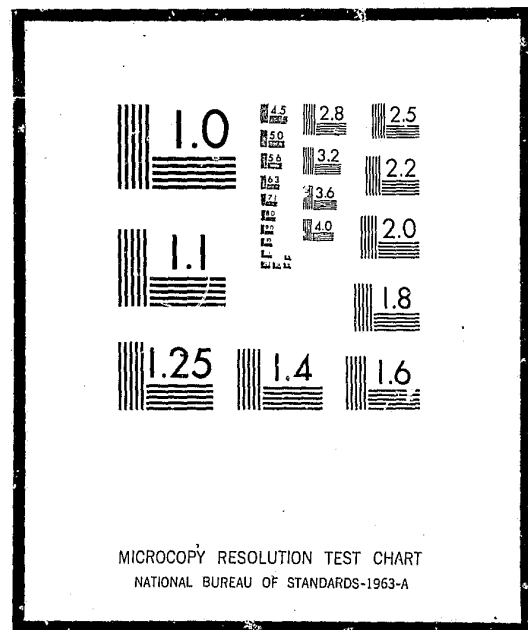


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7/14/76

DEINSTITUTIONALIZATION: DATA ON
ONE COMMUNITY BASED ANSWER

Maurice J. Boisvert, M.A., M.S.W.
Executive Director

AND

William C. Kvaraceus, Ed.D.
Helen J. Kenney, Ed.D.
Clark University

- Executive Committee -

The Hon. Lucian A. Manzi, Ex Officio	Charles Perkett
George Bernardin	Carol Schmidt
Senator John Conte	Benedict Ticho
Suzanne Day	Rev. Edmond Tinsley
Daniel DeSantis	Ruth Wiesbauer
William Gardiner	Richard Wright

In cooperation with the Worcester County Commissioners:

Philip J. Philbin
Paul X. Tivnan
Walter F. Kelly

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MAR 29 1976

ACQUISITION

WORCESTER JUVENILE COURT

75 GROVE STREET - WORCESTER, MASSACHUSETTS 01805

TELEPHONE 255-5024

LUCIAN A. MANZI
JUSTICE

EDWIN L. BRENNAN
CLERK OF COURT

ROBERT F. WHITE
CHIEF PROBATION OFFICER

Youth Opportunities Upheld, Inc., Intensive Probation Program, was established with the unique and wholehearted support and determination of an entire community which regarded the establishment of the Worcester Juvenile Court in December of 1969 as only the first step in bringing a broader program of enlightened justice and treatment to the youthful offenders within its jurisdiction.

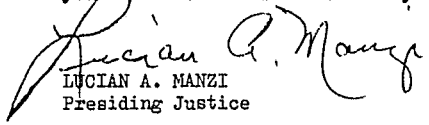
Since its inception in June of 1971, the Intensive Probation Program has provided a "Community Based" alternative to the institutionalization of our youthful offenders through intensive, consistent supervision and innovative programming; and with the continuing support of the community, this project has endeavored to meet the diverse needs of our troubled adolescents. Through this socialization process, young people who have found themselves before the Court have been given the opportunity to find more constructive ways of utilizing their energies so that they can become contributing, rather than destructive, members of an ever increasingly complex and changing society.

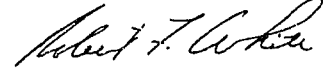
A first year report for the period 1971 - 1972 was printed under the title "The Y.O.U. Place; Did Y.O.U. Help You?" This present report is an updating of that material with an emphasis on additional new programming and various modifications of existing program formats.

Because we are a Court who tries to be constructively creative in our service delivery systems, it would be inappropriate for us alone to internally evaluate this program and offer what might be considered a biased appraisal of the Intensive Probation contributions to the youth of this community. Thus, in cooperation with Maurice J. Boisvert, the Executive Director, and Dr. William Kvaraceus and Dr. Helen Kenney, our Research Consultants, we offer this evaluation of the Intensive Probation Program.

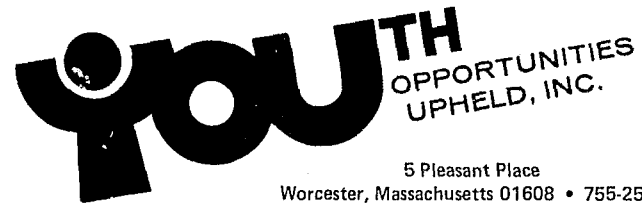
It may easily be seen that the concepts evidenced by this Program do not offer the panacea to the problems of the youthful offender. However, there are clear indications of the type of situations which are adequately and best addressed by such an approach. Therein lies the value to us as a Court as we continue to develop programs for the myriad of youth requiring our attention through their deviant behavior.

Only with continuing, strong community support, creative programming and consistent evaluation, can the Juvenile Court provide responsible and humane Justice for the youth of the Worcester community.


LUCIAN A. MANZI
Presiding Justice


ROBERT F. WHITE
Chief Probation Officer

ASSISTANT CHIEF PROBATION OFFICERS JOSEPH M. MAY · JESSIE V. BALCOM
PROBATION OFFICERS EDWARD P. MADAUS · FRANK A. TOSCANO · THOMAS N. BAROUK · FRANK C. DELIA · RUTH I. JOHNSON
DAVID H. ROBINSON, JR. · PHILIP P. PALMIERI · MARY A. KING · MICHAEL J. BUFFONE · DAVID G. GARNEY



5 Pleasant Place
Worcester, Massachusetts 01608 • 755-2589

The Board of Directors of Youth Opportunities Upheld, Inc. regards the establishment of the Worcester Juvenile Court as the culmination of many years of hard work and the fulfillment of a community's dream for its most valuable resource - its youth.

The creation of the Juvenile Court represented an end and a beginning -- a fulfillment and a promise. The fulfillment was realized by the Worcester community's unprecedented, highly coordinated, and spirited efforts in establishing and staffing a court with the sole purpose of serving youthful offenders. The promise was to provide services to broaden the new court into an effective, benevolent and efficient center and spearhead for the prevention of delinquency and the resocialization of juvenile offenders. This - the Worcester community considers the true purpose of a Juvenile Court.

And so - YOU, Inc. - a community based, federally and privately funded agency, working closely with the presiding Justice and the Probation Department of the Juvenile Court, was developed. This new agency with such a unique purpose is beginning to demonstrate its capability in effectively tackling the problems inherent in the juvenile justice system. The group of citizens who, as volunteers, make up the Board of YOU, Inc. have expressed their commitment to deal with the problems of youth in an extraordinary devotion of time and effort.

Intensive Probation was the first program funded by YOU, Inc. Much imagination and thoughtful planning has gone into the goals and execution of the program. The evaluation presented here is regarded by the Board as an essential ingredient in order that the value and effectiveness of the program might be realistically assessed.

YOU, Inc. is a team of dedicated professionals and citizen volunteers, working together for the re-direction of children in trouble. We are morally committed to the establishment of such programs and services as will encourage a better community climate in which our troubled youth may discover for themselves more useful and rewarding lives.

Carol A. Schmidt
President

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Dedicated to

The Allen Memorial Fund, United Way of Central Massachusetts, whose purpose is to:

"Support new and innovative programs in research aimed at meeting high priority human needs."

RESEARCH STAFF

William C. Kvaraceus - Co-Director
Helen J. Kenney - Co-Director

WORCESTER JUVENILE COURT

Lucian A. Manzi, Presiding Justice
Robert F. White, Chief Probation Officer
Jessie Balcom, Assistant Chief Probation Officer
Joseph M. May, Assistant Chief Probation Officer
Thomas N. Barouk, Probation Officer
Michael J. Buffone, Probation Officer
David G. Carney, Probation Officer
Frank C. D'Elia, Probation Officer
Ruth I. Johnson-Hall, Probation Officer
Mary A. King, Probation Officer
Edward P. Madaus, Probation Officer
Philip P. Palmieri, Probation Officer
David H. Robinson, Jr., Probation Officer
Frank A. Tuscano, Probation Officer

YOU, INC. STAFF

Maurice J. Boisvert, Executive Director
Louise E. Homer, Assistant Director
Eugene Sargent, Program Director
John Madonna, Program Director

Anthony Caputo, Educational Specialist
Laurence Chapulis, Educational Specialist
Robert Cormier, Educational Specialist
Lawrence Bader, Consultant
Susan Carr, Secretary

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Acknowledgements

In planning, collecting, and interpreting information concerning the characteristics, perceptions, and changes in behavior and attitudes of those youngsters who participated in the Intensive Probation Program of YOU, Inc., we have been fortunate to have the full cooperation of many agencies and individuals.

The Honorable Lucian A. Manzi and his staff placed their records and offices at the disposal of the research team. Mr. Robert F. White, Chief Probation Officer, in particular, gave much time and energy to enable the selection of a contrast group of court cases to be used in the evaluation process with care to safeguard the identity of the subjects in accordance with the strict guidelines established for human studies research.

Throughout the project, the research staff was housed within the offices of YOU, Inc. and worked closely in coordinating their data-gathering efforts within the framework of aims and objectives expressed by all those working with the juveniles and their families. From start to finish of the evaluation, Maurice Boisvert, Director, gave supporting counsel and constructive suggestions in the planning, conduct, and interpretation processes. With his help and the help of his staff, particularly Mrs. Louise E. Homer, it was possible not only to gather data but also to apply reliability and validity checks from time to time. In this way, we were able to avoid some of the difficulties that usually face evaluation done by "outsiders".

School personnel including principals, assistant principals, and guidance counselors gave generously of their time and thought in extended interviews with the research staff. Their interest and contribution testifies to their concerns in the prevention and control of norm-violating behavior.

PREFACE

Nationally, there is a vigorous movement to stop the unilateral commitment of children and adults to institutional residential settings, in favor of community-based care. In the juvenile justice system, practitioners are frantically joining their fellow mental health workers in denunciation of all institutional care as dehumanizing, excessively expensive and completely ineffective in rehabilitation. The argument states that social control of deviant behavior can be better served through community-based intervention strategies rather than isolating norm-violators in confined settings for "rehabilitation and/or treatment." Bakal states this position as follows:

"Among the several states attempting new approaches to juvenile corrections, without doubt the most rapid and dramatic reorganization has occurred in Massachusetts. Under the leadership of Commissioner Jerome G. Miller, between 1969 and 1973, the Department of Youth Services (DYS) closed all the state reform schools and replaced them with a regionalized system of community-based group homes and other treatment programs, largely operated by private groups. As the most comprehensive demonstration to date of a "deinstitutionalized" approach to the care of delinquent and troubled youth, the Massachusetts experience has excited praise, criticism, and above all, curiosity among human services professionals across the country."¹

The Massachusetts experiment has demonstrated quite clearly that a vast majority of previously institutionalized youth (1200 youths annually) can be more effectively helped through a wide range of community-based alternatives.

¹ Yitzhak Bakal, "Closing Massachusetts Institutions: A Case Study"

The data presented here reflects a systematic evaluation of a community-based program providing day-care services to one juvenile court in Massachusetts -- the Worcester Juvenile Court. As can be seen from the objective and subjective data presented, community-based alternatives can provide a meaningful response to a variety of youthful offenders who ran the risk of institutionalization under the old system. However, a follow-up study of those youth who were unable to benefit from this program seems to indicate that community-based treatment is not a panacea and that reality dictates the need for maintaining the option of a more structured, secure setting for a much smaller, limited number of youthful offenders.

x

PROLOGUE

DELINQUENT CHILDREN ARE REAL: NOT UNLIKE YOURS AND MINE

Youth Opportunities Upheld, Inc. (YOU), Intensive Juvenile Probation has had a wide range of experiences with serious youthful offenders coming before the Worcester Juvenile Court since 1971. These adolescents do not only reflect evaluation data or crime statistics. They are also real kids. They are individual people with wants, needs, frustrations, aggressions and always ambitions.

These young people find the odds against them in their quest for fulfillment of their dreams and fantasies. They are poor; they live in inadequate housing; frequently their families are broken by separation or divorce. They live in neighborhoods where fear and crime are a way of life; they are often intellectually stunted, emotionally burdened, and educationally inept.

Society, social institutions and "the system" must assess their responsibilities in the perpetuation of these conditions. Continued efforts and expenditures of resources must be made to improve the quality of life for every citizen in order to prevent delinquency. Yet, who is responsible for the increasing crime rate? Society which continues to tolerate intolerable living conditions and oppressive social institutions? Individuals who commit criminal acts? To answer these questions

is beyond the scope of this report, yet to ignore them may be misleading. To neglect either issue, "the system" or "the individual" is to limp one-sided. To postulate that society, social institutions, or the system are solely responsible for norm violations is to opt for changes in the quality of life without dealing with the negative effects of individual anti-social behavior stemming from factors under the skin. To assume that individuals are solely to blame is to punish without dealing with the root causes of the problem found in the greater society.

In this report, statistics are presented around the Juvenile Justice System and the efficacy of the Intensive Probation Program, a community-based alternative to institutionalization; but, first, meet some kids "like yours and mine" minus some of the advantages and opportunities.

For the purpose of confidentiality, the cases presented are exemplar but the names have been changed. The first two cases show a degree of success, the third, a challenging failure.

JOHN D.

John D. is a 16-year-old boy of average intelligence. He is tall and slender with long brown hair giving him a somewhat effeminate appearance. John has marked facial blemishes yet is unwilling to seek medical assistance to clear up this problem.

