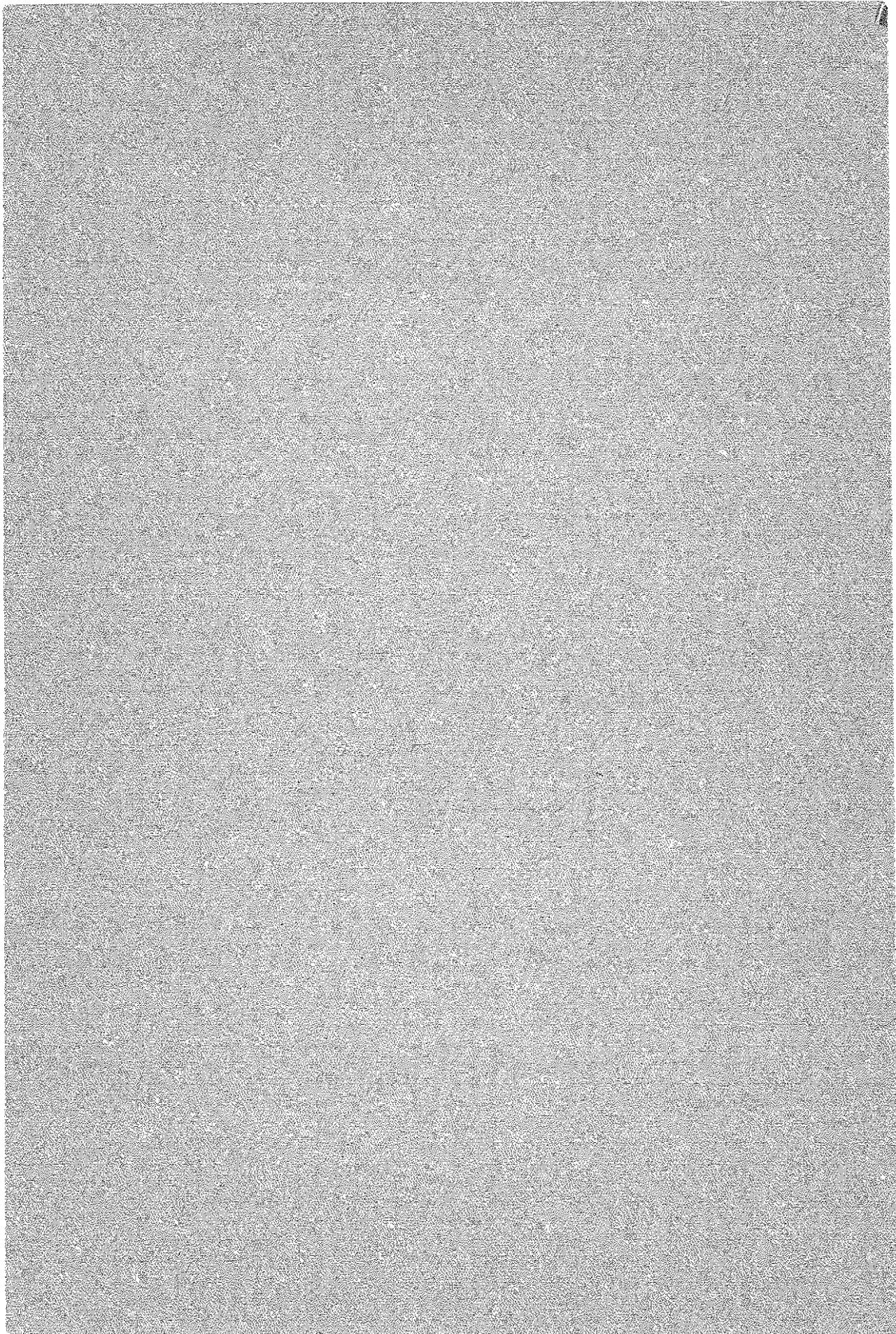


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**DIFFERENTIAL  
TREATMENT**  
*...a way to begin*



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TREATMENT  
...a way to begin**

SEPTEMBER, 1970

BUREAU OF PRISONS  
U.S. DEPARTMENT OF JUSTICE  
WASH. D. C. 20537



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## PREFACE

In this booklet we try to deal with the immediate practicality of designing a program for opening a new institution, and stay away from a lot of theory. While there is exposure to some theoretical concepts, we have tried basically to relate their meaning to the correctional worker in an understandable language and style. Therefore, this handbook was prepared primarily for those involved directly in correctional operations but also should be of interest to high level management.

### MAJOR CONTRIBUTORS

Most of the material presented herein was developed through conferences and discussions among Roy Gerard, Director, Robert F. Kennedy Youth Center, Dr. Herbert C. Quay, Chairman, Division of Educational Psychology, Temple University and Dr. Robert B. Levinson, Chief of Psychology Services, United States Bureau of Prisons.

Ideas also were developed from discussions with and a review of the writings of Dr. Marguerite Q. Warren, Program Director for the Center for Training in Differential Treatment, Sacramento, California and Dr. Theodore B. Palmer, Principal Investigator, Community Treatment Project, Sacramento, California.

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*Bureau of Prisons Director, Norman A. Carlson (l), Swedish Minister of Corrections, Torsten Eriksson (c), and Robert F. Kennedy Youth Center Director, Roy Gerard (r) during a tour of the Center.*

## A RATIONALE FOR DIFFERENTIAL TREATMENT

When an individual becomes physically ill, an attempt is made to prescribe medication which will be effective in ridding him of the disease-causing agent. Penicillin is very effective in treating illness caused by pneumococi but is not used when treating tubercular patients where such drugs as INH, PAS, streptomycin, etc., are employed.

An analogy can be made to the mental health area. It may well be that psychoanalysis while the treatment of choice for some types of psychological deviance is not a universally effective therapeutic approach for all behavioral disorders. Different therapeutic methods are maximally effective with various types of patients or in certain kinds of settings.

It has long been recognized that criminal behavior is not uncausal. The fact that a particular individual acts in a socially defined inappropriate manner is the consequence of a host of social, environmental, and personal factors. However, while the idea that people differ from one another is readily accepted, the notion that offenders are also different has less wide currency.

Differences among offenders which most easily come to mind are based on type of offense - murderers differ from forgers; armed robbers are a different "breed" than car thieves. This kind of distinction is reflected in our law with longer sentences imposed for certain crimes. However, such an approach tends to be simplistic; it is also limited to being descriptive rather than prescriptive. What is needed is a method for classifying offenders that would suggest differential treatment approaches which can then be assessed for their usefulness.<sup>1</sup>

<sup>1</sup> Classification of offenders as an aid to efficient management and effective treatment, Marguerite Q. Warren, Mimeo, 1966.

If we are to successfully intervene in criminal careers, it is necessary to know something about the offender himself. Something more is involved than discovering what his "favorite" type of crime happens to be. It is clear that people rob banks for all kinds of reasons. For those working in corrections, it makes sense to focus on these reasons and not on the fact that a bank was robbed. It is more important to know something about the individual's motivations, life experience, and inner personality traits if the goal is to help rehabilitate the person than to study his *modus operandi*—how he attempted the bank robbery.

A number of theorists have devised systems by which they categorize offenders into treatment-relevant "types". A comparison of these differing typological approaches is described in a recent National Institute of Mental Health publication.<sup>2</sup> Among the systems considered in that report is the method proposed by Dr. Herbert C. Quay whose research in this area underlies the approach taken at the Kennedy Youth Center (KYC).

Dr. Quay and his colleagues,<sup>3</sup> in counter-distinction to most of the originators of typological theories for correcting offenders, utilized an empirical and statistical methodology to reliably delineate di-

<sup>2</sup> *Typological Approaches and Delinquency Control*. U.S. Dept. Health Education and Welfare, Public Health Service, 1967

<sup>3</sup> D.R. Peterson, H.C. Quay, G.R. Cameron. Personality and background factors in juvenile delinquency as inferred from Questionnaire responses. *Journal of Consulting Psychology* Volume 23 (1959) pp. 395-399

H.C. Quay, Personality dimensions in delinquent males as inferred from factor analysis of Behavior Ratings. *Journal of Research in Crime and Delinquency* Volume 1 (1964) pp. 33-37

H.C. Quay. Dimensions of personality in delinquent boys as inferred from the factor analysis of Case History data. *Child Development* 1964, 35, 479-484.

mensions of deviant behavior. Rather than categorizing individuals, Quay argues for the assigning of scores to an offender on each of four dimensions, based on information derived from three thoroughly researched instruments: (1) a 44-item checklist of behavior problems completed by a correctional officer who observes and rates the subject as he interacts in his present environment; (2) a 100-item true-false self-report questionnaire filled out by the subject himself; and (3) a 36-item checklist for the analysis of the subject's life history completed by the offender's case worker based on available records of the youth's past behavior. Thus, information is utilized which taps the subject's present behavior, his own view of himself, and his past history.

From the many research studies undertaken using these instruments, four factors or dimensions have consistently emerged:

- (1). inadequate-immature
- (2). neurotic-conflicted
- (3). unsocialized aggressive or psychopathic
- (4). socialized or sub-cultural delinquency

Quay points out that these same dimensions occur not only in delinquent populations but also with "emotionally disturbed" and "normal" subjects. The differences among these groups is one of degree not kind. That is, it is the magnitude of the scores which vary from group to group, but the dimensions themselves are the same. The personality factors underlying criminal behavior appear to be quantitatively but not qualitatively different from that displayed by others.

Under the Quay approach a given offender receives scores on all four dimensions. One of the goals of the research effort being conducted at the Kennedy Youth Center is to develop a methodology which will utilize this entire profile to

classify new admissions into homogeneous, treatment-meaningful groups. For the present, a rather gross approach has been taken. While we are aware that the current method does violence to both Quay's theoretical position and to the complexity of human personality, until more data is gathered, only the subject's prime score is used as the basis for classification.

Every new admission to KYC is classified into one of four<sup>4</sup> categories depending on which dimension he receives his highest score. Corresponding to the four dimensions, the behavior categories (BC) are:

BC-1. These youth are lazy and inattentive, showing a general lack of interest in most things around them. Their actions may be described as childish in nature, and correctional officers usually label them as blundering or helpless. They are rather weak and naive. Although they lose their tempers, they are not assaultive. Frequently they seem preoccupied and may give the impression of being "out of it".

BC-2. Youths in this category feel very guilty and genuinely sorry for what they have done, but they are quite likely to repeat the same thing tomorrow. Despite being very selective about their friendships, they usually are willing to talk about their problems. These individuals frequently have nervous or anxious ways. They may impress you as feeling sad or unhappy much of the time.

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<sup>4</sup> A fifth group (actually a sub-group of the inadequate and the sub-cultural groups) has been identified; see page 11.

BC-3. This type of youth is very hostile and aggressive, showing little, if any, concern for the welfare of others. These people have a high need to create excitement since for them things quickly get too boring. Attempts to control them verbally are not very effective. They are frequently both verbally and physically aggressive. They will lie without qualms and manipulate others to gain their own ends.

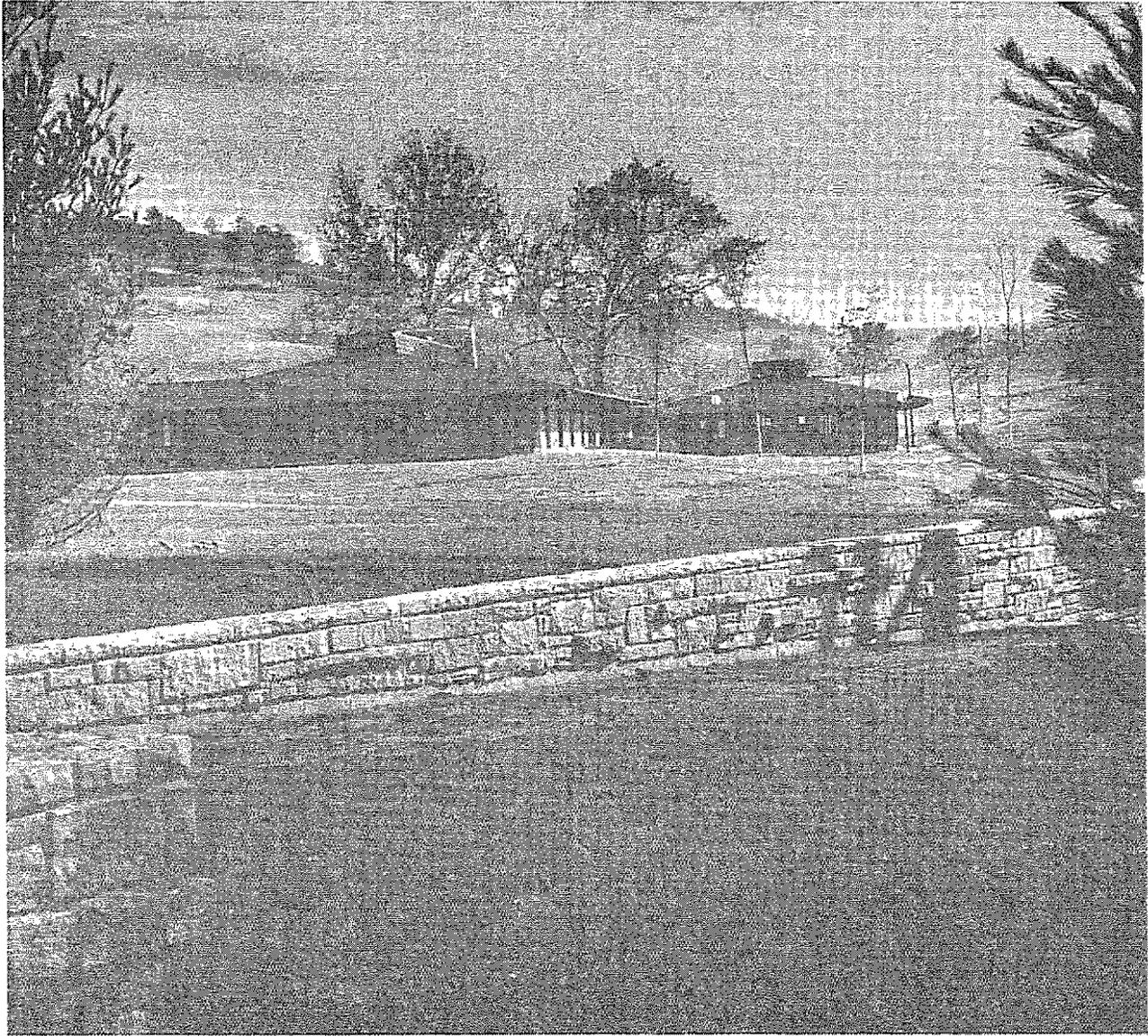
BC-4. These individuals have usually been involved in gang activities, and demonstrate a high degree of loyalty to that peer group. They are relatively unconcerned about adults because their pleasure is obtained by going along with their friends. Except for their

delinquent acts, these youth appear quite normal. They are able to get along reasonably well in correctional institutions, but generally revert to their prior behavior following release.

The focal point of the KYC program then, is the optimum utilization of these treatment-relevant categories for the correction of youthful offenders. This is a concerted effort to gain more precise answers to the question: what kind of treatment programs, conducted by what kinds of workers, in what kinds of settings, are best for what kinds of youthful offenders?<sup>5</sup> Around this central concept the Kennedy Youth Center has developed its differential treatment approach, described herein.

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<sup>5</sup> Marguerite Q. Warren. The Case for Differential Treatment of Delinquents. *The Annals of The American Academy*. Jan. 1969



*A typical Cottage exterior.*

GOALS AND OBJECTIVES  
ROBERT F. KENNEDY YOUTH CENTER  
MORGANTOWN, WEST VIRGINIA

PRIMARY GOAL

Provide for the care, custody and treatment of committed youthful offenders so that the greatest number of these individuals are returned to the community to lead non-delinquent lives.

SUB-GOALS - OBJECTIVES

- (1) Establish an institutional environment where growth and positive changes in students will take place.
  - a. Clearly define treatment goals and methods so that all staff members understand their role and responsibilities and how they fit into the institution's and Bureau's treatment effort.
  - b. Develop an integrated staff where each member can perform his job in terms of established goals and objectives.
  - c. Establish among the disciplines within the institution the theory that in the overall institutional program, correction of the offender is the primary goal.
  - d. Develop constructive staff-to-staff, student-to-student and staff-to-student relationships, which are the primary vehicles for change, by providing an open communications system.
  - e. Train the staff in the Bureau's philosophy for treatment and provide adequate individual training and development.
  - f. Develop an administrative organization which supports and maximizes the integrated treatment team approach.
- (2) Develop a classification system which will identify and direct the proper student to the most appropriate treatment programs.
- (3) Provide specific treatment to meet individual student needs.
  - a. Formulate courses of academic and vocational training to meet the needs of the student population.
  - b. Utilize large/small group and individual counseling methods to meet the needs of the individuals served.
  - c. Utilize the Health Services program as diagnostic and treatment procedures in the meeting of medical, dental and psychiatric needs.
  - d. Develop recreational activities to provide constructive uses of leisure time with some carryover value into the community.
  - e. Develop a discipline program based on Bureau philosophy and related to the treatment of the student on an individual basis.
  - f. Provide for the necessary daily living requirements of the students.
  - g. Provide religious services, teaching and counseling to meet individual needs.
  - h. Involve families of the students in the treatment program to the greatest extent possible.
  - i. Maintain the fullest possible relationships with local community activities related to the treatment rationale.
  - j. Maintain exceedingly close rela-

- tionships with paroling and aftercare agencies and cooperate in the development of mutually supportive programs.
- (4) Establish security and control programs in keeping with the mission of the institution and the custodial requirements of the facilities.
  - (5) Establish a public relations program which will explain to the community the mission of the institution and elicit their support.
    - a. Establish a Citizens Advisory Committee to assist the institution in its program planning and public relations development.
    - b. Establish a volunteer program within the institution of interested individuals and groups in the community.
    - c. Encourage staff participation in community affairs.
  - (6) Establish a relationship with the West Virginia University which will provide training for university students and research in all disciplines so a more successful treatment program can be developed.
  - (7) Assist in developing and participate in a program of evaluative measurement using thorough scientific research to study the effectiveness of the program to meet its goals and objectives.

DIFFERENTIAL TREATMENT  
PROGRAM  
for the  
ROBERT F. KENNEDY YOUTH CENTER  
MORGANTOWN, WEST VIRGINIA

## I INTRODUCTION

As a result of experience gained from demonstration projects conducted at the National Training School, Washington, D. C., and a review of the current literature about differential treatment of delinquents, it appears that specific treatment strategies for groups of defined delinquents can be developed which will produce better results than our present methods of operation.

The only partial success of many institutional programs may be related in part to the absence of any clear-cut treatment goals and techniques to reach these goals. Too frequently treatment has been aimed at vaguely defined objectives in the name of individualized treatment, but has failed to meet the needs of the offender.

The treatment approach which will be described in the following pages is based on the conceptual system and assessment techniques developed by Dr. Herbert C. Quay, Chairman, Division of Educational Psychology and Professor of Educational Psychology at Temple University, Philadelphia, Pennsylvania. The ways in which this system is being implemented represents the collaborative efforts of many people at the Central Office, U.S. Bureau of Prisons and the Youth Center.

The treatment program at the Youth Center:

- (1) Classifies students into treatment-related behavioral categories.
- (2) assigns these students to staff, appropriately matched according to their interests and abilities to

work with a particular type of student, and

- (3) outlines treatment strategies for each behavioral category which will provide a framework within which will begin the development of differential treatment programs.

### DIAGNOSIS - CLASSIFICATION

Three assessment techniques developed by Quay and his colleagues are used to obtain a behavioral diagnosis of each student. These instruments are (1) a 100 item true-false questionnaire, completed by the student; (2) a Behavioral Problem Checklist, completed by the Correctional Counselor who has observed the youth; and (3) a checklist for the analysis of Case History data completed by the Caseworker after he has reviewed the Pre-sentence Report. These instruments yield quantitative scores for each student on four behavioral dimensions:

- (1) inadequate - immature delinquency
- (2) neurotic - disturbed delinquency
- (3) unsocialized - psychopathic delinquency
- (4) socialized - subcultural delinquency

These dimensions are referred to at the Youth Center at Morgantown as Behavior Categories (BC):

- (1) BC-1 (immature)
- (2) BC-2 (neurotic)

- (3) BC-3 (psychopathic)
- (4) BC-4 (subcultural)

A student is classified as a primary BC-1, BC-2, BC-3, or BC-4 depending upon the configuration of his standard scores on all three measuring instruments.

By using this method the large majority of youths are placed in one of four primary groups. Differential treatment programs have been developed for each of these behavior categories.

#### CLASSIFICATION PROCEDURES

At Morgantown, the Reception Center is used as the residence for a student until he is classified as a primary BC-1, BC-2, BC-3, or BC-4. A period of about two weeks is required in order to complete the ratings.

During this two-week period, in addition to the regular assessment approaches (interviews and tests), the three diagnostic instruments are filled out and scored. The intake worker assigned to this unit completes the Case History Scale as soon as the Pre-sentence Report is received. The more relevant the information in the Pre-sentence report is to the items on the check list, the better the rating. Therefore, we need a close working relationship with the U. S. Probation Officers to insure that this information is included in their reports if it is available. Gaps in the pre-sentence data are filled in by an interview conducted by the intake worker during this two-week period.

The Personality Questionnaire is given to the student as a part of the regular battery of psychological tests. This is best done after the youth has been in the institution for about one week and has had a chance to settle down.

A Behavior Problem Check List is filled

out by both of the two Correctional Counselors in the Reception Cottage. This is done after they have observed the youth's behavior for a period of about two weeks. It is very necessary that these positions be filled by experienced employees who have had considerable training in making these diagnostic ratings. They need to be very observant and exceedingly sharp in diagnosis. (A student's counselor fills out another Behavior Problem Check List on each youth just prior to his release. This will provide some check on the initial rating and also build in some mechanism for measuring changes.)

Difficult-to-categorize youths will be seen by a psychiatrist or psychologist for the purpose of rating the youth on these dimensions and placing him in one of the groups. A brief, structured interview, relevant to the dimensions is being developed. The data collected for such a guided interview would be used to resolve questions in the classifying process which might arise because of tie scores in two areas.

Once a youth has been classified (based on these data), the system should not be made so rigid that he must remain in the assigned cottage if it appears quite evident that he has been misclassified. On the other hand, the program cannot be so loose that it is easy for staff members to shift a youth because he is a behavior problem or they don't like him. When the majority of the cottage staff agree there are sufficient reasons to believe a misclassification has occurred, all three of Dr. Quay's assessment instruments are filled out again. If the new ratings confirm the misclassification, the youth may be moved to another cottage. Such moves are very rare, but the program must allow for this possibility.

## II BEHAVIOR CATEGORIES

Several lines of previous research conducted at the National Training School, Washington, D. C. (closed in May 1968), converge in the development of the differential treatment programs being used at the Kennedy Center. For example, the results obtained from the Demonstration Counseling Project (see Appendix C) have led to the basic treatment approach for the students in Behavior Category 2. The READY Project (see Appendix D) has suggested the treatment approach for Behavior Category 3. The reinforcement programs used in the CASE Project (see Appendix E) are very much in evidence at this institution. The pilot projects conducted by Dr. Quay at NTS have demonstrated the different institutional histories of students in all Behavior Categories. The use of such empirical findings in the development of differential treatment programs underlies the entire Morgantown approach.

Additional basic research will be carried out to uncover the personality structure of the youths in the different Behavior Categories. Information gained in this manner will be translated to program approaches at Morgantown.

### BC-1 CHARACTERISTICS

A youth in this group is described as being a day-dreamer, inattentive, lazy, pre-occupied, mildly neurotic, reticent and generally showing a lack of interest in things. Much of his behavior seems characteristic of a boy at an earlier stage of emotional development.

This type youth hasn't been able to get much out of life. He is weak, not overly energetic and the world is a pretty overwhelming place to him. A BC-1 youth finds it difficult to figure out what he should do, or how he should behave, and does many things which are inappropriate for a youth his age. This type of individual

rarely sees the relationship between his behavior and whatever has happened to him.

An individual in this category feels the victim of life with no controls over self and future. He does not choose goals and strive towards them; unfortunate things just have a way of happening to him. A BC-1 youth feels the victim of an unreasonable, hostile and confusing world; someone or something must be to blame (but not him) for his lack of need fulfillment. He may complain about some agencies or adult figures in his past for not taking proper care of him or he may express his resentment to some present agency representative for denial of his satisfactions.

While he will be a behavior problem from time to time, he usually is not physically assaultive. His emotional outbursts generally take the form of temper tantrums.

He is egocentric and usually does not get emotionally involved with objects or people beyond his own needs unless one goes to great lengths to convince him of their sincerity and interest. Generally, his relationships with others are centered on whether they give him or deny him things. He feels that others should take care of him and feels no need to contribute anything. He is a taker rather than a giver.

His relationships with adults are usually poor and typified by resentment (or explosiveness) and dependency. Correctional workers see him as not criminalistic, but helpless, self-defeating, blundering and difficult to deal with in a typical institution or field setting. Others see him as being unstable, unpredictable, immature and frequently, unteachable—a consequence of his short attention span.

Peer relationships are characterized by

his demands and jealousy, and frequent scapegoating on the part of his peers. They see him as being odd, undependable, a "loner", and sometimes cowardly. He feels easily threatened, probably because of his inadequacies in handling day-to-day social situations.

He is very dependent, demands attention, over-reacts and blows up easily. He behaves impulsively, on the basis of immediate feelings, even when there is no obvious evidence of stress or pressure. Despite difficulties and conflicts in his past, he may face the future with high hopes but without realistic plans.

#### Characteristics of BC-1

##### Treatment Agents

Personnel working with the BC-1 group must have a genuine liking for people, particularly for the kind of youth who tend to be dependent and need constant reassurance. Staff must be willing to show this type individual how to do something many times, if necessary, and not become impatient when the youth wanders off mentally in the midst of some task. Probably an older more mature person would work out best; preferably someone who has raised a family and has met with reasonably good success in doing this. They should provide for these youths a mature behavior model after which they can pattern their behavior. Therefore, the staff member should have attributes which most adolescents would probably like, such as: informality, flexibility, and a non-moralistic orientation.

BC-1 treatment agents must be tolerant, supportive, protective, instructive, dependable, calm in a crisis, personally secure and not threatened by inappropriate primitive emotional outbursts. For example, this type of youth readily turns to name-calling and cursing. The staff must be able to understand that this is only surface behavior and that such verbal abuse will disappear more readily when handled with firm indifference.

The staff member must be able to differentiate between the cause of behavior and the behavior itself. He must be able to offer a supportive, constructive relationship to each youth, but not encourage extreme dependency. The focus must be to give structure and support rather than do insight counseling. He should show personal interest and attention; give recognition, credit and rewards where appropriate. Staff must avoid self-pity sessions and understand that progress with this type individual will be very slow. Therefore, they should be willing to become quite personally involved with each youth. Employees best qualified to work with youths in this BC-1 behavior category would strongly agree with most of the following statements:

1. I feel comfortable working in face-to-face relationships with youths.
2. I believe I have more patience with people than the average person.
3. Working in a noisy, disorganized setting doesn't upset me.
4. I am not easily discouraged by slow progress.
5. Discipline is more effective when it consists of rewarding positive behavior rather than punishing misbehavior.
6. It doesn't bother me to work with people who demand constant attention.

##### Objectives of BC-1 Youths

The primary goal for the BC-1 is to establish a secure, non-threatening environment. These youths need to be protected from peer group scapegoating and should be involved in a program designed to develop their capacity for interpersonal relationships.

A lot of time must be spent in teaching and helping the BC-1s learn some basic social skills. Emphasis must be placed on presenting a more integrated, favorable image to society.

The program must stress "growing up". Many activities should be oriented around taking personal responsibility for oneself. Long-range goals for BC-1s can only be reached through the setting up of a multi-step procedure (sub-goals). The accomplishment of each of these specific sub-goals should be accompanied by lavish praise and other reinforcements.

Problems should be posed for the youths and they should be asked how they would handle them or figure them out. Group discussions could center around how they should approach these problems, of how you learn to get along in the world, how staff can help you, and how you can help each other.

Mature behavior must be strongly reinforced while rewarding immature behavior must be avoided. For example, the BC-1 student should be rewarded for not losing control when picked on by peers. Primary reinforcers may be of particular value initially with social reinforcers being substituted as they become effective in modifying behavior. These youths need to be rewarded for persistence and positive performance; primary reliance is in positive reinforcement rather than punishment.

Group and individual counseling would be quite directive with individual sessions probably being the most helpful. Any tentative attempts at self-control or self-responsibility should be rewarded. Opportunities for these youths to do something for others should be found and rewards of warm approval made.

Goals may be listed as follows:

1. Establish view of counselor as supportive.
2. Reduce peer pressure towards immature, asocial behavior.
3. Develop some minimum measure of conformity by strengthening self control.
4. Increase ability to perceive relationships between needs (his own

and others) and behavior (his own and others).

5. Protect from being scapegoated.
6. Reduce some of his isolation and feelings of rejection.

### BC-2 CHARACTERISTICS

The youth in this group is described as being anxious, withdrawn, hypersensitive, self-conscious, fearful, having feelings of inferiority and lacking self-confidence. While he is capable of acting-out behavior, such behavior is accompanied by fear, anxiety, guilt, tension, remorse, sadness and depression. Often he is genuinely sorry for what he does, even though he may go out tomorrow and do the same thing over again.

He may be willing to verbalize that there is, in fact, something wrong with him; he can't understand why he keeps getting into trouble. He knows that what he is doing isn't right. He recognizes that while all is not well with the world, all is not well with him either. This conflict between what he thinks (how he thinks he should behave) and the way he actually behaves may be recognized by him as a major problem.

