

FINAL REPORT ON THE EVALUATION OF THE BOYS TOWN SHORT-TERM RESIDENTIAL TREATMENT PROGRAM FOR GIRLS

September 30, 2010

Prepared for
Office of Research and Evaluation
National Institutes of Justice
810 Seventh Street, NW
Washington, DC 20531

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Prepared Under NIJ Grant #2004-IJ-CX-0029



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Abstract

Few studies have carefully examined the effectiveness of short-term care facilities for juvenile offenders. Even fewer have concentrated on female offenders. This study examines the effect of the Boys Town Short-Term Residential Treatment Program on female juvenile offenders. The impact on six classes of outcomes was assessed using a quasi-experimental design with a nonequivalent comparison group. The principal outcome was recidivism; others were substance use, academic commitment, high-risk sexual behavior, employment attitude, and cognitive functioning. The process evaluation used both quantitative and qualitative methods to examine the context of the program treatment and structure.

The comparison group was composed of girls on standard probation. The sample consisted of 365 (treatment=235; comparison=130) participants across three sites. Program impact was assessed through a series of sequential analyses: 1) exploring the differences in means between the two groups on pretreatment characteristics; 2) performing a series of difference-of-means analyses to test for the main effects of the intervention; 3) using regression models for factors other than the intervention that may affect the outcomes, and 4) using survival analysis to predict time until a new arrest.

The process evaluation found the Boys Town Model was well documented and theoretically based. There were clearly delineated job responsibilities, a strong emphasis on staff training, and the number of daily interactions met or exceeded program guidelines. Despite frequent fidelity review, the sites' fidelity clustered slightly below average. Program utilization was reduced by a national shift in juvenile justice philosophy away from out-of-home placement toward community-based interventions.

The outcome results support the conclusion that the Boys Town girls may be expected to have superior delinquent and sexual behavior outcomes 1 year after enrollment compared with girls who received traditional probation. As the level of program exposure was increased—whether through increased staff interactions, length of stay, or both—the propensity of girls to engage in subsequent delinquency was reduced. No significant impact for substance abuse, academic commitment, and employment attitude was found. As one of the more rigorous evaluations on short-term care for female offenders, this study provides evidence that such programs can be effective in improving certain behaviors.

The authors recommend altering expectations of short-term residential programs so that such placements are used to, first, stabilize the youth and their family, and, second, to conduct assessments for recommendations on future interventions and treatment. They also suggest using the Boys Town Model to develop a community-based day treatment program.

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It was a privilege to work with Boys Town and watch the program in action, to observe staff as they dealt with a difficult population, and to be able to apply the science and tools of evaluation on such a strong program.

— Marcia I. Cohen, Principal Investigator,
Katherine Williams, Co-Principal Investigator,
and Stephen V. Gies, Senior Research Analyst

Evaluation of the Boys Town Short-Term Residential Treatment Program for Girls

Executive Summary

The number of girls involved in the juvenile justice system has been growing over the past 20 years. So has the proportion of girls to boys who are system involved. Systems and practitioners are working to understand both phenomena and identify ways to address the issues this growing population of female delinquents faces. While recent research suggests that girls are not becoming more violent than they were in the past—the growing number of system-involved girls seems largely due to the official responses to delinquency—research has also begun to identify the large variety of problems that sets the stage for these girls, so that they ultimately attract the attention of the juvenile justice system. In short, they do not conform to a rather dated (but still frequently held) belief that they are “criers, liars, and manipulators” (Gaarder, Rodriguez, and Zatz, 2004). Rather, they are girls who are trying to deal with violence, abuse, and an otherwise hostile environment.

No consensus has yet been reached on how best to help these girls, but short-term residential care is an option that could yield important improvements for this population. Most researchers agree that detention is not an effective solution, although its use as a dispositional option has been growing over the past 2 decades. The lack of clarity on programming for girls largely stems from 1) the general lack of programs in the field that treat girls and 2) the overall lack of methodologically sound evaluations of such programs. This evaluation helps fill this gap in the research literature.

In March 2004, Development Services Group, Inc. (DSG), was awarded a grant to evaluate the Boys Town Short-Term Residential Treatment Program for Girls. Out of more than 460 Office of Juvenile Justice and Delinquency Prevention (OJJDP) and Bureau of Justice Assistance (BJA) discretionary programs (also known as earmarks), only 21 were selected for evaluation by the National Institute of Justice. NIJ selected the Boys Town Short-Term Residential Treatment Program for Girls because of the following factors:

- It showed evidence of strong model fidelity between multiple sites.
- It had documented techniques and practices.
- It showed a logical link between defined target population and the program’s activities and intended outcomes.
- It served enough girls to support rigorous evaluation.
- Program data was readily available.
- Boys Town was supportive of an evaluation.

NIJ noted that this study was important because few studies have assessed the effects of various placement alternatives on *female* juvenile offenders, and even less is known about short-term residential placement for either preadjudicated or postadjudicated female delinquents.

The Boys Town Short-Term Residential Treatment Program provided girls with a 30- to 90-day behavior-based approach in a family-style atmosphere. The program provided care in lieu of detention for female delinquent offenders who were either awaiting long-term placement by the juvenile court or hoping to avoid more secure placement by successfully completing the program. The program also served as a detention alternative for preadjudicated girls who were awaiting disposition by the court.

The purpose of the evaluation was to increase the knowledge base concerning the short-term and long-term effects of short-term, staff-secure placement on female juvenile offenders. Because two Boys Town sites—New Orleans, La., and Newark, N.J.—had discretionary grants from OJJDP to support beds for *delinquent* girls, NIJ required that the evaluation include one or both of these sites. To increase sample size, DSG added a third site serving a similar population of delinquent girls. Upon reviewing data on available sites, it was determined that the Boys Town Philadelphia, Pa., program served a similar population (particularly compared with Newark) and a larger number of girls than either Newark or New Orleans. DSG thus proposed a three-site design to evaluate the impact of the Boys Town Model as well as differences between sites. The tragic damage inflicted by Hurricane Katrina in 2005 necessitated the replacement of New Orleans as a site by Atlanta, Ga.

The study incorporated both outcome and process evaluation components. The outcome component was designed to assess the impact of the Boys Town Short-Term Residential Treatment Program for Girls on six classes of outcomes by using a quasi-experimental design with a nonequivalent comparison group. The main outcome of interest was recidivism. The other outcome classes were substance use, academic commitment, employment attitude, high-risk sexual behavior, and cognitive functioning. The process component used both quantitative and qualitative methods to examine the context of the program treatment and structure as well as to assess program fidelity (i.e., whether the program was designed well and implemented as intended).

The sample consisted of 235 Boys Town girls who were enrolled in the study as treatment subjects. While 445 girls were potentially eligible to participate because they were referred to Boys Town, 210 were not recruited, because they were discharged or moved to a different facility before field interviewers could obtain the youth assent, obtain parental consent, and meet with them for the interview (84 percent), because they or their parent refused to participate (10 percent), or because they were not eligible for participation in the study (6 percent).

During the first 2 years of the study—and especially during the formative stage of the evaluation in which the survey instrument was being revised—the evaluation employed some participatory methods.

Data Used in the Evaluation

The evaluation data sources consisted of the following:

- Site visits to the study sites in Newark, Philadelphia, and Atlanta (and New Orleans, before Atlanta)
- Individual interviews with Site Directors, Program Directors, the Clinical Support Specialist, Teachers, and other key staff
- Separate focus groups with Shift Supervisors and Youth Care Workers
- Findings from the participant and comparison group baseline and follow-up surveys
- Observation of facilities, program activities, meals, classes, and support groups
- Data from the Boys Town National Database
- Official arrest history data
- Review of case files and program materials
- Meetings with the Boys Town home office executives and other key staff
- Findings from the Boys Town Youth and Staff Consumer Surveys

Key Findings

Process Evaluation Results

A process evaluation was used to identify the programmatic and contextual moderators of effectiveness and to determine whether the program was delivered as designed. It was designed to aid in understanding *how* the program's operations and changes were implemented, and also *why* the program was (or was not) successfully implemented. We also include identification and description of intervening events that may have affected implementation and outcomes, along with other documentation.

Specifically, the process evaluation was designed to a) document and analyze the development and implementation of the Boys Town Short-Term Residential Treatment Program, b) assess whether services were delivered as planned, c) assess whether expected output was actually produced, and d) identify any gaps between program design and delivery.

STAFFING

All three programs had very similar staffing structures, with a Site Manager responsible for the overall management of the site and all of the programs located there. A Program Director was responsible for the daily operations, and was supported by a Clinical Support Specialist, Shift Supervisors, and Youth Care Workers (YCWs). The home campus provided job descriptions and

educational/experience requirements for each of the positions and helped with recruitment and initial screening for selection. Staffing was adequate at each site, and senior staff had extensive experience, though staff at the three sites differed in their years of experience on the job. All three programs experienced frequent staff turnover. In focus groups, YCWs expressed some dissatisfaction with the 10-hour shifts, scheduling issues, and the 4-day work schedule.

TRAINING

The Boys Town organization emphasized the importance of continuous training and provided a strong learning environment at the sites. Initial training for new Youth Care Workers was a standardized 2-week training, and Boys Town sites offered many other trainings, based on the identified needs of staff. Each state had certain trainings that were mandated by their respective licensing bureau and specific training requirements differed by state—with up to 80 hours of training per year offered. The fidelity monitoring system also provided a mechanism for identifying when additional training in the Boys Town Model was needed. Staff overwhelmingly reported satisfaction with the training, though those who received preservice training and participated in shadow training reported feeling better prepared.

PHYSICAL FACILITIES/SAFETY

Physical facilities at all three sites appeared safe and provided security from the surrounding neighborhoods for residents and staff. Each of the sites also had some type of space for outdoor recreation. The physical space at all of the sites was clean and appeared to be well maintained. Boys Town also provided a telephone hotline connected directly to the Boys Town campus in Omaha so that girls could report safety concerns.

REFERRALS

One of the biggest variations among the three sites came from the source of referrals in each of the locations. Both the Newark and Atlanta sites accepted referrals from both juvenile justice and social services from multiple jurisdictions. All of the referrals to Philadelphia, by contrast, came through a contract with the Community-Based Detention Services that operated the Philadelphia Youth Study Center (the Detention Center). A shift in juvenile justice philosophy away from out-of-home placement toward community-based interventions affected Newark: the site experienced reduced referrals when New Jersey became an Annie E. Casey Foundation Juvenile Detention Alternatives Initiative state.

GIRLS' SUCCESS IN THE PROGRAM

Nearly all staff felt that the girls referred by juvenile justice do best because they have a greater incentive to change and they are more receptive to service, especially when they are going home. There was overwhelming consensus that girls who have serious or chronic mental health issues—especially those who are off their medication, suicidal, or “cutters” (i.e., have a history of hurting themselves)—are not successful at the program.

SERVICES PROVIDED: BOYS TOWN PROGRAM MODEL ELEMENTS

Motivational System

The Boys Town program uses a token-based economy motivational system that emphasizes structure, consistency, and documentation to influence positive behaviors, rather than concentrating on negative behaviors. The system has three phases: an assessment system, which

lasts approximately 3 days; the Daily Points System, in which the youth continues until she accrues enough points to move to the next level; and the Achievement System.

Behavioral Accountability/Point Card

The program uses the Boys Town Point Card as a tool to measure progress toward achievement of individual skills and track the points youth earn and lose while on the first two levels of the Boys Town Motivation System—the Assessment and Daily Points Systems. In general, the Boys Town Model advocates that each youth have 25 to 35 Teaching Interactions documented on her point card each day to ensure that effective treatment is taking place. The Model recommends an 8:1 positive-to-negative Teaching Interactions ratio to maintain a good balance and ensure that the youth will not view the Boys Town staff as too punishing or too lenient. At each site, the number of interactions per day met or exceeded the guidelines of 25 to 35 interactions per day.

Individual Service Plan

When youth were placed in the program, staff developed an individual service plan for each girl to address specific needs identified during the initial intake assessment. Overall, 70.0 percent of the Newark girls, 77.7 percent of the Philadelphia girls, and 85.6 percent of the Atlanta girls were reported by staff to have met their treatment goals at discharge. Additionally, the supervisor completed a discharge summary and an aftercare plan for each youth within 14 days of her discharge.

School Programs

School programs operated onsite at all three locations. Observation of classroom activities showed that classes were well controlled. Youth Care Workers unobtrusively worked with individual girls who were beginning to be disruptive and provided positive feedback to girls who were doing particularly well.

Program Completion

Sites reported varying levels of program completion: 93.3 percent of the girls in Atlanta and 85.0 percent in Philadelphia were reported to have completed the program, compared with 48.1 percent in Newark. Atlanta also reported that the girls at its site improved their overall behavior most while at Boys Town: 65.3 percent of the girls in Atlanta were reported to have “positive” or “very positive” overall behavior while at Boys Town, compared with 51.8 percent of the girls in Newark and 50.3 percent of the girls in Philadelphia. There was no difference in the average length of stay (LOS) among the three sites: average LOS in Atlanta was 25.9 days, in Newark, 26.8 days, and in Philadelphia, 27.6 days.

Participant Attitudes

The Participant Follow-Up Survey found that more than half of the study participants (52.8 percent) reported positive ways in which the Boys Town program helped them. The themes that occurred most frequently in the responses were a) they became a better person and b) they learned how to deal with their anger more appropriately (they developed a more positive attitude, to “calm down and think before you react,” and talk about feelings and express them in a positive way). Only 26 participants (11 percent) felt that the Boys Town program did not help them. Those who felt that the program had not helped them expressed that they felt they were not there long enough, the point card was not for them, or they needed other services, such as rehab.

Youth Consumer Survey Results

This survey was administered monthly by Boys Town and requested information about how the girls felt about program services and staff. The survey uses a four-point scale (1=disagree, 2=disagree a little, 3=agree a little, and 4=agree). Annual averages showed differences across sites, though nothing statistically significant: in Newark, the average rating in 2006 was 3.27, and in 2007, 3.37; in Philadelphia the average in 2006 was 3.66, and in 2007, 3.70; in Atlanta the average in 2006 was 3.39, and in 2007, 3.50. Very small percentages of youth reported feeling unsafe or threatened at any time, and all sites showed improvement in 2007.

Program Fidelity

The site fidelity review is conducted by Boys Town program experts who have several years of direct experience with the Model through direct observation of the staff interacting with youth. The three sites clustered slightly below “average” in implementation on the seven scales (fidelity scores in Philadelphia ranged from 2.5 to 3.2 [on a 1-to-5 scale]; in Newark, from 2.4 to 2.9; and in Atlanta, from 2.2 to 2.9). The Philadelphia site consistently ranked higher in implementation fidelity than Newark and Atlanta during 2007, though the differences were not large. The three sites demonstrated different patterns over the quarters in terms of fidelity rankings. Of the three sites, the Newark program struggled the most with maintaining fidelity to the model.

Barriers to Successful Implementation

The Newark and Atlanta programs suffered lower enrollment due to a shift in juvenile justice philosophy away from out-of-home placement towards community based interventions—in Newark as a result of New Jersey’s embracing the Juvenile Detention Alternatives Initiative sponsored by the Annie E. Casey Foundation; and in Atlanta as a result of a state funding issue. Additionally, many staff felt that the short length of stay in the program, an average of just under 30 days, is typical of shelter programs but may limit the impact of the program.