He is "the baby" of five children, three older brothers and one older sister. All of the children have some problems; significantly, Ray is well-known to the Courts. He has spent a majority of his life in institutional settings including placements at Metropolitan State Hospital, Lyman School, and currently

he is serving time in an adult correctional facility. John appeared headed in the same direction.

In the fall of 1973, John appeared in Court for a complaint of runaway filed by his father. This was the third time he had run away from home, but the first time his parents took action hoping to avoid future problems. His probation officer took an active role in meeting regularly with him to discuss his problems with family and school where he was perceived as a truant. John also participated on the juvenile court basketball team. Under supervision, things appeared to improve. His case was "closed" in January.

Two months later, John appeared in court with three other youngsters on complaints of stealing cars.

Five days later, John appeared in court for trespassing.

The next day, John appeared in court for stealing six cars. By this time, John had also dropped out of the 10th grade in school. On court order, he was referred to the Intensive Juvenile Probation Program.

Reviewing his background, John has found little success in life. At home, he has received small amounts of praise and acceptance with large doses of hostility, coldness and rejection resulting in anger expressed through runaway episodes. At school, he was an underachiever who coped with his frustration with a high absentee rate. With his other siblings and peers he has also found it difficult to form close supportive relationships. As a result, he has solidified a strong negative self-image with a deep reservoir of untapped anger, and a low tolerance for frustration. His anti-social

mode of expressing his feelings have, however, resulted in his achieving status with a delinquent sub-culture peer group, the only friends he has with whom he can feel wanted and important.

Stealing cars has a real pay-off for John: he is able to express his anger towards his parents for their rejection while gaining approval and status from his peers; he demonstrates to his parents that he can be independent and "a man" opposed to a follower and "the baby"; and he is persistent enough in a self-destructive manner to get caught so that he might punish himself for his hidden anger.

Looking at the family background, Mr. D. appears to be, and is also described by other family members as, a "hard-working person" and "an easy-going guy." He is a man of dull normal intelligence. He impressed this therapist as playing somewhat of a passive role in the family. He feels inadequate and overwhelmed in coping with other family members, particularly his wife. He tends to withdraw in a cold passive manner until major conflicts or crises occur, at which time he unleashes his stored-up anger.

Mrs. D., on the other hand, is seen as being very verbal, aggressive, and dominating. She also works as a salesclerk in a retail store. Both parents feel that John's current problems are due to his older brother, Ray's, influence. Both parents feel helpless and ineffectual in coping with John's acting-out behavior. John has little internal controls with inappropriate external limits. Most of the family members described their relationships as "we do not get involved with each other." As a result, there is neither support and acceptance nor controls being placed on John by the family.

During six months of treatment, John responded well to individual therapy and peer group therapy. In the family, one of the major issues resulting in John's acting out was the stimulus of his older brother, Ray, who is currently at the Worcester County Jail, and a need to emancipate himself from an overpowering, dominating mother.

As an alternative to family therapy as a method of dealing with the highly charged emotional issue between son and mother, John was helped to find employment to demonstrate in a more constructive way his independence needs and achievement. John started work in the early part of June and worked throughout the summer seeing this therapist for individual counseling once a week. During this period, he demonstrated a marked improvement in his attitudes. With continuing support, he became much more verbal, particularly in expressing his feelings of anger. At the same time, he developed a sense of self-confidence and the ability to plan effectively for his future. Systematic counseling was discontinued in August of 1974. After treatment, John wrote the following about his experience at YOU, Inc.:

I went to the program with little hopes of liking it, but, you know, my thoughts changed as time passed on. Going to the YOU after awhile became, well, almost a habit. At the YOU I met new people. They were people who could and would listen and understand me. I dropped out of school and then all my problems started, but the people at YOU got me a job.

Today, John is going on eighteen. He has continued with an excellent work record. He is saving money for drivers education and a car he can buy.

JOAN A.¹

Joan A. was a brown-haired attractive girl of fifteen who was in conflict with her mother on a number of stress issues.

Joan first appeared in court on February 20, 1971 on a complaint of being a stubborn child. At that time, she was described as having a history of running away from home and being involved in drugs.

In February, 1971 she appeared in court for running away from home. She and her family were referred to the Youth Guidance Center. Appointments for treatment were not kept.

One month later, Joan again appeared in court on a complaint of runaway. She requested placement in a group home. A referral was made to the Department of Public Welfare, but before action could be taken, both Joan and her mother requested that she not be placed outside the home.

The following month, she was again arrested for running away. Although no complaints were issued, reports indicated that she was also stealing from several local stores. She was referred to Intensive Juvenile Probation.

Joan's mother, a divorcee, referred to herself as "the volcano." She was known to regularly slap and punch her children, and she often erupted into loud and vindictive tirades, frequently without prior warning. The therapist's first encounter with Joan and her mother was a typical scene involving the two, with mother verbally assaulting Joan and threatening her with more verbal and physical abuse when they returned home. Joan sat mutely, eyes brimming with tears, clearly frightened

¹ This case was prepared by Louise E. Homer and appeared in Social Casework in an article entitled, "Community-based resource for runaway girls", October, 1973.

by the one-sided confrontation. The bottled-up feelings which found few avenues for expression were clearly evident in the girl's face, the tension in her body, and her silence. The therapist came to know Joan as a warm, sensitive, and creative youngster who took an active interest in art and dressmaking. In her relationship with her mother, she had great difficulty expressing her feelings, particularly her angry feelings. As she rapidly approached sexual maturity and increasing independence, she was beginning to constitute a threat to her emotionally insecure mother. Joan's older sister had left home after similar difficulties with the mother, and now Joan was the eldest child living in the home with her mother, two brothers, and a sister. The brothers and sister passively accepted the mother's verbal and physical assaults, but Joan's reaction appeared closer to that of her older sister. Her response was to withdraw emotionally, then physically, from the scene. The family operated on an authoritarian model; the mother gave herself sanction to freely express her own feelings, but did not sanction the expression of feelings from other members. It became evident that the mother was scapegoating Joan, using her to relieve many of her anxieties and angry feelings about her divorce, the daughter who had left home, and the difficulties she was encountering with the other children in the household.

In a safe, supportive atmosphere Joan was able to open up, express her feelings, and develop sufficient ego strengths to deal with her mother more appropriately. In the family therapy sessions, the therapist tried to establish a safe atmosphere in which everyone could express feelings without fear of reprisal. She also acted as a restraint on some of

the mother's acting-out. The shared feelings of loss and rejection brought the family members closer to each other; the angry feelings were dealt with as specific issues arose, and both children and mother learned some of the ways they exacerbated each other. The family sessions were terminated when it was agreed that the family was getting along better and members were better able to talk with each other. By no means were all the family or individual problems resolved, but Joan and her mother, in particular, had developed some useful skills in dealing with their personal concerns as well as with each other.

Today, four years later, Joan has a good job, an apartment of her own, and is dating a boy on a regular basis. Her life appears to have stabilized. Her mother has finished college and is currently working in a local business with an excellent salary.

Community-based treatment is not a panacea

DANNY L.

Danny L. is a slightly built 14-year-old boy of average intelligence. Danny spent the first five years of his life with his mother while father was away in the military service. He is an only child. His problems surfaced at the time of father's return. As a result of "acting out" behavior (i.e., lying, stealing, and running away from home), he was placed in a residential program at the age of 7. When Danny was not in the home, the parents' relationship tended to improve. Upon his return after placement, mother and father separated. A year later, father returned to the home, and Danny began to

have behavior problems which led him into serious conflicts with the law.

In October, 1972 Danny appeared in court on a complaint of stealing a car.

One month later he ran away from home.

Two days later he was arrested on the above complaints; the case was continued. His probation officer made efforts to resolve several problems he was also having in school. He was also referred for a psychiatric evaluation.

The following month Danny ran away from home. At this point, his probation officer, at the parents' insistence, began the process of referral to a residential program. As his father stated, "Either he goes or I go".

One month later he was placed in a therapeutic residential program.

Four days later, he was asked to leave this program because he assaulted a teacher and also wrote dirty notes to a female staff member. He was subsequently returned home and placed in a special school in Worcester.

The following month, he appeared in court on a complaint of trespassing. He was placed in the Intensive Juvenile Probation Program.

In individual therapy, Danny was suspicious and distrustful, making it very difficult to form a helping relationship. He was very angry and frequently was aggressive and assaultive both at school and in our program. He demonstrated little or no guilt or anxiety over his inappropriate behavior. He continued to run away from home.

Danny's father was continuously openly hostile towards him. His mother was at times overprotective, and at other times rejecting. Both parents felt Danny was beyond their control and again insisted that he be placed.

Danny clearly needed to develop warm relationships within a therapeutic setting that could provide him with an education while controlling. Through the help of the CHAMPUS Insurance Program (i.e., a federally funded program for retired servicemen), Danny was placed at a highly expensive (\$38,000.00 per year) but very specialized psychiatric residential program. After nine months, Danny began to show small signs of progress. However, because his prognosis indicated long term treatment and because of a change in policy at CHAMPUS regarding such treatment, the placement was abruptly terminated. Danny felt very rejected and angry. This was the first setting which was able to control him long enough for him to develop several meaningful relationships. He returned to this program three times to express his anger by throwing rocks through windows and stealing.

Danny was placed in an alternative community-based residential program which could not provide the controls he needed. In two weeks, he ran several times, stole cars, and ripped-off stores. He was terminated from the placement in a month. Continued arrests led to his commitment to the Department of Youth Services with the recommendation of a secure intensive therapeutic program.

We were able to follow-up on Danny because every time he ran from a placement he would return to see his counselor at YOU. Things went from bad to worse. He was placed in a

series of no less than seven placements including foster homes, group homes, and detention facilities in less than nine months.

Two months ago, Danny came to see his counselor. He was on the run from a detention facility. His counselor was on vacation. He became angry and assaultive. When asked to leave and come back when his therapist was back, he pulled out a meat cleaver from under his jacket and threatened to kill one of our staff. DYS was notified. Danny finally left peacefully. He is currently on the streets.

Soon he will be seventeen. Perhaps the adult judicial system will be more successful in helping Danny. At least, he and others might be protected from his destructive behavior.

What do John, Joan, and Danny represent? They are three statistics in our YOU data. The following is a report out of their group of delinquents assigned to a community-based day-care program.

Y.O.U. Inc. - Intensive Probation Program

A Two-Year Report
1971-1973

I. Introduction

A. Setting

Youth Opportunities Upheld, Inc. (Y.O.U.) Intensive Probation Program, Worcester, Mass., was initiated in June, 1971 to serve as a community-based alternative to institutionalization for youth who are in difficulty with the Juvenile Justice System. The program is supported by the Massachusetts Committee on Law Enforcement and Administration of Criminal Justice as an action grant under Title I, Part C, of the Omnibus Crime Control and Safe Streets Act of 1968.

B. Project Goals

The program was addressed to two over-arching sets of objectives: (1) to rehabilitate and redirect a group of juvenile offenders, and thus to gain improved knowledge of delinquency prevention and (2) to activate community involvement in the delinquency problem. More specifically, these goals can be stated:

1. The program helps youngsters coming before the Worcester Juvenile Court, ranging in age from 13-16, while they remain in their homes where the basic problem exists. With rehabilitation, redirection and prevention objectives in mind, the program views the child within the context of his whole world -- his family, his peer group, his schooling, and his relationships in the community. The ultimate effect of this direct service is to reduce crime by reducing recidivism among demonstrated recidivists.

2. The program in cooperation with several universities and colleges, provides supervised field practice and research opportunities for graduate and undergraduate students in guidance and psychology, social rehabilitation, and social work, thereby creating a panel of trained professionals to work with juvenile delinquents.
3. The program, in cooperation with its Board of Directors, acts as an advocate on behalf of youth to develop a greater community awareness of the problems facing youth and serves to stimulate a meaningful response to their varied needs.

C. Project Population

The Y.O.U. youth were sent to participate in the program as a condition of their obligation to the court. Boys and girls were to be included, ranging in age from 13 to 17, functioning at a normal level of intelligence, and free of physically addicting drugs. Generally, the project participants were repeaters, but the court could assign offenders at its discretion. In no way could it be said that the Y.O.U. youth were self-selected participants, motivated by a desire to see the Y.O.U. project succeed.

D. Program Rationale and Program Components

The basic program design reflects a holistic view of man. Too often, intervention strategies establish and identify a juvenile offender by segmenting him into biological, psychological, and sociological components in order to test causal relationships. The Y.O.U. approach holds that it is unrewarding to segment the youthful offender. Rehabilitation and prevention efforts have traditionally been directed to single, isolated aspects of the problem such as individual conflicts, peer relationships, family interactions, and socio-economic stress

while ignoring the fact that it is the interaction of these dimensions that produce the complex problem of delinquent behavior as a form of coping.

Isolating conceptually particular components of delinquency phenomena may be useful for empirical study, but in dealing with day-to-day rehabilitative service, a comprehensive holistic process is the most promising for achieving desired changes in behavior.

Participants in the program are obligated by the court, as condition of probation, to attend the program for a minimum of a twelve-week period on a daily basis after school, Monday through Friday, an additional twelve-week period on a weekly basis, and a final twelve-week period during which there is a termination interview and evaluation.

During the program's first year of operation, eight major experiences were provided for each youth committed to the program. These included: weekly counseling; family therapy sessions and parent groups every other week; individual medical and dental examinations; bi-weekly (Monday and Wednesday) group raps for the youths; bi-weekly (Tuesday and Thursday) education-vocation assistance; and a weekly (Friday) recreation program. These components will be briefly described.

