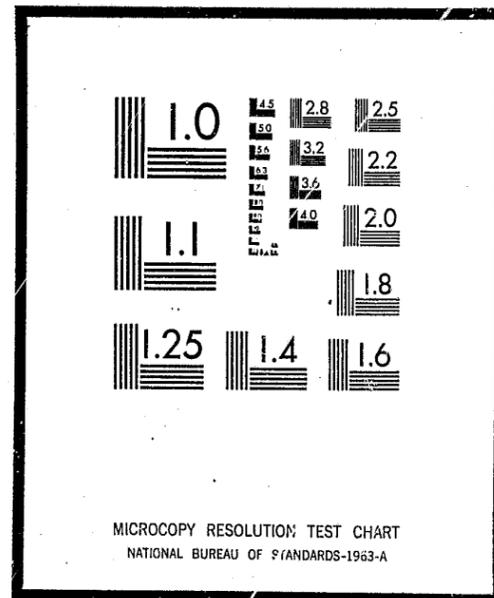


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CRISIS INTERVENTION TRAINING:  
AN EXPERIMENTAL EVALUATION PROGRAM  
IN IMMEDIATE ACTION DECISION MAKING

Project Director

Frank Herzog, M.A.

Assistant Director

Department of Institutions Training Center

Project Consultants

Sarah Trenholm, Ph.D.

University of Denver

Department of Speech Communication

and

Gale Whiteneck

University of Denver

Department of Speech Communication

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SECTION ONE

INTRODUCTION

During the academic year 1972-73, a research project sponsored by the Department of Justice, Law Enforcement Assistance Administration, was undertaken in order to evaluate the training program of the Colorado Youth Workers Training Center. The results of that research have been reported in a monograph entitled, "The Impact of Training on Job Related Decisions: An Evaluation of the Colorado Youth Workers Training Center." This project attempted to answer a number of questions related to the impact of Training Center programs on on-the-job decision making. One hundred fifty-eight individuals who had been enrolled at the Training Center were interviewed with respect to types of decisions they made on their jobs and influences which helped them in the resolution of these decisions. Specifically, they were asked for the following information: (a) kinds of decisions encountered on their jobs; (b) factors which influenced these decisions; (c) job-related training received; (d) specific training received at Training Center; and (e) types of decisions (if any) specifically influenced by the Colorado Youth Workers Training Center program. Subsequent analyses were run to determine general types of decisions encountered by subjects in different job classifications; types of influences cited for each general decision type; types of decisions influenced by Training Center offerings; and the comparative impact of individual training courses.

Purpose of the Present Study

The present study was designed as a follow-up to the main research reported above. That is to say, the results of the original study pointed

to certain areas in which the Training Center programs seemed non-influential and in which there appeared to be a need for the development of new offerings. Specifically, the original report recommended the addition of training in the general decision category entitled Immediate Action. The purpose of this study, then, was to design, implement, and evaluate a training program geared toward Immediate Action Decision Making.

#### Definition of Immediate Action Decision Category

Immediate action decisions may be broken down into two main categories and several sub-categories. The following description of these categories was taken from the main research report:

#### Decision Situations Requiring Immediate Action

A. Crisis Intervention. This category refers to situations in which respondents were required to intervene in order to avoid relatively serious consequences of youth behavior. Within this category, there are two sub-categories:

1. Drugs or Accidents. This sub-category refers to decision situations in which the respondents were required to intervene in situations which threatened the health or well-being of a youth. Bad trips, overdoses, or non-drug accidents which posed clear and present danger to the physical or mental well-being of a youth are representative of this category.
2. Serious Crime or Runaway in Progress. This sub-category refers to situations in which the respondent was required to cope with conditions wherein the respondent, himself, had discovered a

crime or runaway in progress. This sub-category does not refer to decisions associated with the treatment of youth after the crime or runaway had been stopped or after it had been completed and the youth was apprehended. This sub-category refers only to the decision the respondents were required to make when they discovered a crime or runaway in progress. "In progress" refers also to the discovery of a crime or runaway that is being planned, or is apparently about to occur.

B. Aggressive Behavior/Violence. This category refers to decision conditions in which respondents were required to cope with aggressive or violent behavior by a youth or youths. "Aggressive behavior" implies verbal threats, disruptive behavior, and behavior in which the youth deliberately refuses to comply with orders or assignments from a youth worker. "Violence" implies physical aggression. This category is further subdivided into four sub-categories:

1. Youth toward worker, in which aggression or violence is directed toward a youth worker.
2. Youth toward youth, in which violence or aggression is directed by a youth toward other youths.
3. Worker toward youth, in which violence or aggression is directed by a youth worker toward a youth or youths.
4. Non-directed, in which violence or aggression is exhibited by a youth or youths, or youth behavior is unmanageable, but the behavior is directed toward no specific target.

#### The Need for Immediate Action Training

In the section of the main research report entitled "General Summary

and Recommendation," the original investigators offer the following comments:

The Training Center could substantially improve its offerings by conducting a course or courses directed toward assisting youth service workers to resolve immediate action situations . . . Such a course or courses would be most appropriately directed toward cottage personnel, and to a lesser but still substantial degree toward teachers. Such a course or courses could take advantage of the information gathered during this evaluation project. (Herzog, 1973, p 76)

Let us look briefly at the data which supports this recommendation.

One significant finding of the original study was that both cottage personnel and teachers are confronted disproportionately by immediate action decisions; especially those involving aggression and violence. (See Figs. 5 and 8, Herzog, *et al*, 1973.) That is to say, 41.5 percent of general decisions cited by cottage personnel and 37.5 percent of general decisions cited by teachers fell into the immediate action category. Thus, immediate action decisions are of great importance to this segment of the trainee population.

Another significant finding showed that immediate action decisions were disproportionately resolved by personal considerations. That is, subjects were asked to report the factors which influenced the resolution of decisions. One influence category was that of Education, included within which was the sub-category of Training Center courses. Other categories included Personal, Involved Parties, and Non-Involved Parties. When an analysis was run on the distribution of general influence categories by general types of decisions, it was found that immediate action incidents were disproportionately resolved by influences in the Personal category. (See Fig. 10, Herzog, *et al*, 1973.) Further analyses showed that teachers were influenced disproportionately by personal considerations and cottage

personnel by the characteristics or nature of the "involved parties." Compared to these influence categories, Training Center Education had little impact. The original authors suggest:

Therefore, the influence of Training Center programs on on-the-job decisions might be increased by focusing more training effort on the immediate action decisions, and by including cottage personnel and teachers in training programs or courses with these specific emphases (Herzog, 1973, p 62-63).

Finally, yet another finding supports the suggestion that the Training Center program is proportionately non-influential in the immediate action area. In the first section of the interview, subjects were asked to report general types of decisions they encountered. Approximately twenty-five percent of the decisions cited fell into the immediate action category. In another section of the interview, subjects were asked to recall and report decisions which had been specifically influenced by training. Only 14.9 percent of these decisions fell into the immediate action category. (Fig. 11, Herzog, 1973, reports this data.) The authors report: "The most apparent area of relative non-influence involves decisions of the immediate action type."

#### Development of Training: An Overview

As suggested above, the purpose of the present study was to design, implement, and evaluate an immediate action training program. The first task of the researchers, then, was to develop a training methodology. Two general training strategies were employed: (a) the use of VTR training tapes which would allow trainees to view and discuss typical immediate action situations, and (b) the use of role-playing scenarios which would allow trainees to participate in simulated immediate action incidents.

In order to design video-tape recorded (VTR) and role-playing (RP)

training materials, the researchers made reference to critical incidents reported in the main study. As the reader will recall, the original interview schedule asked subjects to report typical decision incidents they had encountered. From this corpus, the investigators collected incidents typical of each immediate action sub-category with the exception of B3, worker to youth aggression. These incidents were used to design VTR and RP training materials as well as to develop an empirical indicator of subjects' immediate action decision making ability.

The training was designed to take approximately twelve hours. Four hours were spent in viewing and discussing eight VTR training incidents; four hours were spent in role-playing and discussing six training incidents. The remaining time included introductory, general summary, and testing periods.

Training was geared toward instrumental cottage personnel. Twenty-six subjects, employees of Lookout Mountain School for Boys and Mount View Girls' School, were chosen to participate in training. Tests designed to tap subjects' immediate action decision making abilities and subjects' attitudes toward themselves and toward aggressive youth were administered to each subject before and after training.

#### Format for Evaluation

In evaluating training, the investigators were interested in two main questions: (a) Do subjects' abilities to make immediate action decisions improve as a result of training? and (b) Do subjects' attitudes toward themselves as counselor and toward institutionalized youth change as a result of training? In order to answer these questions, two groups, an experimental and a control, were constituted from among employees at

Lookout Mountain School for Boys and Mount View Girls' School. The experimental group received immediate action training, while the control group did not.

In attempting to assess the impact of training, the investigators developed two sets of measures. The first set was designed to indicate the immediate action decision making ability of subjects. This test consisted of eight immediate action incidents. Each incident was followed by a number of questions designed to tap typical counselor decisions in that incident category. Subjects' decision choices were compared to preferred choices decided upon by a panel of experts. This test was administered to both experimental and control subjects.

The second set of measures were geared toward attitude change as a result of training. Two scales comprised this set. The first scale consisted of a Semantic Differential, the stimulus object of which was the youth worker's attitude toward himself as counselor. Polar adjectives from the potency factor of the Semantic Differential were employed. The second scale consisted of a Semantic Differential, the stimulus object of which was the youth worker's attitude toward acting-out or aggressive youth. Polar adjectives from the evaluative factor were employed.

A non-equivalent control group design was used to evaluate training. An Analysis of Covariance was computed on the data.

#### Summary

The present study was a follow-up to the main evaluation study reported by Herzog *et al* in the monograph entitled, "The Impact of Training on Job Related Decisions: An Evaluation of the Colorado Youth Workers Training Center." The specific focus of the current study was on the design,

implementation, and evaluation of a training program geared toward immediate action decision making.

Training consisted of four hours spent in viewing and discussing VTR training incidents, four hours spent in role-playing and discussing RP training incidents, and four hours of introduction, summary and testing. Training was geared toward instrumental cottage personnel.

A non-equivalent control group design was employed and results were obtained through Analysis of Covariance.

#### References

Herzog, F., Larson, C.E., Whiteneck, G. The impact of training on job related decisions: an evaluation of the Colorado Youth Workers Training Center. Dept. of Justice, Law Enforcement Assistance Administration. Project Number 72-C3-(2)-C, June, 1973.

## SECTION TWO DEVELOPMENT OF TRAINING

As previously stated, the goal of the current study was to design, implement, and evaluate an immediate action training program. This section of the report will describe the design and implementation process utilized in the study. In this chapter, we will describe the goals of training, the training strategies employed, the methods used in selecting trainees, and the training format.

### Training Goals

The goals of the training were twofold. The first, and primary, objective was to improve trainees' decision-making abilities in respect to immediate action incidents. That is, the training attempted, primarily through the use of VTR methods, to give trainees experience in making key immediate action decisions, to broaden trainees' knowledge of alternative responses to immediate action incidents, and, through discussion of preferred alternatives, to improve the quality of their decisions.

The second objective was to give trainees an opportunity to try out different methods of resolving immediate action incidents in a non-threatening environment. That is, the training also attempted, primarily through role-playing, to give trainees practice in simulating immediate action decisions. It was hoped that this experience would give the trainees more confidence in their abilities to handle immediate action incidents and a greater understanding of the motivations and problems of the youth involved.

### Training Methods

The primary focus of the training centered on critical incidents of

the immediate action type. That is to say, key immediate action incidents, involving drugs, crimes, aggression, and violence, were developed, and trainees were exposed to these incidents. Two general training methodologies were employed: the use of video-taped materials (VTR) and the use of role-playing (RP). One half of the training was geared toward VTR. In this half, trainees viewed, responded to, and discussed video-taped scenarios of typical immediate action incidents. Trainees were presented with preferred alternatives for the resolution of each of these incidents. One half of the training was geared toward RP. In this half, trainees role played the parts of counselors and involved youth in a number of immediate action incidents.

#### VTR Training

In this section of training, subjects were exposed to a number of video-taped critical incidents. Subjects were asked to view the tapes, to respond to them, and to decide how the counselor involved should resolve the incident. In order to do this, subjects were shown, for each incident, a list of key decisions or issues accompanied by a number of alternative responses. Subjects were asked to choose the response they favored and to give reasons for their choices. After subjects had been given an opportunity to discuss their choices, they were presented with preferred alternatives chosen by a panel of experts and were given reasons for the panel's choices.

Once the training incidents were developed, it was necessary to define the key decision points or issues involved in each scenario. In order to accomplish this end, a panel of experts was chosen. The panel was picked on the basis of experience with and expertise in working with aggressive

or acting-out youth. An attempt was made to choose individuals from a variety of backgrounds. Three panel members were practicing psychologists, one from the DYS Psych Team and two from Fort Logan Mental Health Center. Two members were employed at the Closed Adolescent Treatment Center, one an RN and the other as an assistant director. Two Treatment Team Coordinators were chosen, one from the Girls' School, and the other from the Boys' School. The remaining members consisted of a Principal Resident Supervisor from the Boys' School, a Juvenile Parole Board Hearing Officer, and the Director of the Boys' School.

This panel participated in a series of interviews. In the first interview, individual panel members were presented with sixteen incidents (the eight training incidents and eight other different incidents which were to be used in testing.) Panel members were asked to review the incident and identify decision points. For each decision point identified, members were asked to list possible alternatives for resolving that incident. This interview lasted approximately one to two hours for each panel member.

Once the panel had listed alternatives, the investigators used the information gained to construct training and testing materials. The training materials consisted of a description of the incident and a series of questions concerning counselor's response followed by a list of alternative responses. (See Appendix C for VTR training materials.)

Once incidents and questions had been devised, the investigators returned to the panel and asked them to rank order alternatives for each question in each incident. This process result in a list of preferred responses which could be used in training. For further description of this process, see section on test construction in chapter on Evaluation.

The next step in the development of the VTR portion of the training

was to record the video-tapes. Eight boys from Lookout Mountain School for Boys and six girls from Mount View Girls' School were chosen to participate in taping sessions. Taping took place in the video studio at the Training Center. The youth were given copies of each scenario and asked to improvise the scene. These improvisations, after careful editing, comprised the VTR training tapes. A copy of these tapes is on file at the Center.

#### RP Training

In this section of training, subjects were exposed to a number of critical incidents which they were instructed to role-play. For this portion of training, subjects formed groups of from three to five individuals. Subjects within each group were asked to role-play the parts of counselor and involved youth. Each incident was role-played twice. The first time the scene was played, one trainee was asked to play the counselor and other trainees took the parts of youth. The trainee playing counselor was given control over the role-playing scene. He was instructed that he could move the location of the scene and that he could ask onlookers to intervene. He was instructed to use whatever method he thought appropriate to resolve the scene. Once the scene had been played out to the satisfaction of the trainees, roles were reversed and the scene was run once more. This time another trainee played the counselor, and he or she was given the opportunity to try another method for resolving the scene. After the scene had been role-played twice, trainees were given an opportunity to discuss their reactions to the incident.

The RP section of training was developed with the help of Douglas Hanze, a MA candidate in the clinical psychology department at the University of Denver. Hanze became involved in the project in order to

gather data for his masters thesis. (For a report of this thesis, see Hanze, unpublished masters thesis, University of Denver, in progress at the date of report.)

In order to develop the RP section of training, it was necessary to design a series of role-playing incidents. These incidents were similar, but not identical, to the incidents used in the VTR training. Once the general situation had been defined, motivations for each of the youth and general instructions for those playing counselors and youth were developed. (For a copy of RP materials, see Appendix F ). In addition, a number of measures designed to tap trainees' attitudes toward themselves and involved youth were designed and given to the trainees before and after training. These measures will be discussed more fully in the next chapter.

