

MF-1

*Dynamics of Individual and Group
Counseling by Volunteers*

*Teaching Module Booklet
for
Juvenile and Criminal Justice Volunteerism*

-5-

83351

Funded by:

*A.-O.E.F.E.T.
(Kellogg) Foundation*

*The Public Welfare Foundation
The Ford Motor Co. Fund*

*V.F.P. & N.C.E.D.
1980 - 1981*

VIP

A DIVISION OF THE
NATIONAL COUNCIL ON CRIME AND DELINQUENCY



200 WASHINGTON SQUARE PLAZA NCJRS ANN ARBOR, MICHIGAN 48067 (313) 398-8550

March, 1981

MAY 7 1982

KEITH J. LEENHOUTS, Director
Municipal - District Court Judge, 1959-1969

ACQUISITIONS

TO: Professors of Juvenile and Criminal Justice.
Professors of Sociology, Psychology, etc.
teaching juvenile and criminal justice courses.
Professors, Trainers and others conducting training
for juvenile and criminal justice volunteer programs.

FROM: The Curriculum Development Committee: Dr. Vernon Fox,
Professor G. LaMarr Howard, Dr. Gordon Misner, Mrs.
Marcia Penn, Dr. Ernest L.V. Shelley, Judge Keith J.
Leenhouts, Project Coordinator and Ms. Vera I. Snyder,
Associate Project Coordinator

During the past decade there has been a proliferation of information about volunteering. For those professionals interested, we are pleased to provide you with curriculum materials to assist you in teaching and developing classes or courses in juvenile and criminal justice volunteerism and juvenile and criminal justice general curriculum.

We have given much time and thought to this project since we are convinced volunteerism is one of the best, if not the best, development in juvenile and criminal justice programs during the last two decades. Volunteers, working under careful and intelligent supervision, reduce recidivism by greatly increasing effective rehabilitative services.

These materials have been prepared, compiled, printed and distributed with funds from a grant from the Law Enforcement Assistance Administration Office of Criminal Justice Education and Training*, The Public Welfare Foundation, the Ford Motor Company Fund and the W. K. Kellogg Foundation. Special gratitude is extended to Dr. J. Price Foster, Davis Haines, Leo J. Brennan, Jr., Dr. Peter R. Ellis and Professor Thomas O. Johnson of Asbury College.

We do suggest broad flexibility in the use of these teaching module booklets. The Teachers Outline, suggested Questions and Answers, Learning Exercises, Bibliographies and Content Pages are to be used by you in any and every way they will be most helpful. Please feel free to be creative, imaginative and utilize the materials in a manner which will best suit you. The same is true of the resource packets, modules numbered eleven and twelve.

We feel volunteerism has a very legitimate and important place in juvenile and criminal justice curriculum. We hope you agree and find these resources helpful.

Please let us know if we can be of any further assistance. We wish you the best in your classes and courses on this most vital, crucial and critical subject.

*Grant No. #79-DF-AX-0132. The contents do not necessarily reflect the views and policies of LEAA.

NATIONAL OFFICERS
H. LADD PLUMLEY*
Chairman of the Board
RICHARD L. GELB
Vice Chairman of the Board
ROBERT B. CLARK*
Vice Chairman, Governmental Affairs
JOHN L. KIDDE*
Vice Chairman, International Affairs
CARL M. LOEB, JR.*
Vice Chairman, Professional Affairs
ROBERT STUART*
Vice Chairman, National Affairs
MRS. POTTER STEWART*
Vice Chairman, Citizen Affairs
JOHN W. LARSEN*
Treasurer
HON. ARTHUR S. LANE*
Chairman, Executive Committee
WILLIAM F. MAY*
Chairman, National Executive Committee
MILTON G. RECTOR
President
FREDERICK WARD, JR.
Executive Vice President
LEONARD A. TROPIN
Vice President

VIP ADVISORY COUNCIL
Chairman
JOEL E. NYSTROM
Executive Director
International Y. M. C. A. (Ret.)

TADINI BACIGALUPI, JR.
President, Social Advocates
for Youth Program
San Francisco, California

JAMES V. BENNETT
Director, U.S. Bureau of Prisons (Ret.)

MR. JUSTICE TOM C. CLARK
U. S. Supreme Court (Ret.)

JUDGE HORACE B. HOLMES
Juvenile Court - Boulder

G. LA MARR HOWARD
Professor - Georgia State University

QUINTON T. HUGHES
Del Mar, California

LAURANCE M. HYDE, JR.
Professor of Law,
Nova University School of Law,
Fort Lauderdale, Florida

JOHN W. LESLIE
Honorary Chairman
Signode Corporation - Chicago

MRS. JOHN W. LESLIE
Evanston, Illinois

R. STANLEY LOWE
Casper, Wyoming

W. WALTER MENNINGER, M.D.
Menninger Foundation

MILTON G. RECTOR
President - NCCD

MR. JUSTICE POTTER STEWART
U. S. Supreme Court

MRS. POTTER STEWART
Washington, D. C.

MRS. THERESA YANCEY
Chicago, Illinois

Consultant
ROBERT C. MOFFITT
Executive Director,
Partners, Inc.
Denver, Colorado

U.S. Department of Justice 83351
National Institute of Justice

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the National Institute of Justice.

Permission to reproduce this copyrighted material has been granted by

Keith J. Leenhouts
National Council on Crime & Delinquency

to the National Criminal Justice Reference Service (NCJRS).

Further reproduction outside of the NCJRS system requires permission of the copyright owner.

OLUNTEERS
IN
PREVENTION

OLUNTEERS
IN
PROSECUTION

OLUNTEERS
IN
PROBATION

OLUNTEERS
IN
PRISON

OLUNTEERS
IN
PAROLE

DYNAMICS OF INDIVIDUAL AND GROUP
COUNSELING BY VOLUNTEERS

One of twelve teaching module booklets
to assist Professors to teach classes
and/or courses on juvenile and criminal
justice volunteerism.

Written and Compiled by:

Dr. Vernon Fox, Florida State University--Founder of Southern Corrections
Conference
Professor G. LaMarr Howard, Georgia State University--Former Director of
Volunteers, Fulton County Juvenile Court (Georgia)
Dr. Gordon Misner, University of Illinois at Chicago Circle -Former President
of Academy of Criminal Justice Sciences
Mrs. Marcia Penn, PM Associates--Former Director of the Governor's Office on
Volunteerism (Virginia)
Dr. Ernest L.V. Shelley, Olivet College, Michigan--Former Director of Treat-
ment, Michigan Department of Corrections
Judge Keith J. Leenhouts, Project Coordinator--Royal Oak Municipal Judge,
1959-1969, Director of VIP Division* of the National Council on Crime and
Delinquency
Ms. Vera I. Snyder, Associate Project Coordinator, Administrative Associate
of VIP Division of the National Council on Crime and Delinquency

Complete List of Teaching Module Booklets Available:

- 1) History of Volunteers in Juvenile and Criminal Justice
- 2) Value Base of Juvenile and Criminal Justice Volunteerism
- 3) Volunteer Resource Development
- 4) Management and Administration of Volunteer Programs in
Juvenile and Criminal Justice
- 5) DYNAMICS OF INDIVIDUAL AND GROUP COUNSELING BY VOLUNTEERS
- 6) Many Uses of Volunteers in Juvenile and Criminal Justice
- 7) Volunteers in Juvenile Diversion, Probation, Detention,
Institutions and Alternatives
- 8) Volunteers and Adult Misdemeanant Courts
- 9) Volunteers with the Adult Felon
- 10) Issues, Trends and Directions for Juvenile and Criminal
Justice Volunteerism in the 1980's
- 11) Corrections Volunteer Information Portfolio (Resource Booklet)
- 12) National Education-Training Program (Resource Booklet for Juvenile
and Criminal Justice Volunteerism)

Additional copies of student material (blue pages) may
be photocopied or ordered from VIP-NCCD, 200 Washington
Square Plaza, Royal Oak, Michigan 48067. Copies ordered
from VIP-NCCD will be printed and bound similar to this
booklet (at cost). Additional copies of the complete
teaching module booklets are available at cost.

*Volunteers in Prevention, Prosecution, Probation, Prison, Parole

-1-

OUTLINE

DYNAMICS OF INDIVIDUAL AND GROUP
COUNSELING BY VOLUNTEERS

SECTION ONE: VOLUNTEER LAY GROUP COUNSELING (VLGC)

- I Criminal justice system is under attack.
 - a) Yet there are some very good correctional programs
 - b) One excellent program is volunteer lay group
counseling
 - c) First program in Michigan in 1956
 - d) Every program in a correctional institution faces
problems resulting from:
 - 1) Attitudes and practices of staff
 - 2) Inmate culture or "society of the yard."
 - e) VLGC is most effective in this second area
 - f) VLGC as a valuable technique in probation as well as
in an institution
- II What is VLGC?
 - a) A volunteer effort
 - b) Performed by laymen and women
 - 1) Not trained in the behavioral sciences
 - c) A group program -- not one-to-one
 - d) A counseling program
- III How it began.
 - a) Michigan in 1956
 - 1) Programs in Michigan grew rapidly
- IV Why this program?
 - a) It does correct attitudes
 - b) Not dependent upon additional tax dollars which
are unavailable
- V The Foundation of VLGC
 - a) Based upon good relations between human beings
and the innate desire of people to help each
other.
 - b) Offers selected citizens an opportunity to make
a contribution to a democratic society
 - c) A belief most inmates have a desire to improve
and grow

- d) A belief common people can and do help others
- e) No one is really hurt in VLGC
- f) Key words for VLGC are sincerity and trust

VI VLGC is built upon these concept:

- a) Inmates have a need for help and a desire to grow
- b) No one is beyond help
- c) The group process has special advantages
 - 1) Benefits from the thinking of others rather than just one person
 - 2) The group develops its own personality-- the climate of acceptance
 - 3) Group members more apt to accept opinions of several people rather than the opinion of one person
 - 4) We all tend to help ourselves when we try to help others

VI Procedure

- a) Should vary in each setting depending upon resources and needs
 - 1) Should be wide latitude for different institutions
- b) However, some principles of VLGC are common to all programs
 - 1) Dual leadership
 - 2) Small groups of not over twelve or less than eight
 - 3) Meet weekly usually for sixty to ninety minutes
 - 4) VLGC leaders and supervising staff should meet weekly after each session
 - 5) Groups should remain intact as much as possible-- develop group spirit
 - 6) Membership usually, but not always, voluntary-- (Inmates can be recommended by staff)
 - 7) Leaders may continue as long as they like

VII Starting a VLGC program

- a) Do not wait until you are absolutely sure the program will work perfectly
 - 1) You will never start if you do

- b) Very important: Prepare the professional staff
- c) Keep staff and administrators informed
- d) Start small
- e) Recruit carefully -- look for these qualities:
 - 1) A warm and sincere interest in people
 - 2) Good listeners
 - 3) Sensitive
 - 4) Humble
 - 5) Respect privacy of others
 - 6) Enthusiastic and not dependent upon tangible evidence of success
 - 7) Have few stereotypes about people
- f) Have thorough orientation
- g) Selection of the group participants
 - 1) Voluntary participation preferred but forced attendance is also effective
 - 2) Size important
 - 3) Groups need not be homogenous
- h) Setting important
 - 1) Size of room and type of building important
- i) Leader does not dominate the groups -- they are listeners and helpers--not preachers
 - 1) Stress the basic rules of honesty and confidentiality
 - 2) Focus on basic goals
 - a) Help each other find answers
 - b) Help each other understand themselves
 - c) Help each other stay out of trouble
- j) Suggested plan of getting acquainted