1. Counseling

Each youngster in the program was seen on a weekly basis for individual counseling. The counseling process utilized in the program was in the classical tradition, that is, it relied quite heavily on the development of a trusting, helpful relationship as the major means towards attaining insight. The standard techniques, namely, ventilation, support, insight, and confrontation were employed. However, special effort was made to assist the young offender to recognize reality, to

accept its limitations, and to feel that he had the power to exercise free choice in the situations which shape one's life. Then, each youngster was made aware of his options and was helped to feel that he could make free choices among alternatives so long as he was ready and able to accept the consequences of his choice. These alternatives ranged from the possible ways of handling personal feelings, to feeling free to make changes in one's environment (through foster homes or residential placement if warranted).

2. Medical Exams

Each youngster was examined by his/her family doctor or by a physician who volunteered his services. The purpose of this physical was to diagnose and treat existing abnormalities of a medical or dental nature which may be hampering the individual's ability to cope with his life situation.

3. Group Rap

For one hour on Mondays and Wednesdays -- the youngsters were divided into small, co-educational groups, in recognition of the significance of peer relationships at this particular stage in the developmental process. The purpose of these small groups was to enhance the youngster's self-image and self-confidence in coping with a social situation. Through the group process, attitudes about themselves, their families, their neighborhoods, their schools, the police, and their community would be positively affected. In accordance with the stated goals, the "group rap sessions" included both a personal growth emphasis as well as specified content matter.

Hence, the group leaders assigned to the individual groups attempted to create a milieu in which group discussion included the free flow of expression of feelings focused around "here and now" content issues such as school problems, peer relationships, drugs, and parental conflicts.

4. Educational/Vocational Program

On Tuesdays and Thursdays, the participants took part in an educational/vocational program which emphasized maximum participation by the youngsters themselves in the learning process. In essence, this aspect of the program helps the youngsters to know his/her abilities, talents, skills, and interests by giving him/her the opportunity to be successful, to develop self-confidence and understanding of himself or herself, and to give him/her information about educational and vocational opportunities. This was accomplished by direct contact and involvement with Worcester (Mass.) business, industries, schools and colleges. Tutoring was also provided to help

the student improve his/her skills and abilities in any scholastic area in which he/she expressed a need.

Despite the fact that opportunities for major improvements in academic and basic skills are built into this program, the primary educational/vocational emphasis reflected an attempt to effect change in the student's understanding, attitudes, values, and information, rather than in specific academic achievement. The basic premise was that no one but the young person himself/herself can provide sufficient motivation for him/her to learn, or to give him/her the confidence needed to plan his future. Therefore, the learning experiences were designed as a series of situations in which the youngster could begin to find himself/herself and to gain a self-appreciation and higher self-esteem.

5. Physical Education Program

On Fridays, a physical education program was scheduled. Consistent with the milieu therapy orientation at Y.O.U., Inc. the primary goals are to help the young person to learn to "play by the rules"; to make changes in attitudes towards authority; and to develop a more positive self-image and new confidences in his ability to accomplish tasks. The secondary goals are to help youth to develop skill in a variety of athletic activities; to utilize creatively, recreational time; and to develop and maintain healthy bodies.

6. Family Therapy

Since the program was designed to include not only the young norm violator but also his/her family, each worker assigned to an individual youth met on a regular basis with the client and his/her immediate family. Here again, the direction taken is quasi-therapeutic. The worker sometimes took the role of therapist, and at other times the role of advocate. As therapist, the worker met with the family at least every other week; the hypothesis was that by meeting with the whole family, the family learns to cope more adequately with the day-to-day problems with which they are faced; they learn to work together and pull together in times of crisis; they learn to give support to each other based on a sound, realistic understanding of one another's needs and feelings. The worker helped clarify problems in communication and interaction within the family. As advocate, he or she helped the family maneuver their way through the many complicated social systems which they are required to negotiate on a daily basis (for example, the school system, the judicial system, the welfare system). This advocacy role helped families gain a sense of power and gain facility in making realistic choices among the available alternatives.

7. Parent Group Meetings

Parent groups were held every other week. Parents were strongly encouraged (but not legally required) to attend these sessions where they were given the opportunity to discuss their concerns and interests in a non-threatening atmosphere and with a group of their peers. The group had changing membership as well as a varied leadership which reduced the possibilities of continuity from session to session, but emphasized the here-and-now aspect of the experience.

8. Behavior Modification

On the basis of findings in the first year's evaluation, a program of positive reinforcement techniques and a token system were introduced and tested during the 1972 Summer Session with the particular aim of reaching those youth whom the previous year's program appeared not to have affected very much. The group causing the most concern in this respect could be described as "passive-antisocial". The passive antisocial is that youngster who demonstrates relatively little affect. Behaviorally, he or she is withdrawn and does not actively become involved in the therapeutic process. It was thought that positive reinforcement techniques would induce a sense of responsibility for self-activating changes in behavior.

The rationale for this approach stems from juvenile research studies that suggest that youthful offenders are often caught in what has been called the "learned helplessness syndrome". A lifetime of inconsistent rewards and punishments teach these children that nothing they do or say has any effect on whether they receive praise or punishment. The same act that elicits punishment on one occasion may elicit passive acceptance or be ignored on another occasion. Eventually, incentive to take risks that might merit praise fades away, together with the growing loss of the feeling of control and purpose. Impulsive, acting-out behavior is a frequent manifestation of attempts to ward off the anxiety and diminish the discomfort resulting from the mounting sense of helplessness and loss of control.

In order to redevelop incentive for constructive behavior, a behavior shaping system using only positive reinforcement was designed and implemented.

Tokens were earned for (1) controlled behavior, i.e., being in the appropriate place and not being disruptive and (2) growth changes, i.e., active participation in a scheduled activity. Tokens are considered concrete indicators of reinforcement, considered as Y.O.U. money that can be exchanged for food in a Y.O.U. store.

Points were accumulated also in relation to the number of tokens earned each day. The purchasing

power of points is considered to be more valuable since they can be exchanged for a variety of goods, e.g. records, movie tickets, clothes, sporting goods, etc. Points are connected to long term goals, whereas tokens function as more immediate reinforcers.

The ultimate aim of a behavior modification program is to move the individual from low-level reinforcers to higher-level ones that involve social rewards such as peer group respect, acceptance by others, etc. In this program it is the social interaction between the youth and the authority figure administering the positive reinforcement that is seen to be the most powerful determinant of change.

II. Evaluation Design

A. General Guidelines

The broad aims of the evaluation program are to (1) provide accountability data to the Worcester community and the federal supporting agencies on the effects of the Intensive Probation Program and (2) to add to the general understanding of effective treatment modalities for delinquent youth.

It must be emphasized that the rigorous-controls necessary for solid theoretical advances regarding delinquency were not possible in the present evaluation. Indeed, the evaluation could be described as searching out regularities and relationships in the data gathered as evidenced by trends as well as more empirically conclusive findings.

The objectives of the evaluation are: (1) to study the relative effects of the Intensive Probation Program on selected variables as compared to two other probation programs conducted by the Court, (a) the Regular (individual) probation, and (b) the Group probation; and (2) to search out leads as to the types of youthful offender who appear to benefit the most and least from the Intensive Probation Program.

The major intended outcomes are to secure information that will permit better program decision-making:

1. By improving the effectiveness of the Intensive Probation Program through more appropriate matching of probationers to the program, and
2. By identifying those probation youth who would profit from other treatment alternatives.

B. Evaluation Schema

The general schema of evaluation for both the 1971-1972 and 1972-1973 programs is represented in Figure 1.

Y.O.U. Groups	Y.O.U. Program	<u>Outcomes</u>
Comparison Groups	Regular (Individual) Probation	Pre-Post Selected Measures Interviews Recidivism
	Group Probation	

Figure 1
General Evaluation Schema

The Y.O.U. groups were divided into three sub-groups for the purpose of the evaluation study, the first year 1971-72, summer, 1972, and the second year 1972-73. The Comparison groups were also studied as three separate groups, the first year, 1971-72 (regular probation) and two groups functioning in 1972-73, again the regular probation and another involved in group treatment. Group treatment at the Juvenile Court began as a direct result of the efforts of three probation officers who were applying group modality techniques.

The major evaluation comparisons to be reported will be based on the Y.O.U. youth participating in the Summer, 1972 and 1972-73 program and the regular probation group for 1972-73. There were so few significant differences noted either among the three Y.O.U. groups and among the three probation groups and between paired Y.O.U. and probation groups for either year that it seemed justified to draw conclusions from the second year data primarily. It should be mentioned also that only in the second year was it possible to obtain group pre-post measures on both comparison groups.

Differences noted between Y.O.U. and Probation youth for 1971-72 and for 1972-73 will be reported since it was not possible to select well-controlled matched groups on all salient variables. It must be remembered that because the court assigned juvenile offenders to all groups, rigorous sampling techniques yielding matched comparison groups could not be applied.

C. The Evaluation Study Groups

The breakdown in numbers for the various groups is reported in Table 1.

Table 1 The N's of the Evaluation Groups			
<u>Y.O.U.</u>		<u>Comparison</u>	
First Year 1971-72	62	First Year 1971-72 Regular Probation	41
Summer 1972	21	Second Year 1972-73 "Group Probation"	18
Second Year 1972-73	49	Regular Probation	33
	132		92

1. 1971-72 Groups

In matching Y.O.U. to the Probation group, it was discovered that while the groups were carefully controlled on certain essential criteria of age, sex, and mean number of offenses, the tendency of the Y.O.U. youth toward offenses against self and other persons and the factor of court disposition clearly implied that the Y.O.U. group included more serious and difficult delinquents. A significantly higher percentage of Y.O.U. youth was placed on probation and D.Y.S. commitment (suspended sentence) at point of entry into the program, thus indicating a group at greater risk.

Furthermore, the Y.O.U. group presented a more negative profile on family, socio-economic, and residence factors. In particular, Y.O.U. youth came from more troubled families, disrupted homes, female-based households, larger families, and were tilted to the lower socio-economic levels. Residency of the Y.O.U. group was more heavily confined to the Model Cities area, a large public housing project, and neighborhoods undergoing ethnic, economic, and social dislocations. The school profile similarly reflected an unhappy and more problematic picture, although the school difficulties characterize both the Y.O.U. and the Regular probation groups.

2. Combined Groups (1971-72 and 1972-73)

The 1972-73 Y.O.U. groups and the comparison groups (Regular Probation and Group Probation) did not differ substantially on salient variables of background and demographic factors.

However, when both years' Y.O.U. groups are combined and compared against the total comparison groups of the two years, a number of significant differences occur. There are:

- a) Age. The Y.O.U. group is younger, about 14-1/2 on the average, with the comparison groups averaging out at somewhat over 15 years.
- b) Type of Offense. The first offense for a Y.O.U. youth is more likely to be a runaway or stubborn child charge with breaking and entering or larceny a more typical charge for the Regular Probation group. By the third offense an increase in truancy and sex offenses shows up among Y.O.U. members with the Regular Probationers confirming a pattern of one and a half times the number of offenses against property as compared to other offenses. Even with respect to offenses categorized as against self, the probation group is more apt to disturb the peace rather than engage in other more personally oriented delinquent acts such as runaway, stubborn child, drugs, etc. These findings suggest the

delinquent act of the Y.O.U. youth may be related to a somewhat different set of factors from those responsible for the delinquent behavior of the probation group.

- c) Most Recent Disposition on entry into program. Y.O.U. youth reflect a significantly higher percentage of probation dispositions, with the comparison groups showing a higher percentage of continuance dispositions.
- d) Number of Marriages since the birth of youth and Number of Parents in the Home. Y.O.U. youth tend to have more re-marriage in their families and to live with a natural mother alone or with mother and another person, not the natural father.
- e) Residence. Based on census tract data Y.O.U. youth appear to come from somewhat more hard-pressed pockets of the city, a large public housing project, Model Cities area, and a neighborhood that is undergoing ethnic, economic and social dislocations. The comparison group is much more widely spread throughout the 31 census tracts.

On other variables such as In and Out of School, there was no significant difference between the two groups with a 35% out of school rate reported for both groups.

While number of siblings did not differentiate the two groups, there was a tendency for the Y.O.U. families to be somewhat larger (Y.O.U., 4.28 vs. Probation, 3.76). No difference in boy-girl composition were noted with more than twice the number of boys over girls represented in each group. Nor did number of offenses up to entry into the program distinguish the two groups, both averaging between two and three offenses. A low socio-economic status characterizes both the Y.O.U. and Comparison families with the majority falling in the two lowest classes on the Hollingshead Two-Factor Index of Social Position --Occupation and Education.

To sum up,¹ the overall comparison of the two year combined

¹ Tables I-XVI Appendix A report the full array of demographic background data on the combined groups (1971-72 and 1972-73)

groups closely resembles last year's picture, contrasting the 1971-72 Y.O.U. and Probation youth. While both groups exhibit typical characteristics of the large industrial city youthful offender, it is the Y.O.U. youth that reflect more troubled background and circumstantial factors. He tends to be younger with between four to five siblings, living within the limited resources of a family that often is cared for by a mother alone or by a remarried mother, and residing in a depressed area of the city. The difficulties engendered by the press of these circumstances are manifested in behavior that generates conflict with society and eventual contacts with the court. The types of offenses committed appear primarily to be escape either from life stresses by running away, drug use, truancy, drinking, or protest against others through assault on their property or persons. It is possible that both escape and protest are linked to basic feelings of powerlessness. By the time the Y.O.U. offender is entered in the program he has already had a court involvement sufficiently serious in nature to have warranted a disposition of probation rather than continuance.