This youth has the capacity to form sincere, satisfactory interpersonal relationships, even though he may be demanding and unsure of himself and significant others.

He has internalized a set of ideals, standards and values by which he judges his own and other's behavior. Therefore, he feels remorseful or guilty when he does not measure up to these standards.

The BC-2 youth shows some ability to look for or understand reasons for behavior. He is able to perceive feelings and motivations which are not just like his own, but may only be able to describe this perception poorly.

He has status and prestige concerns and, therefore, wants to get ahead and make

something of himself. He is able to think about his future and plan in a relatively realistic way, even though some distortion may be present. He can see that his situation can be different several years from now and that he can help decide some of what his future might be.

While able to assume some responsibility for himself and others, he may be unable to carry this out. His many experiences leading to the development of fear and avoidance reactions have generalized widely so that anxiety is usually not exclusively situationally determined but is constantly with him.

If he has friends, there is some selectivity to his friendships; however, he may be a social isolate. He tests adults verbally as to their potential as supportive persons to whom he can relate.

The behavior of a BC-2 youth is frequently directed toward reducing or overcoming immediate anxieties and pressures, sometimes irrespective of the long range consequences of this behavior. Thus, he attempts to master immediate pressures without trying to inspect, gain familiarity, or come to terms with, long standing difficulties or fears.

#### Characteristics of BC-2 Treatment Agents

The personnel working with this group must be willing to become involved, often personally and emotionally, with many of these students. They should prefer to establish the kind of relationship that will encourage direct verbal interchange between themselves and the youths.

These staff members are concerned with issues relating to personal accomplishment, lack of self-confidence and conflicts between striving for independence and desires for dependence. They should be willing to make themselves open (emotionally available) to the BC-2s so that two-way communication on a feeling level is possible. Sensitivity to inner problems and the

ability to see "behind" surface manifestations is required.

Some of the best workers with BC-2s may have experienced personal difficulties of their own which they have satisfactorily resolved. Because of these difficulties, they will be more sensitive to the intensity of the feelings, needs and limitations of students.

BC-2 treatment agents should be comfortable in the counselor role and enjoy leading and participating in counseling sessions. These are verbal staff members who look forward to discussions with youths. For example, in matters such as one's values or philosophy of life, this type of counselor is prepared to discuss his views. Instead of showing a student how to resolve a problem, these counselors help the youth find his own solution.

Employees best qualified to work with youths in this behavior category would strongly agree with most of the following statements:

1. In my relationships with youths I see myself in a counselor-friend role.
2. In order to help delinquents, it is important to allow them to make some decisions on their own.
3. When I make a mistake or am wrong, I am willing to admit it to a student.
4. I enjoy leading group counseling sessions.
5. I like to work with students who are intellectually challenging.
6. You can only help those students who are really willing to talk about their problems.

#### Objectives for BC-2 Youths

From 1961 to 1964 a Demonstration Counseling Project was conducted at the National Training School. Most of the elements of that program were made to order for the BC-2 youths. Because they have a

greater willingness to verbalize about themselves and about their difficulties. Client centered or non-directive individual and group counseling programs that focus upon the psychological functioning of these youths are very appropriate as a treatment emphasis.

The counseling program is intensified so that more frequent individual (once a week) and small group (twice a week) sessions are held. More use is made of large group sessions and psychodrama should prove useful. The emphasis is on bringing about increased self-understanding on the part of these youths, and the approach is through counseling.

They are exposed slowly to an increasing variety of situations. An attempt is made to insure that their responses to these situations are ones of participation and mastery, rather than anxiety and withdrawal.

While there are strong indications that the psychodynamic model is most effective with the BC-2s, some integration of this system with the behavioristic (social learning) model will be developed. No exclusive use of either system is indicated.

Some of the long range goals could be listed as follows:

1. Reduction or resolution of internal conflicts.
2. Reduction of fear of own needs and impulses.
3. Changed self-image in direction of greater capacity for enjoyment and happiness, sense of personal worth and potential worth to others.
4. Greater awareness of actual strengths and limitations, needs and impulses.
5. More accurate perception of who he is and really wants to be.
6. Increased level of functioning in school, job and family.

BC-2s are encouraged to explore the environment and, at the same time, are

permitted to experience the consequences of these exploratory actions. They are provided an opportunity to practice a variety of social roles. They are allowed time to integrate roles and choices with other aspects of their overall adjustment pattern: their areas of actual strength and limitations, their emerging picture of themselves and their changing standards and ideals. Focusing on symptoms of delinquency in a moralistic manner is avoided except to insure that these behaviors do not pay off in the institution. Treatment techniques concentrate on the underlying feelings and problems. Staff must provide considerable emotional support for these youths while conflicts are being resolved, particularly during periods of crisis.

### BC-3 CHARACTERISTICS

A youth in this group is described as assaultive, cruel, defiant, and malicious. He will become hostile when confronted with his misbehavior, will blame others rather than accept responsibility for his own acts and, in general, views himself as always in the right. He sees himself as being able to outsmart others and manipulate any situation to his own liking. He maintains this is a "dog-eat-dog" world where "good guys finish last".

This youth is constantly scheming; for example, he would be found in the middle of pressure groups taking advantage of less sophisticated youths. He is wily, deceitful and very untrustworthy.

He sees himself as powerful, invulnerable, "cool" and "smooth". He tends to discount his past mistakes and sees his future without problems and himself as a great success. These youths often appear indifferent, brash and unconcerned about others. Rarely do they express any guilt.

These youths do not fit readily into traditional institutional living since they are rebellious to authority, emotionally explosive and highly argumentative. They are

the troublemakers in an institution and will take advantage of every lapse in institutional procedures. They actively resist efforts by the staff to help them and rarely express any gratitude or appreciation for assistance they receive.

BC-3s have very little consideration for others, being extremely self-centered. As a consequence, they have difficulty understanding why others disapprove of their behavior. They seek to be the center of attention frequently by glorifying their delinquencies.

On the more positive side, this type of youth generally has good verbal ability, a clever turn of mind and a sense of integrity. His principles, however, lead him to steadfastly support a lie rather than admit the truth. Nevertheless, these youths are often seen as "likeable" and "charming".

#### Characteristics of BC-3 Treatment Agents

The over-riding consideration for this type of counselor is that he be able to avoid being manipulated. His primary goal is the control of behavior.

These counselors are tough-minded and exacting. They require strict adherence to rules with the swift imposition of penalties for infractions. They do not believe it is necessary to develop close personal relationships with youths and, therefore, there is a degree of formality about their interactions. They prefer a direct confrontation approach in dealing with youths and will tell the student what is required of him. Therefore, this is a person who likes clear-cut instructions and will follow them to the letter.

The BC-3 staff member is candid, outspoken, decisive; has a strong sense of right and wrong and is steadfast in his beliefs. He does not believe it is necessary to engage in discussions with youths about the rules and regulations; he expects a simple and complete adherence.

Employees best qualified to work with youths in this behavior category would strongly agree with most of the following statements:

1. You can't trust most delinquents because they will only try to take advantage of you.
2. I prefer to work where the rules are clear and everyone is expected to follow them.
3. Delinquent youths could avoid getting into trouble if they really wanted to.
4. The counselor must make the decision as to what is best for a youth.
5. You don't have to get emotionally involved with a youth to help him with his problems.
6. Good discipline is the most important part of a treatment program.

#### Objectives for BC-3 Youths

These individuals are non-conformists who do not fit readily into institutional living. Therefore, the treatment strategies for this group will focus first on controlling them so they may benefit more from all treatment programs. This necessitates meeting their needs in a highly structured environment.

Since these youths crave a great deal of novelty, excitement and stimulation, attempts to suppress behavior only leads to further destructive acting-out. The challenge then is to develop the type of program which permits these students to act-out within specified acceptable limits. BC-3s have a limited tolerance for routine, monotonous activities. Consequently, the emphasis is on large group activities which change frequently; e.g., the READY Project approach (see Appendix D).

Some long range goals for a member of this group are:

1. Increase his willingness to conform.

2. Make him aware of the relationship between his behavior and its consequences.
3. Help him develop a more accurate self-image which will highlight his positive qualities.
4. Change his views about what constitutes an adult role.
5. Increase his ability to establish meaningful and genuine peer relationships.
6. Change his chronic, excessive negativistic view of the world.
7. Increase his overall skills so there is less need for him to try manipulating a situation in order to feel more comfortable.

mature in action and attitude than others his own age. This distortion exists for the most part because he has not had an opportunity to see what the world really has to offer.

He identifies with a delinquent sub-culture but is able to function in both delinquent and non-delinquent worlds. While he may verbalize to the effect that there are legitimate ways to obtain one's ends, his experiences have led him to feel that you obtain things primarily through delinquent activities. For him, delinquency is a more or less successful way of getting what he wants but can't afford. His delinquent behavior may also be a way of adjusting to the demands of delinquent peers and a way of attacking the system.

#### BC-4 CHARACTERISTICS

A youth in this group has been involved in gang activities or group delinquent acts. He has intense loyalty to a delinquent peer group and behaves according to the code of ethics set by that group. His behavior usually exhibits a failure to abide by middle-class standards and values.

Being involved in gang delinquencies doesn't bother him. He is *not* fearful or withdrawn, nor does his behavior create any particular anxiety in him. He is "well-adjusted" to a deviant or delinquent culture (value system). Since his delinquent peer group (gang) provides his primary source of reinforcement, his behavior is directed toward receiving approval from this group. Because of his loyalty to the delinquent group, he will not give evidence against or implicate any member of the gang. He will take the consequences himself for the group's activities since he knows that other group members would do the same.

The BC-4 youth is frequently described as being relatively "normal", since few facets of abrasive behavior are evident. He sees himself as adequate, capable, independent, self-responsible and as being more

A BC-4 youth takes pride in living up to his own values and principles and does not see a need to change his views of the world or improve himself personally. He responds to others primarily in terms of their integrity. His threshold for deviant behavior can be lowered radically by the influence of those around him. He has contempt for hypocrites and phonies—those who violate what they appear to subscribe to. He tries to model himself after those he looks up to, those he sees as being special or accomplished. These youths respect individuals who live up to their own ideals, even though they may disagree with the values being demonstrated.

The youth in this category gives evidence of being able to shift goals and behavior to fit changes in demands of the external world. He shows additional flexibility in that he can play different roles or use different patterns of behavior in different situations.

Our institutional programs usually fail to make any changes in the BC-4 type. He adjusts himself to the current situation and then immediately reverts to his former activities when released from custody.

## Characteristics of BC-4 Treatment Agents

Personnel who work best with these youths have a real sense of integrity; they never cut corners when it comes to following rules. They have very strong feelings about their beliefs and will adhere to them even when this results in their own discomfort. Such adult models are needed to work with the BC-4s because of these youths' contempt for "phonies"—those people who violate their own standards.

BC-4 counselors should have a firm idea of what constitutes conforming acceptable behavior. They should be able to see through and not tolerate students' attempt to manipulate the situation.

This type of youth does not help the counselors learn what is "really" going on in the living unit. Therefore, the counselor must be exceedingly sharp in getting at the bottom of things. He must be willing to establish close, friendly, one-to-one type relationships which can be used to break through the peer group influence. Once this is done, the counselor must feel that direct confrontation will result in positive behavior changes.

It has been well documented that to work effectively with delinquent youth, personnel must trust and respect them as people; this is particularly true for those working with BC-4 youth. These counselors must be personally secure and willing to discuss their own values and the basis of their beliefs.

Employees best qualified to work with youths in this behavior category would strongly agree with most of the following statements:

1. You can learn a lot about what makes a particular delinquent "tick" by closely observing his behavior.
2. Most youths just "go along with"

the institutional program but don't really change.

3. Poor associates is the main reason why youths commit delinquent acts.
4. The best way to change delinquents is to get them to start thinking for themselves.
5. Most delinquent youths believe that knowing who has the "drag" or power is all that counts in getting what they want.
6. Delinquents have to learn that the world has certain expectations as to the way people should behave.

## Objectives for BC-4 Youths

Emphasis is placed on minimizing peer group influence and dependence and, at the same time, providing these youths with skills and abilities which enable them to compete as individuals in a middle class society. The program should say to a BC-4 youth: "I am going to make you loyal to yourself, independent of the adverse influence of others, and then teach you how to get along in the world." Rewards for negative behavior must be taken out of the hands of the peer group. Reinforcement must be placed in the hands of the staff. To do this the program avoids activities which lend themselves to group reinforcement of a negative nature. Activities which lend themselves to positive group influence and independence are emphasized.

When interaction with peers occurs, it will be very carefully controlled so that the product of this interaction is conforming, acceptable behavior rather than deviant "we'll beat the game" kinds of behavior. If the behavior is not acceptable, serious consideration will be given to making the entire group involved suffer the consequences. In this way, no one person is allowed to become the "martyr" for the

group. Management strategies will be developed so that loyalty to a delinquent group no longer pays off.

Since many of these youths have considerable potential for vocational and related training, a program which emphasizes vocational training will be provided. This will develop skills with which BC-4s can compete successfully with other people in the larger society. It would increase the probability of being able to get and hold a job, thereby enabling them to buy things which were formerly stolen.

It may well be that the shorter time this youth spends in an institution the better the chances will be for treating him successfully. By this it is meant that a greater proportion of his treatment time may best be spent in a community treatment center.

Since most of these youths come from quite culturally deprived backgrounds, a cultural enrichment program could be of benefit. Some of the ways this is being implemented is through group discussions concerning social issues, films, plays, etc. Goals for this youth could include the following:

1. Change the nature of his value system or change his methods of dealing with society.
2. Teach him how to meet status and material needs in ways acceptable to society.
3. Broaden his perspective of the world by giving him experience in, and explanations of, the total society.
4. Create situations for maximum use of his potential.
5. Reinforce independent, non-delinquent behavior.
6. Minimize length of institutionalization.

#### BC-5 CHARACTERISTICS

(Subcategory of BC-1 and 4)

The research staff noted among youths received during the first few months, a

sub-group who scored equally high on two behavior categories (BC-1 and BC-4) during the classification process. The staff's clinical judgement was that these youths shared more traits among themselves than with any other group. This, coupled with an administrative need for more equal distribution of cottage assignments, led to a separate unit and treatment program being established.

This sub-group, the BC-5, is a mixture of BC-4 and BC-1 characteristics; however, the BC-5 differs in degree from both major groups. The BC-5 youth usually is cooperative, quiet, and passive; however, when under environmental pressure, he becomes complaining, worried and distrusting. Contrasted with the BC-1 youth, the BC-5 tries to adapt to his problems by a helpless kind of attachment to gangs. This kind of dependent conformity, as contrasted with the typical BC-4 youth's gang orientation, arises from a need for direction from others rather than an overt attempt to achieve something.

While the BC-5s distrust authority figures, this type youth is not necessarily "loyal" to his peer group; nor is he relatively free from personal problems (his BC-1 "side"). Consequently, he cannot adapt to institutional life as well as can the BC-4 youth.

Although these youths appear somewhat socially inept and inadequate, in contrast to BC-1 youths, they attempt to convince others of their maturity and are reluctant to "open up" in establishing relationships with others.

Families of BC-5 youths are notably disorganized, even when compared to other delinquent families. Alcoholism is a frequent problem with the parents and parent-surrogates of the BC-5s. This situation probably contributes to the deep sense of rejection and lack of trust in adults which is noticeable with these youths.

Characteristics of BC-5  
Treatment Agents

"Strong" but flexible individuals who enjoy working with adolescents seem to work best with this group. They avoid adopting both repressive and permissive approaches which are equally inappropriate. Moralistic contacts also prove to be destructive in terms of establishing effective relationships. This treatment agent strictly adheres to existing rules and regulations but it is done in a "fatherly" fashion. The youth should recognize the counselor as one who is helping him to set limits rather than to restrict or punish him. This attitude is difficult to assume and maintain in correctional settings, making the selection of flexible, sensitive counselors a necessity for this role. Tolerance for abusive outbursts is very difficult for anyone, but the understanding and stable counselor can use this type of behavior to enhance the social learning experiences of these youths.

Objectives for BC-5 Youths

The treatment emphasis focuses on two broad areas which should complement each other. First, the inability to establish a trusting relationship with adults should be dealt with through an individual supportive (fathering) approach. The counselor should aim at convincing the youth that "no matter what you do, I want to help you. I don't necessarily agree with what you do, but I can understand your

problems." Convincing the youth of genuine interest, sincerity, and maintaining the image of one who can help him (a knowledgeable, dependable authority figure) should allow the second phase of treatment to occur.

Social learning deficits are seen as the second major problem area. A re-education approach is necessary with these youths to overcome the lack of positive experiences in successfully adapting to the world. Learning experiences of a group nature should be aimed at eliminating or decreasing the gap between society's expectations and their present level of functioning. Modeling activities, using prepared scripts, should facilitate this endeavor.

The following goals are proposed:

1. Enumerate the expectations others have for him (both immediately and long range).
2. Teach him the relevance of working through and with adults rather than against them.
3. Develop a respectful attitude toward a mature male by using a consistent meaningful relationship.
4. Provide appropriate social learning experiences to counteract the prevalent cultural handicaps.
5. Work through the poor self-concept and low self-esteem in a realistic fashion.
6. Initiate a development of long-range planning.

# III GENERAL TREATMENT STRATEGIES

Special operational strategies will be outlined for such programs as:

1. Admission and Orientation
2. Program Development and Review
3. Case Management
4. Rewards and Reinforcements
5. Discipline
6. Counseling Activities
7. Education
8. Recreation
9. Religion Program
10. Community Programs
11. Pre-Release Program and Planning

## ADMISSION AND ORIENTATION

While in the A&O program, in addition to the usual orientation, testing, and evaluation procedures, each student is given a Handbook (see Appendix F). This explains (in simplified language) the general operation of the Morgantown program. Teaching machines are located in the Reception Unit and are programmed to instruct newly admitted students in the program practices of the Kennedy Youth Center. A test is given to each student before he is released from the Reception Cottage in an attempt to determine how much he has learned from the program.

The initial payment or earning of points by a student is tied-in with the taking of the initial diagnostic test battery. Cooperation by the students in the completion of other admission procedures also results in a payoff in points, which can be used to buy goods and privileges.

The Admission and Orientation Unit at the Kennedy Youth Center is a separate 13-bed section in one of the living units—the other half of this unit is used as the segregation unit.

After a student has been at the Center for two weeks in A&O, he is classified as

to his primary behavior category and assigned to a cottage. (This two-week period is set up to keep each youth productively occupied while not involved in diagnostic interviews or testing programs.) When the newly admitted youth has been assigned to a behavior category, the A&O intake worker meets with the Cottage Committee Supervisor (Caseworker) of the living unit which houses the youth in that category. The intent of this meeting is to convey more specific information about each youth to the staff responsible for that student's treatment program.

The physical move of the student from the Reception Cottage to his residential cottage is supervised by the youth's counselor. The student's orientation to his regular cottage, its operation, rules and procedures are the primary responsibility of the counselor.

Each student is assigned to his initial program by the end of 30 days; however, classification can occur as soon as the Cottage Committee is ready to do this. (This means that a youth will be placed on a temporary chore assignment by the Cottage Supervisor for about two weeks or until he is placed in his program.)

At initial classification, the Cottage Committee spells out the specific program goals for each student. Every student is involved in setting his own goals. He also is involved in setting a time for the Cottage Committee to review his program and determine if these initial goals have been met.

## PROGRAM DEVELOPMENT AND REVIEW

A written program is set up for each youth and outlined in terms which he can understand. The treatment goals are defined in very concrete terms and, where



*Treatment team-cottage committee.*

possible, set up in a sequential order; i.e., a series of goals with some priority established for each goal.

In planning these goals, consideration is given to: (1) what goals are reasonable for this particular student; (2) what are the techniques for reaching these goals; (3) what are the indicies which tell whether or not the student is making progress toward these goals. Many of the training sessions for counselors and cottage committee members involve discussions of these three points as they relate to a specific student.

Although assignment to a behavior category will outline definite phases of a program for a specific youth, this does not mean that every student within a behavior category will follow the same program. It is the responsibility of each Cottage Committee to individualize student programs within the constraints of the behavior category.

Behavioral goals are established for each student in three program areas (school, work, and cottage). The Cottage Committee coordinates these programs in order to help the student achieve the kinds of behavior set up by the specialists in each program area.

#### Cottage Committee

The basic treatment program is centered in the living unit. In each cottage there is a committee (Treatment Team) which has the responsibility for developing and implementing appropriate treatment strategies. Each Cottage Committee is interdisciplinary in composition with the following disciplines represented as primary team members: Case Management (Caseworker), Education (Education Specialist/Teacher) and group living and work (Correctional Officer/Counselor). These three members of the committee bring to the group, by virtue of training and experience, a body of specialized knowledge

which contributes to the development of specific treatment strategies and goals for each student.

Once a youth is assigned to his permanent living unit, the continuing responsibility for classification, program planning, and review rests with the Treatment Team or Cottage Committee. This committee is directed by a Caseworker. He is assisted by a guidance person and the particular student's counselor; all of these individuals vote on decisions to be made. Other staff, such as psychiatrists, psychologists, trade instructors, and chaplains are called upon (as needed) to assist in planning a program for a specific student.

The Cottage Committee meets weekly for the purpose of evaluating the needs of each new arrival, establishing goals, assigning students to an appropriate program, and evaluating the progress of students already in programs.

A profile showing his training needs is developed on each student which differentially designates his appropriate treatment program. The implementation, direction and evaluation of a student's program is the responsibility of the Cottage Committee; it is their final responsibility to determine his readiness for parole.

Cottage Committee members are not allowed to fragment the program. Each member is encouraged to feel responsible for all phases of the program and discouraged from "staking out" any area as his own private preserve into which other committee members are forbidden entry. The focus of effort is the student and not the classroom, cottage life or work program.

#### Cottage Committee Supervisor

The Cottage Committee Supervisor is responsible for the direction and supervision of a cottage. He formulates guidelines and standards to implement policies set by the Administration, plans and coordinates program planning efforts of the



*Informal discussion between correctional officer and students.*

other committee members, and gives overall direction to the activities of the Treatment Team. In carrying out these functions, he maintains open communications with the Supervisors of Case Management and Education, the Chief Medical Officer, Chaplains, Psychologists, and Chief Correctional Supervisor. This part of his responsibility is essential to assure unanimity and agreement in the direction of committee activities and for coordination of the professional supervision being rendered by these other staff members.

Because of his training and experience, the Caseworker brings to the Cottage Committee Supervisor role a diagnostic skill and knowledge of differential treatment techniques. He assumes responsibility for program coordination for the Committee and works directly with those students who require intensive casework intervention.

#### Assistant Cottage Supervisor

A Correctional Supervisor is assigned to this role in each cottage. In addition to having the duties of a counselor with his own case load, he has the responsibility, in a lead capacity, of supervising the counselors and other correctional officers assigned to the cottage. In his role as "Senior Counselor", he assumes many of the Cottage Supervisor's duties when the Caseworker is absent. While he receives direct supervision from the Cottage Supervisor, the Assistant Cottage Supervisor also receives functional supervision from the Chief Correctional Supervisor.<sup>1</sup>

#### Correctional Counselor

In addition to sharing the responsibility for the general supervision of students

<sup>1</sup> A Correctional Supervisor could be assigned as the Cottage Supervisor and a Caseworker as the assistant. There is no reason to believe that there is anything magical about the staffing structure. This depends, for the most part, on the experience of the staff available for assignment to these positions.

assigned to the cottage, the Correctional Officer/Counselor plays a major role in the treatment program of each youth assigned to him. A primary function of the counselor is to work with individuals and groups of students, utilizing personal relationships, planned experiences, and peer group interactions to meet the program objectives developed for each youth. He has an assigned responsibility for carrying out a scheduled program of activities, including individual and group counseling, for up to 20 students. Under close professional supervision, he is responsible for a level of counseling tailored to meet each student's needs.

#### Education Specialist

A major responsibility of the teacher as a member of the Cottage Committee is to provide information of an educational nature which can help the Committee better determine each student's needs. In addition, these personnel have the responsibility, once a program is developed, for the integration of the educational program with that of the work and living units programs, thereby assisting in focusing all programs towards a consistent goal.

The Education Specialist also serves in a guidance/counselor role for all of the students in his cottage; i.e., he is available to aid students in resolving problems relating to their educational-vocational program.

#### CORRECTIONAL OFFICER

The Correctional Officer must certainly be counted as being one of the most influential employees working at the Youth Center. He must be a very flexible, highly trained person in order to work effectively in all phases of institutional operations; his job incorporates many professions wrapped into one.

A youth's first contact with an institution is usually with a Correctional Officer.

Before he returns to the community, he will spend a large portion of his time with a Correctional Officer. Officers will help guide, train, counsel, work with and participate in recreational activities with him as long as he remains at the institution. In view of this, much of the rehabilitative work depends for its success on the Correctional Officer who comes into daily contact with the youth.

The Correctional Officer provides support to the treatment plan for a student. The trained Officer cares; is concerned, and has the ability to make a youth understand his own needs. The very image the Correctional Officer projects becomes a personal goal for many students. Therefore, he must maintain very high standards in his living and work habits. These must be a continual concern with him. His language, appearance, and integrity should be above reproach.

There are several assignments within the institution which take the Correctional Officer away, temporarily, from direct contact with the student (Control Center, Patrol, etc.). These tasks, however, are of equal importance to the mission of the institution. The Officer becomes experienced in many functions which keep the institution operating; and through rotation on jobs, he takes his turn at each assignment.

Of singular importance is Security and Custody. Even though the institution provides for most of the needs of a youth, the student has been separated from the free world and may attempt to run away. Because of his training, a Correctional Officer may be able to detect a student who is upset and is planning an escape. Many escapes are averted because the Officer had the ability to counsel and show the student why he cannot solve his problems by merely running away from the institution. When, however, escape attempts occur, it is necessary to initiate procedures which will result in apprehension of the

youth. Again, the training and experience of the Correctional Officer is important. He will have direct contact with the public and must know public and private rights. He can help others understand why a youth may want to run away. He is trained in the escape procedures and exerts every effort to apprehend a runaway, usually with effective results.

An effective Correctional Officer must do his part—as a member of the team—to assist in achieving the mission of the institution.

#### PROGRAM MANAGEMENT COMMITTEE

The second (and only other) group concerned with classification matters is the Program Management Committee. This group is composed of the Supervisor of Case Management (Chairman), Supervisor of Education, Chief Psychologist, and Chief Correctional Supervisor. They meet weekly to review matters referred by the Cottage Committees. The Program Management Committee interprets classification policy and reserves unto itself certain classification functions such as: the transfer of students between the various living units; transfers to another institution; approval of furloughs; assignments to work or school release programs; major changes in education program, such as movement from one industrial cluster to another; demotions in class level; length of stays in the Security Unit which exceed five days; and, serves in the general capacity of a review and appeal board.

#### SCHEDULING

Problems are encountered in scheduling the many cottage committee meetings, counselor training sessions and case conferences which are necessary to operate the program. Since most counselors work afternoons and evenings, almost all of their meetings are scheduled during the

afternoon. The time period immediately following lunch is set aside for Adjustment Sub-Committee meetings. Cottage Committee sessions are scheduled at least weekly, as well as case conferences. A meeting of all counselors is held each Wednesday, and usually this is followed by each cottage holding a meeting of its entire staff. (see Figure 1 next page)

Counselor training sessions are scheduled so that every counselor receives a minimum of two one-and-one-half hour training periods each week. Considerable emphasis has been placed on teaching behavior modification techniques such as modeling, sociodrama and counseling. These training needs are met by using professional personnel such as our Psychiatrist, Psychologists, and consultants from West Virginia University.

The schedules for the different BC categories will be found in the section discussing counseling activities.

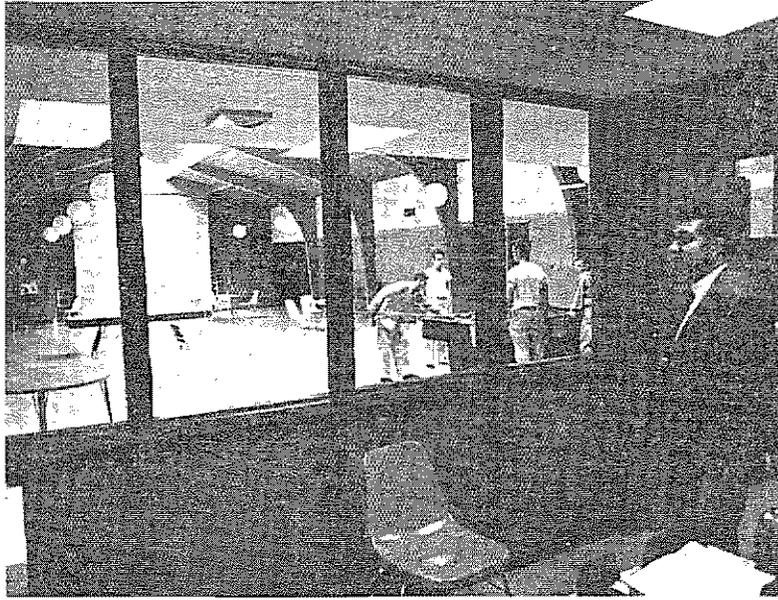
## CASE MANAGEMENT

The Case Management Flow Chart (see Figure 2) depicts the course of a student through the Kennedy Youth Center. There are three class-levels: Trainee, Apprentice and Honor. While the student is in the A&O phase of Step I, he is known as an A-O student. Following his assignment to his regular cottage (on the basis of his Behavior Category) he becomes a *Trainee*. Upon completion of the goals established during his initial meeting with the Cottage Committee, the student moves into Step II where he is known as an *Apprentice*. Following completion of the goals established at the time of his promotion from Step I to Step II, he is known as an *Honor* student. He remains in the Honor class-level until he is either released from the institution or he is demoted for some infraction of the rules.