#### Selection of Trainees

Training was originally designed for cottage personnel working at Lookout Mountain School for Boys and Mount View Girls' School. This group was chosen as the target group for training because of data from the main study which indicated that cottage personnel and teachers were the groups most often called upon to make immediate action decisions. In addition, training was originally geared toward instrumental workers.

At present, the Division of Youth Services uses the Interpersonal Maturity Classification System in order to assign youth to cottages and in order to match worker and youth. This system classifies youth according to behavioral styles (instrumental/expressive.) Theoretically, youth who fall into different categories show different behaviors and are treated differentially. Two of the questions which arose in developing training were: Do youth involved in immediate action situations behave differently

if they belong to different I-Level classifications and should counselors respond differently in an immediate action situation toward youth in different classifications? The answers to these questions were important to the development of training. If large differences existed, the same training could not be used for expressive and instrumental cottages. Because the answer to these questions was not initially clear to the investigators, the original decision was to gear training toward workers at instrumental cottages. In subsequent discussions with panel experts, the investigators brought up these questions. The general consensus was that both expressive and instrumental youth would involve themselves in immediate action incidents, both types of youth would act similarly to youth described in scenarios, and that counselors' responses in immediate action situations would not differ appreciably according to expressive/instrumental classifications. The decision was still to gear training primarily to instrumental workers but that, if problems in gathering subjects occurred, it would be permissible to train expressive or unclassified workers.

In order to schedule trainees, the investigators sought the cooperation of the TTC assigned to the instrumental cottage at Mount View and the Director of Lookout Mountain. An attempt was made to train every instrumental cottage worker at Mount View and Lookout Mountain. In addition, training was opened to a group of new workers who had just been hired at the Boys' School. Members of this group had no prior experience at Lookout Mountain School for Boys and had not been classified as to worker style at the time of training.

#### Administration of Training

Training was offered four times. Three training sessions were set

up for "regular" cottage personnel and one training session was set up for "new" cottage personnel. Each session consisted of twelve hours of training, four hours on three consecutive days. The first session ran from 8:30 to 12:30 on a Wednesday, Thursday, and Friday. The second session ran from 8:30 to 12:30 on a Monday, Tuesday, and Wednesday. The third session, designed for "new" youth workers, ran from 1:00 to 5:00 on Thursday and all day on Friday. The final session was scheduled from 11:30 to 3:30 on a Tuesday, Wednesday, and Thursday. (For dates and breakdown of training, see schedule in Appendix A). Originally the researchers had hoped to include five to ten people in each session. Difficulties in scheduling were encountered, however, and the groups numbered from three to sixteen. In the first three sessions, RP training followed VTR training. In the last sessions, RP training preceded VTR training.

The responsibility for administering training was assigned to Herb Dreo, one of the permanent training specialists at the Training Center. In addition, each of the other staff members at the Center assisted in at least one session.

In order to prepare trainers, the researchers met with each trainer and made available to him all materials concerning the preferred alternatives chosen by the expert panel. In addition, trainers received a handout which described the general principles invoked by the panel in making their decisions, and instructions for conducting role-playing.

SECTION THREE  
EVALUATION METHODS AND PROCEDURES

In this section of the report, we will describe the methods and procedures used to evaluate the training. This section will describe research questions, experimental design, sampling plan, empirical indicators, and analysis.

Research Questions

In evaluating training, the investigators were interested in two main questions: (a) Do subjects' abilities to make immediate action decisions improve as a result of training? and (b) Do subjects' attitudes toward themselves as counselors and toward institutionalized youth change as a result of training? That is, the investigators were interested in determining whether or not training had any impact on subjects' behaviors or attitudes. In this section we report the methods which were designed to provide answers to these questions; in the next section we report the results of data analysis; and in the final section we interpret these results and make recommendations for future immediate action training.

Experimental Design

The design utilized in the present study may best be described as a non-equivalent control group design. In this type of design, an experimental and control group are both given a pre and post test, but these groups are not considered to be equivalent. That is, no attempt is made to randomly assign subjects to control and experimental conditions. Rather, naturally occurring groups, which are as similar as possible are chosen. This type of design has often been used in educational research where matching or random

assignment to control and experimental groups is impossible because of institutional policies. In the present study an attempt was made to give training to all available instrumental cottage workers and to some unclassified new workers. Thus, this group comprised the experimental group. As prior research had shown that cottage workers were in need of such training and the policy of the Training Center is to meet the needs of the Division of Youth Services and the Department of Institutions, it was considered inappropriate to train only a randomly selected sample of cottage workers. In addition, the number of instrumental workers available was not sufficient to allow division into an experimental and control group and still result in adequate numbers for analysis. The control group was comprised of some instrumental cottage workers unavailable for training and of expressive cottage workers. Although originally an attempt had been made to train only instrumental workers because of researchers' fears that instrumental and expressive workers might be under different constraints in reacting to immediate action situations, subsequent discussions with panel members showed this fear to be groundless. Therefore, the use of expressive workers as control should not be considered inappropriate. That is, as far as can be determined, expressives and instrumentals are not so dissimilar as to make comparisons impossible. In addition, any minor differences which might occur should be adjusted for by the use of covariant analysis.

Sampling Plan

The sample consisted of 39 trainees, 26 comprising the experimental group and 13 comprising the control. In the experimental group, 10 were experienced workers from the cottages at Lookout Mountain School for Boys and Mount View Girls' School, 16 were "new" workers recently hired to work

at Lookout Mountain. An attempt was made to include in the experimental group all of the instrumental cottage workers employed by the Division of Youth Services at the time of training. Because of vacations, resignations, and upcoming transfers, this goal was not entirely reached. The group of "new" workers were included in the sample because of a request by the Director of the Boys' School that they receive orientation training. Separate analyses were run on "new" and "regular" groups.

#### Empirical Indicators

As the reader will recall, two research questions were posed by the present study. One question concerned the quality of subjects' immediate action decision-making abilities; the other dealt with subjects' attitudes. In order to answer these questions, it was necessary to develop two sets of empirical indicators.

#### Test of Immediate Action Decisions (IAD)

In order to determine whether the quality of subjects' immediate action decisions improved as a result of training, it was necessary to devise an instrument capable of indicating immediate action decisions. In order to do this, investigators employed a process identical to that used to develop VTR training materials. Critical incidents were written for each of the immediate action sub-categories. These incidents were similar, but not identical, to the training incidents. Main decision points or issues were isolated for each incident. This was done by asking the expert panel to identify decision points and supply alternatives for each decision. Once this was done, a pilot test was constructed. This test was given to nine of the panel members and they were asked to select the preferred alternative

for every decision. (The tenth member, the Director of the Boys School was away on annual leave, and so was dropped from the panel at this time.) It was decided that six out of the nine panel members must agree in order for an alternative to be described as "preferred." If this consensus was not reached, panel members would be reconvened and decisions and accompanying alternatives would be reworded or changed in order to make consensus possible. Originally, 109 decisions were identified and given to the panel. Of these, 57 were testing decisions and 52 were decisions to be used in training. From the 109, consensus was reached on all but 32 (17 testing decisions and 15 training decisions). The panel was reconvened and asked to reconsider the 32 decisions and to make any changes necessary in order to reach consensus. Five decisions were dropped; the rest were reworded and changed in order to make one alternative clearly preferable. This process resulted in testing and training materials which identified preferred methods of resolving typical decisions related to immediate action incidents.

At this time, a category system was devised. This system classified similar decisions into seven categories. An attempt was made to balance the number of training and testing decisions in each category. This was done in order to insure that the IAD test would adequately sample the decisions which comprised training. The category system was also used to generate general principles which could be used by trainers to summarize the panel's choices and to serve as a rationale for training decision. (A copy of this category system may be found in Appendix D).

The results of this process resulted in fifty test items used to test subjects' decisions in seven general categories. Subjects' scores were obtained by computing percentage agreement with panel's choices. (A copy of this test may be found in Appendix B).

### Test of Attitudes toward Self and Aggressive Youth (SD)

In order to determine whether subjects' attitudes toward themselves and toward aggressive youth changed as a result of training, two semantic differential (SD) scales were utilized. The first scale used 15 adjective pairs from the evaluative dimension to measure attitude toward aggressive or acting out adolescents (delinquents, CHINS, etc.). The second scale used 15 adjective pairs from the potency dimension to measure attitudes toward how the counselor viewed himself in dealing with aggressive and acting out adolescents. On both scales, pre and post scores for each subject were collected. On the first scale, scores indicate how positively subject evaluated aggressive youth; on the second scale, scores indicated how potent the subject felt he himself was in dealing with aggressive youth. (See Appendix E for copy of these scales.)

### Hypotheses

I. It was hypothesized that as a result of training, subjects' post test decision scores (IAD test) would more closely approximate panel choices than their pre-test decision scores (IAD test). That is to say, it was hypothesized that the quality of subjects' decisions would improve as a result of training.

II. It was further hypothesized that, as a result of training, subjects' SD scores would change in the following direction: Subjects would tend to evaluate aggressive youth more positively and subjects would tend to view themselves as more potent.

### Analysis

A number of analyses were run on the data. One set of analyses were

designed to determine relationships between individual items on IAD test and total scores. Item-total correlations were computed between each item and factor total and grand total scores. These correlations were run in order to determine which questions were the best predictors of subjects' abilities, so that the IAD test might be revised.

Main research questions were answered by the use of covariant analysis. Covariance was considered an appropriate statistic because of its ability to make adjustments in post test scores on the basis of pre test scores. Analysis of covariance is most often used in cases in which matching or randomization of sample groups is impossible.

## SECTION FOUR

### RESULTS

In this section, the results of the study will be reported. Correlational analyses on the IAD test and its factors, and covariant analysis on the IAD and the two SD measures will be described and explained, and data reported.

#### Introduction

In collecting the data of the present study, the researchers were interested in two primary analyses. One analysis concerned the internal consistency of the IAD test items. This analysis was designed to determine item-total correlations between individual test items and total scores, and item-total correlations between individual test items comprising a number of factors and the total scores in those factors. The purpose of this analysis and the methods used will be described more fully later in this section of the report. The second analysis was designed to answer the research questions posed by the present study. As previously stated, there were two main research questions of interest: (a) Do subjects' decisions change as a result of training? and (b) Do subjects' attitudes change as a result of training? The second analysis attempted to answer these questions. The IAD test and the two SD tests were used to measure subjects' decisions and attitudes. In the second analysis, these three dependent measures were utilized, and an analysis of covariance was run. The methods and results of this analysis will be described in more detail below. Let us now turn our attention to the first analysis.

#### Correlational Analyses

The first analysis involved running item-total correlations on the IAD

test. This analysis was run so that recommendations could be made about further revisions of the IAD test. That is, the researchers felt that in the future certain items on the IAD might be omitted either because they were ambiguous or because they were not good predictors of total scores or of factor scores. The IAD test was developed for use in the present study. Its first use was with the current population. Although the test was constructed in such a way that the researchers felt confident in arguing its content validity, it was the feeling of the investigators that the test might be refined for future use. One of the complaints registered by subjects and staff was that the test was lengthy. That is, the test took from one-half to three-quarters of an hour to complete. The trainers felt that the test might be improved if it could be shortened.

In order that recommendations could be made about revising the test, a number of correlations were run. First of all, each individual item was correlated to total scores on the pre-test. Secondly, a number of factors or categories were isolated and each individual item was correlated to its factor score. These factors are of primary importance in this section of analysis, and therefore some time should be spent at this point in explaining the factors and their relationship to the test as a whole. As has been stated previously, the purpose of the test was to tap immediate action decisions. When the test was being constructed, expert panel members were interviewed. These interviews resulted in the isolation of a large number of issues or decisions which related to the immediate action situations and which fell under the category of immediate action decisions. That is, there were a number of different decisions which the panel felt were important in immediate action situations. Initially, several hundred issues were isolated. It was clear to the investigators that these decisions could be categorized into

several different classes or factors. That is, a number of items related to the decision of whether to call for help; others fell under the decision of whether to isolate involved parties, etc. The investigators reviewed all of the issues or decisions and came up with seven categories or factors. (Note: although we have labeled these classifications "factors," it is important to remember that these factors were constructed on a purely rational or theoretical basis, prior to their empirical use. These factors were not isolated through the use of factor analytic or cluster analytic techniques. Indeed, if the reader considers the use of such techniques, it will become apparent that such methods were not appropriate for the problem at hand. If this note is kept in mind, the use of the term "factor" should not become confusing to the reader.)

Listed below are the seven factors:

#### I. Immediate Confrontation: Intervention and Resistance

This factor deals with the most immediate of the immediate action decisions faced by the counselor. It includes decisions of the following types: Should the counselor intervene in the situation? Are there times when it is appropriate to ignore a crisis? How should the counselor go about stopping an aggressive act? Should intervention be physical or verbal? If the counselor is attacked, should he resist physically? Are there situations in which the counselor should give in to demands?, etc. This category deals specifically with whether or not intervention or resistance is necessary, and generally how it should be accomplished. The factor does not include personal style variables. That is, questions concerning methods of talking to youth, strength of punishment, honesty of response, etc., are not considered here; rather, these types of decisions fall into the factor labeled "General Stance."

#### II. Use of Outside Assistance

This second factor deals with issues related to seeking help from others. It is logically subsequent to the first category which deals with the counselor's immediate response when the situation is first confronted. This category includes decisions of the following types: Should the counselor call for help? How should the counselor go about summoning assistance? Should help be called for immediately? Should the counselor delay action (other than immediate confrontation) until help arrives: Should the situation be referred to others or should it be handled by the counselor?, etc. It is interesting to note that this is one of the factors in which the panel's recommendations were most clear cut, and, as we shall see, it is one of the areas in which training was most significant.

#### III. Disposition of Non-Involved Youth

This category is concerned with questions related to handling youth who are not immediately involved in precipitating the crisis. That is, one concern of the counselor is what to do with other youth in the cottage while a crisis is going on. Decisions of the following type are typical of this factor: Should non-involved youth be involved in the crisis? Is it appropriate to ask other youth to intervene in order to help the counselor stop a crisis? Should non-involved youth be informed of the crisis? Should non-involved youth be brought together for discussions?, etc. The next category also deals, in a sense, with non-involved youth, but in a much more specific way. For this reason, decisions involving separation of involved and non-involved youth are not included in this factor, but are considered separately.

#### IV. Isolation and Surveillance

A number of decisions center around issues of isolation and

surveillance. That is, the counselor is often asked to decide whether youth should be isolated from others and whether youth should be kept under strict surveillance. Decisions in this factor are of the following types: Should involved parties be separated from each other? Should involved parties remain in the cottage or should they be removed? Should non-involved youth be removed from the area of a fight or crisis? Once the situation calms a little should involved youth and others be kept under surveillance. How much surveillance is called for in various situations?

#### V. Crime: Recovering Illegal Materials and Questioning Suspects

The previous factors have been concerned with more general responses to immediate action situation, either during confrontation or immediately afterwards. This factor and the next deal with responses to specific types of situations. In this factor, we group decisions which deal with serious crimes, primarily those concerned with holding of illegal materials, runaways, and theft. In the next factor, we group decisions which deal with medical emergencies. This factor includes decisions such as: How does the counselor go about recovering illegal materials? When is a search justified? How should searches be carried out? If criminal activity is suspected, how should questioning or interrogation be carried out? How are runaways to be apprehended?

#### VI. Medical Emergency

This factor deals with medical treatment. As one of the most frequent medical emergencies encountered is drug abuse, this factor centers on decisions which must be made when a youth is on a "bad-trip" or overdoses. Questions in this factor concern who to call for help, and how to treat drug cases.

#### VII. General Stance

The final factor may be considered a "catch-all" category. Here we are concerned with the general ethical stance taken by counselors and with preferred styles of interaction in immediate action situations. The following are typical decisions in this factor: Should counselors offer immunity to youth involved in IA situations? How strong should punishment be and to whom should it be given? How firm should counselors be? How supportive? What communicative style is most appropriate in dealing with involved youth?