The evaluation design attempts to tap two major sources of data that would illuminate some connections between interventions and effects: (1) tests, ratings and court records, and (2) interviews of the Y.O.U. participants. Clearly, the number of input program variables is beyond the limits of the present evaluation to isolate specific effects. Outcomes are viewed in terms of broad effects as they are reflected in the two major comparison groups.

III. Evaluation Results

The results of evaluation will be presented in two major sections: A. Measured Effects and Ratings and B. The Interview Study.

Part A will report on a number of major relationships studied in the data gathered through a variety of assessment procedures. These are:

1. Comparison of group results on the Jesness Inventory and Semantic Differential: Y.O.U. combined vs. Probation groups combined two years.
2. Comparison of Y.O.U. vs. Probation recidivism.
3. Relation of behavior modification results to recidivism.
4. Y.O.U. staff ratings of progress noted.
5. Relation of typology to selected measured outcomes.

Part B, the interview study, is based on an extensive in-depth person-to-person interview, explored Y.O.U. youth with respect to their perceptions of the program activities, the counselors, expectations met and unmet, and their view of their parent's perception of the program, and their experiences with school.

A. Measured Effects

1. Tested Effects: Results of the Jesness and Semantic Differential measures are found in Appendix A.

Turning now to the test results, a brief review of the first year evaluation will be presented to be followed by the 1972-73 data picture.

The first year Y.O.U. youth on the Jesness showed a profile on the Social Maladjustment, Value Orientation, and Immaturity Scales similar to that of 15-year-old incarcerated delinquents reported in the Jesness manual. Y.O.U. participants, however,

appeared to be more alienated, less withdrawn, less anxious socially, and tending less toward denial and repression than the reported delinquent group.

The A-Social Index which is most closely related to, and most predictive of, delinquent behavior indicated that the YOU delinquent is comparable to the minor offenders. The YOU profile depicted youth having trouble meeting the demands of living in socially approved ways that in themselves may not be consistent with the themes of their own cultural life. Although feelings of distrust and estrangement in relationships with others seemed strong, there was still an openness of response and sensitivity to experience and people implied in the somewhat lower scores on withdrawal, social anxiety, repression, and denial.

One speculation that was proposed to account for those findings was that the greater similarity of YOU youth to the minor offenders rather than to incarcerated delinquents on the A-social Index, even though there is almost identical standing on the Social Maladjustment scale of YOU members with committed delinquents was attributable to the fact that YOU youth were given a community-based alternative and had not yet experienced the dehumanizing process of institutionalization.

Directional trends appearing in the Jesness pre-post shift score and related to a four category personality typology (neurotic, anti-social passive, anti-social active, and psychotic), and to recidivism indicated that the YOU program was more successful with the internally conflicted youthful offender than with the anti-social delinquent or the socialized norm-violator.

Considering next the second year evaluation results, it is noted that only the Jesness Scale and the Semantic Differential measure were used to appraise change in attitude and perceptions.

The Rotter measure of external/internal control presented so much reading difficulty that it was not considered valid for the participating group. These data present the analysis of variance results performed on the pre-to-post difference scores obtained on the two major evaluation study groups² consisting of the 1972-73 participants. Few differences were noted between the groups in terms of the amount of change realized on either of the two measures. Three out of 11 differences were significant on the Jesness: Value Orientation, Autism, and Denial. Two of these registered a shift in the positive direction for the Comparison groups (Value Orientation and Autism) and one positive change for the YOU group (Denial). On the Semantic Differential three differences were significant. Two of these favored the Comparison Groups (Boys who don't get into trouble and Adults) and one difference reflected positive change for the YOU group (Boys who get into trouble). Clearly, the Jesness and Semantic Differential fail to yield a differential picture between the YOU and probation youth. The trends noted in the first year results suggesting that negative feelings might be more freely expressed in the more secure milieu of the YOU program were not further confirmed. On a comparative basis, neither group revealed significant changes on the Jesness or Semantic Differential measures leading to plausible interpretations of program effects.

2. Recidivism

YOU, Inc.'s recidivism data for the total two year groups (1971-73) indicate that 61% of these adolescents did not recidivise after the program intervention; 37% did recidivise, and

²Tables XVII-XIX Appendix A

20% were committed to the Department of Youth Services. The significant finding among these statistics is that 80% of the troubled youth serviced by the program were treated while the youth lived at home and remained in his neighborhood, in his school, and in the community at large without further threat to society.³

Recidivism data were brought up to date on the 1971-72 YOU and Regular Probation groups, covering the period 1971 through the summer of 1973. In the first year evaluation the comparative recidivism figures were not meaningful since it was not possible to obtain matches to the YOU youth from the active Regular Probation pool throughout the entire year. The YOU statistics, therefore, reflected more opportunity to recidivise because of the longer period of time they were under direct study. The up-dated 1971-72 groups did not show statistically significant differences between the YOU and Regular Probation offenders.⁴

In contrast, the number of offenses committed by recidivists in the two groups do reveal an interesting difference. A higher percentage of regular Probation Offenders commit two or more offenses (62%) as compared to their counterparts in YOU (50%). Whether the YOU program has had a forestalling effect on the growth of offense behavior is a point that would be worth pursuing in later follow-up studies.⁵

The commitment statistic is another suggestive finding. Twenty percent of the 1972-73 YOU youth were committed to the Department of Youth Services while no Regular Probation offenders were committed. This 20% represents 12 youth out of a total of

³Table XX Appendix A
⁴Table XXI Appendix A
⁵Table XXII and Table XXIII Appendix A

61 serviced by the program in 1972-73. Upon closer examination, we find that these offenders account for a substantial number of new complaints before the Worcester Juvenile Court. The vast majority of these complaints resulted from crimes not against self, such as truancy, runaway, or stubborn child, but rather crimes against property and people, such as breaking and entering, assault, and stolen cars.⁶

It seems clear that a small yet significant group of adolescents do not benefit from the spectrum of community-based alternatives, and impose a serious threat to themselves and the community. Rather than seeing these adolescents hurt themselves or others, or be bound over to the adult criminal justice system, the community might well consider the development of a more structured, secure setting for this small number of youthful offenders.

3. Behavior Modification: Relationship with Recidivism

During the second year of the YOU program a behavior modification system was introduced, based on a program of positive reinforcement techniques and a token system. As an exploratory step in evaluating the effects of this type of program intervention, the relationship between the number of points earned by the recidivism and the non-recidivising YOU participants for that period was studied.⁷

As can be noted, a trend is clearly evident that points to the positive relationship between points earned and the rate of non-recidivism. Non-recidivists (80%) earned between 81-100% of possible points compared to 20% of the recidivists. For 61-80% of possible points earned, the figures were 67% for non-recidivists as against 33% for recidivists. A similar proportional split between the two groups can be seen in the lower ranges of

⁶Table XXIV Appendix A
⁷Table XXV Appendix A

percentage of points earned as well as in the overall comparisons between the 12 week treatment period and after the 12 week treatment period.

Without claiming too much for the effect of behavior modification in the absence of standard control groups, nevertheless the positive effects of behavior modification can be said to be strongly suggested in these data.

4. Staff Ratings of Progress

Staff ratings of progress were examined by obtaining individual staff ratings on two groups of YOU participants: the 1971-72 and the 1972-73 groups.⁸ Staff members are designated by number, #1 and #2 being the full-time senior staff and #4 and #5 being part-time staff personnel. Staff member #3 who was also part-time did not participate in the ratings.

Simply looking at the mean ratings can be misleading since obviously means without a measure of spread cannot tell an adequate story. With the exception of Rater #5, the mean ratings of the other three staff describe a little bit better than a no change status. However, inspecting the range of ratings sheds more light on the perceptions of staff regarding progress. Considering Raters #1 and #2, a somewhat more definitive picture emerges. Let the following distribution suffice as an example.

⁸Table XXVI Appendix A

1972-73

<u>Rater #1</u>		<u>Rater #2</u>	
<u>Rating</u>	<u>Frequency</u>	<u>Rating</u>	<u>Frequency</u>
1-negative	2	1-negative	0
2	3	2	0
3	1	3	3
4-no change	12	4-no change	17
5	16	5	16
6	2	6	1
7-positive	0	7-positive	0

For Rater #1, six youth were seen as making negative changes with three the comparable number for Rater #2. Eighteen and seventeen respectively for the two raters are the numbers representing positive change. The no change reports out at twelve for Rater #1 and seventeen for Rater #2. Clearly there are YOU youth moving in positive and negative directions as well as maintaining a holding pattern with the majority of changers tending toward positive direction.

It will be remembered that the YOU program from the first year evaluation was noted as having different impact on different kinds of offenders. An attempt was made at that time to relate these differential effects to a typology of delinquency. Relationships between typology and staff ratings as well as other variables will be dealt with in a later section.

One additional relationship with staff ratings was explored that involved correlating individual staff ratings with pre-post change scores on the Jesness.⁹ No statistically significant

⁹Table XXVII Appendix A

correlations were yielded in this analysis. Moreover, no noteworthy trends were in evidence. Of the eight correlations, four were positive and four were negative although it is interesting to note that three of the four positive correlations appeared in the 1972-73 program. The most that can be said with regard to the Jesness-Staff rating relationship is that the issue of what constitutes a valid criterion measure is still unsettled.

5. Relation of Typology to Selected Variables

The YOU program is designed to provide a multi-faceted array of services and interventions. The experience of the first year showed that certain groups of youngsters seemed to be able to use YOU resources much more effectively than others. The antisocial passive personality describing the youngster who is withdrawn, verbalizes infrequently, remained uninvolved in the therapeutic process was difficult to reach. Docile and compliant, they appear to be expressing feelings through passive resistance. The "type" of youngster that seemed to respond most positively to the program was the one described as neurotic, implying that the delinquent behavior is basically rooted in an internalized mode of conflict resolution. Moreover, some motivation for growth and change was usually evident.

One major area of interest in the present evaluation was to follow up on the suggestions noted in the previous year's findings with respect to typology and program effects. The first task was to determine whether there was adequate reliability in the classification of the YOU youth in terms of the four typologies hypothesized to be operative: neurotic, anti-social active, anti-social passive, and psychotic (pathological).

The four "types" conceptualized for the present report are described below.

Neurotic: Youngster demonstrates appropriate affect. Anxiety and guilt are manifested as symptoms of their internalized conflicts. Behaviorally, the youngster actively seeks approval from both peers and staff. Usually, he/she is motivated for growth and resolution of conflict.

Anti-Social Passive: Youngster demonstrates little, if any, appropriate affect. Behaviorally, the youngster is withdrawn, verbalizes infrequently and does not actively involve himself/herself in therapeutic process. Docile and compliant with staff and a follower with peers, he/she expresses feelings through passive resistance.

Anti-Social Active: Youngster demonstrates little, if any, appropriate affect. Behaviorally, youngster is aggressive, verbal, and actively engages both staff and peers. Typically the adolescent is the "con artist". When he/she fails to manipulate his/her environment to reach his/her ends, he/she becomes verbally and physically assaultive.

Pre & Psychotic: Youngster has a tenuous hold on reality. Typically is impulse ridden and freely expresses feelings inappropriately. Behaviorally he/she is overdependent upon staff approval. He/she is seen by peers as "different" and usually is an isolate from the group. The youngster frequently becomes the "scapegoat" of his peers.

From the results of inter-rater reliability,¹⁰ it can be seen that the two raters, who were full-time and senior, varied in their degree of agreement over the four categories. Their highest percentage of agreement was in describing a youth as neurotic (60%) or psychotic (66%); the lowest percentage of agreement was in identifying the anti-social passive youth (44%). The overall disagreements appear to be concentrated in distinguishing between neurotics and the two anti-social groups, and in differentiating the two anti-social groups themselves.

Looking at all five staff members, there is even more disagreement, ranging from 6.3% of agreement in 1972-73 to 38.5% in the summer 72 program. The full-time, intensive nature of the summer program perhaps made it possible for all the staff to get to know the young people better. Of course, seeking rater reliability among 5 raters is a stringent test of the typology.

Although the percentage of agreement was not as high as was deemed desirable, it was thought worthwhile to pursue some of the relevant relationships of major variables to typology as a source of interesting leads on determining program effects.

A three way relationship was studied: The shift in the positive or negative direction on the Jesness A-Social Index that purports to measure the extent to which a tendency to non-conformity with prevailing social norms is exhibited; the classification as a non-recidivist, recidivist, or recidivist-committed; and the typology of neurotic, Anti-Social Passive, Anti-Social Active, or Psychotic.

¹⁰Tables XXVIII, XXIX, XXX Appendix A

Presented below is the computation of the number in this three-way classification for two groups of YOU youth (A) before the introduction of Behavior Modification and (B) after Behavior Modification.

Directional Change Jesness	Non- Recidivists		Recidivists		Recidivists/Committed		
	+	-	+	-	+	-	
Neurotic	6	3	4	2	0	0	15
Passive	2	7	6	2	0	6	23
Active	1	0	2	1	2	1	7
Psychotic	0	0	0	0	1	0	1
	9	10	12	5	3	7	

The results of the first year appear to be confirmed. The 1972-73 analysis shows that Anti-Social Actives and Passives show a higher percentage of overall recidivism than the Neurotics (14 out of 23 Anti-Social Passives, 6 out of 7 Anti-Social Actives, and 6 out of 15 Neurotics). The commitment data is even more striking, in that 6 out of the 10 DYS commitments were classified as Passive-Aggressive.

