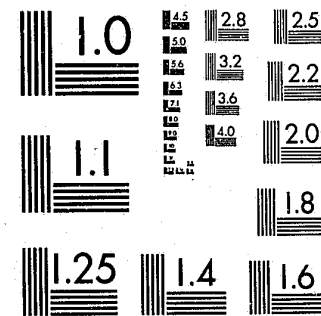


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CARING FOR DELINQUENT BOYS:

**AN EXAMINATION OF NEW JERSEY'S
JUVENILE CORRECTIONAL SYSTEM**



Evaluation Unit

New Jersey State Law Enforcement Planning Agency

76035

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AN EXAMINATION OF NEW JERSEY'S JUVENILE CORRECTIONAL SYSTEM

By

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Update

Since April 21, 1980, formal responsibility for establishing time goals has shifted from the Board of Trustees at the Jamesburg Training School to the Juvenile Parole Board. A member of the Parole Board attends each classification hearing and makes the final decision about time goals based on recommendations from classification committee members. In other respects, the classification process has remained the same.

August 7, 1980

Table of Contents

	<u>Page</u>
Executive Summary	1
CHAPTER ONE: Introduction	5
CHAPTER TWO: Classification	10
CHAPTER THREE: The Impact of Treatment on Self-Esteem	16
CHAPTER FOUR: Social Climate	21
CHAPTER FIVE: Conclusions and Recommendations	31
APPENDICES	
A Control Tables	34
B Characteristics of the Boys Entering the Correctional System Between August 23, 1979 and October 22, 1979	36
C Characteristics of the Boys in the Separation Projects	40
D The Research Process	41
References	49

List of Tables and Figures

	<u>Page</u>
Table 1 Commitments by County	10
Table 2 Placement by Current Offense	12
Table 3 Placement by Age at Reception	13
Table 4 Time Goal by Current Offense	14
Table 5 Change in Self-Esteem by Type of Unit	18
Table 6 Resident's Perceptions of Social Climate	24
Table 7 Self-Esteem by Perceptions of Social Climate	29
Figure 1 Chronology of the Research	8
Figure 2a Percentage of Staff and Residents at Cottage 3 Agreeing That Their Unit is High on Each Social Climate Dimension	26
Figure 2b Percentage of Staff and Residents at Stuyvesant House Agreeing That Their Unit is High on Each Social Climate Dimension	27
Figure 2c Percentage of Staff and Residents at Yardville Units North 1B and North 2C Agreeing That Their Unit is High on Each Social Climate Dimension	28

Executive Summary

The 1974 Juvenile Justice and Delinquency Prevention Act called for the separation of juvenile offenders from adult offenders. In doing so, it inspired broad interest in fashioning correctional programs that are responsive to the social and psychological needs of incarcerated juveniles.

This report examines the care and treatment of boys who penetrate New Jersey's juvenile correctional system. Its intent is to provide a rigorous basis for program enrichment. The central issues it addresses are the process by which the boys are classified, the nature of the treatment they receive and the character of social climate at the correctional units in which they are incarcerated.

I. Research Design

The research design incorporated quantitative and qualitative methods including interviews, questionnaires, observation and scrutiny of case records. A basic aim was to capture the subjective impressions of the boys: to see the correctional system through their eyes.

The longitudinal component of the study focused on 73 boys who were classified at the Yardville Corrections and Reception Center between August 23, 1979 and October 22, 1979. Each completed a questionnaire and was interviewed immediately after his classification hearing. Several months later, 59 boys were traced to each of 18 correctional units for a post-test interview and post-test questionnaire.

The cross-sectional component of the study focused on a sample of four correctional units established in response to the separation mandate of the 1974 Juvenile Justice and Delinquency Prevention Act: Jamesburg Cottage 3, Stuyvesant House, Yardville North 1B and Yardville North 2C. The four units were chosen on the basis of programmatic diversity. They were visited between November 20, 1979 and January 16, 1980. Questionnaires were completed by 59 boys and 21 staff members.

Each of the 18 correctional units was designated OPEN PIE, SECURE PIE or SECURE NON PIE. As opposed to the residents of SECURE units, residents of OPEN units have freedom of movement inside their facilities and community involvement. In PIE units, residents take part in a comprehensive treatment program that includes work, school and guided group interaction - a form of emotionally intense and confrontational group therapy. The residents of NON PIE units do not participate in guided group interaction though they may attend school, work and participate in nonconfrontational therapy groups.

II. Major Findings

1. Reception Unit residents are without a full day's schedule of meaningful activities.
2. The Classification Committee chooses placements and sets time goals in the absence of formal and explicit criteria.
3. Though free to invoke a broad range of criteria in choosing placements and setting time goals, the Committee seems to be influenced most by the nature of the offense for which a boy was committed.

4. The classification process is not regulated by procedures designed to ensure its fairness and integrity.
5. Impressive gains in self-esteem were made by boys who participated in PIE programs (including guided group interaction) at both OPEN and SECURE facilities.
6. Though a majority of boys spoke favorably about guided group interaction, some were alienated from the groups in which they participated and resented intrusions into their privacy.
7. Participation in the groups is not voluntary.
8. At each of the "separation projects" there was a basic correspondence between resident and staff perceptions of social climate.
9. Social climate was viewed most favorably at Jamesburg Cottage 3 and Stuyvesant House - both OPEN PIE programs.
10. Though both are secure units, social climate was viewed more favorably at Yardville North 1B (which offers a PIE program) than at Yardville North 2C (which does not offer a PIE program).
11. Boys who perceived social climate more favorably also had higher self-esteem.

III. Recommendations

1. Residents of the Reception Unit should be offered a fuller schedule of meaningful activities.

2. Formal and explicit criteria should be developed to guide the Classification Committee's decision-making.
3. Mechanisms for ensuring the fairness and integrity of the classification process should be established.
4. Therapeutic alternatives to guided group interaction should be developed for boys unwilling or unable to cope with emotionally intense and confrontational therapy.
5. The right to refuse treatment should be respected.
6. Efforts at program enrichment should focus on secure facilities without PIE programs where treatment now seems to be most impoverished.

CHAPTER ONE: INTRODUCTION

The 1974 Juvenile Justice and Delinquency Prevention Act sought to enhance the capacity of participating states to provide effective and equitable care to juvenile offenders. The separation component of the Act mandated that:

...juveniles alleged to be or found to be delinquent shall not be detained or confined in any institution in which they have regular contact with adult persons incarcerated because they have been convicted of a crime or are awaiting trial on criminal charges.¹

In complying with the separation mandate, the Division of Juvenile Services of the New Jersey Department of Corrections created several correctional programs in which juvenile offenders would not only be separated from adults but would receive enriched care and treatment. The separation mandate thus had inspired broad concern with fashioning a correctional system responsive to the needs of juvenile offenders.

I. Purpose of the Research

This report examines the care and treatment of boys who penetrate New Jersey's juvenile correctional system. Its intent is to provide a rigorous empirical basis for program enrichment. The issues it addresses include the reasonableness and equity of the classification process and the psychological impact of treatment and social climate.

¹Section 223(13).