These seven factors, then, comprise the main areas covered in training. The IAD test items can be broken down into questions in each of these seven areas. In order to make recommendations about further use of the test, item-total correlations were run. Although items were correlated with total scores, the most important correlations consisted of items within a factor with factor total scores. That is, the investigators wanted to determine which items were the best predictors of factor totals and whether any item correlated negatively with a factor total. As might well be expected, item correlations to total IAD scores were fairly low. This effect is clearly in line with the fact that the test was comprised of a variety of factors. Item-factor totals were, in most cases, much more highly correlated, again as might be predicted.

In revising the test, the investigators used the following decision rules. Factors should be retained if possible. Within each factor, individual items which showed a correlation with factor totals of below .3672 (A correlation coefficient significant at an alpha of .01 with 37 degrees of freedom) would be omitted. Intuitively, this decision rule makes sense. Any item retained on the test would show a moderate to high correlation. Items which showed low correlations would be omitted. We can say of the items retained that they serve as moderate to good predictors of factor totals.

That is, if an item was retained it was a good predictor of a factor total. Pragmatically, the decision rule was also useful as it resulted in retention of all factors, with sufficient numbers of individual items within each factor. On the basis of this rule, the following items were retained for the rerevised IAD. Table 1 reports the results of this correlational analysis.

NOTE: The correlational analysis was used to make recommendations concerning future usage of the IAD. In the covariant analysis which follows, the IAD test as originally developed is used.

#### Covariant Analysis

The second set of analyses used covariant techniques in order to determine the effectiveness of training. Before any data are reported, it might be well to spend some time discussing the logic of this statistical procedure. Analysis of covariance is closely related to analysis of variance. Very simply, analysis of variance is a statistical method which allows the investigator to test the significance of different conditions or treatments. In this form of analysis, two separate estimates of variance are compared. Variance within groups is compared with variance between groups. If the between group variance exceeds within group variance by a specified margin, treatments or conditions are considered to differ significantly. Covariant analysis is used in cases where the effects on the dependent variable of a related variable, or covariate, are of interest. Covariance is often used in cases where intact groups are compared; in such cases, groups to be compared may not be equivalent. That is, treatment groups may vary in a number of respects and these variations may affect dependent measures.

TABLE 1: ITEM-FACTOR AND ITEM-TOTAL CORRELATIONS ("\*" = ITEM RETAINED)

ITEM	FACTOR-1	FACTOR-2	FACTOR-3	FACTOR-4	FACTOR-5	FACTOR-6	FACTOR-7	TOTAL
*T1.1	.56							.39
T1.2	.22							.35
T1.3							.24	-.02
*T1.4		.55						.36
*T1.5			.51					.07
T1.6		.35						.24
T1.7							.36	-.04
T1.8			.28					.26
T2.1							.16	.08
*T2.2						.68		.16
*T2.3				.63				.11
*T2.4						.73		.23
*T3.1		.48						.41
*T3.2					.51			.24
T3.3			.25					.50
*T3.4			.67					.50
T4.1		.36						.26
T4.2		.36						.09
*T4.3					.43			.15
*T4.4					.55			.11
*T4.5							.51	.05
*T4.6					.56			.47
*T4.7					.49			.50
*T5.1	.42							.26
*T5.2			.59					.05
T5.3	.15							.14
*T5.4				.48				.33
T5.5	.31							.11
T5.6	.34							.08
*T5.7							.39	.15
T5.8	.13							.07
T6.1		.27						-.01
*T6.2	.45							.20
T6.3				.27				-.16
T6.4							.27	.15
T6.5							.14	.26
T6.6	.10							-.04
*T6.7							.38	.36
T7.1	.20							.21
T7.2							.21	.10
*T7.3				.60				.36
*T7.4			.57					.04
*T7.5		.69						.49
*T7.6	.40							.25
T7.7							.31	.35
T8.1		.29						.19
*T8.2				.77				.43
T8.3	.22							.25
T8.4							.30	.14
T8.5							.10	.01

Very simply put, analysis of covariance adjusts for differences on these related variables.

In the present case, pre-test scores, education, and experience were covaried with the dependent measures. That is, since intact groups were used, the investigators were interested in covarying or adjusting for differences in these groups. Pre-test scores were of prime consideration. That is, the investigators wanted to take into consideration differences between groups in pre-test scores. Therefore, pre-test scores became the first covariate. Secondly, the researchers felt the groups might differ in terms of education and experience and that these variables might affect the performance of groups. Therefore education and experience were also covaried, although they were not of as much theoretical concern as pre-test scores. It was decided that one analysis would be run with pre-test scores as the covariate and another would be run with pre-test, education, and experience as covariates. If the addition of education and experience did not significantly alter results, subsequent analyses would revert back to the use of pre-test scores as the sole covariate.

Three groups were compared; these groups were labeled "control," "new," and "regular." The "new" group referred to the 16 newly hired employees of Lookout Mountain School for Boys who received training as part of orientation. The "regular" group referred to the 10 experienced staff members who had been employed for some time at Lookout Mountain and Mount View. The "control" group referred to the 13 youth workers who completed the dependent measures but did not receive training. The "new" and "regular" groups were treated separately because it was felt that differences in amount of experience and worker style made them distinct groups. Both new and regular subjects however, received identical training.

To summarize, three groups were compared. The "new" and "regular" groups filled out dependent measures before and after training. The control group filled out the dependent measures but did not receive training. Analysis of covariance was run on each dependent measure. The dependent measures (post-test scores) were the variates, and the pre-test scores, years of experience, and years of education were the covariates.

As the reader will recall, three dependent measures were utilized in the present study: the IAD test, a SD test measuring subjects' feelings toward themselves, and a SD test measuring subjects' feelings toward youth. Data on each dependent measure will be considered separately.

#### Results on IAD Test

IAD total scores were found by computing, for each subject, the percentage of decisions which coincided with that of the panel. That is, subjects' choices were compared with panel choices. For example, a score of 58 indicates that the subject's choices were identical with panel choices fifty-eight percent of the time. It was hypothesized that the groups would differ significantly on post-test scores when pre-test scores were covaried. That is, it was hypothesized that subjects who received training would have higher post-test scores than subjects in the control group. The first analysis of covariance compared groups on total IAD Scores and covaried only pre-test scores. An alpha level of .05 with two and thirty-five degrees of freedom was chosen. Table 2 reports the results of this analysis.

The reader's attention is drawn to the last column, that showing F-ratio and significance level. As can be seen, the probability that the F value reported could have occurred by chance is less than 0.01 percent. On the strength of the data, we can say that the groups varied significantly.

TABLE 2  
AN ANALYSIS OF COVARIANCE USING  
POST-TEST IAD SCORES AS THE DEPENDENT  
VARIABLE WITH PRE-TEST IAD SCORES AS  
THE COVARIATE.

SOURCE	DF	SUM OF SQUARES (YY)	SUM OF SQUARES (DUE)	SUM OF SQUARES (ABOUT)	DF	MEAN SQUARE	F VALUE AND SIG. LEVEL
TREATMENT (BETWEEN)	2	487.88					
ERROR (WITHIN)	36	2708.43	1266.90	1441.53	35	41.19	
TREATMENT + ERROR (TOTAL)	38	3196.31	1278.78	1917.53	37		
DIFFERENCE FOR TESTING ADJUSTED TREATMENT MEANS				476.00	2	238.00	5.779 P<.01

To determine the direction of difference, it is necessary to refer to the adjusted means for each group. These data are reported in Table 3.

TABLE 3  
GROUP MEANS, ADJUSTED GROUP MEANS, AND  
STANDARD ERRORS OF ADJUSTED GROUP  
MEANS FOR POST-TEST IAD SCORES.

GROUP	GROUP MEANS	ADJUSTED GROUP MEANS	STANDARD ERROR
CONTROL GROUP	61.3846	61.3846	1.7799
REGULAR WORKERS	67.8000	69.2316	2.0458
NEW WORKERS	69.3750	68.4802	1.6125

As we can see, the mean of the new group was 68.4802 percent. The mean of the regular group was 69.2316 percent, and the mean of the control was 61.3846 percent. That is, the means of the experimental groups exceeded the mean of the control. A series of post-hoc comparisons were run on these data. These comparisons showed that each of the experimental groups differed from the control in the direction hypothesized, but that

the two experimental groups did not differ from one another.

We stated earlier that we were interested in examining the effects of covarying education and experience as well as pre-test. Let us look at the same dependent measure, this time with pre-test, years of education, and years of experience as co-variates (Table 4).

TABLE 4  
AN ANALYSIS OF COVARIANCE USING  
POST-TEST IAD SCORES AS THE DEPENDENT  
VARIABLE WITH PRE-TEST IAD SCORES,  
EXPERIENCE, AND EDUCATION AS THE  
COVARIATES.

SOURCE	DF	SUM OF SQUARES (YY)	SUM OF SQUARES (DUE)	SUM OF SQUARES (ABOUT)	DF	MEAN SQUARE	F VALUE AND SIG. LEVEL
TREATMENT (BETWEEN)	2	487.88					
ERROR (WITHIN)	36	2708.43	1405.65	1302.78	33	39.48	
TREATMENT + ERROR (TOTAL)	38	3196.31	1396.78	1799.53	35		
DIFFERENCE FOR TESTING ADJUSTED TREATMENT MEANS				496.75	2	248.37	6.291 P<.01

Again, we can look at the adjusted means of each group in Table 5.

TABLE 5  
GROUP MEANS, ADJUSTED GROUP MEANS, AND  
STANDARD ERRORS OF ADJUSTED GROUP  
MEANS FOR POST-TEST IAD SCORES.

GROUP	GROUP MEANS	ADJUSTED GROUP MEANS	STANDARD ERROR
CONTROL GROUP	61.3846	60.7988	1.8728
REGULAR WORKERS	67.8000	69.9977	2.0464
NEW WORKERS	69.3750	68.4774	1.6379

If Tables 2 and 4 and Tables 3 and 5 are compared, the reader can see that the addition of education and experience makes little difference.

This holds true throughout the data, and therefore, in the following pages, only those analyses will be reported that used pre-test scores as the sole covariate.

The next question of interest to the researchers was the following: Do treatment groups differ significantly in IAD scores on separate factors. That is, if the IAD test is broken down into factors, will the same significant differences found in total scores hold true. This analysis allows the researchers to determine which factors were best trained for and to determine whether any factor was negatively trained.

The first factor containing twelve questions, concerned immediate confrontation responses. The dependent variable here was number of post-test decisions within the factor which corresponded to panel choices. Again an analysis of covariance was computed. Table 6 reports the F-ratio.

TABLE 6  
AN ANALYSIS OF COVARIANCE USING POST-TEST IAD FACTOR 1 SCORES AS THE DEPENDENT VARIABLE WITH PRE-TEST IAD FACTOR 1 SCORES AS THE COVARIATE.

SOURCE	DF	SUM OF SQUARES (YY)	SUM OF SQUARES (DUE)	SUM OF SQUARES (ABOUT)	DF	MEAN SQUARE	F VALUE AND SIG. LEVEL
TREATMENT (BETWEEN)	2	2.5359					
ERROR (WITHIN)	36	93.8231	36.2526	57.5705	35	1.6449	
TREATMENT + ERROR (TOTAL)	38	96.3590	37.8370	58.5220	37		
DIFFERENCE FOR TESTING ADJUSTED TREATMENT MEANS				0.9515	2	0.4757	0.289 N.S.

As can be seen, the probability of achieving the F-ratio purely by chance exceeds .05. The results cannot be considered significant. We say, then, that there was no significant difference between treatment groups on the first factor. Table 7 shows the means.

TABLE 7  
GROUP MEANS, ADJUSTED GROUP MEANS, AND STANDARD ERRORS OF ADJUSTED GROUP MEANS FOR POST-TEST IAD FACTOR 1 SCORES.

GROUP	GROUP MEANS	ADJUSTED GROUP MEANS	STANDARD ERROR
CONTROL GROUP	7.9231	8.0202	0.3563
REGULAR WORKERS	8.1000	8.1631	0.4058
NEW WORKERS	8.5000	8.3817	0.3216

The next factor containing eight questions, concerns use of outside assistance. The dependent variable here was number of post-test choices within the second factor which corresponded with panel choices. Table 8 presents the results of analysis of covariance.

TABLE 8  
AN ANALYSIS OF COVARIANCE USING POST-TEST IAD FACTOR 2 SCORES AS THE DEPENDENT VARIABLE WITH PRE-TEST IAD FACTOR 2 SCORES AS THE COVARIATE.

SOURCE	DF	SUM OF SQUARES (YY)	SUM OF SQUARES (DUE)	SUM OF SQUARES (ABOUT)	DF	MEAN SQUARE	F VALUE AND SIG. LEVEL
TREATMENT (BETWEEN)	2	22.290					
ERROR (WITHIN)	36	97.607	35.335	62.272	35	1.779	
TREATMENT + ERROR (TOTAL)	38	119.897	37.969	81.928	37		
DIFFERENCE FOR TESTING ADJUSTED TREATMENT MEANS				19.656	2	9.828	5.524 P<.01

As can be seen, the probability of achieving the F-ratio purely by chance is less than .01. As this is less than .05, the results are considered significant. Table 9 indicates the means of the three groups.

TABLE 9  
GROUP MEANS, ADJUSTED GROUP MEANS, AND STANDARD ERRORS OF ADJUSTED GROUP MEANS FOR POST-TEST IAD FACTOR 2 SCORES.

GROUP	GROUP MEANS	ADJUSTED GROUP MEANS	STANDARD ERROR
CONTROL GROUP	4.6923	4.7386	0.3701
REGULAR WORKERS	5.9000	5.9602	0.4220
NEW WORKERS	6.4375	6.3623	0.3339

The third factor containing six questions, concerns disposition of non-involved youth. Table 10 reports the results of analysis of covariance on factor three post-test scores.

TABLE 10  
AN ANALYSIS OF COVARIANCE USING POST-TEST IAD FACTOR 3 SCORES AS THE DEPENDENT VARIABLE WITH PRE-TEST IAD FACTOR 3 SCORES AS THE COVARIATE.

SOURCE	DF	SUM OF SQUARES (YY)	SUM OF SQUARES (DUE)	SUM OF SQUARES (ABOUT)	DF	MEAN SQUARE	F VALUE AND SIG. LEVEL
TREATMENT (BETWEEN)	2	5.2269					
ERROR (WITHIN)	36	71.5423	17.1539	54.3884	35	1.5540	
TREATMENT + ERROR (TOTAL)	38	76.7692	17.6838	59.0854	37		
DIFFERENCE FOR TESTING ADJUSTED TREATMENT MEANS				4.6970	2	2.3485	1.511 N.S.

As can be seen by examining the F value, the results are non significant. Table 11 reports means.

TABLE 11  
GROUP MEANS, ADJUSTED GROUP MEANS, AND STANDARD ERRORS OF ADJUSTED GROUP MEANS FOR POST-TEST IAD FACTOR 3 SCORES.

GROUP	GROUP MEANS	ADJUSTED GROUP MEANS	STANDARD ERROR
CONTROL GROUP	2.8462	2.8213	0.3458
REGULAR WORKERS	3.7000	3.6639	0.3944
NEW WORKERS	2.8750	2.9178	0.3119

The fourth factor containing five questions, deals with isolation and surveillance. Again, post-test factor totals were used as dependent measure and pre-test factor totals were covaried. Table 12 reports analysis of covariance.

TABLE 12  
AN ANALYSIS OF COVARIANCE USING POST-TEST IAD FACTOR 4 SCORES AS THE DEPENDENT VARIABLE WITH PRE-TEST IAD FACTOR 4 SCORES AS THE COVARIATE.

SOURCE	DF	SUM OF SQUARES (YY)	SUM OF SQUARES (DUE)	SUM OF SQUARES (ABOUT)	DF	MEAN SQUARE	F VALUE AND SIG. LEVEL
TREATMENT (BETWEEN)	2	14.2731					
ERROR (WITHIN)	36	50.9577	14.7179	36.2398	35	1.0354	
TREATMENT + ERROR (TOTAL)	38	65.2308	19.9199	45.3109	37		
DIFFERENCE FOR TESTING ADJUSTED TREATMENT MEANS				9.0711	2	4.5355	4.380 P<.05

As the alpha level is less than .05, results are considered significant.

