AN ASSESSMENT OF THE CLASSIFICATION SYSTEM FOR PLACEMENT OF WARDS IN TRAINING SCHOOLS

II. FACTORS RELATED TO CLASSIFICATION AND COMMUNITY ADJUSTMENT

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FOREWORD

This report considers all the data collected on 464 training school wards first admitted during the 1966-67 fiscal year.

The development of the measures of outcome, used as the dependent variable, is explained in the accompanying report "The Determination and Assessment of Outcomes" by Birkenmayer and Lambert.

An addendum is included at the end of this report to describe some of the programs which have been developed by the Ministry since the data collection for this study was completed. Many of these programs were planned with consideration given to preliminary findings.

ACKNOWLEDGEMENTS

The authors wish to thank all the people who have provided assistance and advice in the development and conduct of this study, particularly Mr. Harry Garraway, Administrator of Training Schools, and his staff, Mr. D. Mackey and Dr. K. Beck, Director and Assistant Director of Education, and Mr. D. Mason, Director of After-Care, and his staff.

The original questions which initiated the study were raised by various Training School Superintendents, their Deputies and Assistants, at their annual conference in the Spring of 1969. These same people were called upon to participate in the ratings of all the community *outcomes* found for the wards included in the sample. Also participating in these ratings were all Head Teachers at the Training Schools, selected After-Care Supervisors and Officers, various Branch Directors and Assistants, and the Administrator of Training Schools and his assistants. Without the help given by each of these people, the measure of adjustment could not have been developed in as useful a manner.

Our sincere appreciation is extended to all secretarial and clerical staff in the Main Office Training Schools Branch for the willing assistance over a long period of data collection.

Several people assisted in the actual data collection and analysis of this report. The part-time assistants and summer students who examined each file and extracted the required information included Ms. Margaret Currie, Mr. Eric Jones, Ms. Robbie Sieglar, Ms. Francie Smith, and Mr. Toby Snelgrove. Preliminary work on the data analysis was conducted with assistance from Dr. J.J. Hug and David Jackson and Associates.

Finally, the authors with to give special thanks to Ms. Grace Hancock and Ms. Marjorie van Dinther for their labours in planning the format and typing the great number of tables and lengthy text.

Leah R. Lambert
A.C. Birkenmayer

December, 1972.

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SUMMARY

The study was undertaken to seek answers to key program concerns surrounding the classification of and treatment provided for juveniles entering the training schools. It represents first an attempt to assess the adequacy of the classification system of wards which has traditionally emphasized educational goals. Secondly, it seeks to identify specific factors in personal histories, training school experiences, and placement after training school which may be associated with higher or lower levels of adjustment.

Data on 464 wards first admitted during the 1966-67 fiscal year to five training schools administered by the Province of Ontario were collected from Main Office files. The data included all consistently available information potentially related to, or predictive of, post-institutional adjustment. Information covered only what appeared in records up to June 1, 1969, at which time 99% of the wards had had 18 months or more since first placement. Data were organized into three time periods: pre-, intra-, and post-institutional experiences or behaviour patterns. Post-institutional adjustment was measured in terms of the nature of most recent living situation (*current status*), employment and educational performance *(work/school)*, and further delinquency or criminality *(behaviour)*. These measures were also combined into an index of *outcome* with each possible outcome rated by departmental personnel and labelled good, acceptable, and unfavourable. Variables related to each level of *outcome* were sought and explored in depth, the focus being the identification of behaviour patterns and possible intervening influences.

One clear finding was the existence of distinct differences between male and female wards in experiences and behaviour patterns during each time period. These differences were manifest in unstable living patterns and emotional difficulties among girls and greater anti-social rather than asocial behaviour patterns among boys. This was reflected in the nature of delinquency which led to admission to training school. Boys more often displayed law-breaking behaviour while girls tended to be admitted for unmanageability, truancy, etc. Girls more often than boys came from home situations which were unstable, including foster and institutional arrangements, family criminality and/or alcoholism, family physical handicaps, no one or the mother working, etc. Almost half the girls admitted had some prior history of promiscuity and/or pregnancy.

The girls' problems in adjustment were further highlighted during institutionalization. Girls remained in training school longer than boys, had more classroom behaviour and scholastic difficulty, and received more specialized treatment. The program for girls is apparently oriented to provide girls with more intensive care which may account for some boy-girl differences within training school.

Both boys and girls had had a prior pattern of non-success in community school, being below expected grade levels for age, and having experienced many problems in adjustment to school. The intelligence test scores suggest that half the wards had average or better intelligence levels, with girls more apt to be in the high or low extremes.

Post-institutional adjustment shows some of the same differences between boys and girls. Girls experienced greater instability in living arrangement and were more likely than boys to be readmitted to training school, usually for running away or unmanageability. Boys who were returned had usually broken the law. Boys were much more likely to be convicted on an adult charge and to eventually enter an adult institution. The data show that 66% of the 464 wards had no further returns to training school for law-breaking offences or adult convictions. If further returns for all types of misbehaviour or delinquency are considered (including unmanageability, running away, etc.), this proportion is reduced to 52% having no further returns to training schools or adult convictions.

When post-institutional *outcomes* were compared independently among boys' and girls' schools, no significant differences on the basis of school assignment were found. Neither the specific school to which a child was assigned, nor the nature of measured experiences while in training school were related to the *outcome* in community.

When specific dimensions of adjustment were considered, apart from the combined *outcome* measure, factors related to community adjustment became more sharply focused. Instability for wards of either sex tended to reflect a continuing pattern, begun prior to admission. Although the specific variables involved in the patterns differed by sex, the tendency for one to exist emerged from the data. Wards who had experienced emotional problems, family disruptions, etc., prior to admission, were less apt to adjust to training school and more likely to have unstable situations after placement. Since more girls than boys had unstable histories, this dimension was much more crucial for girls.

The *work/school* dimension, on the other hand, was more complex for the boys. It too reflects a continuing pattern for boys and girls showing that pre-institutional experiences influenced performance in this area. Boys' school assignment appeared to differentiate boys according to their potential success in this area, with intelligence level an important aspect of the classification and ultimate achievement. Brighter boys were less apt to have employment difficulties, despite school achievement.

Whether or not wards had further difficulty with the law after placement was strongly influenced by all of their other community experiences. Positive living situations and work or school experiences increased the possibility of favourable adjustment in terms of recidivistic *behaviour*.

INTRODUCTION

This study grew out of the interests expressed by personnel involved in the care and treatment of young people in the Ontario Training Schools. These interests included the desire for feed-back on the extent of community rehabilitation achieved by training school graduates and serious concern about the emphasis given to educational programs in the classification of wards admitted to training school.

The Ministry's goals for wards emphasize the necessity to meet the fundamental needs common to all children as well as the particular needs of each specific child. At the time the study was conceived early in 1969, training schools offered a comprehensive and varied educational program, with assignment to a specific school based primarily on the child's educational potential, level of motivation and past achievement, age, size, etc. Other needs of the child, not directly related to the educational needs, were expected to be met through a variety of special medical, recreational, religious, and counselling services which varied from school to school, but were not the primary focus at the time of assessment.

Aspects of this approach to classification were being questioned by operational staff. The literature is replete with studies that suggest the need to identify and focus on the other relevant factors involved in the child's behaviour pattern to enable treatment to be most effective (D.H. Stott 1964; Paul J. McKusick, 1966; Grygier 1965; W.R. Arnold, 1965).

Basically this study represents an attempt to assess the system of classification and assignment of wards to specific training schools on the basis of an educational priority. Secondly, the research seeks to identify the specific factors in the personal histories, training school experiences, educational or otherwise, and placement period which were in fact associated with higher or lower levels of adjustment. Identification of such factors could help those involved in the assessment and care of wards to focus on critical problem areas or points in time crucial in the treatment process.

METHOD

1. Sample

All first admissions among wards assigned to five training schools during the 1966-67 fiscal year were

included in the study population. The decision to use wards admitted that year was made in order to obtain a population of children which met two criteria: first, that the program existing when they were in the training schools would be somewhat comparable to the training school system which would exist when the research report might be completed; and second, that they might be on placements long enough to justify an attempt to measure the degree of community adjustment. The schools chosen for the sample were limited to those directly administered by the Ontario Ministry of Correctional Services, thereby precluding any schools operated by the Roman Catholic Orders.* Further, the focus was on children assigned to schools where the nature of the secondary school programs offered was a consideration in classification.

The final sample includes 464 wards, 299 of whom were boys, 165 being girls. The breakdown of the sample by training school to which assigned is given in Table 1. These schools provided the range of secondary educational programs, including vocational; business, science, trades, and technology; arts and sciences; as well as opportunity classes. The secondary school stream available and appropriate was a consideration in school assignment for this sample.

It was found that 83% of the boys and 81% of the girls assigned to these schools had completed Grade 8 or less upon entrance, with nine per cent of each sex having previously been in remedial or occupational programs in the community. However, more wards received remedial or occupational programs in training schools in comparison to the number involved in these special programs while in the community. This might lead to the conclusion that wards who had scholastic difficulties had a higher probability of receiving more individualized academic programs in training schools than in the community schools.

11. Procedure

The data used in this study were collected from the wards' Main Office departmental files. Limitations on the type of information collected (e.g. family history) were imposed by the nature of data appearing consistently in files. Consideration was given to all potentially useful information appearing in the file up to June 1, 1969,

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**This decision was dictated by the nature of information available for purposes of comparison as well as by different priorities existing in classification and treatment.*

at which time data collection began. Nothing which happened after that date was included. As shown in Table 2, for 97% of the population studied, there was a period of at least 18 months follow-up from time of first placement.

Several items of information relative to promiscuity, stable relationships, self-destructive acts, etc., were collected for the girls only because there was much more complete reporting of this information for girls.