VIII Ground rules for VLGC

- a) Confidentiality
- b) Honesty
- c) Do not have a carefully structured agenda
- d) Expect and tolerate "gripping" at first
- e) Expect resentment and resistance---lack of sense of responsibility---feelings of rejection and inferiority

f) Some "do's" and "don't's"

- 1) Don't expect to see frequent evidence of results
- 2) Don't insist that members of the group talk about their personal problems
- 3) Don't ask group members about their offenses and crimes
- 4) Don't be concerned about moments of silence
- 5) Do expect "growing pains"
- 6) Don't try to get everyone to talk
- 7) Don't talk to much yourself (leader)
- 8) Do let the speaker finish what he or she is saying
- 9) Do let everyone talk and do not let any monopolize the conversation
- 10) Do give people a chance to compose themselves if they break down
- 11) Do learn to accept and understand aggression
- 12) Do remember talking and sharing is part of the healing process
- 13) Do radiate confidence in the group
- 14) Do help each person with their self esteem and self-respect
- 15) Do consult with your supervising staff when a serious problem arises
- 16) Do develop the "we feeling"

SECTION TWO: USE OF PROFESSIONAL VOLUNTEERS IN GROUP COUNSELING

- I Another way to provide group counseling is to use unpaid, volunteer professionals
 - a) Volunteer psychiatrists and psychologists
 - b) Marriage counselors
 - c) Shop lifting schools
 - d) Driver Violators School
- II Also the use of para-professionals
 - a) Alcoholics Anonymous
 - b) Alcohol and Drug Information Schools
- III The key ingredient
 - a) The right leader
 - 1) Well qualified professionally
 - 2) A decent human being

- IV Entirely different from VLGC but also very effective
 - a) Supervision very different
 - b) Forced attendance can be very effective

SECTION III: ONE-TO-ONE VOLUNTEERS

- I Many different ways to use one-to-one volunteers
 - a) Each program should develop its own philosophical approach
 - 1) The concepts of one court is used for illustrative purposes only
- II Mechanics and Methods
 - a) Selection and screening
 - 1) Sensitivity, warmth
 - 2) Some volunteers are experts in counseling---others are not
 - 3) Screening processes include success in other fields---good reputation, etc.
 - b) Sources of assistance
 - 1) Advice from staff
 - 2) Availability of the judge
 - 3) Advice from volunteer psychiatrist or psychologist
 - 4) Referral to pre-sentence investigation
 - 5) Referral to psychiatrist for evaluation
 - 6) Emergency financial aid
 - 7) Volunteer employment counselor
 - 8) Church referral program
 - 9) Alcoholics Anonymous
 - 10) Other private or public human service agencies
 - 11) Program literature
- III Role of Volunteer
 - a) Not an authoritarian figure (This is not true in some programs)
 - 1) Let the judge do the judging and the volunteer be the friend
 - 2) Be an inspirational personality
 - 3) Must convince the defendant he or she is not a "different breed of cat"
 - 4) Guard at Ionia illustration
 - 5) Volunteers help a probationer progress from no self control to a control based on another person to inward control

- 6) Volunteers are often tested
- 7) Basically the volunteer is a friend

IV Obligations of the volunteer

- a) Regular meetings with probationer
- b) Report regularly to staff
- c) Advise staff immediately if you (volunteer) can no longer meet with the probationer

V Techniques employed by volunteer

- a) Volunteer methodology varies greatly
 - 1) One volunteer helped the probationer with a legal problem
 - 2) Another volunteer met the probationer in the corporate executive dining room
 - 3) The volunteer who gave hockey tickets to a probationer and his father
 - 4) The employment relationship
 - 5) Other employment assistance
 - 6) The commercial artist volunteer
- b) Early failures are often part of the relationship
- c) Although there are often long periods of discouragement and frustration, volunteers very often experience the unique and unmatched thrill of truly helping a hurting human being

VI Basic concepts of counseling for one-to-one volunteers

- a) Empathy
- b) Concentrate on the emotions
- c) Qualifications of counselor
- d) Show respect
- e) Identification
- f) Advice
- g) Listening
- h) Realistic Goals
- i) The client must work with you
- j) Use simple language
- k) Acceptance
- l) Communication

ILLUSTRATIVE CASE HISTORIES

- I Medical (enlarged nose) assistance and employment assistance
- II Alcoholic and psychiatric assistance
- III Volunteers assist a defendant guilty of indecent exposure
- IV Volunteer psychiatrist arranged for hospitalization of an emotionally and sexually disturbed young man
- V Assistance in the area of commercial art
- VI Volunteer assists the probationer to establish a church home
- VII Volunteer helps a young man with problems of sexual adjustment
- VIII Volunteer assists a young man with a legal problem (eviction from apartment)
- IX Volunteer assists a newly married probationer
- X Volunteer assists a probationer who appeared to be dull

DYNAMICS OF INDIVIDUAL AND GROUP
COUNSELING BY VOLUNTEERS

QUESTIONS -- ANSWERS

- 1) What two facts cause many correctional facilities to become "schools of crime?"
 - *1) Attitude of staff
 - *2) The inmate culture
- 2) Volunteer lay group counseling (VLGC) has its greatest impact on which of these two?
 - 1) Attitude of staff
 - *2) The inmate culture
- 3) What is VLGC?
 - *1) Just what the name implies---volunteer citizens who are laymen and laywomen to criminal justice counseling with small groups of inmates or probationers
- 4) VLGC first began where and when?
 - *1) In Michigan in 1956
- 5) What two things does the public expect from corrections?
 - *1) Expect offenders to be kept in safe order
 - *2) Expect offenders to be corrected
- 6) What are the basic concepts of VLGC?
 - *1) Desire of humans to help each other
 - *2) Most offenders want help
 - *3) Ordinary people can help others
 - *4) No one is hurt by the process
- 7) What are the two key words in VLGC?
 - *1) Trust and sincerity
- 8) VLGC is built upon what three conditions?
 - *1) Inmates (or probationers) have a need for help and a desire to grow
 - *2) No one is beyond help
 - *3) Groups have special strengths
 - a) More than the insight of one person
 - b) Groups develop their own personality
 - c) When a group member receives the same reaction from several others he or she is more likely to believe it
 - d) We help ourselves when we help others

*Indicates Correct Answer

Questions & Answers (Continued)

- 9) How many leaders should there be in a group?
 - *1) Two
- 10) How large should a group be?
 - *1) Eight to twelve
- 11) When should staff and VLGC leaders meet?
 - *1) After each session (once a week)
- 12) What are the essential considerations in beginning a VLGC program?
 - *1) Do not wait until you are absolutely certain of everything
 - *2) Prepare the professional staff
 - *3) Keep staff and administration informed
 - *4) Start small
 - *5) Recruit carefully
 - *6) Orientate thoroughly
- 13) Groups must be homogenous?
 - *1) False
- 14) What are the ground rules for VLGC?
 - *1) Confidentiality
 - *2) Honesty
 - *3) Do not have a tightly organized agenda
 - *4) Expect "gripping"
 - *5) Expect resistance and rejection
- 15) Discuss the following "do's and dont's"
 - a) Don't expect to see frequent evidence that people are being helped
 - b) Don't insist that group members talk about their personal problems
 - c) Don't ask a group member about his or her offense
 - d) Don't be concerned about silence
 - e) Don't be concerned about the "growing pains" of your group
 - f) Don't try to get everyone to talk
 - g) Don't talk too much yourself
 - h) Let the speaker express himself or herself fully

Answer: See end of article about VLGC

*Indicates Correct Answer

Questions & Answers (Continued)

- 16) What is another way to use volunteers in group counseling?
*1) Use professional volunteers like psychiatrists, psychologists, marriage counselors, etc.
- 17) Can counseling be forced successfully?
*1) Yes
- 18) What sources of assistance does the volunteer have?
*1) See first part of article on one-to-one volunteers
- 19) What is the basic role of the one-to-one volunteer?
*1) Be a friend
- 20) This is done in many ways---discuss a few
*1) See second page of the section on the one-to-one volunteer
- 21) What are the obligations of a one-to-one volunteer?
*1) Meet regularly
*2) Report to staff faithfully
- 22) Discuss the following basic concepts of counseling
a) Empathy
b) Concentrate on the emotions
c) Qualifications of the counselor
d) Show respect
e) Identification
f) Advice
g) Listening
h) Realistic goals
i) Getting client to work with you
j) Use simple language
k) Acceptance
l) Communication
Answer: See sections on basic concepts of counseling and suggestions for one-to-one volunteers-- (Section III)
- 23) Ten case histories are given by the author---Discuss any five
Answer: End of Section III

*Indicates Correct Answer

LEARNING EXERCISES

LAY GROUP COUNSELING

- OBJECTIVE: To experience lay group counseling and understand the dynamics of what occurs.
- PROCEDURE:
- 1) Read and review Ground Rules of Lay Group Counseling -- See Write-Up (Blue Pages)
 - 2) Divide class into small groups of five-six
 - 3) Have each group select one volunteer and four inmates (inmates write a paragraph on "why they are institutionalized").
 - 4) Practice ground rules within each group
- After 15 minutes
- 5) Put on session in front of class
 - 6) Have class critique. Did they follow ground rules?

BIBLIOGRAPHY

- See Module Eleven, this series. Corrections Volunteer Information Portfolio.
- See Module Twelve, this series. National Education-Training Program. 34 hours of audio-visual TV cassettes.
- First Offender, J.A. Morris, Funk and Wagnalls. Available from VIP-NCCD, 200 Washington Square Plaza, Royal Oak, Michigan 48067. (A volunteer program for youth in trouble).
- Baker, Ruth. "The Role and Potential Value of Volunteers in Social Defence." This review of the use of correctional volunteers all over the world was a paper submitted on behalf of the International Prisoners' Aid Association, 526 West Wisconsin Ave., Milwaukee, Wis., and was recently published as part of a U.N. document; it also is in issue No. 24 of the International Review of Criminal Policy.
- Burnett, W.H. The Volunteer Probation Counselor. Judicature, 1969, Vol. 52, No. 1, pp. 285-289 (American Judicature Society).
- McCabe, Francis J. A Big Brother in a Family Court. Juvenile Court Judges Journal, 16 (4): 166-167, 1966.
- Mack, Alice A. Viewpoints from a Volunteer. Public Welfare, Vol. 29, No. 3, Summer, 1971, pp. 295-298.
- Mathews, C.V. and P.A. Rompler. "A Handbook on the Selection, Orientation and Use of Volunteers in Corrections." Center for the Study of Crime, Delinquency, and Corrections, Southern Illinois University, Edwardsville, Illinois, 62025.
- Michigan Department of Corrections. "Handbook for Volunteer Group Counselors," pp. 21 -- Dr. Ernest L.V. Shelley, 1026 Northlawn, Lansing, Michigan 48823.
- Remsberg, C. "Denver's Volunteer Probation Officer Program." In December, 1967 to January, 1968 issue of the Kiwanis Magazine, and in June, 1968, issue of "Coronet."
- Scheier, I.H., L.P. Goter, et al. "Using Volunteers in Court Settings: A Manual for Volunteer Probation Programs." This book-length 1969 publication, over 200 pp. long, is designed to cover this area comprehensively, in all matters not specifically related to a particular type of volunteer job (covered in other manuals). The Manual may be obtained for \$1.00 a copy by writing to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402. Ask for it by title and also as "JD Publication No. 477." If supplies are unavailable, contact the Office of Juvenile Delinquency and Youth Development, HEW, Washington, D.C.
- Scheier, I.H., et al. Guidelines and Standards for the Use of Volunteers in Correctional Programs (Washington, D.C.: U.S. Department of Justice, L.E.A.A., 1972).