Outcome Evaluation Results

Based on data collected and analyzed, the following results were found:

- The Boys Town and comparison groups were fairly well matched in this study. At the baseline assessment, mean scores on a wide range of pretreatment characteristics were fairly similar, however, there were some significant differences on several important sociodemographic, criminal history, and baseline outcome measures. These differences included the following:
 - Age (Boys Town girls’ mean age 15.2 years; control youth 14.6 years)
 - School status (Boys Town youth, 78 percent enrolled; control youth 92 percent)
 - Number of siblings (Boys Town girls had a mean of 3.91 siblings; control youth 3.58)
 - Negative peer associations (more of Boys Town youths’ peers engaged in adverse peer relationships)

- Sexual activity (Boys Town girls reported higher levels of high-risk sexual activity)
- Delinquent history (Boys Town girls were slightly more involved than comparison girls)
- The program outcomes did not differ by site. Analyses indicate that the program was equally effective across sites for each of the outcomes and that pooling the data was warranted.
- A closer examination of duration reveals that, on average, youth spent relatively little time in the Boys Town program. The mean length of stay was 27 days, but 29 percent of the treatment group spent only 15 days or fewer at Boys Town. Thus, not surprisingly, the limited amount of treatment the girls received during a single episode at the Boys Town program did not result in significant differences from the comparison group.
- Statistical tests of the Boys Town treatment intervention effect revealed a statistically significant reduction over time in self-report recidivism and official data for both groups of subjects. The results of models using self-report data differ in interesting ways from the models using official arrest data. The program succeeded in reducing further contact with the juvenile justice system for Boys Town participants.
- The analyses also revealed significant reductions over time for the Boys Town group in all classes of drug use and numerous cognitive distortion measures (overall score, blaming others, minimizing/mislabeling, opposition defiance, lying, and overt behavior).
- The Boys Town intervention program was effective in reducing the probability that a subject will subsequently be arrested or use drugs and in increasing the probability of improved cognitive functioning over time. At the same time, the Boys Town intervention was not significantly more effective overall than traditional probation services in reducing the probability that a subject will be arrested, use drugs, or demonstrate improved cognitive functioning.
- Dose was identified as a key factor in the subsequent behavioral success of girls in the program, which is consistent with other research. For instance, analyses suggest that each day in Boys Town was associated with a 2 percent to 3 percent reduction in the odds of a rearrest. These analyses suggest the cautious interpretation that more exposure to Boys Town was negatively related to recidivism as measured by rearrest.
- The unexpected finding on high-risk sexual behavior—that duration in the program significantly increased subsequent high-risk sexual behavior—suggests a spurious relationship between duration and high-risk sexual behavior.

Overall, the results are mixed. The findings indicate that the Boys Town Model is associated with better delinquency and sexual behavior outcomes than the average expected outcome, had

the same youth received traditional probation services. However, the findings indicated no significant impact for substance abuse, academic commitment, and employment attitude. Nevertheless, as one of the more rigorous evaluations reporting on the effectiveness of short-term care for female offenders, this study provides some evidence that such programs can be effective in improving certain behaviors.

Implications for the Program and for Evaluation and Key Recommendations

Program Design

FINDINGS

Research shows that the most effective programs are behavioral in nature, centered on present circumstances and risk factors that are responsible for someone's behavior; they are action oriented and teach new, prosocial skills. These cognitive-behavioral approaches are quite structured and emphasize the importance of modeling to engender self-efficacy and challenge cognitive distortion and assist in developing cognitive skills (Latessa, 2004). One of the most positive findings of the process evaluation is that the Boys Town model fits this cognitive-behavioral style approach. The treatment model is based on the application of social skills learning and prescriptive teaching.

The design of the program comprehensively addresses the need principle (Lowenkamp and Latessa, 2004). The need principle states that intervention programs should target dynamic (amenable to change); criminogenic (crime producing) needs, such as antisocial peer associations, substance abuse, lack of problem solving and self-control skills; and other factors that are highly correlated with criminal conduct. Noncriminogenic factors such as self-esteem and physical conditioning are static—unamenable to change—and will not have much effect on reducing recidivism. The findings from this study suggest that the Boys Town program appropriately targets dynamic criminogenic needs.

No matter how well designed the program, though, research shows that dosage is related to outcomes, and the evidence from this study suggests that the subjects in the Boys Town program did not receive an adequate dose of the treatment intervention during a placement to detect a statistically significant behavioral change in the subjects. Additionally, programs implemented with high fidelity have greater effects in terms of treatment outcomes. The process findings in this study point out that the overall implementation of the Boys Town program design was below average at each of the sites during the course of the study, and further investigation revealed that fidelity was positive and significantly related to program dose, suggesting that the level of program fidelity influences the number of staff interactions.

RECOMMENDATIONS

- 1) ***Alter expectations of short-term residential programs using placements to, first, stabilize the youth and their family, and second, to conduct assessments for recommendations for future interventions and treatment for the youth and family.*** Given the difficulty that short-term residential programs have in producing behavioral change in such a short timeframe, it is advisable to amend the expectations regarding short-term placements from producing positive long-term benefits to concentrating on providing for the immediate needs of a youth.

- 2) ***Implement with fidelity.*** Program fidelity is an important but challenging task for many prevention and intervention programs. Programs are often altered from their original design when they are implemented in a new community or by new staff members. Sometimes changes are made to better address the needs of the local community, fit the program within a predefined budget, accommodate the preferences of certain staff members, or simply reflect a different interpretation of the various program components. While adjustments for some of these reasons may be justified, changes to the content, duration, or delivery style of the program can diminish the program's effects. Although the Boys Town organization prioritizes and maintains a steadfast approach to program fidelity, the three programs studied here had fidelity scores that suggest slightly below average implementation at these sites, suggesting a need for increased staff training. Better measures of fidelity may also be needed.

- 3) ***Provide short-term shelter as a treatment option rather than a detention alternative.*** Because shelter care in this study was offered primarily as a detention alternative rather than as a standalone treatment program, girls' length of stay varied greatly and one third stayed less than 2 weeks. Since providers of detention alternatives, such as Boys Town, cannot control which girls they will receive or how long the girls will stay, abbreviated lengths of stay make effective treatment difficult. Since this study showed that, as the level of program exposure was increased, the propensity of girls to engage in subsequent delinquent behavior was reduced, short-term shelter should be offered to courts and juvenile justice systems as a treatment option, with a minimum length of stay of not fewer than 60 days. This would permit the program to implement a service plan appropriate for the predetermined length of stay as well as to create specified goals to mark progress through the plan.

Target Population

While this study concentrated exclusively on female juvenile offenders who were referred by the juvenile court, the program accepted nearly all girls—including status offenders and abused and neglected girls who were referred for services. However, nearly all staff felt that the girls referred by juvenile justice departments do best in the program because they have a greater incentive to change and they are more receptive to service—especially when they are going home and have already been in detention. Staff also felt that girls older than 14 did better in the program and that girls who have serious or chronic mental health issues do not succeed in the program.

- 4) ***Care should be taken not to mix nonoffenders with medium and high-risk offenders.*** Research demonstrates that there is no “one size fits all” approach that encompasses all at-risk or problem youth. Instead, the “what works” literature refers to the risk principle—or whom to target. This principle states that programming should be matched with the risk level of the offenders (Andrews, Bonta, and Hodge, 1990). Mixing nonoffenders or low-risk offenders with high-risk offenders in an intervention setting may actually produce an inadvertent effect by increasing the risk of recidivism for the nonoffenders or low-risk offenders because the attributes that make them low risk become disrupted by an association with high-risk offenders. Nonoffenders (such as abused or neglected children or runaways) should be treated separately from offenders.

Program Environment

Over the course of the study, several external issues significantly affected the sites—primarily budget issues and the decrease in residential placements caused by philosophical changes that embrace community-based alternatives. As a result, all three study sites closed in 2008. If Boys Town were to reopen a short-term residential program in any site, the following recommendations would be pertinent:

RECOMMENDATIONS

- 5) ***Sites should regularize and institutionalize their referral relationships through a contract before opening so that they are not dependent on memoranda of understanding with Courts for referrals.*** In the two sites—Philadelphia and Atlanta—with which Boys Town undertook contracts, referrals remained high until other city and state financial issues surfaced. In New Jersey, the lack of a contract with the Department of Juvenile Justice plagued the Newark site, and it received its few referrals from a select number of Judges or Probation Officers who were familiar with the program. Word of mouth was insufficient to keep the program going.
- 6) ***Programs also need to engage in a continual and broad marketing effort so that the nature of its services is clear and well known, regardless of changes that may occur at the state level.*** Many staff, including Chief Probation Officers and Judges, were not always familiar with the program. As a result of Boys Town’s movement toward decentralization, program marketing was being handled by the Site Directors, and therefore varied according to the experience and time to devote to this on their part. Additional assistance from the home office may be continually necessary to achieve the desired broad level of awareness.
- 7) ***In light of the national movement away from residential placement, providers who have been offering residential programs need to explore offering community-based day treatment programs. Communities should explore marketing a day treatment program and negotiating contracts with local and state-run juvenile court systems to offer this community-based service in lieu of, or in addition to, probation.*** As mentioned above, the behavior-based model is solid but 30 days is insufficient to affect juveniles, and the national trend is away from residential placements. Providers could offer probation departments a minimum of a 3-month day treatment program as a cost-effective alternative to, or in addition to, probation. Day treatment programs are usually seen as additions to probation for higher-risk offenders in the juvenile justice continuum of services. Many of the youth who said they felt the program did not help them said that the program was “unrealistic,” and when they returned home “things weren’t as easy to resist as they had thought.” The increased timeframe and increased family involvement would address these issues, and in a day treatment setting youth would be able to practice skills in a more realistic environment. Providers should engage in exploratory marketing to ensure that a market exists before a program is fully developed and rolled out.

Program Management

FINDINGS

The management of the Boys Town program was exemplary. Few child-serving organizations can boast the resources, services, breadth, and record of treatment as Father Flanagan's Boys Town. Staff training was extensive and ongoing. Significant support was provided to each site from the home office.

One of the most impressive management tools of the organization was its dedication to replicability. Although multiple tools and processes are in place to encourage and support model fidelity, the overall implementation at the three sites in this study was below average. This finding could be due to numerous factors, such as the transition of all sites to 501(c)(3) nonprofit organizations, the turnover in staff at all levels from senior staff on down (which may have meant less familiarity with the Boys Town Model) the low education requirements for Youth Care Workers, or lack of sufficient time to complete all mandated tasks. Additionally, while communication was recognized by all as critical, staff noted that maintaining communication between shifts sometimes is difficult.

RECOMMENDATIONS

The following recommendations should be considered if Boys Town reopens a short-term residential program or develops a day treatment model.

- 8) ***Providers need to maintain sufficient full-time and relief staff so staff are not put at risk and they have sufficient time to implement the program. Additional relief workers and backup workers need to be hired, so that, in the event of turnover, months do not elapse while a position remains unfilled.*** Existing staff should also be crosstrained to handle multiple positions and serve as backup.
- 9) ***Communication between and among staff is important to the success of these programs. Staff meetings among all levels of staff are necessary to improve communication*** Staff need to spend more time transitioning from one shift to the next. These meetings will serve to increase the involvement of all levels of staff in the program operations and the service plans of specific program youth. The meetings will increase the ability of staff to be proactive rather than reactive by planning for upcoming changes, staff sicknesses and vacations, and other exigencies; and it will increase the professionalism of all staff.
- 10) ***Staff training, though extensive, needs to be increased.*** Staff felt that shadow training was effective—as were the biweekly training sessions. But they may not be sufficient to provide a solid grounding for new staff. Providers need to provide more consistent and ongoing supervision of staff, especially of new staff. The less-than-average fidelity implies additional staff training on implementing the Boys Town Model would be beneficial. Staff also should be polled for their training needs semiannually.

Recommendations for Further Research

- 11) ***Future research on short-term residential placements should focus less on long-term behavioral changes and concentrate more precisely on assessing short-term outcomes, such as the number of behavioral incidents during enrollment in the placement,***

satisfaction of the youth with the program, and readiness for change. These types of short-term measures are a much better gauge for the current goals and operating standards of short-term residential placements.

- 12) *Another avenue for future research to explore specific program components that are responsible for effecting changes in behaviors and attitudes.* This analysis found that teaching interactions was a key program activity for producing individual change and that the number of interactions was strongly influenced by certain program components (i.e., teaching, motivational system, and moral and spiritual value). An in-depth analysis of the impact of each program component could help in calibrating the treatment design for optimal utility.
- 13) *Additional rigorous research is needed on short-term placements using evidence-based practices with a focus on youth and family stabilization, assessment, and treatment.* Few studies have carefully examined the effectiveness of short-term care facilities commonly used in the United States to hold juvenile offenders for limited periods of time. Even fewer have concentrated on female offenders.
- 14) *As the emphasis on evidence-based practice becomes more common, juvenile justice systems need to pay more attention to improving and integrating automated management information systems and to keeping quality data on outcomes if they expect to be able to improve outcomes for juveniles.* Even in the best criminal history system that we encountered in Philadelphia, there were records missing and dispositions were not always entered. Further, though the placement may have been listed, for those residential treatment centers that offer multiple programs (substance abuse treatment, psychiatric services, mental health counseling) there was no way to tell to which program a youth was ordered. In many of the other systems, for example, in New Jersey, the criminal history system was not tied in to the data system that had the disposition data or placement data so it was unavailable for the girls in the study, thus making it impossible to assess readjudication or placement outcomes for those girls. In some court systems, we had to hand count and hand code every facility the youth had ever been in. Though budgets are tight, there is money available for systems improvement. *It is recommended that state and local juvenile justice systems that want to improve outcomes for juveniles in their custody explore seeking financial assistance through the Juvenile Accountability Block Grant funding or Title II Formula Grants funding.* This money can be used to improve court data management systems in juvenile justice.

Finally, as discussed above, this research concentrated on a comparison group of similar youth who received traditional probation services rather than a cohort of untreated subjects. This design sets a difficult standard for demonstrating program effectiveness and likely resulted in a misleadingly conservative characterization of the Boys Town program. Future researchers may choose to use an untreated group of youth for comparison purposes. Similarly, it is possible that male youth gain more benefits than members of the opposite sex from short-term residential placements. Such analyses may produce very different results. As with any quasi-experimental design, questions still persist about the concordance between the treatment and comparison

groups. Though difficult with this population, the design could benefit from the random assignment of youth into the respective groups.

1. Background of the Evaluation and the Nature of the Problem

In 2003 the National Institute of Justice (NIJ) issued a solicitation for evaluations of projects supported by Office of Juvenile Justice and Delinquency Prevention (OJJDP) discretionary funds. One of these discretionary program awardees was Father Flanagan's Boys' Home (known at the time as Girls and Boys Town), based in Omaha, Neb. NIJ held a recompetition based on peer reviewer comments, refined criteria, and more explicit direction. Revised proposals were submitted to NIJ in March 2004, and Development Services Group, Inc. (DSG), was awarded a grant to evaluate the Boys Town Short-Term Residential Treatment Program for Girls.

Out of more than 460 OJJDP and Bureau of Justice Assistance (BJA) discretionary programs (also known as earmarks), only 21 were selected for evaluation by NIJ. NIJ selected the Boys Town Short-Term Residential Treatment Program for Girls because of the following factors:

- It showed evidence of strong model fidelity across multiple sites.
- It had documented techniques and practices.
- It showed a logical link between defined target population and the program's activities and intended outcomes.
- It served enough girls to support rigorous evaluation.
- Program data were readily available.
- Boys Town was supportive of a program evaluation.

NIJ noted that this study was important because few studies have assessed the effects of various placement alternatives on *female* juvenile offenders, and even less is known about short-term residential placement for either preadjudicated or postadjudicated female delinquents.

The Boys Town Short-Term Residential Treatment Program provided girls with a 30- to 90-day behavior-based approach in a family-style atmosphere. The program provided care in lieu of detention for female delinquent offenders who were either awaiting long-term placement by the juvenile court or hoping to avoid more secure placement by successfully completing the program. The program also served as a detention alternative for preadjudicated girls who were awaiting disposition by the court.

The purpose of the evaluation was to increase the knowledge base concerning the effects of short-term, staff-secure placement on female juvenile offenders. Because two Boys Town sites—New Orleans, La., and Newark, N.J.—had discretionary grants from OJJDP to support beds for *delinquent* girls, NIJ required that the evaluation include one or both of these sites. To increase sample size, DSG added a third site serving a similar population of delinquent girls. Upon review of data on available sites, it was determined that the Boys Town Philadelphia, Pa., program served a similar population (particularly compared with Newark) and a larger number of girls than either Newark or New Orleans. DSG thus proposed a three-site design to evaluate the impact of the Boys Town model as well as differences between sites.

Despite months of careful planning and laying the groundwork for working with both required sites, after Hurricane Katrina hit New Orleans on Aug. 29, 2005, the Orleans Parish Juvenile Court was not functional for several months and much of the population was temporarily dispersed. The damage done to the city was so severe it would have put the site on hold for many months. In consultation with Boys Town national headquarters and NIJ, DSG decided to select a replacement site (for details on this, see the process evaluation section in chapter 2). After examination of data from available replacement sites, Atlanta, Ga., was chosen to replace New Orleans.