Where After-Care information was incomplete in the Main Office file, After-Care staff were contacted for information relative to specific questions. This was necessary most often for cases where the training school file had an entry suggesting a trial was pending and no further information was provided for several months prior to June 1, 1969.

A highly structured data-collection form along with precise definitions and instructions regarding the most reliable sources within the files, was developed, pre-tested and revised. The goal was to extract data on each factor which might help explain the wards' problems and progress (Lambert, 1970).

111. Criterion Measures of Community Adjustment

Three dimensions of community adjustment were developed from a number of items used as indicators of adjustment. All items relating to training school returns and adult convictions were incorporated into a dimension of *behaviour;* items related to work and/or school performance were included in a *work/school dimension;* and items related to the wards' living situation in terms of degree of independence from institutional supports were considered *current status*. Each ward was placed in a discrete category along each of these dimensions.

It was felt that for any individual ward, the combination of the three dimensions into a specific behaviour pattern would place him somewhere along a continuum of good to poor adjustment. The rating of each pattern on a scale measuring level of adjustment was provided by specific departmental staff involved with wards, either in the area of education, training school administration or after-care. These staff were asked for ratings on a five-point scale from very good to unacceptable for each pattern, or *combined outcome,* and all *outcomes* were then located in one of the rated categories. A more thorough description of this phase of analysis is available

in a separate report, Birkenmayer and Lambert, 1972. This report incorporates the combined *outcome* rating as a major criterion variable, along with some other specific dimensions of adjustment where these may be of interest independently.

Once the criterion variables were examined, the other variables were analyzed to answer a basic question: Does after-care behaviour reflect patterns discernible before or during institutionalization? The findings presented herein focus on those patterns found to differentiate among the rated *outcomes* as the major criterion variable, along with the other specific dimensions of adjustment where these may be of interest to further explain the *outcomes*.

Data were organized for this report into two parts. Part one consists of a description of the population and comparison of the girls and boys. This focus on differences between boys and girls was indicated by the different patterns which emerged when correlations were sought among variables. The sex of the ward was a significant determinant on a large number of variables. The focus of the second part is an examination of the patterns of variables and their relationships with post-institutional adjustment for the two sub-groups, boys and girls.

FINDINGS

A Description of Wards First Admitted to Training Schools, Fiscal Year 1966-67, Comparing Boys and Girls

1. Pre-Institutional Factors

The description of pre-institutional characteristics covers demographic factors, history of personal problems and/or treatment, learning problems and school history, the extent of delinquency prior to admission, the nature and stability of the living situation, and some family background. Data used for this description were computed in the form of frequency counts for girls and boys for most individual items collected from files. Statistical tests (Chi-squares) were computed to determine the degree of reliability in the differences found between male and female wards. (Appendix available on request.)

A. Demographic Factors

No important differences were found between male and female wards for the variables examined in this section.

These variables include age, size of the town in which ward was most recently living, and whether or not ward was classified Indian, this being the only ethnic designation recorded in files. Although religion was recorded, the boys and girls were almost all Protestant (due to sampling procedures which did not include Catholic Schools), so that further use of the variable would be fruitless.

The bulk of the wards in the sample were 14 and 15 years old. Over half the children admitted to this study group came from towns having a population of less than 50,000, with a large proportion of these wards coming from towns with populations of 10,000 or less. One-third of the wards came from cities of 200,000 people or more. Five per cent of the boys and nine per cent of the girls were classified Indian.

B. History of Psychological, Physical or Social Problems and/or Treatment

In some respects, the data indicate that the girls had more prior difficulty in social and/or emotional adjustment than did boys. A significantly higher proportion of girls (45%) than boys (31%) had had prior personal contacts with a social agency. Thirty per cent of the girls and 24 per cent of the boys, according to the files, had some prior psychiatric contact. More girls (24%) than boys (13%) were recommended for psychiatric treatment by the courts prior to admission. Other previous problems, such as physical handicaps and drug or alcohol involvement, show only slight differences between boys and girls.

Considering all indicators of difficulty simultaneously, the data show that 44 per cent of the boys and 56 per cent of the girls experienced one or more of these situations: involvement with a social agency; prior psychiatric contact; prior institutionalization for emotional or psychiatric reasons.

C. Learning Problems and School History

The variables dealt with in this section include I.Q., retardation, and school history. The recorded I.Q. scores, as supplied by Training School records on the basis of the tests in use or accepted by them at that time, reflect a difference between boys and girls which is significant at the .01 level. The boys had a much larger proportion falling into the 96-104 I.Q. score range, generally considered average, while the girls had larger proportions than boys in both the "95 and under" and "105 and over" categories.

Similar proportions of girls and boys had been labelled as retarded prior to or at the time of admission. This labelling was not necessarily the result of an I.Q. score and actually represented a smaller proportion of boys and girls than those having a recorded I.Q. of under 80. Nevertheless, both these variables do suggest the existence of a small sub-group of wards who bordered on what is commonly considered retarded. On the other hand, of the male wards for whom I.Q. scores were available in Main Office files, 54 per cent were in the range of 96 and above, with 43 per cent of the girls in this category.

Over half the wards of each sex had successfully completed a grade falling between six and eight, with one-fifth of the boys and one-quarter of the girls having finished only grade six or less. This, in view of the ages mentioned earlier, suggests the strong likelihood that wards were one or more years behind the "normal" grade level for their age, reflecting a pattern of past non-success at school. Furthermore, large proportions of both girls (72%) and boys (67%) had had a history of school discipline problems, possibly including truancy and expulsion. Thus despite the fact that the bulk of the wards were probably capable of at least average scholastic performance, many had experienced considerable difficulty in dealing with the school program.

D. History of Delinquency

The indicators of the nature and extent of delinquency highlight major differences between the boys and girls included in the study population. Girls were much more likely than boys to be sent to training school under Section 8 of The Training Schools Act, which covers a broad range of misconduct termed "unmanageable"; boys were more likely to be admitted under Section 9, which specifies the acts which would be law-breaking under the adult criminal code[1]. Seventy-two percent of the girls were admitted with the stated cause being unmanageability, while 66 per cent of the boys were admitted for reasons of property offences including break, enter, theft, etc. While usually there was only one "offence" included in the committal, boys were more likely than girls to be admitted for more than one offence. Larger proportions of girls than boys were admitted at the time of their first officially recorded court appearances, rather than being

[1] *It should be noted at this point that the judges have considerable freedom in designating specific causes for committal after hearing a case, and one judge can label as Section 8 what another may call Section 9, if he feels it is in the child's best interests.*

given several official appearances and/or probation. The data available on training school files at Main Office indicate that for 50 per cent of the girls there were no prior court appearances; 27 per cent of the boys had no prior appearances recorded. Three-fourths of the girls thus admitted, and over half the boys, were admitted on Section 8. It is possible that other community or court contacts occurred which were not recorded.

E. Living Situations, Stability, and Family Background

An examination of the variables included here further highlight differences found between girls and boys. Girls in the study had had much less stable home situations than had boys. Girls were less likely to have been living with one or both parents. Twenty-six per cent of the girls had been living in a setting without either parent just prior to admission, while only 14 per cent of the boys had been living in such a setting. Boys more than girls had lived in their previous home since birth, while as many as 30 per cent of the girls had been in their most recent home six months or less. Girls had a greater likelihood than boys to have lived in one or more foster homes and to have spent some period of time living in an institutional setting (e.g. orphanage, detention home, home for emotionally disturbed, etc.).

The variables concerned with family background add to the evidence presented thus far that the girls admitted to training school reflect different backgrounds. Girls came more often from families with no one working, or where there were working mothers. The data also reveal more family problems for girls than for boys. Families of girls had higher proportions of criminality and/or delinquency, more drinking problems, and greater incidence of physical handicap. It would appear that the social maladjustment exhibited by girls and leading to their admission may be related to these different environments from which they came.

11. Intra-Institutional Factors

As mentioned in the introduction, the training school to which wards were assigned largely depended upon their adjudged scholastic potential and motivation, along with age, size, etc. Other services or programs found necessary for individual wards were often prescribed at time of classification or even at a later date.

Girls in the population were more likely than boys to receive psychiatric assessment and/or treatment, as well as special physical treatment while in training school. This may be due to the existence of more psychiatric or psychological personnel at Grandview School, Galt. It should be noted that, while only 13 per cent of the boys and 24 per cent of the girls had some pre-institutional recommendation for psychiatric attention, over twice as many (32% and 59% respectively) actually received at least a psychiatric assessment while in training school.

More girls exhibited scholastic and/or behavioural difficulty in the training school classroom than did boys. However, when the performance outside of the classroom is examined, approximately half of each group had disciplinary problems, with about two-fifths of each group having run away at least one time. Sixty-one per cent of the boys and 91 per cent of the girls ran away and/or exhibited disciplinary problems in training school. This indicates difficulties in adjustment to the training school situation especially on the part of the girls. This also demonstrates a continuation of the patterns of behaviour exhibited prior to admission.

There was a tendency for girls to be kept in training school for a longer period of time than boys. Boys more often than girls were placed in remedial, opportunity and/or ungraded classes while in training school. By the time of placement, only seven per cent of the girls and six per cent of the boys had completed Grade 10 or more.

111. Post-Institutional Factors

A. Placement, Living Arrangements, and Stability

The experiences described by these three variables show strong differences between boys and girls. These reflect, to a large extent, many of the differences uncovered in the pre-institutional phase. Boys were more likely than girls to be placed into the same home setting in which they had lived prior to admission. Related to this, arrangements for financial maintenance were more likely to be from public funds for girls than for boys. Girls experienced more changes in living situation once in the community, had more foster home placements, and ran away from placements more than boys did.