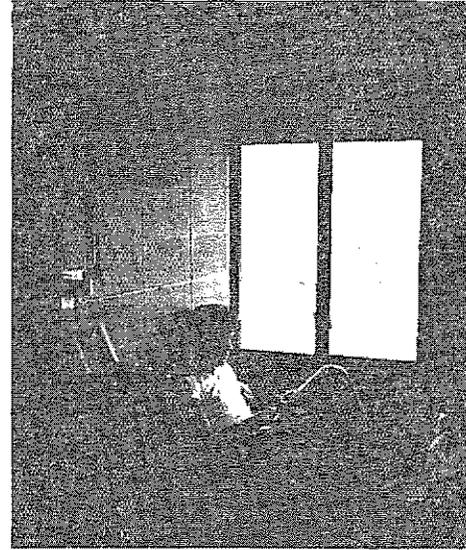
Figure 1

### COUNSELOR TRAINING AND COTTAGE COMMITTEE MEETINGS

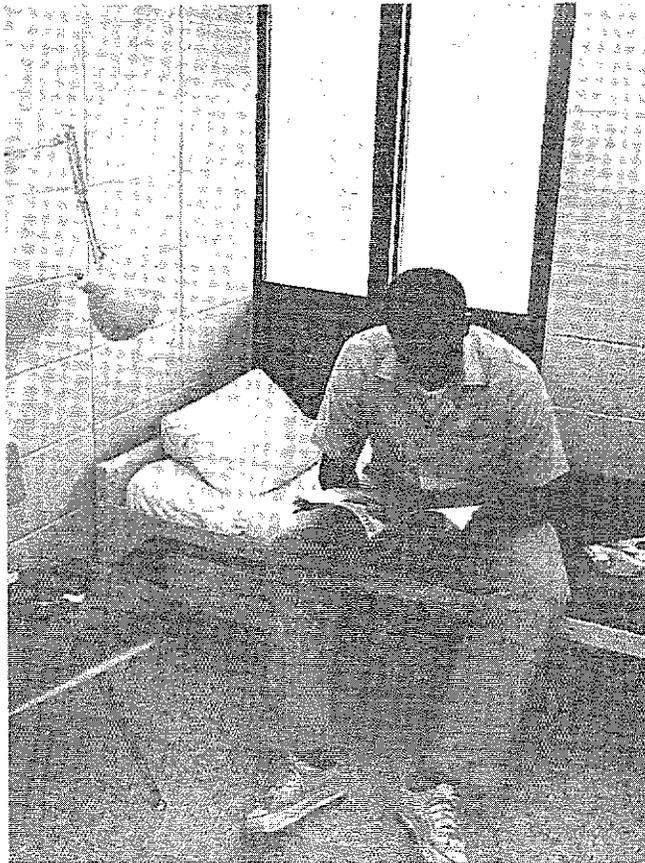
P. M.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1:00	ADJUSTMENT COMMITTEE MEETING				
1:30	Counselor Training Session	Case Conferences	General Counselor Meeting	Counselor Training Session	Case Conference
2:00			Cottage Committee Meeting		
2:30	Consult with other Departments	Counselor Training Sessions	Cottage Staff Meeting	Consult with other Departments	Consult with other Departments
2:45					
3:00					
3:30					
4:00					
4:10					



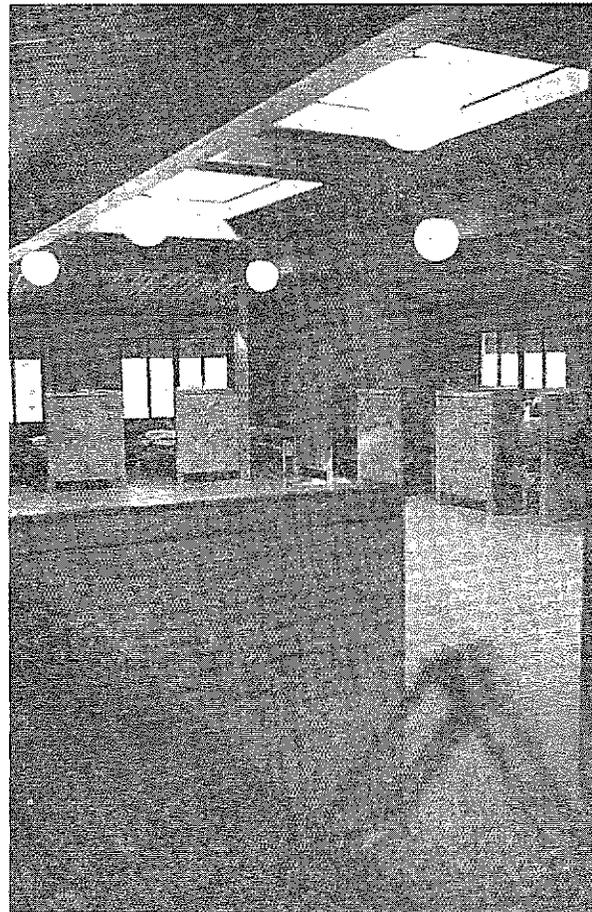
*Cottage recreation area as seen from conference room.*



*Honor quarters*



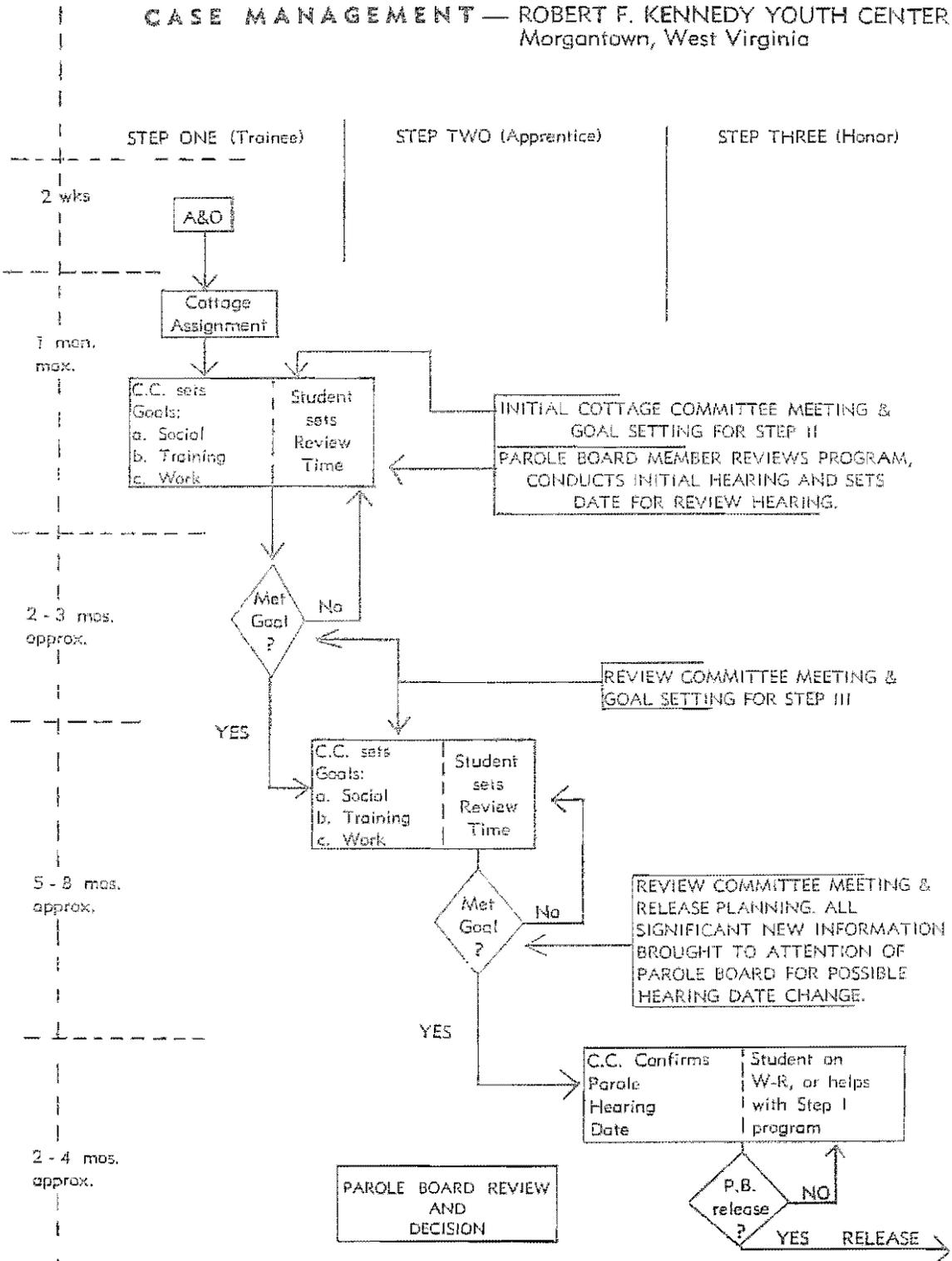
*Apprentice room.*



*Trainee cubicles.*

Figure 2

**CASE MANAGEMENT — ROBERT F. KENNEDY YOUTH CENTER**  
Morgantown, West Virginia



### Step I - Trainee

Students progress through this phase in the following manner: Step I is divided into two sub-sections. During the first two weeks (following admission to the Youth Center) the student resides in the Reception Unit. In addition to carrying out the usual Admission and Orientation procedure, the primary focus of this time is to classify the student into one of the Behavior Categories.

The second sub-section of Step I begins when the student is transferred from the A&O unit to his regular cottage and is assigned a counselor from that unit. He continues in a temporary program until all relevant treatment team material has been gathered. He meets the Cottage Committee (Treatment Team) for the first no later than 30 days following his entrance into his cottage—sooner if at all possible.

The Cottage Committee establishes specific treatment goals in three areas: education-vocational, cottage and work. These goals are based on the Cottage Committee's knowledge of the student and are set so that they are attainable in approximately two months. The student is told what these goals are; he is asked how long he will need to reach them. If the target date falls somewhere within the next one to three month period, the Committee takes the student at his word and sets the next review at the date selected by the student. If the time is completely unrealistic, the Committee assists the youth in setting a more appropriate date.

For example, the student says that he will reach the committee selected goals in one month; then in one month's time he is called back to the Cottage Committee and his progress reviewed. If he has failed to come close to the goals, his unrealistic aspirations are pointed out by the Committee members, and this becomes a focus

for counseling sessions—the student then selects the date for his next review. Unless the student selects an unrealistically long time (e.g., six months) again, he is taken at his word; however, immediately after he has achieved the goals he is called back by the Cottage Committee. They point out his under-estimation of his own abilities (which is used by the counselor as material in their sessions together), and the student is ready to move on to Step II. In other words, the student is only mildly admonished for his poor self-concept.

The rationale of this approach is to involve the student in planning his own future and to avoid the all too prevalent tendency of these individuals to displace responsibility for what happens to them onto others. In this fashion, each youth is made more aware of the consequences of his decisions and how they can affect him in highly significant ways.

A Trainee is promoted to the next class-level only upon completion of the goals set for him by the Cottage Committee; this occurs in as short or as long a time as it takes the student to accomplish this feat. (In view of the possibility of the Cottage Committee setting goals which are too difficult for a particular student—this may occur particularly as this new program is getting underway—it is possible for the Committee to revise the goals they initially establish. Indication that such a change may be warranted occurs when a student has worked diligently and yet has not achieved the established goals after more than one month beyond the Committee's anticipated time for completion.)

### Step II - Apprentice

Step II follows the same procedures as outlined for Step I. When the goals initially established have been reached, with the time considerations being kept in mind, the student meets with his Cottage Committee and a new set of goals are estab-

lished. The Committee sets goals they believe are achievable in about six months; the student sets the time for review of his progress. While he is in Step II, the student is in the Apprentice class-level.

### Step III - Honor

Step III follows the same general procedures as outlined above. Promotion to Step III (the student is then in the Honor class-level) is dependent upon attaining the second set of treatment goals developed by the Cottage Committee. When the student reaches Step III, in addition to a wide variety of additional privileges, he is eligible for Parole Board consideration. The Cottage Committee works closely with the Youth Division members in setting a time for parole hearings. Very careful attention is given to maintaining communications through meetings and reports. Should the student *not* be paroled, he continues as an Honor student while he attempts to meet the conditions specified by the Parole Board, and he is rescheduled for additional hearings.

## CLASS LEVELS

The three class-levels — Trainee, Apprentice, Honor — exist in all regular cottages; their consequences are reflected in a number of ways.

Three class-levels of living quarters are in operation. They relate directly to a student's progress in the program designed for him. After he is assigned to a cottage from the Reception Center, he resides initially in a cubicle where he remains during the first phase of his program (Trainee level). In addition to cubicles, each cottage (except the BC-3 cottage) has two other types of housing available. These are private rooms which provide more desirable living arrangements for the students. In order to earn the privilege of living in these more desirable surround-

ings, a youth must meet the behavioral goals set by his Cottage Committee.

All students pay a small rental fee for their living quarters from points earned through participation in the institutional program; i.e., 70 points per week. Besides earning a more desirable place to live, with each promotion in class level the student is granted additional privileges. The ability to cope successfully with these added responsibilities and privileges is interpreted as evidence of the student's increasing readiness for release. A failure to maintain an acceptable level of performance could result in the forfeiture of privileges.

### Class-Level Privileges

*Trainees* have the least number of privileges (see Figure 3). Students in this class-level live in the least desirable quarters within their housing unit; they must wear institution-issued clothing at all times; for identification purposes their identification (ID) card will carry a (T); they are responsible, not only for cleaning their own area in the cottage, but also for general clean-up work; they have the earliest bedtime; they earn points (exchangeable for goods and privileges) at the lowest rate; and they are required to contribute a large percentage of their earnings to their savings accounts. Fines for this group, however, are the lowest for the three class-levels.

*Apprentice* students have an intermediate level of privileges (see Figure 3). They live in the second most desirable living quarters — generally, private rooms for which they are charged points; they are permitted to wear non-institutional clothing (which they must purchase) only during the evening hours and weekends; their ID cards carry an (A); they are held responsible, primarily for keeping their own cottage area clean, although they may be asked (on occasion) to help out in other

areas. They earn points at an intermediate rate; they are required to contribute an intermediate percentage of their net earnings to their savings account; they are subject to fines up to twice the amount for the Trainees; their bedtime is later than the Trainees, but earlier than the Honor student; they are eligible for escorted town-trips but not for furloughs; they are eligible for study-release but not for work release.

*Honor* students have the greatest scope of privileges (see Figure 3) but also must be willing and able to assume the highest level of self-responsibility. They live in the most desirable living quarters within their cottage for which they are charged points; they are permitted, at any time, to wear non-institutional clothing (which they must purchase themselves) and are responsible to see that this clothing is maintained in a clean, neat condition. They pay for the cleaning and laundering of their own clothes; their ID cards carry an (H); they are responsible only for the cleanliness of their own cottage area; they earn points at the highest rate and are not required to save any of this money, although their savings will accrue interest. They are subject to fines up to three times the amount for the Trainees; they are expected to help the counselors work with the Trainee group and act as hosts or guides for visitors, for which they are given additional pay; they are required to be in their own rooms by midnight, but they may stay up as late as they wish with their reading lights on. They are eligible for furloughs; and upon the successful completion of a furlough, they may be granted one-day passes into town; they can be placed on work release and/or study release; they are eligible for parole consideration.

Prior to release from the institution (something like 60 to 90 days) Honor students may be moved to the pre-release cottage where additional privileges will be

enjoyed and a specific pre-release program conducted.

#### REWARDS AND REINFORCEMENTS

An institution-wide reinforcement (point) system operates. The point system is handled differentially in accord with the behavioral goals established for each student within each behavior category and the ease or difficulty he experiences in meeting these goals. The points are used as "money" to reward or reinforce the kinds of behavior asked from each Kennedy Center student.

The point system has been established so as to permit each youth to have the same opportunity to earn an equal number of points per day per week. The difference occurs in the expectations or goals established within each behavior category and the use of immediate rewards (bonuses). For example, a BC-1 youth may well be paid 10 points per day just for making his bed, while a BC-2 youth will be expected to do this for nothing more than a word of praise.

#### BC-1

External primary reinforcers will probably be effective with this group. However, these should be accompanied by lavish praise, a statement connecting the award and some specific act, and a considerable amount of showmanship so that the student being rewarded gains a significant degree of recognition for his accomplishment.

#### BC-2

Since youths in this group are generally responsive to social reinforcers (praise, expressed concern by staff, etc.), there will likely be less necessity for the use of material reinforcers. Therefore, for the most part, *achievement* or *accomplishment* will be the effective pay off with points or money being a secondary consideration.

Figure 3

**CLASS - LEVEL PRIVILEGES**

CLASS	QUARTERS	CLOTHING	CLEAN-UP	PAY RATE	SAVINGS	FINES	TRIPS
TRAINEE (T)	Least desirable; e.g., cubicles & earliest bedtime	Institution issue at all times	Clean own area as well as general cottage areas	lowest	Highest percentage must be saved	Lowest	Not eligible for off-campus trips
APPRENTICE (A)	Second best living qtrs; 10:30	Own clothes if bought at Center; in the evenings or weekends only	Clean own area but may be called to help in other areas on occasion	Intermediate	Intermediate percentage must be saved	Intermediate-- i.e., 2 times that for (T)	Town trips only & with escort; also eligible for study release but no work release
HONOR (H)	Best qtrs --e.g., latest bedtime-- e.g., 12 Midnight	Own clothes if bought at Center at any time	Clean-up own area	Highest	Voluntary	Highest --i.e. 3 times that for (T)	Eligible for furlough, work release and after successful furlough may go on one-day passes unescorted

### BC-3

With the BC-3s social reinforcers (such as verbal praise) are relatively ineffective. Therefore, in the early stages of their program, tangible reinforcers (points) will be necessary. The dispensing of these primary rewards, however, should be deliberately paired with social reinforcers (such as praise and gestures of approval). Hopefully, this will facilitate the development of an ability in the BC-3s to respond more appropriately to this latter type of approach.

### BC-4

Because the peer group is the primary reinforcer, other reinforcers must be substituted for this. If possible, the entire group must be manipulated so that it will reinforce the more appropriate or acceptable behavior of its members, and place emphasis on staff relationships as opposed to peer relationships.

A system of fines is in operation and is specifically spelled out (as is the system of rewards) so that each youth should have a clear understanding of the kinds of behavior which result in fines and how much it may cost him. The emphasis, however, is not on aversive control but is on the reinforcement of socially accepted behavior. In other words, if a student performs up to expectations, he gets paid; but if he does not perform at an acceptable level, he receives no or less pay. The system of fines has a varied effectiveness with each behavior category. For example, very little emphasis on fines is being placed within the BC-1 cottage, but considerable emphasis on a fine system is needed with the BC-3s and BC-4s.

During the training sessions with the counselors, considerable time is spent in teaching them what kinds of behavior to reinforce, when to reinforce it and how much to reinforce it. The theory is, for the most part, that they reward socially accepted behavior or behavior which they want

to see the youth perform and, within limits, ignore or punish (fine) behavior they want to "stamp out".

Within each behavior category, the number of points possible for the student to earn in the three program areas (work-school-cottage life) is set up differentially. In addition to immediate rewards (bonuses worth 10 points) each student receives a weekly paycheck based on the average of the daily ratings he earns in each area.

### The Token Economy

A major element of the program at KYC is the token economy system or the method by which students are, in effect, rewarded for appropriate behavior. This approach is based upon operant conditioning principles of behavior modification through application of external rewards.

#### *Student Earnings*

The token economy at KYC provides a method by which students earn "points" for good behavior. The points have a monetary value (1 point equals 1 cent) and can be used for the purchase of various goods and services. Points are earned in two ways: (1) through a regular *paycheck* system by which students earn points on a weekly basis while functioning in the areas of cottage, school, and chores; and (2) by a *bonus* system in which points can be immediately awarded youths for certain positive kinds of behavior.

In the *paycheck* system, the amount of points a student can earn in any week is dependent upon his class level at KYC. *Apprentices* earn at a rate of 10 percent greater than *Trainees* and *Honor* students earn at a rate 20 percent greater than *Trainees*.

Rating forms are used by staff to evaluate student performances; see Appendix B. Regarding school, for example, the form contains such items as: arrives on time, uses class time productively, plans work, and so forth. The basis for evalua-

tion is deliberately flexible so that one student may be scored on a variety of behavioral items while another may only be evaluated in the one area where he has evidenced problems in the past. Rating forms are completed by Sunday of each week, and on Thursday students receive an earnings statement indicating points received and their current financial status.

The paycheck (*see Figure 4*) for each student shows: (a) the number of points earned for the past week; (b) the number and amount of fines the student incurred during the previous week; (c) the student's weekly room rent; (d) the student's net earnings—i.e., (a), minus (b), minus (c); (e) the student's previous balance in both his Savings and Spending Accounts; and (f) the student's new balances in both his Savings and Spending Accounts.

The *bonus* system (the second method by which students can earn points) differs from the paycheck economy in that rewards are immediate and no limit exists on the number of bonus points a student can earn over a given period of time—although there is a limit on the number of bonus points any individual act can be awarded. It is expected that bonus points will be used primarily to reward especially meritorious behavior. For example, the successful completion of a unit of study by a recalcitrant student or assisting staff in an emergency situation are acts which may warrant issuance of bonus points. Such bonuses consist of slips of paper on which a student's name is written; these are given directly to the student by the staff member. (*see Figure 5*)

Bonuses (worth 10 points) provide a means by which students are given immediate rewards for some particular behavior. Generally, one bonus at a time is given for any single behavior or act. In rare instances when the staff member wishes to more strongly reward a particular student for some special action, up to

a maximum of three bonuses may be awarded.

The bonus point system, with its emphasis upon immediate and unlimited rewards, is more consistent with the tenets of operant conditioning theory which hold that new behavioral learning is more likely to occur if desired behavior is rewarded immediately every time it takes place. It is, therefore, an effective device for "shaping" new behavior. The problem, of course, with this approach is that it tends not to be the manner by which society rewards its members. Consequently, the weekly token economy system, with its reliance upon delayed gratification and definite limits to rewards, represents a system more nearly approximating conditions outside the institution. It is hoped that this combination of approaches to rewarding positive behavior will prove to be a more effective treatment tool.

Since the awarding of bonuses depends, in part, on the type of behavior the staff expects from each youth, it becomes necessary to have some system which enables students to be recognized in terms of their behavior category.

Each student is issued an Identification Card (ID Card) (*see Figure 6*).

Students are required to be in possession of their ID card at all times—lost or stolen ID cards must be replaced at the student's expense; he will be able to spend points only when he can show an ID card.

#### *Student Spending*

Points earned are non-transferable from student to student. Each student has two accounts, a *savings* and a *spending* account. The savings account funds can only be withdrawn when he leaves the institution under favorable circumstances (i.e., parole or expiration of sentence). This money is forfeited if the student goes AWOL or is transferred for disciplinary purposes.

CO1B DOE, JOHN P		-	LEVEL	ROOM	05/19 THRU 05/25/69	
/----- D-SCORE EARN./		/----- SAVINGS AND INTEREST ACCOUNT -----/		OLD BAL. DEPOSIT NEW BAL.		
COTTAGE		SAVINGS ACCOUNT				
CHCRE		% INTEREST				
SCHOOL		TOTAL		*		
ADD 00% LEVEL		/----- BILLS DUE ACCOUNT -----/		OLD BAL. DUE PAID NEW BAL.		
GROSS EARNINGS *		RENT				
/----- WITHHOLDINGS -----/		FINES				
00% EARNINGS TAX		TOTAL		*		
00% SAVINGS ACCT		/----- EARNINGS SPENT ACCOUNT -----/		RENT		
QUARTERS RENT		COMMISSARY PURCHASES		FINES		
/----- SPENDING ACCOUNT -----/		SNACK BAR CARD		MISC.		
CURRENT EARNINGS *		RECREATION CARD		TOTAL		
ADD OLD BALANCE		SAVINGS		COUNSELOR *		
TOTAL *						
LESS EARNINGS SPENT						
NEW BALANCE *						

FORM 1033C

28

Figure 4

No. BA-0087

## KENNEDY YOUTH CENTER BONUS POINTS

Used For Commissary  Recreation

Name HENRY GIPSON Date 3/31/69 By P.M. Jahan

REF M1-12-01-00-10,000 0K9-3140 (Student)

Figure 5

Figure 6

<p><b>KENNEDY YOUTH CENTER</b></p> <p>Date: _____</p>  <p>Name: _____</p> <p>Reg. No. _____ Cottage _____</p> <p>Signature _____</p>	<p>IF THIS CARD IS FOUND PLEASE RETURN TO A STAFF MEMBER.</p>  <p>MISUSE OF THIS CARD FOR ANY PURPOSE IS A VIOLATION OF THE CENTER RULES AND REGULATIONS</p> <p>Signed: _____ Supervisor of Case Management</p> <p><small>PPI MI—12-31-68-2500-3147</small></p>
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*Commissary*



Savings for Trainees and Apprentices is mandatory; for Honor Students it is voluntary. The Trainees are required to save 40 percent of their weekly net points. Apprentices are required to save 20 percent of their net point earnings each week. Honor Students may save as much or as little of their net points earned each week as they desire. All savings earn 3% interest. Points can only be deposited in a savings account; they cannot be withdrawn except when the student leaves the institution.

A student's *spending account* consists of all points earned which are not in his savings account. Unlike the points in the savings account, which can only increase, the points in the spending account fluctuate depending upon the student's earnings, expenditures, and number of fines.

The spending of points is handled through the sale of commissary and recreation cards (*see Figure 7*). These cards are made up in \$2 denominations—but so designed that they can be issued for any amount exceeding 50¢. The spending cards are purchased by the student writing a check (*see Figure 8*) against his spending account—the size of which will set the limit for his purchases. Under no circumstances (including fines) will any points be deducted from a student's savings account. His ability to live within the budget limits set by his earnings (his spending account) is viewed by Cottage Committees as one of the indicators of the student's readiness to return to the free community.

Money sent to the institution by a student's family or from any other outside source, *cannot* be added to the student's spending account. This puts all students in the same status and eliminates untoward behavior which might be encouraged by the economic level of a student's relatives. Thus, students can only spend what they, themselves earn.

When a youth spends his points by purchasing some item or service, he presents

the appropriate spending card (showing he has sufficient points to cover the expenditure) and his ID card (proving that he is the rightful owner of the spending card). The staff member selling or handling the items or service punches out the amount required for the transaction. When the card is fully used, it is picked up by the staff member who punches out the last point and is returned to the Statistical Clerk so that records may be kept up to date.

Following are some examples of the items for which points are charged:

*Room rental* - Trainees pay a room rental of 70 points per week, Apprentices 140 points, and Honor students 280 points. Differences in rental rates reflect variations in accommodations and privileges associated with place of residence. The living area for Trainees consists of small cubicles separated by shoulder high partitions; Apprentices have private rooms without sink and toilet facilities; and Honor students have private rooms with sink and toilet.

*Earnings Tax* - Each student is charged a weekly earnings tax of three percent of his gross earnings which is placed in a general fund for his cottage. These funds are used to sponsor social events such as dances and splash parties, and to pay for property damage in the cottage.

*Fines* - Students can be fined for misconduct. In one case, for example, a youth was fined 500 points for having taken a bottle of India ink which he used as a tattooing agent.

*Commissary and Snack Bar Purchases* - Points can be used to purchase such items as cigarettes, soap, and toothpaste several times each week from the Commissary and candy bars, soft drinks and ice cream from the cottage Snack Bar. The snack bar in each cottage is open

10 10 10 10 10 10 10  
 5 FPI 11-12-31-58-10M-3142 5  
 VOID SAMPLE  
 No 3301  
 KENNEDY YOUTH CENTER  
 RECREATION  
 Name Date By  
 10 10 10 10 10 10 10

10 10 10 10 10 10 10  
 5 FPI 11-12-31-58-10M-3148 5  
 VOID SAMPLE  
 COTTAGE 4828  
 SNACK BAR  
 JUNIOR CENTER  
 COMMISSARY  
 Name Date By  
 10 10 10 10 10 10 10

Figure 7

No. 0021, 2.00  
 DATE 3/31 1969  
 TO Commissary  
 FOR Snack Bar Card

	DOLLARS	CENTS
BAL. BRO'T FOR'D	5	00
AMT. DEPOSITED		
TOTAL	5	00
AMT. THIS CHECK	2	00
BAL. CAR'D FOR'D	3	00

Robert F. Kennedy Youth Center  
 MORGANTOWN, WEST VIRGINIA  
 ACCT. No. 0079  
 CHECK No. 0021  
March 31 1969  
 PAY TO R. F. Kennedy Youth Center \$ 2.00  
Two and 00/100 DOLLARS  
 FOR Snack Bar Card  
Henry Ripson  
 FPI 11-12-31-58-10M BK5-2100

Figure 8

every evening during the week and twice a day on holidays and weekends. They are operated by the cottage staff counselors on a rotating basis.

*Recreation and Special Services Charges* - Many leisure time activities available at KYC must be paid for by the students. It costs to see a movie, (except special showings which may occur on holidays or as a reward to a cottage for some special achievement),<sup>2</sup> to shoot a game of table pool, or to use the gymnasium or swimming pool beyond the prescribed program. Other privileges also carry a charge. Trips to town for special events, for example, cost points and a charge is made for renting civilian clothing for the occasion. While no set formula exists for determining how much an item or service should cost, generally the charges are in line with actual prices in the free community.

*Miscellaneous Charges* - Other ways in which points can be used include the purchase of civilian clothing, rental of cameras, making telephone calls home, a charge for overdrawn checking accounts, and a tariff on items sent to students from outside the institution by friends and relatives. Also, students may make voluntary contributions to charitable organizations from their earnings.