- Scheier, Ivan H. "The Professional and Volunteer in Probation: An Emergency Relationship." Federal Probation, Vol. 34, No. 2, June, 1970, pp. 12-18. Article deals with the relationship between professional and volunteer, evidence of impact and the range of court volunteer contributions, management of court volunteer programs, and changes in the role of the professionals.
- Sidman, J. and Leona Sidman. "Community Volunteers as Discussion Group Leaders for Juvenile Probationers."
- Sata, Lindbergh S. III. Group methods, the volunteer and the paraprofessional. International Journal of Group Psychotherapy, 24 (4), October 1974, pp. 400-408.
- Savage, Erma and Wesson, Maryann. One-to-one equals hope. Youth Authority Quarterly, 28 (4), 1975, pp. 37-40.
- On. Becoming A Counselor, A basic Guide for Non-Professional Counselors, Eugene Kennedy. Volunteers--National Center for Citizen Involvement, Box 4179, Boulder, Colorado, Cloth, \$12.92, 350 pages.
- Feinstein, Barbara Baroff and Cavanaugh, Catherine Catterson. Treatment of long-term hospitalized mental patients through the use of volunteers as group leaders. International Journal of Group Psychotherapy, 24 (4), October 1974, pp. 439-451.
- Madden, J.S. and Kenyon, W.H. Group counselling of alcoholics by a voluntary agency. British Journal of Psychiatry, 126, March 1975, pp. 289-291.
- Sidman, Jack and Sidman, Leona Kay. Community volunteers as discussion group leaders for juvenile probationers. In U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Office of Juvenile Delinquency and Youth Development, Volunteer Programs in Courts: Collected Papers on Productive Programs, Washington, D.C.: Government Printing Office, 1969, pp. 229-261.

DYNAMICS OF INDIVIDUAL AND GROUP
COUNSELING BY VOLUNTEERS

SECTION ONE: VOLUNTEER LAY GROUP COUNSELING

INTRODUCTION

No social agency has received more extensive and virulent attack than the justice system---local, state, or Federal---and its related services, probation and parole. Criticism has been especially sharp and widespread recently as other social problems continue to mount rapidly and those who are responsible use "crime of punishment" to shift public attention away from their bungling or inaction.

But there are some good correctional programs in the United States and those of us who have helped build them become increasingly irritated by the continuing focus of the mass media on the poor criminal justice systems. We are the first to admit the best are not as good as they could be, should be and will be. By wider application of what we have learned and by developing the good programs,* the quality of American correctional practice can be vastly and rapidly improved.

This section describes how to start and run a program which was tried first in Michigan in 1956. It is a corrections program which really corrects. It is not presented as THE program or as a universal panacea but as a very vital part of a total correctional program. There are other important parts to the total program but volunteer lay group counseling is one of the most innovative, effective, modern and untraditional methods ever utilized in corrections.

Some correctional facilities become "schools of crime" due primarily to two factors:

- 1) The attitudes and practices of staff (from the Warden to the lonely guard) are often brutalizing, inhumane, unthinking and medieval. The cure for this is sustained and vigorous pressure from concerned citizens to improve the selection of personnel and the development of effective in-service training. People are helped by people. If staff is made up of the wrong kinds of people, inmates will continue to have wrong attitudes and wrong feelings.
- 2) "Inmate subculture" or the "society of the yard" is completely negative toward correctional programs, distrusts the motives of those promoting these programs and perpetuates the attitude of "them against us".

Volunteer lay group counseling will eventually impact number one above but its greatest effectiveness is in changing number two. We have seen it work in a state school for delinquent boys and in the largest prison in the world. When you reverse the attitudes of an inmate body from encouraging each other to fight any efforts to improve them and to perpetuate anti-social attitudes to an attitude of honestly trying to help each other change attitudes and feelings from destructive and negative to constructive and positive, you then have a "school for life" rather than a "school for crime".

*Good program development requires constant assessment of goals and activities along with continuing adaptation to individual and community needs.

Although we are using the institutional setting as an example, this program has the same basic value for offenders on probation or parole. The traditional view that offenders must not associate with each other on parole or probation has been accepted entirely too uncritically by field agents. This association need not inevitably result in strengthening the anti-social or a-social attitudes of the group. Why not turn the group around, as we have done in prisons, and make its influence support and sustain the efforts of its members to keep out of trouble and manage their lives acceptably? Lay group counseling can do this---- in fact it has done this.

WHAT IS IT?

Volunteer lay group counseling is exactly what the name indicates. Here are the essential ingredients:

- 1) It is a volunteer activity because the people who do it are not paid. It is best if they receive absolutely no financial remuneration, not even for expenses. In Michigan, ten men drive a total of 140 miles every Tuesday night and have done so for ten years. They do not receive reimbursement for gas and oil. This is the spirit of volunteerism and it is a healthy spirit.
- 2) This is a program of laymen. They should not be professionals in the behavioral sciences. There is a place for the volunteer professional, but this is not it. The layman does not know what cannot be done---so he goes ahead and does the impossible. We can cite many cases of this. The people who are the core of this program are selected because they are the kind of people they are (more of that later) and not because of their training. The best people are housewives, businessmen, laborers, etc.
- 3) This is a group approach. There is a place for one-to-one relationship in helping troubled people, but this program utilizes the age-old and inherent capacity and desire of people to help each other in groups. Man is innately social and he can be helped very effectively in the right kind of a small group (usually there are 8 to 10 people in a group).
- 4) Finally, this is a counseling program. Advice, encouragement, inspiration, guidance and support are given to all members of the group. This is not a class to be taught, an audience to be lectured to or a congregation whose souls are to be saved. We want an atmosphere where a small group of people sincerely seek and give understanding and concern to each other.

HOW IT BEGAN

The first volunteer lay group counseling program with offenders in the United States started in Michigan in 1956 at Camp Pugsley. When the Department of Corrections opened this camp for younger inmates from adult criminal courts, Dr. Ernest L.V. Shelley, the Director of Treatment for the Department, realized there was not sufficient staff to meet the counseling needs of these youthful

offenders. Therefore, he went to nearby Traverse City and enlisted the help of six carefully selected laymen who agreed to lead groups of ten youths each week.

This experience was so satisfactory that when the Department of Corrections opened a new medium security adult facility, the Michigan Training Unit at Ionia, this program became the core of the counseling services.

Encouraged by these successes, the department gradually introduced lay group counseling into the other correctional institutions of Michigan until the maximum security prisons (Jackson, Ionia Reformatory, Marquette, Cassidy Lake Technical School) and all of the fourteen Corrections-Conservation Camps were being so served. Each year more volunteers and groups were added until, in 1968, there were nearly two hundred groups serving about 2,200 incarcerated offenders.

WHY THIS PROGRAM?

No program rises very far above its stated or implied philosophy. Ends do determine means, so let us take a look at the basic convictions and principles upon which volunteer lay group counseling is built. The citizens whose taxes support correctional programs are entitled to two expectations from corrections. These expectations are not mutually exclusive and should not be considered as inevitably conflicting with each other.

- 1) They expect offenders committed to corrections to be kept in safe and good order. They will not long tolerate brutality, riots or carelessness.
- 2) They expect the offender to be improved when he or she is returned to society. They want him corrected, not necessarily cured.

It is in the second obligation that volunteer lay group counseling becomes an integral part of the treatment process. Even though 90% of the offenders want to lead better lives, they need help to learn how to do this. They need direction, encouragement and supervision. Volunteer lay group counseling is one very realistic solution to the problem of providing help both in the quality and quantity required. It is a very practical way of getting the right kind of help to probationers, prisoners and parolees in an adequate amount, because taxpayers cannot afford the cost of providing this help by hiring a sufficient number of professionals, even if they were available. It is also a better way since it involves the community in solving its own problems.

WHAT IS THE FOUNDATION OF VOLUNTEER LAY GROUP COUNSELING?

Every good program has a basic foundation upon which it is built. This consists of a series of basic principles which gives direction to the program.

- 1) The most sadly neglected resource in our communities is the age-old constructive influence inherent in good relationships between human beings and the innate desire of human beings to help each other.

- 2) This program offers selected and qualified citizens an opportunity to make a direct contribution to the solution of a common social problem. In a democracy this is especially valid and healthy because it is inherent in the democratic process. We do what we can to solve the common problems. The only realistic and effective answer to problems of delinquency, crime and mental health is a program where highly motivated citizens can become directly involved and make a very real and vital contribution to the solution of the social problem. Volunteer lay group counseling in corrections is such a program.
- 3) We believe most offenders want help and have a desire to grow and improve. This desire may be weak or strong, it may be constant or occasional, it may be permanent or temporary, but most inmates recognize the need for help and want to grow and become better people.
- 4) We are firmly convinced the capacity to help others is not reserved only to those who have had certain courses in school or a certain amount of training and experience with very special kinds of problems. The majority of the men in our facilities do not have these highly complex problems and, therefore, can be assisted by selected lay people who have certain personal qualities which make it possible for them to be really helpful to other people. The butcher, the baker and the candle stick maker are often very caring people.
- 5) We are also convinced no one is really hurt or injured in this kind of program. If we felt there was any real danger, the program would have been abandoned long ago. Quite a few years of experience with this approach have not produced any instances of the hurt or damage about which we were originally warned. We believe if the selection of lay people to help us in this program is done well, if they are given some help to learn as they work and if they are sincerely committed to what they are trying to do, the chances of anyone receiving any real damage to his or her personality as a result of this experience are so slight as to be, for all practical purposes, not a factor at all.

The key words for volunteer lay group counselors are SINCERITY and TRUST.

Various viewpoints may be very important and necessary to help people. Group counseling is no exception and is built on the following convictions:

- 1) The men and women in our facilities have a need for help and a desire to grow. This desire may be strong or weak, it may be quite constant or only occasional and it may be permanent or temporary. However, the need for help and the need to grow are present at times in all these men and women. We must be prepared to do what we can to meet this need.