Evaluation Questions

Because female involvement in the juvenile justice system had been on the rise in the 1990s, NIJ was particularly interested in long-term outcomes of the girls who had been in the Boys Town staff-secure program (at least 12 months postprogram completion was required). The following research questions were selected to guide this study:

1. Do treatment girls differ from comparison girls in their recidivism at 12 months postintake?
2. Do treatment girls differ from comparison girls in their substance use at 12 months postintake?
3. Do treatment girls differ from comparison girls in their sexual activity at 12 months postintake?
4. Do treatment girls differ from comparison girls in their academic commitment and employment at 12 months postintake?
5. Do treatment girls differ from comparison girls in their cognitive functioning at 12 months post intake?
6. Do the program outcomes differ by site?

In addition, the evaluation was interested in short-term process evaluation questions. These were as follows:

1. What are the fidelity and the adherence to the program model at each Boys Town site?
2. What are the frequency and the duration of services implemented at each Boys Town site?
3. What organizational changes, if any, were necessary to the Boys Town model and/or services at each site?
4. What methods were used to recruit and retain youth into Boys Town?
5. What types of staff training were provided to Boys Town staff?

6. What were the staffing patterns at each Boys Town site (that is, background, skills, and experience of staff)?
7. What barriers to successful implementation were encountered at each Boys Town site?
8. What are the participants' responses to the Boys Town service?

In the remainder of this chapter, we review the Boys Town program that is the basis of this evaluation and the literature on short-term residential placement and gender-specific programming. Chapter 2 presents the methodology for the outcome evaluation and the process evaluation as well as barriers encountered. Chapter 3 presents the results of the process evaluation, including comparisons between the three sites, duration, dosage, and types of services delivered, program organization and implementation, and fidelity. In chapter 4 we present the results of the outcome evaluation, including participants' characteristics and outcomes of Boys Town participation. Finally, chapter 5 summarizes the study's findings, conclusions, and recommendations.

The Boys Town Short-Term Residential Treatment Program for Girls

History

Boys Town was founded in 1917 in Omaha, where Father Edward Flanagan opened the door of a modest house to about a half-dozen troubled boys. In 1979, Boys Town began admitting female offenders to long-term residential care at its Nebraska campus. Under the current national leadership of Father Steven Boes, Boys Town now directly serves children and families in 12 locations throughout the country and provides assistance to 1.5 million children annually through outreach programs such as the National Hotline and the Training, Evaluation, and Certification Department. In 1988, Boys Town began to implement gender-specific programming to meet the unique needs of girls who currently make up roughly 50 percent of the Boys Town population. In 1989 the first Assessment and Short-Term Residential Program for girls opened in central Nebraska. The Philadelphia Short-Term Residential site opened in 1996, the Newark site opened in 2002, and the Atlanta facility opened in 2003. Five other short-term residential sites were also opened by Boys Town.*

Overview

The purpose of the Boys Town program is to provide short-term (typically fewer than 30 days) residential care to female juvenile offenders ages 11 to 18 who are either awaiting or returning from long-term placement by the juvenile court or are striving to avoid a more secure placement by successfully completing the Boys Town program. Facilities serve approximately 250 youth per year, though the exact number served annually depends on girls' length of stays and on

*As a result of several factors—most notably a change in direction by the Boys Town home office to concentrate on community-based services, low referrals in the Newark site caused by a State reduction in use of any out-of-home placements, and a budget crisis in the city of Philadelphia—all three study sites closed in 2008. See chapter 3 for more details.

existing State and Federal contracts. Girls are typically referred by the courts or Probation Departments. For purposes of this study, two types of girls were to be in the treatment group: 1) preadjudicated girls referred to juvenile court for a delinquency charge and 2) postadjudicated girls who were striving to avoid a more secure placement by completing the Boys Town program. It was agreed that two types of girls were not to be accepted into the study: 1) girls who were status offenders (truants, runaways, incorrigibles, and curfew violators) and 2) girls who were in placement on dependency cases (dependent, neglected, or abused) referred by the child protection system.

The facilities are structured so that staff members can easily monitor and interact with girls and provide treatment in a safe, family-style environment. The physical composition includes bedroom suites (typically two beds per room for a maximum of 16 youth per facility), a kitchen, dining and living rooms, game rooms, and a private room where youth can meet with families or counselors. Facilities also generally have some type of outdoor space where youth can play outdoor games (see the process evaluation section in chapter 3 for more details on the facilities in each site).

Boys Town Model

The Boys Town Model* is a behavior-based treatment model based on the application of social skills learning and prescriptive teaching. The Model considers a youth's problem behaviors as inherent deficits in her "inventory" of social skills and employs active, direct instruction as a key intervention to remediate these problems and enable positive, personal growth (Davis and Daly, 2003; Dowd and Tierney, 1992). The Model is composed of five fundamental elements or guiding principles that are designed to achieve positive outcomes in equipping girls with the tools to prevent recurrence of problem behaviors and to promote successful reintegration into the community:

1. ***Teaching skills.*** Based on social learning theory, youth are taught positive skill development within the program that rewards positive behavior, imposes consequences for negative behavior, and teaches alternatives to negative behavior.
2. ***Building healthy relationships.*** Staff interact with the juveniles with warmth, compassion, and genuine positive regard to develop relationships that are nonexploitive and that preserve personal dignity and a healthy sense of interpersonal boundaries.
3. ***Supporting moral and spiritual development.*** Staff foster spiritual growth to help youth grapple with the moral decisions they must make every day regarding friendships, families, sex, and their own self-worth.
4. ***Creating a family-style environment.*** A positive and healthy family unit is emphasized because families are an important part of a child's composition and are considered critical to treatment success.

*Also known as the Teaching *Family* Model.

5. **Promoting self-government and self-determination.** Youth are empowered to make responsible and meaningful decisions about their lives, with the guidance and teaching of well-trained and caring staff.

Serious negative behavior can result or persist if youth do not receive proper instruction in identifying alternative, positive behaviors, including *aggression and antisocial behavior, juvenile delinquency, mental health disorders, loneliness and despondency, learning disabilities, and skill failures*. To prevent or correct these negative correlates, the Boys Town Model posits that certain requisite skills must be mastered. The Model supports instruction to teach youth how to be motivated to perform socially appropriate behaviors, accurately perceive social situations and identify the appropriate skill to employ, correctly decode and interpret information from others, be sensitive to social feedback, and effectively integrate that feedback to enhance social interactions (Davis and Daly, 2003; Dowd and Tierney, 1992).

The Model places great emphasis on the quality of relationships and interactions that occur between staff and youth. Teaching and relationships, the two essential components of the Model, are considered to be interdependent and work together simultaneously (Davis and Daly, 2003). Another essential element of the Model is the belief in the value of “family” and that a youth’s treatment is almost always best served in the context of a healthy and positive family unit. In addition to promoting positive relationship development between staff and youth, the Model encourages the positive participation, as much as possible, of the youth’s family. Self-government/self-determination is also a core element of the Model, as is the promotion of spiritual growth and morality.

KEY VALUES

Ten key values, or hallmarks, shape the program’s policies and procedures. These are

1. Commitment to fostering a physically and emotionally safe environment for youth to learn and grow
2. Promoting humane treatment of youth and families through the use of ethical treatment methods and processes that demonstrate respect for each person’s dignity, body, and person
3. Delivering effective treatment that uses the least restrictive interventions available, is subject to continuous monitoring and evaluation, and employs methods based on proven behavioral research
4. Providing individualized treatment to respond to the needs of youth and families
5. Fostering relationship development by employing direct-care staff as primary treatment agents; balancing the needs for consumer responsiveness with advocating for youth’s interest with those consumers
6. Maximizing human and physical resources to maximize the cost-efficiency of the program

7. Implementing the Boys Town program with fidelity to create a consistent and replicable model
8. Ensuring proper skills acquisition through the use of a comprehensive social skills curriculum that targets relevant clusters of behavior and provides youth with realistic learning opportunities
9. Providing youth with a stage where they can “fail safely” and learn skills that can be generalized to other “real world” settings
10. Equipping youth with the functional skills and good habits that will help them internalize positive beliefs and values [Davis and Daly, 2003]

The Model is rooted in social learning theory, the crux of which is its emphasis on using every staff interaction with youth to teach and model appropriate social skills to effect sustainable behavioral change. Boys Town’s curriculum details 182 basic skills for successful interpersonal, emotional, and vocational functioning. Skills are grouped into four categories that can be taught progressively or out of sequence, depending on the circumstance: *basic*, *intermediate*, *advanced*, and *complex*. The Boys Town Social Skills Curriculum provides an analysis of the essential behavioral elements characteristic of each of the 182 skills as well as steps that staff can take to teach the skills, including

- Specific verbal responses
- Nonverbal behaviors that may enhance the child’s performance
- Specific behaviors to avoid, cues for the child to engage in a cognitive activity or self-instruction
- Subclasses of skills that may be learned separately or as a precursor to more advanced skills

The Social Skills Curriculum differentiates among three primary teaching methods employed during the instruction of social skills: proactive teaching, corrective teaching, and crisis teaching. Skills are practiced with youth in a noncritical and safe environment and are individualized depending on their service plan. The full list of 182 skills can be found in appendix M. For example, the social skill of resisting peer pressure would instruct the youth to do the following:

1. Look at the person.
2. Use a calm, assertive voice tone.
3. State clearly that you do not want to engage in the inappropriate activity.
4. Suggest an alternative activity. Give a reason.
5. If the person persists, continue to say “no.”
6. If the peer will not accept your “no” answer, ask him or her to leave or remove yourself from the situation.

After the youth masters a skill and can generalize it to new situations, another skill is introduced.

While in placement, a girl’s daily schedule is shaped by her individualized service plan and shelterwide activities.* Nearly all youth attend school while they are in placement. Classes are taught by local public school system–certified teachers (see chapter 3).

Gender-specific programming for female juvenile offenders is accomplished by weaving the concepts, issues, and sensitivities that are female specific into the Boys Town Model approach. Gender-specific programming recognizes the particular importance of relationships in the lives of girls and uses a specific curriculum to address the obstacles that girls face on a daily basis, providing girls with new cognitive–behavioral skills to move beyond those obstacles.

Boys Town Model Adaptations	Key Gender- (Female-) Specific Program Components
Targeted skill development	Promoting self-management and responsibility
Positive female role models	Positive relationship-building
Stabilization	Safe, nurturing environment
Motivation system	Nonpunishing environment
Emphasis on building on strengths	Strength-based treatment approach
Unmasking Sexual Con Games curriculum	Avoiding emotional grooming and dating violence
Self-government and client surveys	Girls are given a voice

To foster the family-style environment, Boys Town staff and youth work together to complete tasks to maintain the facility and provide for basic needs, such as cleaning and preparing meals. Youth also enjoy free time each day when they can participate in activities such as watching television, playing board games, playing basketball outside, listening to music, reading, and doing arts and crafts. Staff and youth foster a family atmosphere by participating in holiday activities, such as decorating the facility and sharing holiday traditions, going on special field trips, and attending religious services together. Youth on the Achievement System may also redeem their points earned for good behavior for off-premise activities, such as a day pass to visit family or a shopping trip with staff.

Youth also receive services as prescribed by their individual service plan. These services can include medical appointments, counseling sessions, conflict resolution and anger management classes, family therapy, tutoring, and drug and alcohol therapy. Other gender-specific services, such as prenatal care and counseling, may be provided. As appropriate, Boys Town advocates for youth to maintain close ties with their families during their placement. Boys Town policies dictate that staff must contact parents at least once every 7 days and ensure that contact occurs between each youth and her parents according the youth’s treatment and permanency plans.

*A daily schedule may consist of routine and specialized activities such as school (6–7 hours), structured individual/group educational/recreational activity (1–2 hours), daily group meeting (1 hour), individual counseling (varied), family visit (varied), free time (1 hour, varied), study time (1–2 hours), appointments (varied), chores, meals, total-up the day’s points (motivation system, 0.5 hours), hygiene.

BOYS TOWN SELF-GOVERNMENT SYSTEM

The Self-Government System is composed of two primary components: a daily “Family Meeting” that incorporates group social skills training and instruction of the SODAS problem-solving method to teach effective conflict resolution and goal-setting skills.* The Daily (or Family) Meeting is run by staff and includes all youth at the placement. Boys Town staff plan the meeting in advance by selecting the social skill or self-control strategy that will be covered during the meeting and organizing the meeting content, including the oral presentation of materials and activities for peer interaction. Skills are selected from the Boys Town Social Skills Curriculum, and activities or topics may include elements of gender-specific programming, such as women’s health issues and culturally relevant subjects. The meeting typically lasts 20 to 40 minutes and encourages participation from all attendees.

The second component of the Self-Government System is its emphasis on effectively reporting problems and resolving conflicts peacefully. The Model incorporates elements of the cognitive-based SODAS technique, originally developed by Jan Roosa (1973), to teach youth how to plan for the future and resolve conflicts and day-to-day problems. This approach is designed to encourage the youth to define the problem (the situation), examine the options for approaching it, identifying the disadvantages and advantages of each option, and deciding on a solution. Staff incorporate application and practice of the SODAS technique into the Daily Meeting lessons.

Research on Girls’ Delinquency and Girls in Short-Term Placement

Girls in the Juvenile Justice System

As has been widely noted recently, the number of girls involved in the juvenile justice system has been growing over the past decade. Systems and practitioners are working to understand the phenomenon and identify ways to address the issues this growing population of female delinquents faces.

The increasing number and proportion of girls arrested has drawn much attention. While arrests of boys still accounts for the large majority of arrests, by 2004, 30 percent of all juveniles arrested were girls (Chesney–Lind, Morash, and Stevens, 2008). Compared with rates 20 years earlier, this represents a 42.5 percent increase (Chesney–Lind, Morash, and Stevens, 2008). Tracy, Kempf–Leonard, and Abramoski–James (2009) note that while the trend of juvenile arrests for males and females similarly increases to 1997 then starts declining, important differences can be observed. For example, female arrest rates declined less than for males (1997–2001), then stabilized (2002–06), while rates for males continued to decline. As a result, where current rates for male arrests are lower than the baseline rates (1980–88), female rates are higher. For property index crimes, female arrests either decreased less or had slight increases. Such trends led Zahn and colleagues (2008) to note that the “juvenile ‘crime drop’ of the past decade reflects primarily changes in arrest rates for boys” (2008, 5).

It appears that girls are committing more-serious crimes. While girls accounted in 2005 for only

* The acronym SODAS stands for the following steps of the process: S=define the problem Situation, O=Examine Options for dealing with the problem, D=Determine the Disadvantages of each option, A=the Advantages of each option, S=Decide on a Solution (Davis and Daly, 2003).

18 percent of juvenile arrests for Violent Crime Index offenses, they accounted for 33 percent of arrests for simple assault (Zahn, Brumbaugh, et al., 2008). In 2005 the arrest rate for girls for simple assault was triple that in 1980. What is especially striking in these trends in rates of arrest for girls across multiple categories is that they are significantly different from trends for boys: while rates of juvenile arrests from 1996 to 2005 generally showed a decrease, the rates of decrease for girls were significantly smaller than for boys, and for the category of simple assault, rates increased for girls, though they decreased for boys (Zahn, Brumbaugh, et al., 2008). Perhaps of even greater concern is the apparent drive in increases (or smaller declines) by females younger than 15. Tracy and colleagues point out that “very young female delinquents contribute disproportionately to female arrests, as compared to young males” (2009, 191), especially among violent index offenses.

Overall, there has been an increase in delinquency cases being handled by juvenile courts, but again females represent a growing proportion of that caseload. In 2005, juvenile courts handled 1.7 million delinquency cases, which represent a 46 percent increase from 1985 (Livsey, 2009). This increase over these 2 decades, though, is not linear: the courts experienced a 61 percent increase in caseload between 1985 and 1997, followed by a 9 percent drop from 1997 to 2005 (Sickmund, 2009). The drop, though, appears to be explained by the declining rates of male referrals to juvenile courts: referrals for girls increased from 1985 to 1997, then stabilized, while referrals for males begins to decline in 1998 (Tracy, Kempf–Leonard, and Abramowski–James, 2009). Between 1985 and 2002, males saw a 29 percent increase in referrals to juvenile courts, while females saw an increase of 92 percent (Chesney–Lind, Morash, and Stevens, 2008).