The token economy system does not eliminate other institutional reward systems such as parole, "good time", custody grading, and institutional work-pay systems. Rather, its contribution is one of strengthening and enhancing these other

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<sup>2</sup> Other program activities, such as TV, will not compete with the movies or other special events; students who do not wish to attend will remain in their rooms in their cottages for what will be a quiet study/reading period, which will last as long as the particular event continues.

aspects of total institutional programming by increasing their potential for greater correctional effectiveness.

#### Special Awards and Recognitions

Outstanding students in each of the Behavior Categories can be given special recognition. For example, any student (regardless of class-level), who for three successive months maintains an over-all performance which exceeds the standards in all three areas (school, cottage and work) might be invited to an AWARD DINNER and be given extra points; for four successive months he might receive additional awards.

A quarterly Index for each cottage might be computed, i.e., number of months which standards are exceeded by a cottage's students during a three month period divided by the average number of students in the cottage for that period. If the obtained Index shows considerable progress, then the entire cottage might earn a hamburger party or picnic.

Here, again, the focus is on rewarding evidence of positive achievement and emphasizing the gains which flow to those who make a pro-social effort.

#### DISCIPLINE

The KYC program has been designed to incorporate a wide variety of control methods. This is in keeping with the expectation that certain kinds of discipline will be more effective with one or another of the Behavior Category groups.

When possible, the Cottage Committee handles all discipline problems. When the student's counselor is not available, a subcommittee consisting of the Cottage Supervisor (caseworker) and the Assistant Cottage Supervisor (correctional supervisor) handle the discipline problem. Work schedules are arranged so that these individuals or their designees are available

to decide upon disciplinary matters without long periods of delay.

### Control Measures

A listing of the control measures available includes the following: the savings account system, time out, minor disciplinary reports (loss of privileges, fines), major disciplinary reports (demotion in class-level, placement in the Security Unit, disciplinary transfer to another institution). In imposing these control measures, the guiding principle will be that strong punishment leads to the perpetrator being viewed as a hero by his peers. Therefore, emphasis is placed on mild forms of control.

The SAVINGS ACCOUNT should help keep a student at the Kennedy Youth Center since he receives this money plus interest only when he leaves the institution by an acceptable method (i.e., parole or expiration of sentence). Should a student run away or be transferred for disciplinary reasons, he would forfeit the money he has earned. The theory behind this system is that if the youth has some investment in the institution and stands to lose something tangible, he is less likely to go AWOL or become a disciplinary problem.

TIME OUT rooms are set up in each cottage. Counselors may place students in the time out room for brief periods of time (generally up to 15 minutes), as an aversive consequence for minor infractions of the rules.

MINOR DISCIPLINARY REPORTS are handled by the Cottage Committee and may result in loss of privileges or fines. It is the responsibility of the Cottage Correctional Supervisor or his designee to investigate completely all minor misconduct reports. As soon as possible following this investigation, the committee will meet to handle the situation.

When the Cottage Supervisor or the Assistant Cottage Supervisor reports to work

each day, he checks to see if any disciplinary reports have been written on any youths from his cottage. At this time, they also review any reports which were written within the past few days on which there is some action pending. If there is a need for the committee to meet in order to discuss and handle a discipline problem, the Cottage Supervisor will call the committee together.

If the committee finds a student involved in a minor disciplinary infraction, they can impose either or both of two types of sanctions: loss of privileges, and/or fines. LOSS OF PRIVILEGES (restrictions to be specified) are for a definite period of time but usually not to exceed one week.

FINES may be imposed for misconduct; however, these will be programmed differentially for each behavior category. For example, a BC-1 may be fined 15 points for fighting, while a BC-3 may be fined 75 points for the same misbehavior. Further, a fine for an Honor student will be more severe, (i.e., up to three times the amount) than would be imposed for the same misconduct if committed by a Trainee, (see example of fines in following section).

MAJOR DISCIPLINARY REPORTS are handled by the Cottage Committee and may result in placement in the Security Unit, demotion in class-level, and/or recommendation for disciplinary transfer.

The *Security Unit*, it is anticipated, will receive minimum use. The use of differential programming should permit most misconduct reports to be handled at the cottage level. The Security Unit should be used only for the most serious offenses (i.e., assaults and run-aways).

The length of stay in the Security Unit is determined by the Cottage Committee. While in the Security Unit, a student is not permitted to go more than two days without his case being formally reviewed. Each student is seen every day by at least one

member of his Cottage Committee while he is in this Unit. Any stay in this Unit of over five days will be reviewed by the Program Management Committee.

#### Inter-Cottage Discipline

One administrative problem is the handling of inter-cottage disciplinary reports. Because of the emphasis on differential treatment, it is necessary to accept different consequences for the same kind of misconduct. In other words, the idea of "the punishment must fit the crime" must be replaced with "the discipline must fit the person." The Program Management Committee serves as an intermediary on cases which cannot be resolved at the Cottage Committee level.

The Chief Correctional Supervisor and Supervisor of Case Management are responsible for reviewing the disciplinary actions of all the Adjustment Committees, in order to insure that Institution and Bureau policies are not violated.

In order to establish an inter-cottage frame of reference regarding the imposition of fines, the following list will serve as examples of maximum fines for Trainees; the maximum for Apprentices could be twice these amounts and for Honor Students, three times as much:

#### *EXAMPLES OF TYPICAL MISBEHAVIOR AND THE RESULTANT FINES*

- 10 points:* Annoying Others
  - Name calling
  - Tardy to class
- 20 points Plus Possible Minor Misconduct*
  - Cheating on test
  - Leaving room without permission
  - Refusing to do assignments

- 50 Points and Minor or Possible Major Misconduct*
  - Destruction of student property
  - Instigating fights
  - Refusing to report to office (Principal, teacher, etc.)
- 100 Points Plus Major Misconduct*
  - Extortion
  - Possession of a weapon
- 250 Points Plus Major Misconduct*
  - Deliberate destruction of property
  - Receiving and/or Possession of stolen property
- 500 Points Plus Major Misconduct*
  - Fighting
  - Threatening with a weapon
- 1000 Points Plus Major Misconduct*
  - Assault
- Forfeiture of all Savings Plus Major Misconduct*
  - Runaway

(The reason for the runaway will be taken into consideration; should the student be returned to the Center, a schedule may be established whereby it becomes possible for a student to "earn back" his savings account through exemplary behavior.)

#### BC-1

Controls should be clear and unambiguous. Staff demands should be simple and of a concrete nature. Insistence on conformity should be gradual with no great penalties for early nonconformity; emphasis on non-reward rather than punishment.

Placement in the Security Unit probably will not be necessary for this group. "Time-out" procedures are indicated, but rarely will more than this be needed. (In

a pilot study at the National Training School, this group had the next to the lowest frequency and the shortest average length of stay in the Security Unit).

Unacceptable aggressiveness must be limited in as near a matter-of-fact manner as possible without allowing these youths to interpret the limit-setting as staff hostility or rejection.

Supervision is usually not needed to keep the BC-1s from deviant behavior. The major effort will be in the direction of helping them to get their work done and spend their time constructively.

#### BC-2

This group over-reacts to aversive, verbal consequences; therefore, criticism and disapproval should be used sparingly and must be carefully planned when used. Fines, "time out", and privilege restrictions should be most effective with required follow-up counseling sessions.

#### BC-3

The combination of a lively, active program, with enjoyable student activities and novel, innovative activities coupled with short time-out periods, proved successful in controlling the BC-3s in the READY Project. (see Appendix D) This is the model employed at KYC.

#### BC-4

The more this youth believes he is being trusted, the better the relationship between him and his counselor. The use of pro-social peer pressure should be encouraged with lavish rewards given to a BC-4 youth who refuses to go along with negative group activities.

Another approach for this type youth would be to reward all of them for the improved behavior of one of them. Such an approach would communicate that it is to their own benefit to do what they can to avoid negative influence and promote a positive group pressure.

## COUNSELING ACTIVITIES

### A&O (Reception Cottage)

A counselor is assigned to the Admission Program, and the focus of his activity is getting to know each new student. This is accomplished through individual and small group counseling sessions, by observing the new arrivals in reception activities, and through large group meetings.

A second major counselor activity is aiding newly arrived youths in becoming oriented to the Kennedy Youth Center and its programs. The counselor is readily available to the entire A&O group to answer questions, explain the details of procedures described in the Student Handbook, and to introduce the monetary system.

Hopefully, the counselor will be able to help each student develop a positive attitude towards the institution. The more quickly a youth begins to feel that someone is interested in him, the less likely he will go AWOL. Therefore, rewards are quite liberal, with aversive control being primarily non-reward rather than deprivation of privileges or placement in the Security Unit.

### BC-1

*Individual Counseling* is more important with the BC-1 group than with any of the other behavior categories. A youth in this behavior category should not be "interviewed"; rather, the counselor should go through daily life experiences with him. Traditional psychotherapy is not appropriate; an approach which attempts a "guided growth" relationship is more suitable. Counseling for this type youth should be flexible. A rigid schedule should be avoided; emphasis should be on short sessions on an as-needed basis. A minimum is set of one such individual session every week for each BC-1 youth in order to assist in his development of



*Correctional officer/counselor with students.*

social relationships and promote identification with a stable, mature adult. Determining when this need is present and additional sessions required becomes a critical factor in the judgement of the counselors in this cottage. They must be sensitive to all evidence of tension and intervene either through individual sessions or by simplifying demands, thereby reducing pressures on a particular individual.

Counseling does not necessarily consist of BC-1 youths verbalizing their conflicts and difficulties, but centers on socialization of the student (growing up, relating to others, becoming more independent). Consequently, consistent contact with the counselors is most important for these individuals.

The counselor identifies some specific problem and talks to the youth about this on a fairly regular basis. The guidance is not provided in an aggressive, castigating fashion, but in a firm, friendly, father-to-son manner. Also, points are awarded to reinforce every instance of the youth giving evidence of doing something positive about the particular problem being focused on. When this is mastered, a different specific problem becomes the center of attention.

*Modeling* sessions, conducted by the Counselor, involve each BC-1 youth twice a week. Some scripts, developed by Dr. Sarason of the University of Washington, will be used; others are being developed (by counselors, trainers and consultants) to fit particular individual problems. BC-1 youths who have reached Honor class-level will aid the counselors in the modeling sessions conducted for the Trainees.

Recent research in this area has indicated that the most effective models are those who are perceived as being: attractive, rewarding, prestigious, competent, high in status, and powerful. An effort will be made to select models with these attributes. It may well be that certain types of models will be more successful with

specific BC-1 youths—e.g., high school students have been shown to be very responsive to peers who were successful in the academic, athletic, and social spheres. This entire area, relating to the general effectiveness of modeling procedures with the BC-1 group, as well as the specific combinations of sub-types of BC-1s and different “types” of models, is one which will be closely observed by the BC-1 staff and subjected to research evaluation.

Group *counseling* (or better named, group discussion sessions) is being used with the BC-1s, but these sessions focus on topics involving cottage operations. There is no great expectation that behavior changes will occur through sudden insight from group sessions with this type youth.

The topics discussed in this type group session are under greater control of the counselor—fitted to his perception of the needs of these youths. The group members help identify each other’s problems and comment on progress or lack of same. (see *Figure 9*)

#### BC-2

With the BC-2s, procedures developed in the Demonstration Counseling Project are being used (see Appendix C).

Major treatment methods are individual psychotherapy and psychodrama with an emphasis on the development of insight into conflicts, personal capabilities, and family problems.

Each week every BC-2 student is involved in a minimum of two group sessions, one individual counseling session and one Cottage Forum (Town Meeting). In addition, psychodrama sessions are conducted as the need arises or situation dictates.

The staff-to-student ratio is one counselor to each 16 youths. The counselors work afternoons and evenings, and the program operates seven days a week. (see *Figure 10*)

#### BC-3

With the BC-3s, the approach developed

Figure 9

**BC-1 COTTAGE SCHEDULE**

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
6:30	"Sleep-In"	EARLY MORNING COTTAGE ACTIVITIES					"Sleep-In"
7:00		BREAKFAST					
7:45		FREE TIME					
8:00	COFFEE HOUR	SCHOOL AND CHORES					BREAKFAST
9:00	PROTESTANT CHURCH 9:30-10:30	TRANSITION TIME					HOUSE-KEEPING AND FREE TIME
9:35		SCHOOL AND CHORES					
11:30	CATHOLIC MASS 11:30-12:30	NOON MEAL					9:00-12:00
12:15	GYM OR OUTSIDE RECREATION 1:00-2:00	SCHOOL AND CHORES					NOON MEAL 12:00-1:00
1:50	RELIGIOUS LIFE SCHOOL 2:00-3:30	TRANSITION TIME					INDIVIDUAL SESSIONS & CHORES 1:00-3:00
1:55		SCHOOL AND CHORES					
3:30	VESPERS 3:30-4:15	COMMISSARY					RECREATION AND GYM TIME 3:00-4:00
4:15	EVENING MEAL						
5:00	INDIVIDUAL SESSIONS AND CHORES	COTTAGE RECREATION AND LIFE SCHOOL	INDIVIDUAL SESSIONS	FREE	INDIVIDUAL SESSIONS	COTTAGE RECREATION PROGRAM AND INDIVIDUAL SESSIONS	EVENING MEAL
5:30	PROJECTS, TV, ETC.	INDIVIDUAL SESSIONS	INDIVIDUAL SESSIONS	SWIMMING POOL AND SHOWERS	AND OFF CAMPUS ACTIVITIES	FREE AND INDIVIDUAL SESSIONS	INDIVIDUAL SESSIONS
6:00				FREE			INDIVIDUAL SESSIONS
6:30	INDIVIDUAL SESSIONS	INDIVIDUAL SESSIONS	TOWN MEETING	GROUP MEETINGS	FREE AND INDIVIDUAL SESSIONS	MOVIE (OPTIONAL)	
7:00			FREE	COTTAGE CLEAN-UP			
7:15	INDIVIDUAL SESSIONS	INDIVIDUAL SESSIONS	FREE	COTTAGE CLEAN-UP	FREE AND INDIVIDUAL SESSIONS	FREE	
8:15							INDIVIDUAL SESSIONS
8:30	INDIVIDUAL SESSIONS	INDIVIDUAL SESSIONS	FREE	COTTAGE CLEAN-UP	FREE AND INDIVIDUAL SESSIONS	FREE	
9:00							INDIVIDUAL SESSIONS

**SNACK BAR SCHEDULE:**

Sunday:	2:00-2:15 p.m.
	6:45-7:00 p.m.
Monday:	8:00-8:15 p.m.
Tuesday:	8:00-8:15 p.m.
Wednesday:	8:15-8:30 p.m.
Thursday:	8:00-8:15 p.m.
Friday:	8:00-8:15 p.m.
Saturday:	2:45-3:00 p.m.
	6:00-6:15 p.m.

Figure 10

**BC-2 COTTAGE SCHEDULE**

TIME	SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
A. M.	"Sleep- In"	EARLY MORNING COTTAGE ACTIVITIES					Cottage Clean- Up
6:30		BREAKFAST					
7:00							
7:45							
8:00	Coffee Hour	CHORES	CHORES	CHORES	CHORES	CHORES	Breakfast
9:00							
9:30	Protes- tant Church	TRANSITION TIME					Cottage
9:45							
10:00							
10:30	Brunch	Academic School	Academic School	Academic School	Academic School	Academic School	Clean- Up
11:00							
11:30	Catholic Mass	NOON MEAL					Noon Meal
11:45							
P. M.							
12:00	Group IV	Academic School	Academic School	Academic School	Academic School	Academic School	Individual Sessions
12:30							
1:00	Cottage Activities	TRANSITION TIME					Individual Sessions
1:30							
2:00	VESPERS	Academic School	Academic School	Academic School	Academic School	Academic School	Individual Sessions
2:15							
2:30							
3:00	EVENING MEAL					Individual Sessions or Recreation	
3:30							
4:00	Gym	Gym	Individual Sessions	Town Meeting	Gym	Outside Recreation	Individual Sessions or Recreation
4:15							
4:30	Individual Sessions	Group I	Gym	Symposium	Gym	Community Involve- ment Program	Movie (Optional)
5:00							
5:30	Cottage Tournament	Individual Sessions	Voluntary Group	Individual Sessions	Individual Sessions	Community Involve- ment Program	Free Time
6:00							
6:30	Individual Sessions	Group II	Group III	Individual Sessions	Individual Sessions	Community Involve- ment Program	Free Time
7:00							
7:30	Individual Sessions	Group I	Group III	Individual Sessions	Individual Sessions	Community Involve- ment Program	Free Time
8:00							
8:30	Individual Sessions	Group II	Group III	Individual Sessions	Individual Sessions	Community Involve- ment Program	Free Time
9:00							
9:30	Snack Bar	Snack Bar	Snack Bar	Snack Bar	Snack Bar	Snack Bar	Snack Bar

Figure 11

**BC-3 COTTAGE SCHEDULE**

TIME	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
7:00	Optional Sleep-In until 12:00	RISE AT 6:30 A.M. Personal and Cottage Cleaning BREAKFAST					Sleep-In
7:30							Wake-Up
8:00							Breakfast
8:30	Coffee Hour	SCHOOL					Free Time
9:00	Free Time						
9:30							
10:00	Protestant Church Service	CHORES					Free Time
10:30							
11:00	Brunch						
11:30	Catholic Mass	LUNCH 11:30 - 12:15					Noon Meal
12:00							
12:30	Free Time	SCHOOL					Free Time
1:00							
1:30							
2:00	Gym	SCHOOL					Swimming Pool
2:30							
3:00							
3:30	Vespers Church Service	Commissary, Cutting Grass 3:30-4:00					Free Time
4:00							
4:30	Evening Meal	SUPPER					Free Time
5:00							
5:30	Cottage Activities	Free Time	Free Time	Free Time	Role Playing	Free Time	Evening Meal
6:00				Cottage Meeting			Free Time
6:30				Free Time	Free Time		
7:00		Role Playing (7-8) Cottage Activities Community Volunteers Until 9:30	Pool Until 8:30	Cottage Activities	Gym Until 8:30	Cottage Activities	Movie
7:30				Free Time			Free Time
8:00	Free Time	FREE TIME					Free Time

in the READY Project is being used (see Appendix D).

Because of limited emphasis on face-to-face or one-to-one counseling with the BC-3 youth, the program is primarily action oriented. In addition, "directed sociodrama" is conducted on a twice-a-week schedule with emphasis given to making the youth aware of the effects his behavior has on others. A Cottage Forum (Town Meeting) is held once a week.

The staff-to-student ratio with these difficult-to-manage youths is one counselor to each 12 youths. The counselors work afternoons and evenings, and the program operates seven days a week. (see Figure 11)

#### BC-4

The BC-4s need individual contact with their counselor at least once a week for 20-30 minutes. Individual sessions are stressed since group pressures can be dealt with best in this manner. Time is provided for such individual interviews or discussions, and the counselor attempts to have the youths decide when to use or not make use of this time.

Opportunities are provided for each BC-4 youth to identify with his counselor, caseworker, or instructor in significant tasks. During these activities the youth is encouraged to discuss his values and exchange information with the staff members. Initially, individual sessions are used by the counselors to discuss program goals with the youths. The counselor helps the youth get over his suspicion that everyone is out to change his way of thinking and stresses that the youth is capable of making meaningful, sensible decisions on his own when he has adequate information from which to judge matters.

The BC-4 counselor strives to eliminate the adverse influence of the group structure. Therefore, he must be very sensitive to how group pressures are exerted. Because these youths use the group in a

negative way, any therapeutic techniques using the group structure must be carefully directed or guided.

There must be, however, many opportunities for the staff to point out how the group operates to influence these youths in a negative way. Action programs are needed to show the BC-4 that anti-social group pressures do not pay off. For example, evidence of a pressure clique might cost everyone in this group a fine of 15 points; in addition, the one who succumbs to such negative group pressure may well have to pay an extra fine. Fines used in this way are aimed at showing the group that such pressure tactics cost everyone in the group. It is more important, however, to strongly *reward* any BC-4 youth who stands up against negative group pressure and attempts to break away from such influences in a pro-social direction.

With the BC-4s, group sessions are used cautiously and sparingly. Discussions are directed, guided, or centered around the question of values, using as take-off point situations such as: what the world is really like; how you stay out of trouble; and how you get what you want out of the world through legitimate means. The "reality therapy" group approach is being used and three of these sessions are scheduled each week. These are supplemented by small "guided discussion groups" and a weekly one-hour Cottage Forum (Town Meeting).

Films which deal with values or standards of behavior should be useful with this group. The intent of showing films is to lead into discussions of what they observed and the consequences of this behavior. Consideration is being given to the use of programmed teaching machines which lend themselves to guided group discussions (i.e., before deciding which button to push, discussion leading to positive cooperation is required in order to make the correct social decision and receive the appropriate reinforcement).

The BC-4 group should have access to good books, TV shows, music, recorded books and plays; they can profit from trips to museums, dances, concerts, movies, plays and anything which is culturally broadening.

The staff-to-student ratio is one counselor for each 16 youths. The counselors work afternoons and evenings, and the program operates on a seven day a week schedule. (see Figure 12)

### COUNSELOR TRAINING

Within each behavior category a minimum amount of time is set for every counselor to see each youth on his case load. The amount will vary depending upon the behavior category and the particular problem being discussed at the time.

The training period for the counselors is used, in part, to identify the problem areas for each youth on his case load. Therefore, one of the responsibilities which the counselor will share with the other members of the Cottage Committee is the establishment of behavioral goals of a graded or step-by-step nature. In other words, they help set up a "critical path" for each student, along which his treatment progress develops. Another aspect, then, of the counselors' role is to assist in determining students' progress in meeting these goals.

Counselors are involved in training sessions each week. The sessions are coordinated and, in many instances, directed by KYC's two Psychologists. Further assistance with training is provided by the Caseworker, Psychiatrist and consultants from West Virginia University.

### BC-1

The staff working with this group needs help in understanding the dynamics of each case. Much staff support must be provided to the personnel working with such student-induced frustrations as: emotional

outbursts, accusations, withdrawal, and demands for constant attention and gratification. Pressure on staff for quick success must be kept to a minimum. Staff may be provided with some "change-of-pace" cases, i.e., some who are more or less responsive to change.

In planning the treatment strategies for the BC-1s step-by-step procedures must be established to lead these youths to greater maturity. These procedures for approaching specified goals by a series of successive approximations are established by the Treatment Team. Coordination and follow-up of these treatment "critical paths" are the responsibility of the counselor.

### BC-2

Staff members working with BC-2s need consultation and supervision regarding the inner personality conflicts of the cases with which they are working. They need a source of support for a continual re-evaluation of themselves in their counseling role. They need assistance in continually evaluating each student's potential for growth. Training and consultation are needed regarding the specific treatment methods being applied.

The counselors are monitored as to what they are accomplishing in their group and individual sessions. They have access to someone (psychologist, psychiatrist, caseworker) they can talk to about themselves; how they are doing and how to handle problems they don't understand or situations which are new to them.

### BC-3

Staff members working with this group need help in working out specific treatment plans and encouragement to try many (even some considered "unusual") different methods of treatment. They need help in understanding the BC-3s' hostility, in that even though it appears this is directed towards the staff member, it may in reality be anger against a parent or

Figure 12

BC-4 COTTAGE SCHEDULE

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SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY		
Early Morning Cottage Activities	6:30	Early	Morning	Cottage	Activity	Early Morning Cottage Activities		
	7:00-7:45	Breakfast	Breakfast	Breakfast	Breakfast			
8:00-9:00 Coffee Hour	8:00-9:35 Academic - Industrial	Academic - Industrial	Academic - Industrial	Academic - Industrial	Academic - Industrial	8:00-9:00 Breakfast		
9:30-10:30 Protestant Church Svcs	9:35-9:50	Transition	Time	Transition	Time	9:00-12:00* Free Time and Chores		
Brunch	9:50-11:30	Academic - Industrial	Academic - Industrial	Academic - Industrial	Academic - Industrial	12:00-1:00 Noon Meal		
11:30-12:30 Catholic Mass	11:30-12:15 Noon Meal	Noon Meal	Noon Meal	Noon Meal	Noon Meal	1:00-3:00 Recreation or Gym Time		
12:30-1:00*	12:15-1:50 SCIP	SCIP	SCIP	SCIP	SCIP	3:00-4:00 Cottage Town Meeting		
1:00-2:30 Cottage Recreation	1:50-1:55	Transition	Time	Transition	Time			
2:30-3:30 Guided Groups 1A - 4A	1:55-3:30	Chores	Chores	Chores	Chores	4:00 - 5:00 Indiv or Free Time	4:00 - Till Completion Community Based Activities for Selected Students with Counselor	
Vespers	3:30-4:00	Commissary or Free Time		Commissary or Free Time		5:00 - 6:00 Evening Meal		
4:15-5:00 Evening Meal	4:00-5:00	Evening	Meal	Evening	Meal	6:00 - 6:30 Indiv or Free Time		
5:15-7:00 Swimming Pool - Showers	5:00-6:00 LGC Cottage Reality Therapy	5:00-6:00 Guided Groups 1B-2B-4B	5:00-6:00 LGC (Cottage Reality Therapy)	5:00-6:00 Guided Groups 1B-2B-3A	5:00-6:00 LGC (Cottage Reality Therapy)	6:30 - 7:30 Guided Groups 2A-3A		
7:00-8:00 Guided Groups 3B - 4B	6:00-6:30 Free Time	6:00-8:00 Religious Life School (Voluntary)	6:00-6:30 Free Time	6:00-9:30	6:00-6:30 Free Time	7:30-8:00 Individual Sessions		
8:00-9:30 Individual Sessions	6:30-7:00 Individual Sessions	8:00-9:30	6:30-7:30 Individual Sessions	I n d i v i d u o l	6:30-7:30 Guided Groups 2A-3A	8:00-9:00 Guided Groups 2B-3B	6:30 - 8:30 Movie - Optional	
	7:00-8:00 Gym or Outside Recreation		7:30-9:00 Swimming Pool		7:30-8:00 Individual Sessions	9:00-9:30 Individual Sessions	8:30 - 9:30 Free Time	
	8:00-9:00 Guided Groups 1A-2A-4A		9:00-9:30 Showers					
	9:00-9:30 Individual Sessions							
Counselor 1 8:00-4:30 Counselors 3-4 1:00-9:30	Caseworker 8:00-4:30 Counselors 1-2-4 1:00-9:30	Caseworker Counselors 1-2-4 1:00-9:30	Caseworker Counselors 1-2-3-4 1:00-9:30	Caseworker Counselors 2-3 1:00-9:30	Caseworker 8:00-4:30 Counselors 2-3 1:00-9:30	Counselors 3-4 1:00-9:30 Counselor 1 8:00-4:30		
Caseworker Counselor 2 DAY OFF	Counselor 3 DAY OFF	Counselor 3 DAY OFF		Counselors 1-4 DAY OFF	Counselors 1-4 DAY OFF	Caseworker Counselor 2 DAY OFF		

\*Small Group Assigned to Kitchen Chores

authority in general. Staff must realize that treatment of the BC-3 is difficult, long, and requires all of the imagination and skill they can muster.

The counselors have access to a consultant (psychologist) with whom they can discuss and review their current and future treatment approaches.

#### BC-4

Staff members working with this group of delinquents are provided training which enables them to understand their own system of values so they can confidently discuss them. They need supervisory aid in avoiding over-identification with these youths and help in allowing the student to develop and maintain his own sense of independence. Aid is also provided for the worker so that he better understands the subcultural aspects of his own community as well as that of the student.

One of the consequences of the difference in cultural values between these youths and the counselor is that incidents which the staff feels are significant will not be brought up for discussion by these students. This may be more of a consequence of the BC-4 youth not considering the incident as something serious than a conscious attempt to suppress information (although, this latter motivation will also be present at times). To counter these culture-induced communication gaps, the counselors must be alert in their interactions with these youths to any intimations of something "going on" which may not be openly discussed. They should pursue small clues, not in the interest of ferreting out the malefactors and punishing them, but rather as a means of guiding discussions into meaningful areas.

Staff should make themselves available for discussions but should not demand participation in a close relationship, although some minimal contact should be maintained by each BC-4 counselor with all of his assigned students.

## EDUCATION PROGRAM

### Introduction

The education program is designed to insure every KYC student will: (a) attain basic educational skills; (b) become proficient at the entry-skills level in a vocational cluster; (c) be exposed to additional academic and social supportive education and related vocational information. The program is not aimed at an in-depth development of skill in any one occupation. The primary focus is to familiarize the student with the industrial structure of our society and to develop in him an industrial literacy in a number of technical areas.

### Education Program Steps

- I. Reception cottage orientation
  - A. Testing and evaluation
  - B. Cottage assignment
- II. Orientation to industrial literacy shop programs
  - A. Identify a minimum of three areas of exposure
  - B. Recommend sequence priority
- III. Educational classification process
  - A. Determine industrial literacy level and related concepts need
  - B. Ascertain job opportunities available in home environment
  - C. Ascertain student preference, past experience and correlate with his aptitudes
  - D. Identify supportive education needs
  - E. Determine social education needs
- IV. Program assignment
  - A. Establish time lines and output release levels
  - B. Compile prescription profile expectations
  - C. Identify measurable performance objectives to fulfill prescription demands
- V. Token economy reinforcement design



- A. Completion of prescribed performance objectives
  - B. Fulfillment of prescribed contract performance
- VI. Evaluation criteria
- A. Areas of industrial literacy and related concepts completed
  - B. Adequate supportive education attainment
    - 1. High school diploma
    - 2. G.E.D. - Whenever possible
    - 3. Remediation progress
  - C. Social education attainments
    - 1. Social security card
    - 2. Driver education
    - 3. Employment attainment techniques
    - 4. Understanding of the cultures of America
- VII. Release Program
- A. SCIP

#### Program Assignment Procedures

While in the reception unit, each student is tested in the areas of: (1) vocational interest and aptitudes; and (2) academic achievement. He is then given a complete orientation to all vocational training clusters. Based on his expressed interests, the test results, and the observations of the respective technical cluster instructor, the student is rated as to the degree of knowledge he has in each area. Using this information plus material gained from an individual interview, the Educational Psychometrist develops a profile of the individual student.