II. A Typology of Correctional Facilities

For the sake of coherent analysis, the 18 correctional units that were examined were classified OPEN PIE, SECURE PIE or SECURE NON PIE.¹ In OPEN units residents have freedom of movement inside the facility and participate in the life of the community; in SECURE units residents have less freedom of movement and no community involvement. In PIE units residents take part in a comprehensive treatment modality that includes work, school and a form of emotionally intense and confrontational therapy called guided group interaction; residents of NON PIE units do not participate in guided group interaction though they may attend school, work and participate in nonconfrontational therapy groups.

		EMPHASIS ON SECURITY	
		OPEN	SECURE
Treatment Modality	PIE	OPEN PIE	SECURE PIE
	NON PIE	OPEN NON PIE	SECURE NON PIE

III. Research Design

The research was designed to examine the entire correctional system for boys and linkages among its parts. Such a "systems approach" (Coates and Miller, 1975) is more suitable for examining changing social environments than conventionally designed evaluation studies that focus inflexibly on the relationship between goals and objectives. It is based

¹PIE is an acronym for Program of Intensive Education.

on the recognition that it is impossible to evaluate individual programs without appreciation of their systemic context.

Both quantitative and qualitative research methods were employed in order to ensure a portrait of the correctional system that was both broad in scope yet rich in detail. Data collection methods included questionnaires and interviews with residents and staff, observation and examination of institutional case records. The resident questionnaire and interview were pilot-tested at the Yardville Corrections Center in July, 1979.

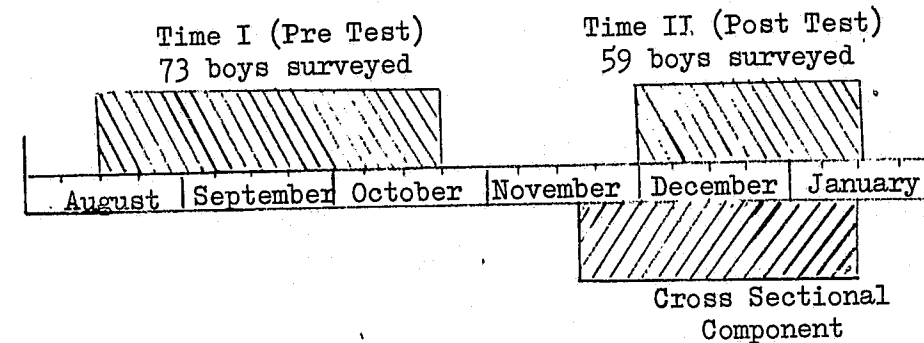
The overall design of the research contained two components - one longitudinal and the other cross-sectional.

Longitudinal Component: The longitudinal component of the research focused on a group of boys who appeared for classification hearings at the Yardville Corrections and Reception Center between August 23, 1979 and October 22, 1979. Seventy-five boys were classified during that period. As soon as his hearing had ended, each boy met with a member of the research team who explained the nature of the research and requested his participation. Seventy-three of 75 boys agreed to participate.¹ Each immediately completed a questionnaire and later that evening, or in some cases the next day, each was interviewed.² Several months later - between December 10, 1979 and January 10, 1980 - 59 boys were traced to 18 units at six juvenile correctional facilities where they were interviewed a second time and completed a post-test questionnaire. Of the 14 boys lost from the original sample, eight were released early, three escaped, one was transferred to an adult facility and two were unavailable at the time of the post-test.

¹A series of tables describing the characteristics of the boys encountered at Yardville appears in Appendix A, page 35.

²A fuller discussion of the administration of the interviews and questionnaires appears in Appendix D, page 41.

Figure 1 - Chronology of the Research



The correctional units were categorized as follows:

<u>OPEN PIE</u>	<u>SECURE PIE</u>	<u>SECURE NON PIE</u>
Stuyvesant House	Jamesburg Cottage 6	Jamesburg Special Treatment Unit
Stokes Forest	Jamesburg Cottage 7	Jamesburg Cottage 4
Oceanfields	Jamesburg Cottage 8	Jamesburg Cottage 10
Jamesburg Distributive Education Unit	Yardville North 1B	Yardville North 2C
	Yardville North 1C	Yardville North 2B
		Yardville North 1A
		Yardville North 2A
		Annandale Cottage 7
		Annandale Cottage 8

Cross-Sectional Component: The cross-sectional component of the research focused on a sample of four correctional units established in response to the separation mandate of the JJDP Act. The four units were chosen on the basis of programmatic diversity.

Jamesburg Cottage 3 is an OPEN PIE unit. It is one of 10 cottages on the grounds of the Jamesburg Training School for boys and girls. It has a capacity of 30 boys who sleep dormitory style. The boys spend part of each weekday working with children at a day care center in New Brunswick or doing landscape work for the Middlesex County Department of Parks. They also attend school and participate in guided group interaction.

Stuyvesant House is also an OPEN PIE unit. It is located in a residential neighborhood in Trenton, New Jersey and has a capacity of 20 boys who sleep three or four to a room. The boys attend school, participate in guided group interaction and work at maintenance jobs in the surrounding community.

The Yardville Medium Security Unit is the juvenile component of the Yardville Corrections and Reception Center. It occupies the North Wing of the institution and has a capacity of 120 residents who sleep in individual cells that are locked at night.

Yardville North 1B is a SECURE PIE unit. The boys participate in guided group interaction and a few have jobs within the institution. Arts and crafts are an integral part of the program.

Yardville North 2C is a SECURE NON PIE unit. Residents participate in a program that includes education and nonconfrontational discussion groups. There are jobs available for some of the boys.

The four units were visited between November 20, 1979 and January 10, 1980. Observation was conducted and questionnaires were completed by 59 boys and 21 staff members.¹

¹A series of tables describes the characteristics of the boys at the the four separation units appears in Appendix B, pages 37, 38 & 39.

CHAPTER TWO: CLASSIFICATION

Boys committed to the juvenile correctional system have been adjudicated delinquent by the Juvenile and Domestic Relations Court. However, commitment is only one of several dispositional choices available to the court. Indeed, the Administrative Office of the Courts estimates that in 1975 only three percent of the cases involving an adjudication of delinquency resulted in commitment; instead, the most common dispositions were probation and dismissal (Criminal Justice Plan for New Jersey: New Jersey State Law Enforcement Planning Agency, 1977:135).

As Table 1 indicates, the boys encountered at Yardville had been committed by juvenile courts from 15 counties.

Table 1 Commitments By County

Atlantic	5%	(3)	Hunterdon	1%	(1)
Burlington	1	(1)	Mercer	5	(3)
Camden	14	(9)	Middlesex	6	(4)
Cape May	1	(1)	Monmouth	15	(10)
Cumberland	5	(3)	Morris	3	(2)
Essex	26	(17)	Passaic	5	(3)
Hudson	3	(2)	Somerset	5	(3)
			Union	6	(4)
			101% (66)		

The maximum sentence imposed by the court is ordinarily 36 months though exceptions are made for such extraordinary cases as homicide. Fifty-nine of 66 boys at Yardville had 36 month sentences;

however, sentence length ranged from six months to 30 years. The sentences were indeterminate in that they could be shortened at the discretion of the Classification Committee.

The boys are escorted to Yardville by a sheriff or detention center worker and taken to a reception unit where they spend the next several weeks. They are assigned to individual cells that measure six feet by 10 feet and contain a bed, chair, wash basin and desk. The reception unit contains three recreation bays with televisions and ping pong tables.