Also of concern are the outcomes of referrals to court: a higher percentage of females’ cases were “petitioned for formal processing and ultimately adjudicated. ... Regardless of the year, females were handled more punitively than males” (Tracy, Kempf–Leonard, and Abramowski–James, 2009, 195, 200–201). For instance, detention is not only a more frequently exercised option as of 2005 than it was in 1985, but its growth also has disproportionately affected females. The overall growth rate in detained cases for 1985–2005 is about the same as that of the growth in delinquency cases (a 48 percent increase in detained cases, compared with the 46 percent increase in overall delinquency cases), but the trend line follows a different pattern. Between 1997 and 2005, when the delinquency caseload decreased by 9 percent, there was actually a small increase of 2 percent in the number of juvenile detained (Sickmund, Sladky, and Kang, 2008). Thus, the proportion of cases leading to detention grew. In 2006, more than 90,000 youth were in residential placements (Sickmund, Sladky, and Kang 2008). Over this period, though, the proportion of girls detained increased; during the 1989–98 period, a surge in the number of female delinquency cases produced a 56 percent increase in the detention of females compared with 20 percent for males (Zahn, Brumbaugh, et al., 2008). Tracy and colleagues remark that the data consistently show “girls are much more likely than boys to receive the harshest sanction available in a juvenile court—that is, commitment to a juvenile prison—for status offenses and even for technical violations of probation” (2009, 202).

Detention: An Inappropriate Response to Increasing Numbers of Girls

One problem that recent literature has noted and argues needs addressing is the overuse of detention for girls. Detention generally is used for one of two purposes: 1) to ensure that a youth appears for all court hearings and 2) to prevent youth from reoffending prior to disposition

(Lubow and Tulman, 1995; Krisberg and Austin, 1993).

What accounts for this increased use of detention? There is some evidence that the severity of juvenile offenses has increased. In 1998, the person offense caseload was 88 percent greater than in 1989. Person offenses accounted for 34 percent of all delinquency cases in 2006, compared with 23 percent in 1998 and 18 percent in 1989. But the increase in caseload size and offense severity does not fully explain the greater use of detention. Another contributing factor is a move toward more punitive policies that have directly resulted in the use of detention for a wider range of offenses (Wordes and Jones, 1998). For example, there were 139 arrests for violent crimes for every 100,000 youngsters under age 18 in 1985. By 1994 the number had risen 66 percent, to 231. Meanwhile, the juvenile detention rate went up even faster than the juvenile arrest rate. Between 1985 and 1995, the number of juveniles locked up in detention centers on an average day increased by 74 percent (Stanfield, 1999). From 1996 to 2005, the number of juveniles arrested for violent crimes dropped by 25 percent (OJJDP Statistical Briefing Book, 2007), the number of cases handled by juvenile courts from 1997 to 2005 decreased by only 9 percent, but the number of juveniles detained increased by 2 percent. The use of more punitive policies to address juvenile crime created the need for an intermediate option between a nonsecure community placement and placement in a juvenile correctional institution. These changes resulted in the increased use of detention for short-term punitive incarcerative sentences.

But while it appears that the severity of juvenile offenses has increased, there is also evidence that girls—despite media portrayals to the contrary—are not becoming more violent. To better understand the delinquency trends for girls, OJJDP convened the Girls Study Group to investigate available evidence on girls' delinquency, why they might become delinquent, and whether there are interventions that work well with girls. The group concentrated on diverse data sources to determine to what degree increasing arrests resulted from increasing delinquency by girls and to what degree they resulted from official responses to delinquency. After examining data from the Federal Bureau of Investigation's *Uniform Crime Reports*, the *Monitoring the Future* study, and the *National Crime Victimization Survey*, the group determined that self-report data presented convincing evidence that girls' delinquency behaviors had not increased, but that official responses such as arrest laws and changes in law enforcement policy largely accounted for the changes in official statistics. Evidence suggested that rates of arrest for both boys and girls were increased by mandatory and pro-arrest policies, but that these policies disproportionately affected girls.

One explanation for this finding is that such policies lower the threshold for classifying and reporting assaults; domestic disputes that might once have been classified as a status offense might be classified as simple assault, resulting in an arrest attributable to mandatory arrest laws (Zahn, Brumbaugh, et al., 2008). Since girls tend to fight more than boys with family members, this law enforcement policy would affect girls more frequently than boys (Zahn, Brumbaugh, et al., 2008).

Interviews with Juvenile Probation Officers suggest another way that mandatory arrest laws may disadvantage juvenile females than by just changing the threshold for an arrestable offense. Anecdotal experience suggests that first responders to a domestic dispute report may find it easier to arrest the juvenile than the adult, especially if the adult is the caretaker of other

children. One Probation Officer noted this trend:

Politically, there was a change roughly 10 years ago.... [T]he Legislature decided if the police go into a home and there's a domestic violence incident, somebody has to leave. And starting at that point the kids were the obvious ones to take out of the home. If you arrest the parents, then you have to shelter the kids.... So the police just make the kids go away, and the numbers of kids being referred to the juvenile court for assaulting their parents or for disorderly conduct or punching walls or doors... the number have just been increasing tremendously because of that political change. [Gaarder, Rodriguez, and Zatz, 2004, 565]

The high number of female offenders reported being a victim of some form of emotional, physical, and/or sexual abuse—with the abuse most often occurring between the ages of 13 and 14 (see, for example, Acoca and Dedel, 1998)—suggests that girls may be being charged with assault and battery for defending themselves against abusive family members.

Such evidence that disputes the notion that girls are becoming more violent in combination with the evidence that very young girls account for a large percentage of female arrests suggests that detention is likely not the most effective way of handling system-involved girls and addressing the issues that brought them into the system. After all, the stated purpose of detention is to provide a temporary holding facility, which is not specifically designed to reduce recidivism or correct inappropriate behavior. Thus, most detention centers are devoid of elaborate and comprehensive treatment services (Wordes and Jones, 1998).

Detention Alternatives for Girls

So if detention seems like a relatively ineffective (and expensive) way to handle these court-involved youth, how are these girls to be handled? A wide array of alternatives is available and discussed by Austin, Johnson, and Weitzer (2005). One of the most important changes systems can make that would help funnel female delinquents toward more appropriate alternatives is the use of objective classification and risk assessment instruments. Austin and colleagues note that research shows the majority of youth arrested (54 percent of males; 73 percent of females) will have no further contact with the juvenile justice system. The use of validated instruments can help ensure that only those youth who need treatment services are identified and then matched to appropriate interventions. Alternatives to secure detention include outright release and various forms of supervised release (e.g., home detention, electronic monitoring, intensive supervision, day and evening reporting centers, skills training programs, and residential programs).

In the use of such alternatives, many have argued the need for gender-specific programming. Proponents of gender-specific programming argue that girls differ developmentally from boys. Following elementary school, self-esteem drops significantly more for girls than for boys (Chesney-Lind and Sheldon, 1998). As girls enter adolescence, they encounter a variety of stressful changes (physical, emotional, and psychological). They become more preoccupied with identity, appearance, family, and peer relationships (Greene et al., 1998). Girls often begin to ignore their sense of self, instead placing more importance on personal relationships (Debold, Wilson, and Malave, 1993) and counting on others for validation (Taylor, Gilligan, and Sullivan, 1995). At this stage in development, girls may begin to step back from competitive situations, fearing that distinguishing oneself presents a risk of being disliked (ABA and NBA, 2001).

“They begin to see themselves as others see them, and they orient their thinking and themselves toward others” (Debold, Wilson, and Malave, 1993). Perceptions of self-worth, physical appearance, and social, academic, and athletic competence often sink to low levels (ABA and NBA, 2001). While such behavior is normal, it serves as a breeding ground for female-specific risk factors: prior victimization, substance abuse, mental illness, spousal abuse.

Research has suggested that girls involved in the juvenile justice system do indeed have different profiles from boys’. Girls have higher rates of physical, emotional and sexual abuse in their histories (Bloom et al., 2002; Zahn et al., 2009). To escape highly dysfunctional homes, girls will run away, which is one of the most prevalent risk factors for girls’ ultimate involvement with the juvenile justice system. Although girls and boys run away at about the same rate, girls are arrested more frequently for this status offense than are boys (Bloom et al., 2002). Girls appear to have greater odds of co-morbid mental health conditions and are particularly associated with major depression, posttraumatic stress disorder, separation anxiety, and disruptive disorders (Huefner and Mason, 2009; Vincent et al., 2008; Zahn et al., 2009). Girls tend to be younger than detained boys, have been detained for less-serious crimes or status offenses, and have higher rates of family dysfunction (Tracy, Kempf–Leonard, and Abramoski–James, 2009; Zahn et al., 2009). Laurie Schaffner, in her ethnographic study of system-involved girls, insists that “the vast extent of emotional injury in the form of sexual and violent assault that young women in this population report experiencing cannot be understated” (2003, 2).

Changes in the way girls are handled in the juvenile justice system was encouraged by the language of the 1992 reauthorization of the Juvenile Justice and Delinquency Prevention Act, which prohibited gender bias and ensured that girls would have adequate access to services (Zahn et al., 2009). Foley notes that two general theoretical positions characterize much of the literature on gender-specific programming. One is the “feminist pathways theory [which] argues that childhood events, particularly traumas, are precursors to risk factors for (usually) girls’ and women’s offending behaviors” (2008, 263). The other category is underpinned by “relational–cultural theory [which] argues that girls’ and women’s development is based on connection with others and the relationships of meaning to delinquent girls should be addressed through prevention and treatment approaches” (2008, 263). Foley’s review of gender-specific programs notes that the few programs with a theoretical grounding were based on the latter theory, though most lacked a theoretical grounding at all. This lack is problematic because traditional “correctional programming for female offenders has been based on profiles of male criminality or pathways to crime” (Covington and Bloom, 2003, 10). Most research has concentrated on male populations—perhaps unsurprisingly, since males form the large majority of those in detention (85 percent in 2006).

Another barrier to effective gender-specific programming, especially for practitioners, is the apparent disconnect between the gender-specific literature, which largely concentrated on identifying the unique causes of female delinquency, and the “what works” literature, which concentrates on principles of effective intervention (Hubbard and Matthews, 2008). Hubbard and Matthews (2008) note the differences that characterize the two literatures in terms of guiding principles and substantive areas (e.g., theoretical foundations, program goals, consideration of risk, assessment techniques, therapeutic approach). Of course, the effort to identify particular risk (or protective) factors largely fits into the popular risk/protective factors model (see, for

example, Catalano and Hawkins, 1995; Hawkins, Catalano, and Miller, 1992; Hawkins et al., 2000) used to identify effective programs. OJJDP's Girls Study Group examined the available literature on girls and identified factors that may predict or prevent delinquency. Many of these factors apply equally to both boys and girls; others seem particularly influential for girls. Those identified as equally influential for both sexes included family dynamics, involvement in school, the level of neighborhood disadvantage, and the availability of community-based programs. Factors that seem to affect girls' delinquent behaviors more include early puberty (which can lead to increased conflict with parents and associations with older boys or men), sexual abuse or maltreatment, depression and anxiety, and romantic partners. Other factors that may work to support resilience—at least for some behaviors—include the presence of a caring adult, school success, and religiosity. School connectedness appeared not to function as either a risk or protective factor (Zahn, Hawkins et al., 2008). One study found that, for girls, anxiety disorder was identified as a risk factor for recidivism while dysthymia was found to have a protective influence (Plattner et al., 2009). One study disputes the notion of a female-specific pathway to serious, violent, and chronic offending: Johansson and Kempf-Leonard (2009) looked at a sample of 10,405 youth—one third of whom were girls—and concluded that Howell's (2003) hypothesis that five risk factors are more important for girls is not empirically supported.

Several recent reviews on gender-specific programming suggest that the evidence is thus far weak for the effectiveness of gender-specific programming. For instance, Chesney-Lind, Morash, and Stevens conclude after an assessment of eight girl-specific programs that “knowledge of what works for girls has been little advanced from when Lipsey (1992) examined the literature and showed minimal relevant evaluation research” (2008, 178). Zahn and colleagues (2009) found in their review of program evaluation evidence that there are few findings based on rigorous methodologies. Of the 62 programs they identified as serving only girls and specifically targeting delinquency or system-involved girls, they were able to identify only 18 that had at least one evaluation. Nine of these were for system-involved girls. Two evaluations used a randomized control design; two used a quasi-experimental design with control groups; the remainder used before-and-after measures on selected variables. They conclude that these evaluations offer mixed evidence about the effectiveness of such programming, with the two randomized control evaluations showing no evidence for long-term impact on recidivism. They also looked at programs used with both boys and girls and found that there is evidence that comprehensive programs that address multiple risk factors (e.g., Multisystemic Therapy, Multidimensional Treatment Foster Care) can be effective in reducing recidivism. They point out that this does not mean that gender-specific programming does not work, but that development and evaluation of such programs are in their infancy.

Zahn and colleagues (2009) also note that the evaluations they found failed to distinguish between different groups of girls for whom programs do/do not work. Given recent work on trajectories of crime, such information could be invaluable. Colman and colleagues (2009), for instance, prospectively tracked 499 girls discharged from juvenile justice facilities from 16 to 28 years of age. They identified four distinct early adult offending paths: *rare/nonoffending*, *low chronic*, *low rising*, and *high chronic*. The four groups can follow very different paths, which can vary from low recidivism rates to very high, chronic recidivism. Being able to identify girls who might follow one trajectory or another has implications for program design and evaluation. If a program can shift a system-involved girl from a chronically recidivating track to a low

recidivating trajectory, that might not be captured by certain evaluation designs.

While the evidence for the effectiveness of gender-specific programming is still scant, this could be attributed to two interrelated problems. First, programs for girls are scarce. Many have noted the lack of gender-specific, culturally competent services available to those in the juvenile justice system (Bloom et al., 2002; Gaarder, Rodriguez, and Zatz, 2004). Chesney–Lind, Morash, and Stevens (2008) attribute the growth in use of detention to the lack of available alternatives. Also, research indicates inadequate training on how to work with female juveniles for those in the juvenile justice system. Bloom and colleagues’ statewide assessment in California found a clear need on the part of Judges, Prosecutors, and Public Defenders for more information and training on working with minor female offenders and on meeting their needs. They conclude: “This education and training should include gender difference in delinquency, substance abuse education, the developmental stages of female adolescence, and available programs and appropriate placements and limitations” (2002, 547). Gaarder, Rodriguez, and Zatz (2004) found a similar lack of information and training. Their research suggested that many in the juvenile justice system function on the basis of racial and gender stereotypes, which prevents girls in the system from getting access to needed services. They found that girls are seen as “criers, liars, and manipulators,” and they documented the ways that such stereotypes deny the realities these girls are facing. Second, the overall numbers of girls in the system are small compared with the number of boys, which makes evaluation activities more challenging (Tracy, Kempf–Leonard, and Abramoski–James, 2009).

Matthews and Hubbard (2009) identify five elements that could be used to develop effective programs for girls—programs that could help shed more light on the promise of gender-specific programming. These elements include

- The use of assessments (see Austin, Johnson, and Weitzer, 2005, for the importance of objective assessment tools)
- The incorporation of a therapeutic or helping alliance, which speaks to the desire for girls to have “someone to speak to” (Chesney–Lind, Morash, and Stevens, 2008; Schaffner, 2003) within a collaborative relationship
- The use of a gender-responsive cognitive–behavioral approach
- The promotion of healthy connections, which would speak to the relational–cultural theory of gender development and programming (Foley, 2008)
- The recognition of differences among girls, which could help distinguish subgroups of girls for whom particular programs are effective (Zahn et al., 2009)

These elements can help bridge the divide between the “what works” literature and the gender-specific literature.

Short-Term Residential Care and Boys Town Research

One venue that could easily incorporate such elements as described by Matthews and Hubbard

(2009) is short-term residential treatment interventions. However, relatively little research has examined the effects of short-term residential treatment, and no two among the identified studies have looked at the same outcome. Outcomes of interest include the restrictiveness of postprogram placements, the stability of postprogram placements, recidivism, and mental health/behavioral improvements.