Looking at shifts on the Jesness it can be seen that the Passives tend to move in negative directions more often than the other types.

It would seem then that the anti-social passive offender is the most difficult to reach and to assist through the range of services offered by the YOU program. It is possible that these youngsters represent a complex mix of learned maladaptive

behaviors of flight. This syndrome of behavior seems to elude direct intervention strategies, especially in an open community-based setting where escape is more possible.

B. How the Delinquents Viewed the Program

To ascertain the impact of the intensive probation program the delinquents themselves were interviewed pre and post treatment together with their counterparts in the regular probation program and with a small probation sample receiving special group treatment. Due to the staggered entree into the program and the irregular exit, the number of respondents varies. The number of delinquents found in each of these categories follows:

Y.O.U. (1972-73)	40
Regular Probation	33
Group (special) Probation	18

The interview guide was a revised and refined form of the original instrument employed in the first-year Y.O.U. evaluation (see Appendix B). It covered such areas as the delinquent's perception of why he was in court and his expectations in the Y.O.U. program. The interview probed the delinquent's evaluation of the effectiveness of the program, what he liked and what helped him the most. At the same time he was asked to rate his counselor and to indicate his parents reactions to the program. In view of the importance of school in the present and future life of the delinquent a series of questions concerning his perceptions and feelings around school and school personnel were employed.

In the study and analysis of the responses, attention was directed to any shifts visible in the pre and post interviewing within the three groups and also to any visible differences between the three treatment groups that were interviewed. Because of the small sample and limited responses, only the raw data are presented and trends are indicated without attempting

to apply statistical tests of significance. In reviewing the interview data three questions will be raised:

1. How much pre-post change is visible among the delinquents in each of the three groups: Y.O.U., Regular Probation, and Special Probation Group?
2. What differences are visible between the Y.O.U. treated delinquents and those in the Regular Probation and Special Probation Group Programs?
3. How do these findings compare with the results in the first-year evaluation?

Before answering this set of questions for the second year of the Y.O.U. intervention, it would be helpful for orientation to review the findings of the first year:¹

Via an extended personal interview, the consumers --- the delinquents themselves --- were tapped as a basic source of data concerning the effectiveness of their Y.O.U. experiences. Most of the delinquents treated in the program perceive their experiences in positive and constructive terms. They report their participation in a wide variety of activities with rap sessions and sports heading the list. Sports and recreation activities are liked best. Although rap is considered to be hard to take, many youngsters report it to be one of the more helpful experiences. In general, the delinquents seem to appreciate the difference between activities which are pleasant, which they like best, and those which are helpful and have a therapeutic effect. In their contacts with a staff, they report close and positive and productive relationships with very few exceptions. However they tend to view their peer-delinquents in the program as not helpful. The staff has had close contact with the parents via family therapy and counseling at the Y.O.U. center and through home visitations. These contacts are viewed as helpful and rewarding by two-thirds of the youngsters in the program. From the reactions of most clients both the rap sessions and the family therapy, counseling, and home visitations emerge as highly beneficial to the client and his parents.

¹ The You Place: Did Y.O.U. Help You? Boisvert, Maurice et al. First year report of the intensive probation program of the Worcester Juvenile Court, 1972

Let us now inspect the consumer responses to a similar inquiry with the three groups. It will be noted that the second year results parrallel the findings summarized above.

Perceptions of court

On entry into the Y.O.U. program 16 youngsters stated² that they were taken to court "for help" or "to be straightened out". After treatment eleven youngsters gave these responses. "For punishment" is a reason given by only two youngsters at the beginning of the program; at the end of the program three additional responses are added to this category. Initially, three cases indicated they did not know why they were in court; no one in the group indicated ignorance after treatment. The shift toward perception of the court-treatment as punishment is somewhat in contrast within the two probation control groups who consider it less so.

The regular control group start off with nine youngsters perceiving the court treatment via probation in punitive terms but seven of these shift to a more positive stance and view the court as a source of help after close contact via probation. The specially treated probation group in both interviews remain substantially the same--perceiving the court as a source of help and a place of rehabilitation.

Expectations of the assigned delinquents

All the youngsters were asked³ what they had expected to find or get from the Y.O.U. program. Significantly, nine youngsters responded "nothing" and five stated that they had "no idea" what to expect. In contrast, frequent responses were on the more

² See Appendix B Table I

³ See Appendix B. Table II

positive side including such items as "help", "to change", "to stay out of trouble". Generally, there is an even split among positive and negative anticipations on the part of those delinquents who had been assigned to the Y.O.U. operation.

What made you get into trouble?

When asked⁴ to explain how they got into trouble, all three groups offered a wide variety of reasons, ranging from "friends", "kicks", "money", "boredom", "home". The Y.O.U. delinquents initially stress money whereas the regular court controls tend to blame their friends. The range of responses show the similar spread and only minor shifts in response within groups and between groups. In spite of the negative attitudes and experiences shared by almost all delinquents in school, only one youngster blamed the schools for his court-related problems.

Going straight

The delinquents were asked⁵ to predict the likelihood of future misbehavior, particularly as related to "staying out of trouble". Three fourths of the delinquents state that they believe they will be able to stay out of trouble before and after treatment. A fourth of the youngsters in the Y.O.U. group show a dubious "can't tell" or "maybe" response. A similar trend is visible in the regular controls with a sharp increase of the "not sure" category after treatment in the special probation group.

Rating of Y.O.U. counselors

Each participant in the Y.O.U. program was asked to rate⁶

⁴ See Appendix B Table III
⁵ See Appendix B Table IV
⁶ See Appendix B Table V

his counselor on a seven point scale (1 being the poorest rating to 7 the highest). Table V reports the average ratings of 16 of the participants in the Summer sessions and 27 of the participants in the year-round activities.

The young clients show a very high level of esteem for their counselors. Most of the ratings fall at the 5 and 6 levels. The delinquents see their counselors as honest, open and direct; they report their counselors as sincere listeners, as caring, and as understanding persons. The two lowest average ratings concerned the emphasis on "helping me in decision-making" and "helping me look at my behavior" but even here the ratings were well above the four level on the seven-point scale. There is a strong and consistently high positive level of relationship between client and Y.O.U. counselor reported throughout the evaluation based on the perceptions of the consumers enrolled in both summer and year-round programs.

Ratings and preferences of program activities

All the delinquents were asked⁷ to indicate what activities they "liked" and which activities "helped them the most".

Table VI indicates the group consensus as to what specific activities were enjoyed the most and the group rating of what "helped" the most. The total group indicated they liked "being with other kids", they liked the recreation and sports program, the field trips and the arts and crafts segments.

Rated lower by the total group were the counseling sessions, meetings with the family, tutoring and rap sessions.

⁷ See Appendix B Table VI

When the activities most liked were compared with the activities which were considered most helpful, an important reversal process takes place. Activities including the individual counseling sessions, the tutoring, the sessions with the family and the rap sessions are up-graded as being more helpful--in spite of the fact that they fall low on what is liked best. The delinquents, as in the first-year study, appreciate the therapeutic values of certain activities albeit they admit to finding these activities somewhat painful.

As a further analysis, correlations were run between the preference for the activity and the degree to which it was adjudged to be helpful by each respondent. Again, the data (Table VII) testifies⁸ to the delinquents' perceptions that meeting with the family, "rap", and tutoring helped them the most. But more important (except for "trips" with the summer group) all components of the Y.O.U. program emerge as positively correlated to a marked degree with the concept of "being helped".

What the parents say

The youngsters were queried⁹ as to what their parents said about the program and whether they perceived the program as a "good one to be in". Twenty-five youngsters (60%) responded in positive terms. Six youngsters indicated that they "didn't know" and four indicated that they "didn't talk about it".

How the program helped the parents

To explore the effects of family contacts, the delinquents were further asked¹⁰ just how the program was helpful to their

⁸ See Appendix B Table VII

⁹ See Appendix B Table VIII

¹⁰ See Appendix B Table IX

parents. Thirty youngsters reported that the program helped their parents and fifteen stated that the program proved not helpful. Three said "they didn't know". An analysis of the responses in Table IX indicates that five clients thought the program helped their parents directly by "making mother more independent", by "helping parents understand me", and "by relaxing" the parent. Nineteen respondents thought it helped parents indirectly by changes that they themselves underwent, i.e., "I've changed", "I go to school now", "kept me out of trouble". Four delinquents mentioned specific aspects of the program such as family sessions, counselor, parent group, as "helps".

In view of the difficult homes from which most of the delinquents came and returned, the responses suggested that the parent component of the Y.O.U. program was having a marked effect on almost two-thirds of the families in spite of the unpromising nature of the home backgrounds.

Attitudes toward school

As may be expected, all three groups initially report¹¹ a strong dislike for school. (Table X) Only a small minority reported they "like it" or "it's all right". Post-treatment shows some slight improvements in attitude. Y.O.U. delinquents begin to look upon school in a more favorable light as does the regular court control group. The special court controls remain about the same. As other school data will reaffirm, schooling remains one of the major points of stress and discomfort for most youngsters who come in contact with the courts.

¹¹ See Appendix B Table X

Like most about school

All groups report¹² a wide range of "likes" in school: friends, a class, art, woodworking. Most youngsters report something they like about school even though it may not prove academic. The school and the outside agencies do have a small step on which to build. However, a small nucleus of students in all three groups queried report grimly that they like nothing in school. Pre and post interviews showed little effect or shifts in these negative attitudes toward school.

Like least about the school

The interviewers explored¹³ what the delinquents "liked the least" about school. All three groups indicated that what went on "in the classes" is what they liked the least. This response raises serious questions concerning the nature of the objectives, materials, and methods used in guiding the learning activities in school. The compulsory nature of schooling comes out in the "having to go" complaint for a small number. The results for all three treated groups follow a similar pattern.

Changing the school

In view of the negative school attitudes and experiences reported by the delinquents, all three were asked¹⁴ (Table XIII) how school could be different so that it might be more interesting. In the pre-treatment interviews, most youngsters replied that "nothing" could be done. After treatment a number of interesting shifts were visible. Y.O.U. treated delinquents suggested

¹² See Appendix B Table XI
¹³ See Appendix B Table XII
¹⁴ See Appendix B Table XIII

"more and different subjects" would help; the regular court contrasts suggested "more freedom and less strict rules". The wide scatter of responses and the post-treatment shifts suggest that many of the delinquents who do not savor school, on reflection and over time, can come up with a variety of suggestions that might make school more palatable. The Y.O.U. experience indicates that youngsters - many of whom are in trouble in school and community - can be tapped for suggested solutions to their personal-social problems.

How school people feel about you

All delinquents were queried¹⁵ concerning their perceptions of the school's attitudes toward them. The largest number credited the school as showing a generally good or OK attitude. Only a few youngsters complained that "they don't care" or that "they don't know me". In view of the delinquent's hard school reality, it is surprising to note how many youngsters' perceptions remain on the positive or neutral side as they view school personnel; at the same time these responses reflect on the school agency as a positive place for at least half the delinquents.

Whom you talk to in school

Guidance counselors and school principals are mentioned¹⁶ as the most frequent contacts in school by all groups. Other specialized personnel like attendance officers, psychologists are mentioned infrequently by all three groups. More significantly, a hard core emerge through the three samples in which the

¹⁵ See Appendix B Table XIV
¹⁶ See Appendix B Table XV

response "nobody" is heard loud and clear. A slight diminishing of this response is noted in the probation controls in contrast to a slight increase post treatment in the Y.O.U. group.

Who helped you in school

In continuing to search out school helpers or advocates, a large majority of all delinquents in the three groups state¹⁷ bluntly that "no one helped". Here again the guidance counselor and the principals show up but with low frequency as "helpers" in all three groups. No significant trends or shifts are visible in the three sets of data between the pre and post interviews.

Staying in school

For most delinquents¹⁸ schools appear to be places of confinement envenomed with all kinds of subject matter. Of the delinquents interviewed in the Y.O.U. and contrasting court samples, half indicated that they intended to stay in school. Of special interest is an ambivalent group who are undecided. The potential effect of staff on the undecided group can be considerable within the Court program. There is very little trend data that would imply that the program tends to keep the delinquent within the school programs.

Vocational aspirations - ideal and real

Youngsters were asked what they would like to become - "if you could be anything you wanted". The level of aspiration "in the best of all possible worlds" for all group remains substantially realistic.¹⁹ Most youngsters indicate jobs and occupations that

¹⁷ See Appendix B Table XVI
¹⁸ See Appendix B Table XVII
¹⁹ See Appendix B Table XVIII

fall in the manual-skilled area or the semi-skilled field. A small group reach for a life in the arts or sports. Very few aspire to the professions. The repertoire of responses shows few flights of fantasy. Most youngsters seem to have their aspiration embedded in their reality and do not reach for the stars.

When the vocational question is raised in terms of the "real future" expectations,²⁰ youngsters retain about the same expectations with skilled and semi-skilled being the most frequently reported job fields. When looking at the real world, many youngsters answer honestly "I don't know" or "anything". A few aim at the sports-arts field, one or two consider their future likely to be in the professional or semi-professional fields, but these are rare.