Reception unit residents perform such maintenance chores as sorting clothes and cleaning showers. They are taken each day to a gymnasium for recreation. However, they have few structured activities. Several boys complained of idleness and claimed it contributed to arguments and fights. Others insisted that reception unit officers were excessively punitive and sometimes locked them in their cells for the day without electricity.

Finally, the boys appear before a Classification Committee consisting of the Assistant Commissioner for Juvenile Services from the Department of Corrections, the Chief of Community Support Services, representatives of several correctional programs and two members of the Yardville Screening Committee. For each boy it classifies, the Committee reaches two significant decisions:

1. It chooses the correctional facility where he will serve his sentence
2. and sets a time goal for his release from the correctional system.

I. How Placements Were Chosen

The factor that seems to have most influenced placement decisions was committing offense. As Table 2 indicates, 47% of the boys with nonviolent offenses compared to 90% with violent committing offenses were assigned to secure facilities.

Table 2 Placement By Current Offense

	<u>Nonviolent Offense</u>	<u>Violent Offense</u>
OPEN PIE	53%	10%
SECURE PIE	28	45
SECURE NON PIE	19	45
	<u>100% (36)</u>	<u>100% (20)</u>

The relationship between placement decisions and committing offense was expected. Indeed, the nature of his delinquency is an easy way to judge how secure an environment a boy requires and the nature of his therapeutic needs. Yet the National Advisory Commission on Criminal Justice Standards and Goals (1973:198) points out that "current knowledge dictates that committing offense is not a suitable index of an offender's character, dangerousness and needs."

There also appears to have been a slight relationship between the age of the boys and the placement decisions reached by the Classification Committee - a relationship that persisted when committing offense was taken into account.¹ As Table 3 indicates, 75% of the boys less than

¹See Appendix A, Table 1, page 34.

17 years old compared to 52% at least 17 years old were placed in secure units. There is no obvious basis for the relationship between age and placement though it is possible that younger boys are more often viewed as immature and in need of close supervision.

Table 3 Placement by Age at Reception

	<u>15 to 16 yrs.</u>	<u>17 yrs.or older</u>
OPEN PIE	25%	48%
SECURE PIE	44	22
SECURE NON PIE	<u>31</u>	<u>30</u>
	<u>100% (32)</u>	<u>100% (27)</u>

No relationship was found between race and placement decisions. Three more factors - assault potential, escape potential and I.Q.¹ - appeared to have been related to placement decisions but each relationship disappeared when committing offense was considered.²

¹Assessments of assault potential, escape potential and I.Q. were reached by members of the Juvenile Screening Committee and included in case records.

²See Appendix A, pages 34-35.

II. How Time Goals Were Established

Committing offense was also of overwhelming importance in determining the length of the time goals set by the Classification Committee. As Table 4 indicates, time goals of less than 12 months were given 41% of the boys with nonviolent committing offenses but none with violent committing offenses; time goals of more than 12 months were given 90% of the boys with violent committing offenses but only eight percent with nonviolent committing offenses.

Table 4 Time Goal by Current Offense

	<u>Nonviolent</u>	<u>Violent</u>
less than 12 months	41%	0%
12 months	51	10
more than 12 months	8	90
	100% (37)	100% (20)

There was no evidence of a relationship between the length of time goals and race, I.Q. or the number of times a boy had been previously convicted of delinquent offenses. A slight relationship was found between time goal length and age but it disappeared when committing offense was taken into account.¹

III. A Word of Caution

The Classification Committee reaches decisions that have fateful consequences for the boys - decisions that determine the kind of treatment they will receive and how long they will be deprived of liberty.

¹See Appendix A, Table 5.

Yet the classification process is not regulated by procedures designed to ensure that the power of the Committee is exercised reasonably and equitably. In particular, there is none of the formal due process procedures such as access to a lawyer that are required in juvenile court proceedings when there is a possibility of incarceration. Nor is the classification process routinely open to scrutiny by outsiders such as child advocacy groups. Finally, the Committee is under no obligation to specify in writing the basis for its decisions. Hence it appears that there is a greater potential that the fairness and integrity of the classification process will be compromised.

The classification process also occurs in the absence of formal and explicit decisionmaking criteria. In setting time goals and choosing placements, the Committee is free to invoke any criteria it chooses. The danger that illegitimate factors such as race and demeanor will intrude on the classification process thus seems to be exacerbated. Indeed, there is a consensus that formal and explicit criteria are necessary to ensure that classification decisions are reached equitably (Heinz et al. 1976; Holland and Holt, 1980; National Advisory Commission on Criminal Justice Standards and Goals, 1973).

CHAPTER THREE: THE IMPACT OF TREATMENT ON SELF-ESTEEM

Self-esteem, the way that individuals see themselves and judge their own worthiness, is basic to psychological well-being. As Rosenberg (1968:31) remarks:

When we speak of high self-esteem we mean that the individual respects himself, considers himself worthy. He does not necessarily consider himself better than others, but he definitely does not consider himself worse; he does not feel that he is the ultimate in perfection, but on the contrary recognizes his imperfections and expects to grow and improve.

Low self-esteem, on the other hand, implies self-rejection, self-dissatisfaction and self-contempt. The individual lacks respect for the individual he observes. The self-picture is disagreeable, and he wishes it were otherwise.

The self-esteem of the boys encountered at Yardville was measured on two occasions: just after their classification hearings and after they had been incarcerated for several months. A 10 item scale developed by Rosenberg (1965) was employed. Each item consisted of a statement about which the boys indicated agreement or disagreement on a four point scale. The 10 responses were later totaled. The lowest self-esteem score a boy could achieve was 10 and the highest was 40.

Rosenberg's Self-Esteem Scale

- 1 I feel that I am a good person - at least as good as others.
- 2 I feel that there are a number of good things about me.
- 3 All in all, I feel that I am a failure.
- 4 I am able to do things as well as most other people.
- 5 I feel I do not have much to be proud of.
- 6 I take a positive attitude toward myself.
- 7 On the whole, I am satisfied with myself.
- 8 I wish I could have more respect for myself.
- 9 I feel useless at times.
- 10 At times I think I am no good at all.

I. Change in Self Esteem

As Table 5 indicates, a substantial increase in self-esteem was achieved by boys in PIE units - both OPEN and SECURE. The increase in self-esteem achieved by boys in SECURE NON PIE units was much less impressive. Thus it may be inferred that participation in a PIE program does contribute to the psychological well being of the boys, and that a PIE program may be successfully conducted in both OPEN and SECURE facilities.

Table 5 Change in Self-Esteem By Type of Unit

	<u>Time 1</u>		<u>Time 2</u>		<u>(N)</u>	<u>Difference</u>
	Mean	SD	Mean	SD		
Open PIE	30.0	4.3	33.5	4.1	(20)	+ 3.5**
Secure PIE	28.3	3.1	31.2	4.7	(18)	+ 2.9*
Secure non-PIE	27.9	2.8	29.6	4.5	(18)	+ 1.7
Total	29.0		31.5		(56)	

** Significant at $p < .01$ using t test

* Significant at $p < .025$ using t test

II. Guided Group Interaction

Guided group interaction is a central component of the PIE program.