One of the focal points of this research on the immediate and short-term treatment effects of short-term residential placement has concentrated on the goal of family reunification for homeless children, troubled youth, and runaways (Teare et al., 1999). Teare, Authier, and Peterson (1994) examined the correlation between youth problems (personal and family) and the restrictiveness of postshelter placements. They found support for children reporting more family dysfunction and who are at greater risk for suicide going to more restrictive placements. The profile of youth in the shelter generally matched that of shelters generally. They recommend that multiple treatment options be available to address the needs of the youth and their family.

Another focal point of the research concerns displacing the negative beliefs about life in residential placement. Larzelere, Smith, and Daly (1997) examined whether the average scores of Boys Town program participants improved on the broadband scales from the Child Behavior Check List (CBCL) by comparing admission CBCL scores with exit CBCL scores. The findings indicate that Boys Town improved a host of behaviors for boys and girls. In addition, Friman and colleagues (1996) examined the validity of prevalent negative beliefs about residential placement, such as the delivery of helpful treatment, relationships with supervising adults, isolation from friends and family, and a sense of control. Researchers determined that the negative beliefs about life in residential placement for adolescents did not apply to the Boys Town program.

A popular form of short-term residential care over the past decades has been military-style programs. However, a review by Weis and Toolis (2008) of available evaluation studies suggests the ineffective nature of most such programs. They note that the few well-designed studies of these programs have found only short-term improvements in mental health and a lack of evidence that the programs reduce recidivism.

McCurdy and McIntyre (2004) note the overall dismal results found in evaluations of residential treatment centers, and recommend, given the increasing use of such placements, that such placements be reconceptualized as “stop gap” programs that use evidence-based practices to address the barrier behaviors of these youth with serious behavioral and emotional problems. These programs can be used to interrupt a downward spiral and prepare youth for reintegration into the community. As an example of such a program, Zakriski and colleagues describe a 45-day summer program for seriously emotionally disturbed (known as SED) youth. Using a pretest/posttest design, they found children experienced significant decreases “in the overall frequency of their total problem behavior, with specific reductions in overall aggression, anxiety, depression, withdrawal, social problems, and inattention, and an increase in prosocial behavior” (2006, 7). The researchers note that they are unable to distinguish between improvements attributable to changes in the child and those attributable to the improved positive peer climate.

Little research has been conducted to examine the long-term outcomes following discharge from

short-term residential placement (Teare, Becker–Wilson, and Larzelere, 2001), despite the fact that analyzing the long-term treatment outcomes is vital for both program development and program viability. In part, this dearth of research is related to the difficulty of tracking and contacting youth and their families. Another inherent difficulty is demonstrating the effectiveness of short-duration programs (30 to 60 days).

Nevertheless, a few studies of slightly longer-term programs have identified several correlates (Teare, Becker–Wilson, and Larzelere, 2001). Kowitt and colleagues (1989) found that youth behavior at follow-up after a stay in a psychiatric hospital (1 to 26 months) was significantly related to precipitating stress level, the degree of cognitive functioning, the severity of psychopathology, and the onset of youth symptoms. To date, however, the most significant examination of the long-term effects of a short-duration program was conducted by Teare and colleagues (1999). The researchers identified numerous youth and program characteristics associated with placement disruption following a stay in a Boys Town facility. They found that placement disruptions (i.e., placed out of home, because of behavior) were more likely for younger children, those experiencing a negative incident during their stay in the program, those who were wards of the State, those higher on externalizing problems, and those lower on internalizing problems. Researchers also found that additional treatment services provided during the stay made a significant impact on postplacement stability.

Only two studies were identified that have looked specifically at such treatment in relationship to girls. First, Larzelere and colleagues (1997) looked at the effectiveness of the Boys Town Model used with female residents. They found that the Teaching Family Model is slightly more effective with females than with males. Second, Huefner and colleagues (N.d.) conducted a retrospective follow-up study of juvenile female offenders placed in the Boys Town staff-secure shelter for an average of 23 days in Philadelphia. The study collected official court record data and demographic, abuse, treatment, and in-program history information on 151 female juveniles, ages 12–18, and discharged from the Boys Town Philadelphia site in 1996. The researchers found that the girls had recidivism rates of 10 percent at 6 months, 12 percent at 12 months, and 38 percent at 4 years. These recidivism rates are substantially lower than those for similar programs serving girls and thus provide evidence for the success of the Boys Town model with female juvenile offenders.*

*It should be noted that, while this research is promising, it did not include a comparison group.

2. Methods

This study integrated both outcome and process evaluation components. The outcome component was designed to assess the impact of the Boys Town's short-term shelter program on six classes of outcomes by using a quasi-experimental design with a nonequivalent comparison group. The main outcome of interest was recidivism. The other outcome classes were substance use, academic commitment, employment attitude, high-risk sexual behavior, and cognitive functioning. The process component used both quantitative and qualitative methods to provide a rich context to the program treatment and structure as well as to assess program fidelity (i.e., whether the program was well designed and implemented as intended).

Outcome Research

Participants

Recruitment for this study occurred in three locations: Philadelphia, Pa.; Atlanta, Ga.; and Newark N.J.* In each of the three cities, Boys Town had a single facility but accepted referrals from multiple counties from the surrounding area. Consequently, the study population was drawn from various locations around each of the sites. The Philadelphia site produced the most concentrated population, with all study participants being drawn from the City of Philadelphia. The Newark site was the most dispersed, drawing participants from several counties, including Hudson, Union, Essex, and Passaic. Atlanta was midway between these two models, drawing youth primarily from Fulton, Gwinnett, and DeKalb Counties.

The recruitment procedures were approved by the Development Services Group, Inc. (DSG), Institutional Review Board and by each respective governing body for juvenile services in the state. In all three cities, memoranda of understanding (MOUs) were undertaken with the courts, and all procedures were approved by the juvenile court or local juvenile probation department (or by both) (see appendix A for copies of the signed MOUs). In Philadelphia, meetings were held with the Director of the Court and the Director of the Community Services Division of the Philadelphia Juvenile Court, and an MOU was signed by the Chief Judge and the Director of Probation. Implementation meetings were held with the Director of Probation and the probation supervisor of the Girls' Unit. At the Atlanta site the Chief Probation Officers (CPOs) in the Fulton and DeKalb Juvenile Probation Departments reviewed and approved the procedures, and the Chief Judges and Chief Probation Officers signed the MOUs. By contrast, in New Jersey, the state operates the courts and delinquency services in the counties. The centralized nature of the New Jersey juvenile justice system required the study to be approved by the Judiciary Research Council of the Administrative Office of the New Jersey Courts' Supreme Court. This took considerable time.

At each site, court intake personnel filed a delinquency petition and referred study participants to the court for formal processing. The participants were then assigned to a Boys Town Short-Term Residential Treatment facility to await the result of an adjudicatory hearing where a

*New Orleans was originally selected as a site for the study, and an MOU was signed with the Orleans Parish Juvenile Court. However, the devastation created by Hurricane Katrina in 2005 required the study to select another site. Atlanta was chosen to replace New Orleans.

determination of responsibility was made by a Juvenile Court Judge. After the adjudicatory hearing, the probation staff developed a disposition plan that almost always included probation services and sometimes included a return to the Boys Town facility or placement in another facility.

Overall, study participants were recruited from April 2006 through October 2007, with a slight variation in the kickoff and completion dates across the sites. In Philadelphia, the recruitment period lasted 19 months, extending from April 2006 through October 2007. In Atlanta and Newark, the recruitment period lasted 18 months (from May 2006 through October 2007) and 16 months (from June 2006 through September 2007), respectively. In each location, all youth who were referred to the Boys Town facility meeting the eligibility requirements were invited to participate in the study. Eligible youth were requested to participate in the study by Boys Town staff during the intake procedure and provided voluntary informed assent (see appendix E for the assent form). Parents of the youth who met the study eligibility requirements (including assent to participant in the study) were then contacted by Boys Town staff to provide informed consent (see appendix E for the consent form).

To identify comparison individuals likely to have pretreatment risk characteristics similar to those of the girls entering the Boys Town facility, informal interviews were conducted with the CPO at each of the sites responsible for making referrals to the facility. Each CPO was asked to indicate which group of youth under the jurisdiction of the juvenile court best matched the youth who were referred to Boys Town. Although in most cases no explicit rules guided the placement decisions, each CPO agreed that girls who received traditional probation services were the group with behavioral profiles most similar to girls who were referred to the Boys Town facility. Though the services offered to the comparison girls for the most part varied (see site-by-site descriptions of comparison sites in the process evaluation section later in this chapter), all the services concentrated on supervision. Only Boys Town offered the Teaching Family Model (see chapter 3 for a more detailed discussion of program characteristics).

As a result, the study population was drawn from all cases referred by probation to either a Boys Town facility or traditional probation services during the recruitment period. Youth eligible for the study were required to a) be female, b) be from 13 to 17 years old at study entry (though several youth were 12 and a few were over 17), c) be charged with a delinquent offense, d) sign a written informed assent to participate in the research, and e) have their parents or legal guardians sign a written informed consent form. The study excluded youth if a) they were charged with a nondelinquent or status offense, b) their facility with English was too weak to participate in the survey, c) they were discharged from the Boys Town facility before parental consent could be obtained, or d) a parent requested that they not participate in the study.

A total of 445 girls were potentially eligible to participate because they were referred to Boys Town. Of these, 210 were not recruited, because they were discharged or moved to a different facility before Field Interviewers could obtain the youth assent, obtain parental consent, and meet with them for the interview (84 percent), because they or their parent refused to participate (10 percent), or because they were not eligible for participation in the study (6 percent). The remaining 235 Boys Town youth were enrolled in the study as treatment subjects.

The final study sample consists of 365 (treatment=235; comparison=130) study participants. The Philadelphia site comprises 53 percent of the sample, with 194 (treatment=133; comparison=61) study participants. The Atlanta site comprises 35 percent of the sample with 126 (treatment=75; comparison=51) study participants. The Newark site comprises 12 percent of the sample with 45 (treatment=27; comparison=18) study participants.

ATTRITION

Study follow-up retention was good. Of the 365 study participants, 286 (78 percent) completed the 1-year follow-up (F1) survey. Of the 235 treatment subjects, 180 (77 percent) completed the F1 survey, while 106 of the 130 comparison subjects (82 percent) did the same. Nevertheless, to rule out attrition as a plausible intervention effect on the outcomes, a validation analysis was conducted by comparing the participants who completed the F1 survey with those who did not on each baseline outcome. A separate analysis was conducted for both the treatment group and the comparison group. The analyses revealed no differences between F1 completers and noncompleters for either group. Juvenile court records were also collected for 96 percent of the study participants (95 percent of the treatment group and 100 percent of the comparison group).

Assessment Procedure

TREATMENT GROUP

Boys Town staff approached eligible youth about participating in the study at intake. On receiving the informed assent of the youth, an immediate attempt was made to contact the parent or guardian to obtain parental consent. Immediately upon receiving the parental consent, Boys Town staff notified the onsite DSG research assistant (RA) that a new study participant was eligible to be surveyed*. The RA then administered the survey in a private interview room within the Boys Town facility (see appendix F for the baseline survey). Because of the sensitive nature of some of the questions regarding sexual behavior, drug use, and delinquency, the survey was conducted using AUDIO-CASI (Computer Assisted Self-Interviewing) touch-screen technology, which permits the respondent to hear the questions on headphones or through speakers and see them on screen. It also permits the respondent to answer the questions by simply touching the appropriate answer on the computer screen.† All participants were promised confidentiality, and their participation was remunerated with a \$15 gift card to a nationwide retail store. At 6 months and again at 11 months following the date of the baseline survey, girls were mailed a flyer to remind them that we would be contacting them again to schedule a time to take the follow-up survey (see appendix J for flyers). The RA then set an appointment for the girls to take the follow-up survey. Follow-up interviews were conducted at least 12 months after the baseline survey in locations convenient for the participant that afforded auditory privacy and safety for

*While obtaining parental consent is an important and necessary procedure to protect the rights of the human subjects, the process caused delays in the administration of the baseline survey. The mean number of days between intake and survey administration was 8. The result of this delay is that the baseline survey is an approximation of the baseline condition rather than a true baseline measure. The magnitude of this delay may be amplified further in short-term programs such as this because subjects could receive little to no treatment after the baseline assessment. To test the impact of this delayed assessment, an alternative specification—consisting of all youth with more than 10 days between intake and baseline assessment—was excluded from the analyses. The results were consistent with the full sample model, thus the full model is reported.

†All participants were offered a pen and paper survey alternative if they did not feel comfortable taking the survey on the computer.

the respondent, such as public spaces, malls, and restaurants. In addition, occasionally the survey was mailed to study participants who had moved or were in a secure placement at the time of the survey.

COMPARISON GROUP

The overall procedure for the comparison group was similar at each site, but there was some variation across all sites. At each site, the onsite RA obtained a list from the Probation Department and made contact with the youth regarding the possibility of participating in the study. The difference in the sites was the method in which the list of eligible youths was formulated and obtained. In Philadelphia, the onsite RA was granted permission to obtain a list of eligible study participants from the Juvenile Automated Computer System (JACS^{*}). The RA approached the youth at the conclusion of a probation meeting to obtain their assent and the consent of the parent. In Fulton and DeKalb, the Probation Officers explained the study and obtained the required assent and consent signatures. The onsite RA received a list eligible youth and contacted the youth to arrange a time to conduct the survey in a secure, safe location. In New Jersey, the onsite RA obtained a list of eligible candidates by email from a Probation Officer in each county designated to the task. The RA then approached the youth about participating in the study at the conclusion of the first probation meeting to obtain youth assent and parent consent. After receiving the parental consent, the RA scheduled a time to administer the survey. Both the baseline and follow-up survey were administered in the same manner as to the youth in the treatment group. Again, all participants were promised confidentiality, and their participation was remunerated with a \$15 gift card to a nationwide retail store.

SURVEY INSTRUMENT

The principal data collection instrument at each of the two assessments was the Boys Town survey. The final version of the surveys contain questions in four areas: 1) general descriptive information and family history; 2) education/employment information; 3) other activities and experiences, including tobacco, alcohol and drug use, and relationships with family and friends (including sexual relationships); and 4) cognitive distortions (inaccurate or biased ways of attending to or conferring meaning on experiences). Most survey items were derived from previously validated instruments: 1) *National Education Longitudinal Study* (U.S. Department of Education, National Center for Education Statistics, 1992), for questions concerning academic experiences; 2) *Communities That Care* (Arthur, Hawkins, Pollard, Catalano and Baglioni, 2002), for questions concerning family relationships; 3) *Monitoring the Future Study: A Continuing Study of American Youth* (Johnston, Bachman, O'Malley, and Schulenberg, 2005), for questions concerning alcohol and drug use; 4) *National Youth Survey* (Elliott, Huizinga, and Ageton, 1985), for questions concerning problem behavior and peer relationships; and 5) *How I Think Questionnaire* (Barriga, Gibbs, Potter, and Liau, 2001), for measures of cognitive functioning. A follow-up version of the Boys Town survey was used at the 12-month interview.

JUVENILE COURT RECORDS

Juvenile court records were collected during spring 2009 (at least 1 year post-study intake) from the case files of each Juvenile court included in the study. The data included records of 322

^{*}JACS is the Philadelphia Family Court's case management system. It stores official demographic information about juveniles who come in contact with the law and details about individual petitions, including the assigned Probation Officer, disposition decisions, placement histories, and detention status.

youth (88 percent) who agreed to participate in the study between May 2006 and October 2007. The methods of data collection varied for each site. In Philadelphia, two researchers visited the Juvenile court to transcribe the relevant information onto a data collection form and subsequently entered it into a database. In New Jersey the State Administrative Office of the Courts queried its own data management system for the arrest histories of the girls in the study. In Fulton and DeKalb Counties in Atlanta, the respective data management systems were queried by court staff to extract the relevant data elements; the Georgia State Department of Juvenile Justice queried its own data management system for the arrest histories of Gwinnett County girls. These files were then electronically transmitted to DSG and stored in a central evaluation data repository located on a partitioned drive, permitting only project researchers who have signed confidentiality forms to access the data. The data elements that were collected for all youth include 1) dates of all arrests, 2) charges and charge codes of all associated arrests, 3) court dates and adjudication decisions for each arrest/case, 4) adjudication dates and disposition type,^{*} and 5) admission and discharge dates of all detention, shelter, and residential placements.