Table 13 reports means.

TABLE 13

GROUP MEANS, ADJUSTED GROUP MEANS, AND STANDARD ERRORS OF ADJUSTED GROUP MEANS FOR POST-TEST IAD FACTOR 4 SCORES.

GROUP	GROUP MEANS	ADJUSTED GROUP MEANS	STANDARD ERROR
CONTROL GROUP	1.7692	1.9351	0.2856
REGULAR WORKERS	2.9000	3.0736	0.3251
NEW WORKERS	3.1250	2.8817	0.2624

The fifth factor containing five questions, involves handling serious crimes. Table 14 reports results of covariant analysis.

TABLE 14

AN ANALYSIS OF COVARIANCE USING POST-TEST IAD FACTOR 5 SCORES AS THE DEPENDENT VARIABLE WITH PRE-TEST IAD FACTOR 5 SCORES AS THE COVARIATE.

SOURCE	DF	SUM OF SQUARES (YY)	SUM OF SQUARES (DUE)	SUM OF SQUARES (ABOUT)	DF	MEAN SQUARE	F VALUE AND SIG. LEVEL
TREATMENT (BETWEEN)	2	0.1308					
ERROR (WITHIN)	36	26.7923	5.8572	20.9351	35	0.5981	
TREATMENT + ERROR (TOTAL)	38	26.9231	5.9554	20.9677	37		
DIFFERENCE FOR TESTING ADJUSTED TREATMENT MEANS				0.0326	2	0.0163	0.027 N.S.

As can be seen, results are non-significant. Means are reported in Table 15.

TABLE 15

GROUP MEANS, ADJUSTED GROUP MEANS, AND STANDARD ERRORS OF ADJUSTED GROUP MEANS FOR POST-TEST IAD FACTOR 5 SCORES.

GROUP	GROUP MEANS	ADJUSTED GROUP MEANS	STANDARD ERROR
CONTROL GROUP	3.8462	3.7352	0.2174
REGULAR WORKERS	3.7000	3.8130	0.2472
NEW WORKERS	3.7500	3.7695	0.1935

The sixth factor containing two questions, deals with medical emergencies. Table 16 reports results of analysis of covariance.

TABLE 16

AN ANALYSIS OF COVARIANCE USING POST-TEST IAD FACTOR 6 SCORES AS THE DEPENDENT VARIABLE WITH PRE-TEST IAD FACTOR 6 SCORES AS THE COVARIATE.

SOURCE	DF	SUM OF SQUARES (YY)	SUM OF SQUARES (DUE)	SUM OF SQUARES (ABOUT)	DF	MEAN SQUARE	F VALUE AND SIG. LEVEL
TREATMENT (BETWEEN)	2	0.6705					
ERROR (WITHIN)	36	21.0731	14.5224	6.5507	35	0.1872	
TREATMENT + ERROR (TOTAL)	38	21.7436	15.0716	6.6720	37		
DIFFERENCE FOR TESTING ADJUSTED TREATMENT MEANS				0.1213	2	0.0606	0.324 N.S.

The F-ratio shows results to be non-significant. Table 17 reports means for each group.

TABLE 17  
GROUP MEANS, ADJUSTED GROUP MEANS, AND STANDARD ERRORS OF ADJUSTED GROUP MEANS FOR POST-TEST IAD FACTOR 6 SCORES.

GROUP	GROUP MEANS	ADJUSTED GROUP MEANS	STANDARD ERROR
CONTROL GROUP	1.0769	1.1006	0.1200
REGULAR WORKERS	1.4000	1.2176	0.1384
NEW WORKERS	1.1250	1.2197	0.1087

The seventh factor containing twelve questions, is labeled general stance. Table 18 reports results of analysis of covariance.

TABLE 18  
AN ANALYSIS OF COVARIANCE USING POST-TEST IAD FACTOR 7 SCORES AS THE DEPENDENT VARIABLE WITH PRE-TEST IAD FACTOR 7 SCORES AS THE COVARIATE.

SOURCE	DF	SUM OF SQUARES (YY)	SUM OF SQUARES (DUE)	SUM OF SQUARES (ABOUT)	DF	MEAN SQUARE	F VALUE AND SIG. LEVEL
TREATMENT (BETWEEN)	2	2.855					
ERROR (WITHIN)	36	100.581	36.429	64.152	35	1.833	
TREATMENT + ERROR (TOTAL)	38	103.436	38.035	65.401	37		
DIFFERENCE FOR TESTING ADJUSTED TREATMENT MEANS				1.249	2	0.625	0.341 N.S.

The F-ratio shows results to be non-significant. Table 19 reports means for each group.

TABLE 19  
GROUP MEANS, ADJUSTED GROUP MEANS, AND STANDARD ERRORS OF ADJUSTED GROUP MEANS FOR POST-TEST IAD FACTOR 7 SCORES.

GROUP	GROUP MEANS	ADJUSTED GROUP MEANS	STANDARD ERROR
CONTROL GROUP	8.5385	8.3695	0.3774
REGULAR WORKERS	8.2000	8.5637	0.4358
NEW WORKERS	8.8750	8.7851	0.3391

Table 19 concludes the report of IAD test results. The data will be discussed more fully in the final chapter of this report, the interpretation section.

#### Results on SD Tests

In addition to IAD test, two semantic differentials were utilized in the present study. The first concerned counselor's attitudes about themselves. Trainees were given a fifteen item semantic differential. They were asked to evaluate themselves by indicating for each item which of two polar adjectives best described them. Adjectives were taken from the potency dimension of the Semantic Differential. Scores on each item ran from one to seven. A score of seven indicated the subject felt he was highly potent. A score of one indicated a negative evaluation on this dimension. Scores were summed over the fifteen items. Subjects were asked to fill out semantic differentials before and after training.

It was hypothesized that groups would differ in their SD post-test scores. It was further hypothesized that subjects who completed training

would have higher post-test scores than the control group when pre-test scores were used as covariates. SD post-test scores were used as variates; SD pre-test scores because the covariate.

The results of this analysis are given in Table 20.

TABLE 20

AN ANALYSIS OF COVARIANCE USING POST-TEST SD (SELF) SCORES AS THE DEPENDENT VARIABLE WITH PRE-TEST SD (SELF) SCORES AS THE COVARIATE.

SOURCE	DF	SUM OF SQUARES (YY)	SUM OF SQUARES (DUE)	SUM OF SQUARES (ABOUT)	DF	MEAN SQUARE	F VALUE AND SIG. LEVEL
TREATMENT (BETWEEN)	2	625.01					
ERROR (WITHIN)	36	3692.43	2004.27	1688.16	35	48.23	
TREATMENT + ERROR (TOTAL)	38	4317.44	2453.77	1863.67	37		
DIFFERENCE FOR TESTING ADJUSTED TREATMENT MEANS				175.51	2	87.75	1.819 N.S.

As indicated, the groups did not vary significantly. Table 21 reports means.

TABLE 21

GROUP MEANS, ADJUSTED GROUP MEANS, AND STANDARD ERRORS OF ADJUSTED GROUP MEANS FOR POST-TEST SD (SELF) SCORES.

GROUP	GROUP MEANS	ADJUSTED GROUP MEANS	STANDARD ERROR
CONTROL GROUP	75.3846	72.2754	1.9857
REGULAR WORKERS	76.2000	75.8000	2.1971
NEW WORKERS	67.6250	70.4013	1.7889

The second semantic differential asked subjects to evaluate aggressive youth. Fifteen items, each consisting of a pair of adjectives from the evaluative dimension of the Semantic Differential were utilized. Scores were summed across items. Again, analysis of covariance was computed. This time the dependent measure consisted of post-test total scores on the second SD test and covariate consisted of pre-test scores on the second semantic differential. Again it was hypothesized that differences between groups would occur. It was further hypothesized that those who took part in training would tend to evaluate youth more positively than those who did not, when pre-tests were covaried. Table 22 reports the covariant analysis.

TABLE 22

AN ANALYSIS OF COVARIANCE USING POST-TEST SD (YOUTH) SCORES AS THE DEPENDENT VARIABLE WITH PRE-TEST SD (YOUTH) SCORES AS THE COVARIATE.

SOURCE	DF	SUM OF SQUARES (YY)	SUM OF SQUARES (DUE)	SUM OF SQUARES (ABOUT)	DF	MEAN SQUARE	F VALUE AND SIG. LEVEL
TREATMENT (BETWEEN)	2	897.90					
ERROR (WITHIN)	36	5259.84	3302.29	1957.55	35	55.93	
TREATMENT + ERROR (TOTAL)	38	6157.74	3866.52	2291.22	37		
DIFFERENCE FOR TESTING ADJUSTED TREATMENT MEANS				333.67	2	166.83	2.983 N.S.

As can be see, results are non-significant. Table 23 reports means.

TABLE 23

GROUP MEANS, ADJUSTED GROUP MEANS, AND  
STANDARD ERRORS OF ADJUSTED GROUP  
MEANS FOR POST-TEST SD (YOUTH) SCORES.

GROUP	GROUP MEANS	ADJUSTED GROUP MEANS	STANDARD ERROR
CONTROL GROUP	66.2308	63.7839	2.0985
REGULAR WORKERS	53.8000	56.4760	2.3905
NEW WORKERS	62.4375	62.7531	1.8701

Table 23 concludes the report of data for the present study. The interpretation which may be made on the basis of these data will be discussed in the final section of this report.

## SECTION FIVE DISCUSSION AND INTERPRETATIONS

This section presents a summary of the present study and a discussion of the principle findings. It suggests the study's limitations and considers the applicability of the present materials and methodologies to other training situations.

### Summary

To summarize, the goal of the present study was to design, implement, and evaluate an immediate action training program. This emphasis on immediate action situations came out of the findings of the main evaluation study which suggested that cottage personnel employed by the Division of Youth Services encountered a great many immediate action situations on their jobs, yet received little training in this area.

First of all, a training program, utilizing VTR and RP techniques, was designed. The program focused on helping trainees resolve immediate action critical incidents. Sixteen incidents were selected from reports of authentic incidents encountered by youth workers. Eight incidents were videotaped and served as training materials. Eight incidents, matched to but not identical with training incidents, were used to form the IAD test. Six additional incidents were used to write RP scenarios.

Trainees received 12 hours of training. This training consisted of viewing VTR incidents, discussing the issues involved in the incidents and preferred methods of resolving these incidents, and role-playing RP incidents.

Before and after training, trainees were asked to complete the IAD test which consisted of 8 testing incidents and a series of questions concerning

the decisions a counselor should make in resolving each incident. A trainee's score consisted of the percentage of answers he gave which coincided with the preferred solutions offered by a panel of experts. In addition, trainees filled out two SD measures. A control group was also asked to complete these indicators. Resulting data was analyzed through the use of analysis of covariance.

#### Principal Findings

The data supports the following summary statements:

1. On the whole, the training did seem to affect the quality of subjects' decisions in the IA area. That is, post-test IAD scores for experimental subjects were higher than post-test IAD scores for control subjects when pre-test scores were covaried. The training was equally effective for "regular" and "new" workers.
2. Despite overall positive results, certain areas of training did not seem to be as effective as others. When analysis was done on items within each of seven categories or factors, only two factors showed significant results. Factor two, which dealt with when and how to summon outside assistance, and factor four, which dealt with isolation and surveillance, were effectively trained for. Differences between groups on the other factors were not significant. As a result of this analysis, it seems clear that more effort should be put into emphasizing these other areas. As there seems to be no theoretical reason to believe that these areas cannot be trained for, the conclusion must be that training failed to emphasize the types of decisions important in these factors. We would also suggest the

elimination of the sixth factor, medical emergencies. It is our belief that medical treatment is so complex that it cannot be adequately treated in a short time, and that it might be more appropriate to offer a course solely designed to deal with this topic.

3. On the whole, training did not seem to affect subjects' attitudes toward themselves or toward youth. The results of analysis of the SD tests were non-significant. If we look at the scores on these tests, it would appear that the pre-test--post-test scores of the experimental groups showed more variation than those of the control; but these changes did not occur consistently in any one direction. That is, although some change seems to have occurred in the experimental groups, the direction of change could not consistently be predicted. One explanation is that this change could have occurred purely by chance. Another is that the varied nature of subjects' response to training and satisfaction with their own performances, especially in the RP portion of training, might have caused attitude shifts in different directions, with the result that some trainees gained more confidence in themselves and a greater empathy for youth, and others reacted in the opposite direction. Although we can offer little explanation for these findings, we can say that training did not have a significant impact on subjects' attitudes.

#### Limitations of the Present Study

The training, as designed, seems to have been successful with the present trainee population. Although the investigators feel that the program, with slight revision, could be used with other groups, we have no

data which would allow us to generalize to these groups. Training was originally geared, for example, to instrumental workers in the DYS. Although unclassified youth workers did take part in training, we do not know how effective training would be with a population comprised totally of, let us say, expressive workers. Similarly, training was geared toward cottage personnel. Again the data of the present study cannot be generalized to other target groups. Should the Training Center decide to use this training with other groups, we recommend further revision and reevaluation. In addition, further evaluation of training using the same target population might prove useful in refining and improving training materials.

Recommendations as to Further Training

We believe that the methodology utilized in preparing the present training is a sound one. If similar training materials are to be prepared for future groups, we make the following recommendations: (a) the scenarios should be typical of situations encountered by target group members; (b) the alternatives used on the IAD test and in training materials should be reasonable alternatives in that setting (for example, preferred solutions should not violate organizational policy or be impracticable in the setting.) (c) a new panel, comprised of experts who work with target group problems, should be formed and used to provide preferred solutions. If these recommendations were followed, it would be easily possible to design a variety of training programs using the present methodology.

Appendix A

Training Schedule

TIME SCHEDULE

Four Sessions of Immediate Action training were offered during the Summer of 1973.

Session 1 (regular workers)

July 18, 8:30 - 12:30  
July 19, 8:30 - 12:30  
July 20, 8:30 - 12:30

Session 2 (regular workers)

July 23, 8:30 - 12:30  
July 24, 8:30 - 12:30  
July 25, 8:30 - 12:30

Session 3 (new workers)

July 26, 1:00 - 5:00  
July 27, 8:30 - 5:00

Session 4 (regular workers)

July 31, 11:30 - 3:30  
Aug. 1, 11:30 - 3:30  
Aug. 2, 11:30 - 3:30

Each session ran for a total of 12 hours: 4 hours of VTR training (eight 30 minute scenarios), 4 hours of RP training (six 45 minute scenarios), and 4 hours of introduction, testing, summary, and free time.

Appendix B

IAD Test and Preferred Alternatives

Social Security No. \_\_\_\_\_

Job Classification \_\_\_\_\_

Unit \_\_\_\_\_

Date \_\_\_\_\_

### INSTRUCTIONS

On the following pages you will find a number of incidents that are similar to actual incidents that have occurred in the cottages of Lookout Mountain School for Boys and Mountview School for Girls. The incidents include runaways, crimes, drugs, aggression and violence in which the counselor present is called upon to make a series of immediate decisions. Below each incident are sets of alternatives which represent different ways the various decisions can be resolved. Please place an "X" in front of the alternative in each set which you prefer.

EXAMPLE: One of the girls refuses to work. When the counselor confronts her, the girl begins to badmouth the counselor.

1. When confronted with this situation, the counselor should:
  - (a) immediately summon the TTC to the cottage.
  - (b) refrain from summoning help unless the situation becomes more serious. Handle it herself.
  
2. In dealing with the girl, the counselor should:
  - (a) badmouth the girl right back.
  - (b) take the girl aside and counsel her.
  - (c) wait and let another counselor handle the situation.