Many boys claimed that it had helped them. One commented:

I like the group sessions. They bring out all the problems you never knew were there. You get all down and depressed but after they come out you rap about them and feel real good.

Another said:

(The groups) are helping me a lot. If you have a low self-image you can talk to a counselor then we handle it in groups.

As Festinger (1950:1) points out:

Small groups occupy a strategic position as determiners of the behavior and attitudes of their members. Friendship, companionship and the warmth and pleasures of close emotional ties are available only as a result of our relationships with other people. Prestige, social status and the approval of others are in themselves group oriented goals. Such strong motivations toward belonging to groups enable the group to have a great deal of influence over its members.

Guided group interaction meetings are typically confrontational and emotionally intense. One boy is singled out and the group attempts to convince him to abandon his previous identity: to forge a new identity based on the guidance that the group offers. The group acts implicitly on the proposition that personal identity is bestowed by others and can be sustained only with the support of others.

It is important to note that each of the correctional facilities is a closed society in which contact with the outside is curtailed. Since there is no one else to turn to for social and psychological support, the boys are particularly dependent on one another. As it grows in social and psychological salience, the peer group also grows in its capacity to influence the behavior and attitudes of its members. In some correctional facilities an attempt is made to disrupt the solidarity of the peer group in the interest of management and social control. In correctional facilities that make use of guided group interaction, on the other hand, an attempt is made to enhance the solidarity of the peer group and point it in a direction that is socially and psychologically constructive.

III. Dissenting Voices

Though a majority of boys spoke favorably about guided group interaction, a few were alienated from the groups in which they participated and resented the group for attacking them and intruding on their privacy. One boy said:

I don't like groups. I don't like being called wrong all the time.

Another insisted:

I can't deal with group. I keep getting into trouble because I won't deal with my problems. They keep asking me all kinds of questions and I don't think they should know about these personal things.

Guided group interaction seems to be an inappropriate treatment modality for boys unwilling or unable to deal with emotionally intense peer confrontation. Yet those boys have no choice but to participate in the groups. Failure to participate is not only defined by the group as a sign of personal inadequacy, it is also grounds for the imposition of sanctions.

One would not expect a single treatment modality to be successful for everyone. Yet the juvenile correctional system has embraced guided group interaction almost exclusively. Alternative treatment modalities are rarely available and, for many boys, the choice seems to be between guided group interaction and no therapy at all.

CHAPTER FOUR: SOCIAL CLIMATE

Social climate is a relatively enduring characteristic of institutions that is analagous to the personality of an individual. As noted by Moos (1975:4):

Some people are more supportive than others. Likewise, some social environments are more supportive than others. Some people feel a strong need to control others. Similarly, some social environments are extremely rigid, autocratic and controlling. Order, clarity and structure are important to many people. Correspondingly, many social environments strongly emphasize order, clarity and control.

Jesness (1975) has demonstrated that the social climate of a correctional facility is significantly affected by its treatment program. However, as Moos (1975) argues, social climate has important behavioral consequences of its own. Indeed, Coates and Miller (1975:96) suggest that social climate may be as critical to the success of a correctional facility as the components of its treatment program. Hence, variation in social climate has therapeutic implications and the social climate of one correctional facility may contribute more to the social and psychological well-being of residents than the social climate of another.

A slightly revised version of Moos' (1975) Correctional Institution Environment Scale was administered to residents and staff at four

"separation projects:"

Stuyvesant House: a community based OPEN PIE unit

Jamesburg Cottage 3: an OPEN PIE unit located on the grounds of a training school

Yardville North 1B: an institutionally based SECURE PIE unit

Yardville North 2C: an institutionally based SECURE NON PIE unit

The responses of residents and staff to 38 questionnaire items were subject to factor analysis.¹ Three underlying dimensions of social climate were thereby identified. Each is defined below:

¹See Appendix D, Page 46-47.

THREE DIMENSIONS OF SOCIAL CLIMATE

DIMENSION ONE: SUPPORTIVENESS

Supportiveness refers to the extent to which the staff offers encouragement and assistance to the residents.

A supportive environment is one in which the group works as a cohesive whole and the staff:

1. encourages residents
2. gives residents help in planning for the future
3. shares responsibilities with the residents
4. and behaves in a consistent manner

DIMENSION TWO: INVOLVEMENT

Involvement refers to the extent to which a program inspires the interest of residents and concern for one another.

A program with high involvement is well organized and one in which the residents:

1. take pride
2. trust and care for one another
3. feel trusted by the staff
4. try to improve
5. and talk about personal problems

DIMENSION THREE: EXPRESSIVENESS

Expressiveness refers to the extent to which residents are expected to be open about their feelings and take part in decisionmaking.

An expressive environment is one in which the residents are expected to:

1. show feelings and express opinions
2. share personal problems
3. take leadership and participate in decision-making
4. and plan for the future

I. How the Boys Perceived Social Climate

There were dramatic differences among the units in the way that residents perceived social climate. As Table 6 indicates:

1. 69% of the boys at Cottage 3, 69% at Yardville North 1B, 46% at Stuyvesant House and only 18% at Yardville North 2C felt that staff offered them encouragement and assistance.
2. 81% of the boys at Cottage 3, 80% at Stuyvesant House, 56% at Yardville North 1B and only six at Yardville North 2C said the program inspired their interest and concern for one another.
3. 87% of the boys at Cottage 3, 67% at Stuyvesant House, 59% at Yardville North 1B and 41% at Yardville North 2C felt that they were expected to be open about their feelings and take part in decisionmaking.

Table 6: Residents Perceptions of Social Climate

	<u>Stuyvesant House</u>	<u>Jamesburg Cottage 3</u>	<u>Yardville N1B</u>	<u>Yardville N2C</u>
High Supportiveness	46% (6)	69% (11)	69% (11)	18% (3)
High Involvement	80 (8)	81 (13)	56 (9)	6 (1)
High Expressiveness	67 (8)	87 (13)	59 (10)	41 (7)

On the one hand, the data suggests that the openness of a correctional facility influences its social climate; thus social climate was viewed more favorably at OPEN than SECURE units. At the same time,

there is evidence that the richness of a facility's treatment program also affects its social climate; social climate was thus viewed far more favorably at the SECURE PIE unit than the SECURE NON PIE unit.

II. Congruence Between Resident and Staff Perceptions

As Figures 2(a), (b) and (c) indicate, residents and staff at each unit generally agreed about the nature of its social climate. According to Moos (1975:207) such corresponding perceptions of social climate are the common outcome of the fact that residents and staff respond to "a mutually shared reality of events."