FIDELITY INSTRUMENT

The Boys Town fidelity instrument is intended to assess the level of implementation of the Boys Town Model in residential homes and shelters (see appendix K for instrument). It measures seven broad concepts: teaching components and crisis management, motivation system, relationship building, family style living, spiritual/moral values, self-government, and safety. The concept areas can be used separately or in combination to best meet one's needs. Several specific items are used to assess each concept area. It is conducted by Boys Town program experts who have several years of direct experience with the Model through direct observation of the staff interacting with youth. The observer rates the specific items for each concept that is being observed. Each item is rated on a five-point scale, with 1 being no implementation or incorrect implementation and 5 being the best implementation of the skill that can occur. A rating of 3 would be considered average implementation that contains the key steps or elements of the skill, but improvements could still be made. Cannot rate is selected if the observer did not have an opportunity to see evidence to rate the item. The entire process of completing the form is done after the observation is complete and usually takes 15–40 minutes to finish, depending on the number of staff members observed and the number of concepts assessed. The ratings should reflect the quality of implementation regardless of the length of time the staff member, or program, has been using the Boys Town Model.

Outcome Measures

The central outcome was recidivism (rearrest and readjudication). Other outcomes included substance use, academic commitment, employment attitude, sexual practices, and cognitive functioning.

RECIDIVISM

To validate the measure, recidivism was assessed through two methods. The first method was by self-report through the Boys Town survey. Recidivism outcomes included a series of survey items inquiring about the number of arrests, the number of delinquency findings, and the number of correctional placements experienced in the past 12 months. The survey items were adapted

^{*}Disposition information was not available in Gwinnett County.

from the *National Youth Survey* (Elliott, 2004). The second method of measuring recidivism was based on the official crime history reports of each youth provided by the Juvenile court. The reports were coded to obtain the date of subsequent arrests and the date of subsequent adjudications. The latter of these two measures was transformed into the time until rearrest and time to readjudication by subtracting the date of the program entry from the date of the first rearrest and readjudication.

SUBSTANCE USE

Substance use was assessed using four survey items derived directly from the *Monitoring the Future Study: A Continuing Study of American Youth* (Johnston, Bachman, O'Malley, and Schulenberg, 2005). *Monitoring the Future (MTF)* is a long-term study of American adolescents, college students, and adults through age 50. It has been conducted annually by the University of Michigan's Institute for Social Research since 1975. *MTF* uses a standard set of three questions to determine usage levels for the various drugs. For example, the study asks, "On how many occasions (if any) have you used marijuana a) ... in your lifetime? b) ... during the past 12 months? c) ... during the last 30 days?" Each of the three questions is answered on the same answer scale: 0, 1–2, 3–5, 6–9, 10–19, 20–39, and 40 or more occasions. The reliability of these measures was found to be high (O'Malley et al., 1983; Bachman et al., 2001). In an effort to limit the completion time of the survey, this study concentrated on c) *usage in the last 30 days*, and questioned youth about alcohol, marijuana, cocaine, and other drug use. In addition, because of the limited variability in the responses, the substance use scale was collapsed into a dichotomous measure (0=no drug use; 1=drug use).

Use of each of the four classes of drugs (alcohol, marijuana, cocaine, and other) was then combined to form the Substance Use Density Scale by summing the number of occasions the respondent reportedly used each substance in the last 30 days. Scores ranged from 1 to 22, with a higher score indicating more substance use. There is no expectation that a common factor contributes to the variance in each item, so inter-item reliability is neither expected nor assessed.

ACADEMIC COMMITMENT

Academic commitment was assessed using five survey items from the *Communities That Care[®] Youth Survey* (Glaser, Van Horn, Arthur, Hawkins, and Catalano, 2005). The items used to measure academic commitment are interest in courses, importance of school, enjoy being in school, hate being in school, try to do best work in school. All items were measured on a five-point scale. Point values were summed for each respondent and then divided by the number of items. Higher scores indicate a lower academic commitment. Youth who were not enrolled in school were coded as a 5 (low commitment). Youth who had graduated or received a GED were excluded from the analysis. Previous research has assessed this scale with high internal reliability for youth ages 11–18 (Glaser, Van Horn, Arthur, Hawkins, and Catalano, 2005). In this study sample, this scale exhibited a reasonable measure of internal reliability ($\alpha=0.63$).

EMPLOYMENT ATTITUDE

Employment attitude was assessed using two survey items from the *Work Opinion Questionnaire* (Johnson, Messe, and Crano, 1984). The full *WOQ* is a 35-item attitude measure that was originally validated on 670 Comprehensive Employment and Training Act workers in a large midwestern city. It was augmented for youth to measure self-confidence and motivation for work

and found to have adequate internal reliability with African American males ages 12–16 (Harter, 1988). The two items are 1) “I have enough skills to do a good job well” and 2) “I know I can succeed at work.” Youth were asked to check the response that best corresponds with their beliefs. The responses for both items were on a four-point scale ranging from *strongly agree* to *strongly disagree*. Point values were summed for each respondent and then divided by the number of valid items. The scores ranged from 1 to 4, with lower scores indicating a more positive attitude toward employment. The internal reliability of this scale for this sample was good ($\alpha=0.71$).

SEXUAL PRACTICES

Sexual practices were assessed using four survey items from the Youth Risk Behavior Surveillance System (YRBSS) conducted by the Centers for Disease Control and Prevention. The YRBSS assesses six categories of priority health risk behaviors—behaviors that contribute to unintentional injuries and violence; tobacco use; alcohol and other drug use; sexual behaviors that contribute to unintended pregnancy and STDs, including HIV infection; unhealthy dietary behaviors; and physical inactivity. In a test–retest study of 4,619 high school students spanning 2 weeks (Brenner et al., 2002), the reliability of adolescent reports of sexual practices was found to be substantial (mean kappa=62.7 percent). The four items used in this survey were designed to measure involvement in risky sexual practices. The first item—“Have you ever had sexual intercourse?”—measures involvement in sexual activity. The responses were dichotomous. The second item—“In the last 30 days, how often did you engage in sexual intercourse?”—measures the frequency of involvement. The responses for this item were on a six-point scale ranging from *never* to *more than nine times*. The third item—“In the last 30 days, with how many people did you have sexual intercourse?”—measures the number of sexual partners. Again, the responses were on a six-point scale ranging from *none* to *five people or more*. Finally, the fourth item—“How often do you use condoms or other protection?”—assesses the frequency of condom use. The responses were on a four-point scale ranging from *never* to *always*. These individual items were combined to construct the Risky Sexual Practice Scale. The responses for the last three measures were transformed into a three-point scale (low, medium, high), then summed for each subject and divided by the number of valid responses. If a respondent reported no sexual intercourse, the measure is set to 1. The scale ranges from 1 to 4, with higher values equating to riskier behavior. The internal reliability of this scale for this sample was good ($\alpha=0.73$).

COGNITIVE DISTORTION AND BEHAVIORAL PROBLEMS

Cognitive distortions are inaccurate or rationalizing attitudes, thoughts, or beliefs concerning one’s own or another’s social behavior (Gibbs, 1991; Gibbs, 1993; Yochelson and Samenow, 1976). These thinking patterns may be criminogenic in that they insulate the individual from blame or a negative self-concept (Barriga et al., 2000). This cognitive functioning measure was drawn directly from the *How I Think (HIT) Questionnaire* (Barriga et al., 2001). The HIT questionnaire is based on Gibbs and Potter’s (Gibbs, 1991; Gibbs, 1993; Gibbs, Potter, and Goldstein, 1995) typology of self-serving cognitive distortions. It measures four categories of self-serving cognitive distortions (thinking errors): self-centered, blaming others, minimizing/mislabeling, and assuming the worst. The instrument also measures four behavioral problems—opposition defiance, physical aggression, lying, and stealing—that are manifested from the cognitive distortions. Finally, these eight subscales were used to make up three summary scales. The overt scale reflects behavioral referents that involve direct confrontation of

a victim (opposition-defiance and physical aggression), while the covert scale reflects the antisocial behaviors that typically do not involve direct confrontation (lying and stealing). The overall score is derived from all eight subscale scores. Each scale ranged from 1 to 6, with higher scores indicating more serious cognitive or behavioral problems.

The full questionnaire is a 54-item measure that can be administered in groups or with individuals. It is typically completed in 5 to 15 minutes and requires only a fourth-grade reading level. In this study sample, internal consistency was computed separately for each subscale. The reliability for the cognitive distortion subscales and behavioral referent scales were high, ranging from 0.81 to 0.89. The reliability of the overt ($\alpha=0.91$) and covert ($\alpha=0.92$) scales was also high. An internal consistency for the overall score was very high ($\alpha=0.95$).

Independent and Control Variables

Group differences between Boys Town and comparison condition youth were assessed on a range of pretreatment characteristics, including both sociodemographic and criminal history measures. The sociodemographic characteristics were age, race, parent marital status, parent divorce, number of siblings, residential stability, school status, times suspended, age of first menstruation, and age of first sexual encounter. The criminal history measures were number of lifetime arrests, age of first arrest, most serious offense, and placement in a correctional setting.

The main variable of interest is program treatment. Treatment was measured in two intrinsically diverse ways. First it was measured dichotomously, by simply noting group membership (0=comparison group; 1=treatment). This method of measuring treatment indicates that each subject received either a full program dose or received no program treatment. While this makes group comparison easy, it has little basis in reality as most subjects receive varying degrees of a program dosage. Moreover, such a measurement may bias results—as one should not expect the same result from a subject who received 50 percent of the program as from a subject who received 100 percent of the program. Consequently, this study incorporated a measure of treatment that permitted variability across subjects: program dosage. Program dosage was measured by counting the number of interactions that occur between Boys Town staff and youth. These interactions offer an excellent measure of program treatment, for they serve as the crux of the Boys Town program (see chapter 1 for more details). The *number of interactions* was transformed into a rate by dividing it by 30 (the number of prescribed staff interactions per day). Higher numbers indicate a higher level of program dose. Subjects in the comparison group received 0 for dose.

Race was coded as a dummy variable, with *white* excluded as the reference category. Parent marital status was a dichotomous measure and indicates whether the parents of the subject were ever married (0=no; 1= yes). Likewise, parental divorce was also dichotomous, indicating whether the parents of the subjects were ever divorced (0=no; 1= yes). The number of siblings was a continuous measure, reflecting the subject's total number of brothers and sisters. Residential stability measures the length of time the subject had resided in the same home. The values ranged from 1 to 6, with higher scores indicating more stability. School status was a dichotomous measure and indicates whether a subject was enrolled in or graduated from high school (0=no; 1= yes). Current grade was an ordinal measure indicating the current school grade of the subject. Sex was a dichotomous measure indicating whether the subject was sexually

active (0=no; 1= yes). The age of menarche and age of first sexual encounter were both continuous measures that note age of the subject at which each of these events initially occurred.

Numerous other control measures were constructed from individual survey items. These constructs include parent criminality, parental supervision, parental involvement, and delinquent peer association. Parent criminality was a two-item measure to assess the youth's parents' contact with the criminal justice system. Respondents were asked to indicate whether either parent was ever arrested or sent to prison. The values ranged from 0 to 2, with higher scores indicating more contact with the criminal justice system. Subsequently, these values were collapsed into a dichotomous measure indicating whether either parent had any contact with the criminal justice system (0=no; 1= yes).

Parental supervision and parental involvement were survey items derived from the *Communities That Care*[®] survey (Arthur, Hawkins, Pollard, Catalano and Baglioni, 2002). Parental supervision was an eight-item measure to assess the youth's perceptions of what rules her parents have established and how closely the parents monitor those rules. Respondents were asked to indicate on a four-point scale the extent to which they agree or disagree with statements describing their parent's supervisory standards and behavior. Point values were summed for each respondent and then divided by the number of valid items. The scores ranged from 1 to 4. Higher scores indicate low parental supervision. Girls under 18 who did not live with a parent or guardian were coded with low supervision. In this study sample, the scale exhibited high internal reliability ($\alpha=0.82$). Parental involvement was a seven-item measure that assesses perceptions of the opportunities and rewards offered by and experienced with their parents. Respondents were asked to indicate on a four-point scale how much they agreed or disagreed with seven statements about their relationships with their mothers or fathers. Again, point values were summed for each respondent and then divided by the number of valid items. The scores ranged from 1 to 4. Higher scores indicate low parental involvement. Girls under 18 who did not live with a parent or guardian were coded with low involvement. Inter-item reliability was again found to be high ($\alpha=0.87$).

Negative peer associations is a six-item adaptation of similar measures from the *National Youth Survey* (Elliott, Huizinga, and Ageton, 1985). These items measure the strength of the relationship between a youth and antisocial peers. Respondents were asked to indicate on a four-point scale how many of their close friends have participated in various acts. Some of the acts are a) hit someone, b) stolen something, c) used illegal drugs, and d) broke into a car. The response categories were 1=all of your friends, 2=most of your friends, 3=some of your friends, 4=very few of your friends, and 5=none of your friends). Point values were summed for each respondent and then divided by the number of valid items. The scores ranged from 1 to 5. Lower scores indicate more negative peer relations. The internal reliability of this scale was high ($\alpha=0.85$).

Numerous delinquent history measures are included to control for the delinquent history of the subjects. The number of lifetime arrests was a continuous variable that totals the number of times the subject was arrested. The age of first arrest was a continuous measure that denotes the age the subject was first arrested. Offense severity was assessed in three ways. First, severity was measured dichotomously (1=misdemeanor; 2=felony) to determine the most serious offense for which the subject was ever arrested. Second, class was an ordinal measure to assess the type of

offense. The scores range from 1 to 4 (1=other; 2=public order, 3=property, 4=person), with high scores indicating severer offenses. The third measure multiplied the two measures to combine both the severity and type of offense. This third measure was not reported, since it did not appreciably differ from the first two and it proved difficult to interpret. Finally, placement was a dichotomous measure, indicating whether a subject was placed in a correctional placement.

Though the study was designed to follow up with each youth at 1 year following the baseline interview, logistical difficulties in locating youth at the 1-year follow-up timeframe caused this period to vary widely across subjects (from 242 to 1,076 days). Because of this variation, it is important to control for time at risk (i.e., the number of days between the baseline and follow-up survey) in predicting the outcomes of the study subjects. Researchers have developed numerous strategies to correct for the variation in time at risk among subjects. This study borrowed a strategy described by Gottfredson and Taylor (1985) and used effectively by Gainey, Pane, and O'Toole (2000), where time at risk is included as an independent variable. In addition, the length of program treatment (i.e., duration^{*}) was included as an independent variable, as longer treatment is typically associated positively with program effectiveness (Lipsey, Wilson, and Cotharen, 2000). The subjects in the comparison group were coded as 0 duration.

Statistical Approach

MISSING DATA

No baseline item included in the analyses reported here had more than 3.56 percent missing data, and on average baseline items had just 0.76 percent missing data. Attrition from the baseline amplified the percentage of missing data for the follow-up items. No follow-up item included in the analyses had more than 30.96 percent missing data, and on average items had 23.69 percent missing data.

MATCHING PROCEDURE

The original design proposed the use of a matched comparison group of female juvenile offenders who received “traditional” court services—namely probation, either by itself or in combination with day treatment, electronic monitoring, home detention, substance abuse treatment, or other ancillary service. The subjects were to be referred primarily by the juvenile courts at each of the three sites. However, it quickly became evident in the initial phase of the recruitment process that the pool of female subjects within each juvenile court would be insufficient to support the matched comparison design. Consequently, all juvenile female offenders under the jurisdiction of the juvenile court for a delinquent offense at each of the three sites were invited to participate in the study as a comparison group subject. Statistical adjustments will be made by including pretreatment covariates that differ at baseline.

*In separate analyses (not shown), a quadratic variation of the duration measure (duration*duration) was used to identify the potential nonlinear effects in the relationship between length of stay and each outcome. In the linear model, longer lengths of stay should always lead to better outcomes. The curvilinear model—depicted as an inverse U-shape—suggests that a moderate length of stay in the program is associated with beneficial outcomes, while too few or too many days in the program is disadvantageous. Too few days may not be enough to affect outcomes, while too many days may be disadvantageous because other beneficial opportunities may be neglected. Nevertheless, the results with squared term were not significant, so the linear specification is reported.