- 2) We believe none of these men or women are really beyond help. This does not mean we can help everyone and certainly not to the degree we wish or that they might desire. We must, however, commit ourselves to the possible growth of every person.
- 3) As mentioned several times previously, a group which meets with an honest and serious intention of helping each other has special strengths and tendencies. Among these are:
 - a) A man or woman who is in a group with ten others has the advantage of the insight and thinking of nine other people rather than just one person as contrasted to an one-to-one relationship.
 - b) When a group has been together long enough, it develops its own personality and relationships. It can offer an opportunity for creative self expression. A climate of acceptance, encouragement and support make it possible for the "real" person to emerge. This, too, is often greater than one can experience in an one-to-one relationship with even the most kindly, concerned and accepting person.
 - c) A member of the group is much more apt to accept the statements being presented to him if they are agreed upon by most of the other members of the group than if they were asserted by just one person. The fact several people see his problem in the same manner and see the answer pretty much in the same way makes it much easier and more probable he will accept the answer than if he was talking with just one person.
 - d) Often the most real kind of help will be found in the kind of situation where an individual will help himself in the process of trying to help others. As he tries to help other persons see their problem differently, the helper himself sees things differently. As he tries to help another person develop some insight, he begins to develop new insights of his own. Sometimes this is the most effective kind of help since it is more indirect and the person comes to his own conclusion. Our own conclusion is always more persuasive and lasting than the conclusion of another which is urged upon us.

HOW IT IS DONE

Various facilities serve different people, have staffs which are different and have different local resources. For this reason there is and should be wide latitude for possible variations in the operation of such programs. However, in most situations, the pattern is pretty much the same. The following is the procedure which we used widely and successfully.

- 1) Two leaders agree between themselves that they will be responsible for the leadership of a group. This means if one of them cannot be present on a given week another one will be there. Usually both can be there and this is even better. However, we suggest the dual leadership because this is a little less demanding on the time of busy people. On the other hand, if a volunteer prefers and can see his or her way clear to accept sole responsibility for a group, this certainly is very acceptable.
- 2) The groups are kept small; between eight and ten or, at the most, twelve inmates or probationers.
- 3) The groups meet weekly for one to one and a half hours. This should be flexible since the sessions do not always reach a point where it is desirable or even possible to stop at a specific time. A discussion period of less than an hour offers too little time for a meaningful exchange and if it runs over an hour and a half it probably loses much of its effectiveness due to fatigue and other factors.
- 4) After the counseling session each week the leaders and, in most cases, one member of the group meet over coffee to share their experiences and receive some training and other help from the staff. This meeting is chaired by a staff person.
- 5) It is generally best if a group remains intact and accepts new members as older members leave due to release from the institution or otherwise. This makes it possible for group spirit to develop, continue and grow for it is in this atmosphere the greatest good is done.
- 6) In most cases the members of the group request the opportunity to have this group experience. However, in a few cases there may be inmates who have been asked to join the group because it has been recommended as part of their treatment program by the staff.
- 7) The leaders are welcome to continue as long as they find it possible to do so. We are most happy when they continue on a rather permanent basis and many do. We have known volunteers who have remained with the program for ten years.

STARTING A VOLUNTEER GROUP COUNSELING PROGRAM

We offer these guidelines based upon our experience in starting and operating this program both with juveniles and adults. These concepts are equally applicable in correctional facilities or with probationers or parolees.

- 1) Do not wait until you are completely convinced this will work perfectly. Most of us started the program with some doubts and trepidation. Results reassured us and bolstered our confidence. After all, nobody has ever come up with a program to change human behavior which

was guaranteed to be successful. This is exploratory and experimental work. We must accept the inevitable risks involved and minimize them by good organization and thoughtful planning. If you are willing to try something new, can keep an open mind until the evidence accumulates and watch the experiment carefully as it progresses, go ahead and get your feet wet.

- 2) Prepare the professional staff. Inform them about your plans, why you are going to do it and what their role is to be. Administrators need only know the basic elements of the program so they can intelligently answer any questions raised by the public. (In fact, in the opinion of some of us, if you can get correctional administrators to answer programatic questions intelligently, you have accomplished quite a bit). The key staff are the field agents, counselors, teachers, chaplains and others who will work with the volunteers. Start only with those who are interested and willing to give the idea a try. Staff who are strongly opposed or resistant should not be forced to participate. Let them become convinced by willing staff and by observing a successful program.
- 3) Keep staff and administrators informed about the current status of, and any subsequent changes in, the program.
- 4) Start small. It is much better to start with only a few good counselors than with many mediocre or poor ones. In most large settings, five or six groups is a very good beginning.
- 5) Recruit personally. Start with people who you, or someone whose judgement you respect, know have the following qualities of an effective counselor:
 - A warm, sincere interest in people.
 - Are very good listeners--do not have a compelling need to lecture, preach or talk.
 - Are sensitive to the feelings of others and to their own feelings.
 - Are humble about their ability to do this. Those who jump at the chance too quickly are probably motivated by the wrong feelings.
 - Respect the privacy of others and are willing to be themselves.
 - Can work enthusiastically without too much tangible evidence of results.
 - Have few stereotypes about people--especially apprehended offenders.

This makes them sound like pretty rare "birds"---and they are. But there are enough of these kinds of people in your community to get the job done, and done very well.

- 6) Orient them thoroughly so they know what is expected of them. Make the goals clear and attractive. Since one of the basic ideas is a long term commitment (six months to a year) of continuous weekly service, it is generally better to let two volunteers share the leadership of a group. This provides some flexibility for them without sacrificing continuity of leadership in the group. They need not alternate but can both be present when possible. A good orientation includes a discussion of the pertinent sections of this booklet with the volunteers.
- 7) Selecting the offender group. Those who come voluntarily are a bit easier to work with but our experience indicates no real problems are created by having offenders ordered into this program by the judge, institutional officials or field agents. Some people want help but cannot bring themselves to seek it until forced. They also do very well.

A group of ten to twelve has proven to be optimum for institutionalized adult offenders. A group of about five to seven seems optimum for juveniles on probation or parole. In our experience, as you expand these numbers you begin to lose the feeling of closeness.

Groups need not be homogenous as to age, sex, offense, background, etc. However, the differences should not be so great as to retard understanding and feeling of "groupness".

- 8) Setting. Group counseling should take place in a room large enough for the group to sit comfortably in a circle but not so large that space works against a feeling of being close and unified.

Probationers and parolee groups should meet in a neutral setting such as a church, community center, Y.W.C.A. or Y.M.C.A. It is easier to arrange the post-session training of the lay counselors if several groups can meet in the same building at the same time.

- 9) Give volunteer lay counselors help as requested but do not otherwise intrude into the group for at least three sessions. After this staff can and should visit each group for 10 minutes every other week so you have some idea of what is happening. Each week there should be a training session for all lay counselors immediately following the counseling sessions. Here the professionals help the volunteer lay counselors with their problems and instruct them in the best methods and procedures.
- 10) Stress basic rules. The basic rule is: "Be Honest With Each Other" and "What We Say Here, Stays Here".

The staff person supervising the program should set up a meeting with all the lay counselors and group members. At this time he explains the goals of the program:

- Help each other find answers to problems.
- Help each other understand themselves.
- Help each other stay out of trouble.

Then explain briefly the operational details (where to meet, when, how long, etc.).

He should then let each offender group meet briefly with their lay counselors to get acquainted by following this suggested plan:

- Have the counselors introduce themselves and tell about their work, interests, family, hobbies, etc.
- Have each member introduce himself or herself and tell about interests, work experiences, etc.
- Explain the purpose of group counseling

GROUND RULES FOR LAY GROUP COUNSELING

- 1) A basic rule is whatever is discussed in the group is confidential. No member of the group should mention names or talk about people outside the group in such a way that they can be identified in any way. Strange as it may seem to some people, this rule has generally been observed by all who are involved in the program over the years. If mutual trust and confidence is to develop, this rule of confidentiality is an absolute must. It has to be clearly understood by paid staff, volunteers and group members.
- 2) Also, members of the group must be honest with each other and with themselves. If people are to be helped, we must assist them to face their problems, feelings and attitudes honestly. This means, of course, we must do the same ourselves.
- 3) The best way to start each counseling session is to ask the question, "What do you want to talk about tonight?" It is generally best not to have too much of a planned agenda for any evening. Occasionally a group will want to discuss a certain topic again the next week or continue a subject which they are now exploring. When they feel this way they should, of course, be free to do so. One of the great virtues and strong assets of this program is its independence from a highly planned, structured or organized approach.
- 4) When you and/or the group are new, expect a few sessions of just general "gripping". This is done to test the leader's acceptance and stability. If you seem neither perturbed or bothered, the group will then go on to more constructive and useful topics.

- 5) The four problems you will encounter most often with offenders are resistance and resentment toward authority, too little sense of responsibility, feelings of rejection and alienation by society and feelings of inferiority.

Some of the "Do's and Don'ts" of effective lay group counseling are:

- 1) Don't expect to see frequent evidence that people are being helped. This is the kind of improvement which is extremely hard to measure. Perhaps some day we will devise instruments sophisticated and sensitive enough to do so. At the present we must sustain ourselves with the belief that much more is going on beneath the surface than is evident to our eyes and ears. In fact, one of the great compensations of this work is to discover, after much time has passed, that a human being was reached and helped in ways which were not evident at the time. There are ways to make some estimate of progress and they will be discussed more fully later in this booklet.
- 2) Don't insist that members of the group talk about their personal problems and do not criticize them for the level of discussion. When the group has created its own atmosphere of helping and caring it will naturally engage in deeper levels of discussion and inevitably the personal problems will surface. In fact, in most cases, this level of discussion will come much more quickly than expected. You will be quite surprised how rapidly the group moves into very difficult areas of discussion.
- 3) It is best not to ask a person about his or her offenses. If he or she wants to talk about them, they will. Some people have an almost morbid interest in criminal behavior. It usually is not really that interesting. These criminal acts were symptoms, not causes.
- 4) Don't be concerned if you hit a period of silence in the group during a meeting. There are probably good reasons for this and often some important, necessary and valuable things are occurring during the quiet period. Let the group break the silence when they are ready.
- 5) Most groups have "growing pains". Let them learn through "floundering" for a little while. It will be good for the group.
- 6) Don't try to get everybody to talk. There are some people who prefer to listen until they feel sure of the group and their place in it. Listeners can be helped as much as talkers. In this business we soon learn no one knows for sure when and how different kinds of people are reached and helped.

- 7) Don't do too much talking yourself. You are likely to make this mistake more than any other. You very likely will talk more than you should. Avoid lecturing or "preaching". Be natural, informal and courteous. Speak calmly, without impatience, scolding or sentimentality. Remember you are a counselor and not a prosecutor.
- 8) Let the speaker express himself or herself fully. Protect him or her and their right to be free from interruptions of other group members. You may have to remind them that each will have their turn.
- 9) When several people try to talk at once, call on one and give the others a chance later. When one person is monopolizing the discussion, call on someone else for his opinion.
- 10) If a person breaks down while he is talking, wait quietly for him to compose himself. Often someone else will pick up the discussion. This is good.
- 11) Learn to accept and understand aggression so it does not arouse a similar response on your part.
- 12) Try always to remember that talking and sharing feelings is a healing process in itself.
- 13) You should try to radiate a confidence in the group process and through it people find real help.
- 14) Help each person get a better opinion of himself or herself by recognizing their contributions and applauding any growth which you observe.
- 15) When you feel worried about the seriousness of a personal problem being discussed, consult your professional supervisor and have him or her take it from there.
- 16) The stronger the feelings of belonging is developed by the group, the more effective the group will be. Kurt Levin, an eminent psychologist, calls it the "we feeling". As this feeling increases, the group becomes more and more successful in helping each other.