Figure 2(a) Percentage of Staff and Residents at Cottage 3
Agreeing That Unit is High on Each Social Climate Dimension

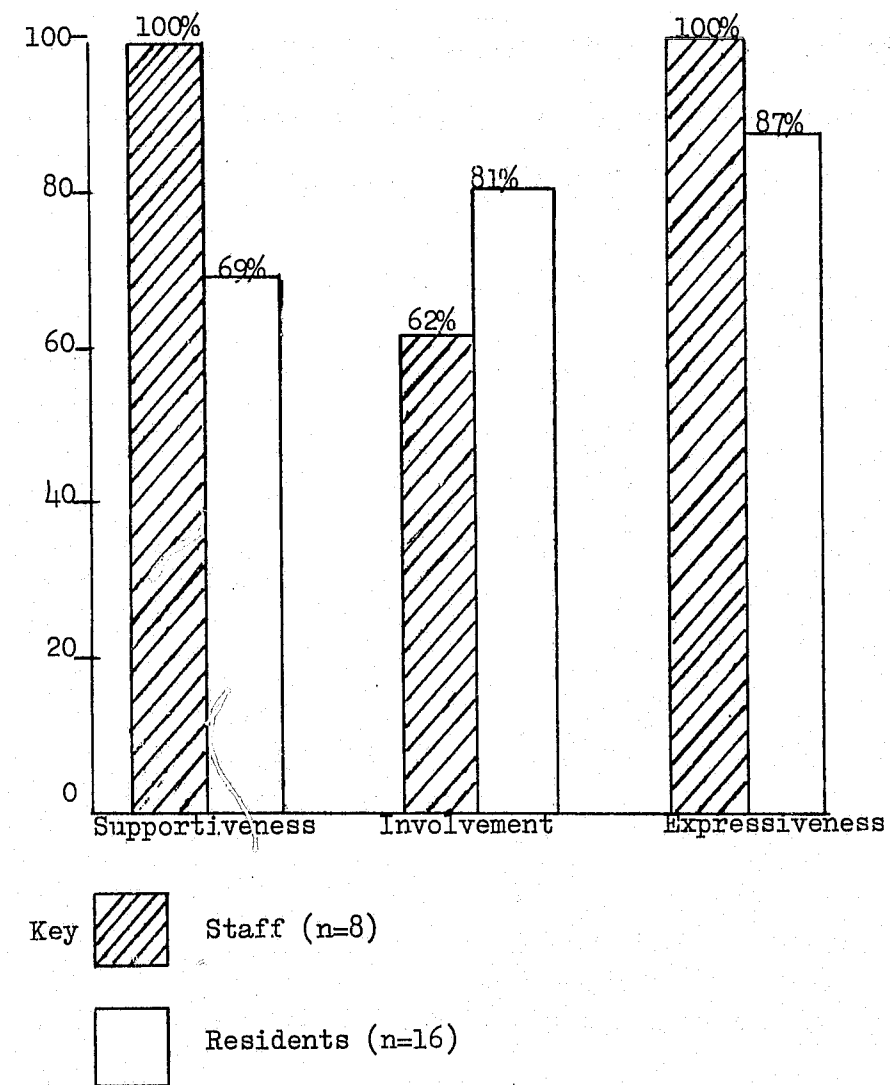


Figure 2(b) Percentage of Staff and Residents at Stuyvesant House
Agreeing That Their Unit Is High On Each Social Climate Dimension

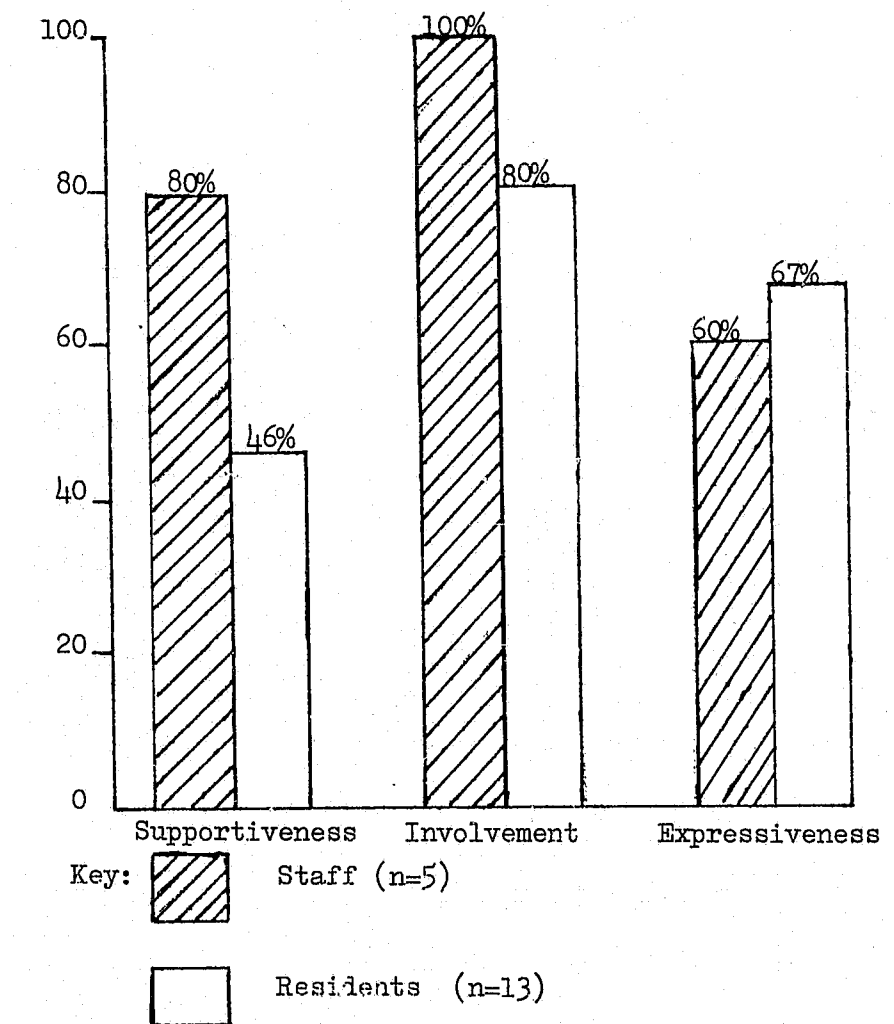
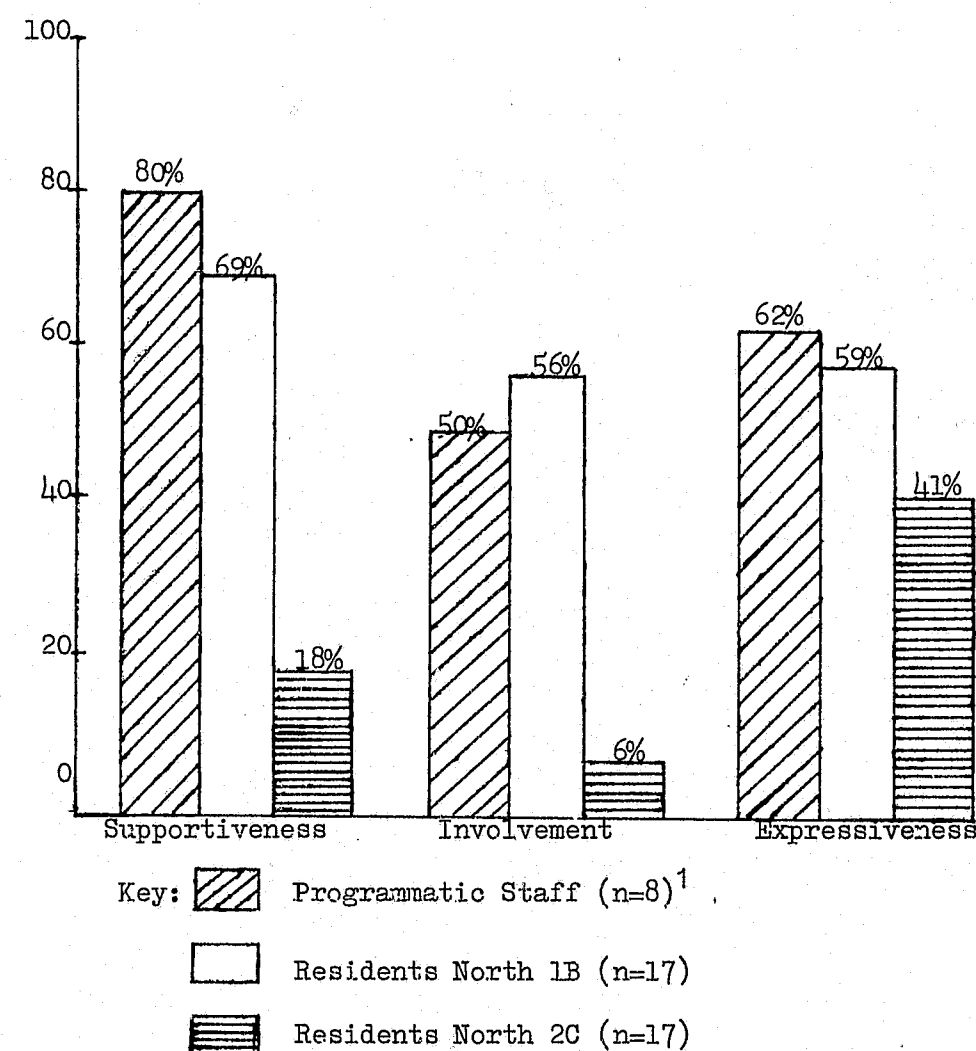


