff over a period of time nourishes staff development as well as youth development.

The approach to inservice training will be in three basic stages. A professional in the field of peer interactions will conduct a two-day workshop on grounds of the school. During this workshop, he will outline basic principles for an effective treatment model utilizing the philosophy of the educational system. He will discuss the use of the personal log during the training period in regard to types of entries, the necessary information, and critiques of the presenting situation. He will also spend time in this workshop discussing the goals of training with suggested means of facilitating the attainment of these objectives through the training activities. A questionnaire, prepared by the consultant, formulated of situations exemplifying concerns of the teaching staff prior to involvement in this training will become a means to pre and post test reactions to various situations. Methods of dealing with each situation will be subjectively viewed by the participating staff members and consultant in simulation activities.
or discussions taped prior to the intense, broad exposure to other staff from the selected institutions. Comparison of reactions to the same situations after the training experience will reflect the amount of gain in terms of innovative situational reactions.

Stage two: the inservice training will be for a period of five to seven days in an institution that employs the basic principles of the treatment milieu. (Residential treatment centers are chosen for this stage of inservice in order to present an overview of the intensity of a twenty-four day. Visitation days through the year will be spent with school systems employing a peer culture program.) The trainees will be involved with the consulting institution's staff for a minimum of eight hours per day. At least three of those time periods will be involved in school or school related activities. The remaining periods of time will be utilized to further acquaint the school staff with idiosyncrasies of the hosting institution's work schedule of their Youth Specialists and activity schedule of the youth.

The third stage of training will occur after the visitation and upon return to the school. The participating personnel will outline the major points of information, treatments, and techniques gleaned from the total interactions of the training group. This document will become a handbook for future teachers and teacher aides. The handbook will be periodically updated by visitations.

This initial inservice program will be conducted within thirty days after employment. As the teaching personnel will be highly
qualified in their specialty area and certified in Learning Disabilities/Behavior Disorders, inservice training for specific curriculum needs will be organized as the teachers recognize a need for content area inservice.

The translation of education needs into personnel requirements is the initial personnel decision. The educational program based on peer orientation and peer cultures is dependent upon teachers to guide the groups in the direction of culturally-sanctioned attitudes and behaviors. Without proper staff selection, evaluation, and training, the basic tenets of the program could not be realized.

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CHAPTER 4
Summary and Recommendations

SUMMARY OF THE STUDY

An educational program which focuses its energies on the academic and emotional needs of youth has been lacking for many years. Personal experience in the field has demonstrated that delinquents and predelinquents are willing to change if provided with viable alternatives from delinquent behavior. Limited to two aspects of a system involving peer interaction, this study builds a conceptual framework of teacher and student involvement.

The educational philosophy of the program presented emphasizes not only the development of the mind, but also the building of emotional stability to increase the students' independence and responsibility. Group concepts are utilized to build basic values for living. Priority educational objectives are demonstrated through a sample reading curriculum designed to correspond with the concepts and tenets of the educational program.

Behavior objectives often usurp academic objectives due to the nature of the population. These expectations aid in forming a stringent program structure designed to change attitudes and behaviors. Specific points within the study are supported through the relating of personal experiences and observations.
Examination of previous studies and corresponding literature emphasized the need for the components of this proposed educational system. An environment sensitive to student needs, student involvement in decision-making, students' potential for success, and students developing a positive self-concept was cited as elemental in facilitating change in troubled adolescents.

The Jesness Inventory aids in evaluating potential students for admission to the program. A discussion of the scales clarifies attitudes and behaviors predictive of social and personality problems. A typology appropriate for this educational program further delineates the type of individual who would benefit most from the philosophy and objectives maintained by the program.

The teaching staff is of primary importance to the success of this program, for they are responsible for guiding the decision-making process that presents the alternative choice delinquents and predelinquents must weigh in order for their behaviors and attitudes to become more culturally acceptable. Transference of the basic tenets of the philosophy must be accomplished through a cohesive working unit. The commonality of purpose is accomplished through detailed role responsibilities, careful selection of personnel, continued evaluation and progressive training. This study presents in depth suggestions for each of those elements.