We have not made an attempt to include every possible alternative. Thus, in some cases, you may feel that the best alternative has not been included. However, you should still have opinions on the advisability of the alternatives which are included. (For example, in the situation given above, you may feel that the best alternative is to send the girl

to Time Out. However, since this alternative is not presented, you must choose among the alternatives given.)

If on some of the issues you encounter difficulty in deciding because you do not feel that one alternative is any better than the others, please force a choice anyway. Leave no question blank.

This questionnaire will be used to evaluate the need for and effectiveness of the training, but will not be used to evaluate you personally. Before proceeding, please check to see that the information requested at the top of the instruction sheet has been completed.

TWO GIRLS ARE FIGHTING. WHEN THE YOUTH WORKER TRIES TO SEPARATE THEM, SHE IS JUMPED FROM BEHIND BY ONLOOKERS. THEY HOLD HER AND TELL HER THAT IT'S NONE OF HER DAMNED BUSINESS AND TO LET THEM FIGHT AND GET THE HELL OUT. SHE IS ALONE.

1. When confronted with this type of situation, a counselor should:
  - (a) resist in some way. If the counselor resists, the kids will probably back down. Lack of resistance shows the counselor has lost control.
  - (b) not try to resist; do as the kids ask and leave the area.
2. If the counselor decides to resist, the counselor should:
  - (a) use physical force. The girls may stop their aggression if the counselor fights back.
  - (b) try to talk the girls into letting the counselor go.
  - (c) ask other non-involved girls to help her get free.
3. If the counselor decides to talk to the girls, she should:
  - (a) be willing to grant partial immunity if the kids release her. It is important to get free at any cost.
  - (b) not offer immunity. An attack on a counselor is a serious offense and must be punished.
4. Once free, the counselor should:
  - (a) call for help first, then deal with the fighting parties. The counselor may not be able to stop the fight without help.
  - (b) try to get the fighting calmed down first; then call for other staff to help with follow up activities.

5. If the counselor decides to handle the incident without help, the counselor should:
  - (a) physically break up the fight without the aid of other girls. The situation is too explosive to ask other girls to help.
  - (b) ask other girls to help break up the fight. This is the best way to stop the fight immediately.
  - (c) use no physical force, simply try to talk them into stopping. If physical force is tried, the counselor may be jumped again.
  - (d) do nothing and let them fight. They can handle it by themselves.
6. If the counselor decides to summon staff, she should:
  - (a) get one of the other kids to call for help, and stay with the kids who are fighting. She should never leave the area of the fight.
  - (b) leave the area to phone for help and talk to the principal. There is little she can do to stop the fight by herself, and she should be the one to explain the situation to the principal.
7. In responding to the incident, the counselor's general stance should be:
  - (a) low-keyed and non-aggressive. Any other approach will only escalate the hostility.
  - (b) strong and firm. Emphasize the seriousness of the situation and rules to let the kids know you have control.
  - (c) joking. This may be the only tactic which can lower tensions and distract the girls from hostility till more help arrives.
8. In handling the other youth in the cottage, the counselor should:
  - (a) calm the kids; refuse to discuss the incident until later, in regular group meeting. It can best be discussed when things have calmed down.
  - (b) Immediately bring the others together for formal discussion. The others may be upset and may need to vent their feelings.

TWO OF THE BOYS RETURN TO THE COTTAGE AFTER THE WEEKEND. THEY HAVE BEEN TO A PARTY AND HAVE OBVIOUSLY BEEN DRINKING. ONE OF THE BOYS BECOMES VERY ILL. HE IS TREMBLING, SWEATING, AND COMPLAINS OF GROGGINESS, AND DIFFICULTY IN BREATHING. WHEN QUESTIONED, HE DENIES TAKING DRUGS, BUT THE OTHER BOY REPORTS THAT BARBITURATES WERE AVAILABLE AT THE PARTY.

1. When the youth's behavior is first noticed, the counselor should:
  - (a) sternly tell him to shape up and get to his room. In this way the counselor can find out if the kid is bluffing and may avoid wasting time in needless first aid.
  - (b) respond with concern and begin treatment of some kind immediately. If the boy has taken barbiturates, any waste of time could prove fatal.
2. After checking vital signs, if the counselor suspects that the boy is seriously ill, he should:
  - (a) send the kid to holding. He can receive treatment there.
  - (b) call the nurse and ask for advice. She can decide what to do next.
  - (c) immediately send for an ambulance. There should be no delays in getting the boy to the hospital.
3. If the kid is to be kept in the cottage for any length of time, the counselor should:
  - (a) stay with the kid the whole time in order to comfort him and watch for any change.
  - (b) have other kids stay with him and ask them to report any change in his condition.
  - (c) put the kid to bed and let him get some rest. He can check on him periodically or have another kid check on him.
4. While waiting for medical assistance and advice, the counselor should:
  - (a) try to treat the kid by keeping him stimulated, checking for vital signs, and giving artificial respiration if necessary.
  - (b) try to treat him by giving him a sedative and keeping him quiet.
  - (c) refrain from treatment. The counselor is not a doctor and the wrong treatment could prove dangerous.

THREE GIRLS THROW A CHAIR THROUGH A BIG WINDOW AND RUN. BECAUSE THE WINDOW IS BROKEN, THE WORKER FEARS THAT OTHER GIRLS MAY ATTEMPT TO ESCAPE. ADDITIONAL PERSONNEL ARE NOT IMMEDIATELY PRESENT TO INCREASE SECURITY.

1. When the counselor discovers the incident, she should:
  - (a) first attempt to isolate the rest of the kids and then call for help. If isolation does not occur first, others may attempt to escape while she is on the phone.
  - (b) immediately call for help and then isolate the other kids. The longer she waits, the greater is the chance that the runaways will get away.
2. If the runaways are in the process of escaping when discovered and have not had a chance to run very far, the counselor should:
  - (a) run after them and physically attempt to bring at least some of the kids back, while letting a few trusted kids handle the cottage.
  - (b) send a few trusted kids to get them back, while she handles the cottage.
  - (c) let them run and make no attempt to have them pursued. It is more important to maintain security in the cottage.
3. Once security is restored, the counselor should:
  - (a) call a formal group meeting to discuss the incident. Discussion will let kids express their feelings.
  - (b) send them to their rooms without formal discussion. Discussion will only stir them up.
4. In dealing with those who remain, the counselor should:
  - (a) come on strong, using threats if necessary. Point out that they will be severely punished if they attempt to escape.
  - (b) ask them for a commitment not to run.
  - (c) not discuss the situation. She should simply maintain security.

THE WORKER HAS TAKEN SOME GIRLS SHOPPING. WHEN THEY RETURN, SHE NOTICES THAT SOMETHING STRANGE IS GOING ON. THE RUMOR IS CIRCULATED THAT A CONSIDERABLE AMOUNT OF SHOP LIFTING OCCURRED ON THE TRIP. SHE IS THE ONLY COUNSELOR ON DUTY AND IS AFRAID OF NOT BEING ABLE TO CONTROL THE GIRLS IF SHE CONFRONTS THEM.

1. When the counselor becomes aware of the rumors, she should:
  - (a) call for assistance. The situation is potentially dangerous because it involves a serious crime, and it could escalate quickly.
  - (b) refrain from calling for assistance. This situation involves no aggression or threat and is thus not dangerous. Counselors must learn to handle problems on their own.
2. If the counselor is afraid of confrontation, she should:
  - (a) ignore the rumors at present, keep an eye out for trouble, and wait until more staff is present to bring up the issue. To handle it prematurely might be harmful.
  - (b) deal with the situation immediately, regardless of her fears. It is not appropriate to delay where crime is involved.
3. If the counselor is unsure as to whether a crime was committed or not, she should:
  - (a) have the cottage searched immediately. To delay would allow the girls an opportunity to hide or get rid of the stuff.
  - (b) first question the kids in order to find out whether the rumor is true or not. If the counselor is not satisfied with the results of the questioning then the cottage should be searched.
4. In questioning the kids, the counselor should:
  - (a) question the whole cottage in a formal setting. Even girls not involved may have information and they can bring pressure to bear on guilty parties.
  - (b) bring together the girls who were on the trip and question them as a group. It is unnecessary to question non-involved parties.
  - (c) question the girls you suspect individually. They will feel freer to tell the truth if not among their peers.

5. In order to recover the materials, the counselor may:
  - (a) promise immunity from further punishment if goods are returned.
  - (b) not promise immunity. Girls must be apprised of punishment even if doing so makes it difficult to recover goods.
6. If the counselor has good reason to believe stealing did occur, the counselor should:
  - (a) talk to the girls and give them a certain amount of time to confess and return the materials. Then let them handle it.
  - (b) send them to T.O. and keep them there until they are willing to confess.
  - (c) threaten them with group punishment unless the goods are returned and a confession is obtained.
7. If the counselor decides a search is necessary, it should be:
  - (a) openly acknowledged. Security should be summoned and a formal search of each girl and each room should be undertaken.
  - (b) kept as unobtrusive as possible. Girls should be taken to the gym or another area for planned activity, and while they are gone, their rooms can be searched.

TWO BLACKS ARE PLAYING POOL WHEN TWO WHITES COME TO THE TABLE WITH THE INTENTION OF PLAYING. THE BLACKS TELL THEM TO GET LOST -- THEY'RE STILL PLAYING. THE WHITES RESPOND WITH RACIAL ABUSE, AND FIGHTING BEGINS.

1. While help is on the way, the counselor should:

- (a) isolate the onlookers, but make no attempt to stop the fight. Trying to stop the fight is dangerous and may result in the counselor's being attacked.
- (b) intervene in the fight. It is important to stop the boys from hurting each other.
- (c) wait until help arrives. There is no use trying to handle the situation yourself when it can better be handled with the help of others.

2. In trying to stop the fight, it is best to:

- (a) involve other kids to physically restrain the boys who are fighting.
- (b) not involve other kids.

3. If the counselor feels he is physically strong enough, it is:

- (a) permissible for him to intervene physically. He can stop the fight quickly before a riot breaks out.
- (b) not permissible for him to intervene. The kids could easily grab his keys in a physical encounter. Intervening will jeopardize security.

4. Once the situation has cooled down a bit, the counselor should:

- (a) send the involved boys to holding.
- (b) keep them in the cottage and deal with them there.
- (c) refrain from action himself, instead write a complete incident report so that authorities can take proper actions.

5. In talking about the incident, it is best to hold initial discussions:

- (a) with each boy separately.
- (b) with involved parties as a group.
- (c) by racial groupings. (Talk to the blacks; then talk to the whites.)
- (d) with the whole cottage.

6. After talking to the parties involved, the counselor should:

- (a) bring up the situation with the racial leaders at the school. News of racial tension spreads to other cottages and escalates. Therefore, it must be discussed.
- (b) soft-pedal the situation. Bringing it up will only force confrontation. The situation will die if left alone.

7. In disciplining involved parties, it is best to:

- (a) give greatest punishment to the kids who started the fight. Give lesser punishment to others; after all, they were provoked.
- (b) give equal punishments, especially in this case, where racial tensions are high. One group will invariably accuse the counselor of prejudice if punishment is not equal.
- (c) give no punishment. The incident was a result of deeper racial tensions in the cottage. Therefore, no individual can be blamed.

8. In order to prevent this kind of racial abuse in the future, the counselor should:

- (a) never allow racial name-calling, even in a friendly manner. Mention of race should be kept to a minimum.
- (b) ignore name-calling if it is humorous and friendly. Racial joking is sometimes healthy and should be allowed.
- (c) permit racial name-calling only in group meetings where it can be dealt with.

TWO GIRLS WHO HAVE BEEN ANTAGONISTIC TOWARD EACH OTHER FOR SEVERAL DAYS GET INTO AN ARGUMENT OVER WHO HAS BEEN GETTING FAVORED TREATMENT FROM THE COUNSELING STAFF. WHEN THE COUNSELOR RECOGNIZES THAT AN ARGUMENT IS TAKING PLACE AND TELLS THEM TO STOP, ONE GIRL ACCUSES THE COUNSELOR OF ALWAYS TAKING THE OTHER'S SIDE AND GIVING HER BETTER TREATMENT AND MORE PRIVILEGES. THE TWO GIRLS THEN BEGIN FIGHTING.

1. In stopping the fight, the counselor should:

- (a) proceed without seeking other help. Quick action is what is required.
- (b) call for assistance from other staff in order to break up the fight. Even though it may take some time for others to arrive, it is best to wait. Others can best keep control.
- (c) seek help from other girls to break up the fight. They may be the most successful in stopping the fight, and they are immediately available.

2. If a decision is made to stop the fight without help, the counselor should:

- (a) immediately attempt to physically break it up. Any delay may result in serious injury to the girls fighting.
- (b) order the girls to stop. If that fails, then try to physically break it up.

3. In breaking up the fight and keeping it from starting again, the counselor should:

- (a) isolate the two girls from the rest of the group. This will keep the fight from escalating to include others.
- (b) separate the two girls from each other as far as possible. There is little danger of others joining the fight if the original two are stopped.
- (c) keep the entire group together. This problem may have group ramifications and therefore should be resolved as a group.

4. In immediately disciplining the girls who were fighting, the counselor should:

- (a) give the girls individual punishments. Each girl had a different reason for becoming involved. Different punishments will reflect these reasons.
- (b) give neither girl punishment. On the spot counseling is preferable.
- (c) give both girls the same punishment. Regardless of reasons, fighting cannot be condoned.

5. In response to the charges of favoritism, the counselor should:

- (a) ignore the charges, at least for the present. They can be handled later. To deal with them immediately might escalate the incident.
- (b) meet the charges immediately. This is the essence of the fight and must be resolved in order to lower hostility.

6. When the favoritism issue is discussed, the counselor should first:

- (a) meet with each girl separately. This will let the counselor better understand both girls' perspectives.
- (b) meet with the two girls together. Meeting with them separately would be divisive.
- (c) meet with the entire cottage together. Other girls may also have similar feelings.

7. If it is discovered that favoritism has occurred, the counselor should:

- (a) not admit to it. To do so would damage the counselor's authority image.
- (b) admit that favoritism had occurred but emphasize the girl's behavior. Tell her that if she would shape up, she would get some favored treatment also.
- (c) admit that favoritism had occurred and make a contract with the girl concerning future behavior on both the counselor's part and her.
- (d) admit that favoritism had occurred and explain that it is impossible to be totally fair to all girls at all times. Tell her, life's like that.

A BOY IS DENIED PAROLE. WHEN THE COUNSELOR GOES TO THE BOY'S ROOM TO TALK TO HIM ABOUT IT, HE FINDS THE BOY RIPPING UP HIS BELONGINGS.

1. In response to the boy's ripping up his clothing, the counselor should:
  - (a) ignore the boy till he cools down. Attention is what the boy wants; not supplying it is the best way of discouraging his behavior.
  - (b) make him stop by using physical restraint if necessary. The boy must not be allowed to destroy property.
  - (c) talk to him and give him the option of stopping or not. Do not force him to stop.
2. When the counselor confronts the boy about his messed up belongings, the counselor should:
  - (a) make him straighten things up first and then talk to him about his feelings. His behavior must be immediately disciplined.
  - (b) talk to him first about his feelings; the mess can be taken care of later.
  - (c) help him straighten things up. If he wants to talk, let him but don't force it. Demonstrating concern is the best thing.
3. If the boy stops destructive action but maintains a hostile attitude, the counselor should:
  - (a) keep the boy in the cottage and under surveillance. The boy might become self-destructive.
  - (b) put the boy in holding area. This will keep the boy from hurting himself or other property but will not require the counselor's personal attention.
  - (c) do not supervise him. Send him to the gym where he can work out his hostility through physical activity.