Figure 2(c) Percentage of Staff And Residents at Yardville Units

North 1B and North 2C Agreeing That Their Unit
Is High On Each Social Climate Dimension



¹Correctional officers at Yardville did not complete a questionnaire.

III. The Impact of Social Climate on Self-Esteem

In addition to completing a Correctional Institution Environment Scale, the boys at Stuyvesant House, Cottage 3, Yardville North 1B and Yardville North 2C completed Rosenberg's self-esteem scale. As Table 7 indicates, perceptions of social climate were related to self-esteem; thus high self-esteem was found among:

1. 39% of the boys who felt that staff offered them encouragement and assistance compared to 11% who felt that staff did not offer them encouragement and assistance.
2. 30% of the boys who felt their programs inspired the interest of residents and their concern for one another compared to 19% who felt their programs did not inspire the interest of residents and their concern for one another.
3. 29% of the boys who felt they were expected to be open and take part in decision-making compared to 13% who felt they were not expected to be open about their feelings nor take part in decision-making.

The evidence of a correlation between perceptions of social climate and self-esteem does not necessarily imply the existence of a causal relationship between them. Indeed the apparent relationship between them might be based on their independent association to a third factor

Table 7 Self-Esteem by Perceptions of Social Climate

<u>Supportiveness</u>		
<u>Self-esteem</u>	<u>Low</u>	<u>High</u>
Low	29%	23%
Medium	61	39
High	11	39
	<u>100% (28)</u>	<u>101% (31)</u>

<u>Involvement</u>		
<u>Self-esteem</u>	<u>Low</u>	<u>High</u>
Low	19%	30
Medium	62	10
High	19	30
	<u>100% (26)</u>	<u>100% (30)</u>

<u>Expressiveness</u>		
<u>Self-esteem</u>	<u>Low</u>	<u>High</u>
Low	26%	26%
Medium	61	46
High	13	29
	<u>100% (23)</u>	<u>101% (35)</u>

such as overall optimism. However, it is reasonable to theorize that there is a causal relationship between social climate and self-esteem; that favorable perceptions of social climate do enhance self-esteem and are thus of deep social and psychological significance.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

This report examined the formal process by which boys penetrate the correctional system and the psychological impact of treatment and social climate. It contained a longitudinal component that focused on 73 boys who were classified between August 23, 1979 and October 22, 1979 and a cross-sectional component that focused on 59 residents of four "separation projects." Perhaps the most significant research findings were that participation in a PIE program enhanced the self-esteem of the boys substantially and that the PIE programs were conducted successfully in both open and secure facilities. Those findings, among others, provide a basis for the following recommendations:

RECOMMENDATION ONE: THE BOYS SHOULD BE OFFERED A RICHER PROGRAM OF ACTIVITIES DURING THEIR STAY IN THE RECEPTION UNIT.

At present, the boys have little to do during their stay in the reception unit. Several expressed feelings of boredom and frustration and claimed that idleness was often responsible for arguments and fights. Yet, without too much imagination, it appears that ways could be found to fill the days of reception unit residents with meaningful activities: visits by theatre groups, for example, or discussion groups facilitated by residents of the Yardville Medium Security Unit. By the same token, it appears that the amount of time the boys spend in the reception unit could be shortened - particularly if diagnostic testing were performed by screening teams who visited the boys in detention centers.

RECOMMENDATION TWO: THE CLASSIFICATION COMMITTEE SHOULD ESTABLISH EXPLICIT CRITERIA FOR CHOOSING PLACEMENTS AND ESTABLISHING TIME GOALS

The value of establishing explicit classification criteria is threefold: it would enhance the equity and consistency of classification decision; it would mitigate the potential intrusion of illegitimate classification criteria; and it would ensure that the needs of the boys are not routinely superseded by the needs of management.

RECOMMENDATION THREE: MECHANISMS FOR ENSURING THE FAIRNESS AND INTEGRITY OF THE CLASSIFICATION PROCESS SHOULD BE ESTABLISHED.

At present, the classification process is not regulated by procedures designed to ensure its fairness and integrity. The introduction of formal due process procedures - such as those that apply in the courts - is thus worth considering. Short of that, the fairness of the classification process might be enhanced by inviting the outside scrutiny of child advocacy groups and by insisting that the basis for the Committee's decisions be specified in writing.

RECOMMENDATION FOUR: THERAPEUTIC ALTERNATIVES TO GUIDED GROUP INTERACTION SHOULD BE DEVELOPED.

Though the data suggests that guided group interaction contributed to the well being of many of the boys, there were some for whom it was apparently inappropriate: particularly boys unprepared or unwilling to cope with emotionally intense peer confrontation. Yet guided group interaction has been embraced by the correctional system almost to the exclusion of other kinds of therapy. For many boys, alternatives to guided group interaction are thus not available.

RECOMMENDATION FIVE: THE RIGHT OF THE BOYS TO REFUSE TREATMENT SHOULD BE RESPECTED.

Even boys who did not like guided group interaction were forced to participate and were punished for not doing so. The argument that boys should be permitted to refuse treatment - whether guided group interaction or treatment of another kind - rests on three considerations: that treatment is usually ineffective when it is coercive; that boys are generally able to discern what is in their own best interest; and that forced treatment is tantamount to punishment.

RECOMMENDATION SIX: EFFORTS AT PROGRAM ENRICHMENT SHOULD BE FOCUSED ON SECURE UNITS WHERE CARE AND TREATMENT SEEM TO BE MOST IMPOVERISHED.