One dimension of adjustment, labelled *current*

status, measured the amount of independence from community and/or institutional supports at the time of data collection. The chief difference between girls and boys was among those wards generally unsuccessful on this dimension: poorly adjusted girls were more likely to be in an Ontario hospital, halfway house or community hostel, or to have run away, while poorly adjusted boys were more likely to be in an adult or juvenile correctional institution. Over half of each sex, however, was living in the community and either working full-time or attending school, despite what patterns they may have experienced up to that time.

B. School and Work Involvement

In terms of the nature of school or work involvement, the differences were not as great as those found on variables measuring living patterns. About two-thirds of each sex returned to school immediately after placement, with a small additional number returning later. Fewer girls, however, went immediately to work. Of the wards who returned to school, the majority of both boys and girls did not return to the same school in which they had been previously enrolled. Of the wards who did return to school, girls were more likely to enter vocational training than were boys; large proportions of both sexes tended to enter Grade 9, or a lower grade.

The last rating on school performance given by the After-Care Officer assigned to wards in school showed 62 per cent of the boys and 56 per cent of the girls reportedly performing satisfactorily at school. These ratings were available for only 86 per cent of the boys who returned and 72 per cent of the girls. A higher proportion of boys than girls, however, dropped out of school after returning.

The employment histories of wards showed that boys were more likely than girls to engage in some employment after placement. Work involvement was examined for two points in time: first, when the ward initially sought employment and second, at the time just prior to data collection. Just under half of both sexes had some recorded evidence of having had difficulty obtaining employment. Those with no difficulty recorded include those who were in school the entire time, or married housewives who may never have sought employment.

Of the boys seeking employment for the first time, nine per cent did not obtain work, 55 per cent obtained full-time work, and 35 per cent obtained part-time

or causal employment. During the latest recorded period, with information unavailable for a larger number, 32 per cent of the boys seeking work were out of work even though desiring to work, while 49 per cent had full-time work and 18 per cent had part-time or casual jobs. Additional information on the nature of the jobs, salary etc., was not consistently available.

For the girls, in the earlier period 54 per cent of those seeking work obtained full-time employment, 25 per cent had part-time or casual jobs and only four per cent had no work. Most recently, however, 46 per cent of the girls had full-time jobs, 10 per cent part-time or casual work, with 44 per cent unemployed.

The index developed for *work/school* performance in this study is described more thoroughly in an accompanying report, (Birkenmayer and Lambert). Combining several items, it was possible to develop a four-point scale from good to poor performance over time.

C. Delinquent Behaviour

Wards once admitted to training school become wards of the Ministry and, until wardship is terminated, remain the responsibility of the Ministry. Thus, readmissions to training school can occur for a number of reasons and do not necessarily require a court appearance or even further misbehaviour, as is the case when a placement fails. The vast majority of wards of either sex who were ultimately returned to training school, were readmitted within six months after initial placement. Girls (34%) were more likely to be readmitted than were boys (25%). Moreover, the reasons for being readmitted were significantly different. For 86 per cent of the girls who were returned, the cause was running away, unmanageability, etc., with another 13 per cent brought back to await a new placement or to be given additional care and not the result of behaviour difficulties on their part. The boys, on the other hand, were almost always returned for committing some delinquent act which would be equivalent to an adult crime, if the ward were older.

When adult convictions are considered along with the more serious reasons for return to training school, it is clear that boys more than girls exhibited law-breaking behaviour after placement. As few as 10 per cent of the girls compared to 47 per cent of the boys had a return to training school for criminal type activity as a juvenile and/or an adult conviction. Forty-three per cent of the boys actually had an adult conviction, with 17 per cent being sent to an adult institution during

the follow-up period covered in the study. Only nine per cent of the girls had adult convictions, with two per cent being committed to adult institutions. Viewing the total population of 464 boys and girls, 307 of the wards (or 66%) had no further difficulty in terms of law-breaking behaviour. If returns for unmanageability, running away, etc., are added into the total number, 240 (or 52%) show no further difficulty.

In summary, these data demonstrate basic differences between the male and female wards. These differences are manifest in unstable living patterns and emotional difficulties among girls and greater antisocial rather than asocial behaviour patterns among boys. These differences appear to exist both prior to and subsequent to the training school experiences.

FACTORS RELATED TO COMMUNITY ADJUSTMENT OF WARDS

Since it has been established that there were several crucial differences in the patterns of behaviour and adjustment when male and female wards were compared, an examination of the factors related to these patterns was explored independently for each sex. The approach taken in this analysis sought information in the behavioural patterns of the wards at different points in time. The purpose was to discover whether placement behaviour represents a continuity of patterns established before the training school experience, or whether there were changes in behaviour patterns during or after training school. An examination of variables predictive of specific behaviour patterns or changes was made. Knowledge of these variables may provide insight into potential areas of treatment for intervention.

As has been mentioned earlier, there are various ways of defining adjustment. The combined *outcomes* rated by departmental personnel were seen as a potentially useful method for this study and will be discussed first. Since, however, there appear to be other more specific aspects of adjustment, not fully covered in *outcome*, an attempt was also made to trace patterns related to these.

1. Relationship of Combined Rated Outcomes and Training School Program

For 86 per cent of the 299 boys in the sample, enough information was available so that a rated *outcome* could be established. The distribution shows close to

one-fourth of the population in each of the extremes of "good" and "unfavourable", with over one-third rated "acceptable".

For the 165 girls in the study population, 82 per cent were able to be classified in one of the combined *outcome* categories. The ratings by departmental personnel placed 30 per cent in the highest category and 32 per cent in the acceptable group, with only 21 per cent in the unfavourable category. Thus, in terms of rated *outcomes*, there were no statistically reliable differences between boys and girls, even though the patterns of behaviour leading to the same rating were often significantly different. (See Birkenmayer and Lambert, 1972.)

The first question which might come to the mind of the Ministry's personnel involved in Training Schools is whether there were any significant differences in *outcome* among training schools supplying the study population. If so, how are these differences explained by the data.

As shown by Tables 3 and 4, the differences among schools in terms of *outcomes* were not statistically significant for boys or for girls. Among boys' schools, Pine Ridge tended to have a smaller proportion of boys in the acceptable and good categories, but the differences did not approach statistical significance.

Since the training school assignment of a ward can be ruled out as a significant factor in accounting for the combined *outcome*, it is of interest to look for other factors in the training school experience which might help differentiate among wards in terms of levels of community adjustment. This was done by examining variables measuring whether wards received special treatment, as well as variables measuring their behaviour in training school.

The data showed that *outcome* could not be explained or predicted in terms of the experiences boys or girls had in training school. No significant differences existed when the combined *outcome* ratings were examined in terms of the specialized treatment provided in training school or the wards' various behaviour patterns exhibited during the stay in training school.

Having exhausted the relevant data available measuring the intra-institutional experiences of wards, the conclusion appears that the child's subsequent community adjustment was not predicted by his training school

assignment or experiences. This leads the investigation to areas outside the training school experience itself.

11. Relationship of Combined Rated Outcomes, Pre-Institutional Variables, and Placement Experiences

A. Pre-Institutional Variables

With the exception of one pre-institutional variable, "prior use of alcohol", the factors which were found to be most significantly related to the boys' total adjustments were the patterns of experiences and behaviours occurring during the placement period.

Contrary to the findings for boys, however, was the fact that for female wards a number of pre-institutional variables were found to be directly related to the *outcome* variable, as well as to various other specific dimensions of adjustment.

Almost half the girls who were admitted to training school had had some history of sexual promiscuity and/or pregnancy. Girls who had had such a background were more likely to have unfavourable *outcomes* (38%), while those who had neither been promiscuous nor pregnant were more likely to be acceptable (46%) or good (41%) in terms of *outcome*.

Girls from families which had no history of criminality or of alcohol problems were more likely to later be in the "good" *outcome* category (43%), than were girls from families where either of these problems had existed (31%). Only 13 per cent of the girls from families which had neither of these problems had unfavourable *outcomes*. In addition, girls who had I.Q. scores in the 96 and over range were more likely to have favourable *outcomes* than those with lower I.Q. scores.

B. Post-Institutional Variables

Knowing important variables which relate to *outcome* at the time of admission is potentially useful in planning individual programs for wards. Nevertheless, with girls as with boys, behaviour patterns after placement appear to be the strongest predictors of ultimate adjustment. The same dimensions are important for the girls as for the boys and, therefore, require the same type of examination to determine the extent to which they represent a continuing pattern. These dimensions are variables measuring stability, work/school experiences, and behaviour.

111. Placement Stability

A. Boys

Two variables, closely related to one another, comprise placement stability for boys. These are the number of times boys ran away from placement and the number of complete changes in living situation. Although running away often precipitated a change in living situation, a change was recorded as such for the purpose of this research only when the adult officially caring for the ward was changed.

A large majority (82%) of the boys who ever ran away from placement also had a recorded change in living situation. The data show that the number of changes in living situation was a strong predictor of the criterion variables used in this study. Boys having no changes in their living situations after placement were definitely more likely to have better *outcomes* than were boys who had one or more change. (See Table 5.) Furthermore, boys who had no changes in living situation were more likely to be in the most positive category for *current status*, *work/school performance*, and *behaviour* (Tables 6, 7 and 8).

Since these findings provide ample evidence that changes in living situation during placement were not especially conducive to positive adjustment, it should be helpful to those planning for after-care arrangements to be able to identify those boys who are more likely to encounter later changes. There is also the question of whether a boy showing instability after placement was continuing in a pattern established prior to training school, and therefore identifiable at the time of admission.

The data show that boys who had had problems before training school which led to involvement with social agencies and/or psychiatrists were more likely to have later changes in living situation than were boys who had had no earlier involvement of this kind (Table 9). However, this relationship does not reach statistical significance and should, therefore, be viewed cautiously, although the trend is an important one. Further examination of the type of involvement boys had prior to training school shows that involvement was generally related to the working status of the family: 91 per cent of boys from families having had no one working had some involvement, while only 28 per cent of boys from families with one or both of the parents working had this involvement.