The profile depicts each student's level of proficiency in each of the educational areas offered at the Center and prognosticates the student's probable attainment level. Once the profile is established specific program assignments can be made.

In all educational programming, the basic premise is to equip the student with Industrial Literacy. Therefore, each program is designed to provide exposure to a

minimum of three technical areas rather than specialization in any single area. After the student has satisfactorily completed the "horizontal" aspects of his program, in-depth (vertical) training in one of these chosen areas will comprise the training activity during the remaining period of his stay at the Center.

Part of the programming process is to assure that there is a high correlation between the program assignment and the job opportunities in the student's own community.

While the student pursues this vocationally oriented program he is also exposed to supplemental, supportive education of a more academic nature—although this too is vocation-related. *Figure 13* lists the three vocational clusters.

#### *Scheduling*

The student training day is divided into eight blocks or time modules each consisting of forty-five minutes.

Generally, these time periods run:

8:00 a.m. to 8:45 a.m.

8:50 a.m. to 9:35 a.m.

Break 9:35 to 9:50

9:50 a.m. to 10:35 a.m.

10:40 a.m. to 11:30 a.m.

Lunch 11:30 a.m. to 12:15 p.m.

12:15 p.m. to 1:00 p.m.

1:05 p.m. to 1:50 p.m.

1:55 p.m. to 2:40 p.m.

2:45 p.m. to 3:30 p.m.

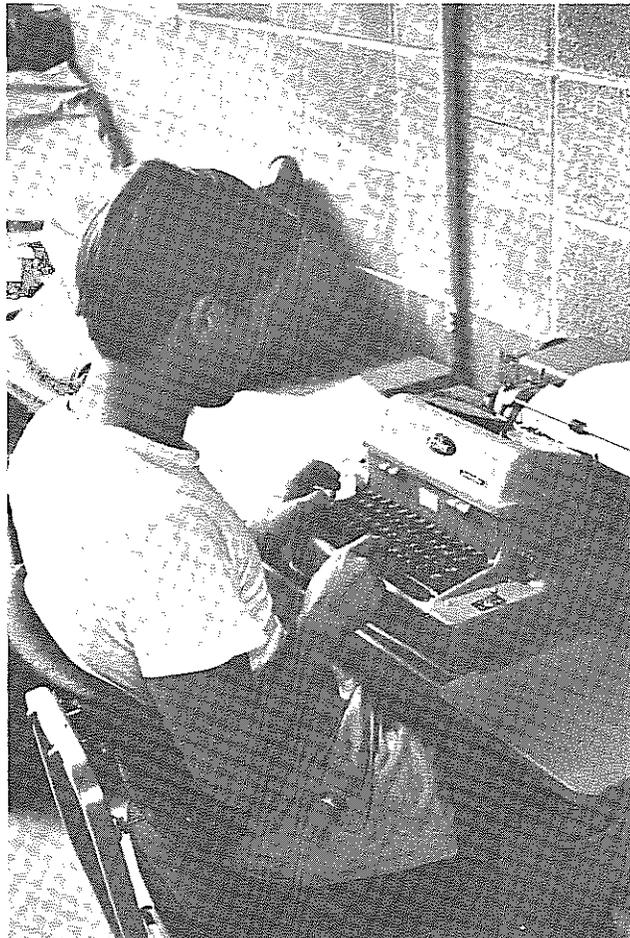
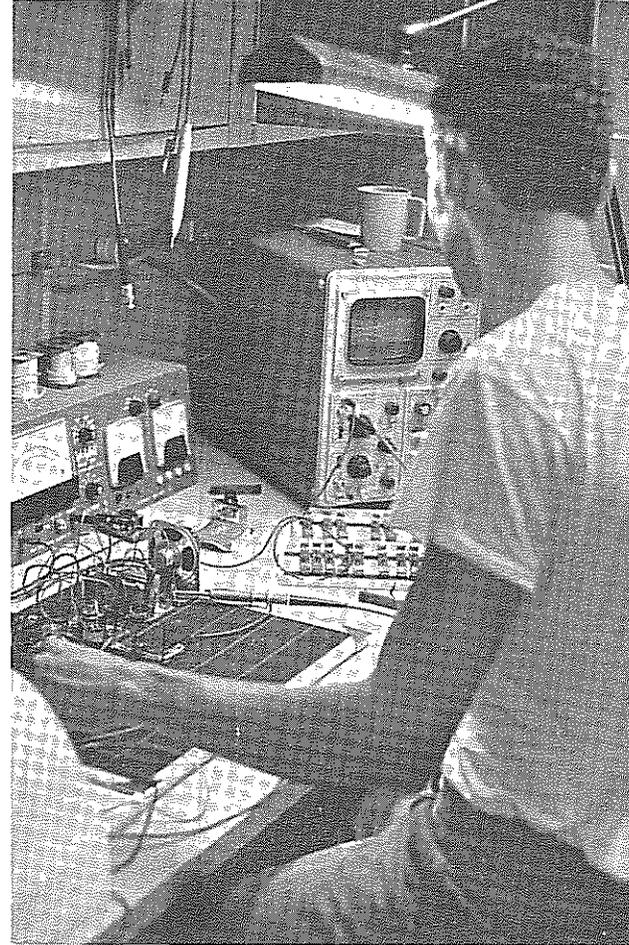
Six of these eight time modules are allocated to education and/or industrial literacy programs. The other two periods are for students' chores and on-the-job training assignments.

Education has priority over other day-time assignments; chore activities are plan-

### VOCATIONAL CLUSTERS

CLUSTER I AEROSPACE	CLUSTER II GRAPHIC ARTS	CLUSTER III ELECTRONICS
An overview of the Aerospace Industry	Orientation to the Graphic Arts Industry	D.C. Electrical Application
Power Technology	Screen Process, Paper Making, Intaglio	A.C. Electrical Application
Wood and Plastics Technology	Relief Printing	Basic Electronics & Communications
Electricity & Electronics in Aerospace	Binding, Packaging and Finishing	Special Communication Circuits
Metals Technology I	Offset and Photography I	Semi-Conductors
Metals Technology II	Offset and Photography II	Television
Graphic Arts in Aerospace		Air Conditioning & Refrigeration I
Ceramics and Material Testing		Air Conditioning & Refrigeration II
Pneumatics, Hydraulics & Power Devices		

Figure 13



*Aerospace Electronics*  
*Graphic Arts*

ned to "fit into" the student's educational schedule. Matters extraneous to the educational program of the student are cared for during non-school periods and only in unusual circumstances (urgent medical needs, parole hearings) are excused absences granted. All programs are available on a Monday through Friday basis. A standard figure of 1560 hours (52 weeks times 30 hours per week) is the time span on which the educational program is constructed.

#### *Programs*

Students are scheduled on an individual basis for the following course offerings:

##### Related Information Classes

- Related Concepts in Aerospace
- Related Concepts in Graphics
- Related Concepts in Electronics

##### Supportive Education Classes

- Remedial Reading
- Intermediate Reading
- Remedial Mathematics
- Intermediate Mathematics
- General Educational Development Preparation
- Utilizing Instructional Material Center Media
- Individualized Prescription Programming
- Business Education Using Data Processing Equipment

#### Token Economy in Education

"It's performance that counts"

All programs in the education department are structured toward the achievement of performance objectives. That is, for each student in every subject area, measurable behavioral objectives have been established. When the student completes a performance objective he is awarded a predetermined amount of points—one point equals one cent. For example:

a remedial math performance objective might be to add 2-3-4's at the rate of one correct per second. Accomplishing this objective would merit the learner seventy-five points.

A second method of earning is employed in the technical cluster areas. The student enters into a *contract* with his instructor. If he fulfills his contract, he receives 100% payment; failure to complete the contract results in proportionate earnings based on the degree of achievement.

Both of these uses of the token economy require observable educational/vocational achievement. In order to earn "the good things in life" the student must demonstrate his ability to meet behavioral (educational) goals. Objectifying the system makes it less possible for the sophisticated individual to "con" his way through KYC.

#### Evaluation

The program for each student is continually evaluated. Treatment Teams are apprised of the progress of their students through the Educational Services representative on the Cottage Committee. Evaluation is based on the number of performance objectives completed. If a student is constantly earning at the maximum level, he is either under-programmed or well motivated. Appropriate program changes are made and the student is rewarded for his extra effort.

All performance objectives are identified and cataloged to provide a basis for student evaluation. Each performance objective has an eight digit code indicating the level of difficulty at which the student is presently functioning (*see Figure 14, Progress & Pay Report*).

#### Behavioral Categories

Special treatment strategies take into consideration individual differences. The education program parallels that of the cottages as nearly as possible. Learning char-

**Progress & Pay Report**

Figure 14

Program \_\_\_\_\_ No \_\_\_\_\_ Cottage 1 2 3 4 5

Teacher \_\_\_\_\_ Period 1 1a 2 2a 3 3a 4 4a Student No. \_\_\_\_\_  
Circle

Student Name \_\_\_\_\_

Module No. 00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 Total Pay Earned \_\_\_\_\_

16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 Week Ending \_\_\_\_\_

Slash Module Reported /

Milestone 00

Performance Obj.

00	10	20	30
01	11	21	31
02	12	22	32
03	13	23	33
04	14	24	34
05	15	25	35
06	16	26	36
07	17	27	37
08	18	28	38
09	19	29	39

Milestone 01

Performance Obj.

00	10	20	30
01	11	21	31
02	12	22	32
03	13	23	33
04	14	24	34
05	15	25	35
06	16	26	36
07	17	27	37
08	18	28	38
09	19	29	39

Milestone 02

Performance Obj.

00	10	20	30
01	11	21	31
02	12	22	32
03	13	23	33
04	14	24	34
05	15	25	35
06	16	26	36
07	17	27	37
08	18	28	38
09	19	29	39

Milestone 03

Performance Obj.

00	10	20	30
01	11	21	31
02	12	22	32
03	13	23	33
04	14	24	34
05	15	25	35
06	16	26	36
07	17	27	37
08	18	28	38
09	19	29	39

Milestone 04

Performance Obj.

00	10	20	30
01	11	21	31
02	12	22	32
03	13	23	33
04	14	24	34
05	15	25	35
06	16	26	36
07	17	27	37
08	18	28	38
09	19	29	39

Milestone 05

Performance Obj.

00	10	20	30
01	11	21	31
02	12	22	32
03	13	23	33
04	14	24	34
05	15	25	35
06	16	26	36
07	17	27	37
08	18	28	38
09	19	29	39

Milestone 06

Performance Obj.

00	10	20	30
01	11	21	31
02	12	22	32
03	13	23	33
04	14	24	34
05	15	25	35
06	16	26	36
07	17	27	37
08	18	28	38
09	19	29	39

Milestone 07

Performance Obj.

00	10	20	30
01	11	21	31
02	12	22	32
03	13	23	33
04	14	24	34
05	15	25	35
06	16	26	36
07	17	27	37
08	18	28	38
09	19	29	39

- / — Performance Completed
- X — Previously Learned
- O — Unable to Grasp

acteristics of the various BC groups have been delineated.

#### BC-1

Youths in this group need an all day school program (remedial academic). Class size is kept small because these students require more personal direction, guidance, and supervision. Therefore, a one-to-one teaching approach is utilized. The best time for BC-1 to attend school is in the morning because they frequently tire easily. In view of this, most of the work assignments are programmed in the afternoon or evening. In all cases *rewards* for *positive behavior* are stressed. The student who is consistently "on time" (even though he may be a slow learner) is rewarded for this positive aspect of his behavior.

#### BC-2

Most youth in this group are bright. Their assignments stress academic work. Vocational programs are planned in accord with each youth's capabilities. Youth in this group respond better to instructional methods which emphasize verbal interaction.

Students classified as BC-2s are usually the best prepared academically. Therefore, the emphasis is on preparation for the general education development tests (GED high school equivalent diploma) or on higher academic accomplishments. Since BC-2s are responsive to the usual school-oriented, social-type reinforcers, points are not emphasized (although they are used, as well). Primary motivation for this group is provided through actual accomplishment, good grades, success, and words of praise.

#### BC-3

Education relevant characteristics of the BC-3 group include a short attention span, a lack of ability to delay gratification, relatively poor response to social reinforcement, plus a strong tendency to use

interpersonal contact in a manipulatory manner. All of these characteristics work in opposition to efficient functioning in the normal classroom setting and require special programming. Homogeneous grouping for educational purposes is maintained to the extent possible. The curriculum is designed to avert boredom and keep interest at a high level. In the strictly academic areas, programmed instruction and immediate reinforcement are emphasized.

#### BC-4

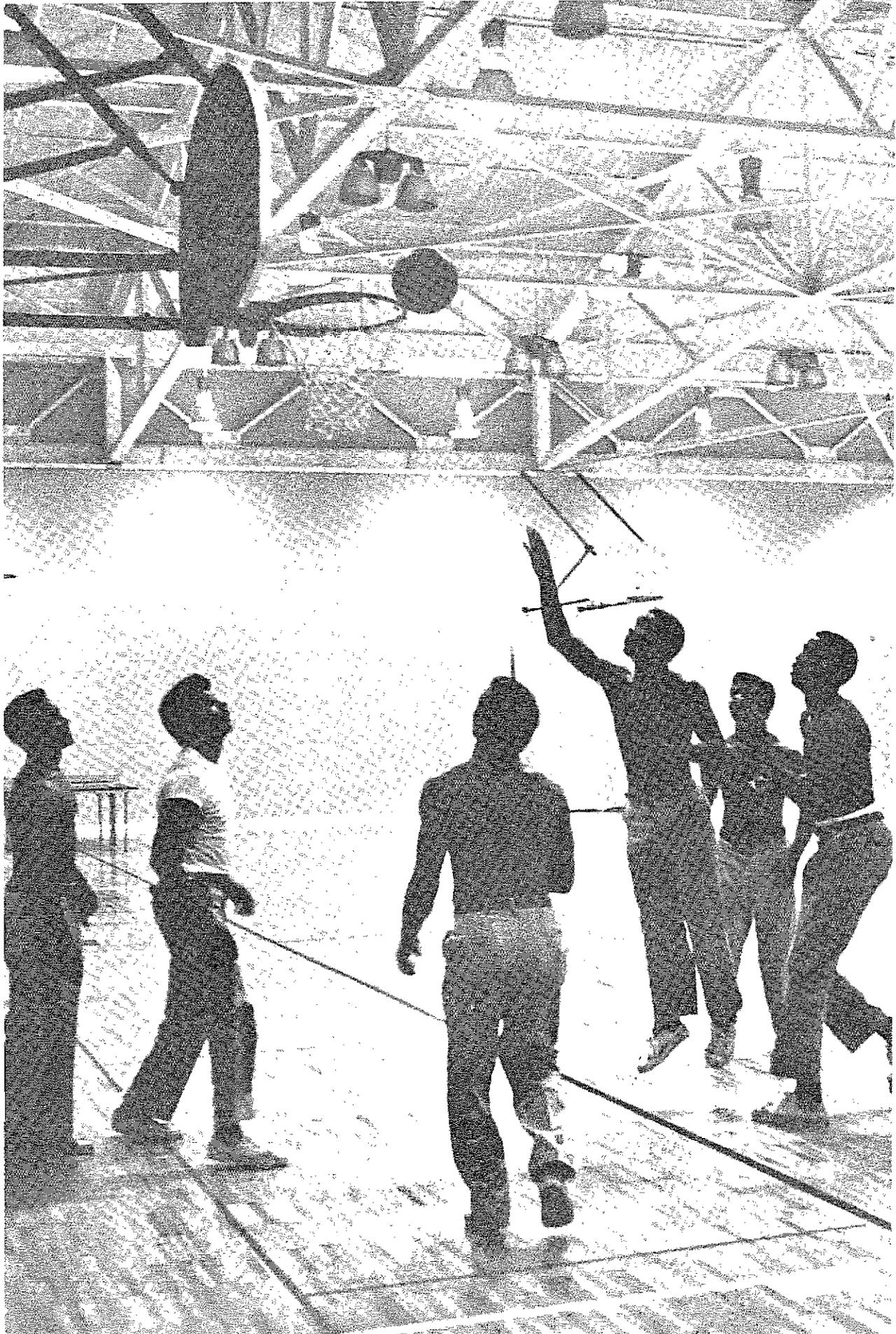
With this group, job training is stressed. The educational and industrial programs are structured in terms of short range goals (rewards).

The emphasis with the BC-4 youth is on broadening his areas of awareness and introducing new and different sets of values. Therefore, the academic school work contains large doses of audio-visual travelogues; documentary films; writing and studying about different cultures, religions, and philosophies; writing and presenting plays; study of the folkways of different peoples; social studies, psychology, marriage and family type courses (budgeting, managing family problems, personal hygiene, etiquette, etc.) The intent is to impress upon these youths that there are other methods to cope with life and its problems than the one with which they are familiar.

#### BC-5

The BC-5 sub-group is programmed educationally by combining aspects of the BC-1 and BC-4 approaches. Thus, there is more emphasis on individual instruction than is the case with the BC-4s, while course content is more similar to that of the BC-4s than the remedial academic work stressed with the BC-1s.

On occasion, institutional education programs are too delimited for some individuals and appropriate programs must be



sought elsewhere. Arrangements can be made to assign some students to study release programs or to college extension classes.

With some students on-the-job training assignments are used as a motivational device. Such assignments are coupled with specific learning objectives and eventually lead to the phasing out of the on-the-job aspect. The staff member involved in this type of treatment strategy is aware of his role and notifies the Treatment Team of the students progress on a weekly basis.

### Social, Cultural, Intellectual and Physical (SCIP) Classes

The SCIP program is designed to prepare the student with social skills expected of employees and to make him consumer-wise. It is scheduled primarily for students within 90 days of release. The six week program is conducted on a five hour per week schedule.

SCIP classes are divided into three levels corresponding to remedial, intermediate, and advanced academic programs. Main curriculum areas include: job applications, interviews, income tax, social security, and consumer buying. The central theme is to help prepare each KYC student for a successful return to the free world.

### RECREATION

The Recreation Program is coordinated by a Physical Education Staff, but the responsibility of carrying out much of the program is the counselors'. The Recreation Supervisor and his assistant arrange their schedule in order that one of them is available every weekend. Students from the University also provide some part-time assistance.

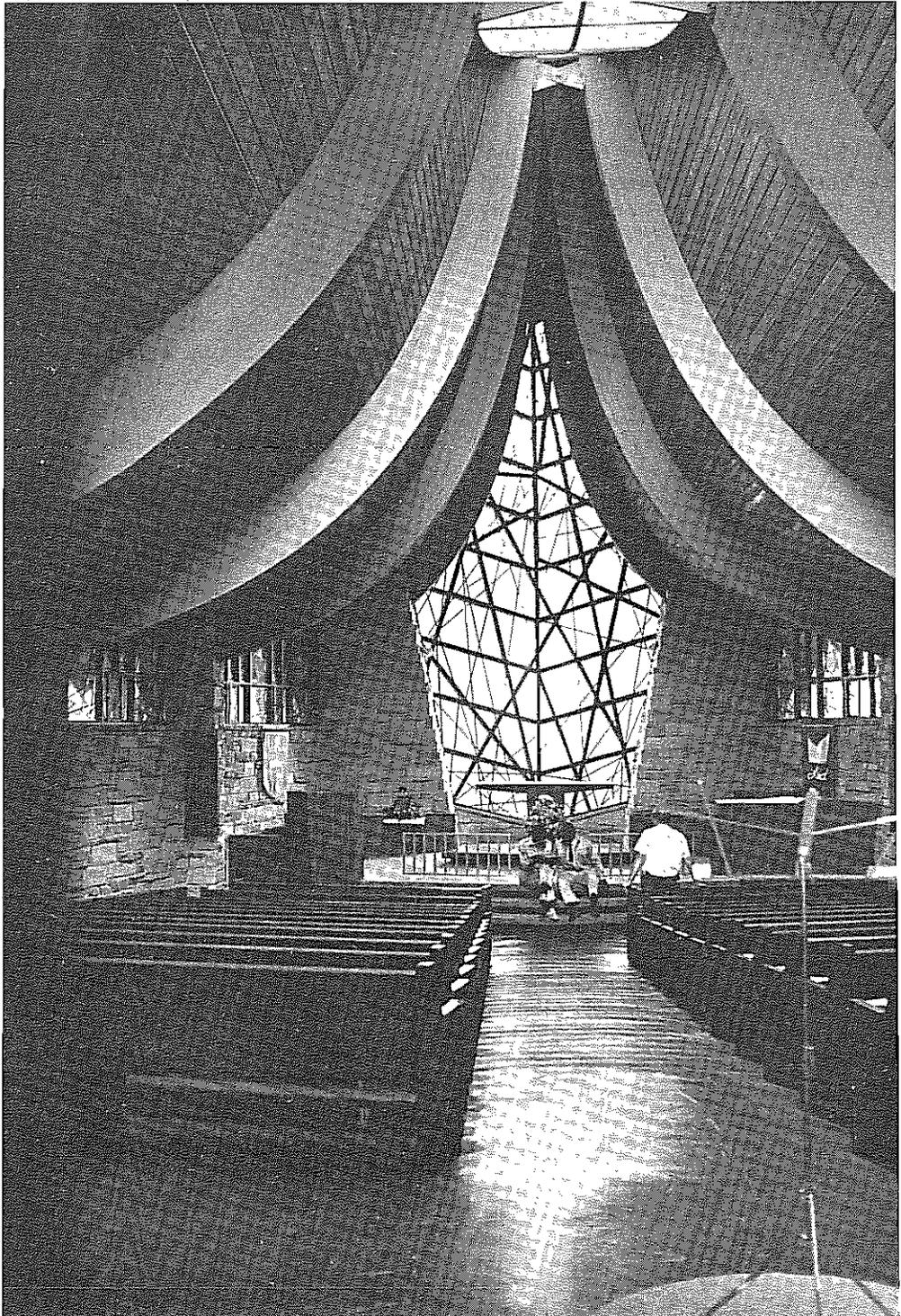
Recreation in a youth center is far more than sports and games. It is also different from and, possibly, more comprehensive than a formal physical education program.

It is an important facet of a wholesome institutional treatment program, contributing directly to the personal growth of students through teaching them enjoyable, non-delinquent use of leisure time and the development of skills which enhance their sense of self-worth. Recreation also contributes to the effectiveness of the total treatment program by lessening individual tensions and contributing to high group morale.

Considerable emphasis in the recreation program is placed on developing student interests and skills in activities which are not dependent upon an institutional setting. Since group oriented sports and games provide pleasure and an opportunity to learn teamwork and sportsmanship, they certainly deserve a place in the institution's program. By themselves, however, team sports fall short of providing a comprehensive recreational program. They provide only minimal resources which students can employ in developing constructive, satisfying leisure time programs following release from the Youth Center and in many years to come. Priority, therefore, will be given to recreational experiences which will be adaptable to the years of life ahead when the vast majority of these students will no longer be in a position to play organized athletics.

The recreational program includes a broad range of activities in addition to the usual sports and games:

- (1) Outdoor living experiences (nature exploration, camping, hiking, gardening).
- (2) Performing Arts (dramatics, vocal and instrumental music, painting, ceramics, metal and woodworking, photography).
- (3) Social Living (table games, picnics, dances, banquets).
- (4) Individual Sports (tennis, swimming, fishing, handball, golf).



*Chapel Interior*

There is no attempt to establish any varsity type sports programs. For the most part, competition is restricted to groups within the same cottage. Some contact, however, may be permitted in competitive sports with the BC-2s and BC-4s.

It appears quite clearly that the BC-1 should not be victimized by competition with any of the other behavior categories. The READY Project experimented with the use of a slot car track. Although it was a popular activity with the BC-3s, there was some indication that they considered it "kid stuff". The track might be more appropriate for the BC-1s. Because of the hostile aggressiveness of the BC-3s, they should be restricted from competition with any other than their own group; individual competition (e.g., track and field events) should be stressed.

While the students are charged for use of some of the recreational facilities, such as extra pool time and the movies, a basic level of recreation is maintained at no cost to the student. Assuming, however, that each student has the same opportunity to earn the same number of points (based on the completion of goals established by the Cottage Committee), he is expected to pay for any additional recreational activity in which he desires to participate. (The intent here being, as in most areas, to make the "inside as much like life on the outside" as possible.)

## RELIGION PROGRAM

The Religion Program directed by two full-time chaplains, attempts to provide an individual and personal ministry to the student. The chaplains operate from the premise that a religion program is the concern and creation of chaplains, staff, student body and the "outside" community.

This program approach at KYC is enhanced by two factors; (1) the chapel is located at the geographic center of the institution, and it is easily the crossroads

for student travel and community-related activities; (2) the student body is differentiated.

The religious program is extremely flexible, diverse and geared to the needs of students. The program provides a basic ministry which includes opportunities for public and private devotions, reception of appropriate sacraments, and religious instruction.

### Worship

The Chapel of the Ark is contemporary in design and readily lends itself to the needs and requirements of all faith groups. Three services are held in the Chapel each Sunday: Protestant worship, Catholic mass, and an Ecumenical Vesper Service. This third service is led by individuals or groups of the different faiths that are in this area. The services are youth-oriented; suggestions, assistance and talents of the KYC students are relied upon and utilized. The music is usually contemporary folk, soul, and religious, arranged and adapted for the most part by the students themselves.

### Pastoral Care

All incoming students are interviewed by a chaplain. The Protestant Chaplain interviews those students whose religious background is of any of the general Protestant denominations. The Catholic Chaplain interviews those whose religious background is Catholic or Jewish.

Both chaplains provide pastoral care on an individual basis for all students. Each conducts instruction classes, as appropriate and needed, through the curriculum of the academic school.

New students are encouraged to speak to either chaplain about any personal concerns. A chaplain attempts to be as available as a parish pastor in the "free" community. We encourage students to drop in at the Chapel whenever they can and want to. The chaplains arrange their days off

so that at least on chaplain is at KYC each day. Most counseling is done on an unstructured basis.

We choose to let the student indicate when and how often he wants to speak to a clergyman. A chaplain would not hesitate, however, to ask to talk with a student whose behavior indicated a need for pastoral care, or if a student was referred to a chaplain by a staff member or Life School worker.

#### Cottage Life Schools

Life School is an attempt to introduce religiously-oriented and motivated persons from the local community into the life of the cottage. This program does not exclude persons who have no specific religious affiliation. Persons who have genuine life and human values may indeed make a valuable contribution to the Life School Program.

Life School workers are volunteers "recruited" from the community. They are interviewed by one or both of the chaplains; the overall treatment goals of KYC are explained as well as the specific aims of the Life School Program. The Correctional Preference Survey<sup>3</sup> is given and the results discussed with the worker so that the proper cottage setting is identified in which he or she will best function.

The entire Life School Program is usually confined to the day-room and the large craft rooms of the cottage. A Life School meets weekly for 2 to 3 hours.

The Life School is not a social happening, although the Life School workers will on occasion assist the cottage with parties, dances, trips, etc., as the staff sees fit to call upon them. While religious classes or

<sup>3</sup> An attempt to develop an objective procedure which will aid clinical and administrative judgment in assigning treatment agents to work with different types of delinquents. A self-administered test instrument being developed to assist with the matching of counselors, teachers, volunteers, etc., with the behavior categories.

traditional Bible instructions is not a part of the Life School, the worker may want to show films or filmstrip "impact" productions and lead discussion that would be religiously informative.

The chaplains choose to be involved in the total life of the Center, available for comment, suggestion or criticism, but not to play the role of decision maker in case management. The chaplains see their role as the "conscience" of the whole KYC community. They are neither the "defender" of staff actions nor student behavior. They attempt to focus on the personal and religious needs of the whole correctional community which includes the staff and their families, the student body and their families and the townspeople who choose to include us in their lives.

#### CHORES

A student's work assignment (chores) is, where possible, coordinated with his educational training. For the most part, however, his work is primarily of an institutional maintenance type. Each youth is expected to work a minimum of two hours each day—one period of the four modules available during the day for programs. Since a youth spends a minimum of one-fourth of each day on a work detail, the work force at any given time is one-fourth of the student population.

Where possible, work assignments are made in keeping with behavior category. For example, the group assigned for clean-up in the student dining room after the morning meal comes from one cottage. The noon and evening meal clean-up details come from two of the other cottages. The point being that wherever possible, the work groups are arranged on a homogeneous basis.

Since jobs vary in difficulty, care is taken to insure that one Behavior Category does not end up with all the prestigious jobs. While this must remain a concern, the primary consideration, however, is the

requirements of the job, the personal stability required by the student filling it, and the relationship of this job to the youth's program.

On a weekly basis, a job availability list is published for use by the Cottage Committees. This list, in addition to carrying the vacancy, provides information about the skill level required, routineness of the work, how much pressure is present, etc. In other words, the list carries all information about the job which would be needed by the Cottage Committee to make the best decision in placing a student. Consideration is also given to the point value (amount of pay) for each job. For example, seven-day-a-week jobs or less desirable work have a higher-level payoff in points.

#### PRE-RELEASE PROGRAM AND PLANNING

The operation of the pre-release unit will usually result in the placement of the Honor students from each cottage into this living unit just prior to release from the institution. This will not, however, remove them from the cottage program where their behavior has a positive effect on other students. A youth will be eligible for assignment to the pre-release unit after he has completed his Cottage Committee specified goals. To do this, he must be in Honor status and functioning at a level of independence which would permit him to move to a housing unit which is primarily self-governing.