The choice of placement criteria, program objectives, and physical facilities all have a strong bearing on how classes will be conducted,
and what will be achieved. Creating an effective program to meet the needs of those socially maladjusted students who should be placed in such a program evidently requires a cooperative effort on the part of administration and staff to bring together the right students, with the right teachers, under the right physical circumstances.\(^{51}\)

**RECOMMENDATIONS FROM THE STUDY**

In order to complete the triad of this program, development of the administrative aspects is required. Without an effective administration to serve as a catalyst to the student/teacher involvement, this program would lack the cohesiveness necessary for its success.

A supplemental study to present administrative organization should examine the role of the administrator, the interrelationship between the program and the environment, and should serve to test this conceptual framework in an actual situation. Worthington City Schools is sponsoring a classroom for problem youth during the academic year 1978-79, providing an opportunity to test the presented concepts and to formulate administrative responsibilities. Princeton City Schools in Cincinnati felt that the possibilities of their existing structure are severely limited in assisting delinquent and predelinquent youth. Under the direction of Dr. Thomas Todd, a search is being conducted for an alternate program to facilitate change and improvement throughout the

\(^{51}\)Mary L. Haley Williams, Ed.D., "Description and Analysis of a Social Adjustment Program," *Dissertation Abstracts*, December (1977), 3208A.
entire school system. Dr. Todd has expressed interest in the benefits of my educational system. With the completion of the administrative supplement, the program will be ready for implementation.

An examination of funding possibilities should be included in this supplement.
APPENDIX 1

Samples of questions used at each level of the Barrett Taxonomy.

LITERAL COMPREHENSION

1. What is the main idea of a given paragraph?
2. Who are the main characters?
3. Where does the story take place?
4. What did a given character do in a situation?

INFERENCE

1. What other factors or events not contained in the story could have affected the sequence of the story?
2. What caused a character to respond as he did?
3. How could the location or the time of the story affect the characters actions?
4. On the basis of what we know about the character, what else might we think of him?

EVALUATION

1. Could this story really happen?
2. What part of the story best describes the main character?
3. Was the character right or wrong in his actions? Why?

APPRECIATION

1. How do you feel about the story; do you like it or not? Why?
2. What do you think the author is trying to say? Does he say it clearly? How else might he get the same point across?
3. Have you ever been in a similar situation? If so, how did you act; would you act the same now? If not, how do you think you would have acted? Why?
APPENDIX 2

REALITY

CARE

1. Is self-confident and able to solve his problems and make positive contributions to others
2. Shows concern for others even if he does not like them or know them well
3. Shows concern for self, tries to correct mistakes and improve self
4. Is able to accept advice and direction from others
5. Shows responsibility for the effect of his behavior on others who follow
6. Seeks out friends who care enough about him not to hurt him and is strong enough to make his own decisions
7. Gets along well with others, respects others
8. Knows how to control and channel anger, not letting it control him
9. Knows appropriate ways of getting things he wants
10. Feels good about self and wouldn't hurt self; can face his problems without a crutch
11. Is concerned that others trust him, tells it like it is
12. Is comfortable with people and does not have to keep trying to prove himself
APPENDIX 3

TERMINAL VALUE SURVEY

- A comfortable life
  (a prosperous life)
- An exciting life
  (a stimulating, active life)
- A sense of accomplishment
  (lasting contribution)
- A world of peace
  (free of war and conflict)
- A world of beauty
  (beauty of nature and the arts)
- Equality (brotherhood,
  equal opportunity for all)
- Family security
  (taking care of loved ones)
- Freedom
  (independence, free choice)
- Happiness
  (contentedness)
- Inner harmony
  (freedom from inner conflict)
- Mature love
  (sexual and spiritual intimacy)
- National security
  (protection from attack)
- Pleasure
  (an enjoyable, leisurely life)
- Salvation
  (saved, eternal life)
- Self-respect
  (self-esteem)
- Social recognition
  (respect, admiration)
- True friendship
  (close companionship)
- Wisdom (a mature
  understanding of life)
APPENDIX 4