The boys whom the Classification Committee assigns to secure facilities are typically chronic and violent offenders. Though they are usually deeply troubled, they seem to be particularly deprived of effective care and treatment. In many instances, it appears that they have been "written off" and their problems defined as intractable. The programs designed for them thus emphasize order and control rather than treatment. However, the experience of Yardville North 1B - a secure program that yet offers a rich treatment program - provides evidence that the goals of security and treatment need not be at odds.

Appendices

Appendix AControl TablesTable A-1 Placement by Age by Committing Offense

	<u>Violent</u>			<u>Nonviolent</u>		
	<u>under 17</u>	<u>17 or</u>	<u>Total</u>	<u>under 17</u>	<u>17 or</u>	<u>Total</u>
	<u>years</u>	<u>older</u>		<u>years</u>	<u>older</u>	
Open PIE	--	25%	10%	44%	61%	53%
Secure PIE	50	38	45	39	17	28
Secure Non PIE	50	38	45	17	22	19
	100%(12)	101% (8)	100%(20)	100%(18)	100%(18)	100%(36)

Table A-2 Placement by Assault Potential by Committing Offense

	<u>Violent</u>			<u>Nonviolent</u>		
	<u>High</u>	<u>Low</u>	<u>Total</u>	<u>High</u>	<u>Low</u>	<u>Total</u>
	<u>Potential</u>	<u>Potential</u>		<u>Potential</u>	<u>Potential</u>	
Open PIE	7%	20%	11%	44%	63%	54%
Secure PIE	36	80	47	31	21	26
Secure Non PIE	57	--	42	25	16	20
	100%(14)	100% (5)	100%(19)	100%(16)	100%(19)	100%(35)

Table A-3 Placement by Escape Potential by Committing Offense

	<u>Violent</u>			<u>Nonviolent</u>		
	<u>High</u>	<u>Low</u>	<u>Total</u>	<u>High</u>	<u>Low</u>	<u>Total</u>
	<u>Potential</u>	<u>Potential</u>		<u>Potential</u>	<u>Potential</u>	
Open PIE	13%	9%	11%	36%	64%	53%
Secure PIE	25	64	47	43	18	28
Secure Non Pie	63	27	42	21	18	19
	101% (8)	100%(11)	100%(19)	100%(14)	100%(22)	100%(36)

Appendix ATable A-4 Placement by I.Q. Score by Committing Offense

	<u>Violent</u>		<u>Total</u>	<u>Nonviolent</u>		<u>Total</u>
	<u>90 or less</u>	<u>91 or more</u>		<u>90 or less</u>	<u>91 or more</u>	
Open PIE	--	22%	10%	44%	60%	53%
Secure PIE	46	44	45	38	20	28
Secure Non PIE	55	33	45	19	20	19
	101% (11)	99% (9)	100% (20)	101% (16)	100% (20)	100% (36)

Table A-5 Time Goal by Age by Committing Offense

	<u>Violent</u>		<u>Total</u>	<u>Nonviolent</u>		<u>Total</u>
	<u>under 17 years</u>	<u>17 or older</u>		<u>under 17 years</u>	<u>17 or older</u>	
Under 12 months	--	--	--	30%	53%	41%
12 months	15	--	10	60	41	51
Over 12 months	85	100	90	10	6	8
	100%(13)	100%(7)	100%(20)	100%(20)	100%(17)	100%(37)

Appendix B
Characteristics of the Boys Entering the Correctional System
Between August 23, 1979 and October 22, 1979
Table B-1 Age

15 years	1%
16 years	35
17 years	53
18 years or older	11
	100% (72)

Table B-2 Race

Black	52%
Hispanic	7
White	40
Other	1
	100% (73)

Table B-3 Highest Grade Completed

<u>Grade</u>	
6 to 8	19%
9	33
10	22
11	22
12	3
	99% (63)

Table B-4 I.Q. Test Scores

70 or lower	13%
71 - 80	10
81 - 90	25
91 -100	22
101 -110	25
111 or higher	4
	99% (68)

Appendix BTable B-5 Most Serious Committing Offense¹Violent Offense

Homicide	1
Rape	3
Robbery	10
Assault	9
Other	1
Total Violent	24 35%

Nonviolent Offense

Breaking and Entering	18
Larceny	7
Motor Vehicle Theft	8
Weapons	2
Drugs	3
Violation of Probation	4
Escape	2
Total Nonviolent	44 65%

¹ Almost all the boys had more than one committing offense. This table reports only the most serious.

Appendix BTable B-6 Number of Previous Convictions By OffenseViolent Offenses

Homicide	0
Rape	1
Robbery	10
Assault	16
Arson	4
Other violent crimes	5
Total Violent	36 19%

Nonviolent Offenses

Breaking and entering	32
Larceny	38
Motor vehicle theft	15
Vandalism	16
Other property crimes	10
Weapons offenses	6
Drug offenses	7
Disorderly persons	4
Violation of probation	8
Status offenses	12
Miscellaneous	10
Total Nonviolent	158 81%

Appendix BTable B-7 Self-reported Delinquent Activity DuringThe Last Six Months On The Street

	<u>never</u>	<u>once or twice</u>	<u>three to five</u>	<u>more than five</u>	<u>Total</u>
<u>Violent Offenses</u>					
Armed robbery	85%	7%	4%	4%	100% (72)
Robbery	66	25	4	4	100 (72)
Assault and battery	58	30	6	7	100 (71)
Hit parents or teacher	87	11	0	1	100 (71)
<u>Nonviolent Offenses</u>					
Breaking and entering	57	25	13	6	100 (72)
Carried a concealed weapon	65	21	3	11	100 (72)
Tried to buy or sell stolen goods	63	17	6	13	100 (68)
Stole something worth more than \$50	77	14	7	1	100 (71)
Stole something worth less than \$50	69	15	11	4	100 (72)
Stole a car	73	20	6	1	100 (71)
Sold illegal drugs	64	15	6	15	100 (72)
Used hard drugs	76	9	7	7	100 (72)
Vandalism	72	18	7	3	100 (71)

Appendix CCharacteristics of the Boys in the Separation ProjectsTable C-1 Most Serious Previous Offense by Unit

	<u>Stuyvesant House</u>	<u>Jamesburg Cottage 3</u>	<u>Yardville North 1B</u>	<u>North 2C</u>	<u>Total</u>
Violent	33%	33%	50%	50%	45%
Nonviolent	67	33	44	50	49
No previous	—	33	6	—	7
	100%(9)	99%(6)	100%(16)	100%(16)	101% (47)

Table C-2 Committing Offense by Unit

	<u>Stuyvesant House</u>	<u>Jamesburg Cottage 3</u>	<u>Yardville North 1B</u>	<u>North 2C</u>	<u>Total</u>
Violent	17%	20%	38%	67%	39%
Nonviolent	83	80	63	33	61
	100%(12)	100%(10)	101%(16)	100%(18)	100%(56)

Table C-3 Race By Unit

	<u>Stuyvesant House</u>	<u>Jamesburg Cottage 3</u>	<u>Yardville North 1B</u>	<u>North 2C</u>	<u>Total</u>
Nonwhite	93%	44%	63%	72%	70%
White	7	56	38	29	30
	100%(14)	100%(9)	101%(16)	101%(13)	100%(57)

Appendix D

The Research Process

I. The Decision to Undertake the Study

The decision to undertake a research study of the boys' correctional system was reached in May, 1979. It was based principally on the involvement of the New Jersey State Law Enforcement Planning Agency with the effort of the Division of Juvenile Services of the New Jersey Department of Corrections to fulfill the separation mandate of the 1974 Juvenile Justice and Delinquency Prevention Act by curtailing contact between juvenile and adult offenders. It quickly became apparent that the separation effort was linked intimately to an attempt to enrich the care and treatment of incarcerated juveniles. The research thus came to embrace broader issues than simply the separation enterprise.