TREATMENT OUTCOME ANALYSES

A series of analyses were performed in sequential phases to assess the impact of the Boys Town intervention program. The first phase of analyses explored the statistical significance of differences (or lack thereof) in means* between Boys Town and comparison groups on numerous pretreatment characteristics as well as pretreatment outcomes at baseline. The second phase was to conduct a series of difference-of-means analyses to test for the main effects of the Boys Town intervention program. Independent sample t-tests were used to test for significance between the groups, while paired t-tests were used to compare baseline and follow-up scores for individual subjects within each group. The third phase takes into account that factors other than the Boys Town intervention program may affect the outcome variables. We used regression models to assess six families of outcome measures (self-report arrest, substance use, academic achievement, employment attitude, risky sexual practices, and cognitive distortions/behavioral problems). These models help us understand how the typical value of the dependent variable changes when any one of the independent variables is varied, while the other factors are held fixed. This allows us to obtain the partial effects of the Boys Town treatment. Ordinary Least Squares (OLS) regression was used for academic achievement, employment attitude, risky sexual practices, and cognitive distortions/behavioral problems. Logistic regression was used for the measures of substance use and recidivism because of the dichotomous nature of the dependent variable.

In effect, the regression analysis estimates the conditional expectation of the dependent variable given the independent variables—that is, the average value of the dependent variable when the independent variables are held fixed. The factors that were included as covariates in the models were the pretreatment characteristics that significantly differentiated conditions (i.e., treatment and comparison). These measures were a) age, b) school status, c) number of siblings, d) negative peer associations, e) sexual activity, f) age of first arrest, and g) number of lifetime arrests. In addition, the baseline measure of each dependent variable was also included as a covariate to control for differences in pretreatment scores. Although the two groups differed by current grade, it was left out of the equation because it is highly correlated with current age and school status. Finally, length of stay (i.e., duration), at-risk period (i.e., number of days between F0 and F1), and site (dummy variable) were also added as controls.

The fourth phase of the analyses concentrated on two measures of official recidivism: rearrest and reconviction. Here we used logistic regression to predict whether the subject was arrested or reconvicted for a new offense and a Cox proportional hazards model to predict time until a new arrest or reconviction. Both models have become the standards for analyzing recidivism data (Allison, 1984; Baumer, 1997; Schmidt and Witte, 1988). The latter technique—known as survival or event history analysis—is particularly useful for arrest and other types of data where offenders cannot be followed indefinitely (Gainey, Payne and O’Toole, 2000). Basically, because the subjects cannot be followed indefinitely, the subjects who have not been rearrested or reconvicted are technically still at risk of failure. Because they have not failed yet, however, there is no “time until rearrest.” Rather than excluding these cases where an event does not take place, survival analysis provides an effective method for maximizing the available data. Moreover, the bias associated with right-censoring (i.e., when the event does not take place

*Chi-square tests were used to test differences between the groups for categorical variables.

within the follow-up period) is taken into account and adjusted. (For more information on these techniques, see Allison, 1984; and Allison, 1995.)

Survival analysis has gained widespread popularity and support. The Cox regression model is perhaps the most popular technique because it is conducive to both discrete and continuous independent variables and is statistically robust (Allison, 1995). Indeed, Allison (1995) has suggested that if there were only one survival model he would choose the Cox regression model. However, researchers are encouraged to test the assumptions of the model. We did this in two ways. First, for discrete variables such as group status, we graphically examined the proportional hazards for the two groups. Visual inspections of these curves supported the use of the Cox regressions. For continuous independent variables (i.e., length of stay in days and dose) we divided the variables into thirds and again inspected the hazard curves visually. In addition, we created interaction terms with time to assess whether the effect of the variable changed over time (see Allison, 1995). In all, the proportional hazard assumption was met.

SITE COMPARISONS

Hierarchical Linear Modeling (HLM) is typically recommended when dealing with a nested data structure (i.e., the sample is set within an overarching organizational structure, such as families, schools, or in this case the Boys Town program). However, given the small number of sites in this study, a full HLM approach to the study was not warranted (see Raudenbush and Bryk, 2002). And yet, to the extent that there are site differences in the dependent variables across locations, we need to control for those differences. This is accomplished by including dummy variables for the three sites, with the Newark site excluded as the reference category. Of more pressing concern, however, is whether the effect of the treatment (involvement in Boys Town) varied across sites. A common test for this is to create multiplicative interaction terms. If these terms are significant or an overall F-test is statistically significant, there is evidence that the effect of treatment was not consistent across locations. However, in social science research, interaction terms can be problematic because of issues related to multicollinearity (see Jaccard et al., 1990; and Coulton and Chow, 1992). An alternative and intuitive approach is to conduct a series of separate regression analyses (OLS) for each location and compare the coefficients across sites with a Z-test (Paternoster et al., 1998; Brame et al., 1998). This approach specifically tests whether the effect of treatment (the slopes) varies significantly across locations, controlling for all other control variables in the model. The equation for the z-test is written:

$$Z = (b_1 - B_2) / \text{Sqrt}(s.e.b_1^2 + s.e.b_2^2)$$

where B is the slope and s.e. is the standard error for the variables in question. If the test is not statistically significant, the results suggest that the program was equally effective (ineffective) across sites and that pooling the data is warranted.

Process Evaluation

The process portion of the Boys Town Short-Term Residential Treatment Program for Girls evaluation was designed to provide information about implementation activities, program operations, and the contexts in which the three residential programs operated. Context and implementation strategies both can affect the extent to which a program is able to operate in accordance with a specific program model. The process evaluation describes how the program

operates, the services it delivers, and the functions, and it carries out and addresses whether the program was implemented and provided services as intended. This is particularly important in the present evaluation, since the information can be used

- To determine the extent to which the residential programs were implemented according to the Boys Town Short-Term Residential Treatment Program Model
- To assess the degree of fidelity to this model
- To compare the three sites with respect to fidelity

Data Sources

Process evaluation data sources consisted of

- Site visits to each of the three study sites in Newark, Philadelphia, and Atlanta (and New Orleans, before Atlanta)
- Individual interviews with Site Directors, Program Directors, the Clinical Support Specialist, Teachers, and other key staff
- Separate focus groups with shift supervisors and youth care workers
- Observation of facilities, program activities, meals, classes, and support groups
- Data from the Boys Town national database
- Arrest history data
- Findings on selected questions from the baseline and the follow-up survey
- Review of case files and program materials
- Meetings with Boys Town home office executives and other staff
- Findings on selected questions from the follow-up survey
- Findings from the Boys Town Youth Consumer Survey
- Findings from the Boys Town Staff Consumer Survey

Participatory Nature of the Evaluation

During the first 2 years of the study and especially during the formative stage of the evaluation in which the survey instrument was being revised, the evaluation employed some participatory methods. Biweekly phone calls were held with the Boys Town national headquarters liaison and the Site Directors from the three sites and the DSG Principal and Co-Principal Investigators and key staff. Beginning in year 3, monthly phone calls were held as needed to conduct midcourse corrections regarding referrals and to update the evaluators on site changes. The conference calls concentrated on reviewing the survey instrument and coming to agreement on the importance and outcomes expected from each of the program components of the Boys Town Model. These calls were followed by a site visit to national headquarters in Omaha, Neb., to become further immersed in the Boys Town Model and preliminary visits to each of the sites. Boys Town home office staff (and in many cases the NIJ program manager) also accompanied DSG staff on most of the visits to the courts. The purpose of the site visits was twofold: 1) to gain an increased understanding of the Boys Town Model through observations at each of the three sites and 2) to meet with Judges and other court officials at each site to explain the study, gain their cooperation, and obtain signed MOUs. The courts were asked to cooperate to refer girls to the

study for the comparison group and to provide postprogram arrest data for all participants (treatment and comparison girls).

Site Visits

Staff from DSG conducted a total of 14 site visits. Many of the trips included NIJ staff and the Boys Town Home Office Director of Contracts and Grants. DSG evaluators, in addition to making the evaluation site visits, were frequently in touch with each of the programs during the course of the project. To arrange for acquiring juvenile justice outcome data and obtaining the comparison group data, additional visits to each site city were made. These trips involved meetings with the juvenile courts, Probation Directors, and, in the case of New Jersey, meetings with the State Administrative Office of the New Jersey Courts. These visits often included “side trips” to the program sites to check in.

In addition to interviewing staff and collecting documents from Boys Town, our onsite Research Assistants observed groups, meals, and other activities for more than a year while they were obtaining baseline data.

Table 2.1. Site Visit Dates, Locations, and Purposes				
Site Visit Dates	Location	Staff Interviews/ Focus groups	Site Observation	Collateral Meetings With Juvenile Courts and Probation
Jan. 17–18, 2005	Boys Town home campus, Omaha, Neb.	X	X	
Jan. 24, 2005	BT site, Newark, N.J.	X	X	X
Feb. 7, 2005	BT site, Philadelphia, Pa., and Juvenile Court			X
March 31 to April 1, 2005	BT site, New Orleans, La., and Orleans Parish Juvenile Court	X	X	X
June 1–2, 2005	Boys Town site, New Orleans, Orleans Parish and Jefferson Parish Juvenile Courts	X	X	X
Aug. 11, 2005	Philadelphia Juvenile Court			X
Dec. 13, 2005	New Jersey Administrative Office of the Courts and Chief, Probation Services			X
Feb. 2–3, 2006	DeKalb County, Ga., Juvenile Court; Fulton County, Ga., Juvenile Court; Georgia Department of Juvenile Justice; and Boys Town site	X	X	X
April 17–18, 2006	DeKalb County Juvenile Court, Fulton County Juvenile Court, and BT site	X	X	X
May 31, 2006	Philadelphia Juvenile Court			X

Table 2.1. Site Visit Dates, Locations, and Purposes				
Site Visit Dates	Location	Staff Interviews/ Focus groups	Site Observation	Collateral Meetings With Juvenile Courts and Probation
June 8–9, 2006	DeKalb County Juvenile Court, Fulton County Juvenile Court			X
Aug. 2–4, 2006	Passaic County, N.J., Probation Dept.; Hudson County, N.J., Probation Dept.; Union County Probation Dept.; Essex County Probation			X
Feb. 7, 2007	Newark Boys Town site	X	X	
Feb. 8, 2007	Philadelphia Boys Town site	X	X	
March 12–13, 2007	Atlanta Boys Town site	X	X	

The PI and Co-PI made final process evaluation site visits at which they conducted formal interviews and focus groups during the end of the final year of data collection. Visits ranged from 1 to 2 complete days. The process evaluation site visits to the programs in Newark and Philadelphia were made in February 2007; the visit to the program in Atlanta was held in March 2007 (see table 2.1 above). Site visit activities included facility tours and interviews with managers, staff, and school personnel. In addition, school classes and other program activities such as the afternoon self-governance meeting were observed over the 1 or 2 days. The site reviewers also shared meals and interacted with residents.

Focus Groups and Interviews

The typical site visit schedule began with both evaluators interviewing the Site Director and then the Program Director. During the rest of the day, the team worked both alone and together to interview the remaining staff, such as the Clinical Director, the Aftercare Worker (when appropriate), and Teachers. Youth care workers were interviewed in groups either before or after their shifts to minimize disruption to the facility’s schedule. Shift supervisors were also interviewed as a group. All staff signed consent forms before each focus group and interview (see appendix E for staff consent forms).

The focus groups and interviews were designed to provide a more detailed understanding of the program and its operations (see appendices C and D for discussion guides). Questions concentrated on the following areas:

- 1. Program mission and goals**
 - a. Mission
 - b. Project goals and objectives

2. Program history

- a. Length of time in operation
- b. Involvement in design/implementation
- c. Changes over time
- d. Program support

3. Target population

- a. Typical program client
- b. Typical entry process
- c. Typical day/activities/amount of time spent in program activities or with staff
- d. Characteristics of successful clients

4. Program management/staffing

- a. Organizational structure
- b. Roles and responsibilities
- c. Hiring procedures

5. Staff training

- a. Type of training received
- b. Frequency of training
- c. Assessing training needs

6. Program services

- a. Services provided
- b. Most successful components
- c. Referral services used/procedures

7. Management information and reporting

- a. Case files
- b. Tracking
- c. Management information systems

8. Challenges to implementation

- a. Problems encountered
- b. Solutions implemented

Program Service Documentation

A significant amount of data on each program participant was available from the Boys Town National Database. Data included

- Overall behavior while at Boys Town
- Condition at departure
- Number of goals set
- Number of goals met
- Percentage of goals achieved
- Number of behavior incidents
- Number of days privileges were earned
- Number of days eligible
- Program completion status
- Number of interactions per day
- Total interactions
- Length of stay at Boys Town

In addition, quarterly information on fidelity and the seven components of fidelity were made available during the time the girls were in the program.

This section also includes data on fidelity, duration of service, dosage, service plan goals set and met, the number of points achieved, girls' achievement level, and other information obtained from the Boys Town National Database.

DSG staff reviewed the Boys Town Short-Term Residential Treatment Program curriculum, case records, job descriptions, PowerPoint presentations, and other program materials. During January 2005, and periodically throughout the study, DSG evaluation staff met with Boys Town home office staff.

Follow-Up Survey

Several questions on the follow-up (F1) survey measured residents' satisfaction with the program. Chief among them are the following: Do you think Boys Town has helped you, and if so, in what ways? And, if not, why not?

Comparison Group

The comparison groups in all three sites were made up of delinquent girls on probation from juvenile court. Girls were generally put on probation for 9–12 months. In Newark, approval had to first be received from the State Administrative Office of the Courts Research Council before any probation girls could be accrued into the study. A protocol was prepared for the Research Council, and conference calls were held with the Chief Probation Officers from the four court systems that refer youths to Boys Town (Essex, Hudson, Union, and Passaic Counties). We asked the court systems in these counties to refer probation girls for the comparison group and provide arrest histories. This was a lengthy process; it took nearly 2 years. Conference calls and meetings were held with each of these court systems to arrange for the details of how girls would be accrued into the study. In most cases, the onsite Research Assistant was notified when an eligible (i.e., delinquent) girl was going on probation, and, in most sites, the study consent forms were added to the court intake packets and the Probation Officer discussed the study with the girl and her parent and obtained the signed consent and assent forms. The onsite Research Assistant then contacted the girl to arrange for a time to meet with her so she could take the baseline survey. Girls in New Jersey generally were assigned to one of three types of probation: *close* (for girls not in compliance), *regular* (seen every 2 weeks), and *reduced* (seen monthly).

Similarly, in Atlanta, following the signing of the MOU, meetings were held with Fulton County and DeKalb County Chief Judges, Chief Probation Officers, and Probation Officers to implement the accrual process. In general, the onsite Research Assistant was notified when an eligible (i.e., delinquent) girl was going on probation, and, in most sites, the Probation Officer discussed the study with the girl and her parent and obtained the signed consent and assent forms. The onsite RA then contacted the girl to arrange for a time to meet with her so she could take the baseline survey. Meetings had to be held periodically during the study to reinforce these procedures. Girls in Fulton County were put into three categories of probation: *low* (2 to 4 months and, if successful, then discharged), *moderate* (6 to 9 months), and *high* (9 to 12 months). Similarly, girls in DeKalb County were put on 1 year's probation and categorized into *low* (one face-to-face

meeting or phone contact per month), *medium* (one face-to-face meeting and two phone contacts a month), and *high* (two face-to-face meetings and two phone contacts a month). One of the Probation Officers in DeKalb County had an entire caseload of girls, and the rest had mixed-gender caseloads. Probation Officers monitored the activities of the youth on their caseloads to ensure compliance with the conditions of probation, connected families to additional resources as needed, reported to the Court on the youth's progress toward completing her probation goals, and made recommendations about the youth's continued involvement in probation services.

In Philadelphia, most of the comparison girls came from the Girls Probation Unit operated within the Juvenile Probation Department in the Philadelphia Family Court. Three Probation Officers and one Probation Supervisor oversaw the unit operations, and each youth was referred to the program upon recommendation by her Probation Officer. The girls referred to the Girls Unit could be one any of three types of probation: *consent decrees* (informal probation), *interim probation* (60 days probation for nonadjudicated girls), and *regular probation*. Participation in the Girls Unit was often accompanied by community service and fine or restitution requirements. The program offered a more intensive 6- to 9-month program for delinquent girls (and some status offenders) that required attendance at 3-hour weekly meetings. These meetings typically took place at either the Philadelphia Family Court or the Free Library of Philadelphia; the youth's attendance was mandatory. The meetings were structured around activities that promoted health education, drug and alcohol education, sex education, teamwork, self-esteem building, personal hygiene, female empowerment, and career development (the program included seven modules of the PACE Center curriculum). Each lesson was reinforced through role plays, question-and-answer periods, and a recap at the end of the session. The majority of activities were facilitated by external parties, and a high level of youth participation was encouraged. The unit sponsored several special "field trips" throughout the year, including excursions to local museums, the roller rink, and volunteer venues. Select youth participated in small group therapy for some portion of the session; this therapy was typically reserved for youth with a known history of sexual or physical abuse.