4. In attempting to talk to the boy, the counselor should:
  - (a) enlist the aid of other boys. The boy will respond best to empathy from peers.
  - (b) not encourage other boys to talk to him. Attention from peers may only reinforce his behavior.
5. In deciding how to handle the boy, the counselor should:
  - (a) talk to the boy himself. The counselor who discovers a problem should be the one to handle it.
  - (b) have another counselor who knows the boy better or the TTC talk to him. They will be better able to relate to him.
  - (c) have a member of the Psych Team talk to the boy. A psychologist can best handle an emotional problem.
6. Once the boy cools down, the counselor should favor:
  - (a) making him come out and be with others.
  - (b) giving him a choice to be alone.
7. In following up the incident, the counselor should:
  - (a) give the boy some form of punishment. Outbursts should not be tolerated.
  - (b) give the boy no further punishment. By ripping up his belongings, he has already punished himself.
  - (c) give him some special attention or treat. This is the best way to reassure him and prevent further acting out.

A BOY IS ASSIGNED TO A WORK DETAIL IN THE KITCHEN. HE REFUSES TO GO. THE COUNSELOR TAKES THE BOY TO THE KITCHEN, AND THE BOY AGAIN REFUSES TO WORK.

1. When confronted with the boy's second refusal to work, the counselor should:
  - (a) call the principal or the TTC
  - (b) handle the incident himself.
  
2. In deciding where to deal with the boy, the counselor should favor:
  - (a) keeping the boy in the kitchen and dealing with him there. to let him leave would be playing into his hands.
  - (b) taking him out of the kitchen. Dealing with him in the kitchen would probably distract others who are working.
  
3. If a decision is made to settle the problem in the kitchen, the counselor should:
  - (a) give the boy a choice of whether to work or not. If he prefers the punishment attached to not working, allow him to choose the punishment.
  - (b) give him no choice. Force him to work. A firm response is required.
  - (c) offer to work alongside him for awhile. This may persuade him to work and will prevent unnecessary confrontation.
  
4. In talking to the boy, the counselor should:
  - (a) let the boy know he has the counselor's sympathy, but tell him that he must work anyway.
  - (b) remain depersonalized and simply recite the rules.
  
5. In talking to the boy, the counselor should first:
  - (a) rehearse exactly what punishments the boy will receive if he refuses to work. This will make clear to the boy that the counselor is not joking.
  - (b) refrain from mention of punishment. Instead talk to the boy about his feelings and reasons for not working. This may be all he wants and he may then be willing to work.

## Appendix C

VTR Training Handouts  
(Critical Incidents and Preferred Alternatives)

THE COUNSELOR DISCOVERS FOUR BOYS PASSING A JOINT. WHEN HE TRIES TO STOP THEM, THEY BEGIN SWEARING AT HIM AND TELL HIM TO MIND HIS OWN BUSINESS. THEY CLAIM THAT THE COUNSELOR PROBABLY SMOKES DOPE HIMSELF, THAT HE IS A DAMNED HYPOCRITE, AND THAT ANOTHER COUNSELOR LETS THEM SMOKE DOPE SOMETIMES ANYWAY. THEY THREATEN THAT IF HE DOESN'T LEAVE THEM ALONE, THEY WILL GET HIM.

1. In deciding whether immediate action is called for, the counselor should:

- (a) play down the incident and document it for further action at a later date. It may be handled more easily at a time when emotions are not high. To act immediately might escalate the situation.
- (b) handle the incident on the spot. To delay action would imply partial consent and make similar incidents more difficult to handle in the future.

2. In deciding how serious smoking dope is, the counselor should consider that:

- (a) in the eyes of the kids, smoking marijuana is not a real crime since they see it so widely used in society as a whole. To come out strongly against it when he himself or other counselors do not oppose it would indeed make him seem hypocritical. Therefore, the incident may be ignored at the discretion of the counselor.
- (b) regardless of any personal feelings, either pro or con, which he or the other counselors may hold, it is inappropriate to ignore this behavior.

3. If there is single coverage at this point, the counselor should:

- (a) immediately call for outside help before any other action is taken, in order to assure the incident doesn't escalate. He has been threatened.
- (b) attempt to deal with the situation himself. Calling for outside help at this point is unnecessary and may weaken him in the eyes of the youth.

4. If when the counselor repeatedly asks for the dope, he meets resistance, he should:

- (a) confiscate the dope himself, using physical force if necessary. Not to do so, shows that the counselor has lost control.
- (b) ask for the dope again and give the youth a certain amount of time to deliver it to his hands.
- (c) get commitment from the youth that they will destroy the dope themselves.
- (d) retrieve the dope at a later time. The issue of confiscation or destruction is not important enough to risk further hostility from the boys at this time.

5. In deciding whether to separate any of the parties, the counselor should:

- (a) isolate the youth involved from the rest of the youth in the cottage who may tend to encourage their aggression by providing an audience or becoming involved themselves.
- (b) encourage non-involved youth to participate in the solution of the incident through the use of peer pressure.

6. Once initial action is taken, the counselor may wish to discuss the incident with participants. He should first:

- (a) talk with each boy individually. Each boy will have different reasons for his actions and these can best be explored individually.
- (b) discuss the incident with all four of the boys at the same time. The boys were involved as a group and therefore should be dealt with as a group.

7. When verbally attacked by the boys with charges of hypocrisy the counselor should:

- (a) answer the charges with an explanation of his personal position.
- (b) refrain from responding to charges since defensiveness on the part of the counselor might encourage further verbal aggression in the youth.
- (c) respond to the charges by simply stating institutional policy.

A GIRL IS RETURNED TO THE COTTAGE AFTER A WEEKEND VISIT. SHE APPEARS TO BE ON DRUGS. SHE IS HALLUCINATING AND KEEPS REPEATING THAT SHE IS GOING TO DIE. THIS GIRL HAS A HISTORY OF VARIED DRUG USE.

1. When the girl's behavior is first noticed, the counselor should:
  - (a) sternly tell her to shape up and get to her room. Often youth bluff symptoms of drugs in order to get attention. This action will eliminate that possibility.
  - (b) deal with the girl as though she were on drugs. If she is not bluffing, any other response will worsen matters and make further treatment difficult. Even if she is bluffing, a stern response will be interpreted negatively by the other girls.
2. When it becomes apparent that the youth is seriously ill, the counselor should:
  - (a) immediately call for an ambulance. Bad trips are serious enough to warrant hospitalization.
  - (b) send the girl to time out or lock up. More appropriate decisions may be made there.
  - (c) keep the youth in the cottage because she needs a familiar and comfortable setting and because staff who know the youth best will be best able to handle her.
3. If the decision is to keep the youth in the cottage, the counselor should:
  - (a) delay any treatment until medical assistance arrives. The medical staff will best know how to deal with the girl and any attempt on the part of the counselor to deal with the girl may result in faulty treatment.
  - (b) summon medical assistance to check vital signs and other medical effects. Once this has been done, the counselor should treat the youth.
  - (c) deal with the youth. Medical assistance is not necessary. The counselor will have had as much experience with drug cases as a doctor. The presence of outsiders will only frighten the girl.
  - (d) put the girl in her room and wait until she comes down. Giving her special attention will only reinforce such behavior.

4. If a decision is made to keep the girl in the cottage, the counselor should:
  - (a) get her away from other girls. Calm the other girls by letting them know that things are under control.
  - (b) have the other girls talk her down. They probably have had more experience with this and are more trusted by the girl.
5. In dealing with the girl, the counselor should:
  - (a) first give attention to obtaining information about the amount and type of drugs consumed and secondarily try to calm the girl and deal with her feelings.
  - (b) first orient her and attempt to calm her, then get information.
6. In talking to the girl, the counselor should:
  - (a) explain what she is doing and tell the girl of the danger she may be in. Honesty may help the counselor gain information from the girl and will make the girl cooperate more in treatment.
  - (b) do not stress the danger the girl is in. This will only scare her and escalate her reaction.
7. In responding to the girl's hallucinating, the counselor should:
  - (a) have her describe what she is seeing and talk with her about it.
  - (b) don't let her talk about what she is seeing. Verbal rehearsal only reinforces future behavior.
8. If the girl calms down a bit, but is still distressed, the counselor should:
  - (a) leave her alone but check her frequently.
  - (b) stay with her until she comes down.

SIX BOYS IN THE COTTAGE DECIDE TO RUN. THEY CORNER THE YOUTH WORKER AND DEMAND THE KEYS TO THE OUTSIDE DOOR.

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1. The counselor who resists should:

- (a) resist physically. The kids will take the keys if given them, but if the counselor refuses and confronts them physically they may back down. Kids are reluctant to harm counselors.
- (b) resist verbally by refusing to give the keys and pointing out punishments. The kids may stop when they are confronted.
- (c) get other non-involved kids to help stop the others. The resistance will not be interpreted as an authority challenge if kids are involved.

2. If the counselor decides to try verbal resistance, he should:

- (a) make light of the situation. A light, joking manner will reduce hostility and anxiety and will allow the boys to back down more easily.
- (b) make no attempt to joke or threaten, but simply rehearse the rules and sanctions with them and give them the option of deciding whether to run or not. Responsibility must be placed in the hands of the boys.
- (c) come on strong, emphasizing threat of punishment. Soft-peddling the situation makes it appear that it is not serious. The counselor must maintain strong authority.

3. In trying to prevent the incident, the counselor may:

- (a) throw the keys out the window or try to hide them.
- (b) throw the keys to the other kids who will keep them away from the boys.
- (c) not try to get rid of the keys. This attempt at resistance will just escalate feelings and may backfire on the counselor.

4. In confronting the boys about the consequences of their actions, the counselor should:

- (a) promise nothing. This tactic may increase their ambivalence and anxiety level to the point that they back down.
- (b) explain to them that it will go easier on them if they stop at this point and don't actually run. This tactic may encourage their rationality.
- (c) promise them that nothing will be done and the incident will be forgotten if they simply stop and don't go through with it. Such granting of immunity is preferable to having them run and the only likely way to stop them.

5. If they do succeed in running, the counselor should:

- (a) go after them himself. It is quite possible that he could bring at least a couple back.
- (b) send a few of the most trusted kids after them. They will respond to peers.
- (c) let them go. It is more important to deal with those who remain in the cottage.

6. In handling the other kids who remain in the cottage, the counselor should:

- (a) immediately bring the kids together for discussion of the situation. He should let them have a chance to express their feelings.
- (b) calm the kids; refuse to discuss the incident at the time, and tell them it can be brought up in the morning. Formal discussion will result in getting the kids worked up.

7. In trying to stop the run, the counselor should:

- (a) use other kids to try to talk them out of it or to physically restrain them.
- (b) never involve other kids. To do so would open others to retaliation once runaways are returned.

8. In handling the others, the counselor should:

- (a) lock up the others in dormitories.
- (b) let the others do what they normally would do, but keep under surveillance.
- (c) curtail normal activities, put the others in a central place, and keep them under guard.

A COUNSELOR FEELS THAT SOMETHING STRANGE IS GOING ON IN THE COTTAGE. UPON QUESTIONING, HE FINDS THAT THERE ARE RUMORS THAT ONE OF THE BOYS HAS A GUN HIDDEN. THE COUNSELOR QUESTIONS A FEW OF THE BOYS, BUT THEY DO NOT SEEM TO KNOW ANYTHING ABOUT IT.

1. In response to this situation, the counselor should:
  - (a) call in extra staff immediately. This is potentially too serious to delay action.
  - (b) talk to more of the boys to find out what is going on before calling for help. This may save an over reaction if the rumors are false.
2. If the counselor is uncertain about whether or not a gun is hidden, he should:
  - (a) engage in a systematic search. This is the only way to be sure of recovering the weapon. A search will relieve anxiety and tension on the part of the other kids.
  - (b) not search unless he has good evidence. Trying other alternatives to searching may be equally effective and will not blow the incident out of proportion if no gun exists.
3. If a decision is made to engage in a systematic search, the counselor should:
  - (a) get plenty of staff to the cottage, gather the boys together, and search them as well as the rest of the cottage.
  - (b) have the boys taken to another area, like the gym, where they can be watched, while other staff go through the cottage.
  - (c) get commitment from the boys and have them search the area. They will have the best ideas of where a gun might be hidden.
  - (d) delay the search to the next day when the boys are at school. This will be more unobtrusive.
4. In deciding how to go about questioning, the counselor should:
  - (a) question the boys in the cottage in a formal group setting.
  - (b) question the boys who told the counselor of the rumor, then question others, using a chain procedure. Keep questioning unobtrusive.
  - (c) question every boy in the cottage, but question each individually.

5. If a decision is made to try a group approach, the counselor should:
  - (a) demand that the gun be brought to him in a specified length of time or that an explanation of the rumor be offered. Then let the boys handle it.
  - (b) confront the entire cottage and threaten group punishment if the guilty party does not come forward with the gun or an explanation of the rumor.
6. In trying to recover the gun, the counselor should:
  - (a) get the gun first and then try to find the guilty parties.
  - (b) demand both gun and names of boys involved. It is as important to know the names of those who had the gun.
7. After all other alternatives have failed:
  - (a) it is permissible to make a deal with kids or tell them you will give them immunity when you have no intention of doing so.
  - (b) it is not advisable to go back on your word, even if by not telling the truth the gun would be recovered more easily.

TWO GIRLS, ONE BLACK AND ONE WHITE, GET INTO A FIGHT. BY THE TIME A COUNSELOR ENTERS THE AREA OF THE FIGHT, OTHER GIRLS PRESENT ARE TAKING SIDES ON THE BASIS OF RACE, AND A FULL FLEDGED BRAWL LOOKS IMMINENT.

1. Since a riot looks imminent, the counselor should:

- (a) first try to separate the onlookers and then call for help. Separating the onlookers will prevent escalation.
- (b) call for help immediately. Because of the number of girls involved, the situation will probably escalate quickly, making it impossible for the counselor to separate the onlookers or stop the fight.
- (c) refrain from calling for help. There is no need for assistance; the situation can be handled by the counselor with the help of other youth. Counselors should learn to handle cottage problems without always calling for help.

2. If the fighting continues, and the counselor decides to summon additional staff, he should:

- (a) get one of the other kids to call for help and stay with the girls who are fighting. He should never leave the area of a fight.
- (b) leave the area to phone for help and talk to the principal. There is little that can be done without help and the counselor is the best person to apprise the principal of the situation.

3. In preparing for a group discussion, the counselor should:

- (a) meet with the two girls separately first to find out about each girl's feelings and her view of the causes. Then meet with the two together to make sure their problems are worked out.
- (b) meet with the two girls together first. Meeting with them separately can only create more secrecy and hostility.
- (c) meet with a few of the less involved girls first to find out what happened. They will be more objective in their answers.

4. In discussing the issue, the counselor should:

- (a) lead the discussion and deal with the problem himself, using other staff or principal for assistance.
- (b) let the principal or another staff member who is more experienced deal with the parties involved; they are better trained to handle serious incidents.

5. In discussing the issue with the cottage, the counselor should:

- (a) talk to the blacks and whites separately during at least part of the discussion. Blacks and whites have different perspectives which must be dealt with separately.
- (b) not talk to blacks and whites separately. To do so would be divisive.

6. In the cottage discussion of the issue:

- (a) the two girls fighting should be highly involved. Their input can be the most productive.
- (b) the involvement of the two girls should be minimized. They will be the least likely to be rational about the problem.

ONE REAL TROUBLEMAKER HAS BEEN TRYING TO PICK A FIGHT WITH A QUIET BOY WHO CAME TO THE COTTAGE RECENTLY. HE HAS BEEN INSULTING THE BOY ALL DAY, AND AS THE BOYS ARE LEAVING FOR DINNER, TRIES TO TRIP HIM. THE QUIET BOY TURNS AND KNOCKS HIS ANTAGONIST TO THE FLOOR.

1. If the counselor feels that a serious fight will not enuse, he should:
  - (a) ignore the situation and let the boys settle the fight themselves. The quiet boy was justified in responding assertively.
  - (b) acknowledge the situation and intervene with discipline. Youth should not be allowed to fight.
  - (c) acknowledge the situation, let the boys handle the fight, but keep them under unobtrusive surveillance.
  
2. If the argument continues and erupts into a full fledged fight, the counselor should:
  - (a) isolate the kids involved from their peers and break up the fight himself or with the help of other counselors.
  - (b) involve other kids in the cottage to help break up the fight.
  