II. Preparing for the Study

In June, 1979, the SLEPA Evaluation Research Unit met with Mr. Thomas Lynch and Mr. Frank Gripp, Assistant Commissioner and Director from the Division of Juvenile Services. Both expressed interest in the research and promised cooperation. A second meeting was then conducted with Mr. Joseph Cuttre, the Director of the Yardville Medium Security Unit, to establish the logistics of the data collection. In August, 1979, Mr. William Fauver, the Commissioner of the Department of Corrections, formally conveyed permission to interview the boys, and in September Supreme Court Chief Justice Robert Wilentz issued a court order granting the Evaluation Unit access to institutional case records.

III. Choosing Research Design

The choice of research design was guided by the diversity of issues that were to be addressed. A longitudinal component was incorporated in order to examine the process by which boys penetrate the correctional system and to assess the impact of treatment. A cross-sectional component was incorporated to provide a closer look at four correctional units established in response to the separation mandate. It was thus possible to conceptualize the research not as a single study but as two overlapping studies conducted simultaneously.

IV. Constructing Data Collection Instruments

Data collection instruments included a pre-test and post-test questionnaire, a pre-test and post-test interview schedule, a questionnaire for the boys at the separation projects, a questionnaire for staff at the separation projects and a form for recording information from case records. The questionnaires contained mainly standard items that have often been used in similar studies though some new items were developed. Some of the standard items were slightly altered so that their language would be closer to language the boys use and understand. The questionnaires and interview schedule were pilot tested in August, 1979 at the Yardville Corrections and Reception Center.

V. Observation of Classification Hearings

The Classification Committee of the Division of Juvenile Services meets every Tuesday afternoon at the Yardville Corrections and Reception

Center to choose placements and set time goals for boys newly committed to the correctional system. Between August 23, 1979 and October 2, 1979, 10 classification hearings were observed. One boy at a time met with the Classification Committee. As soon as his hearing ended, he was sent to a nearby room to meet with a member of the research team. There the research was explained and the participation of the boys was requested. Seventy-three of 75 boys agreed to participate.

VI. The Pre-test Questionnaire and Interview

The pre-test questionnaire was administered immediately in the room to which the boys had been sent by the Classification Committee. They were read aloud to boys who had reading problems. It usually took about 15 minutes for the boys to complete their questionnaires. The pre-test interviews were conducted that evening in the corner of a large room near the reception unit where the boys were housed. One boy had to be interviewed in his cell because he was being punished. The interviews were often interrupted by announcements on the public address system. They dealt mainly with family, school, delinquency and the reception unit and usually took about 25 minutes to complete.

VII. Follow-Up

The post-test questionnaire and interview were administered several months later at each of 18 correctional units. Each generally took about 20 minutes to complete and one was administered right after the other by different members of the research team. The interviews

dealt mainly with the feelings of the boys about the care and treatment they were receiving. Fourteen boys were lost from the original sample: 12 because they were no longer incarcerated in the juvenile correctional system and two because of logistical problems.

VIII. Visiting the Separation Projects

The four separation projects - Jamesburg Cottage 3, Stuyvesant House and Units North 1B and North 2C at Yardville - were visited during the same period that the follow-up component of the study was being conducted. All the boys present on the day of the visit were asked to complete a questionnaire. Fifty-nine agreed and only a handful refused - mainly at Yardville North 2C. The questionnaires were usually administered to the boys in small groups though boys with reading problems were taken aside and their questionnaires were read aloud. The boys usually took about half an hour to complete their questionnaires.

IX. Staff Questionnaires

Staff questionnaires were left behind at the facilities in individual envelopes with each staff member's name. Several weeks later they were collected. The rate of return was excellent except among the officers at Yardville.

X. Consent to Participate

All the boys who participated in the study signed two copies of a consent form. The consent forms were read aloud to ensure that the

boys understood them. One copy of each signed consent form was delivered to the Department of Corrections and one was retained at SLEPA.

XI. Case Records

Case records are maintained at both the Yardville Corrections Center and at the facilities at which the boys serve their sentences. The records were sometimes incomplete and in a few cases, contained information that conflicted with information offered by the boys themselves. However, the information in the case records was extracted exactly as it appeared and recorded on specially constructed data collection instruments.

XII. Developing a Typology of Correctional Units

The boys who participated in this study were incarcerated at 18 different correctional units. For the sake of coherent analysis, the 18 units were grouped into three exhaustive and mutually exclusive categories: OPEN PIE, SECURE PIE AND SECURE NON PIE.

The typology was developed early in the study after observing several Classification Committee meetings. It was noted that committee members thought about correctional units in terms of two factors: whether they did or did not emphasize security and whether they did or did not offer a PIE program including emotionally intense peer confrontation. This was particularly apparent when the Committee considered placement decisions.

In creating categories for grouping the 18 correctional units, it was decided to borrow the perspective of the Committee: to create one category for units that offered a PIE program and emphasized security, one category for units that offered a PIE program and did not emphasize security, one category for programs that emphasized security and did not have a PIE program and one category for units that did not emphasize security and had no PIE program. None of the 18 units fit the last category - OPEN NON PIE - so it was dropped from the typology.

Open and secure units were easily distinguishable; thus the residents of secure units were locked in individual cells, were never free of direct staff supervision, were restricted in their movement around the unit and had no community involvement while residents of open units were not locked in individual cells, were sometimes free of staff supervision, were less restricted in their movements around the cottage and did participate in the life of the community.

By the same token, units with PIE programs were easily distinguishable from units without PIE programs. Most simply, residents of PIE units participated in emotionally intense and confrontational groups while such groups were absent from NON PIE units.

XIII. The Social Climate Dimensions

Social climate at the separation projects was tapped with a slightly revised version of Moos' 36 item Correctional Institution Environment Scale (CIES) administered to both residents and staff. Thirty-five items were used verbatim and three items concerning trust were added. Factor analysis was used in clustering the individual items

to yield three underlying dimensions of social climate. The three dimensions were built upon the following items:

Factor 1. Supportiveness

1. The staff has little time to encourage residents.
2. The staff doesn't give the resident a lot of help in making plans for when they leave.
3. The staff gives residents very little responsibility.
4. There is very little group spirit here.
5. There is little planning about what residents will do after they leave.
6. Staff are always changing their minds.
7. All decisions about this place are made by staff not by the residents.

Factor 2. Involvement

1. The residents are proud of this place.
2. The residents trust one another.
3. The residents really try to improve and get better.
4. Staff trusts the residents.
5. Residents care about each other in this place.
6. Personal problems are openly talked about here.
7. This is a well organized place.

Factor 3. Expressiveness

1. Residents are encouraged to show their feelings.
2. Residents are expected to share their personal problems with each other.

3. Residents are expected to take leadership.
4. Residents are encouraged to plan for the future.
5. People say what they think around here.
6. Residents have a say about what goes on here.

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