Basically, all three groups of youngsters show limited goals. Their levels of aspiration - real and ideal - tend to coincide and the ceiling is generally at the skilled, semi-skilled level.

Passing your time

When asked "How do you spend your time?", the most popular answer²¹ in all three groups questioned was "hanging around". When asked the same question, post-treatment, this answer diminishes considerably for all groups, particularly within the controls. The court groups show marked shifts toward hobbies, sports and toward work. The post-treatment Y.O.U. group shows more youngsters indicating that they spend their time "at home", reflecting the heavy emphasis on family therapy and treatment pursued in the Intensive Probation program. Surprisingly few

²⁰ See Appendix B Table XIX
²¹ See Appendix B Table XX

delinquents in the three groups indicate that they spend time "dating" or with "boy or girl friends".

Rating of the Y.O.U. program as a whole

Youngsters in both the summer program and the regular year-round program were asked²² to rate the overall program on a seven point scale. Except for one respondent, the ratings for the summer program ranged in the top three levels (5-7). The regular program was also skewed toward the high positive side averaging close to a 6. However, the range of ratings was greater for the year-round program. It is significant that more than half the youngsters in both programs rated them in superlative terms.

²² See Appendix B Table XXI

V. SOME CONCLUSIONS ON COMMUNITY-BASED CARE

What do the research, observation and interview data tell us? Perhaps the most significant finding is that community-based day care services can provide a meaningful viable alternative to institutionalization for many youthful offenders. YOU, Inc.'s Intensive Juvenile Probation Program with its comprehensive package of personal and social services to the adolescent and his family is not a cure-all yet appears to be meeting the needs of a variety of troubled youth, including the "tough" offender.

The data reveal that the YOU, Inc. Program is working with offenders who present a very negative profile and promise. In particular, YOU, Inc. youth come from very troubled families, disrupted homes, female-based households, larger families, and were tilted to the lower social levels. Residency of the YOU group was more heavily confined to the Model Cities area, a large public housing project, and neighborhoods undergoing ethnic, economic, and social dislocations. Significantly, a high percentage of YOU youth had been placed on probation and committed to the Department of Youth Services (suspended sentence) at point of entry into the program, thus suggesting a group at greater risk.

Despite the severe problems these youngsters present, the recidivism data clearly indicate a forestalling effect and a reduction in further illegal activities. Sixty-one

percent of the adolescents treated in the Intensive Probation Program appear to hold their own in the community, thirty-nine percent return to the court, and twenty percent are re-committed to the Department of Youth Services.

Significantly, instead of being sent "out of sight and out of mind" eighty percent of the youth serviced by the program were effectively treated while the youngster lived at home and remained in his neighborhood, in his school, and in the community at large learning to cope within his native habitat without any further threat to society.

In an effort to assess the individual and differential impact of the program, a functional typology was developed. The results indicate a high degree of success with the neurotically conflicted and more severely disturbed youngsters participating in the program. As other research has indicated with similar programs, Intensive Probation found the anti-social passive and anti-social aggressive child to be more difficult to re-socialize. However, the program was much more successful with active aggressive offenders as opposed to passive aggressive. Our data suggest that the anti-social passive offender is the most difficult to reach and assist through the range of services offered by YOU, Inc.'s program. It is possible that these youngsters represent a complex mix of learned mal-adaptive behaviors of flight. This syndrome of behavior seems to elude direct intervention strategies especially in an open community-based setting where escape is more possible. Special efforts are currently being designed to reach this type of offender.

The consumers themselves tended to view the program in very positive and constructive terms. In a somewhat

surprising finding, adolescent participants differentiated between those things that were fun (i.e., recreation, field trips, arts and crafts, etc.) and those things which were helpful and/or therapeutic (i.e., group rap, family therapy, and individual therapy). It would seem, therefore, that intensive therapeutic services are more helpful to the serious offender than recreational programs, yet past experience has indicated that one service isolated from the other tends to be non-productive. Therefore, recreational programs by themselves provide both relief and fun but seldom serve to re-direct the youthful offender. Therapeutic services by themselves are helpful but do not provide the vehicle to successfully engage the youthful offender in treatment when he/she is frequently unmotivated or pressed for change.

YOU, Inc.'s Intensive Juvenile Probation Program has met with a fair share of success in reducing recidivism among repeated offenders by keeping them close to home and school. It appears that the holistic conceptual base of the program meets the needs of a cross-section of many troubled youth. Further efforts, however, have to be made in helping the passive aggressive adolescent offender. The data also reaffirms clearly that the program is only a partial solution within the system of personal and social services to the identified youthful offender.

It should be emphasized that the data seem to indicate the need for intensive, secure treatment facilities for a small yet significant number of adolescents who elude and escape the impact of community-based programs. Their repeated anti-social behaviors are frequently not only

destructive to themselves but also to others.

In summary: it would appear that diversionary community-based alternatives at various points within the criminal justice system can frequently sustain a good percentage of troubled youth in their home, school and community, at the same time keeping the number of youths requiring institutionalization and security to the smallest denominator.

APPENDIX A

The Jesness Scales

Social Maladjustment

High scorers share attitudes expressed by persons who show an inability to meet in socially approved ways to the demands of living.

Value Orientation

High scorers are significantly related to a tendency toward non-conforming, rule-violating behavior, lack of responsibility, and alienation in the relation between youngster and adult.

Immaturity

A high scorer shares attitudes more common among persons of a younger age.

Autism

A high scorer presents a picture of a most inappropriate facade of self-adequacy covering a very insecure person. The tendency toward unrealistic self-evaluation and the concern over bizarre thought suggests the presence of autistic thinking.

Alienation

High scorers appear skeptical and critical of others. They view those in authority as unfair, domineering, and not to be trusted. He tends to externalize and probably projects a good deal of his own feelings onto others.

Manifest Aggression

High scorers are aware of, and made uncomfortable by, feelings of anger and hostility. They are concerned about controlling feelings.

Withdrawal

High scorers perceive themselves as depressed, dissatisfied with self, sad, misunderstood; although preferring to be alone, feel lonesome. They see others as poorly controlled, are displeased by their aggressive behavior, and feel that fighting is bad.

Social Anxiety

High scorers feel and acknowledge nervous tension and self-consciousness, seeing themselves as sensitive to criticism and unduly shy.

Repression

High scorers do not admit to, or are not aware of, feelings of anger, dislike, or rebellion, and are generally uncritical of self and others.

Denial

High scorers see their parents as without fault and admitting to no conflict with them. They deny personal inadequacy or unhappiness. They are unwilling to criticize others. A

very low score suggests the presence of family conflict and a willingness to admit to these and other problems. This is the only scale which shows higher mean score among non-delinquents. Thus, a moderately elevated score may be indicative of good emotional adjustment and a very low score could be associated with low-ego strength and dependency feelings.

Semantic Differential

The Semantic Differential scale is a series of bi-polar adjectives separated by a seven-point scale centering on a single concept or theme, e.g., Books, I would like to be, Boys who get into trouble, etc. The scale taps attitudes, perceptions, values, aspirations. The higher the score, the more positive the response.

TABLE I

Comparison of total Y.O.U. Group (71-72, Summer 72, and 72-73) and total Comparison Group (Regular Probation 71-72, 72-73, and Group Probation) on Age (in months)

Y.O.U.	Comparison
176.451	183.29
n=122	n=92
f = 14.29 significant at .01 level	

TABLE II

Comparison of total Y.O.U. Group and total Comparison Groups on Number of Siblings

Number of Male Siblings	
Y.O.U.	Comparison
1.93	1.81
n=122	n=91
f = 0.23 not significant	
Number of Female Siblings	
Y.O.U.	Comparison
2.02	1.95
n=122	n=91
f = 0.04 not significant	
Total Number of Siblings	
Y.O.U.	Comparison
4.28	3.76
f = 0.41 not significant	

TABLE III

Comparison of total Y.O.U. Group and
total Comparison Groups on Sex

	Y.O.U. % N	Comparison % N
male	69.1	71.7
female	30.9	28.3
	n=123	n=92
$\chi^2 = 0.07135$ not significant		

TABLE IV

Comparison of total Y.O.U. Group and
total Comparison Groups on number of
offenses up to entry

Y.O.U.	Comparison
2.83	2.64
n=123	n=92
$f = 0.44$ not significant	

TABLE V

Comparison of total Y.O.U. Group and
total Comparison Groups on Type
of First Offense

	Y.O.U. % N	Comparison % N
property	46.3	56.5
self	40.7	35.9
persons	9.8	5.4
pathological	3.3	2.2
	n=123	n=92

$x^2 = 2.8498$ not significant

First Offense

	Y.O.U. % N	Comparison % N
Breaking and entering	12.2	17.4
Larceny	11.4	18.5
Burglary	0.8	0.0
Malicious mischief	11.4	10.9
Use of motor vehicle without authority	9.9	9.8
Other property offenses	0.8	0.0
Habitual truant	4.1	9.8
Disturbing the peace	1.6	5.4
Drugs	0.0	3.3
Runaway	23.6	12.0
Stubborn child	10.6	1.1
Drunk	0.8	3.3
Other self-destructive offenses	0.0	1.1
Assault and battery	9.8	5.4
Other offenses against persons	0.0	0.0
Sex offenses	0.8	0.0
Arson	2.4	2.2
	n=123	n=92

$x^2 = 29.457$ significant at .05 level (almost at
.01 level)

TABLE VI

Type of Second Offense		
	Y.O.U. % N	Comparison % N
property	49.4	50.0
self	36.8	35.2
persons	10.3	5.6
pathological	3.4	9.3
	n=87	n=54

$x^2 = 2.90668$ not significant

Second Offense

	Y.O.U. % N	Comparison % N
Breaking and entering	12.6	20.4
Larceny	12.6	13.0
Burglary	0.0	0.0
Malicious mischief	11.5	9.3
Use of motor vehicle without authority	11.5	5.6
Other property offenses	1.1	1.9
Habitual truant	4.6	5.6
Disturbing the peace	5.7	3.7
Drugs	2.3	7.4
Runaway	11.5	14.8
Stubborn child	9.2	3.7
Drunk	1.1	0.0
Other self-destructive offenses	2.3	0.0
Assault and battery	10.3	5.6
Other offenses against persons	1.1	0.0
Sex offenses	0.0	5.6
Arson	2.3	3.7
	n=87	n=54

$x^2 = 15.36$ not significant

TABLE VII

Type of Third Offense		
	Y.O.U. % N	Comparison % N
property	40.0	74.2
self	46.0	22.6
persons	6.0	3.2
pathological	8.0	0.0
	n=50	n=31
$x^2 = 9.82652$ significant at .05 level		

Third Offense		
	Y.O.U. % N	Comparison % N
Breaking and entering	10.0	19.4
Larceny	16.0	25.8
Burglary	0.0	0.0
Malicious mischief	0.0	6.5
Use of motor vehicle without authority	10.0	22.6
Other property offenses	4.0	0.0
Habitual truant	16.0	6.5
Disturbing the peace	6.0	3.2
Drugs	4.0	0.0
Runaway	10.0	3.2
Stubborn child	0.0	0.0
Drunk	2.0	6.5
Other self-destructive offenses	8.0	3.2
Assault and battery	6.0	3.2
Other offenses against persons	0.0	0.0
Sex offenses	6.0	0.0
Arson	2.0	1.0
	n=50	n=31
$x^2 = 17.32$ not significant		

TABLE VIII

Type of Fourth Offense		
	Y.O.U. % N	Comparison % N
property	57.7	60.0
self	34.6	40.0
persons	0.0	0.0
pathological	7.7	0.0
	n=26	n=20
$x^2 = 1.63741$ not significant		

Fourth Offense		
	Y.O.U. % N	Comparison % N
Breaking and entering	7.7	15.0
Larceny	26.9	15.0
Burglary	0.0	0.0
Malicious mischief	15.4	10.0
Use of motor vehicle without authority	7.7	20.0
Other property offenses	0.0	0.0
Habitual truant	0.0	5.0
Disturbing the peace	3.8	15.0
Drugs	0.0	0.0
Runaway	7.7	5.0
Stubborn child	3.8	0.0
Drunk	3.8	5.0
Other self-destructive offenses	15.4	10.0
Assault and battery	0.0	0.0
Other offenses against persons	0.0	0.0
Sex offenses	3.8	0.0
Arson	3.8	0.0
	n=26	n=20
$x^2 = 8.49525$ not significant		

TABLE IX

Type of Fifth Offense		
	Y.O.U. % N	Comparison % N
property	40.0	62.5
self	26.7	37.5
persons	26.7	0.0
pathological	6.7	0.0
	n=15	n=8
$x^2 = 3.42$ not significant		
Fifth Offense		
	Y.O.U. % N	Comparison % N
Breaking and entering	6.7	12.5
Larceny	13.3	50.0
Burglary	6.7	0.0
Malicious mischief	0.0	0.0
Use of motor vehicle without authority	13.3	0.0
Other property offense	0.0	0.0
Habitual truant	0.0	12.5
Disturbing the peace	0.0	12.5
Drugs	6.7	0.0
Runaway	0.0	0.0
Stubborn child	6.7	0.0
Drunk	6.7	0.0
Other self-destructive offenses	6.7	12.5
Assault and battery	20.0	0.0
Other offenses against persons	6.7	0.0
Sex offenses	0.0	0.0
Arson	6.7	0.0
	n=15	n=8
$x^2 = 12.714$ not significant		

TABLE X

Comparison of total Y.O.U. Group and total Comparison Groups on Most Recent Disposition on Entry