The working status of the boys' families, in turn, tended to be related, although not at a statistically reliable level, to whether boys were admitted to training school under a Section 8 or a Section 9. Boys who came from non-working families were more likely to be admitted for "unmanageability", etc., under Section 8's, (45%), than were boys from working families, (32%). Furthermore, 36 per cent of the boys who had been living with one or both parents were involved with social agencies or psychiatrists, while 63 per cent of the boys living in a foster home, with relatives, etc., were so involved.

B. Girls

The stability dimension incorporates more factors for girls than for boys and is a far more complex phenomenon. The stability factors found to be significantly related to *outcome* not only include changes in living situation and running away from placement, but also sexual promiscuity and/or pregnancy, and living with a boyfriend (See Tables 10-13). Foster placements were also related to the stability dimension, though not in themselves related to *outcome*.

The girls more likely to have "good" *outcomes* were those who had no changes in living situation; the more changes, the more likely girls were to have a poor *outcome*. Girls who did not run away from placement had a greater possibility of good *outcomes*, as did those for whom there was no reported sexual promiscuity or pregnancy. Girls who did not live steadily with a boyfriend had a better chance of being in the "good" category. Furthermore, changes in living situation were related to sexual promiscuity. Girls who had more changes were also more likely to be promiscuous, or conversely, the more promiscuous girls were, the more likely changes in living situation occurred.

The variable which seems to be most predictive of changes in living situation for girls was the nature of the community placement arranged for the ward (Table 14). Girls who went to the same setting in which they had lived prior to admission were not as likely to change living arrangements during placement as were those who went to a different setting. Girls who went to a different setting were much more likely to have a foster home placement either immediately or at some point after training school than were girls who returned to the same setting. This in turn led to further instability. Table 15 shows a relationship between foster placements and sexual promiscuity after training school, with promiscuity more likely among girls placed in foster settings.

Since it is clear that the type of placement for a girl is crucial to her later pattern of stability, a dimension important in *outcome*, it is useful to examine the pre-institutional factors related to type of placement.

The data lead to the same conclusion that was made for boys: post-institutional circumstances tend to reflect pre-institutional patterns. Type of placement is simply an indicator of the pattern. Girls who had greater stability before training school (i.e. living with her own parents and having had no prior institutional living arrangements) were more likely to be placed in the same setting which then led to greater post-institutional stability (Tables 16 and 17). In addition, there was a trend (though not statistically reliable) showing larger proportions of girls who had had no prior involvement with social agencies and/or psychiatrists (63%) and no history of court appearances (64%) to also be placed in the same setting as before more often than girls who had experienced these prior patterns. Thus, girls who did not have stable arrangements prior to admission had greater probability of continuing instability after placement and thereby less chance of "good" *outcomes*.

In summary, the stability displayed during placement shows some relationship to the nature of prior experiences and family situation for both boys and girls. Lack of stability during placement was more prevalent among wards who had not lived with one or both parents and who had had emotional and/or social problems beforehand serious enough to have led to some community treatment. Community treatment among boys was related to family economic situation, which,in turn, showed some relationship to the court's appraisal of the situation. Thus, there tends to be a cluster of wards who might be identified at admission from their previous experiences as having a greater risk of instability during placement. The factors which for some wards mitigate this trend are not clear due to the limitations of the data. The data do emphasize without question the role of a stable after-care environment on post-institutional adjustment.

IV. Outcome and Work/School Performance

A. Boys

As is discussed in the accompanying report on rated *outcomes* (Birkenmayer and Lambert, 1972), the *work/school* dimension was devised through the combination of a number of individual indicators of achievement in education

and/or employment. The *work/school* dimension is incorporated in the rated *outcome* variable and, therefore, correlates very highly with it. This dimension is of particular importance since it reflects to some extent the results of the major criterion which was used in classification.

Furthermore, the degree of achievement in education and/or employment was found to be highly related to other experiences during the placement period. Difficulties along one dimension often occurred in conjunction with difficulties in other areas. The stability dimension, determined by changes in living situation as analyzed in the previous section, was found to be related ($p<.05$) to *work/school* performance (Table 7). The *behaviour* dimension was also highly related to *work/school* performance. (See Birkenmayer and Lambert, 1972.) Thus, boys who (i) tended to have few or no changes in living situation, and (ii) tended to have no further involvement with juvenile or adult courts, were also the boys more likely to be in the positive category on the *work/school* dimension. The particular course in school in which the boy enrolled after placement was an indicator of *work/school* performance, with the boys enrolling in arts and sciences more positive along this dimension. The highest school grade completed, however, was not significantly related to positive or negative performance in *work/school* (Tables 18 and 19). This finding is of considerable interest since it suggests that continuation in school (through Grade 10 or higher) may not in itself be a significant factor in the performance of boys in terms of a *work/school* dimension. One important variable which did contribute to success or failure on this dimension was whether or not boys had difficulty either finding or keeping employment. Boys who experienced any such difficulties were much more likely to have a negative *work/school* rating than were those who had no work-related problems. (See Table 20.)

Thus, it was found that the dimension of *work/school* performance was not only highly related to *outcome*, but it also reflected to some extent post-institutional stability, employment history, and the school course in which boys enrolled. This leads to an examination of whether any patterns existed during or before the training school experience which may have been predictive of placement performance along the *work/school* dimension. Do positive or negative results on this dimension reflect a continuing pattern? Can pre- or intra-institutional variables be identified which are predictive of the degree of success on the *work/school* variable?

1. Differences among training schools and *work/school* performance

The data showed a significant difference among schools in terms of *work/school* performance. Larger proportions of boys from Glendale (and Cold Springs*) than from the other schools fell into the most positive categories set for this dimension. Pine Ridge, on the other hand, had larger proportions of boys ultimately falling into the most negative *work/school* category. Sprucedale showed a more scattered distribution, with 74 per cent in the two more positive categories. (See Table 21.)

A difference among schools on the *work/school* dimension was to be expected since the assessment procedures at that time classified boys to schools according to ability and expected school success. An examination of the pre-institutional variables highlight the fact that the differences which existed among boys prior to classification at least partially contributed to differences in performance found during placement.

2. Pre-institutional differences and *work/school* performance

Two variables were found to differentiate among the boys assigned to the three schools considered: (i) intelligence quotient and (ii) whether or not the boy had been living with one or both parents. Boys from Glendale were most likely to be in highest I.Q. category. Sprucedale boys were more likely to score in the 96-104 I.Q. level. Those from Pine Ridge were more likely to have lower I.Q. levels (See Table 22). Pre-institutional stability shows a different pattern. Considering living patterns, boys from Sprucedale and Pine Ridge had slightly larger proportions of boys, than did Glendale, who had been living with one or both parents (See Table 23).

These particular findings are significant relative to the differences in performance found among schools. The data indicate that the school to which boys with the higher intelligence levels were assigned showed more favourable results on a *work/school* dimension despite the tendency for larger proportions of its boys to have had

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* *It must be noted that the population at Cold Springs was smaller than required to make definitive statements regarding its population. Further discussion of the training schools, therefore, will show the results for Cold Springs in purely a descriptive manner. For girls this is also true for the special unit at Galt.*

less stable prior living situations. With I.Q. being the strongest variable included in this study shown to distinguish boys from Pine Ridge and those from the other two schools, the strength of the I.Q. variable in explaining *work/school* performance emerges.

3. Intra-institutional variables and *work/school* performance

Can any intra-institutional variables help to further explain the differences in performance found among schools? The data in Table 24 show that running away from training school tends to be somewhat predictive of unfavourable *work/school* performance. Boys who have run one or more times from training school have a stronger likelihood of later falling into the poor *work/school* category. The data also show that Pine Ridge, as expected, had larger proportions of boys run away than did Glendale or Sprucedale. However, Glendale, the school with the largest proportion of boys having favourable performance ratings, had a larger proportion of boys run away than did Sprucedale. (See Table 25.) Thus, while running away from training school is one indicator of *work/school* performance, there still remain factors other than intra-institutional variables which more thoroughly account for differences among boys' schools.

Up to this point certain patterns have emerged: (i) *work/school* performance is associated with various other criterion variables, but not with highest school grade completed; (ii) generally, these other related criterion variables reflect a pattern continuing from the pre-institutional period; (iii) the training school assignment predicts, to some extent, differences in performance on the *work/school* dimension; (iv) school assignment also reflects pre-institutional characteristics; and (v) I.Q. level tends to be a key factor distinguishing boys assigned to different schools.

4. Placement experiences and *work/school* performance

The remaining portions of this section will concentrate on the experiences after placement which may also help to account for the differences in *work/school* performance found among the three training schools. Running away from placement showed a strong relationship to the training school to which boys had been assigned and to the *work/school* dimension as well. (Tables 26 and 27.) Boys who never ran from placement were more likely to perform well on this dimension. Boys who had been in Sprucedale were less likely to run away from placement than were boys from

Glendale or Pine Ridge. Thus, the stability pattern which had begun prior to training school continued, but would not predict Glendale's better performance.

Differences in *work/school* performance were already shown to be related to type of community school course in which boys enrolled (Table 18). School course in turn was related also to training school assignment and further defines differences found in performance among schools. Boys from Glendale, as expected, were more likely to enroll in Arts and Science courses in the community; those from Sprucedale in Business and Commerce or Science, Trades, and Technology; and those from Pine Ridge in Vocational/Trade programs (Table 28). Since boys enrolling in Arts and Science courses performed more positively, Glendale's better showing was to be expected.