INSTRUMENTAL VALUE SURVEY

______ Ambitious (hard-working, aspiring)
______ Broadminded (open-minded)
______ Capable (competent, effective)
______ Cheerful (lighthearted, joyful)
______ Clean (neat, tidy)
______ Courageous (standing up for your beliefs)
______ Forgiving (willing to pardon others)
______ Helpful (working for the welfare of others)
______ Honest (sincere, truthful)
______ Imaginative (daring, creative)
______ Independent (self-reliant, self-sufficient)
______ Intellectual (intelligent, reflective)
______ Logical (consistent, rational)
______ Loving (affectionate, tender)
______ Obedient (dutiful, respectful)
______ Polite (courteous, well-mannered)
______ Responsible (dependable, reliable)
______ Self-controlled (restrained, self-disciplined)
Think of the Person with Whom You Can Work Least Well. He May Be Someone You Work With Now, or He May Be Someone You Knew in the Past. He Does Not Have to Be the Person You Like Least Well, But Should Be the Person with Whom You Had the Most Difficulty in Getting a Job Done. Describe This Person as He Appears to You.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pleasant</td>
<td>857654321</td>
</tr>
<tr>
<td>Friendly</td>
<td>87654321</td>
</tr>
<tr>
<td>Rejecting</td>
<td>12345678</td>
</tr>
<tr>
<td>Helpful</td>
<td>87654321</td>
</tr>
<tr>
<td>Unenthusiastic</td>
<td>12345678</td>
</tr>
<tr>
<td>Tense</td>
<td>12345678</td>
</tr>
<tr>
<td>Distant</td>
<td>12345678</td>
</tr>
<tr>
<td>Cold</td>
<td>12345678</td>
</tr>
<tr>
<td>Cooperative</td>
<td>87654321</td>
</tr>
<tr>
<td>Supportive</td>
<td>87654321</td>
</tr>
<tr>
<td>Boring</td>
<td>12345678</td>
</tr>
<tr>
<td>Quarrelsome</td>
<td>12345678</td>
</tr>
<tr>
<td>Self-assured</td>
<td>87654321</td>
</tr>
<tr>
<td>Efficient</td>
<td>87654321</td>
</tr>
<tr>
<td>Gloomy</td>
<td>12345678</td>
</tr>
<tr>
<td>Open</td>
<td>87654321</td>
</tr>
</tbody>
</table>

Unpleasant                               |
Unfriendly                                |
Accepting                                 |
Frustrating                               |
Enthusiastic                              |
Relaxed                                   |
Close                                     |
Warm                                      |
Uncooperative                             |
Hostile                                   |
Interesting                               |
Harmonious                                |
Hesitant                                  |
Inefficient                               |
Cheerful                                  |
Guarded                                   |
# Teacher Evaluation

**Team Skills**

<table>
<thead>
<tr>
<th>Team Skill</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listening—Works at understanding what others are saying. Seems to have understood correctly what others have said.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2. Speaking—Says things clearly and understandably. Speaks to the point.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3. Openness—Shares feelings and ideas spontaneously. Willing to discuss own strengths and weaknesses.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4. Trust—Willing to listen to and try out other's ideas. Seeks and accepts help from others. Accepts constructive criticism well.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>5. Behavior—Shows flexibility in taking different roles in the team at different times. Shows variety of ways to relate to specific members of the team.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>6. Team's Awareness—Helps members to be aware of what is happening. Raises questions about what the team is doing, feeling, heading toward. Offers own views of what the team is doing.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>7. Problem Solving—Helps to make realistic progress in problem solving efforts. Is effectively work-oriented and aids team productivity.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>8. Team Maintenance—Works well with own and others' feelings. Helps develop and maintain good relationships in the team.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>9. Overall Effectiveness—All things considered, makes effective contribution to own and others' learning and work.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>10. Activities—Helps set up activities. Has good variety in suggestions. Helps evaluate all activities.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>
Group Skills

1. In-service—is always trying to learn more about the PPC program. Uses the PPC method to the best of their ability and knowledge.

2. Greatness—Demands greatness of the youth in ways that are visible to team and group. Examples are readily available.


4. Treatment—Has and uses ability to get youth to respond. Relates to youth as positively as possible.

5. Control—is in good control of the youth. Has respect of the group.

6. Extra Projects—Takes part in extra work projects or recreational activities with group members. The group has contact with the person outside of school activities.

7. Checking—Has ability to guide group to check and label problems. Can guide group to on-task work after labelling or confrontation.