One way the student in pre-release status would assist in his "home" cottage would be to serve as counselor-helpers with the Trainee students. This activity will be closely supervised by the counselors both to avoid untoward activity and to learn whether the Honor students' growth is real or just an undetected "put-on".

The schedule for pre-release students permits them the opportunity to participate in special activities geared more to-

ward their free world interests. Programs which involve contact with people from the community have been developed; i.e., dances, talks (by small businessmen, car salesmen, factory foremen, "successful" parolees, police officers, probation officers, employment specialists); visits (to employment offices—private and government, to outside forms of recreation—sports, plays, movies); introduction to education courses (such as, drivers education, social dancing, family relationships, budgeting money, personal hygiene, attendance at community church activities, etc.).

The mingling of youths from all behavior categories in this pre-release program provides the most realistic test of how these youths will fare in the community upon release.

#### BC-1

Release planning often requires that some person or group be found to provide a long-term supportive relationship in addition to the Probation Officer's responsibility and control. Placement outside the student's home should be a consideration since it can be expected that the youth's own home situation may be difficult or impossible to work with or may represent the source of his deprivation.

A job situation which is non-threatening or where a minimum amount of frustrating interpersonal dealings are required should be found. If he returns to school, the teacher must be filled in on his abilities and be given a perspective on the long-range treatment goals.

#### BC-2

In working out release plans, the first problem to be solved relates to the neurotic aspects of the youth's delinquency; therefore, school or employment are secondary issues.

If the parents are available and are willing to participate in family group



*Pre-release counseling*

therapy, this approach is often helpful. Such a program could be worked out as a part of the release plan.

### BC-3

An open communication network must be set up among parents, probation officer, employer and any other persons who have regular contact with the youth. A working, supervising agreement must be reached by this group of people so that the rewarding of manipulative behavior is avoided. The immediacy of a response to such behavior must be stressed and, therefore, independent action on the part of supervisors is necessary. If the home, school, or work situation does not permit quite close supervision and rather strong control, consideration should be given by the probation officer of placement of the youth in a different setting (i.e., foster or group home, vocationally oriented school or change of job).

While parents, teachers, employers and other supervisors must be encouraged to handle this type of youth in a direct, immediate and firm manner, care must be given so that this action is not interpreted by the youth as rejection. While actions taken must be firm, they must also be realistic and done in a "warm" manner.

BC-3s must learn that someone can and will control him. For the most part, this control must be shown through action taken and not verbal interchanges between the youth and the parent, teacher, employer or probation officer.

Continuation of some guided group discussion would be an appropriate carry-over from the institution to the community. If such a group is established, attendance should be mandatory.

### BC-4

Work Release and Community Treatment Center programs should be particularly effective with this type youth. Community Treatment Center placement

is often indicated as soon as possible and planning begun in this direction even from the beginning of the sentence for many of these BC-4 youths.

Release planning usually warrants placement in the youth's home because family ties are frequently very close. The father's role in the home is very important, and he may need some support from the supervising officer.

When released, it is important to locate potential non-delinquent models for the BC-4 youth. He needs constructive, satisfying activities. His employer and/or teachers should encourage and support self-responsibility. Most important is that he be kept busy through his job and recreation activities in order to forestall any relapse into his pre-institutional tendency to spend his time "hanging around with the boys".

### COMMUNITY PROGRAMS

Community resources have always been an important part of correctional treatment programs although at times applied in a rather loose fashion. Experiences with Community Treatment Centers (CTC), Work Release programs, and furlough programs, have expanded the overall use and given direction to community based programs.

One goal of the Kennedy Youth Center is to develop a meaningful treatment program in the local community. A pre-requisite for such a program is to change staff attitudes toward community programs. Specifically, activities conducted in the community should not be considered privileges or rewards given "deserving" students who will "appreciate" them. This attitude tends to isolate the community program from the rest of the institution program and often effects the selection process. The result is that students who need treatment in the community are least likely to receive it, and "good



*Study release*

students" often with little need for community programming are selected.

The point emphasized here is that the problems specific to some individuals require specific treatment programs in the community; these treatment programs should be approached with the same attitude as are the treatment programs developed inside the institution.

The use of community based programs such as Work Release, School Release, Furloughs and town trips will be much in evidence. These are differentially programmed to meet individual needs as a student progresses through the class-level system.

Work Release assignments are made on the basis of ability and potential to perform a job, rather than merely placing a youth on any type job for "work experience" or some other vague purpose.

Furloughs are related to definite treatment needs and arranged so that the most can be gained from this experience. When a youth is in the community, he will have contact with available resource staff such as the U. S. Probation Officers, the Employment Placement Officers, Vocational Rehabilitation Staffs, Community Treatment Center Staffs, and CTC contract staffs.

The Youth Center has a unit designed for a Pre-Release/Work Release program. This will not be used in the traditional fashion—a minimum-supervision, minimal program unit. Rather it will prepare a youth for return to the community by exposure to reality situations similar to what he can expect when released.

Recommendations to participate in a specific community program will rest with the Cottage Committee. Assignments must be approved by the Program Management Committee. Such an assignment should be made on the basis of an individual's needs rather than on what happens to be available at the moment. This should encourage

staff responsible for community programs development to use ingenuity in creating the types of community programs needed.

*For example, a particular student may have a low self-concept, feel uncomfortable in the company of solid working-class people (perceived as being much better than himself), and have a need to develop better impulse control when not under direct supervision. Under the "reward or privilege" approach the committee would say,—"Student A has done a good job; let's try him on work release and let him earn a few dollars. Unfortunately, the only job available is at a local car wash earning 75¢ per hour. Well, 75¢ per hour is better than he's earning here, and he'll learn good job habits". Using the preferred approach, the team would look at Student A's needs, listed above, and immediately reject the car wash job. A more suitable work release program would be as a full time volunteer worker at the University Hospital assisting hospital personnel in the children's clinic. The student's pay would come from the same basic institution point system. A job of this nature would give Student A an opportunity to help someone less fortunate—i.e., the patients in the hospital—which should help raise his own self-concept. In addition, this job would bring him into contact with stable working-class people and thus assist him in feeling at ease with them. And, lastly, by maintaining close contact with his work supervisor, the student's counselor can help him develop better work habits and impulse control.*

Removal and reinstatement in community-based treatment programs should be flexible. Using the second approach, the staff would be looking for problems and their solutions rather than trying to get their "pound of flesh" because a student

failed to appreciate the fine opportunity given him.

Community programs need support, staff time and energy must be allocated. In order to be successful, a community program designed to meet the needs of a student who has problems in interpersonal relations must include the following:

1. A situation that is free of direct visible institution control, and yet, have sufficient structure to insure that face-to-face social interaction, hopefully with both sexes, will take place.
2. The situation be structured so that the amount of social skills required to participate actively are at a minimum.

Applying these criteria to the traditional social program, the dance or the party is found wanting. First, purely social gatherings place emphasis on skill areas where students are most inadequate. Second, if a truly fun-type atmosphere is desired, this limits the amount of structure that can be imposed. The unstructured situation results in only those who do not have social interaction problems enjoying the affair; the student who needs help in the

social area at best learns nothing, and more likely, withdraws feeling more socially inadequate than before.

What is needed is a variety of community programs that meet for non-social purposes, but yet, have social interaction as a by-product. Two activities of this type are Junior Achievement and Civil Air Patrol. These groups have a specific purpose other than "just having fun" and yet provide a structure wherein much social interaction takes place. Unlike the usual social function, however, a person may participate in the development of the product at the Junior Achievement Company, or the marching at the CAP meetings, without drawing undue attention to his lack of social skills. Then, as he gains more skills and becomes comfortable, the student can increase his social participation at his own rate.

In final analysis, community-based programs are viewed as an additional treatment modality. Their incorporation into a student's total program should hinge on the problem deficit they will help overcome. The attractive "side benefits" should not subvert the treatment objective in which the student's need is primary.

## IV PROGRAM EVALUATION

### RESEARCH DESIGN

The primary objective of KYC research is to evaluate the institutional program. In order to accomplish this, it is necessary to develop a research design.

An experimental paradigm is being employed with the specific control group utilized depending on its comparability, availability, and relevance to the issue being assessed. The control groups will be selected from the KYC population, from inmates at two other Federal Youth Centers (Ashland and Englewood), and from non-Federal correctional and non-correctional populations.

A wide variety of information concerning offender background and program is being collected and analyzed. Information on offenders includes social and demographic factors, educational background, work history, offense and commitment data, and prior criminal record. Program information covers individual and group counseling, community contacts, medical records, changes in student level, token economy earnings and spendings, and academic/vocational training experience. Also, test scores on the various educational and psychological tests administered at KYC are being obtained. It is anticipated that this information will provide a wealth of material for descriptive purposes and for examining for differential program impact.

In the final analysis, the success or failure of the treatment program at KYC

must be measured by its impact upon youths experiencing the program. Since the primary program objective at KYC is offender rehabilitation or the return of confined offenders to the free community as law-abiding and productive members of society, arrangements are presently being made to obtain follow-up information on offenders released from KYC. Information to be gathered includes employment history, work earnings, family situation and subsequent arrests and commitments. Periodic evaluations of program are planned based upon these measures of post-release outcome.

### Samples to be studied

In using a comparative analysis, it is important that the control or comparison group be identical to the study group in all respects other than the experience of the test variable itself. One type of control group will consist of those offenders who satisfied the selection criteria for KYC during the period under study but whose institutional assignment was either Ashland or Englewood.

The initial KYC students consisted of a group of 79 recent admissions to Ashland. The following distribution of BC types were found in this initial group—received at Morgantown on January 14, 1969:

After the initial group was received, the institution began to admit direct commitments from the U.S. Courts. The first 79 of these direct commitments constitute another comparison group; they

	<u>BC-1</u>	<u>BC-2</u>	<u>BC-3</u>	<u>BC-4</u>	<u>BC-5</u>	<u>Unclass.</u>	<u>Total</u>
Initial	22(28%)	13(17%)	14(18%)	28(36%)		2(1%)	79
Current	51(18%)	71(25%)	31(11%)	64(22%)	55(19%)	19(6%)	289
				(12/19/69)			

(The figure listed after "Current" show the distribution of BC types among the total number of inmates received at KYC

to date—Unclassified refers to individuals who are being processed through the Admissions procedures).

will be compared with the initial group of transferees from Ashland.

Arrangements have been made with Dr. Robert Vinter of the University of Michigan School of Social Work for a systematic assessment of the organizational performance of the new institution. The objective of this research is to determine the program's effectiveness by focusing on three phases of the operation:

- (1) The development and stabilization of a new institution
- (2) Operational patterns and dynamics
- (3) Follow-up study of outcomes

Areas of data collection include:

- (1) The executive core, including goal formulation, relations with the Central Office, the community, and internal designs and arrangements
- (2) Staff roles, characteristics and patterns
- (3) Staff-student interaction and behavior
- (4) Student characteristics, perspectives, and behavior relevant to the programs and goals of the institution

In addition, strong emphasis is being placed on encouraging research projects by graduate students and professors from West Virginia University, as well as from elsewhere. For example, Dr. K. Werner Schaie, Chairman of the Psychology Department at the University has developed a cooperative project with KYC consisting of a short five minute personality, factor analyzed, standardized test which students take at time of admission and every three months thereafter. It provides information on intrapsychic change and, among other uses, can serve as another measure of program impact as well as providing a basis for comparisons with non-correctional subjects.

## PROGRAM EVALUATION

From an administrative standpoint, the ideal new correctional program can be seen as offering four advantages over the program it replaces: (1) it produces greater positive change in offenders; (2) it is more humane; (3) it reduces custodial problems; and (4) it costs less to operate.

### Offender Change

Primary emphasis for program evaluation will be based upon measuring change among the students. A variety of comparisons will be made. While an "exact" control group for the KYC population does not exist, the aforementioned comparison groups will be utilized. Valid comparisons can be made among the five behavioral categories within the populations of the three Federal Youth Centers.

Various criteria for evaluating post-judgment on the part of those involved, release outcome will be considered. With respect to recidivism data, a differential measure of success shall be used, rather than treating recidivism simply as an either/or category. One possibility, for example, would be to take into account seriousness of offense when determining recidivism or, as another possibility, length of time in community before return to incarceration.

### Humane Treatment

Whether or not a program is very humane is, in large measure, a subjective judgment on the part of those involved. There are, however, certain rather objective factors which can be identified which are at least suggestive of an answer. Sykes, for example, touches upon the issue when he speaks of the "pains of imprisonment" which he identifies as deprivation of liberty, goods and services, heterosexual relationships, autonomy, and security.<sup>4</sup>

<sup>4</sup>Sykes, Gresham J., *The Society of Captives*, Princeton: Princeton University Press, 1958, pp. 63-83.

From this standpoint, KYC would seem to fare rather well since in each area there are many things at KYC which would seem to "mitigate against the rigors of confinement". In addition, interview data from students will be collected relative to this issue, prior to release.

#### Custody and Control

Regarding custody, information needs to be collected on escapes and other student misconduct. It will be difficult to make direct comparisons since misconduct is primarily a cottage matter. It may be necessary, therefore, to limit the analysis of misconduct to escapes and other gross forms of behavior such as inmate assaults, since this information is readily available. However, this approach is not totally satisfactory and more needs to be done in the area of student misconduct.

*Cost Analysis.* Any consideration of program costs will not be restricted to per diem figures. An accounting shall be made of the total cost of program by BC-type. Of special concern is the possibility that time served figures for KYC releases or, at least, for certain BC-types at KYC will differ from those for other institutions.

A cost-effectiveness approach and determining the work record of releasees and money earned are all alternatives for evaluating program accomplishments.

The initial evaluation will by no means be the final one. It is intended as part of an on-going examination of program effectiveness which would provide a con-

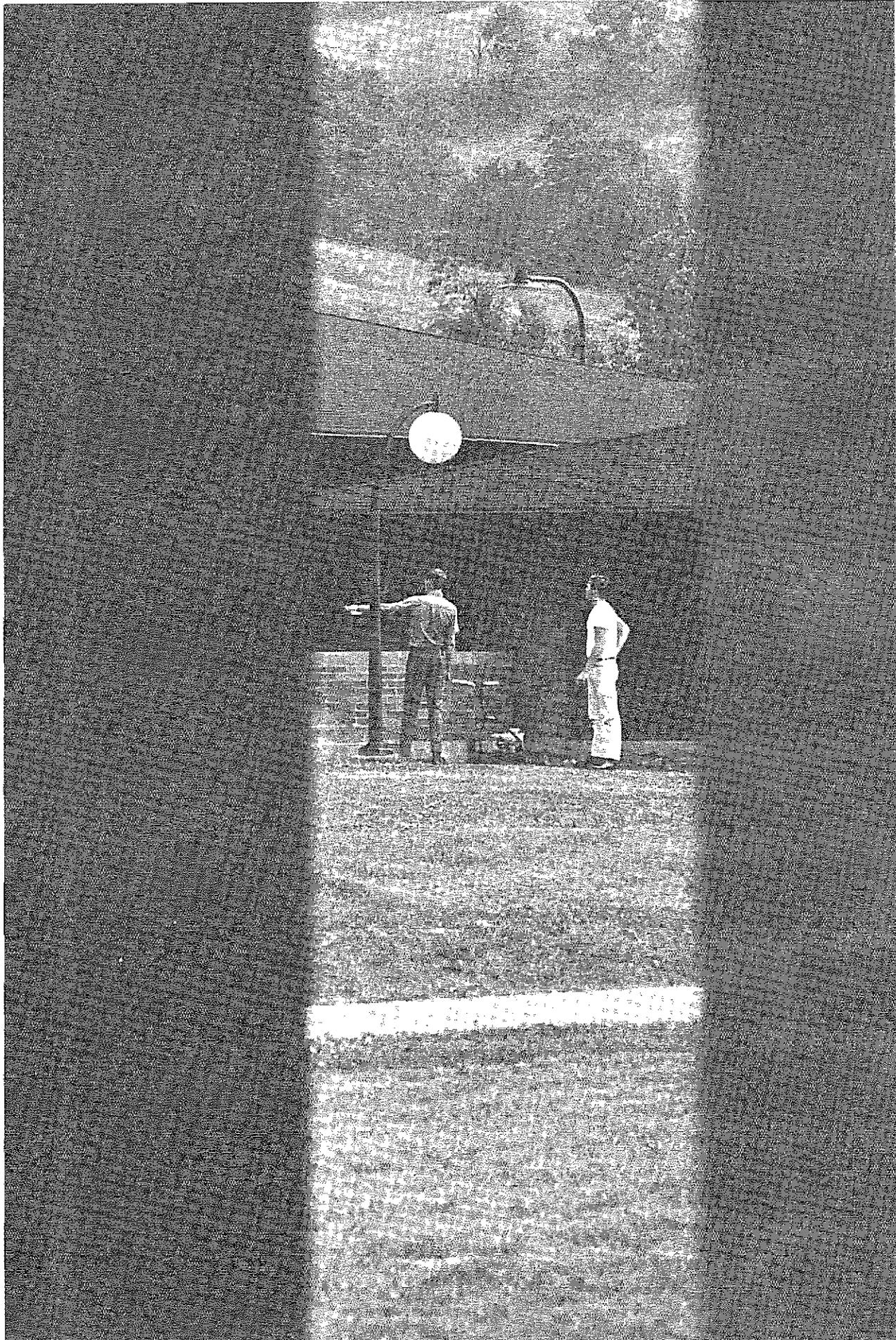
tinuing basis for program change and development.

#### THEORETICAL IMPLICATIONS

As the KYC staff and program "settle in" and the monitoring of the total program is continued, new insights into the functioning of the BC-types will become more evident. Additional and better refined treatment strategies will be developed. One great task will be to test the behavior categories with such questions as: are the behavior categories inclusive, are they reliable, and are they really useful in developing and executing treatment strategies? An effort will be made to analyze the 'successes' and 'failures' within each BC-group with the intent of defining the within-category differences and, thereby, further refine program planning. As occurred with the BC-5 sub-type, it is anticipated that further sub-groups will emerge. These will need to be studied, treatment strategies planned, and new evaluations made.

Thus, what has been started at KYC is a unique attempt to marry the day-to-day operations of a correctional institution to the research-discovered approaches for more effective offender rehabilitation.

Every effort is being made to answer the question, "What, if anything, has the Differential Treatment Program at the Kennedy Youth Center added to what already was known and in practice in the institutions of the Federal Bureau of Prisons?"



# APPENDIX



APPENDIX A

Table I **Kennedy Youth Center Offense Distribution**

(N—177)

Offense	Number of Cases	Percent of Total
Interstate Auto Theft	111	63
Theft (other than auto, B&E)	21	12
Narcotics	13	7
Forgery	10	6
Breaking and Entering, Burglary	10	6
Violation of Liquor Laws	3	2
Other	9	5

Table II

**Age Distribution**

(N—177)

Age as of July 1, 1969	Number of Cases	Percent of Total
14 years old	1	1
15 years old	3	2
16 years old	17	10
17 years old	37	21
18 years old	61	34
19 years old	53	30
20 years old	5	3

Median Age — 18.5

Mean Age — 17.8 years



APPENDIX B (J)

RATING SHEET FOR CHORE ASSIGNMENT

Circle chore assignment:

- |                      |                          |                          |
|----------------------|--------------------------|--------------------------|
| 1. Admn. Bldg.       | 5. Personal Svcs.        | (1-3)                    |
| 2. J. Bldg. & Hosp.  | 6. Rec. (Gym, Aud, Pool) | (4-8) Student No.        |
| 3. Outside Maint. #1 | 7. School                | (11-13) Total Pts. Poss. |
| 4. Outside Maint. #2 | 8. Other _____           |                          |

	0	3	4
	1	2	5

STUDENT \_\_\_\_\_

SUPERVISOR \_\_\_\_\_

PERIOD FROM \_\_\_\_\_ TO \_\_\_\_\_

RATE ONLY ITEMS WHICH ARE RELEVANT TO THIS CHORE

	M	T	W	T	F	Val.	NO.
<b>1. Use of Time (15%)</b>							
a. Arrives on time for chore assignment (7.5%)						1	9
b. Completes the task within time prescribed (7.5%)						1	9
<b>2. Cooperative with staff (15%)</b>							
a. Shows a cooperative attitude with staff. (5%)						1	2
b. Willingly carries out directions. (5%)						1	2
c. Stays within assigned work area. (5%)						1	2
<b>3. Learning the Chore Assignment (20%)</b>							
a. Understands instructions. (5%)						1	2
b. Displays willingness to learn. (5%)						1	2
c. Is willing to give a little extra to improve job. (5%)						1	2
d. Shows pride in accomplishments. (5%)						1	2
<b>4. Cooperation with Peers (15%)</b>							
a. Can "team up" when necessary to more efficiently complete a chore. (7.5%)						1	9
b. Avoids arguments with other students on job. (7.5%)						1	9
<b>5. Equipment (20%)</b>							
a. Uses equipment properly. (6.7%)						1	7
b. Keeps equipment clean. (6.7%)						1	7
c. Is orderly in cleaning up and putting away equipment. (6.7%)						1	7
<b>6. Cleanliness (15%)</b>							
a. Clean in personal appearance. (7.5%)						1	9
b. Shows good habits of cleanliness in his work. (7.5%)						1	9



APPENDIX B (3)

Week Beginning: \_\_\_\_\_

**BONUS AWARDS**

Categories for Cottage Activities

- |             |                                    |             |                                        |
|-------------|------------------------------------|-------------|----------------------------------------|
| <u>Cat.</u> | <u>Activity</u>                    | <u>Cat.</u> | <u>Activity</u>                        |
| 1           | - Personal Room                    | 5           | - Ext. Effort on Pers. Problem         |
| 2           | - Ext. Cottage Clean-Up            | 6           | - Good Coop. Behav. in Cottage         |
| 3           | - Ext. Effort. on Assign. Task     | 7           | - Good Coop. Behav. in Cat. Activities |
| 4           | - Doing Sch. Homework in free Time | 8           | - Voluntary Assist. to Other Students  |

NAME	DATE	AMOUNT	CATEGORIES	BY	COMMENTS
			1 2 3 4 5 6 7 8 9		
			1 2 3 4 5 6 7 8 9		
			1 2 3 4 5 6 7 8 9		
			1 2 3 4 5 6 7 8 9		
			1 2 3 4 5 6 7 8 9		
			1 2 3 4 5 6 7 8 9		



## APPENDIX C

### DEMONSTRATION COUNSELING PROJECT — (DCP)

The Counseling Program, as it is commonly referred to, was developed at the National Training School, Washington, D. C., in three phases: an experimental phase, a consolidation and planning phase, and the final expansion phase.

*Phase I* — the Experimental Phase — began October 15, 1961. At that time two Demonstration Cottages were established, each cottage consisting of 75 randomly selected youths. The students in both cottages participated fully in all the programs available at the Training School. In addition, the youths in the Experimental Cottage had the Cottage Life Intervention Program; the youths in the Control Cottage did not have this program. After one year the effectiveness of the Experimental Program was assessed by comparing the performance of the students from both cottages.

In brief, the Cottage Life Intervention Program was tri-partite in nature: (1) Individual Counseling, (2) Group Counseling, (3) a Recreation/Activity Program.

Correctional Officer/Counselors, selected from the on-reservation personnel, were the treatment agents, trained and supported by the professional staff. The Counselors saw students in individual interviews regularly on at least a once-a-month basis. Most youths, however, were seen more frequently. Either youths or Counselors initiated these additional interviews when particular issues arose out of cottage living or other institutional experiences. If serious difficulties resulted in a youth's temporary placement in the Security Unit, the Counselor continued to hold individual interviews with him.

Group counseling sessions under the leadership of the Counselors were regu-

larly scheduled in addition to the individual interviews. These occurred twice weekly for each Counselor's sub-groups, lasted approximately one hour, and comprised a body of 10 to 12 youths. During these sessions, youths had an opportunity to listen to others discuss their own backgrounds and problems. Eventually, most of the youths came to the point where they, too, were able to share some of their experiences with their peers.

The Cottage Forum provided another kind of group counseling experience. This was a weekly meeting of the total population in the Experimental Cottage.

Recreation Activity periods were also conducted by the Counselors with their total groups of 25 youths. For the most part, the Recreation Activity of the DCP represented a more structured and enriched variant of existing programs available to all youths in the institution.

The crux of the Recreational Activity was its provision of an opportunity for the Counselor to relate to his youths both individually and as a group. Frequently, it was through such informal interactions that the Counselor could exercise his guidance capacities and, hopefully, influence in a more positive direction the leadership roles of the antisocial cliques which naturally formed among the youths. It was also expected that much of the content which arose for discussion between the Counselor and individual youths will come out of the Activity Sessions.

Supporting Programs were geared to assist in the implementation of the overall goals of the Cottage Life Intervention Program. An Honor Group, within the Experimental Cottage, was developed. It arose out of the necessity to provide greater recognition for positive development shown by some of the youths. Students who met honor qualifications were given

Honor badges, had their names posted in the cottage and published in the National Training School newspaper, and had a notation put on their grade sheet which was filled out monthly by the cottage officer. This grade sheet became part of a youth's official record, and was reviewed by the Parole Board. Youths in the Honor Group were permitted more free use of project facilities during additional periods, while under minimum supervision.

One of the rewards of the Honor status was eligibility to participate in the Furlough Plan. The furlough was conceived as a "trial" in the community while a youth is still under correctional jurisdiction. Not only was it to help remind the youth that he should be making practical plans for his eventual return to the community, but it also furnished a realistic test of a youth's ability to cope with some of the difficulties which existed at home. Problems which arose during furloughs became the focus for further individual and group counseling, and for corrective field work in the youth's home prior to the time of his actual release to the community.

This Counseling Program was conducted in the evening hours and on the weekends (seven days a week) by three Counselors recruited from the staff of regular correctional officers. Each Counselor was assigned 25 youths whom he supervised in all aspects of the Program. A schedule was designed so that every youth participated in five Activity periods during the week; in two weekly Group Counseling sessions; and, each youth was seen for an individual interview at least once a month—the number of individual sessions could be increased depending on each youth's needs.

*Phase II*—during this time the degree of effectiveness of the Counseling Program was assessed. Representative of the research findings were the following:<sup>1</sup>

- (1) Parolees from the Experimental Cottage were released significantly earlier than those paroled from the Control Cottage.
- (2) In the category of academic training, the Experimental Cottage surpassed the Control Cottage in mean number of points earned both for conduct and effort, and for scholarship.
- (3) In the category of conduct, the Experimental Group had significantly fewer commitments to the Security Unit than the Control Cottage; those youths from the Experimental Cottage who were committed to the Security Unit spent significantly less time there than those committed from the Control Cottage.

Also, during this phase further innovations were developed and plans were made for expansion of the Counseling Program to the entire institution; this was done on August 15, 1963.

*Phase III* — was the final DCP situation at the Training School. Every cottage had its own team of three Counselors, one of whom (the Cottage Supervisor) was responsible for the entire operation of his cottage. Every youth participated in the Counseling Program. Thus, what began as an experiment had become the regular operational program at the National Training School.

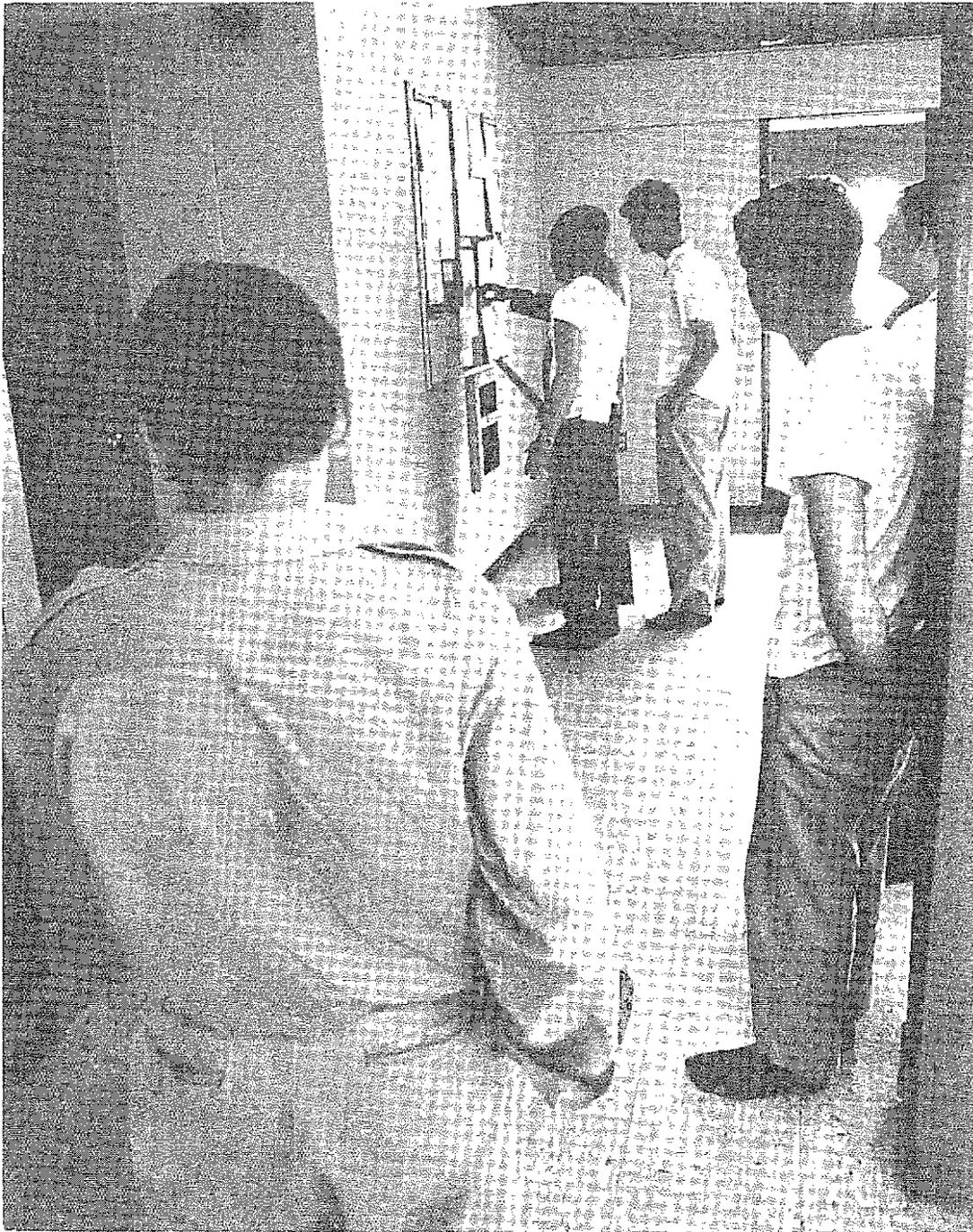
The intent in setting up the Demonstration Counseling Project was not to supersede existing institutional programs. The Project was viewed as a means of enriching and intensifying the institution's rehabilitative program. One result of the Project was the enhanced effectiveness resulting from an expansion of the range

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<sup>1</sup> A more complete description of these findings are contained in "Rational Innovation", Federal Bureau of Prisons, October 1964.

of responsibilities of on-reservation personnel. Over-all, the Project's major purpose was to improve methods for rehabilitating juvenile offenders. It was hypothesized that significant positive personality

and attitudinal changes could be effected during a youth's confinement in a correctional institution. The results of DCP demonstrated this fact in a systematic and objective manner.