It should be mentioned at this point that the boys from Sprucedale, who were more likely to have enrolled in the Business and Commerce, or Science, Trade and Technology courses, had a stronger likelihood of completing Grade 10 or higher than did other boys (Table 29). Grade completed, however, was not related in any reliable way to ultimate *work/school* performance. (See Table 19.)* Employment success, on the other hand was. Table 30 shows that boys assigned to Glendale School had the least likelihood of difficulty with employment, boys at Pine Ridge the most. Sprucedale boys were in the middle range in terms of employment difficulty, although the difference between Glendale and Sprucedale did not reach significance. The importance of the employment variable is emphasized in Table 31 which shows that difficulty with employment was a good indicator of *outcome*. Boys who had no difficulty finding or keeping jobs were more likely to have favourable *outcomes*.

Most of the pre-institutional patterns which have emerged in reference to the *work/school* and stability variables continue in terms of employment problems. For this variable, however, the influence of I.Q. as a variable influencing the pattern, is more obvious. Boys who were more stable during placement, as well as those who completed Grade 10 or more, were less likely than the others to have employment difficulties (Tables 32-34). However, for boys from Glendale, achieving Grade 10 made little difference in the employment pattern, but for boys from Sprucedale it did (Table 35).

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* *Because of the small number of boys who actually completed Grade 10 or higher, these results must be examined with some caution.*

In summary, *work/school* performance for boys was shown to be associated with other measures of community adjustment. Intelligence quotient was the variable most predictive of good or poor performance. *Work/school* performance for boys partly reflects a pattern of experiences and behaviour evident prior to and during training school. Performance on this dimension was significantly different among the training schools examined, this difference related largely to differences in intelligence quotients of the boys assigned to different schools.

An adequate interpretation of these data requires considerable thought beyond the scope of this report. Further investigation from primary sources is necessary to determine the nature of the employment difficulties with which boys are faced, and to obtain information on the specifics of employment for those who had no difficulty. It would also be useful to understand other intrinsic factors which may contribute to *work/school* performance of boys. One question for further research might focus on the issues involved in increasing positive employment experiences for boys of middle and lower intelligence levels, who perhaps are not able to complete school programs of an academic nature, but who have experienced some degree of stability and potential for adjustment.

A conclusion to be drawn from these findings is that the classification system in effect in 1966-67 apparently did sort boys according to the likelihood of success in a *work/school* dimension. However, the small proportions of boys from any school which actually continued in school to complete their programs raises serious questions about the importance placed upon educational programs within the classification system.

B. Girls

For girls, as for boys, *work/school* performance was shown to be a major component of *outcome*. (See Birkenmayer and Lambert, 1972.) Several other post-institutional variables were related significantly to *work/school* performance. These include running away from placement, changes in living situation, difficulty obtaining or maintaining employment, promiscuity, living with a boyfriend, and highest grade in school completed. (See Tables 36 through 41.) These tables show that the girls with the more positive *work/school* ratings tended to be those who, (i) did not run from placement; (ii) had no changes in living situation; (iii) experienced no employment difficulties; (iv) were neither promiscuous nor involved in a steady living arrangement with a boyfriend;

and (v) completed Grade 10 or higher.

1. Differences by training school

No statistically reliable differences were found in terms of *work/school* performance and training school to which girls were first assigned. (See Table 42.) This suggests that the classification system for girls did not involve the same emphasis on educational factors as it did for boys. It is of interest that while there were other significant differences between the populations of the two schools which form the basis of the analysis, Grandview and Kawartha Lakes, these differences in population are not reflected in post-institutional performance.

2. Stability

Work/school performance was shown to have a strong relationship to the various indicators of post-institutional stability. As discussed in the section on placement stability (pp.18-19), girls for whom a pattern of instability was evident prior to admission tended to continue in this pattern after placement. These girls were, therefore, more likely to have difficulties on the *work/school* dimension than were girls who had a more stable pattern.

There was a tendency for girls who completed Grade 10 or more to have less difficulty with employment than for those not completing a Grade 10 minimum. (See Table 43.) As with boys, the number of girls actually achieving this level was relatively small. I.Q. was related to grade completed for girls. Those with I.Q.'s of 96 or over were more likely to complete Grade 10 than were girls with I.Q.'s under 96 (Table 44). In addition, completion of at least Grade 10 was found to be related to placement stability, with girls who ran away from placement also less likely to complete Grade 10 (Table 45).

In summary *work/school* performance of girls in the study population was closely associated with other post-institutional factors. Stability in environment as well as employment and educational experiences appear to have influenced performance by girls on this dimension.

V. Law-Breaking Behaviour and Outcome

The last dimension to be explored thoroughly was delinquent *behaviour*. This dimension includes returns to training school and adult convictions. While for many

involved in correctional work, this is the chief criterion of adjustment, it is discussed last because the data show that whether or not delinquent *behaviour* continued was a function of the various other patterns already described. It is, therefore, understood only in light of the other variables *current status* (stemming from stability factors) and *work/school* performance and experiences. All factors associated with stability and *work/school* also help account for the wards' ultimate *behaviour*.

A. Boys

1. Differences among schools

There was a definite difference among schools in *behaviour:* Boys from Sprucedale were more successful in refraining from further law-breaking behaviour than were those from Pine Ridge and Glendale (Table 46). These data include only behaviour serious enough to lead to official action by the training school or the courts. Although Pine Ridge boys had the largest proportion of boys in the most negative category, it, nevertheless, had a larger proportion of boys than did Glendale in the most positive category.

Thus, Sprucedale boys tended, (i) to come from more stable settings initially; (ii) to demonstrate more stability during and after training school in terms of where they lived and remaining in school; and (iii) to get into less trouble with the law. Boys from Pine Ridge were in the more negative end of the continuum of these variables. The boys from Glendale, however, displayed more erratic patterns and some contradictions from the trends. Less stable than boys from Sprucedale, but more intelligent, these boys tended to have less difficulty with employment but more difficulty with the law. Their difficulty was not of the more serious nature, generally.

B. Girls

The findings on the *behaviour* dimension for girls further emphasize the influence of stable pre- and post-institutional experiences for girls. Girls who experienced more positive performance on the other dimensions, (i.e. greater stability and more positive *work/school* performance) also tended to exhibit more positive *behaviour* (See Birkenmayer and Lambert, 1972.) No reliable differences were found among schools (Table 47). Both *current status* and *work/school* performance for girls were related to stability factors more directly than for boys, thus strengthening a conclusion reached about the differences between male and female populations.

CONCLUSIONS

These findings suggest the existence of continuing patterns of emotional and/or environmental difficulties among training school wards. Two general types of patterns emerged. One general pattern appeared for wards who had lived in reasonably stable environments prior to admission and who had not shown evidence of serious emotional disturbance prior to admission. Wards in this group, nevertheless, were likely to have experienced some scholastic difficulty; they obviously had committed some act adjudged serious enough to lead to admission. A large proportion of this group had a better chance for successful community adjustment than did the group which had experienced various types of pre-institutional difficulties.

The second pattern was, to some extent, recognizable at time of admission. It existed among wards who had shown either emotional difficulties or had come from a family experiencing serious problems. Often these wards had not been living with either natural parent. Many had received some help from community resources. These children were more likely admitted for reasons of unmanageability, truancy, running away, etc. They were more likely to be girls than boys.

It seems reasonable that the nature and/or intensity of treatment should differ among children showing these two patterns.* The wards clearly displaying the first pattern may require temporarily only a more structured setting with firm limits, along with a continuation of their educational, recreational, and physical care. Wards in the second group are in greater need of positive steps to break their cycles of maladjustment. It is logical that these steps should begin when the ward enters the Ministry's care and potentially extend throughout the period of wardship. A living situation which not only provides attention to individual and emotional problems, but also gives the ward a chance to develop stable relationships on a long-term basis appears to be the most vital requirement. Since often community resources have already failed wards in this

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**Not every ward could be distinctly classified on all variables into one group or the other. For those who show some characteristics of both patterns, further investigation would be needed to understand the factors involved. These data, however, do show probabilities and trends when all wards are considered.*

group, and in fact this may be the reason for the admission of some wards, the task of providing this continuity and emotional support would be most difficult. It is clear, however, that since in the past many of these wards had been returned to previous unstable situations, the training school experience could have little hope of breaking the cycle which had begun prior to admission.

These data have shown that the educational aspects of classification actually separated boys in terms of their probability of positive *work/school* performance. The educational classification did not predict continuation in, or completion of, a specific school program: boys assigned to Arts and Science programs (academic options) were not the ones who achieved the highest level of education but rather those who were assigned to Science, Trades and Technology (vocational options) were. Moreover, the emphasis on educational programs in existence at the time the wards were in Training School did not facilitate intervention in the pattern of problems and behaviour, thus suggesting aspects of the child's history, in addition to educational needs, may be more appropriate in classifying and assigning for treatment.

The differences between girls and boys found in these data suggest not only differences among the wards themselves, but perhaps differences in society's views of acceptable behaviour for girls compared to that for boys. It appears that deviance on the part of girls, particularly sexual promiscuity, may have been less acceptable and, because of this, girls sent to training schools reflect a much different phenomenon than do boys. This is emphasized by the fact that girls appeared more emotionally troubled throughout the periods studied, and yet did better on the behaviour dimension because they avoided law-breaking behaviour more than boys.

Recommendations

These findings indicate that previous patterns of adjustment were not changed for a significant number of wards. However, where there were no strong indications of prior emotional or environmental maladjustment, but rather some short-term pattern of delinquency, wards tended to reach a more satisfactory level of adjustment. It is possible that for these more stable wards the training school experience had an impact in modifying potential difficulty and, at the very least, did not have a detrimental effect. Therefore, the need for special institutional placements or highly specialized treatment was not

as great. However, for the more unstable wards, the training school experience alone was not sufficient to prepare them to cope with the problems within the environment to which they were returned. This would indicate that for this group of wards, more intensive care was necessary. Immediate assignment of these wards to small and personal treatment units providing long-term support may be more helpful. A pilot project could be developed which would examine whether such a supportive environment actually does provide the emotional stability necessary for the wards to develop new patterns of coping with the community at large. Careful evaluation of such a pilot project should be included in all plans and the results studied prior to further development of such units.