	Y.O.U. % N	Comparison % N
continuance	54.5	79.3
probation	30.6	14.1
DYS suspended sentence	14.0	5.4
DYS commitment	0.0	1.1
dismissal, voluntary placement	0.8	0.0
	n=121	n=92
$x^2 = 16.781$ significant at .01 level		

TABLE XI

Comparison of total Y.O.U. Group and total
Comparison Groups on Census Tract

	Y.O.U. % N	Comparison % N
Tract 1	0.8	4.7
Tract 2	0.8	1.2
Tract 3	3.4	2.4
Tract 4	0.0	0.0
Tract 5	7.6	4.7
Tract 6	0.0	1.2
Tract 7	0.0	2.4
Tract 8	1.7	2.4
Tract 9	1.7	4.7
Tract 10	0.0	4.7
Tract 11	5.0	2.4
Tract 12	5.9	2.4
Tract 13	9.2	5.9
Tract 14	4.2	4.7
Tract 15	5.0	9.4
Tract 16	1.7	1.2
Tract 17	0.0	0.0
Tract 18	6.7	1.2
Tract 19	5.0	7.1
Tract 20	10.1	5.9
Tract 21	0.0	0.0
Tract 22	0.8	4.7
Tract 23	2.5	3.5
Tract 24	12.6	9.4
Tract 25	4.2	0.0
Tract 26	2.5	1.2
Tract 27	2.5	1.2
Tract 28	0.0	2.4
Tract 29	0.8	1.2
Tract 30	0.8	7.1
Tract 31	4.2	1.2
	n=119	n=85

$x^2 = 42.8325$ significant at .05 level

TABLE XII

Comparison of total Y.O.U. Group and total
Comparison Groups on Hollingshead Two-Factor Index
of Social Position - Occupation and Education

	Y.O.U. % N	Comparison % N
I (highest class)	3.3	2.3
II	0.8	5.7
III	9.2	12.5
IV	31.7	37.5
V (lowest class)	55.0	42.0
	n=120	n=88
$x^2 = 7.09535$ not significant		

TABLE XIII

Comparison of total Y.O.U. Group and total Comparison Groups on Number of Marriages since child was born

	Y.O.U. % N	Comparison % N
one marriage	73.6	91.2
two marriages	23.1	6.6
three marriages	1.7	2.2
four marriages	0.8	0.0
five marriages	0.8	0.0
	n=121	n=91
$x^2 = 12.449$ significant at .05 level (almost at .01 level)		

TABLE XIV

Comparison of total Y.O.U. Group and total Comparison Groups on Parents in the Home

	Y.O.U. % N	Comparison % N
natural mother & father	35.0	64.1
natural mother	45.5	21.7
natural father	3.3	3.3
natural mother & other	11.4	6.5
natural father & other	2.4	1.1
other (stepparents, foster, kin, adoption)	2.4	3.3
	n=123	n=92
$x^2 = 19.848$ significant at .01 level (almost at .001 level)		

TABLE XV

Comparison of total Y.O.U. Group and total
Comparison Groups on School Status

	Y.O.U. % N	Comparison % N
in school	65.2	64.2
out of school	34.8	35.8
	n=115	n=53
$x^2 = 1.408$ not significant		

Comparison of total Y.O.U. Group and total
Comparison Groups on Grade or Last Grade Completed

	Y.O.U. % N	Comparison % N
six	4.3	3.8
seven	25.0	11.4
eight	24.1	17.7
nine	31.9	27.8
ten	8.6	30.4
eleven	0.9	5.1
twelve	0.0	1.3
thirteen	5.2	2.5
	n=116	n=79

TABLE XVI

Agency Contacts

% Y.O.U. Participants (Summer 72 & 72-73) Contacting
Other Agencies and Programs

Pre Y.O.U. Contacts

Psychological- Educational Agencies %N	Correctional Agencies %N	Casework Agencies or Residential Treatment %N
59%	24.5%	42.1%
N = 61	N = 61	N = 61

Y.O.U. Referrals/Placements

Psychological- Educational Agencies %N	Correctional Agencies %N	Casework Agencies or Residential Treatment %N
32.7%	8.2%	6.55%
N = 61	N = 61	N = 61

Other Placement - Post Y.O.U.

Psychological- Educational Agencies %N	Correctional Agencies %N	Casework Agencies or Residential Treatment %N
6.55%	16.4%	14.8%
N = 61	N = 61	N = 61

TABLE XVII

Analysis of Variance

Comparison of Difference Scores Using Raw Scores
on Jesness for Y.O.U. (Summer 72 & 72-73 Programs)
and Comparison Groups

Jesness Subtest	Y.O.U. N=30	Comparison n=33
Social Maladjustment	0.800 f=2.13	-1.424 not significant
Value Orientation	1.500 f=8.61	-2.727 significant at .01 level
Immaturity	0.633 f=1.18	-0.485 not significant
Autism	1.267 f=4.74	-0.485 significant at .05 level
Alienation	0.433 f=2.57	-1.091 not significant
Manifest Aggression	0.567 f=1.93	-1.030 not significant
Withdrawal	-0.300 f=0.00	-0.300
Social Anxiety	0.933 f=1.47	-0.121 not significant
Repression	0.033 f=0.09	-0.182 not significant
Denial	-0.700 f=4.15	1.030 significant at .05 level
Asocial Index	-1.033 f=0.04	-0.697 not significant

TABLE XVIII

Analysis of Variance

Comparison of Difference Scores Using Standard Scores
on Jesness for Y.O.U. (Summer 72 & 72-73 Programs)
and Comparison Groups

Jesness Subtest	Y.O.U. n=30	Comparison n=33
Social Maladjustment	1.233 f=1.24	-1.382 not significant
Value Orientation	2.133 f=6.97	-3.618 significant at .05 level
Immaturity	2.300 f=0.92	-0.382 not significant
Autism	3.633 f=7.31	-1.647 significant at .01 level
Alienation	0.733 f=3.50	-2.706 not significant
Manifest Aggression	1.667 f=1.82	-1.529 not significant
Withdrawal	-0.467 f=0.11	-1.382 not significant
Social Anxiety	2.033 f=0.79	0.029 not significant
Repression	-1.033 f=0.01	-0.824 not significant
Denial	-3.200 f=5.05	1.941 significant at .05 level
Asocial Index	-1.967 f=0.01	-2.294 not significant

TABLE XIX

Analysis of Variance

Comparison of Difference Scores on Semantic
Differential for Y.O.U. (Summer & 72-73 Programs)
and Comparison Groups

	Y.O.U.	Comparison
Books	-4.321 f=3.47	-0.059 not significant
Boys who don't get into trouble	-2.214 f=2.27	3.706 not significant
I would like to be	-3.000 f=2.42	1.441 not significant
I am	-1.714 f=0.73	0.500 not significant
Girls my age	-0.536 f=0.54	1.294 not significant
Boys who get in trouble	2.321 f=5.01	-2.912 significant at .05 level
Adults	-6.464 f=13.46	2.235 significant at .01 level
I will be	-1.964 f=2.26	2.294 not significant
People who are afraid	1.429 f=0.10	0.794 not significant
Boys my age	-2.179 f=0.44	-0.324 not significant

TABLE XX

Overall Recidivism
Combined Y.O.U. Group

	N	%
recidivist	48	37
non recidivist	75	61
Total	123	

TABLE XXI

Follow-up (Comparison of 71-72 Y.O.U. and
Comparison Groups on Recidivism

	Y.O.U. % N	Comparison % N
recidivist	38.7	31.7
non recidivist	61.3	68.3
	n=62	n=41
$x^2 = .266$		

TABLE XXII

Number of offenses committed
by recidivists

	N	%
one	22	45.8
two or more	26	54.2
Total	48	

TABLE XXIII

Number of offenses committed
by recidivists

	Y.O.U. % N	Comparison % N
one	50	38.5
two or more	50	61.5
	n=24	n=13
$x^2 = 4.119$		

*It should be noted that last year we found the Y.O.U. group had more time to become recidivists than did the Comparison (since we had to match on active cases).

TABLE XXIV

Comparison of Y.O.U. Summer 72 and 72-73 Groups
with Comparison Group on Percentage Committed to DYS

	Y.O.U.	Comparison
Committment	19.7	0.0
No committment	80.3	100.0
	n=61	n=48
$x^2 = 8.69782$		

TABLE XXV

Comparison of Percentage of Behavior Modification
Points Earned and Recidivism for Y.O.U. Summer 72 and
72-73 Groups

	0-20 % N	21-40 % N	41-60 % N	61-80 % N	81-100 % N
12 week treat- ment period					
recidivist	0	75	36.4	33.3	20
non recidivist	100	25	63.6	66.6	80
after 12 week treatment period					
recidivist	0	50	36.4	44.4	10
non recidivist	100	50	63.6	55.5	90

CONTINUED

1 OF 2

TABLE XXV

Comparison of Percentage of Behavior Modification Points Earned and Recidivism for Y.O.U. Summer 72 and 72-73 Groups

	0-20 % N	21-40 % N	41-60 % N	61-80 % N	81-100 % N
12 week treatment period					
recidivist	0	75	36.4	33.3	20
non recidivist	100	25	63.6	66.6	80
after 12 week treatment period					
recidivist	0	50	36.4	44.4	10
non recidivist	100	50	63.6	55.5	90

TABLE XXVI

Mean Ratings by Staff Members of Change Perceived in Y.O.U. Participants*

Staff Member	71-72 Program	72-73 Program
Number one	4.13 (n=36)	4.19 (n=38)
Number two	4.29 (n=36)	4.42 (n=38)
Number four	4.12 (n=21)	4.19 (n=25)
Number five	5.19 (n=20)	5.60 (n=26)

*Staff rated participants on a scale of 1-7, 1 indicating the most negative change, 4 indicating no change, and 7 the most positive change.

TABLE XXVII

Correlation Between Staff Rating of Change Perceived
in Y.O.U. Participants and Change as Measured
by Pre/Post Scores on the Jesness*

Staff Members	71-72 Program	72-73 Program
Full Time Staff Member #1 and Jesness	0.0 (n=14)	0.11 (n=24)
Full Time Staff Member #2 and Jesness	-0.10 (n=14)	0.24 (n=24)
Part Time Staff Member #4 and Jesness	-0.28 (n=11)	0.12 (n=15)
Part Time Staff Member #5 and Jesness	-0.22 (n=10)	-0.30 (n=13)

*Staff rated participants on a scale of 1-7, 1 indicating the most negative change, 4 indicating no change, and 7 indicating the most positive change. Change on the Jesness was indicated as positive, no change, or negative change.

TABLE XXVIII

Staff Ratings of Participants

		Rater A			
		Neurotic	Antisocial Active	Antisocial Passive	Psychotic (Pathological)
R	Neurotic	last yr 12	1	0	0
		summer 6	1	1	0
		this yr 5	1	0	0
a	Anti-social	last yr 2	18	1	0
		summer 0	5	0	0
		this yr 2	9	4	0
t	Active	last yr 1	7	15	0
		summer 2	2	2	0
		this yr 5	4	5	0
e	Anti-social	last yr 1	7	15	0
		summer 2	2	2	0
		this yr 5	4	5	0
r	Passive	last yr 1	7	15	0
		summer 2	2	2	0
		this yr 5	4	5	0
B	Psychotic (pathological)	last yr 0	1	0	3
		summer 0	0	1	0
		this yr 0	0	0	1

last year n=61
summer n=20
this year n=36

TABLE XXIX

Staff Ratings of Participants

R A T E R A

		Neurotic	Antisocial Active	Antisocial Passive	Psychotic (Pathological)	
R	Neurotic	23	3	1	0	27
A	Anti- social Active	4	12	5	0	41
E	Anti- social Passive	8	13	22	0	43
B	Psychotic (patho- logical)	0	1	1	4	6
		35	49	29	4	117

TABLE XXX

Percent Cases on which Staff Members
Agree in their Selection of Typology Class

	71-72 Program	Summer 72 Program	72-73 Program	Total
5 staff members agree	38.5	14.3	6.3	33.2
3 full time staff members agree	59.6	26.3	41.7	47.1
2 part time staff members agree	62.9	64.3	43.8	55.4

APPENDIX B

TABLE I
What is the purpose of being taken to Court?

	Y.O.U.		Regular P Comparison		Group P Comparison	
	pre	post	pre	post	pre	post
for help	7	7	1	5	2	5
to straighten out, keep out of trouble	9	4	10	13	4	5
find reason why you got in trouble	1	0	1	0	0	0
find truth	0	1	1	2	1	0
see if you need new parents or what can happen to you	1	0	0	1	0	0
justice	1	1	2	2	1	0
help community or stop crime	0	0	2	0	0	0
for doing wrong	2	2	1	0	2	2
show you you can't get away with it	0	2	0	0	0	0
have to do something to you	0	0	0	0	1	0
punishment	2	5	9	2	3	3
don't know	3	0	1	2	4	1
it didn't help or to get you in trouble	0	0	0	2	0	0
Total N Responses	26	22	28	29	18	16

multiple answers possible

TABLE II

What did you expect to do in the program (Y.O.U.)
when first assigned to it? (What did you expect
to get out of it?)

Responses	f
help	2
to change	1
to learn something	1
to stay out of trouble	8
rules, lectures	2
summer camp	1
fun and games	2
work	1
like being locked up	1
just had to go	2
expected to do well	1
expected what it actually was	1
program was explained by counselors	5
no idea	5
nothing	9

TABLE III

What made you get into trouble?