Job Responsibilities

1. Log—Comments regularly and understandably in the log, is aware of the group activities and treatment by reading the log.

2. Team Meeting—Attends all regularly scheduled team meetings.

3. Treatment Plan and Objectives—Has adequate knowledge of the treatment plan for each youth, and communicates possible changes reasonably.

4. Support—Is willing to volunteer time during off duty hours to support team.

5. Conflict Resolution—Goes to team members individually with concerns. Attempts to solve problems according to team priority procedure.
6. Job Responsibility—Takes responsibility to be at work when the time is scheduled. Notifies proper person when absent is necessary.

7. Objectives—Communicates educational objectives clearly and regularly to team.
APPENDIX 7
THE JESNESS INVENTORY

This booklet contains 155 statements. Read each one. If you agree with the statement, mark True (T). If not, mark False (F). Make all the marks on the separate answer sheet: do not make marks on this booklet.

There are no right or wrong answers. It is only how you feel about the statement that is important. Mark either the T or the F for each number, even though you may not always feel perfectly sure about the statement.

1. When you’re in trouble, it’s best to keep quiet about it.
2. It makes me nervous to sit still very long.
3. I get into a lot of fights.
4. I worry too much about doing the right things.
5. I always like to hang around with the same bunch of friends.
6. I am smarter than most boys I know.
7. It makes me mad that some crooks get off free.
8. My feelings get hurt easily when I am scolded or criticized.
9. Most police will try to help you.
10. Sometimes I feel like I want to beat up on somebody.
11. When somebody orders me to do something I usually feel like doing just the opposite.
12. Most people will cheat a little in order to make some money.
13. A person never knows when he will get mad, or have trouble.
14. If the police don’t like you, they will try to get you for anything.
15. A person is better off if he doesn’t trust people.
16. Sometimes I wish I could quit school.
17. Sometimes I feel like I don’t really have a home.
18. People always seem to favor a certain boy or girl ahead of the others.
19. I never lie.
20. Most police are pretty dumb.

21. I worry about what other people think of me.
22. A person like me fights first and asks questions later.
23. I have very strange and funny thoughts in my mind.
24. It's hard to have fun unless you're with your buddies.
25. I get nervous when I ask someone to do me a favor.
26. If I could, I'd just as soon quit school right now.
27. Sometimes it's fun to steal something.
28. I notice my heart beats very fast when people keep asking me questions.
29. When I get really mad, I'll do just about anything.
30. Women seem more friendly and happy than men.

31. It is easy for me to talk to strangers.
32. Police stick their noses into a lot of things that are none of their business.
33. A lot of fathers don't seem to care if they hurt your feelings.
34. I am secretly afraid of a lot of things.
35. I hardly ever get a fair break.
36. Others seem to do things easier than I can.
37. I seem to 'blow up' a lot over little things that really don't matter very much.
38. Only a baby cries when he is hurt.
39. Most adults are really very nice.
40. Winning a fight is about the best fun there is.

41. A lot of strange things happen to me.
42. I have all the friends I need.
43. I get a kick out of getting some people angry and all shook up.
44. Nowadays they make it a big crime to get into a little mischief.
45. It would be fun to work in a carnival or playland.
46. My father is too busy to worry much about me, or spend much
time with me.
47. Sometimes I feel dizzy for no reason.
48. Sometimes people treat grown boys and girls like they were babies.
49. It makes me feel bad to be bawled out or criticized.
50. When things go wrong, there isn't much you can do about it.

51. If someone in your family gets into trouble it's better for you
to stick together than to tell the police.
52. I can't seem to keep my mind on anything.
53. It always seems like something bad happens when I try to be good.
54. Most men are bossy and mean.
55. I don't care if people like me or not.
56. It seems like wherever I am I'd rather be somewhere else.
57. Once in a while I get angry.
58. I think that someone who is fourteen years old is old enough to smoke.
59. Most parents seem to be too strict.
60. If somebody does something mean to me, I try to get back at them.