The data reported that the educational programs were more individualized for wards within training schools than community education programs had been. Nevertheless, a large proportion of these children continued to be unable to conform to the general programs and goals of the community education system. This suggests that more emphasis in classification or treatment should be given to training for employability or helping wards cope with personal situations which detract from educational goals. This recommendation lends support to recent trends in the training school education programs which have become geared more to practical considerations. At the same time, community programs should be encouraged to broaden their approaches and special services so that educational continuity leading to job opportunities might be more realistic for a larger proportion of wards.

TABLE 1

DISTRIBUTION OF TRAINING SCHOOL POPULATION
BY SCHOOL ASSIGNMENT

	BOYS				
	Glendale	Sprucedale	Pine Ridge	Cold Springs Camp	TOTAL
No.	62	53	163	21	299
%	21	18	55	7	100

	GIRLS			
	Kawartha Lakes	Grandview	Galt Special Unit	TOTAL
No.	78	65	22	165
%	47	39	12	100

TABLE 2

DISTRIBUTION OF POPULATION BY LENGTH OF TIME
ELAPSED SINCE ORIGINAL COMMUNITY PLACEMENT

Months since Placement	BOYS		GIRLS	
	No.	%	No.	%
1 - 6	1	0.33	1	0.61
7 - 12	8	2.67	5	3.03
13 - 18	92	30.76	74	44.84
19 - 24	160	53.51	57	34.54
25 - 30	32	10.70	20	12.12
31 - 36	6	2.00	8	4.84
TOTAL	299	100.	165	100.

TABLE 3

OUTCOME OF BOYS BY
FIRST TRAINING SCHOOL ASSIGNMENT*

	OUTCOME						
SCHOOL	GOOD No.	%	ACCEPTABLE No.	%	UNFAVOURABLE No.	%	TOTAL 100%=
Glendale	15	28	27	51	11	21	53
Sprucedale	14	30	21	45	12	26	47
Pine Ridge	34	25	57	41	47	34	138
Coldsprings	6	33	10	55	2	11	18
TOTAL	69	27	115	45	72	28	256

$\chi^2 = 7.221$ df = 6 $p > .05$

TABLE 4

OUTCOME OF GIRLS BY
FIRST TRAINING SCHOOL ASSIGNMENT

	OUTCOME						
SCHOOL	GOOD No.	%	ACCEPTABLE No.	%	UNFAVOURABLE No.	%	TOTAL 100%
Kawartha Lakes	24	31	25	32	15	19	78
Grandview	16	25	22	34	15	23	65
Galt (Behaviour Modification)	9	41	6	27	4	18	22
TOTAL	49	30	53	32	34	21	165

$\chi^2 = 1.967$ df = 4 $p > .05$

* *In many instances the χ^2 reported in these tables is based on the likelihood ratio function which closely approximates χ^2*

TABLE 5

BOYS' OUTCOME BY
CHANGES IN LIVING SITUATION

	OUTCOME						
	GOOD		ACCEPTABLE		UNFAVOURABLE		TOTAL
CHANGES	No.	%	No.	%	No.	%	100%=
One or more	23	16	67	47	53	37	143
None	46	41	48	42	19	17	113
TOTAL	69	27	115	45	72	28	256

$\chi^2 = 23.64$ df = 2 $p < .001$

TABLE 6

BOYS' CURRENT STATUS BY
CHANGES IN LIVING SITUATION

	CURRENT STATUS								
	IN COMMUNITY - GOOD		IN COMMUNITY - ACCEPTABLE		A.W.O.L. HALFWAY HOUSE ONT. HOSPITAL		CORRECTIONAL INSTITUTION		TOTAL
ANY CHANGES	No.	%	No.	%	No.	%	No.	%	100%=
Yes	70	43	38	23	21	13	35	21	164
No	82	66	31	25	8	6	3	2	124
TOTAL	152	53	69	24	29	10	38	13	288

$\chi^2 = 29.42$ df = 3 $p < .001$

TABLE 7

BOYS' WORK/SCHOOL PERFORMANCE
AND CHANGES IN LIVING SITUATION

	WORK/SCHOOL PERFORMANCE								
	GOOD		IMPROVING		FAIR-NOT IMPROVING		POOR		TOTAL
CHANGES	No.	%	No.	%	No.	%	No.	%	100%=
Yes	47	33	40	28	13	9	43	30	143
No	62	54	26	23	8	7	18	16	114
TOTAL	109	42	66	26	21	8	61	24	257

$\chi^2 = 18.847$ df = 3 $p < .05$

TABLE 8

BOYS' BEHAVIOUR AND
CHANGES IN LIVING SITUATION

	BEHAVIOUR AFTER PLACEMENT									
	NO FURTHER DIFFICULTY		RETURNS-SECTION8 ONLY		SOME ADULT DIFFICULTY		ADULT & JUVENILE DIFFICULTY		MORE SERIOUS ADULT/JUVENILE DIFFICULTY	TOTAL
CHANGES	No.	%	No.	%	No.	%	No.	%	No. %	100%=
Yes	46	27	20	12	20	12	12	7	71 42	169
No	92	71	0	0	33	25	0	0	5 4	130
TOTAL	138	46	20	7	53	18	12	4	76 25	299

$\chi^2 = 104.46$ df = 4 $p < .001$

TABLE 9

CHANGES IN LIVING SITUATION BY BOYS AND
PRIOR INVOLVEMENT WITH SOCIAL AGENCIES AND/OR PSYCHIATRISTS

	CHANGES IN LIVING SITUATION				
	YES		NO		TOTAL
INVOLVEMENT	No.	%	No.	%	100%=
Yes	80	63	48	38	128
No	89	53	79	47	168
TOTAL	169	57	127	43	296

$\chi^2 = 2.69$ df = 1 p > .05

TABLE 10

GIRLS' OUTCOME AND
CHANGES IN LIVING SITUATION

	OUTCOME						
	GOOD		ACCEPTABLE		UNFAVOURABLE		TOTAL
CHANGES	No.	%	No.	%	No.	%	100%=
One or more	17	18	45	48	32	34	94
None	32	76	8	19	2	5	42
TOTAL	49	36	53	39	34	25	136

$\chi^2 = 43.336$ df = 2 p < .001

TABLE 11

GIRLS' OUTCOME AND
RUNNING AWAY FROM PLACEMENT

	OUTCOME						
	GOOD		ACCEPTABLE		UNFAVOURABLE		TOTAL
RUNS	No.	%	No.	%	No.	%	100%=
None	46	61	23	30	7	9	76
One	1	4	17	61	10	36	28
Two or more	2	6	13	41	17	53	32
TOTAL	49	36	53	39	34	25	136

$\chi^2 = 59.400$ df = 4 p < .001

TABLE 12

GIRLS' OUTCOME AND
SEXUAL PROMISCUITY/PREGNANCY AFTER TRAINING SCHOOL

	OUTCOME						
	GOOD		ACCEPTABLE		UNFAVOURABLE		TOTAL
PROMISCUOUS/ PREGNANT	No.	%	No.	%	No.	%	100%=
Yes	4	9	20	45	20	45	44
No	45	49	33	36	14	15	92
TOTAL	49	36	53	39	34	25	136

$\chi^2 = 24.681$ df = 2 p < .001

TABLE 13

GIRLS' OUTCOME AND
LIVING WITH BOYFRIEND AFTER PLACEMENT

	OUTCOME						
WITH BOYFRIEND	GOOD No.	%	ACCEPTABLE No.	%	UNFAVOURABLE No.	%	TOTAL 100%=
Yes	1	6	12	67	5	28	18
No	48	41	41	35	29	25	118
TOTAL	49	36	53	39	34	22	136

$\chi^2 = 11.449$ df = 2 p < .01

TABLE 14

NATURE OF COMMUNITY PLACEMENT
FOR GIRLS AND CHANGES IN LIVING SITUATION

	CHANGES IN LIVING SITUATION				
PLACEMENT	NONE No.	%	ONE OR MORE No.	%	TOTAL 100%=
Same as prior to admission	47	49	48	51	95
Different	8	11	62	89	70
TOTAL	55	33	110	67	165

$\chi^2 = 26.245$ df = 1 p < .001

TABLE 15

FOSTER PLACEMENTS FOR GIRLS AND
SEXUAL PROMISCUITY AFTER PLACEMENT

	SEXUAL PROMISCUITY				
FOSTER PLACEMENTS	PROMISCUOUS/ PREGNANT No.	%	NOT PROMISCUOUS/ PREGNANT No.	%	TOTAL 100%=
None	19	22	69	78	88
One or more	31	43	41	57	72
TOTAL	50	31	110	69	160

$\chi^2 = 8.488$ df = 1 p < .01

TABLE 16

NATURE OF GIRLS' COMMUNITY PLACEMENT
AND PRE-INSTITUTIONAL LIVING ARRANGEMENTS

	COMMUNITY PLACEMENT				
PRIOR LIVING ARRANGEMENTS	SAME AS BEFORE No.	%	DIFFERENT No.	%	TOTAL 100%=
With one or both parents	71	72	27	28	98
Not with either parent	24	36	43	64	67
TOTAL	95	58	70	42	165

$\chi^2 = 21.854$ df = 1 p < .001

TABLE 17

NATURE OF COMMUNITY PLACEMENT
FOR GIRLS AND PRIOR INSTITUTIONAL PLACEMENTS

PRIOR INSTITUTIONAL PLACEMENTS	COMMUNITY PLACEMENT: SAME AS BEFORE No.	%	DIFFERENT THAN BEFORE No.	%	TOTAL 100%=
None	54	69	24	31	78
One or more	41	47	46	53	87
TOTAL	95	58	70	42	165