SECTION TWO: USE OF PROFESSIONAL VOLUNTEERS IN GROUP COUNSELING*

There is, of course, another way to utilize volunteers in group programs. This is to use unpaid professionals. In another booklet in this series we have described the use of volunteer psychiatrists and psychologists in group counseling programs. This is extremely effective for many apprehended offenders and delinquent prone youth.

The same is true of referrals to Alcoholics Anonymous groups, Alcohol Information Schools, marriage counseling groups, shop-lifting schools, etc. Readers who seek further details are referred to the booklet on Volunteers in Adult Misdemeanant Courts.

*This does not negate the use of lay volunteers in group counseling (prior section) but simply indicates unpaid volunteer professionals can also be effectively used in group programs.

The basic and fundamental issue for all group programs is the same. The right leader is absolutely necessary.

In group psychotherapy, you must have a highly skilled and well qualified psychiatrist or psychologist.

In marriage and family counseling groups, a highly skilled and well qualified marriage counselor is the key.

The same is true of the other types of groups.

Of course, of even greater importance than professional qualifications is the personality and character of the professional volunteer. He or she must be a warm, understanding, compassionate and decent human being.

With these kinds of professionals and para-professionals, in the case of Alcoholics Anonymous groups and Alcohol and Drug Information Schools, such group programs are very effective.

This is an entirely different but also very effective way to utilize volunteers in prevention, court and correctional programs. Of course, unlike in the use of volunteer lay group leaders, you rely upon the skills of the professional. Such things as supervision is very different when professional volunteers are involved.

One last thought. Some troubled people who need help simply can never admit it. Juvenile and criminal justice programs can force attendance at group meetings for a reasonable period of time. Often this is the only way some juveniles, probationers and inmates can accept a program. Often it is very effective. We should use this power in a wise, discrete, humane and effective manner.

SECTION THREE: ONE-TO-ONE VOLUNTEERS

Of course, there are many ways to use one-to-one volunteers. One court, which has used volunteers for over twenty years, summarized some of the basic concepts and we are including their thoughts in this booklet.

Carefully bear in mind this is only one philosophical approach to the use of volunteers in juvenile and criminal justice. Each program should develop its own concepts and philosophy. The thoughts of this court are used for illustrative purposes only.

The Role Of The Volunteer: (Information sent to volunteers in the program)

Selection and Screening --- Volunteers are selected by staff, the volunteer administrators and the judge primarily. The basic ingredient is sensitivity, warmth, dedication, concern and desire to do the job. All must have these qualities.

Many volunteers are experts in a phase of counseling such as attorneys, public school counselors, doctors, etc. Some, although not experts in any phase of counseling, are inherently good counselors by natural ability and common sense.

The screening process is based upon success in other fields, good reputations in the community, screening by others to qualify them to hold their full-time job

(such as lawyers who are screened by the Bar Association), personal knowledge of the volunteer by the staff or the judge and/or screening by the volunteer psychiatrist and his associates.

Another source of volunteers which is growing ever larger is the employer-employee relationship. This relationship is full of rehabilitative potential. Here again, the volunteer is selected only if we feel that he has the qualities we are looking for in a volunteer.

We hope volunteers will feel it is an honor to be associated with the program. Not just anyone qualifies. You have been carefully selected.

Sources of Assistance --- The volunteer has many sources of assistance available to them. The volunteer may, upon request, seek assistance from the following persons:

- 1) The staff counselor who is working with his probationer. We anticipate that at least once every two months he or she will contact you. If the staff counselor has not called you within a 60 day period, you should call him or her. They are anxious to help you.
- 2) The administrator and his associate are available during the daytime for telephone calls. They will give you whatever help is needed.
- 3) The judge habitually sets aside one evening for the probation department and is usually available after 8:00 PM. He will stay until midnight if requested and is available to the volunteers. Appointments should be made through the administrator. (Appointments with both the staff counselor and the judge at the same time can also be arranged).
- 4) If you would like to see a volunteer psychiatrist to discuss your probationer's particular problem, this can also be arranged. Call the administrator for this service. The psychiatrists are most generous with their time.
- 5) Most probationers, before being put on probation, receive a pre-sentence investigation. Many times this includes a psychiatric evaluation. Occasionally it includes psychological testings. Under certain circumstances and conditions, these reports are available to you. In other cases it may be possible to discuss general psychiatric principles which might be helpful in a specific case. Volunteer psychiatrists are available to you.
- 6) If you think the probationer should have a psychiatric testing or evaluation, the administrator should be notified. They will arrange for you to discuss the matter with the psychiatrist and the staff counselor.
- 7) We have some limited ability to give emergency financial assistance to the probationer. This is not done often. However, your probationer might qualify. Again, see the administrator about this.

- 8) We have our own employment counselor who does a fine job. This service is free. Appointments can be made during the day or evening. You should feel free to attend these meetings if you so desire. This is one of our finest services and we should avail ourselves of this opportunity. Appointments can be set up through the administrative office.
- 9) Do not forget the church referral program. A minister, priest or outstanding layman of virtually any church in the area will go to the home of a willing probationer and explain the church's role to him. He will take him to church, thus assuring him a warm welcome. Also, if the probationer is thinking about marriage, let's do what we can to have him want to get married in church. This might be the start of a good church home. In this area, we cannot force or be judgmental. However, a little friendly persuasion might well be indicated.
- 10) Remember, we have our own chapter of Alcoholics Anonymous. This is a service which has been most effective. Attendance can be compulsory or voluntary. If you think the probationer needs to go, let us know. Contact the administrative office.
- 11) There are also other private and public social agencies we can refer to in specific cases. If there is a need, call the administrator. He may know a way to fill a need through referrals to different social agencies.
- 12) You should all have a copy of the Annual Report of the department which describes the above in greater detail

It is not our desire to refer a probationer to a volunteer and just let him sink or swim. We have painstakingly set up the above procedures. They are sources to which you can turn for help. Use them.

This is very important--- The volunteer is not an authoritarian figure. The judge fulfills this role. To a lesser extent, the staff fill this role also. If the probationer does not realize he has done something wrong by the time he gets to the volunteer, it is doubtful the volunteer can convince him.

If the probationer does not cooperate with you, then you can suggest that he be punished. However, this should be kept between you and the court. The probationer should not know this. Let the court be the authoritative figure---you be his friend.

The concern which the judge feels for the probationers must be expressed vicariously. To the vast majority of them, the court purposely remains aloof and punitive. To only a very few can the court speak informally and with compassion. Thus, the volunteer can fulfill the role of a friend and companion of the probationer. It would be a fatal error for the court to try to fulfill this role. It is also wrong for the volunteer to act like a judge. You do not have to be judgmental, you do not have to be authoritative, you do not have to be concerned with punishment. You are relieved of this duty. You must be a friend. Let the court represent authority. You represent acceptance, understanding, affection and concern. The judge cannot be a volunteer. It would be a great mistake for him to try. You cannot be the judge. Do not try to fulfill this role.

This is difficult to do. We know it. It is easy to say these words but to practice them day in and day out for many months is quite another matter. It is this difficult task to which you must address yourself.

Judge George Edwards once said, "The lack of an inspirational adult personality in the life of the youthful offender is not a cause of delinquency, it is THE cause". Like all generalizations, this is not completely accurate nor meant to be. But it expresses a tremendous amount of truth.

Dr. Ernest Shelley of the Michigan Department of Corrections put it this way. "Our biggest job is to convince the probationer he is not a different breed of cat". We must show him he is like others in that his needs for recognition, accomplishment, pride and love are basically the same as everyone else. He also states the greatest technique in rehabilitation is to introduce an inspirational personality into the life of the probationer.

Dr. Shelley cited an interesting example. A prisoner at Ionia was considered to be incurably disturbed. Every psychiatrist agreed. However, one night a guard started talking to the prisoner. The guard did not even have a high school education. He was not "smart" enough to know that the prisoner could not be helped. After several months, the guard had been so effective by just listening and giving advice---by being a friend---that the prisoner was rehabilitated and discharged from prison. His life since has been a useful one. Without a volunteer friend he would still be in prison.

One of our volunteer psychiatrists said something like this: "The majority of the probationers we work with are character disorders. They lack inward control. Often inward control can be established by inserting into their lives an inspirational personality. Because of the admiration the probationer has for this person, the probationer does not want to "let him down". After this has been established the next step, transferring the desire not to let the volunteer down to not wanting to let himself (the probationer) down, is an easier accomplishment. Thus we can go from lack of inward control to objective inward control (I don't want to get into trouble because it would hurt the person I respect) to the final goal of subjective inward control (I have my own standards to which I must be true). Again, it is easier to talk about these things than to do them, but they can be done with patience, intelligence, understanding, affection and concern. We could cite several examples of how this difficult task has been accomplished.

On many occasions you will be tested by the probationer. He will seek to find out how far he can push you. How easy is it to get you mad? How quickly can he make you throw up your hands in disgust? How much patience do you have? Remember, the judge will punish, you are helping. Do not be judgmental. Be patient.

One of our most active and dedicated volunteer psychiatrists has given us a short treatise entitled, "Basic Concepts of Counseling." He states that sympathy for the defendant, both in action and in words, is most important. He urges us to develop sensitivity for the needs of the probationer. A copy of his excellent article is included on these pages.

Thus, to sum up, more than anything else the volunteer must be a friend of the probationer. He must, as his friend, serve in the same capacity as he does to his other friends. He is sensitive to his needs, sympathetic to his problems, helpful wherever he can be in solving these problems, concerned with his well-being, etc. The volunteer must show this by his words and by his conduct. He

should remember that some of the probationers have deep problems which will not be solved quickly. Some have had alcoholic parents. Many have never had any pride in accomplishment. Many have not known the thrill of being recognized as being "someone". Their problems are legion and they need a friend, not a lecturer or a preacher. By being a good friend, you can do a lot.

Obligations of the Volunteer --- We expect each person who volunteers to see the probationer on at least one occasion for at least one hour per week. It is hoped these meetings will be more often than once a week. However, we do not expect the meetings will take more than five hours a month.

The volunteer will be working under the general direction and supervision of the staff. The administrators will assist them. The volunteer is also expected to report in writing or by telephone to the administrators at least once every two months. For the most part, this will be done by filling in the report forms mailed by the administrative office and returning them to us in the self-addressed, stamped envelope enclosed. These reports are filed with the probationer's file and are retained as part of the permanent record. If the administrator does not receive the report he will call you for an oral report.

We also expect that at least once every two months you will talk personally with the staff counselor to whom the probationer is also assigned. We want to have a closely coordinated effort between the volunteer and the staff counselor. This is mandatory if we are to succeed.

It is extremely important that the volunteer let us know immediately if he can no longer meet with his probationer. It is far better to turn down an assignment or to notify us immediately that you can no longer see a probationer than to neglect him. Remember, most of the probationers have been hurt and let down by adults before. A poor experience here can have an extremely bad effect. If you can not see him at least once a month, by all means let us know right away. We can then re-assign.