3. If the fighting is stopped quickly, the boys involved should:
  - (a) be sent to Time Out or locked up in order to cool down and realize the seriousness of their offense.
  - (b) receive immediate counseling and disciplinary action in the cottage. They should not be removed.
  - (c) be sent on their way with a warning not to let it happen again.
  
4. The fighting has stopped. The counselor wants to discuss the incident. The incident should first be discussed:
  - (a) with the two boys in the presence of other kids.
  - (b) with only the two boys who were involved. The boys should be taken aside and allowed to discuss the incident in private where they will have an opportunity to express their hostilities in an open but non-violent manner.
  - (c) with each boy separately before any attempt is made to discuss the incident with both of them. Otherwise the counselor may not become aware of the boy's individual motives.

5. In dealing with the quiet boy, the counselor should:

- (a) reinforce him for being assertive, but suggest that in the future he might assert himself in other more acceptable ways.
- (b) punish him for not bringing the problem to his counselor and for trying to settle it by himself.

A GIRL GETS A LETTER FROM HER BOYFRIEND TELLING HER HE IS BREAKING UP WITH HER. SHE GOES TO HER ROOM AND REFUSES TO COME OUT.

1. In attempting to talk the girl into cooperating, the counselor should:

- (a) enlist the aid of other girls. The girl will respond best to empathy from peers.
- (b) not encourage other girls to talk to her. Attention from peers may only reinforce her behavior.

2. In responding to her repeated refusal to come out of her room and engage in normal activities, the counselor should:

- (a) force her out of her room, physically if necessary, and require her to join others in planned activities. Leaving her alone may allow her depression to worsen.
- (b) use no force or threats to get her out of her room. The counselor should leave her in her room if she won't come out willingly. She has a right to privacy.
- (c) give her a choice of coming out or being put in Time Out. This action makes it clear that her behavior cannot be excused and at the same time gives her responsibility for her own actions.

3. If there is double coverage in the cottage when the incident occurs:

- (a) the counselor who discovers the situation should handle it. Counselors should try to handle situations they discover rather than turning them over to someone else.
- (b) the counselor should wait and let another counselor who knows the girl better handle it. The second counselor will be better able to handle the emotions involved.

4. After some degree of cooperation has been obtained from the girl, the counselor should:

- (a) let the girl choose to be by herself to think.
- (b) keep the girl busy with physical activity.

5. After the counselor has talked to the girl, the counselor should:

- (a) keep her under close supervision. She may become self-destructive.
- (b) ask the girl to promise that she will not harm herself and respect her privacy.
- (c) give the girl time by herself but let her know that you will check on her after a specified amount of time.

6. If the counselor fears the girl is very depressed, the counselor should:

- (a) handle counseling with the aid of other cottage personnel.
- (b) send her to a psychiatrist for counseling.

7. Immediately after the counselor has talked to her, the counselor should:

- (a) spend time with her and give her special attention, perhaps by taking her on a shopping trip.
- (b) expect the girl to go back to normal activities. Giving her special privileges is not fair to other girls and will reinforce her bid for attention.

A GROUP OF KIDS ARE SITTING AROUND SMOKING. ONE KID DARES A SECOND TO THROW AN ASHTRAY AGAINST THE WALL OF THE COUNSELOR'S OFFICE. THE SECOND KID DOES.

1. The counselor's immediate response should be to:
  - (a) have the mess cleaned up first, then find out why the boys acted as they did.
  - (b) discuss the situation with the boys first to find out what's going on and then have them clean up the mess. The problem may be more serious than property destruction.
2. When the counselor discovers that the second boy was dared by the first, he should:
  - (a) have both boys clean up the mess and receive the same punishment. They are both equally guilty.
  - (b) come down harder on the boy who threw the ashtray than the one who dared him. Boys have to learn to deal with dares because they occur all the time.
  - (c) come down harder on the boy who dared the other. He has taken advantage of the other's weakness and should be taught not to dare others.
3. When the counselor asks that the mess be cleaned up, he:
  - (a) may help in the process. This will make it easier for the boy to cooperate while his peers are looking on.
  - (b) may not help in cleaning up the mess. To do so would indicate to others that it is only a minor incident easily tolerated by the staff.
4. After the mess has been cleaned up, the counselor should:
  - (a) let the kids off with a warning; the incident was minor.
  - (b) document the incident and let the kids go for now. The incident can be brought up later.
  - (c) document the incident and take immediate disciplinary action. Non-directed aggression is a serious infraction of the rules.

5. Whatever action the counselor takes, he should try to:
  - (a) do it in the absence of other non-involved boys. Their presence can only escalate the incident by making it more difficult for those involved to admit to wrong doing.
  - (b) do it in the presence of others. The incident took place in a social setting and in that sense there are no non-involved others. Any lasting solution must occur in the same social setting.
6. After the incident has been resolved, the counselor should:
  - (a) keep the kid at the cottage under surveillance. He may try to indulge in more hostility.
  - (b) let the kid go back to his normal activities. Watching him closely will simply provide him with an audience.
  - (c) send him outside or to the gym for some physical exercise. This will let him work off his hostility.

Appendix D  
PREFERRED SOLUTIONS FOR EACH FACTOR  
Immediate Action Incidents

PREFERRED SOLUTIONS FOR EACH FACTOR  
Immediate Action Incidents

I. Immediate Confrontation: Intervention and Resistance

This factor deals with the most immediate of the immediate action decisions faced by the counselor. It includes decisions of the following types: Should the counselor intervene in the situation? Are there times when it is appropriate to ignore a crisis? How should the counselor go about stopping an aggressive act? Should intervention be physical or verbal? If the counselor is attacked, should he resist physically? Are there situations in which the counselor should give in to demands, etc.? This category deals specifically with whether or not intervention or resistance is necessary, and generally how it should be accomplished. The factor does not include personal style variables. That is, questions concerning methods of talking to youth, strength of punishment, honesty of response, etc., are not considered here; rather, these types of decisions fall into the factor labeled "General Stance."

Occurrence: Test items 1.1, 1.2, 5.1, 5.3, 5.5, 5.6, 5.8, 6.2,  
6.6, 7.1, 7.6, 8.3

Training items 1.6, 3.1, 3.3, 5.3, 5.6, 5.5, 6.1, 6.4,  
7.2, 7.4, 8.5

Solution: The counselor should make some attempt to intervene in a serious incident. The counselor should not ignore the situation. The preferred method of intervention is to intervene verbally. If youth do not respond to verbal intervention, then the use of other youth is recommended.

If the counselor feels he is strong enough he may try to intervene physically, but verbal intervention should be tried first.

The counselor should make some attempt to resist. The counselor should not ignore the situation or remain completely passive. Verbal resistance is the preferred alternative. Physical resistance is not suggested.

Immediate action incidents should preferably be discussed with the cottage as a whole. The counselor should bring up the problem with involved youth in the presence of their peers. If the counselor decides to talk with involved parties first, he should discuss the incident with all those who were involved at the same time. Talking to each kid separately is not preferred. In discussing the incident with the cottage, the involved youth should be given a central position.

The counselor should deal with members of both races at the same time. To talk separately to whites and blacks is not advised. If the counselor feels that escalation might occur, it would be wise to meet with racial leaders from other cottages to discuss issue. The counselor should attempt to keep racial name-calling at a minimum. Even in a friendly way, racial name-calling should be discouraged.

In situations in which a youth refuses to cooperate, the counselor should give the youth options. The kid

should not be allowed to have his own way completely, but neither should he be forced. Rather he should be given an option of cooperating or receiving some punishment. This gives the youth some responsibility. If the youth refuses to leave his room, he should be given an option of going back to normal activities or staying in his room and receiving some punishment. It is o.k. to let the kid have some time alone to think about his actions. If the counselor is worried about his emotional state, she should check on him frequently.

## II. Use of Outside Assistance

This second factor deals with issues related to seeking help from others. It is logically subsequent to the first category which deals with the counselor's immediate response when the situation is first confronted. This category includes decisions of the following types: Should the counselor call for help? How should the counselor go about summoning assistance? Should help be called for immediately? Should the counselor delay action (other than immediate confrontation) until help arrives? Should the situation be referred to others or should it be handled by the counselor?, etc.

Occurrence: Test items 1.4, 1.6, 3.1, 4.1, 4.2, 6.1, 7.5, 8.1

Training items 1.1, 1.2, 1.3, 4.1, 5.1, 5.2, 5.4, 7.3, 7.6

Solution: It is not always necessary to call for help immediately.

If the number of involved parties is small and if there is no immediate threat of injury, the counselor may refrain from calling for help at the outset. If, however, the

situation is very serious, as in the case of the presence of a gun or in the case of race riots, the counselor should call for help immediately. In less serious cases, the counselor should first try to calm or isolate participants and then call for help. Some action prior to calling is preferred.

The counselor should not leave the area of the crisis to call for help. The preferred method is to ask one of the non-involved youth to call for help. The counselor should stay in the area and try to take some action.

In general it is best to handle situations immediately on the spot. Only if the counselor is extremely fearful or inexperienced should there be a delay.

Violations of rules should not be ignored, regardless of personal feelings of counselor.

The counselor should not refer cases to others on staff. The counselor should make an attempt to resolve solutions himself.

### III. Disposition of Non-Involved Youth

This category is concerned with questions related to handling youth who are not immediately involved in precipitating the crisis. That is, one concern of the counselor is what to do with other youth in the cottage while a crisis is going on. Decisions of the following type are typical of this factor: Should non-involved youth be involved in the crisis? Is it appropriate to ask other youth to intervene in order to help the counselor stop a crisis? Should non-involved youth be

informed of the crisis? Should non-involved youth be brought together for discussions, etc.? The next category also deals, in a sense, with non-involved youth, but in a much more specific way. For this reason, decisions involving separation of involved and non-involved youth are not included in this factor, but are considered separately.

Occurrence: Test items 1.5, 1.8, 3.3, 3.4, 5.2, 7.4

Training items 3.6, 3.7, 6.2, 7.1

Solution: It is permissible and often advisable to use other kids to help break up a fight, stop a run, or calm and counsel non-cooperative youth. There were no cases in which panel advised not using other kids.

Non-involved parties should be given an opportunity to participate in discussions of immediate action incidents. Discussions should be held immediately. They should be formal and include the whole cottage.

### IV. Isolation and Surveillance

A number of decisions center around issues of isolation and surveillance. That is, the counselor is often asked to decide whether youth should be isolated from others and whether youth should be kept under strict surveillance. Decisions in this factor are of the following types: Should involved parties be separated from each other? Should involved parties remain in the cottage or should they be removed? Should non-involved youth be removed from the area of a fight or crisis? Once the situation calms a little should involved youth and others be kept under surveillance? How much surveillance is called for in various situations?

Occurrence: Test items 2.3, 5.4, 6.3, 7.3, 8.2

Training items 1.5, 2.4, 3.8, 6.3, 7.5, 8.6

Solution: In general, it is preferable to separate involved parties from others and from each other. Once the crisis has calmed a little, then friends of the youth involved can help with treatment.

In cases where youth is on drugs and very disturbed, the counselor should maintain constant surveillance. In cases where youth is emotionally wrought-up or engages in self-destructive activities, keep under surveillance. In latter case it is permissible to use other youth to perform this function.

In general, it seems best to deal with the situation where it occurs. It is permissible to send individuals to another area in cottage to cool down for a time, but removal from cottage or area of conflict is not advised.

V. Crime: Recovering Illegal Materials and Questioning Suspects

The previous factors have been concerned with more general responses to immediate action situations, either during confrontation or immediately afterwards. This factor and the next deal with responses to specific types of situations. In this factor, we group decisions which deal with serious crimes, primarily those concerned with holding of illegal materials, runaways, and theft. In the next factor, we group decisions which deal with medical emergencies. This factor includes decisions such as: How does the counselor go about recovering illegal materials? When is a search justified? How should searches be carried out? If

**CONTINUED**

**1 OF 2**

criminal activity is suspected, how should questioning or interrogation be carried out? How are runaways to be apprehended?

Occurrence: Test items 3.2, 4.3, 4.4, 4.6, 4.7

Training items 1.4, 3.5, 4.2, 4.3, 4.4, 4.5, 4.6

Solution: In attempting to recover goods, the counselor should not threaten. He should first try to allow the youth to return goods on their own. He can do this by giving them a certain amount of time to return the goods.

In case of a run, the counselor should remain in the cottage with remaining youth. Pursuing runaways himself or sending other youth after runaways is not recommended.

In deciding whether to search immediately, the counselor must use discretion. If the situation is serious and injury could result if materials are not recovered, the search should be immediate. If there is little chance of injury, question the youth first, and giving them a chance to return items is preferred. If searching is decided upon, the search should be open, formal, and youth should be informed.

If situation is very serious and injury could result, hold formal questioning with the whole cottage, non-involved parties as well as involved parties. If less serious, and others are not involved, question each party individually.

## VI. Medical Emergency

This factor deals with medical treatment. As one of the most frequent medical emergencies encountered is drug abuse, this factor centers on decisions which must be made when a youth is on a "bad-trip" or overdoses. Questions in this factor concern who to call for help, and how to treat drug cases.

Occurrence: Test items 2.2, 2.4

Training items 2.2, 2.3, 2.6, 2.7, 2.8

Solution: The counselor should make an attempt to get assistance.

He may call for medical advice, or, if serious, send for ambulance. However, he should not delay treatment while waiting for medical assistance. While waiting, he should try to find out information about the drug which was taken. In questioning the youth, he should not try to scare the kid, but he should warn the kid of danger in a firm way. In treating barbiturates, the counselor should keep the youth stimulated and check vital signs, while help is on the way. In treating bad trips, he should calm the youth and talk her down. Surveillance is necessary. Sending a youth to holding or locking kid in time out is a bad alternative.

## VII. General Stance

The final factor may be considered a "catch-all" category. Here we are concerned with the general ethical stance taken by counselors

and with preferred styles of interaction in immediate action situations. The following are typical decisions in this factor: Should counselors offer immunity to the youth involved in IA situations? How strong should punishment be and to whom should it be given? How firm should counselors be? How supportive? What communicative style is most appropriate in dealing with involved youth?

Occurrence: Test items 1.3, 1.7, 2.1, 4.5, 5.7, 6.4, 6.5, 6.7,  
7.2, 7.7, 8.4, 8.5

Training items 1.7, 2.1, 2.5, 3.2, 3.4, 4.7, 6.5, 7.7,  
8.1, 8.2, 8.3, 8.4

Solution: Punishments should always be equal. The counselor should punish for fights and aggression against others' property. Refusal to cooperate, if motivated, need not receive strong punishment, but it should not receive extra privileges either.

When charged with hypocrisy, racism, or favoritism, the counselor should answer charges in a non-defensive way. He should not engage in personal defense but rather state institutional policy to back up his actions. If he feels that the youth is justified in charges, he should examine his actions and contract with youth for future behaviors.

Under no circumstances should immunity be offered. Under no circumstances should the counselor go back on

his word. The counselor should show concern and sympathy, but he should also be firm. If the youth is disturbed, the counselor should first deal with the youth's feelings and then with undesirable behavior. However, in dealing with behavior, a firm, strong rehearsal of the rules is advised. Threat of punishment, on the one hand, and making a deal or joking, on the other, are not suggested.

Appendix E  
S D TESTS

Social Security number (or name) \_\_\_\_\_

The purpose of this questionnaire is to measure the meanings of certain things by having you judge them against a series of descriptive scales. Please make your judgments on the basis of what these things mean to you. On the next two pages you will find two different concepts to be judged and beneath each one, a set of scales. You are to rate these concepts on each of their associated scales in order. Place a mark in one of the seven spaces that separate the two ends of each scale.

If you feel that the concept (GRADUATION) is very closely associated with one end of this scale, you might place your mark as follows:

GRADUATION

Joy \_\_\_\_\_ X \_\_\_\_\_ Sorrow

If you feel that the concept is quite closely related to one side of the scale, you might place your check as follows:

Joy \_\_\_\_\_ X \_\_\_\_\_ Sorrow

If the concept seems only slightly related to one side as opposed to the other, you might place your check as follows:

Joy \_\_\_\_\_ X \_\_\_\_\_ Sorrow

If you think that both sides of the scale are equally associated with the concept, you would check the middle space on the scale.