$\chi^2 = 8.221$ df = 1 $p < .01$

TABLE 18

WORK/SCHOOL PERFORMANCE BY BOYS
AND THE SCHOOL COURSE AFTER PLACEMENT

COURSE	WORK/SCHOOL PERFORMANCE: GOOD No.	%	IMPROVING No.	%	FAIR-NOT IMPROVING No.	%	POOR No.	%	TOTAL 100%=
Elementary	16	43	11	30	3	8	7	19	37
Vocational/ Trade	15	26	20	34	4	7	19	33	58
Science/ Technical Business & Commerce	25	44	17	30	3	5	12	21	57
Arts & Science	18	58	8	26	2	6	3	10	31
TOTAL	74	40	56	31	12	7	41	22	183

$\chi^2 = 21.902$ df = 12 $p < .05$

TABLE 19

WORK/SCHOOL PERFORMANCE BY BOYS
AND HIGHEST SCHOOL GRADE COMPLETED

HIGHEST GRADE COMPLETED	WORK/SCHOOL PERFORMANCE: GOOD No.	%	IMPROVING No.	%	FAIR-NOT IMPROVING No.	%	POOR No.	%	TOTAL 100%=
Less than 10	85	40	55	26	19	9	54	25	213
10 or more	24	55	11	25	2	5	7	15	44
TOTAL	109	42	66	26	21	8	61	24	257

$\chi^2 = 4.075$ df = 3 $p > .05$

TABLE 20

WORK/SCHOOL PERFORMANCE BY BOYS AND
DIFFICULTY FINDING AND/OR KEEPING EMPLOYMENT

DIFFICULTY FINDING OR KEEPING EMPLOYMENT	WORK/SCHOOL PERFORMANCE: GOOD No.	%	IMPROVING No.	%	FAIR-NOT IMPROVING No.	%	POOR No.	%	TOTAL 100%=
Yes	22	17	38	30	15	12	52	41	127
No	87	67	28	22	6	5	9	7	130
TOTAL	109	42	66	26	21	8	61	24	257

$\chi^2 = 80.454$ df = 3 $p < .001$

TABLE 21

WORK/SCHOOL PERFORMANCE BY BOYS
AND TRAINING SCHOOL ASSIGNMENT

	WORK/SCHOOL PERFORMANCE								
	GOOD		IMPROVING		FAIR-NOT IMPROVING		POOR		TOTAL
SCHOOL	No.	%	No.	%	No.	%	No.	%	100%=
Glendale	31	58	10	19	5	9	7	13	53
Sprucedale	18	38	17	36	2	4	10	21	47
Pine Ridge	49	36	36	26	11	8	42	30	138
Coldsprings	11	58	3	16	3	16	2	11	19
TOTAL	109	42	66	26	21	8	61	24	257

$\chi^2 = 18.847$ df = 9 $p < .05$

TABLE 22

TRAINING SCHOOL
ASSIGNMENT AND I.Q. LEVEL OF BOYS

	I.Q. LEVEL								
	UNDER 80		81 - 95		96 - 104		105+		TOTAL
SCHOOL	No.	%	No.	%	No.	%	No.	%	100%=
Glendale	0	0	4	7	21	34	36	59	61
Sprucedale	0	0	1	3	16	50	15	47	32
Pine Ridge	15	10	61	42	49	34	21	14	146
Coldsprings	2	11	12	63	5	26	0	0	19
TOTAL	17	7	78	30	91	35	72	28	258

$\chi^2 = 134.964$ df = 9 $p < .001$

TABLE 23

TRAINING SCHOOL ASSIGNMENT
AND PRIOR LIVING SITUATION OF BOYS

	LIVING SITUATION						
	ONE PARENT		BOTH PARENTS		OTHER		TOTAL
TRAINING SCHOOL	No.	%	No.	%	No.	%	100%=
Glendale	18	29	32	52	12	19	62
Sprucedale	16	30	30	57	7	13	53
Pine Ridge	46	28	97	60	20	12	163
Coldsprings	0	0	14	67	7	33	21
TOTAL	80	27	173	58	46	15	299

$\chi^2 = 13.06$ df = 6 $p < .05$

TABLE 24

WORK/SCHOOL PERFORMANCE BY BOYS
AND RUNNING AWAY FROM TRAINING SCHOOL

	WORK/SCHOOL PERFORMANCE								
	GOOD		IMPROVING		FAIR - NOT IMPROVING		POOR		TOTAL
TIMES RAN AWAY	No.	%	No.	%	No.	%	No.	%	100%=
None	65	41	49	31	13	8	31	20	158
One or more	44	44	17	17	8	8	30	30	99
TOTAL	109	42	66	26	21	8	61	24	257

$\chi^2 = 7.624$ df = 3 $p > .05$

TABLE 25

RUNNING AWAY FROM TRAINING SCHOOL BY
BOYS AND TRAINING SCHOOL TO WHICH ASSIGNED

	TIMES RAN AWAY				
	NONE		ONE OR MORE		TOTAL
SCHOOL	No.	%	No.	%	100%=
Glendale	38	61	24	39	62
Sprucedale	43	81	10	19	53
Pine Ridge	88	54	75	46	163
Coldsprings	11	52	10	48	21
TOTAL	180	60	119	40	299

χ^2 = 12.884 df = 3 p < .01

TABLE 26

TRAINING SCHOOL ASSIGNMENT
AMONG BOYS AND RUNS FROM PLACEMENT

	RUNS FROM PLACEMENT				
	NONE		ONE OR MORE		TOTAL
SCHOOL ASSIGNMENT	No.	%	No.	%	100%=
Glendale	33	53	29	47	62
Sprucedale	44	83	9	17	53
Pine Ridge	119	73	44	27	163
Coldsprings	14	67	7	33	21
TOTAL	210	70	89	30	299

χ^2 = 13.449 df = 3 p < .01

TABLE 27

WORK/SCHOOL PERFORMANCE OF
BOYS AND RUNNING AWAY FROM PLACEMENT

	WORK/SCHOOL PERFORMANCE								
	GOOD		IMPROVING		FAIR-NOT IMPROVING		POOR		TOTAL
RUNS FROM PLACEMENT	No.	%	No.	%	No.	%	No.	%	100%=
None	91	49	48	26	10	5	37	20	186
One or more	18	25	18	25	11	15	24	34	71
TOTAL	109	42	66	26	21	8	61	24	257

χ^2 = 17.361 df = 3 p < .001

TABLE 28

TRAINING SCHOOL ASSIGNMENT AND
SCHOOL COURSE IN WHICH BOYS ENROLLED AFTER PLACEMENT

	COURSE IN WHICH ENROLLED								
	ELEMENTARY		VOCATIONAL/ TRADE		SCIENCE/ TECHNICAL BUSINESS & COMMERCE		ARTS & SCIENCE		TOTAL
TRAINING SCHOOL ASSIGNMENT	No.	%	No.	%	No.	%	No.	%	100%=
Glendale	2	4	4	8	18	34	29	55	53
Sprucedale	1	3	3	8	33	83	3	8	40
Pine Ridge	34	33	52	51	11	11	5	5	102
Coldsprings	3	33	6	67	0	0	0	0	9
TOTAL	40	20	65	32	62	30	37	18	204

χ^2 = 160.496 df = 9 p < .001

TABLE 29

TRAINING SCHOOL ASSIGNMENT AND
HIGHEST GRADE IN SCHOOL COMPLETED BY BOYS

SCHOOL ASSIGNMENT	HIGHEST GRADE COMPLETED: LESS THAN 10 No.	%	10 OR MORE No.	%	TOTAL 100%=
Glendale	47	76	15	24	62
Sprucedale	28	54	24	46	52
Pine Ridge	151	94	10	6	161
Coldsprings	20	95	1	5	21
TOTAL	246	83	50	17	296

$\chi^2 = 49.355$ df = 3 $p < .001$

TABLE 30

TRAINING SCHOOL ASSIGNMENT
AND EMPLOYMENT DIFFICULTIES OF BOYS

SCHOOL ASSIGNMENT	DIFFICULTY FINDING AND/OR KEEPING EMPLOYMENT: YES No.	%	NO No.	%	TOTAL 100%=
Glendale	17	27	45	73	62
Sprucedale	21	40	32	60	53
Pine Ridge	86	53	77	47	163
Coldsprings	12	57	9	43	21
TOTAL	136	45	163	55	299

$\chi^2 = 13.900$ df = 3 $p < .01$

TABLE 31

BOYS' OUTCOME AND DIFFICULTY
FINDING AND/OR KEEPING EMPLOYMENT

DIFFICULTY FINDING OR KEEPING EMPLOYMENT	COMBINED RATED OUTCOME: GOOD No.	%	ACCEPTABLE No.	%	UNFAVOURABLE No.	%	TOTAL 100%=
Yes	19	15	51	40	57	45	127
No	50	39	64	50	15	12	129
TOTAL	69	27	115	45	72	28	256

$\chi^2 = 42.018$ df = 2 $p < .001$

TABLE 32

DIFFICULTY FINDING AND/OR KEEPING
EMPLOYMENT AND RUNNING AWAY FROM PLACEMENT BY BOYS

NUMBER OF TIMES RAN	DIFFICULTY: YES No.	%	NO No.	%	TOTAL 100%=
None	87	41	123	59	210
One or more	49	55	40	45	89
TOTAL	136	45	163	55	299

$\chi^2 = 4.6815$ df = 1 $p < .05$

TABLE 33

DIFFICULTY FINDING AND/OR KEEPING
EMPLOYMENT BY BOYS AND CHANGES IN LIVING SITUATION

	DIFFICULTY				
	YES		NO		TOTAL
CHANGES	No.	%	No.	%	100%=
None	44	34	86	66	130
One or more	92	54	77	46	169
TOTAL	136	45	163	55	299