If you have to be temporarily relieved due to illness, a business trip or something similar, please let us know so the probationer will know he is not merely being ignored.

Techniques Employed by Volunteers --- The method of operation employed by the volunteers varies greatly. This is the way it should be inasmuch as it should match your personality. There is no stereotype to follow. You will have to develop your own technique. Inasmuch as sincerity and concern is tantamount, it can be no other way.

One volunteer dropped everything he was doing one day to assist a probationer with a legal problem. The volunteer, who was not a lawyer, took the young man to another court and helped him get out a Writ of Replevin to recover a stove wrongfully possessed by an ex-landlord. The first stop was at the home of the volunteer to get a baby-bottle warmer for the temporary use of the probationer. The probationer appeared in court that day for the first time as a civil court plaintiff rather than as a criminal court defendant. They did more than just get that stove back. The probationer has not been in trouble since.

Another volunteer, who was sorely tested by the probationer, met his youngster in the executive dining room of the corporation where he worked. The probationer

appeared without a shave and in improper clothing for several times before he appeared properly dressed. The volunteer had patience, understanding, sympathy and intelligence. Finally, after several visits, the youngster, who had earlier stated that "only squares work" told the volunteer he wanted a job. The volunteer helped him get one, which eventually ripened into an apprentice situation. The volunteer told us shortly before the probationer was discharged from probation, "this young man is simply not the same person."

Another volunteer meets his probationer at a drive-in restaurant occasionally. He also gives him a hockey ticket now and then. Once he was responsible for the young man and his father attending a hockey game together---with two tickets furnished by the volunteer. The probationer later said that it was the first time he ever remembered going any place with his dad. He also lent the probationer a typewriter to assist him in doing his homework.

Yet another volunteer likes to have his probationer come to his home for dinner on Sundays once or twice a month. He has been extremely effective in finding jobs for the probationers.

Still another volunteer meets with the probationer several times a month at his office. Both are interested in athletics. Although the probationer committed several relatively minor violations of probation in the first few months, he seems to have benefitted from probation and is now doing fine.

Another technique employed by volunteers is to employ them. On many occasions the employee-employer relationship with a fine and concerned employer has truly affected the behavior patterns of the young probationer. On some occasions, it is a more meaningful relationship between the two based upon increased concern and mutual respect.

Another volunteer, convinced his probationer needed a change of environment, referred his probationer to the employment counselor who arranged an excellent employment opportunity in Texas. The rehabilitation of the probationer has been successful.

Other volunteers have worked on old cars together. In such a case, the volunteer is doing a lot more than just fixing up a car.

Another volunteer who, like the probationer, is interested in athletics "works out" regularly with the probationer. They have found a great mutual interest in weight-lifting. We were once deeply concerned about this probationer. We are not as concerned any longer.

Another volunteer was able to refer the young probationer to a commercial art course. For the first time the probationer really could dig his teeth into something. We never heard from that young man again in the criminal courts.

Another volunteer assisted a probationer and his bride through the first difficult year of marriage with excellent marriage counseling.

Other volunteers have been instrumental in the probationer's re-enrollment in day school or in the adult education program.

So you can see the techniques are legion. They are limited only by the sensitivity,

affection, imagination and concern of the volunteer. While what you do is important, how you do it is of even greater importance. Proceed with sympathy, sensitivity, affection, understanding, intelligence and concern. Usually you will be successful.

Do not be concerned with early failures. Many of our best successes will always be technically classified as failures. A failure is one who violates probation. We have had several technical failures who later progressed so well we would not trade them for some technical successes who really did not have much of a change of heart or behavior.

To summarize, as a minimum we expect you to meet with the probationer at least once a week and to make reports to the administrator. We also expect you to coordinate your efforts with the staff counselor and to be responsive to his inquiries. Above and beyond that, it is up to you. When and where you meet is also entirely within your discretion. We will arrange the first meeting. After that, it is up to you. Also, remember the various sources of assistance available to you upon your request.

Summary --- Although the job which you have assumed is frustrating, heartbreaking, painful and sad upon many occasions, the thrill of assisting in the rehabilitation of the probationer is unmatched. The Judge has dedicated some fifteen to twenty hours a week to this task, totally without pay, for the past four years. It must be an infinitely rewarding process to command such attention from anyone.

One other thing, do not be discouraged if you are not assigned immediately. Often a volunteer will wait for an assignment. This is particularly true when a volunteer has an unique interest or talent to offer. Rest assured you will not be forgotten and when the proper time comes, you will be assigned.

Also in all probability if you "work with" a probationer for a year or longer, you will probably be given a comparable amount of time off before a new assignment. We will not take undue advantage of the volunteer.

We are deeply grateful to you for undertaking this task. And most of all, remember if you need any assistance please feel free to call upon us.

BASIC CONCEPTS OF COUNSELING by a Volunteer Psychiatrist

- 1) EMPATHY --- This refers to an attitude of attempting to put yourself in the client's place. In essence, you are trying to imagine how the client must feel in the situation he is in by trying to imagine how you might feel if you were in such a situation. In that way you can begin to understand your client.
- 2) CONCENTRATE ON THE EMOTIONS --- "The music is much more important than the words." You should try to understand the underlying feeling and not be overly concerned about the actual words. As we all know, words can be used to hide feelings. Another way of emphasizing this point is: "It isn't so much what is said, as how it is said." Also, by listening carefully for the feelings, you can ascertain just what is really important to the client.

- 3) QUALIFICATIONS OF THE COUNSELOR --- The most important single qualification is to be a good human being in the best sense of that term. This includes the basic virtues of honesty, integrity, fairness, objectivity, kindness and understanding. Obviously, if we are to establish rapport and to gain the client's respect we must demonstrate these kinds of qualities to him. It is not enough just to tell him that we want to help; we must conduct ourselves in such a manner as to make this obvious to him.
- 4) SHOW RESPECT FOR THE CLIENT --- I mean to respect his individuality and his basic rights as a fellow human being. It means to view him with the dignity that another human being in trouble deserves. There is no room for narrow prejudices, provincialism or haughtiness. Basically, you must like the person in order to do an effective job. If you dislike a client and cannot resolve this within yourself it is best not to treat him.
- 5) IDENTIFICATION --- If one is to be effective, particularly with younger clients, it is important that you set a good example in much the same way as a parent would for their children. There is a great tendency for the client to identify with the counselor; that is, he may assume the mannerisms and even the way of thinking of the counselor. Thus you have a big responsibility to conduct yourself in the most honorable, conscientious and sincere way you can.
- 6) ADVICE --- It is very often helpful to give clients advice, particularly when dealing with younger ones who have not had the same experience in living as the counselor has had. There also may be times when your objectivity will be very useful in terms of solving a problem that the client is too close to himself. There is a word of caution here, however, and that is to understand the problem fully and particularly from the client's point of view. Advice often goes astray because it is given from the counselor's point of view rather than the client's. In other words, given a certain situation, you might solve it in a certain way which would be very good for you; however, this same type of solution for someone else might not be good at all and might not be in his best interest. It is, therefore, important to sympathize with your client and give advice from his point of view.
- 7) LISTENING AND THE DEFINING OF PROBLEMS --- The most basic technique employed by the counselor is listening. This may seem like a very simple thing to do, but, in reality, it is not as simple as it might appear at first glance. There is a great tendency in all of us as human beings to want to "stick our two cents in" prematurely. There is also a great tendency to pass judgment and moralize. As human beings, we may not register what we do not wish to hear, or we may distort the meaning because it touches on something we are sensitive about. For all of these reasons, as well as others, it

is important for the counselor to develop an attitude of patient, objective listening. Remember you are listening for the music and that you are trying to understand the emotional situation of your client. The comments that you make or the questions you ask ought to be primarily for the purpose of eliciting pertinent data. As the client talks and you listen you are trying to understand and define, in your own mind, what his problems are. When you are clear as to what the problems are, you can convey it to the client so that he should understand what his problems are. Then, when there is a clear definition of the problems, a cooperative effort between you and the client can be made to solve them. I might also state here that listening serves a good general purpose of catharsis; that is, allowing the client to verbalize and express pent-up emotion. It might take considerable, astute listening and questioning in order to ascertain what the problems are because clients frequently hide it from themselves because these problems are painful.

- 8) SET UP REALISTIC GOALS --- As you begin to understand your client and his problems you should begin thinking of realistic solutions. These should be presented as tentative suggestions rather than as affirmative commands. The emphasis also must be on the realities of the situation. No solution is worth anything if it is unrealistic for this particular client at this particular time. Here again you see how important it is to understand your client's situation, his capabilities and his inadequacies. The reality possibilities will obviously depend on his external situation.
- 9) THE CLIENT MUST WORK WITH YOU --- When you are working in a setting such as a parole situation, and where the client, therefore, has not consulted you originally, you are faced with a certain problem that requires a special kind of handling. Since the client has generally performed an anti-social act, and since we are trying to get him to change, we must find ways of showing him the folly of his present course of action and the value to him of a more socially acceptable type of behavior. I stress this because if you are not able to show him that it is to his advantage he may turn a totally deaf ear to the counseling, feeling that you are trying only to reform him and do not really care about him as a person. I might mention here also that you will be much more successful if you regard the anti-social activities or the crimes as symptoms of a disturbed personality, and then concentrate on the disturbances within the individual rather than strictly on his behavior.
- 10) USE SIMPLE LANGUAGE --- Since the educational and cultural level of the counselor is apt to be higher than that of the client, it is very important that you use simple, non-technical language so that you can effectively communicate with the client. It is obvious that no matter how astute your observations and how well you are able to formulate the

problems of the client, it will be to no avail if you "talk over his ear." I might also add that your client is apt to come from a different socio-economic group than your own, and here again it is important that you do not try to foist your values onto him. They may serve you well but be useless to him, and if he tried to adopt them it would only lead to more difficulty for him. Your aim should be to attempt to have the client develop his own potentialities to the fullest.

SUGGESTIONS FOR ONE-TO-ONE VOLUNTEERS by a Chief Probation Officer

You are to be commended for volunteering your time and services in an effort to rehabilitate the individual or individuals who will be sponsored by you. We believe that in working with the program you will derive great satisfaction from the results which are possible. However, these results are not by any means 100% positive and they are not brought about over night. In an effort to help you be successful in working with your probationer, we are listing here some principles and suggestions for your guidance in working in the area of rehabilitation.

- 1) ACCEPTANCE --- This is the most important factor involved in rehabilitation. You must be able to accept the individual as he is. This may be difficult. Because of his background and environment he probably has a vastly different set of values than your own. If at any time during your relationship with the probationer you find that you cannot be accepting of him, you should not hesitate to discuss the situation with the chief counselor. If you do not like him, you cannot be effective in working with him. If you can accept him "as is", he will be aware of the acceptance and the basis for rehabilitation has been established.
- 2) ADVICE --- Be cautious in giving advice to your probationer. He has received much of this and, unless it is given from his point of view, it may fall on deaf ears. In other words, your method of solving a particular problem may not be the best way for him to solve a similar problem for himself. Advice is better received if it is sought.
- 3) LISTENING --- Hear your probationer out. Let him talk. Avoid the tendency to pass judgment and moralize. By being willing to listen, you will better understand him and his problems, his needs, his capabilities and his limitations. Determine his interests and encourage him to channel them and his energies into socially acceptable paths.
- 4) COMMUNICATION --- Talk to him on his level. Do not talk over his head. Use simple, non-technical language. And keep the lines of communication open to the staff counselor of your probationer. He should contact you once a month regarding the probationer's progress, but you should not hesitate to contact him if you have any questions of if you think a consultation might help.