*Students check weekly point earnings.*



# R.E.A.D.Y.

*program at the old National Training School*



## APPENDIX D

### PROJECT R.E.A.D.Y. (Reaching Effectively Acting-Out Delinquent Youth)

Dr. Quay's research at the National Training School, Washington, D. C., indicated that BC-3s (psychopathic delinquents) made the poorest adjustment to the institution. Despite their participation in the Counseling Program, they showed a higher rate of AWOLs and disciplinary transfers, a greater number of commitments to the Security Unit, many more days in the Security Unit, and a lower rate of parole from the institution.

Project READY<sup>1</sup> was devised to find a method for effectively managing the BC-3 youth so that he could be given greater exposure to the institution's treatment program. The rationale for this goal was simply that we had to contain them before we could treat them. In the past, these youths were effectively avoiding all programs by means of commitments to the Security Unit, AWOLs, and transfers. The operating assumption was that National Training School had something to offer the BC-3 youth if he could be contained so that the available programs could be presented to him.

#### Structure

READY was a seven-day program, operating during the evening hours and on week-ends. The youths lived in their regular cottages but participated in READY (in a separate unit) rather than the regular counseling and recreational programs (see the description of the Demonstration Counseling Project-DCP for the "regular" program). Four Correctional Officer/Counselors were selected for READY because of their previous experience in other institutional programs, their abilities to maintain discipline under trying circumstances, and their interest in being involved in the program. A schedule was arranged so that at least two counselors

were on duty at all times during the week. This was necessary because of the type of youth (highly assaultive) and the many activities in operation. Twenty BC-3 youths from the most recent admissions to National Training School were selected for the project. These youths were tested before, during, and after the study.

#### Programs

Previous research demonstrated that the BC-3 youth had a high need for novelty and excitement. Evidently, these needs had not been met by the regular program. All of the READY programs were established to satisfy these needs within a highly structured environment. If this could be achieved, a significant benefit to the institution and to the BC-3 youth should follow.

The types of programs were as follows: competitive tournaments, special trips, weekly swimming, organized recreation in the gym and in the cottage, athletic competition with the staff, religious and social movies, slot-car races, controversial discussions, demonstrations by outside specialists, psychodrama, and organized group games. The way in which these activities were conducted served more to satisfy the need for excitement than the activity per se.

A discussion of one of the activities, small group games, will serve as an example.

*The name of each BC-3 youth was written on a ping-pong ball and placed in a cylinder which could be rotated. Before the games, names were drawn at random from the cylinder. The drawing determined who would participate in which game on any given night. In this way, the youth had no previous knowledge of his program for that evening. Thus, not only was a sense of excitement added, but the proce-*

<sup>1</sup>A more complete description is contained in "R.E.A.D.Y.", Federal Bureau of Prisons, November 1968.

*dure helped to preclude attempts at manipulation, a characteristic of the BC-3 youth.*

This typifies the approach in working with BC-3 (psychopathic) youths. Action-oriented, stimulating programs were emphasized to offset the usual boredom that quickly builds with this type of youth. Psychodrama was the only traditional "therapy" used in the project.

#### Reinforcements and Controls

Each evening, every counselor on duty selected one youth who had performed well, and awarded him a bonus (points). The amount was pre-determined but varied from night-to-night. In this manner, a youth might receive from 20 to 100 points depending on random schedules. This not only reinforced positive behavior, it also helped change the image of the Correctional Officer/Counselor from one who searches out wrong doing to a giver of awards.

Special prizes for competitive activities were also used, the amount and frequency constantly changing. At the end of every week, the results of all activities were totaled, and the three weekly winners were determined. They received 300, 200, and 100 points for finishing first, second and third respectively.

When rule violations occurred, the youths were placed in a time-out room for three minutes. This consisted of a dimly lit, empty room and served to remove them from on-going activity. Not only did it eliminate their chances for earning points for that activity, it exposed them to the taunts and ridicule of their peers. If necessary, the institution Security Unit was also available.

The time-out room was used eighteen

times during the span of the project: eleven times in the first month, seven in the second month, and not at all during the remaining four months. Only one youth had to be placed in the Security Unit, and this was because he refused to go into the time-out room.

#### Results

The BC-3 youths in READY were compared with a control group who received no special program. The following findings demonstrated that separating the BC-3 youth from the rest of the population and providing a differential program for them was a promising approach. When compared to the control group:

- (1) READY youths spent significantly fewer days in the Security Unit.
- (2) READY youths received significantly fewer disciplinary transfers and had fewer AWOLs.
- (3) READY boys had fewer assaultive offenses, but this difference was not statistically significant.

Another finding was that the READY boys earned more points during the project than before or after; this difference was not statistically significant.

#### Summary

The READY Project showed the efficacy of separating the BC-3 youth from other types of delinquents. Both a better atmosphere in the cottage without the BC-3 youths (from subjective reports) and better behavior on the part of the BC-3 youth (from objective data) resulted from this differential approach. The findings also suggest that matching staff to meet the needs of different types of delinquents should eliminate many treatment problems.

## APPENDIX E

### SUMMARY OF CASE I AND CASE II

#### Case I Project

A segment of students in the school population (for example, drop-outs, and youthful inmates in training schools) cannot succeed in traditional school systems. These students lack not only the interest and motivation, but also the background skills and knowledge necessary for academic achievement. Such students fall far behind the rest of their age group in certain basic skills and knowledge. A vicious circle is thus established: the frustrated student misses a lesson, fails to keep up with the class, falls behind, is dropped from the class, etc. This results in young people who are unable to function well in society.

The CASE Project (Contingencies Applicable for Special Education) was established in order to develop, test, and refine methods for rehabilitating and educating such youngsters. The Project was initiated in February, 1965, at the National Training School, Washington, D. C.

The CASE I Project embodied principles of operant psychology and behavioral architecture in an educational program. Essentially, CASE I provided motivators for students which were different from traditional ones. Traditional motivators such as grades, yearly class promotion, and diplomas have failed to operate effectively for students similar to those involved in the CASE I Project. Therefore, this project incorporated a system of immediate, extrinsic rewards for academic achievements. For example, CASE I paid students points whenever they accomplished an educational task. Each point was equivalent to one cent. With these points students bought refreshments and other items and purchased the use of leisure facilities.

Relying on the principles of behavioral architecture, the CASE I staff constructed

a special environment to provide facilities necessary to implement the program's goals and to establish conditions conducive to learning. This new facility included measurement and instrumentation rooms, individual booths and group classrooms, a social lounge and a small store. In the latter two facilities, students could spend their points.

Fifteen students at the National Training School, judged as among the worst educational problems in the institution, served as subjects. Their reading levels ranged from 2nd to 6th grade, and they included drop-outs and students removed from the institutional school for refractory and deficient educational behavior.

Initially, the major reinforcer for study was the opportunity to go into a lounge containing a jukebox, pinball machines, T.V., etc. Entrance was by points which were earned for successful completion of programmed educational material. At a later date, a Sears Roebuck catalog was made available; orders were made using the points earned during education. Although the lounge was still available, students shifted to working for mail-order purchases.

To acquire points, students voluntarily spent their time on educational activity. The student was not required to learn; he could go to the lounge (if he had the points) or to a "free" space and sit or sleep.

The results of this voluntary educational behavior, as measured by the Stanford Achievement Test, indicated an average academic advance of 1.45 school grades during 4.15 months (less than half a year). This increase was obtained, it will be recalled, with students whom the normal school system does not reach and who were in the project on a half day basis.

The results obtained on the basis of a three and one-half hour day seemed to

warrant the extension of the procedures used in CASE I to a full 24-hour basis.

#### Case II Project

Students were involved in the CASE II Project on a 24-hour a day basis, and most of their institutional activities were confined within the walls of the project. The project provided architectural and behavioral controls to fulfill the students' requirements of rest, nourishment, hygiene and recreation. A complete educational system was also provided. These activities, as well as family visits and furloughs, were integrated into a system organized for the purpose of maintaining educational behavior. A system of privileges was established and made contingent upon educational and social behavior.

The students earned points for doing well in their educational courses. The points could be used to purchase a variety of privileges, a few of which are as follows: private individual rooms (versus open sleeping quarters with double bunk beds), private showers (versus open show-

ers), meals which included a variety of choices (versus institutional food without any choices), personal clothing (versus institutional clothing).

There was a special lounge containing pool tables, pinball machines, T.V., and other leisure activities, all of which were available for a fee. A store sold such items as magazines, candy, greeting cards, soft drinks, and clothing. The points were convertible to cash which could be spent on furloughs. Points could also be used to purchase educational courses.

One of the major effects of the system was the continual pressure by the students for more study time and more course work. The freedom of choice (i.e., ability to choose their own food), produced other changes best described by the subjective observation of many visitors that the students did not look like prisoners, but resembled youths in a conventional high school. The goal of the project (to increase the educational level of the students) seems to have been successfully attained.

Reprint of  
STUDENT  
HANDBOOK





# STUDENT HANDBOOK

FEDERAL YOUTH CENTER  
MORGANTOWN  
WEST VIRGINIA



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## INTRODUCTION

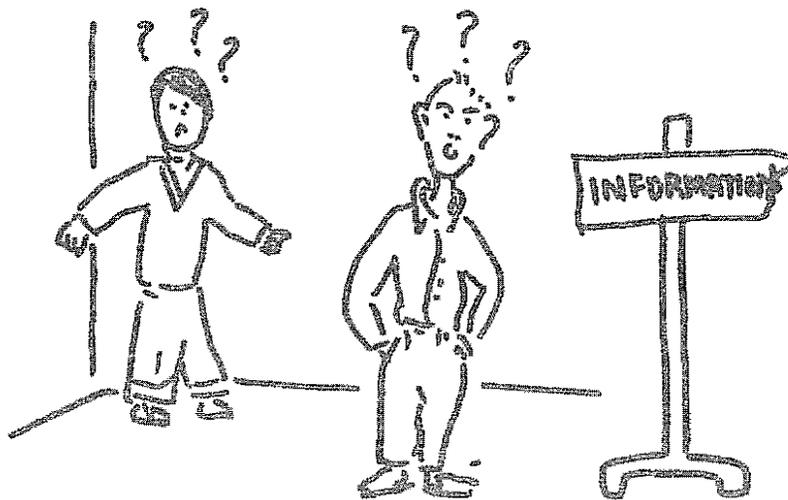
This booklet will serve to introduce you to the Kennedy Youth Center - it's staff, programs, and policies. The Kennedy Youth Center will be your "second home" for awhile, and our staff wants to make your stay here of full benefit to you. To make this possible, you will need to cooperate and work with us. Briefly, it will be necessary for you to be interested in our programs, to participate fully in them, and to be friendly with the staff and your fellow students.

Our programs have been developed to help you make changes in your life so that when you leave the Center, you will be more prepared to live in the community. Making changes in your life will not always be easy for you. Often it will require hard work and much self-control on your part. It is important for you to know that our staff is prepared and trained to help you make changes in your life and to help you with any problems you have during your stay here. Feel free to contact any member of the staff when you have questions or problems that bother you.

Everything will not be hard work. We have a very good recreation program to provide you with a chance to relax and get to know the staff and students.

There will be a large number of students living at the Center. In order to help all of the students to benefit as much as possible from their stay here, a number of rules are needed. If you learn the rules of the Center and make a real effort to follow them, you will find your stay here more enjoyable and quite rewarding to you.

The following pages will tell you about the staff, programs, and rules of the Center. If you have any questions as you read these pages, please ask a staff member to help you.





### THE KENNEDY YOUTH CENTER

The Kennedy Youth Center at Morgantown is one of several in the Bureau of Prisons working with young men. The main role of the Center is to help you become a better citizen through the use of counseling, vocational training, and schooling.

### ADMINISTRATIVE STAFF

The Center's administrative staff is made up of the Director, Assistant Director, Supervisor of Case Management, Supervisor of Administrative Services, Supervisor of Education and Supervisor of Health Services.

The Director is responsible for all institutional activities. His decisions are based on policies and procedures as established by the Bureau of Prisons.

The Assistant Director shares the responsibility for the overall operation of the Center.

The Supervisor of Case Management is responsible for all caseworkers, counselors, and correctional officers. He organizes all cottage programs.

The Supervisor of Administrative Services is responsible for the personnel office, the business office, food service, and maintenance staff.

The Supervisor of Education plans and directs the education, vocation and recreation programs.

The Supervisor of Health Services is the Chief Medical Officer who is responsible for the medical staff and services.



#### CHAPLAINS

The Catholic and Protestant Chaplains work at the Center on a full-time basis. At least one Chaplain is here each day of the week. A Chaplain will see you soon after you arrive at the Reception cottage and will talk to you about any religious or personal concern. You

may ask to speak with either Chaplain or a representative of your own faith-group. Simply get word to a Chaplain about your interest.

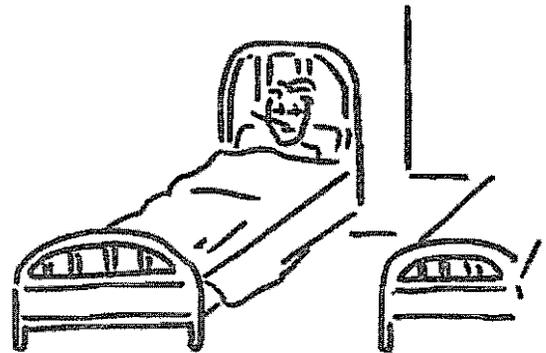
The Chaplains will tell you about the religious programs for students in each of the cottages.

Religious instruction will be provided in the cottage and academic school programs. All students may attend any chapel service. Attendance at all services is voluntary.

#### MEDICAL DEPARTMENT

The Medical Department consists of the Chief Medical Officer, psychologists, dentist, medical technical assistants and a nurse. In addition, outside medical persons will be used as needed. You will be given a complete health examination soon and any necessary medical care will be provided.

Daily sick calls will be held while you are here. If you become ill on the job or in the cottage, tell your supervisor. He can send you to the hospital for treatment. When you first arrive at the



Center, a psychologist will talk with you. If you have any personal problems while here, you can talk to him concerning these matters. The Hospital is well-equipped and if you have any medical or other problems, you should make use of our medical department.

#### THE COTTAGES

At the Center you will live in cottages which are modern in design and are very pleasant and comfortable. There are several different cottages. When you first arrive at the Center, you will live in the Reception Cottage.

Reception Cottage: The Reception Cottage is where you live during your first two weeks at the Center. You will have two major goals during this time.

One goal is to introduce you to the Center. This is done in several ways. The handbook that you are now reading contains much important information about the Center which you should know. At the end of your two-week stay in this cottage, you will be tested to see how much you have learned from this book. You will also be given tours of the Center so that you can see what is available in such areas as school, chores, and recreation. The staff at the Reception Cottage is ready to answer any questions you have about the Center.

The second goal during your stay at the Reception Cottage is to let the staff learn more about you as a person. This is done through talks with you and through various tests. On the basis of the staff's understanding of you at the end of the first two weeks, you will be placed in a treatment program that best meets your needs. As part of this program, you will be assigned to live in one of the several cottages at the Center, and you will live at that cottage until you leave the Center.

Your Cottage: A counselor from the cottage to which you are assigned will meet you before you leave the Reception Cottage and will introduce you to your new cottage's staff members. The staff members in your cottage are known as the Case Management Staff. Their duties are described in the next section of this book.

#### CASE MANAGEMENT STAFF

The Caseworker is the supervisor of the cottage. He will see you after your cottage

assignment. He will help you in all social areas such as parole and release planning, personal matters, detainers and home affairs. The Caseworker will be in the cottage two evenings each week. The Caseworker's office is in the cottage and you should contact him regarding any questions you might have.

The Assistant Cottage Supervisor and Counselors work with you in the cottage. They will see you on a regular basis and are interested in helping you to do the best you can. All cottage activities will be scheduled and conducted by these staff members. They will review your progress and adjustment with you to help you set goals for yourself and, when you do this, to work toward completing these goals.

The Correctional Officers work with you in the cottage. These officers are interested in you and you may discuss any problems with them. Most of your contact while here will be with these staff members and they can help you with your progress.

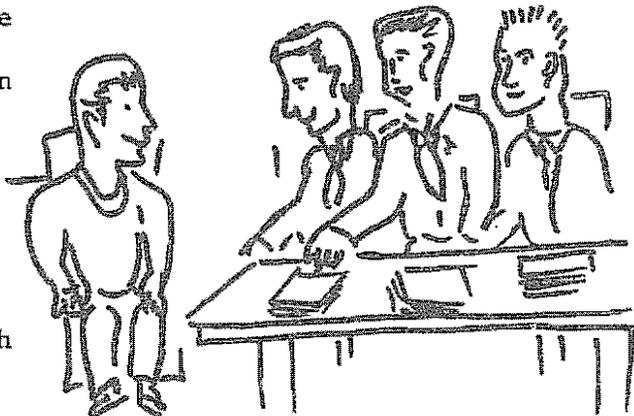
The Chief Correctional Supervisor and the Correctional Supervisors over-see all activities, work assignments, the cottages and the security of the Center. They are also available for individual counseling.

#### CLASSIFICATION BY COTTAGE COMMITTEE

About one month after your arrival at the Center, you will have your first meeting with the Cottage Committee. From then on, you will meet on a regular basis with them. The members are persons who will have almost daily contact with you, thus they will know you quite well, and you

will know them. The Committee includes your cottage supervisor, assistant cottage supervisor, cottage counselor, and a member of the education staff.

During the meetings, the staff will plan with you the program in which you will take part. In forming your program, many things will be considered such as, your home, schooling,



social behavior, your ability for future training, and your progress at the Center. We will make every effort to prepare a program that you will like and in which you can do well. You will have many chances to ask questions and discuss your program.

Regular meetings will be held with you to review your progress in the program. As you progress, you may earn such things as town trips, furloughs, "home visits", and parole.

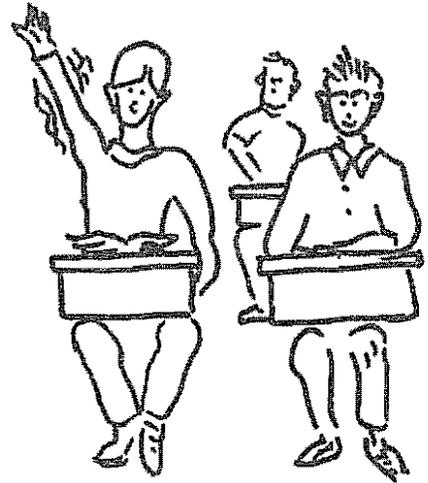
#### EDUCATION PROGRAM

The education program is set up to meet your needs and to prepare you with the knowledge and skills you will need to get a good job when you are released.

You will have the program explained to you during the reception period. You will be tested.

and the program that you are assigned to will depend upon your ability. All students will attend school.

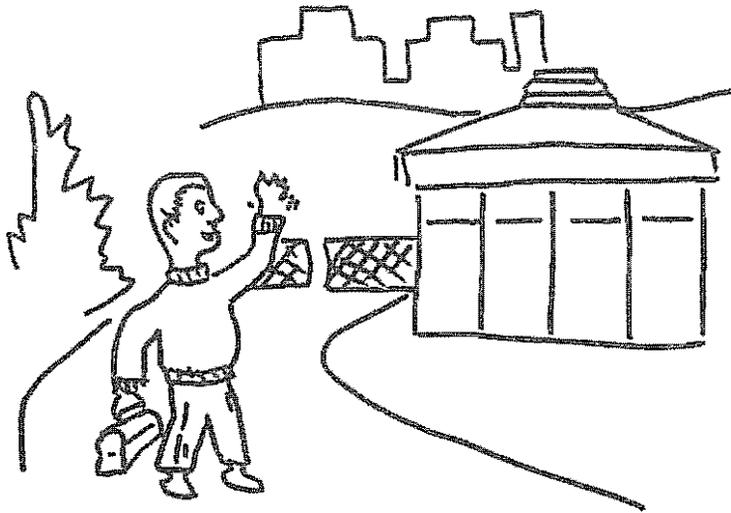
The class levels will be Trainee, Apprentice, and Honor.



#### RECREATION

The recreation program consists of sports, physical fitness, and free time activities. The Center has an indoor swimming pool, outdoor play fields, tennis courts, horseshoe areas, and a gym. There are cottage areas for your free time activities such as pool, ping-pong, table shuffleboard, and card tables for games (cards, checkers, chess, dominoes, cribbage, bingo and puzzles).





#### WORK AND STUDY RELEASE

You may take part in the Work or Study Release programs providing that you are within four months of release and that you have reached a certain level of skill. Work Release means that you work in the community during the day to receive training experience and return to the Center at night. Study Release means you can enroll in a school or vocation program in the community providing that you qualify and can pay the cost of a course.

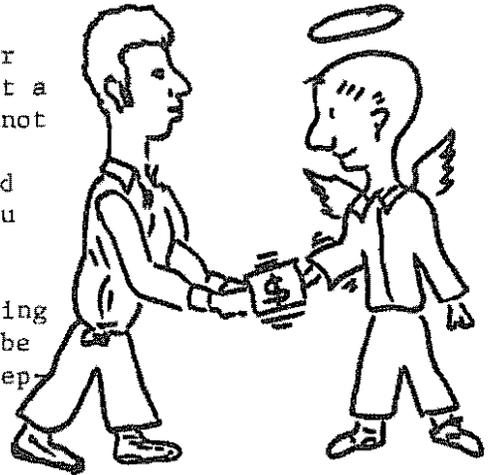
#### POINTS SYSTEM

You will earn points for progress and will be fined for poor behavior. Remember points are money!!!

You can spend some of these points in the Commissary, soda fountain, cottage snack bars, and the cottage recreational areas. Part of your earnings will be placed in a savings account where it will remain, while drawing interest, until you are released.

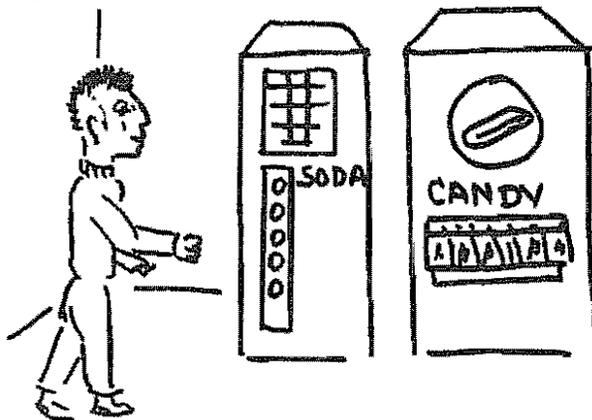
If you receive money in the mail, it will be credited to your account and you will get a receipt. Since you cannot spend this while at the Center, it will be saved for you and given to you at the time of release.

A handbook explaining the points system will be given to you in the Reception Cottage.



#### COMMISSARY

The Commissary is for your use in the purchase of items usually found in a large drugstore - cigarettes, toilet articles, candy, ice cream, chips, cookies, some clothing items, books, magazines and greeting cards. The prices will be close to drugstore prices. You may also buy a \$2.00 punch card that you can use in the Soda Fountain and the Cottage Snack Bars.



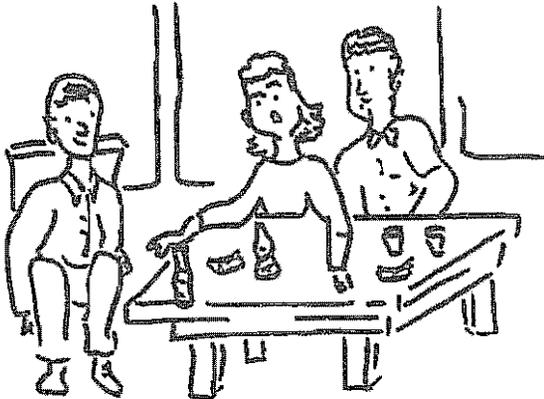
The Soda Fountain will be open during the morning and afternoon break period. You will have to use your \$2.00 punch card and you will be able to purchase soft drinks, candy bars, ice cream, and other small items.

The Cottage Snack Bars will be open at certain times in the evening and on Saturday and Sunday. Again you will have to use the \$2.00 punch card and the items there will be the same small items that are sold at the Soda Fountain.

#### CORRESPONDENCE

You may write as many letters as you wish to relatives and friends. We will pay the postage.

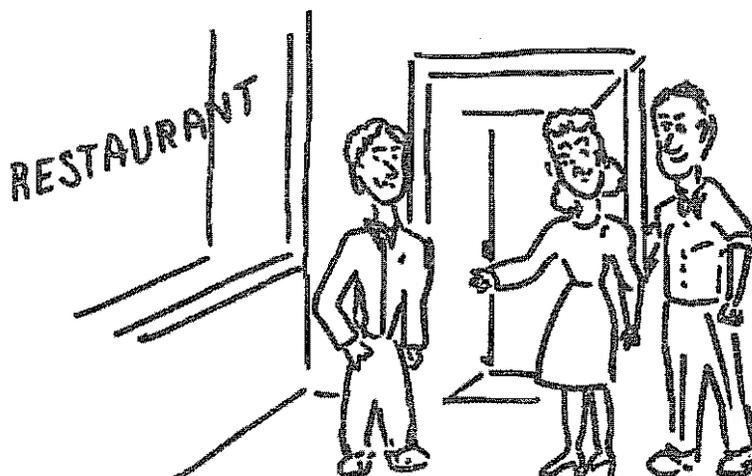
Incoming and outgoing letters may be disapproved because violation of postal laws, discussion of criminal activity, or use of vulgar language. You are responsible for the contents of the letters you write. Incoming and outgoing mail may be inspected.



#### VISITS

Approved visitors can visit at any time from 8:30 a.m. to 3:00 p.m. You will be asked to discuss your visiting list with your Caseworker. You will then be told which relatives and friends will be on your list.

Visits are held in the Visiting Area located in the Administrative Building. Weekend visiting is preferred as we do not want your program to be disrupted for too long a period of time. Special visits during the evening may be arranged through your Caseworker. Also, visiting with your family away from the institution will be permitted if you qualify for this privilege. Visitors

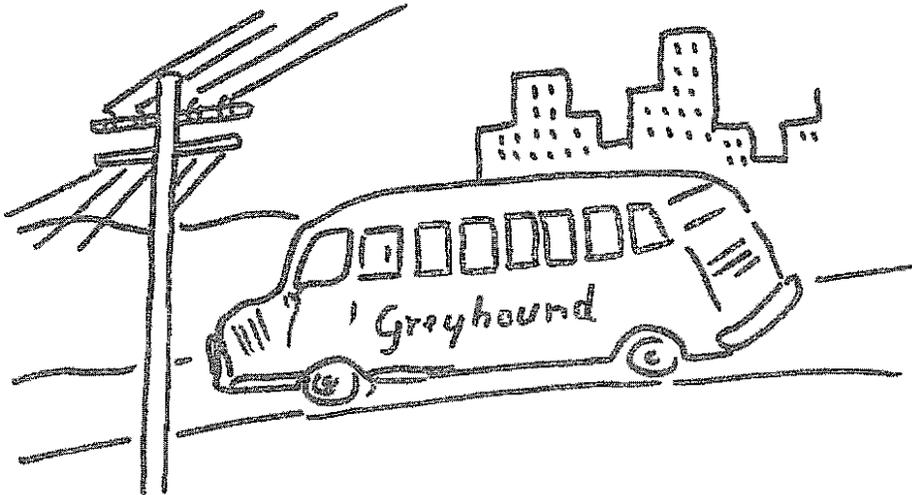


#### TOWN TRIPS

You can be considered for town trips after you have advanced to the Apprentice level. The time it will take you to move up will depend on the amount of effort you put forth, and the good general adjustment in all areas of your program. A member of your family must be with you at all times.

### TELEPHONE CALLS

Permission may be given for calls made on special occasions such as on birthdays and during the Christmas holiday. Telephone calls will also be permitted in emergencies. Authority for telephone calls must be given by your Caseworker. These will be collect calls or you can pay for them if you have enough money in your account.