Joy \_\_\_\_\_ X \_\_\_\_\_ Sorrow

Make each item a separate and independent judgment. Work at a fairly high rate of speed without worrying or puzzling over individual items for long periods. It is your first impression that is desired. There are no right or wrong answers.

HOW YOU VIEW YOURSELF IN DEALING WITH AGGRESSIVE AND ACTING OUT ADOLESCENTS  
(DELINQUENTS, CHINS, ETC.)

Hard	_____	_____	_____	_____	_____	_____	Soft
Weak	_____	_____	_____	_____	_____	_____	Strong
Heavy	_____	_____	_____	_____	_____	_____	Light
Large	_____	_____	_____	_____	_____	_____	Small
Humorous	_____	_____	_____	_____	_____	_____	Serious
Fragile	_____	_____	_____	_____	_____	_____	Tough
Potent	_____	_____	_____	_____	_____	_____	Impotent
Feeble	_____	_____	_____	_____	_____	_____	Vigorous
Narrow	_____	_____	_____	_____	_____	_____	Wide
Smooth	_____	_____	_____	_____	_____	_____	Rough
Knowing	_____	_____	_____	_____	_____	_____	Not knowing
Brave	_____	_____	_____	_____	_____	_____	Cowardly
Powerful	_____	_____	_____	_____	_____	_____	Weak
Soft	_____	_____	_____	_____	_____	_____	Loud
Shallow	_____	_____	_____	_____	_____	_____	Deep

AN AGGRESSIVE OR ACTING OUT ADOLESCENT (DELINQUENT, CHINS, ETC.)

Pessimistic	_____	_____	_____	_____	_____	_____	Optimistic
Complete	_____	_____	_____	_____	_____	_____	Incomplete
Negative	_____	_____	_____	_____	_____	_____	Positive
Bad	_____	_____	_____	_____	_____	_____	Good
Sociable	_____	_____	_____	_____	_____	_____	Unsociable
Kind	_____	_____	_____	_____	_____	_____	Cruel
Ungrateful	_____	_____	_____	_____	_____	_____	Grateful
Dirty	_____	_____	_____	_____	_____	_____	Clean
Beautiful	_____	_____	_____	_____	_____	_____	Ugly
Pleasurable	_____	_____	_____	_____	_____	_____	Painful
Unimportant	_____	_____	_____	_____	_____	_____	Important
Successful	_____	_____	_____	_____	_____	_____	Unsuccessful
Low	_____	_____	_____	_____	_____	_____	High
Nice	_____	_____	_____	_____	_____	_____	Awful
Foul	_____	_____	_____	_____	_____	_____	Fragrant

Appendix F  
Role-Playing Materials

### INSTRUCTIONS FOR THE TRAINER

At the beginning of this section of training, provide a brief explanation of what role playing involves. Below is a description of role playing that may be used as a guide.

Role playing involves acting like a particular person. You will be given a script that describes the character of a boy or a girl. From this description, attempt to think, feel, and behave as if you were in fact that person.

Also inform the subjects:

1. To carefully read their script, spending a minute or two thinking about their role.
2. To become as involved in their particular role as they can comfortably do so.
3. For those who are playing the roles of the youth to resist the suggestions of the counselor for a while, not giving in very easily.
4. To complete the enactment of the scene in approximately 8 minutes.

At the completion, they are to switch roles and repeat the scene, allowing any observers to participate and players to enact other roles.

Next, break the group into two sections and provide them with sets of scripts.

Each participant will receive: 1) an instruction sheet, 2) a description of the general situation, and 3) for the people who are playing the parts of the youth, a description of the youth. Subjects who are role playing the counselor will not receive such a description.

Also, assign trainers to both of the sections. Their responsibilities

will include: 1) monitoring the enactments, 2) providing any needed assistance, and 3) stopping the scene at the end of 8 minutes. In addition, they will help rearrange the roles, allowing any observers to participate and players to enact other roles.

At the completion of the two enactments of the incident, meet together with all of the sections. First, hand out the list of "relevant issues." Then facilitate a discussion of these and any other issues of the scene, and of any personal feelings and/or concerns of the subjects. Discuss how the incidents were resolved by the different sections and how that seemed to work. Do not bring in the "correct" method of handling the situation that was agreed upon by the "panel of experts."

If the subjects ask any specific questions about their roles, encourage them to carefully re-read their script. It may be helpful to state at some point that there are no right or wrong ways to role play a particular person.

### INSTRUCTIONS FOR STAFF WHO ARE PLAYING THE ROLE OF THE COUNSELOR

There will be two parts to the enactment - the crisis period when youth are acting out (yelling, fighting, pushing, etc.) and the discussion period when the incident is resolved.

You will be both a participant and a coordinator of this role playing scene. Your responsibility will include beginning the role playing scene. How the particular incident begins will be stated in the description of the general situation. In addition, make sure that all of your section know who is playing which role (e.g., introduce people).

During the enactment of the scene, if it is desirable to include other youth and/or counselors in the scene, you will instruct one or more of the observers to play a particular role. Also, if it seems more appropriate to move the location of the incident (e.g., isolate involved youth from the rest of the cottage), inform the other players where the new location is. However, it is up to the judgment of the staff who are playing the roles of the youth whether to cooperate or resist.

Prior to beginning the enactment, read carefully the general description of the incident and spend a few minutes trying to imagine what the youth would really be like and how you might respond to them. If it seems more appropriate for the scene to be enacted using youth of the opposite sex (girls instead of boys) feel free to discuss an alteration of the scene, before beginning. There will be approximately 8 minutes in which to enact the scene.

### INSTRUCTIONS FOR STAFF WHO ARE PLAYING THE ROLE OF YOUTH

There will be two parts to the enactment of the scene - a crisis period when you and other youth are acting out (yelling, fighting, pushing, etc.) and a discussion period when the incident is resolved. The counselor will act as the coordinator, deciding when the scene begins. If he thinks that it is necessary to include other youth or counselors in the scene, he will instruct one or more of the observers to play a particular role. Also, if the counselor thinks that it is appropriate to move the location of the incident to, for example, a more isolated place such as the staff room of the cottage, he has been instructed to inform you of the move. However, it is your decision whether to cooperate or not, depending upon your perception of the role that you are playing.

Prior to the beginning of the enactment, read carefully your script and spend a few minutes trying to imagine how the youth would think and behave. During the actual role playing, respond to suggestions and/or demands of the counselor when it seems to you (again from the perspective of the youth that you are playing) that he is dealing effectively with the incident. There will be approximately 8 minutes in which to enact the scene.

If it seems more appropriate for the scene to be enacted using youth of the opposite sex (girls instead of boys) feel free to discuss an alteration of the scene, before beginning.

SCENARIO 1

General Situation

John, who has been involved in a lot of fights in the past, has been trying to pick a fight with Mark, a quiet and unassuming boy who recently came to the cottage. John has been insulting Mark all day, and as the boys are leaving for dinner, John tries to trip him. Mark blows up, turns around and pushes John. They begin to shout at each other. This all occurs in the cottage in the presence of the other youth and one counselor.

The scene begins with the counselor having the youth leave for central dining. At the end of the line is John and Mark. The other counselor is within hailing distance up ahead at the beginning of the line when John tries to trip Mark.

John

Mark has been accusing you behind your back of stealing his cigarettes (you smoke Marlboros). You know that it's a lie and you are enraged that he is spreading these rumors. You feel like kicking the "shit" out of him and teaching him a lesson. You already know that the counselor has an in for you because of fights that you've gotten into before. Also, Mark has been brown nosing the counselor ever since he came to the cottage. You are doubly sure that the counselor will blame any trouble that happens on you.

Mark

You are positive that John stole your cigarettes. He was snooping around your bed just before you discovered them missing. Also, he smokes your brand - Marlboros. You have talked with some of the other guys in the cottage who think that he stole them. On top of that, this guy has been insulting you all day, and you don't know why. You've just about reached your limit when he trips you. The time has come to show this guy and the rest of the cottage that you aren't going to be pushed around by anyone and that you can stand up for yourself. And you don't need any help from counselors or guys to do it.

SCENARIO 2

General Situation

There have been rumors all day of a weapon being smuggled into the cottage yesterday (Sunday) when a number of youth returned from weekends. Also, there have been rumors of plans to knife some guy. When some of the boys had been asked about these rumors, they had been evasive. Also, one of the youth, Bill, has been upset all week about his brother who got into a fight and was hospitalized. He and Fred, another youth, have been together, and apart from the rest of the group all evening.

The cottage has just returned from central dining. People are getting ready for a softball game tonight with some other cottages. The counselor is afraid that there might be trouble tonight and has decided to find the knife before the cottage leaves for the game. The other counselor has already left to help the R.T. get some equipment.

The scene begins with the counselor approaching Bill and Fred to question them about these rumors.

Fred

You have been a friend of Bill and his brother for a long time. Over the weekend, you visited the brother in the hospital and discovered that he had been stabbed. You were enraged when you heard that the assailant was let free. When you talked to Bill yesterday he asked you to bring back a "present" for this guy. At that time you were sure about it - smuggling back a knife. However, now you are not so sure. You still want to see this guy get his punishment, but you don't want Bill to get into any trouble. Whatever happens, you aren't going to tell on him.

Bill

Last weekend, your brother got jumped by some guy from another cottage (who happened to be on a weekend visit). Your brother told the police who did it, but because there were no witnesses, nothing happened to this guy. Your brother is in the hospital. You are angry and have decided to punish this guy yourself. Fred smuggled a knife into the cottage when he returned from his weekend visit yesterday. You are going to jump this guy during the softball game.

SCENARIO 3

General Situation

A counselor, who happens to be the only staff person in the cottage, discovers three boys passing a joint - John, Mark, and Chris. When he tries to stop them, they begin swearing at him and telling him to mind his own business. They accuse the counselor of smoking dope and conclude that they should be able to do so also. It's Sunday afternoon with no activities scheduled. Most of the youth in the cottage are bored and a bit restless. John has been getting into some trouble and wanting to get transferred to another cottage. Mark just returned from his weekend early, refusing to talk about it. Chris looks up to these two guys and tends to go along with them.

The scene begins with the counselor telling the three boys to give him the joint. They refuse.

John

You've had enough of this place. People are always staring at you and bothering you. You want to be in another cottage where all your friends are and where people are a lot more understanding. You have been giving the counselors a hard time and have been getting into trouble, hoping they will tire of you and transfer you out. You have asked all the counselors to let you take a test (Jesness), but they refuse. You think that they have it in for you and will never let you out.

Chris

You have spent the whole weekend in the cottage and are bored silly. You like and respect John and Mark; when they asked if you wanted to smoke and "get off" you readily agreed. You're going to show them that you are not afraid of anything, even if the counselor finds out.

Mark

You've just returned from a weekend pass early. You got into a fight with your parents about staying out late last night. They started yelling at you and would not listen to your excuse. They said that if you couldn't get along at home, then maybe you shouldn't come back. Although you're angry at them now, you want to be released to your parents. The thought of a group home placement is scary; you are depressed. You are afraid to talk to any of the counselors because they might conclude that home, in fact, is not the place for you to be released. You want to forget the whole thing and get away, at least in your mind.

SCENARIO 4

General Situation

Things are very quiet on a Saturday afternoon. One of the counselors has taken a few of the girls shopping, leaving only one counselor in the cottage. The mail arrived recently and was passed out to the girls about ten minutes ago.

There has been a lot of tension among the girls for the last couple of days. It has centered around two girls - Cathy, who happens to be black, and Mary, who is white. They have been angry at each other over some guy.

Cathy comes out of her room with a letter in her hand and begins yelling at Mary. As the two girls start pushing and fighting other girls begin to take sides on the basis of race.

The scene begins as Cathy leaves her room and begins yelling at Mary.

Mary

Cathy has been calling you names, fronting you off, and pushing you around for the last couple of days. She is angry at you for writing a letter to John, who is (or was) her boyfriend. She did not believe you when you told her during group that John had begun writing to you and had been chasing you around for the last month.

You have just about lost your patience with her when she begins yelling at you.

Cathy

You just received a letter from your boyfriend, John, who says that he wants to break up. In the last few weeks he has been less friendly. Mary has been writing to him during this time and probably caused the break-up. You were angry at Mary before, and now you are enraged. When you confronted her in a group meeting last week she stated that John had started writing to her first. However, you know that that is a lie. He would never do that. Since that meeting, you have been calling her down, but she refuses to fight. Now you are going to get her for sure.

SCENARIO 5

General Situation

Mike, Rich, and Gary have been off by themselves for most of the evening. Mike has been upset about a call that he received last night. Rich just returned from holding where he had been sent for a fight. Earlier in the evening he had talked with the TTC. Gary just arrived in the cottage a few weeks ago.

It is about 9:00 and time for the showers to begin. The other counselor has just been called to another cottage to help quiet down some boys. As the counselor walks out of one of the dorms and into the hallway, Mike, Rich, and Gary corner him and boldly demand the keys. Mike says that they are taking off and to give him the keys. Rich and Gary, who seem to be nervous, tell him to hurry up.

The scene begins with Mike demanding the keys.

Mike

You just got a call from your girlfriend, Barb, last night. She was upset and scared, having just gotten into a fight with her parents. They kicked her out of the house. She doesn't know what to do and is turning to you for help. There is a pick-up out on her. She is thinking of leaving the state. You can't let her go by herself and have decided to split with her. You are going to meet at a friend's house at about midnight tonight.

Rich

This guy in C-8 has been giving you a hard time for the last week. He has been calling you down at school. He is big and you are scared of him. You got into a fight with him two nights ago and got the "shit" kicked out of you. You spent yesterday and today in holding. You will go back to school tomorrow where this guy has threatened to take care of you for good. You talked with the TTC earlier tonight, but it was a waste of time. He wouldn't do anything but talk about it.

It was hot in holding and it's like an oven in the cottage. You are nervous and confused. When Mike asked you if you wanted to split, you jumped at the chance.

However, as Mike demands the keys from the counselor, you begin to have second thoughts. You remember that your parents are coming up to visit you. You wonder what they will think of you splitting.

Gary

You've been in the cottage for two weeks and do not like it. Most of the counselors are unfair. They won't let you go on visits and don't trust you. The only one that has been friendly is the counselor that is working tonight. But you want your freedom badly and would like to split. When Mike asked you if you wanted to split, you quickly said yes.

SCENARIO 6

General Situation

Joe has been angry ever since the dance with Mount View Girls' School was cancelled for tonight. He had been looking forward to seeing his girlfriend. When he discovered the cancellation, he had even asked for permission to call her.

Joe and a few other boys are sitting around drinking cokes in the day room on a very hot Saturday afternoon. One of the other boys, Rich, dares Joe to throw a bottle against the wall to break it. Joe goes ahead and does it.

The scene begins as the only counselor in the cottage hears a bottle breaking.

Joe

You are angry about the cancellation of the dance. You were looking forward to seeing your girlfriend who is at Mount View Girls' School, and would have been at the dance. In a letter that you just received, she had seemed nervous and had said that she was scared at being there. Some of the girls were pushing her around and one had threatened to beat her up. You don't understand why she had to be sent there or why she is getting pushed around. She is looking to you for comfort and support. You have to see her. You have talked with one of the other counselors about the problem and had asked for permission to call her. He had refused, only because of a lack of time (or so he had said). This angered you even more. So when Rich dared you to throw the bottle, you were angry, didn't care what happened to you, and gladly did it.

Rich

You were looking forward to the dance and had become angry when it was cancelled. Also, you are still pissed off at Joe for not loaning you any money last week when you were broke. You sort of wanted to see him get into some trouble. With him already mad, and you irritated, it was easy for you to dare him to throw his bottle of coke. You figured that that ought to fix him.

**END**