An awareness of some of these principles may help you in your work in the program. Your role is the most important --- and it should be the most rewarding in terms of accomplishment. It is challenging, but it can also be frustrating. If you can accept these probationers and respect them as individuals, if you can make them feel important and offer friendly encouragement, if you are willing to be giving of your time and energy, then the prospects of rehabilitation are indeed great and your reward of personal satisfaction should be most gratifying. The court's probation staff is organized to serve you in your efforts, so do not hesitate to let us know how.

SECTION FOUR: ILLUSTRATIVE CASE HISTORIES*

One: John Smith (fictitious) was assigned to our attention in June. He had been found guilty of malicious injury to personal property and served several days in jail and was placed on two years probation. His record indicated other minor police problems. John lived with his mother and younger sister in an upper apartment in another city. His father had divorced his mother about eleven years before and he was quite confused and wandered as he saw fit.

This young man had graduated from high school and was working at a grocery store as a stock boy and was keeping company with an ex-prisoner from one of our state institutions. During my first contact with this young man I invited him to our central office building for a luncheon appointment. At first he offered excuses to avoid our meeting saying his driver's license had been taken away and he had no way of getting there but we arranged transportation. We took him to the Executive Dining Room. He had long hair and was kind of "hoody" appearing. He made several remarks during lunch about the "rah rah" boys in the dining room. We tried to keep him interested in what we might be able to accomplish if we worked together.

For the first several months we had lunch on various occasions and he visited our home. After the first month and a half we noticed a definite change in the boy's conversation and what he used to think of as "sissyish" he now thought were good manners. He got a haircut similar to the writer and we started to notice many of his mannerisms imitating mine.

About this time we arranged to have him go to the Social Security Department and take an IQ test which indicated mechanical aptitude. Our next step was to contact the Tool Association and, working with them, we were able to obtain an apprenticeship for him. The problem was then how he could get to and from the job and school. We arranged to meet with the Traffic Bureau and were successful in obtaining a renewal of his driver's license to permit him limited driving to and from work and school. About six months later his license was renewed.

Approximately one and a half years after starting the apprentice course, I received a phone call from John. He said he had something important to discuss with me and he hoped I would not laugh. He indicated he had an inferiority feeling around girls because of his big nose. We had previously seen he did not mix too well with girls but had never noticed his nose being out of proportion. He seemed quite concerned about this as we made arrangements with the head plastic surgeon at the hospital for him to come in for an appointment. After discussing this with the doctor, John said he wished to go through with having his nose changed. An operation was performed changing his appearance. After recuperating

*Written by One-To-One Volunteers, Professional Volunteers
and Administrative Volunteers

we noticed he had a girl friend and the young man began to blossom into a fine citizen.

This August John Smith graduates from a four year apprenticeship program as a Journeyman Diemaker and is earning good wages. He has a fine car and inspires his mother and younger sister. He plans to enroll in a community college soon. He confides in us in most major decisions, including counseling him on the possibility of getting married to a nice girl he is presently courting. This boy is certainly a reflection of what has been accomplished by the Volunteer Probation Department.

Two: Mr. F. is a 35 year old father of several children. He was put on two years' probation in 1962 for "driving under the influence of liquor". At the time of probation he seemed very honest and realistic about his faults. He seemed to have a sincere desire to find a solution to his problems and pledged full cooperation. He admitted being an alcoholic. He had no steady work, having moved from one job to another probably because of his drinking and job dissatisfaction. He had accumulated many debts and had lost his driver's license because of previous drinking and driving violations. His oldest son (9 years) was starting to have serious behavior problems in school and in the neighborhood.

During the term of his probation Mr. F. was very cooperative. He had gone to A.A. sporadically in the past. He now became regular in attendance. He was prompt in attendance for his probation appointments. The probation department arranged for a consultation between Mr. F. and a volunteer attorney in hopes this might help his financial involvements. The probation department urged Mr. F. to cooperate with the school in regard to referring his son for psychological or psychiatric help. As a result the youngster is being seen by the Child Guidance Clinic. Mr. F. was referred to two or three jobs by the probation department. These, however, did not prove to be permanent.

During this time (period of probation) Mr. F. did have relapses and towards the end of his probation period he was seen by one of our volunteer psychiatrists for an evaluation and recommendation. As a result he was recommended for individual psychotherapy with one of our volunteer psychiatrists.

It has been a year since Mr. F. has been discharged from probation but he is still receiving the benefits of the program in that he is still seeing the volunteer psychiatrist on a regular basis. The most recent report from the psychiatrist was quite optimistic. "His drinking is less frequent and destructive and his self-esteem is beginning to rise. I expect him to start paying for his own treatments soon so that I can take another probationer without fee".

I do not feel that the problems of this young man have been completely solved. In fact I doubt his problems will ever be completely resolved. I am convinced, however, that because of the probation program he has discovered there are people who are definitely interested in helping him rather than in punishing him. He has been introduced to procedures which he can follow to help himself and, most important, I think his relationship with his family has been improved and strengthened and as a result his youngsters will probably be less scarred emotionally by the behavior of the father.

Three: The offender in this case pleaded guilty to indecent conduct in a public place. The facts of the trial indicated he was in need of psychiatric appraisal and service. Previous records in other communities supported this decision. He agreed this type of help was needed and was willing to pursue it during the course of his probation.

During the first few visits with the Chief Probation Officer he was most suspicious and guarded toward any attempt to help him begin to evaluate the attitudes and actions which led to his conviction. He was in deep financial debt at the time, unable to find consistent work and most fearful his parents and immediate relatives would learn of his present difficulty. Because of his financial difficulties, he found it difficult to begin to consistently meet with his psychiatrist. A letter from his psychiatrist supported this fact and further stated his present attitude and inconsistent pattern of meeting appointments was producing little or no satisfactory results.

It became evident to the Chief Probation Officer that one of the major "road blocks" to this young man's relationship with his psychiatrist was his unwillingness to place complete faith in his evaluation and suggestions. With this belief in mind, the Chief Probation Officer began to encourage him, with firmness and understanding, to try to stop second-guessing his psychiatrist and give him a chance to help. Fortunately this appeal worked and it was not long before he began to show tangible results from his psychiatric relationship.

During the months which followed he was presented an opportunity to relate to the Probation Department's group therapy relationship. His conduct in this situation developed into a very positive outlook. At this time he also began to express to the Chief Probation Officer a sincere concern about the conduct which produced his conviction. Shortly thereafter he stated he planned to continue his relationship with his psychiatrist after the term of his probation was concluded. He stated he was now looking forward to his weekly appointment of group therapy with eagerness. He explained he has told his "complete story" in this group. He further stated he was no longer ashamed of past problems during group discussions and particularly the one which led to his probation. He began to recognize a problem existed and there are ways to conquer it.

We believed this young man benefited a great deal from the influence and encouragement of this program of probation. He has expressed his faith in the friendship of his psychiatrist and the Chief Probation Officer. This apparently has given him renewed strength. He further stated the repetition and constant attendance at his probationary and group therapy meetings have proven most beneficial to his change of attitude and conduct. This observation is supported by a statement from his psychiatrist who reported, "He is seriously motivated to work out some of his problems." Another tangible result of this reorientation has been his ability to secure and keep a job. He has also enrolled in a number of night school courses at the college level to complement his new employment. We know he is much improved as a result of this program.

Four: In this case, a respondent was about to be charged with a felony which did not involve violence, Unlawfully Driving Away an Automobile. The law enforcement agencies suggested, after a record check revealed the respondent had no prior record, that the charge be reduced to a misdemeanor and he be put on probation. They also advised the defendant was sexually disturbed. He was put on probation. When the Chief Probation Officer first talked with the respondent, a male of about

19 years of age, the respondent said, "I am just bad. I have always been bad. I would like to get better, but there is no hope for me". The Chief Probation Officer referred him to one of our volunteer psychiatrists. After about six weeks of hospitalization the young man was released. He came directly to us and said, "I owe you everything. Now I can have a wife, family, friends. Now I can be somebody in the community". After his release from the hospital he returned to high school and successfully completed the necessary work to graduate. As a followup to his hospitalization, he also continued to see his volunteer psychiatrist and the Chief Probation Officer. Later he was released from these monthly meetings with the belief that the patterns of his previous deviant behavior were no longer evident. There is no doubt the guidance of this probation program, with the professional assistance of one of our program's volunteer psychiatrists, changed this young man's pattern and outlook on life. When he was discharged from probation he said, "This is the final chapter in my readjustment to society". Now fifteen years later, he continues to lead a normal and useful life.

Five: The next example of how the program operates can be set forth as follows: A youthful offender pleaded guilty to using a motor vehicle without authority. It was quite evident during the initial interview between the Chief Probation Officer, the offender and his attorney, that one of the basic patterns which contributed to his conviction was his poor choice of companions. As a result, a specific obligation of his probationary term was to avoid persons and places of questionable and harmful character.

This young man was soon assigned to a one-to-one volunteer. An early outcome of their relationship was the discovery of the offender's interest in pursuing a career in commercial art. He had no idea how to pursue this interest and apparent talent. His confusion was compounded by a lack of the necessary finances. The volunteer, through a series of contacts, was able to inspire this young man to enroll in a commercial art course at a very nominal expense. With this renewed positive interest and consistent guidance from the counselor, this young man soon developed a very fine attitude toward a life quite the opposite from his previous attitude.

Six: The following case epitomized the relationship we hope to establish between the offender and his volunteer. Added to this is the potential influence of the church. The influence of the church is mentioned because this offender's renewed interest in his faith was established through this probation program.

The young adult in this case, at the time of his placement on probation, was from a home broken by separation and impending divorce. When questioned about his interpretation of the relationship between his mother and father he replied, "They are both stubborn. They will probably go back together. I don't pay much attention". He further related this had been the relationship between his parents as long as he could remember. The probationer had quit school at the tenth grade level and had been engaged in heavy manual labor for the past three years. He had a steady record of employment in this job. An earlier contact with the courts had come as a juvenile when he was placed on one year's probation due to a breaking and entering conviction.

His present probation resulted from his pleading guilty to the charge of "driving without due care". It soon became evident to the Chief Probation Officer the probationer's greatest weakness was in driving a motor vehicle. At the time of his placement on probation he owned two cars. The early meetings were devoted primarily to a discussion of his responsibility as a motor vehicle operator. He

also attended the Court's Driver Safety School which is sponsored by the Association of Independent Insurance Agents. The school charges no tuition fee and gives eight hours of instruction to the violator.