61. You can hardly ever believe what parents tell you.
62. I have a real mean streak in me.
63. I don't think I will ever be a success or amount to much.
64. Police usually treat you dirty.
65. Most of the time I can't seem to find anything to do.
66. It's hard for me to show people how I feel about them.
67. I often feel lonesome and sad.
68. I don't mind it when I'm teased and made fun of.
69. Nothing much ever happens.
70. A lot of times I do things that my folks tell me I shouldn't do.
71. It's fun to get the police to chase you.
72. A lot of people say bad things about me behind my back.
73. I wish I wasn't so shy and bashful.
74. It seems like people keep expecting me to get into some kind of trouble.
75. I like everyone I know.
76. Other people are happier than I am.
77. If I could only have a car at home, things would be all right.
78. I really don't have very many problems to worry about.
79. Being called a sissy is about the worst thing I know.
80. When I'm alone I hear strange things.
81. If a bunch of you are in trouble, you should stick together on a story.
82. I have a lot of headaches.
83. Teachers always have favorites who can get away with anything.
84. Every day is full of things that keep me interested.
85. I would rather be alone than with others.
86. I can't seem to take much kidding or teasing.
87. I don't seem to care enough about what happens to me.
88. I never get mad at anybody.
89. I keep wishing something exciting would happen.
90. Policemen and judges will tell you one thing and do another.

91. It is hard for me to talk to my parents about my troubles.
92. I am liked by everybody who knows me.
93. It seems easier for me to act bad than to show my good feelings.
94. Too many people like to act big and tough.
95. I am always nice to everyone.
96. It takes someone pretty smart to get ahead of me.
97. Talking over your troubles with an older person seems like "kid stuff,"
98. It doesn't seem wrong to steal from crooked store owners.
99. I would never back down from a fight.
100. I have a lot of bad things on my mind that people don't know about.

101. I will do a lot of crazy things if somebody dares me.
102. Having to talk in front of the class makes me afraid.
103. Parents are always nagging and picking on young people.
104. Some day I would like to drive a race car.
105. I sit and daydream more than I should.
106. I feel sick to my stomach every once in a while.
107. At home I am punished too much for things I don't do.
108. My life at home is always happy.
109. At night when I have nothing to do I like to go out and find a little excitement.
110. A lot of women seem bossy and mean.
111. Nobody seems to understand me or how I feel.
112. Most people get into trouble because of bad luck.
113. I am always kind.
114. Talking with my parents is just as easy as talking with others my own age.
115. Sometimes I don’t like school.
116. If you want to get ahead, you can’t worry too much about the other guy.
117. At times I feel like blowing up over little things.
118. I don’t mind lying if I’m in trouble.
119. A boy who won’t fight is just no good.
120. To get along all right nowadays, a person has to be pretty tough.

121. I worry most of the time.
122. If you’re not in with the gang, you may be in for some real trouble.
123. I really think I’m better looking than most others my age.
124. My mind is full of bad thoughts.
125. When you’re in trouble, nobody much cares to help you.
126. Sometimes when my folks tell me not to do something, I go ahead and do it anyway.
127. It’s best not to think about your problems.
128. I hardly ever feel excited or thrilled.
129. When something bad happens, I almost always blame myself instead of the other person.
130. The people who run things are usually against me.

131. I have too much trouble making up my mind.
132. Most people who act so perfect are just putting on a big front.
133. When luck is against you, there isn’t much you can do about it.
134. I get tired easily.
135. I think my mother should be stricter than she is about a lot of things.
136. I like to read and study.
137. I feel alone even when there are other people around me.
138. I'm good at out-smarting others.
139. I always hate it when I have to ask someone for a favor.
140. I often have trouble getting my breath.

141. I worry about how well I'm doing in school.
142. For my size, I'm really pretty tough.
143. People hardly ever give me a fair chance.
144. I like to daydream more than anything else.
145. The only way to really settle anything is to fight it out.
146. I am nervous.
147. Stealing isn't so bad if it's from a rich person.
148. My parents seem to think I might end up being a bum.
149. Things don't seem real to me.
150. I am afraid of the dark.

151. Families argue too much.
152. Sometimes it seems like I'd rather get into trouble, instead of trying to stay away from it.
153. I think there is something wrong with my mind.
154. I get angry very quickly.
155. When I get into trouble, it's usually my own fault.

Carl F. Jesness, Ph.D., Consulting Psychologists Press, Palo Alto, California.


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