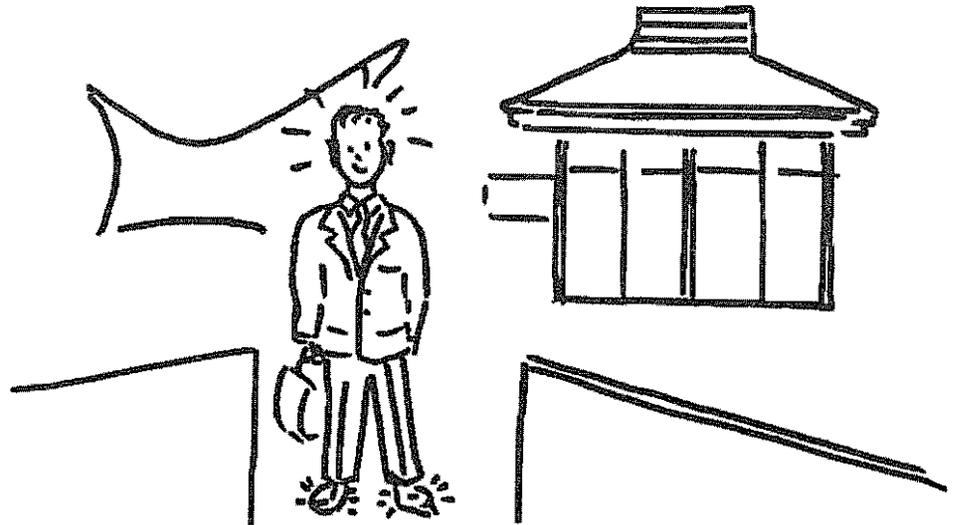
### FURLOUGHS (HOME VISITS)

You can be given the opportunity to spend a few days at home for the purpose of seeing your family, making contacts with your U. S. Probation Officer, and making other plans that will help you with your program.

You must be at the Honor level to qualify for a furlough. Once you do qualify, you may make a furlough every two months. After you are assigned to Work or Study Release, or are within four months of being released on parole, you could make a furlough once a month.

## PAROLE

You will appear before a Parole Board member for an initial hearing during the month following classification. The board member will talk with you and will state what progress you will be expected to make. You will be notified soon after the hearing as to when you will be reviewed again. During the month before you are to be considered, a parole progress report on your adjustment will be prepared by your Caseworker. This report will be reviewed by the Cottage Committee and they will make a recommendation regarding parole. If you are granted a parole, you will be under the supervision of the U. S. Probation Officer in your home area until your sentence expires. If you are not released on parole, you will be released on your mandatory release date or at the completion of your sentence. The mandatory release date is determined after the amount of good time you have earned has been deducted from the length of your sentence.





### RULE VIOLATIONS

Rule violations will be reviewed by the Cottage Committee. You will meet with them to discuss your problem. They will decide what action will be taken. Remember, major disciplinary reports are made part of your permanent institutional record.

Some rule violations may result in a fine and/or loss of privileges. Other rule violations may result in placement in the Security Unit, demotion in class-level, and/or transfer to another institution.

Runaway and attempted runaway are serious violations for which you can be prosecuted under the Federal Escape Act. The Act (Section 751, Title 18) provides for a fine up to \$5,000 and imprisonment up to five years, or both, for an escape or attempted escape from a Federal institution. Also, you could stand to lose the following:

the good time you have earned, the points in your savings account, privileges that you have earned, demoted to a lower class level, and you could be transferred to another institution.

#### GENERAL INFORMATION

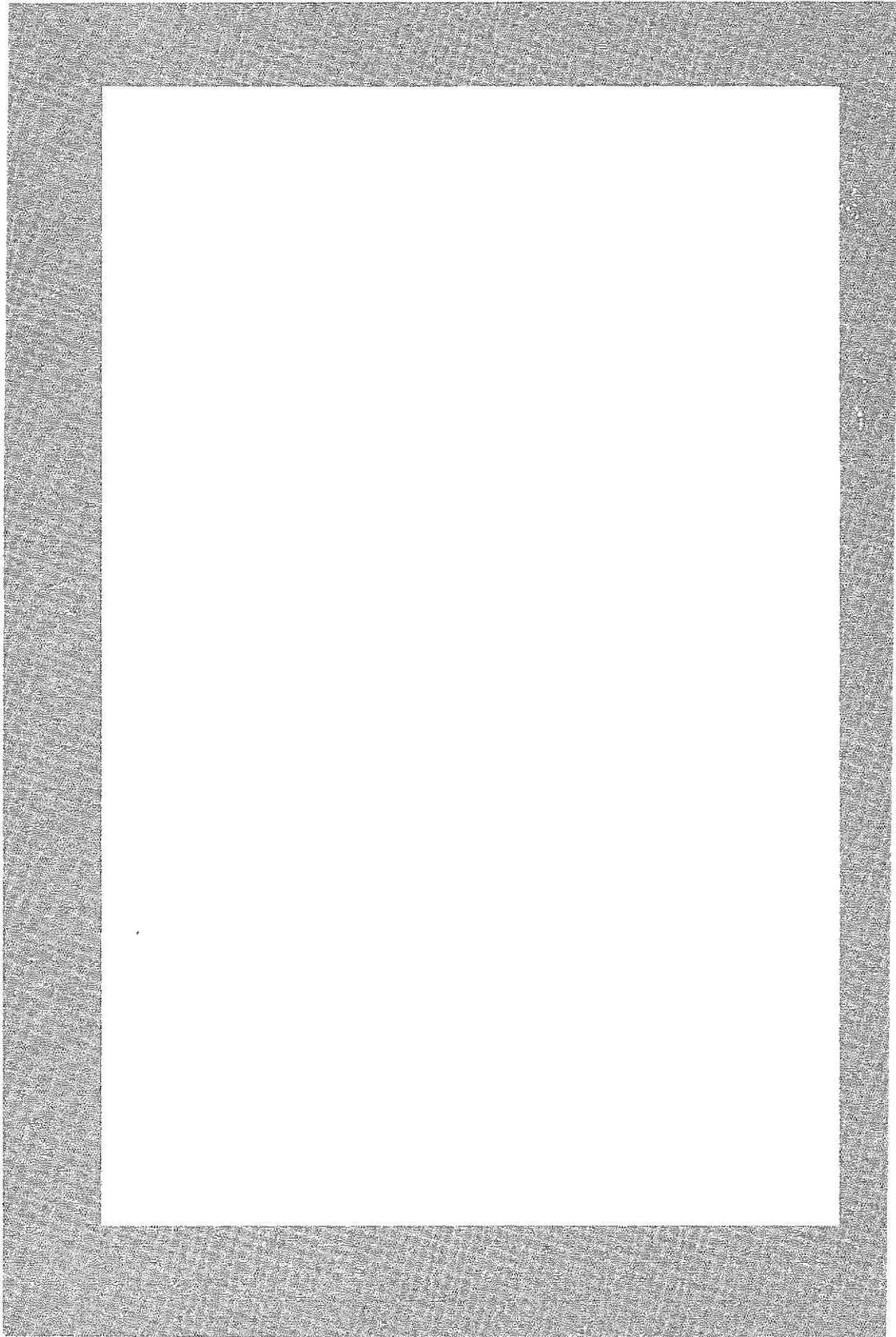
1. PERSONAL PROPERTY - When you enter the Center you may keep certain items. You may have in your possession Commissary items, items you have a permit for, and issued items. Contraband is any article not issued to you, not purchased through the Commissary, or for which you do not have a permit.

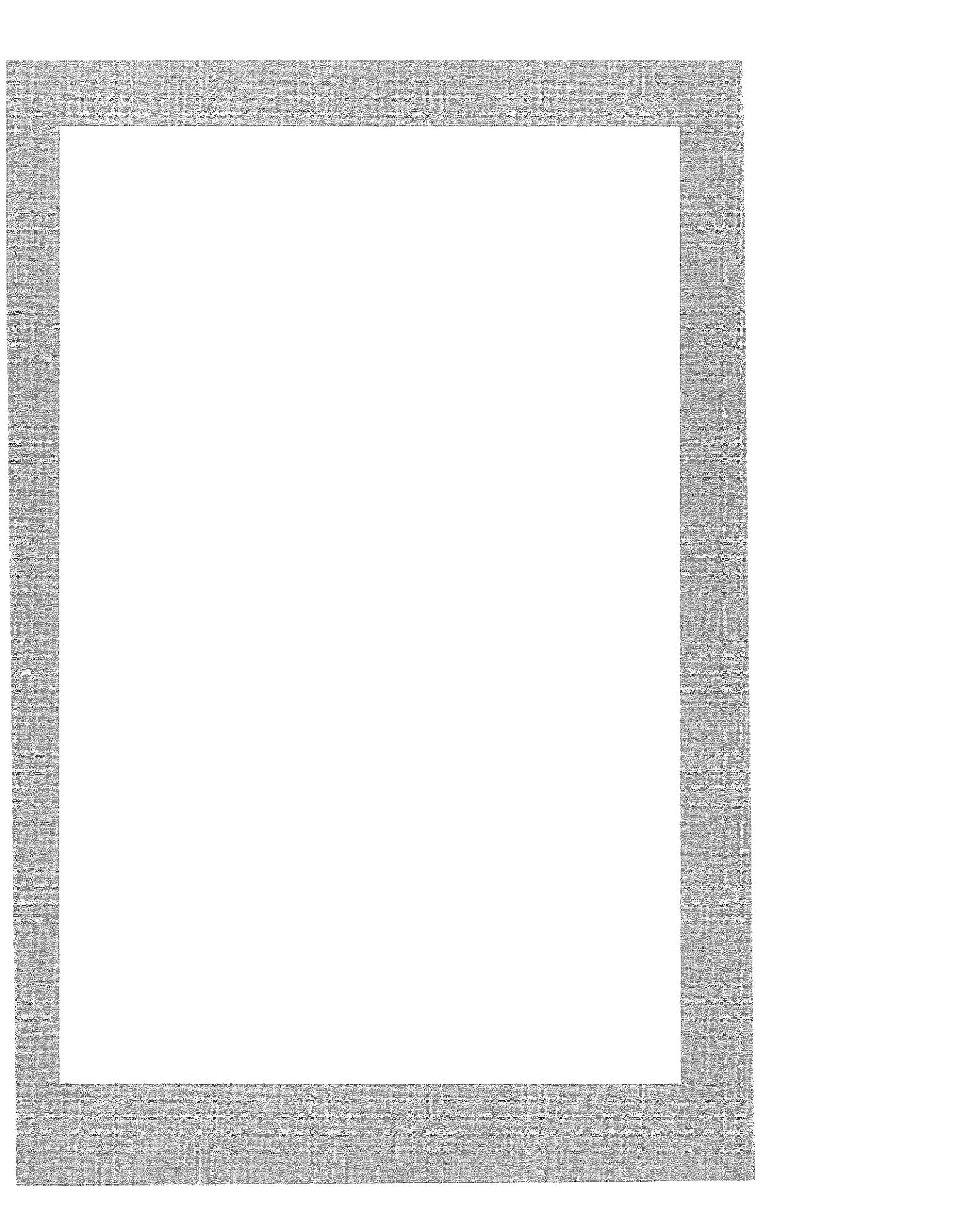
2. CLOTHING - You will be given sufficient clothing at the clothing room. Special work clothing will be given if needed. You cannot make alterations or tear up your clothes. You are responsible for this issued clothing.

3. CLEANLINESS - You should be clean and neat at all times. You will have your hair cut regularly. You will be expected to shower each day.

4. CARE OF QUARTERS - Your own room must be kept orderly. Ask the Cottage Officer about linen change, care of personal lockers, and other items. You will also share the responsibility for the overall care of your cottage.

NOTES:







APPENDIX G

PROCEDURE FOR OBTAINING  
BEHAVIORAL CATEGORY SCORES

The Psychological Inventories and  
Administration Procedures

While a new student is in Reception Cottage, an assessment of his behavior is made by means of three psychological inventories (see attached). Each inventory provides information about a different aspect of the student: the Personal Opinion Study (subsequently referred to as *Test*), is a self-rating instrument on which the student indicates his own view of his personal feelings and attitudes; the Behavior Problem Checklist (subsequently referred to as *Rating*) gives information about the student as observed by another person—a staff member in Reception Cottage who has interacted with the new admission; the third inventory is the Checklist for the Analysis of Dimensions of Problem Behavior from Life History Records (subsequently referred to as *History*) which is filled out by a staff member in Reception Cottage on the basis of information obtained from a Pre-sentence Report and an interview with the student. Thus, the three inventories provide information concerning the student's current view of himself, an informed outsider's rating of the individual's behavior, and a third person's evaluation of the youth's past history.

The inventories contain several different scales which have been derived through a factor analytic technique. These scales probe four behavioral dimensions in delinquency: immature (I), neurotic (N), psychopathic (P), and sub-cultural (S). The number of scales varies from one inventory to another (see Table I). Scales bearing the same name measure similar types of behavior, but from different perspectives.

Table III

Arrangement of Scales on Behavioral  
Category Inventories

<i>Test</i>	<i>Rating</i>	<i>History</i>
P	P	P
N	N	N
—	I	I
S	—	S

General Scoring Procedure and  
Classification Process

The Behavioral Category Data Form (Figure 15) is used to record the test data for a youth. A raw score is obtained on each scale, making a total of ten scores for each youth — 3 P scores, 3 N scores, 3 I scores, and 2 S scores. The raw scores are entered in the cells at the bottom of the data form. Each raw score is converted to a comparable T score by means of a T score conversion table.<sup>1</sup> The T scores are entered in the middle section of the form. An average T score is obtained by summing T scores on like scales and dividing by the number of scores. This procedure yields four composite average scores, which are then converted to final T scores, according to the following formula:

<sup>1</sup>Raw scores are converted to T scores so that identical scores on different scales will refer to the same relative positions on the score distributions. For the same reason the four composite average scores are also converted to T scores according to the method described in the text. In the T score conversion tables, the raw scores were normalized and then converted to T scores with a mean score of 50 and a standard deviation of 10. The statistics used to make all these conversions were based on a sample of 1,075 persons from Federal Youth Correctional Institutions in Englewood, Colo., Tallahassee, Fla., Ashland, Ky., Washington, D.C., and the Kennedy Youth Center in Morgantown, W. Va. (Additional statistical data on the inventories will be reported in a forthcoming manual that deals with the development and the use of these inventories at the Kennedy Youth Center.)

$$T = \frac{X \text{ average} - M \text{ scale}}{S \text{ scale}} (10) + 50$$

where: X = Composite average score  
M = Mean Scale Score  
S = Scale Standard Deviation

The scale means and standard deviations used are as follows:

<u>Scale</u>	<u>Mean</u>	<u>Standard Dev.</u>
P	49.63	6.17
N	49.61	5.78
I	49.63	6.54
S	49.42	7.54

A student's behavioral category (BC) is indicated by the scale on which he obtains the largest composite final score. Highest final score on I indicates a BC-1 type; highest final score on N indicates a BC-2 type; highest final score on P indicates a BC-3 type; and highest final score on S indicates a BC-4 type.

Statistical Bases for Establishment of BC-5 Sub-type

One-fourth of the scores obtained at KYC revealed either highest composite

final score (primary score) on I scale with a second highest composite final score (secondary score) on S scale, or the reversal of this pattern, i.e., a primary score on S scale with a secondary score on I scale. Statistical analyses of this I/S, S/I pattern indicate that the difference between the primary and the secondary scores must be quite large in order to conclude that the obtained difference is real and not due to chance. If the difference between S&I final composite scores is small, the obtained primary and secondary scores could have been reversed. A large portion of the I/S, S/I pattern of scores did *not* exceed this critical difference.

The increase in the student population at KYC led to the necessity of opening a fifth cottage; the population of which was labeled BC-5. This sub-category contains students whose scores do not clearly reveal either a BC-1 or a BC-4 type. Such youth are placed in BC-5 if their I and S scores indicate a difference less than 9.7 between the primary and the secondary scores. This figure was arrived at by statistical analyses of the I/S, S/I patterns.

Figure 15

### BEHAVIORAL CATEGORY DATA FORM

Name: \_\_\_\_\_ Institution: \_\_\_\_\_

Number: \_\_\_\_\_ Date Tested: \_\_\_\_\_

Birth Date: \_\_\_\_\_

Behavior Category Rankings: 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

Scale	T Scores			Sum	Composite Score	
	Test	Rating	History		Average	Final
P				3		
N				3		
I	<del> </del>			2		
S		<del> </del>		2		

Scale	Row Scores		
	Test	Rating	History
P			
N			
I	<del> </del>		
S		<del> </del>	



## THE PERSONAL OPINION STUDY

Herbert C. Quay, Ph.D. and Donald R. Peterson, Ph.D.  
Children's Research Center  
University of Illinois

Read each statement on the following pages, and decide whether it is true or false, as far as you are concerned. There are no right or wrong answers for any of the items; it is your own personal opinion that matters. If a statement seems true or mostly true, circle the T on the *ANSWER SHEET*. If a statement seems false or mostly false, as far as you are concerned, circle the F on the *ANSWER SHEET*. Please complete every item.

### MAKE NO MARKS ON THIS BOOKLET

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1. The best teachers are the ones who are very easy.
2. I would be a happier person if I could satisfy all my parent's wishes.
3. Sometimes I wonder if I'll ever grow up.
4. My folks usually blame bad company for the trouble I get into.
5. In this world you're a fool if you trust other people.
6. Before I do something, I try to consider how my friends will react to it.
7. We ought to pay our elected officials better than we do.
8. I never used to steal little things from the neighborhood stores.
9. My teachers have given me lower grades than I deserve just because they think I am a trouble-maker.
10. I don't worry about the future; there's nothing much I can do about it anyway.
11. I often say mean things to other people and then feel sorry for it afterwards.
12. When I think I am right nobody can change my mind.
13. I don't mind hurting people who get in my way.
14. Most people are squares.
15. I am always hurting the people I love the most.
16. I am so touchy on some subjects that I can't talk about them.
17. You have to get the other guy before he gets you.
18. Most boys stay in school because the law says they have to.
19. Policemen are friendly and try to help you.
20. You have to admire somebody who has enough guts to talk back to a cop.
21. One day I will get even with everybody who has done me dirty.
22. I have never seen a policeman yet who cared about anyone but himself.
23. I feel tired a good deal of the time.
24. People seem to like me at first, but I have trouble keeping friends.
25. When a group of boys get together they are bound to get in trouble sooner or later.
26. You gotta fight to get what's coming to you.
27. I never wish that I were dead.
28. Only a fool would spend his life working a 40 hour week.
29. I never worry about a thing.
30. It seems as if people are always telling me what to do, or how to do everything.

31. I do what I want to, whether anybody likes it or not.
32. At times I have a strong urge to do something harmful or shocking.
33. I think people like me as much as they do other people.
34. Even when things go right for a while I know it won't last.
35. I can easily "shake it off" when I do something I know is wrong.
36. I never have the habit of jerking my head, neck, or shoulders.
37. A person is better off if he doesn't trust anyone.
38. The best way to get ahead in the world is to be tough.
39. It is very important to have enough friends and social life.
40. All this talk about honesty and justice is a lot of nonsense.
41. There is something wrong with a person who can't take orders without getting angry or resentful.
42. I am doing as much or as well as my parents expect me to.
43. When I see people laughing I often think they are laughing at me.
44. The only way to settle anything is to lick the guy.
45. It's dumb to trust older people.
46. I just can't stop doing things that I am sorry for later.
47. For all the things I have done I should have been punished more than I have.
48. I usually feel well and strong.
49. I sometimes feel that no one loves me.
50. When I was going to school I played hooky quite often.
51. My future looks bright.
52. I find it hard to "drop" or "break with" a friend.
53. Sometimes I think I won't live very long.
54. It doesn't matter what you do as long as you get your kicks.
55. I wish I had not been such a disappointment to my family.
56. I owe my family nothing.
59. My feelings are never hurt so badly that I cry.
60. The only way to make big money is to steal it.
61. In school I was sometimes sent to the principal for cutting up.
62. I have never been in trouble with the law.
63. The worst thing a person can do is to get caught.
64. I don't think I'm quite as happy as others seem to be.
65. I sometimes wish I'd never been born.
66. A guy's only protection is his friends.
67. A person who steals from the rich isn't really a thief.
68. I have had a real fight.
69. My way of doing things is apt to be misunderstood by others.
70. If you're clever enough, you can steal anything and get away with it.
71. The average policeman is not strict enough about the law.
72. The only way to get what you want is to take it.
73. I must admit I find it very hard to work under strict rules and regulations.
74. Success in this world is a matter of luck.
75. I often get so nervous I have to get up and move around to calm myself down.
76. Nobody has ever called me "chicken" and gotten by with it.
77. I just don't seem to get the breaks other people do.
78. I get so angry that I "see red."

79. It's hard to get others to like me.
80. I don't really care what happens to me.
81. No matter how hard I try I always get caught.
82. My eyes often pain me.
83. Women are only good for what you can get out of them.
84. My life is pretty boring and dull most of the time.
85. I have been expelled from school or nearly expelled.
86. The only way to make out is to be tough.
87. It is hard for me to just sit still and relax.
88. Once you've been in trouble, you haven't got a chance.
89. Hitting someone sometimes makes me feel good inside.
90. Being successful usually means having your name in the paper.
91. Even when things go right I know it won't last.
92. I'd like to start a new life somewhere else.
93. If you don't have enough to live on, it's OK to steal.
94. It is important to think about what you do.
95. I can outwit almost anybody.
96. On my report card I usually get some failure marks.
97. I feel that I have often been punished without cause.
98. When ever I do something I shouldn't, it worries me.
99. It's all right to steal from the rich because they don't need it.
100. Sometimes I have stolen things I really didn't want.



## BEHAVIOR PROBLEM CHECKLIST

Donald R. Peterson, Ph.D. and Herbert C. Quay, Ph.D.  
 Childrens' Research Center  
 University of Illinois  
 Champaign, Illinois  
 Copyright Herbert C. Quay and  
 Donald R. Peterson, 1967

- |                          |                                                                                                                                        |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <u>Col. No.</u><br>(1-8) | Please complete items 1 to 6 carefully.                                                                                                |
|                          | 1. Name (or identification number) of child _____                                                                                      |
| (9-10)                   | 2. Age (in years) _____                                                                                                                |
| (11)                     | 3. Sex _____ (Male — 1; Female — 2)                                                                                                    |
| (12)                     | 4. Father's Occupation _____                                                                                                           |
| (13)                     | 5. Name of person completing this checklist _____                                                                                      |
| (14)                     | 6. Relationship to child (circle one)<br>a. Mother b. Father c. Teacher d. Other _____<br><span style="float: right;">(Specify)</span> |

Please indicate which of the following constitute problems, as far as this child is concerned. If an item does *not* constitute a problem, encircle the zero; if an item constitutes a *mild* problem, encircle the one; if an item constitutes a *severe* problem, encircle the two. Please complete every item.

## BEHAVIOR PROBLEM CHECKLIST

- |                 |   |   |   |
|-----------------|---|---|---|
| <u>Col. No.</u> |   |   |   |
| (15)            | 0 | 1 | 2 |
| (16)            | 0 | 1 | 2 |
| (17)            | 0 | 1 | 2 |
| (19)            | 0 | 1 | 2 |
| (20)            | 0 | 1 | 2 |
| (21)            | 0 | 1 | 2 |
| (22)            | 0 | 1 | 2 |
| (23)            | 0 | 1 | 2 |
| (25)            | 0 | 1 | 2 |
| (26)            | 0 | 1 | 2 |
| (27)            | 0 | 1 | 2 |
| (28)            | 0 | 1 | 2 |
| (29)            | 0 | 1 | 2 |
| (30)            | 0 | 1 | 2 |
| (31)            | 0 | 1 | 2 |
1. Oddness, bizarre behavior
  2. Restlessness, inability to sit still
  3. Attention-seeking, "show-off" behavior
  4. Doesn't know how to have fun; behaves like a little adult
  5. Self-consciousness; easily embarrassed
  6. Fixed expression, lack of emotional reactivity
  7. Disruptiveness; tendency to annoy & bother others
  8. Feelings of inferiority
  9. Boisterousness, rowdiness
  10. Crying over minor annoyances and hurts
  11. Preoccupation; "in a world of his own"
  12. Shyness, bashfulness
  13. Social withdrawal, preference for solitary activities
  14. Dislike for school
  15. Jealousy over attention paid other children

- |      |   |   |   |                                                                  |
|------|---|---|---|------------------------------------------------------------------|
| (33) | 0 | 1 | 2 | 16. Repetitive speech                                            |
| (34) | 0 | 1 | 2 | 17. Short attention span                                         |
| (35) | 0 | 1 | 2 | 18. Lack of self-confidence                                      |
| (37) | 0 | 1 | 2 | 19. Easily flustered and confused                                |
| (38) | 0 | 1 | 2 | 20. Incoherent speech                                            |
| (39) | 0 | 1 | 2 | 21. Fighting                                                     |
| (41) | 0 | 1 | 2 | 22. Temper tantrums                                              |
| (42) | 0 | 1 | 2 | 23. Reticence, secretiveness                                     |
| (44) | 0 | 1 | 2 | 24. Hypersensitivity; feelings easily hurt                       |
| (45) | 0 | 1 | 2 | 25. Laziness in school and in performance of other tasks         |
| (46) | 0 | 1 | 2 | 26. Anxiety, chronic general fearfulness                         |
| (47) | 0 | 1 | 2 | 27. Irresponsibility, undependability                            |
| (48) | 0 | 1 | 2 | 28. Excessive daydreaming                                        |
| (49) | 0 | 1 | 2 | 29. Masturbation                                                 |
| (51) | 0 | 1 | 2 | 30. Tension, inability to relax                                  |
| (52) | 0 | 1 | 2 | 31. Disobedience, difficulty in disciplinary control             |
| (53) | 0 | 1 | 2 | 32. Depression, chronic sadness                                  |
| (54) | 0 | 1 | 2 | 33. Uncooperativeness in group situations                        |
| (55) | 0 | 1 | 2 | 34. Aloofness, social reserve                                    |
| (56) | 0 | 1 | 2 | 35. Passivity, suggestibility; easily led by others              |
| (57) | 0 | 1 | 2 | 36. Clumsiness, awkwardness, poor muscular coordination          |
| (58) | 0 | 1 | 2 | 37. Hyperactivity; "always on the go"                            |
| (60) | 0 | 1 | 2 | 38. Destructiveness in regard to his own &/or other's property   |
| (61) | 0 | 1 | 2 | 39. Negativism, tendency to do the opposite of what is requested |
| (62) | 0 | 1 | 2 | 40. Impertinence, sauciness                                      |
| (63) | 0 | 1 | 2 | 41. Sluggishness, lethargy                                       |
| (64) | 0 | 1 | 2 | 42. Drowsiness                                                   |
| (65) | 0 | 1 | 2 | 43. Profane language, swearing, cursing                          |
| (67) | 0 | 1 | 2 | 44. Irritability; hot-tempered, easily aroused to anger          |

Revised 10/68

CHECKLIST FOR THE ANALYSIS OF DIMENSIONS OF PROBLEM BEHAVIOR  
FROM LIFE HISTORY RECORDS

Herbert C. Quay, Ph.D.  
Children's Research Center  
University of Illinois  
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Name of Subject: \_\_\_\_\_ Race: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Home Address: \_\_\_\_\_  
Parents Name: \_\_\_\_\_ Father's Occupation: \_\_\_\_\_  
Father's Subject's grade last  
Education: \_\_\_\_\_ school attended: \_\_\_\_\_  
Name of Person  
Completing this Checklist: \_\_\_\_\_ Date: \_\_\_\_\_

PLACE A CHECK MARK BEFORE EACH BEHAVIOR TRAIT WHICH HAS BEEN USED IN THE HISTORY TO DESCRIBE THE SUBJECT.

Behavior Checklist for the Analysis of Life History Data

- \_\_\_\_\_ 1. Assaultive, attacks others with little or no provocation.
- \_\_\_\_\_ 2. Has bad companions.
- \_\_\_\_\_ 3. Seclusive, stays to himself.
- \_\_\_\_\_ 4. Initiates fights.
- \_\_\_\_\_ 5. Engages in gang activities.
- \_\_\_\_\_ 6. Shy
- \_\_\_\_\_ 7. Cruel
- \_\_\_\_\_ 8. Engages in cooperative stealing.
- \_\_\_\_\_ 9. Apathetic, emotionless
- \_\_\_\_\_ 10. Quarrelsome
- \_\_\_\_\_ 11. Loses interest quickly.
- \_\_\_\_\_ 12. Defies authority.
- \_\_\_\_\_ 13. Engages in furtive stealing.
- \_\_\_\_\_ 14. Worries
- \_\_\_\_\_ 15. Engages in malicious mischief.
- \_\_\_\_\_ 16. Habitually truant from school.
- \_\_\_\_\_ 17. Sensitive
- \_\_\_\_\_ 18. Unable to cope with a complex world.
- \_\_\_\_\_ 19. Timid
- \_\_\_\_\_ 20. Has inadequate guilt feelings.
- \_\_\_\_\_ 21. Habitually truant from home.
- \_\_\_\_\_ 22. Submissive
- \_\_\_\_\_ 23. Stays out late at nights.

- \_\_\_\_\_ 24. Irritable
- \_\_\_\_\_ 25. Accepted by a delinquent sub-group.
- \_\_\_\_\_ 26. Lonesome
- \_\_\_\_\_ 27. Verbally aggressive, impudent.
- \_\_\_\_\_ 28. Strong allegiance to selected peers.
- \_\_\_\_\_ 29. Incompetent, immature.
- \_\_\_\_\_ 30. Obscene, uses foul language.
- \_\_\_\_\_ 31. Feels persecuted, believes others unfair.
- \_\_\_\_\_ 32. Has anxiety over own behavior.
- \_\_\_\_\_ 33. Callous, little concern for others.
- \_\_\_\_\_ 34. Seems unable to profit by either praise or punishment.
- \_\_\_\_\_ 35. Suspicious, trusts no one.
- \_\_\_\_\_ 36. Has engaged in sex delinquencies.