Midway through his term of probation the probationer entered into a business deal which ended in failure. As a result, the small amount of savings he had accumulated was gone and, even more tragic, so was his steady job. It was at this point that the probationer's volunteer "jumped" to his aid. The volunteer owned a small business and he found it possible to give the probationer a steady job with liveable wages. This not only enabled him to maintain himself but it also gave him the necessary financial backing to go through with the marriage he was planning.

Recently the Chief Probation Officer has met with both the probationer and his wife and they report being comfortably settled in their own apartment with plans to soon rent a house. The probationer continues to work for his volunteer and he has proven himself a dependable and capable employee.

Another outcome of the Probation Officer's conferences with the probationer and his wife was discovering they both were seeking a new church affiliation. With their choice of churches established, a referral was made to the pastor of the church and the pastor has made several home visits to help them re-establish this interest.

We believe this case summarizes our philosophy of probation. The securing of employment through the volunteer had profound effect on this offender. He continues on probation with improved attitudes toward himself, his community and his new marriage.

Seven: The probationer pleaded guilty of committing an illegal and improper act with sexual implications. During the course of the trial he stated he had been drinking heavily and denied any memory of what he did from the time he left the bar until he returned home. A psychiatric evaluation was required and willingly subscribed to by the offender. He continued monthly psychiatric treatments for about seven months.

During the first few probation visits he was ill at ease during the interview period. He resented his time with the psychiatrist, stating that it did him no good. The psychiatrist's report indicated drinking and poor marital sexual adjustment were basic factors in his problems.

This probationer gradually became active in AA and after several visits assumed some responsibility in the organization. He recently told his volunteer about his negative feelings toward the psychiatrist. We feel good rapport with the volunteer was achieved when he was able to openly discuss his feelings about the psychiatrist, his drinking, involvement with women and the effect that his drinking had on both his marital and family relationships.

The psychiatric report indicated emotional immaturity and recommended regular supervision and encouragement. The probation program is offering this support.

Eight: Another volunteer dropped everything to assist a probationer with a legal problem. The landlord had evicted the probationer and was wrongfully holding his stove. The probationer and his wife had no way to warm their baby's bottle. The

volunteer dropped everything he was doing that day and went to his home to pick up and lend to the probationer a baby bottle warmer for his temporary use.

Then they went to a nearby court and got out a writ of replevin to recover possession of the stove. The volunteer, and a volunteer lawyer, assisted the defendant in preparing the court papers. For the first time in his life the probationer was appearing in civil court as a plaintiff rather than in criminal court as a defendant. They got the stove back. They also accomplished a lot more than that. The probationer has not been back in any criminal court again.

Nine: The defendant came to the court's attention for being intoxicated. When he was first seen by the staff he was unshaven and quite disheveled. His eyes were watery and had a rather strange, faraway look in them. His thinking seemed rather odd and a referral to the volunteer psychiatrist indicated he was very disturbed. During the first year of his two year probation there was much difficulty in getting him to come to appointments and many threats were made by the probation department. He was not able to hold a job and would drift from one job to another. He was obviously very sick emotionally but refused any kind of help which was offered. Counseling with him consisted of pointing out reality to him continuously. About one year into the probationary period he met a girl he wanted to marry. A relationship seemed to have been established between the probationer and his volunteer by this time. He brought the girl to meet the volunteer and they were married shortly thereafter. The probationer's behavior changed drastically. He said this change was due to his marriage. Throughout the second year of his probation he has kept out of trouble and has worked consistently at the same job. He says he wanted to learn all aspects of his job so he can advance in his work. The stability of a wife and the long term stability of a volunteer was of great aid to this very disturbed individual. Perhaps the volunteer provided the initial stability which he had never found and the relationship with his wife continues to provide what he needs.

Ten: The defendant came to the court's attention for window peeping while under the influence of alcohol. He was a rather dull individual intellectually and there was evidence to support this. He had dropped out of school, had done poorly while there and had performed rather low on an intelligence test. There was evidence to contraindicate his dull level of performance, however, in that he had been able to hold a skilled trade job for some period of time. When the volunteer met the probationer for the first time the probationer did not have time to clean up from his work and was quite dirty. He was apologetic about this but the volunteer did not reprimand him nor make any negative comments. This man's work was a very strong and good influence in his life.

At the same time, his feeling of self-respect was quite low and his wife was threatening to divorce him because of the act which got him into trouble. The volunteer was trying to build his self-confidence. The volunteer felt the man's good work record was the best thing to build upon. In eighteen months of probation, he never acted out again and never again drank. He did not go to AA. The volunteer spent much time asking this man a great deal about his trade and getting to know the trade himself. The probationer openly said he enjoyed coming for our visits and it was apparent he was not dull and could function very adequately. In a very short time after they met, the probationer appeared for his visits in a clean and well groomed state. The volunteer technique of trying to build self-respect in this man through his work habits was highly successful.

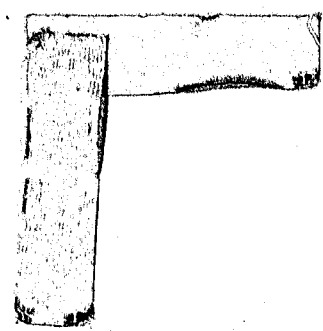
In these pages we have attempted to give the reader an insight into the dynamics of individual and group counseling by volunteers.

SUGGESTED READINGS FOR VOLUNTEER PROBATION AIDES

Aichhorn....WAYWARD YOUTH
 Anastasi....FIELDS OF APPLIED PSYCHOLOGY
 Axline....DIBS IN SEARCH OF SELF
 Bettelheim....LOVE IS NOT ENOUGH
 Bloomquist....(MD). E.R. MARIJUANA
 Bode....MODERN EDUCATIONAL THEORIES
 Brown, Chaude....MAN CHILD IN A PROMISED LAND
 Clark, Ramsey....CRIME IN AMERICA
 Clarke, John R....IMPORTANCE OF BEING IMPERFECT
 Coles, Brenner, Meagher....DRUGS AND YOUTH
 Cronbach....EDUCATIONAL PSYCHOLOGY
 Crow & Crow....CHILD PSYCHOLOGY
 Deese....THE PSYCHOLOGY OF LEARNING
 Ellis....TRANSFER OF LEARNING
 Farnsworth (ed.), P.R....ANNUAL REVIEW OF PSYCHOLOGY, 1965
 Friedenberg, THE VANISHING ADOLESCENT
 Fromme, (ph), Dr. Allan....THE ABILITY TO LOVE
 Gesell, Ilg, Ames....YOUTH: THE YEARS FROM TEN TO SIXTEEN
 Ginott, Haim....BETWEEN PARENT AND TEENAGER
 Glasser, William....REALITY THERAPY
 Glover....HOW TO HELP YOUR TEENAGER GROW UP
 Goodman, Paul....GROWING UP ABSURD
 Greene, Hanna....I NEVER PROMISED YOU A ROSE GARDEN
 Harrington, Michael....THE OTHER AMERICA
 Harris, Dr. Thomas....I'M OK, YOU'RE OK
 Hart....SUMMERHILL: FOR AND AGAINST
 Hochberg....PERCEPTION
 Holt....HOW CHILDREN LEARN
 Horney, (MD) Karen....FEMININE PSYCHOLOGY
 Hughes....EDUCATION IN AMERICA
 Hyman....THE NATURE OF PSYCHOLOGICAL INQUIRY
 James, Howard....CHILDREN IN TROUBLE
 Jershd....THE PSYCHOLOGY OF ADOLESCENCE
 Johnsen, Lester....DEVIL'S FRONT PORCH
 Kemelman....COMMON SENSE IN EDUCATION
 Kenney & Pursuit....POLICE WORK WITH JUVENILES
 Knopla, G....THE ADOLESCENT GIRL IN CONFLICT
 Kovar, LC.C....FACES OF THE ADOLESCENT GIRL
 Leonard, G.B....EDUCATION AND ECSTASY
 Loth, David....CRIME IN THE SUBURBS
 Louria, Donald....THE DRUG SCENE
 MacIver, Robert....RE-EDUCATING THE DELINQUENT THROUGH GROUP & COMMUNITY PARTICIPATION
 Magary & Eichorn....THE EXCEPTIONAL CHILD
 Maltz....PSYCHO-CYBERNETICS
 *Marshall, C..CHRISTY
 Marx & Hillis....SYSTEMS AND THEORIES IN PSYCHOLOGY
 Mathewson....GUIDANCE POLICY AND PRACTICE
 May, Rollo....MAN'S SEARCH FOR HIMSELF
 McCurdy....THE PERSONAL WORLD
 Mellekin, Bill....TOUCH LOVE
 Menninger, (MD), Karl....CRIME OF PUNISHMENT and THE VITAL BALANCE

Suggested Readings (Continued)

Merrill, Maria....PROBLEMS OF CHILD DELINQUENCY
 Merrill-Palmer Institute....INDIVIDUALITY AND ENCOUNTER and LONELINESS
 Montessori....THE ABSORBENT MIND
 Morgan....INTRODUCTION TO PSYCHOLOGY
 Morris, Joe Alex....FIRST OFFENDER
 Motley, W....KNOCK ON ANY DOOR
 Narimore....PSYCHOLOGY OF COUNSELING
 Neill, A.S....FREEDOM--NOT LICENSE!
 NIMH....Mental Health Program Reports---3
Official Report of National Committee on Marihuana and Drug Abuse
MARIHUANA
 Peters (ed.)....BRETT'S HISTORY OF PSYCHOLOGY
 Powell, John....WHY AM I AFRAID TO TELL YOU WHO I AM?
 Richette, Lisa....THROW AWAY CHILDREN
 Rissman....CONSTRAINT AND VARIETY IN AMERICAN EDUCATION
TEACHER AND THE TAUGHT AND ABNORMAL PSYCHOLOGY
 Redl & Wineman....CHILDREN WHO HATE and CONTROLS FROM WITHIN
 Robson, Sophia....JUVENILE DELINQUENCY
 Rogers....ON BECOMING A PERSON
 Rogers & Stevens....PERSON TO PERSON -- THE PROBLEM OF BEING HUMAN
 Roucek, Joseph....JUVENILE DELINQUENCY
 Salisbury, Harrison....THE SHOOK UP GENERATION
 Sands, Bill....MY SHADOW RAN FAST
 Sanford & Capaldi....ADVANCING PSYCHOLOGICAL SCIENCE (Vol. 1)
 Scheier....VOLUNTEER PROGRAMS IN COURTS
 Sebald, D. ADOLESCENCE - A SOCIOLOGICAL ANALYSIS
 Sherif & Sherif....AN OUTLINE OF SOCIAL PSYCHOLOGY
 Short, James F..GANG DELINQUENCY AND DELINQUENT SUBCULTURES
 Steers, D....ON LISTENING TO ANOTHER
 Thurston, Henry....CONSIDERING JUVENILE DELINQUENCY
 Tillich, Paul....THE NEW BEING
 *Trobisch, W....I LOVE A GIRL
 Tunley....KIDS, CRIME AND CHAOS
 Wellford, William E. & Charles F....DELINQUENCY PREVENTION
 White, R.W....LIVES IN PROGRESS
 Yablonsky, Lewis....THE HIPPIE TRIP
 Yinger, Milbin....A MINORITY GROUP IN AMERICAN SOCIETY



END