	Y.O.U.		Regular Comparison		Group Comparison	
	pre	post	pre	post	pre	post
friends	2	2	10	5	3	3
boredom	0	1	4	5	2	4
money	5	3	2	1	0	1
wanted something	1	2	2	0	1	0
kicks	3	5	2	2	1	2
home	3	4	4	6	1	1
school	1	1	1	1	0	0
other (jealous, stupid, confused, etc., or deny being in trouble O.K.)	4	7	1	3	3	3
TOTAL RESPONSES	19	25	26	23	11	14

multiple answers possible

TABLE IV

Do you think you will stay straight
in the future, or get into more trouble?

	Y.O.U.		Regular P Comparison		Group P Comparison	
	pre	post	pre	post	pre	post
will stay straight	14	13	17	17	8	5
get into more trouble	0	1	2	1	1	0
OK, can't tell, maybe	5	5	3	4	3	7
TOTAL N RESPONSES	19	19	22	22	12	12

TABLE V

Mean Ratings of the Y.O.U. Counselors combined
by 16 of the participants in the Summer 72 Program and
by 27 of the participants in the 72-73 Program*

Ratings were made on a scale of 1-7,
1 being the poorest rating

	Summer 72	72-73
1. My counselor encouraged me and supported me.	5.38	5.08
2. My counselor was fair.	6.25	5.88
3. My counselor gave me rules and guidelines for my behavior.	5.56	5.04
4. My counselor explained things to me and helped me to understand them.	6.19	5.72
5. My counselor was honest, open, and direct.	6.19	6.36
6. My counselor was understanding and caring.	6.00	5.80
7. My counselor made me look at my own behavior.	5.38	4.80
8. My counselor taught me to make decisions.	5.13	4.16
9. My counselor listened to me.	6.69	6.36
10. My counselor was sincere in talking to me.	6.00	5.92

*Each participant rated his own counselor only

TABLE VI

Mean Ratings of Program Activities by Y.O.U. Participants on How Much They Liked the Program Activities and How Much Program Activities Helped Them

Ratings were made on a scale of 1 - 7, 1 being the poorest rating

Activity	How much the activity was liked			How much the activity helped		
	Summer 72	72-73	Total	Summer 72	72-73	Total
1. recreation/sports	5.71	6.04	5.93	5.29	5.11	5.17
2. talking with your counselor	3.44	3.73	3.62	5.50	4.58	4.93
3. meeting with your family	3.69	3.65	3.67	4.31	4.23	4.26
4. being with other kids	6.31	5.89	6.05	5.00	5.04	5.02
5. rap	3.19	2.52	2.77	4.19	3.30	3.63
6. tutoring	4.46	2.20	2.97	5.62	3.16	4.00
7. trips	6.07	4.85	5.28	5.64	3.92	4.55
8. arts, crafts, woodwork	5.47	5.67	5.59	5.00	4.75	4.85

16 did ratings in summer 72
 27 did ratings in 72-73
 43 Total

73

TABLE VII
 Correlation Between How Much Activity Was Liked And How Much It Helped

Activity	Summer 72	72-73	Total
1. recreation/sports	.245	.540	.410
2. talking with your counselor	.367	.642	.477
3. meeting with your family	.830	.741	.772
4. being with other kids	.554	.288	.415
5. rap	.474	.818	.662
6. tutoring	.502	.602	.661
7. trips	-.157	.652	.527
8. arts, crafts, wood-working	.492	.668	.573

79

TABLE VIII

What do your parents say about the program -
do they think it was good for you to be in?

Responses	f
yes	25
guess so	1
sometimes	1
not much	1
no	4
got into more trouble	1
don't talk about it	4
don't know	6

TABLE IX

Was the program helpful to your parents? How?

Responses	f
helped mother to be independent	1
parent(s) more relaxed	1
helped parent(s) understand me	3
program got me out of the house	3
I've changed	2
I go to school now	1
parent(s) know where I am now	1
kept me out of trouble	12
parent group helped	1
family sessions helped	1
counselor helped	2
yes, helped, don't know how	2
it was more of a help for me	3
not really	1
no	13
they never went	1
don't know	3

A total of 30 felt the program helped their parents
A total of 15 felt the program didn't help their parents
3 didn't know.

TABLE X
How do you feel about school?

	Y.O.U.		Regular Comparison		Group Comparison	
	pre	post	pre	post	pre	post
like it	3	4	4	3	1	0
it's all right	3	6	5	6	4	4
dislike it	13	7	12	10	6	8
other (need it, etc., or drop-out)	0	2	2	3	2	0
TOTAL RESPONSES	19	19	23	22	13	12

TABLE XI
What do you like most or is there anything you like about school?

	Y.O.U.		Regular Comparison		Group Comparison	
	pre	post	pre	post	pre	post
friends	3	0	2	3	2	1
a teacher	2	1	2	1	1	2
a class	4	2	4	1	1	1
lunch	2	4	0	0	0	1
schedule (half days or shorter hours)	1	2	0	1	0	0
gym	1	3	1	0	1	1
art/woodworking	2	4	5	2	2	1
trade subjects or home ec	0	1	0	0	1	1
learning	2	0	0	0	0	0
preparing for future (getting skill - getting to do something with life)	0	0	0	0	2	1
going home, leaving	2	2	0	1	0	0
other, activities, girls, adjunct school	2	0	0	0	2	2
nothing	3	2	6	5	3	4
nothing in particular	0	1	2	3	0	0
TOTAL RESPONSES	24	22	22	17	15	15

multiple answers possible

TABLE XII

What did you like the
least about school?

	Y.O.U.		Regular Comparison		Group Comparison	
	pre	post	pre	post	pre	post
an administrator	1	0	1	0	0	0
teacher(s)	3	0	2	4	1	2
class(es)	10	9	7	4	4	1
the work	0	0	0	1	0	0
when nothing to do	0	0	0	0	0	1
hours too long	0	0	0	1	0	2
grades	0	1	0	0	0	0
rules	0	2	3	1	0	0
sitting all day	1	0	0	0	0	1
getting nothing out of it	0	0	0	1	0	0
getting up in the morning	0	0	1	3	0	2
having to go	1	2	3	4	1	0
other (too many kids, getting thrown out, freaks, noise)	1	0	1	0	2	0
everything	1	2	2	0	5	3
nothing	2	2	3	2	1	1
don't know	0	0	1	0	0	0
TOTAL RESPONSES	20	18	24	21	14	13

multiple answers possible

TABLE XIII

How would you say school could be
different so that it would be more interesting?

	Y.O.U.		Regular Comparison		Group Comparison	
	pre	post	pre	post	pre	post
<u>Academic changes:</u>						
more trade	2	0	1	1	3	0
more, different subjects	0	9	1	1	0	2
teach things for housewife	0	0	1	0	0	0
standard grading	0	0	1	0	0	0
better teaching	0	0	0	1	0	2
<u>More individualized:</u>						
individualized sche- dule & subject	1	0	0	0	0	0
own pace	0	0	1	0	0	0
more help in poor subject	0	0	1	0	0	0
<u>Change Scheduling:</u>						
change hours	0	0	0	1	0	0
half day	3	2	1	1	2	2
longer lunch	0	0	1	0	0	0
more to do	0	0	1	1	0	1
not so early	0	1	0	1	1	2
less class, shorter classes	0	1	0	0	1	1
<u>Students - more say:</u>						
no requirements	1	0	5	2	0	2
pick teachers	0	0	1	1	0	0
change principals, teachers	0	1	0	0	0	0
<u>Less strict rules:</u>						
smoking	1	2	1	2	2	3
go where want to	1	0	1	4	0	0
open campus	1	1	1	0	0	2
no dress code	0	1	0	1	0	0
more freedom	0	0	0	8	0	0
<u>Other:</u>						
younger teachers	0	0	1	0	0	0
more or keep strict	2	0	0	1	0	0
more like you	1	0	0	0	0	0
get rid of freaks	0	0	0	0	1	0
adjunct school good	1	0	1	0	1	0
<u>Nothing:</u>	6	4	11	1	2	3

multiple answers possible

TABLE XIV

How do people at school feel about you?

	Y.O.U.		Regular Comparison		Group Comparison	
	pre	post	pre	post	pre	post
generally good	9	8	8	9	4	4
generally bad	2	5	2	1	4	3
O.K.	2	2	1	0	2	0
neutral	1	1	3	5	0	2
mixed	0	1	3	4	0	1
normal or like anybody else or just another person	1	0	1	0	0	1
they don't care	1	0	1	0	0	1
they don't know me	3	0	0	2	0	0
I don't care	0	0	1	0	0	0
they think I don't care	0	0	0	0	0	0
don't know	1	0	1	1	2	0
TOTAL RESPONSES	20	17	21	22	12	12

TABLE XV

To whom have you talked at school?

	Y.O.U.		Regular P Comparison		Group P Comparison	
	pre	post	pre	post	pre	post
coach	0	0	0	0	0	1
teacher	0	1	0	1	0	2
guidance counselor	9	6	11	14	4	6
ass't principal	3	1	3	2	2	1
principal	0	2	3	0	0	0
attendance officer	1	0	0	0	0	0
psychologist or seen at Child Study	0	1	2	0	0	0
everybody	1	2	0	1	1	0
nobody	5	7	8	6	5	3
Total N Responses	19	20	27	24	12	13

multiple answers possible

TABLE XVI

Which of these was any help to you?

	Y.O.U.		Regular P Comparison		Group P Comparison	
	pre	post	pre	post	pre	post
coach	0	0	0	0	0	1
teacher	0	1	0	0	0	2
guidance counselor	4	4	9	7	2	1
ass't principal	1	0	1	0	1	0
attendance officer	0	0	0	0	0	0
psychologist or seen at Child Study	0	0	1	0	0	0
all helped	1	1	0	0	0	0
no one helped	13	11	13	13	7	6
"they tried to help"	0	0	0	1	0	0
I didn't need help	0	0	0	0	0	1
Total N Responses	19	20	27	24	12	13

multiple answers possible

TABLE XVII

Do you plan to continue with school?

	Y.O.U.		Regular P Comparison		Group P Comparison	
	pre	post	pre	post	pre	post
yes	11	10	11	11	7	8
yes, until I reach 16	3	2	2	3	2	1
no	0	4	4	3	1	2
maybe	5	3	5	5	2	1
TOTAL N RESPONSES	19	19	22	22	12	12

TABLE XVIII

What would you like to become -
if you could be anything you wanted (Ideal)

	Y.O.U.		Regular Comparison		Group Comparison	
	pre	post	pre	post	pre	post
arts, sports	1	2	4	5	4	4
major professionals	0	0	1	2	0	0
minor professionals	3	1	2	1	1	0
administrative personnel, lesser professional	2	1	0	0	1	1
clerical, sales, technicians	0	1	1	0	0	0
skill manual	11	9	7	6	0	4
semi-skilled, machine operators	1	1	1	2	3	0
unskilled	0	0	0	0	0	0
antisocial response (thief, etc.)	0	0	1	0	0	0
nothing	0	0	0	0	0	0
response not in terms of specific job role (service, travel, millionaire, leave Mass., etc., working with kids, animals, etc.)	3	1	3	3	0	0
anything	0	0	0	0	0	0
nothing	0	3	0	1	0	0
don't know	0	3	3	2	3	2
don't care	0	0	0	0	0	1
	n=21	n=22	n=23	n=22	n=12	n=12

TABLE XIX

What do you think you actually will do (Real)?

	Y.O.U.		Regular Comparison		Group Comparison	
	pre	post	pre	post	pre	post
arts, sports	1	1	2	3	1	2
major professionals	0	0	0	2	0	0
minor professionals	0	0	2	0	1	0
administrative personnel, lesser professional	1	0	0	0	1	1
clerical, sales, technicians	0	1	0	0	0	0
skill manual	9	5	5	6	1	3
semi-skilled, machine operators	4	1	2	4	3	1
unskilled	0	0	0	0	0	0
antisocial response (thief, etc.)	0	0	1	0	0	0
nothing	0	0	0	0	0	0
response not in terms of specific job role (service, travel, millionaire, leave Mass., etc., working with kids, animals, etc.)	1	1	2	2	1	0
anything	0	4	1	1	1	2
nothing	0	2	0	0	1	0
don't know	3	4	7	5	2	3
don't care	0	0	0	0	0	0
	n=19	n=19	n=22	n=23	n=12	n=12

TABLE XX

How do you pass most of your time?

	Y.O.U.		Regular Comparison		Group Comparison	
	pre	post	pre	post	pre	post
hanging around	8	6	11	4	7	1
hobby, sports, arts	4	3	6	9	2	5
working	0	0	2	6	1	5
at home	4	7	2	3	1	0
with boyfriend, girl- friend, on dates, friends	2	4	2	1	0	1
other, nothing, Drop In Center, trouble, looking for job, out, running around	3	4	1	3	1	1
TOTAL RESPONSES	21	24	24	26	12	13

multiple answers possible

TABLE XXI

Rating of Y.O.U. Program as a whole by
Y.O.U. summer and 72-73 groups on a scale
of 1-7, 1 being the poorest rating and 7 the best.

Rating	Summer f	72-73 f	Total f
7	6	7	13
6	7	6	13
5	3	6	9
4	0	4	4
3	0	2	2
2	0	1	1
1	1	1	2
TOTAL	17	27	44

END