$\chi^2 = 26.5645$ df = 1 p < .001

TABLE 34

DIFFICULTY FINDING AND/OR KEEPING
EMPLOYMENT BY BOYS AND HIGHEST GRADE IN SCHOOL COMPLETED

	DIFFICULTY				
	YES		NO		TOTAL
HIGHEST GRADE	No.	%	No.	%	100%=
Less than 10	124	50	122	50	246
Grade 10 or over	12	24	38	76	50
TOTAL	136	46	160	54	296

$\chi^2 = 11.60$ df = 1 p < .001

TABLE 35

EMPLOYMENT DIFFICULTIES, HIGHEST SCHOOL
GRADE COMPLETED AND TRAINING SCHOOL ASSIGNMENT FOR BOYS

		EMPLOYMENT DIFFICULTIES				
		YES		NO		TOTAL
TRAINING SCHOOL ASSIGNMENT	GRADE COMPLETED	No.	%	No.	%	100%=
Glendale	- 10	12	26	35	74	47
	10 +	5	33	10	67	15
Sprucedale	- 10	16	57	12	43	28
	10 +	5	21	19	79	24
Pine Ridge	- 10	84	56	67	44	151
	10 +	2	20	8	80	10
TOTAL		124	45	151	55	275

- 10: $\chi^2 = 13.724$ df = 2 p < .01

10 +: $\chi^2 = 0.917$ df = 2 p > .05

TABLE 36

GIRLS' WORK/SCHOOL PERFORMANCE
AND RUNNING AWAY FROM PLACEMENT

	WORK/SCHOOL PERFORMANCE								
	GOOD		IMPROVING		FAIR-NOT IMPROVING		POOR		TOTAL
RUNS FROM PLACEMENT	No.	%	No.	%	No.	%	No.	%	100%=
None	50	66	12	16	1	1	13	17	76
One or more	14	23	13	22	2	3	31	52	60
TOTAL	64	47	25	18	3	2	44	32	136

$\chi^2 = 27.9326$ df = 3 p < .001

TABLE 37

GIRLS' WORK/SCHOOL PERFORMANCE
AND CHANGES IN LIVING SITUATION

CHANGES IN LIVING SITUATION	WORK/SCHOOL PERFORMANCE: GOOD No.	%	IMPROVING No.	%	FAIR-NOT IMPROVING No.	%	POOR No.	%	TOTAL 100%=
None	34	81	3	7	1	2	4	10	42
One or more	30	32	22	23	2	2	40	43	94
TOTAL	64	47	25	18	3	2	44	32	136

$\chi^2 = 28.799$ df = 3 $p < .001$

TABLE 38

GIRLS' WORK/SCHOOL PERFORMANCE
AND DIFFICULTY FINDING OR KEEPING EMPLOYMENT

DIFFICULTY WITH EMPLOYMENT	WORK/SCHOOL PERFORMANCE: GOOD No.	%	IMPROVING No.	%	FAIR-NOT IMPROVING No.	%	POOR No.	%	TOTAL 100%=
Yes	17	26	14	22	3	5	31	47	65
No	47	66	11	15	0	0	13	18	71
TOTAL	64	47	25	18	3	2	44	32	136

$\chi^2 = 26.468$ df = 3 $p < .001$

TABLE 39

GIRLS' WORK/SCHOOL PERFORMANCE
AND POST-INSTITUTIONAL PROMISCUITY

PROMISCUOUS/ PREGNANT	WORK/SCHOOL PERFORMANCE: GOOD No.	%	IMPROVING No.	%	FAIR-NOT IMPROVING No.	%	POOR No.	%	TOTAL 100%=
Yes	11	25	5	11	0	0	28	64	44
No	53	58	20	22	3	3	16	17	92
TOTAL	64	47	25	18	3	2	44	32	136

$\chi^2 = 28.003$ df = 3 $p < .001$

TABLE 40

GIRLS' WORK/SCHOOL PERFORMANCE
AND LIVING WITH A BOY FRIEND

LIVING WITH BOYFRIEND	WORK/SCHOOL PERFORMANCE: GOOD No.	%	IMPROVING No.	%	FAIR-NOT IMPROVING No.	%	POOR No.	%	TOTAL 100%=
Yes	2	11	3	17	0	0	13	72	18
No	62	53	22	19	3	3	31	26	118
TOTAL	64	47	25	18	3	2	44	32	136

$\chi^2 = 16.748$ df = 3 $p < .001$

TABLE 41

GIRLS' WORK/SCHOOL PERFORMANCE
AND HIGHEST GRADE IN SCHOOL COMPLETED

	WORK/SCHOOL PERFORMANCE								
HIGHEST GRADE COMPLETED	GOOD		IMPROVING		FAIR-NOT IMPROVING		POOR		TOTAL
	No.	%	No.	%	No.	%	No.	%	100%=
Less than 10	38	37	21	21	3	3	40	39	102
Grade 10 or over	26	76	4	12	0	0	4	12	34
TOTAL	64	47	25	18	3	2	44	32	136

$\chi^2 = 16.6498$ df = 3 $p < .001$

TABLE 42

TRAINING SCHOOL ASSIGNMENT AND
GIRLS' WORK/SCHOOL PERFORMANCE

	WORK/SCHOOL PERFORMANCE								
TRAINING SCHOOL ASSIGNMENT	GOOD		IMPROVING		FAIR-NOT IMPROVING		POOR		TOTAL
	No.	%	No.	%	No.	%	No.	%	100%=
Kawartha Lakes	30	47	14	22	0	0	20	31	64
Grandview	23	43	8	15	3	6	19	36	53
Galt	11	58	3	16	0	0	5	26	19
TOTAL	64	47	25	18	3	2	44	32	136

$\chi^2 = 5.656$ df = 6 $p > .30$

TABLE 43

DIFFICULTY WITH EMPLOYMENT BY GIRLS
AND HIGHEST GRADE IN SCHOOL COMPLETED

	EMPLOYMENT DIFFICULTIES				
HIGHEST GRADE COMPLETED	YES		NO		TOTAL
	No.	%	No.	%	100%=
Less than 10	60	47	67	53	127
10 or higher	12	32	26	68	38
TOTAL	72	44	93	56	165

$\chi^2 = 2.913$ df = 1 $p > .05$

TABLE 44

HIGHEST GRADE IN SCHOOL
COMPLETED BY GIRLS AND I.Q.

	HIGHEST GRADE COMPLETED				
	LESS THAN 10		10 OR HIGHER		TOTAL
I.Q.	No.	%	No.	%	100%=
95 or under	56	84	11	16	67
96 or over	49	69	22	31	71
TOTAL	105	76	33	24	138

$\chi^2 = 4.014$ df = 1 $p < .01$

TABLE 45

HIGHEST GRADE IN SCHOOL COMPLETED
BY GIRLS AND RUNNING AWAY FROM PLACEMENT

	HIGHEST GRADE COMPLETED				
TIMES RAN AWAY	LESS THAN 10 No.	%	10 OR HIGHER No.	%	TOTAL 100%=
None	61	69	28	31	89
One or more	66	87	10	13	76
TOTAL	127	77	38	23	165

$\chi^2 = 6.749$ df = 1 $p < .01$

TABLE 46

BOYS' POST-INSTITUTIONAL
BEHAVIOUR AND TRAINING SCHOOL ASSIGNMENT

	BEHAVIOUR										
TRAINING SCHOOL ASSIGNMENT	NO FURTHER DIFFICULTY No.	%	RETURNS-SECTION 8 ONLY No.	%	SOME ADULT DIFFICULTY No.	%	ADULT & JUVENILE DIFFICULTY No.	%	MORE SERIOUS ADULT/JUVENILE DIFFICULTY No.	%	TOTAL 100%=
Glendale	22	35	10	16	14	23	5	8	11	18	62
Sprucedale	32	60	4	8	10	19	0	0	7	13	53
Pine Ridge	73	45	6	4	25	15	5	3	54	33	163
Coldsprings	11	52	0	0	4	19	2	10	4	19	21
TOTAL	138	46	20	7	53	18	12	4	76	25	299

$\chi^2 = 10.27$ df = 4 $p < .05$

TABLE 47 *

GIRLS' POST-INSTITUTIONAL
BEHAVIOUR AND TRAINING SCHOOL ASSIGNMENT

	BEHAVIOUR										
TRAINING SCHOOL ASSIGNMENT	NO FURTHER DIFFICULTY No.	%	RETURNS-SECTION 8 ONLY No.	%	SOME ADULT DIFFICULTY No.	%	ADULT & JUVENILE DIFFICULTY No.	%	MORE SERIOUS ADULT/JUVENILE DIFFICULTY No.	%	TOTAL 100%=
Kawartha Lakes	45	58	24	31	2	3	4	5	3	4	78
Grandview	42	65	18	28	4	6	1	2	0	0	65
Galt	15	68	5	23	0	0	0	0	2	9	22
TOTAL	102	62	47	28	6	4	5	3	5	3	165

* No significant differences between schools

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ADDENDUM

It should be noted that this report covers the period from April, 1966, to June 1, 1969.

In the period since this research project was undertaken the Ministry has made considerable progress toward the implementation of program improvements which are now recommended in this report. This has involved the restructuring of existing programs, and the development of new programs. A major step in the direction of meeting the needs of the more unstable wards in our care, by assigning them to small and personal units, was the establishment in 1972 of twelve group homes. Twelve more of these homes are expected to be open by the end of 1973. These new, community-based facilities will accommodate a total of 200 children. In addition, two small-group, outdoor education facilities have been established under the Project D.A.R.E. Program.

Special emphasis on the classification and treatment needs of each individual youngster is being provided at the recently-opened Reception and Assessment Centre in Oakville. This facility is enabling professional staff to determine the most appropriate program for each child admitted to the Ministry's care.

Within the educational program of training schools, increased emphasis has been given in the past three years to the teaching of practical courses in life skills, e.g., Money Management, Consumer Education, The Work World, and Family Life Education.