The onsite Research Assistant was in frequent contact with the Girls' Unit to find out when new girls were placed on probation. She generally attended the weekly meetings, at which time she would obtain parental consent and administer the baseline survey.

As was done with the treatment girls, at 6 months and again at 11 months following the date of the baseline survey, girls were mailed a flyer to remind them that we would be contacting them again to schedule a time to take the follow-up survey (see appendix J for flyers). An appointment was set to then take the follow-up survey. The survey was administered as close as possible to the 1-year anniversary in a safe public location, such as a McDonald's restaurant, the food court at the mall, the library, or in the subject's home.

Barriers and Issues That Arose During the Evaluation

Several issues arose during this study that required locating a new site, delaying the intake of girls into the study, and accruing fewer girls into the New Jersey site than anticipated. The reasons for these issues are discussed below.

Change in Site

As mentioned briefly in chapter 1, the study began with New Orleans as one of the three study sites. All of the work had been accomplished in 2004 and 2005 to get New Orleans fully on board. Girls were referred to the New Orleans Boys Town Short-Term Residential Treatment Program from Orleans and Jefferson parishes. Meetings had been held with the Orleans Parish Juvenile Court, the Judges and the Chief Judge, and the MOU had been signed. Meetings had been held with the Jefferson Parish Juvenile Court and Chief Judges, and a preliminary draft of the MOU had been drafted and was being reviewed when Hurricane Katrina hit on Aug. 29, 2005. However, after Hurricane Katrina, both courts, as well as the Boys Town site, suffered damage. The court systems were in disarray for many months, juveniles were dislocated, and referrals to the New Orleans Berman shelter stopped. The Berman shelter closed for about 6 weeks and reopened as a coed shelter.

In consultation with Boys Town, OJJDP, and NIJ, and after an examination of the available data on referrals, Atlanta was selected to replace New Orleans because it appeared to serve the most similar kinds of girls as the other two sites. Girls were referred to the Atlanta Boys Town Short-Term Residential Treatment Program from Fulton, DeKalb, and Gwinnett Counties. Meetings were held with the Fulton County and DeKalb County Juvenile Courts to gain approval for the study and to provide the comparison groups of delinquent girls; both counties signed MOUs with DSG. Gwinnett County Juvenile Court declined to participate in the study. Meetings were then held with the Georgia Department of Juvenile Justice to arrange to obtain arrest history data for the Gwinnett County girls in the study.

Sample Size

The original sample size was based on estimates provided from Boys Town. It was noted in the NIJ evaluability assessment that, even before the study was funded, the Newark facility was not fulfilling its allocated 10 beds for delinquents. NIJ had hoped that referral sources and methods could be defined and expanded further and throughout the study period. The Newark Site Director and Program Director spent significant effort to remedy this situation and increase referrals. However, the site did not have a contract with the Juvenile Justice Commission but did have a contract with the Department of Youth and Family Services, so most of the girls at the site were referred because of abuse and neglect in the home, or were runaways. Delinquent referrals came directly from Judges in Essex, Hudson, Passaic, and Union Counties and were in the range of one per month. Equally problematic, as New Jersey embraced the Juvenile Detention Alternatives Initiative (for more on JDAI, see chapter 3), all out-of-home placements were discouraged, even those to nonsecure facilities such as Boys Town. All of these factors combined to lead to low occupancy at the Newark site and its eventual closing.

Comparison Sample

It would have been desirable to select a comparison sample from only delinquent girls who had been in other small shelters or detention facilities. This proved infeasible because a) some of the project locations did not use other short-term shelters and b) using detention centers proved logistically impossible. Girls in detention stayed a shorter period (an average of 6 to 10 days) than did girls at Boys Town, and parental consent had to be obtained before girls could be given a baseline survey. Many parents do not visit their children while they are in detention, and access to these parents would have necessitated undue hardship on detention workers to coordinate with

our field Research Assistant to notify us every time a parent was expected. Coming up with a systematic method of gaining access to parents on a 24-hour basis was not possible. Further, most girls who went to the Boys Town Short-Term Residential Treatment Program were first in detention for several days, so there would have been considerable overlap in the populations. As a result, girls on probation were selected in all program locations. It should be noted, however, that 42 percent of the girls in our comparison group did experience detention before being placed on probation, so, in effect, many experienced detention and probation.

Baseline Survey Administration

One additional issue was that the baseline sample of the Boys Town group was sometimes obtained a few days or even weeks after the girls were at Boys Town (an average of 8 days from admission to interview). As discussed above in the comparison sample issue, parental consent had to be obtained before a girl could be surveyed. A procedure was worked out in each site whereby Boys Town staff would contact the parents to obtain parental consent as soon as the girl was admitted. In general, the consent forms were added to the admissions paperwork. However, sometimes the parents did not come in for a few days, could not be reached, or were unavailable. Thus, the girls may have received up to 25 percent of the program before they completed the baseline survey.

Limitations of Official Arrest History Data

The quality and availability of arrest history data differed by site. The most extensive data were available in Philadelphia, which generously made its system available to our research staff to search by subject. Fewer data were available from New Jersey for the Newark subjects. For the most part, data on disposition were not consistently available. Though Philadelphia's system offered the most complete data by far, it should be noted that readjudication data often were not available. Occasionally court data showed no listing of the Boys Town short-term shelter placement, though we possessed the admission and discharge dates. Also, it is customary for jurisdictions to discharge a youth from the detention center when she goes to Court for her own hearings or as a witness. She is then readmitted after the hearing. This procedure inflates the number of placements that youth received. These issues with juvenile justice records make this research challenging and have been noted by other researchers (Busch, 1999).

3. Process Evaluation and Descriptive Statistics

The evaluators of the Boys Town Short-Term Residential Treatment Program for Girls conducted a process evaluation to identify the programmatic and contextual moderators of effectiveness and to determine whether the program was delivered as designed. The process evaluation was designed to aid in understanding *how* the program's operations and changes were implemented, and also *why* the program was (or was not) successfully implemented. Additionally, we identify and describe intervening events that may have affected implementation and outcomes.

More specifically, the process evaluation was designed to a) document and analyze the development and implementation of the Boys Town Short-Term Residential Treatment Program for Girls, b) assess whether services were delivered as planned, c) assess whether expected output was actually produced, and d) identify any gaps between program design and delivery.

As discussed in chapter 2, the data sources for the process evaluation consist of the following:

- Site visits to each of the three study sites in Newark, N.J.; Philadelphia, Pa.; and Atlanta, Ga. (and New Orleans, La., before Atlanta)
- Individual interviews with Site Directors, Program Directors, Teachers, a Clinical Support Specialist (one at each site), and other key staff
- Separate focus groups with Shift Supervisors and Youth Care Workers
- Observation of physical facilities, program activities, meals, classes, and support groups
- Data from the Boys Town National Database
- Arrest history data
- Review of case files and program materials
- Meetings with Boys Town home office executives and other staff
- Findings on selected questions from the baseline and follow up surveys
- Findings from the Boys Town Youth Consumer Survey and Staff Consumer Survey

The specific research questions for the process evaluation are as follows:

1. What are the fidelity and adherence to the program model at each Boys Town site?
2. What are the frequency and duration of services implemented at each Boys Town site?

3. What changes, if any, were necessary to the Boys Town Model and/or services at each site?
4. What methods were used to recruit and retain youth into Boys Town?
5. What types of staff training were provided to Boys Town staff?
6. What were the staffing patterns at each Boys Town site (i.e., background, skills, and experience of staff)?
7. What barriers to successful implementation were encountered at each Boys Town site?
8. What are the participants' responses to the Boys Town service?

The findings of the process evaluation chapter are organized into the following major sections: 1) Site Descriptions, 2) Program History, Organization, and Staffing, 3) Physical Facilities/Safety, 4) Referrals, 5) Baseline Descriptive Characteristics of the Boys Town Participants, 6) A Subanalysis of Court-Ordered Placements and Services in Philadelphia, 7) Services Provided, 8) Program Participants' Attitudes Toward Boys Town, 9) Program Fidelity, 10) Descriptive Follow-Up Statistics on Program Participants, 11) Baseline and Outcome Comparisons on Problem Behaviors, 12) Program Improvement, and 13) Summary by Research Question.

Site Descriptions

Boys Town Short-Term Residential Treatment Program for Girls

As mentioned in chapter 1, the Boys Town study sites were located in Newark, Philadelphia, and Atlanta. These three sites were chosen for two reasons. First, either Newark or New Orleans was required in the National Institute of Justice solicitation because each had a discretionary grant from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to support beds for female delinquents. Second, based on the mandatory inclusion of one of these sites, the third site should serve a similar population of delinquent girls. Upon reviewing data on the three sites, it was determined that the Philadelphia site served a similar population (particularly compared with Newark) and a large number of girls. Thus each site served youth who were a) held preadjudication while awaiting a court hearing or trial, b) court-ordered into a short-term nonsecure placement, or c) awaiting another placement. At all of the sites, a juvenile court Judge or Probation Officer may recommend that female juvenile offenders be placed in the Boys Town program.

NEWARK

The Newark site opened in 2002 with 14 beds. Ten beds were funded by OJJDP for delinquent offenders. The other four were reserved for the Department of Youth and Family Services for youth who could not be placed in other facilities (e.g., foster homes). Probation officers make referrals to the Judges in one of four probation vicinages in Union, Passaic, Hudson, and Essex counties. Staff estimate that 5 percent to 10 percent came to Boys Town as a temporary holding after failing another placement.

PHILADELPHIA

The Philadelphia site opened in 1996 and maintained 18 beds for delinquent girls. It had no OJJDP-funded slots. Referrals came from the Community-Based Detention Services in the Department of Juvenile Justice and the court's Juvenile Probation Department. For the most part, girls came to the Boys Town program from detention, as a detention alternative. The program also housed all girls under 13 (who could not be detained in the Youth Study Center). The program also offered an aftercare component.

ATLANTA

The Atlanta facility opened in 2003 with 16 beds. Referrals came through a contract with the state Department of Juvenile Justice. Courts made referrals to Boys Town from multiple counties, most frequently Fulton, DeKalb, and Gwinnett. Though Georgia is a unified system under the Department of Juvenile Justice supervision, 17 out of 155 counties are independent courts. These three are among the 17 independent courts. The Department of Juvenile Justice assisted with facilitating contacts and conference calls with the three courts. The majority of the girls who were sent to the Boys Town Short-Term Residential Treatment facility were preadjudicated, so the Boys Town program was used as a detention alternative. Some girls were also placed in Boys Town on probation violations. Many of the Boys Town girls also went on probation after their placement. The program also offered an aftercare component.

The combined bed space for delinquent girls of the three facilities was 34.*

As discussed in the Process Evaluation methods section of chapter 2, process evaluation site visits were made by two senior DSG staff during 2007, the final year in which girls were accrued into the study. The findings below are based on the interviews, focus groups and evaluator's observations of program operations during these visits. This section also includes baseline and outcome data in the three locations, duration of service data, dosage data, service plan goals set and met, the number of points achieved, girls' achievement level, fidelity at the three program locations, and other information obtained from the Boys Town National Database, arrest histories, and other sources outlined above.

Program History, Organization, and Staffing

Site Directors were asked what changes, if any, were necessary in approach and/or services at each site and whether there were any startup problems. In Atlanta, the Site Director reported that the program started in 1998 as a foster care facility and began as a residential facility in 2000. They began a family-based program in 2005 serving girls from Fulton, DeKalb and Gwinnett Counties with 90 days of service, 4 to 5 hours a week. The Boys Town national headquarters did a needs assessment and met with Judges in the area to get referrals up. They had seen a spike in girls being arrested and there weren't many facilities for girls within the area as a detention alternative. They sought to meet that need. The current Director was not on board at the opening so was not aware of any other startup problems. The Site Director reported that they began the process to become a 501(c)3 in 2008 in order to decrease dependency on the Boys Town trust

*Driven by a change in direction by the Boys Town home office to concentrate on community-based services, as well as other factors, such as Newark's low referrals because of a state reduction in use of any out-of-home placement and budget issues in Philadelphia, all three study sites closed in 2008.

fund and to allow closer ties to the community. She did not think it would change support from Omaha.

In Newark, the Site Director reported that the program was 4½ years old. She and the Program Director had met with the Judges not only from Essex County, but from the surrounding counties of Hudson, Union and Passaic to increase referrals. In the beginning, referrals were low and they were looking for other opportunities for this site because occupancy continued to be a problem throughout the program's operation. The Director was looking at family-based abuse prevention services and developing a program for non-DYFS cases through pilot counties, common sense parenting, family preservation work. At the time of the site visit in 2007, with the assistance of national headquarters, they were also in the process of becoming a 501c(3) organization. They had a state contract for four beds with the Department of Youth and Family Services. The main problem for receiving delinquent girls was that the Juvenile Justice Commission was not referring girls because Boys Town did not have a contract with them. Most of the delinquent girls were referred directly from Judges.

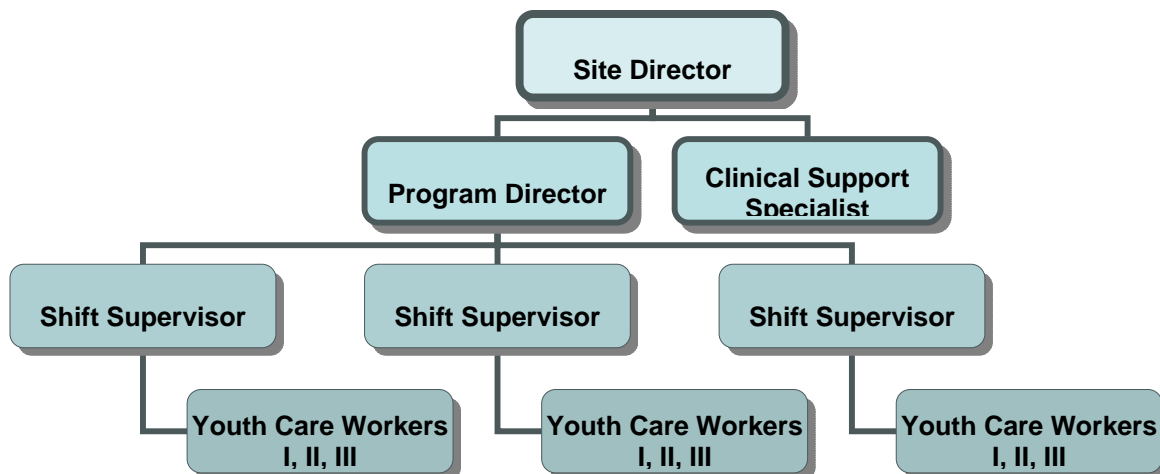
In Philadelphia, the Site Director reported that the city encouraged the opening of the program in 1996 because they needed more bed space for runaway and delinquent girls. There were no other shelter beds in the city. When the program started, however, it was geared more to runaway and homeless children, not detention girls, so some training had to be adapted for staff to handle this population. At the time of the site visit in 2007, with the assistance of national headquarters, they were also in the process of becoming a 501c(3) organization, with plans to be fully sustainable in 3 to 5 years. Historically, he has seen more changes in the girls than in the program; girls are now tougher and more assaultive.

Organization and Staffing

ORGANIZATIONAL STRUCTURE

Although the number of Youth Care Workers at each site differed, the basic staffing pattern was similar at all three sites (Figure 3.1). Each of the sites had a Site Director who was responsible for the overall management of the site and all of the programs located there. A Program Director was responsible for the daily operations, and was supported by a clinical support specialist, shift supervisors and Youth Care Workers (YCWs).

Figure 3.1. Organizational Structure of Shelter Programs



EDUCATION AND EXPERIENCE

Staffing was one of the ways that the Boys Town organization supported uniform implementation of the short-term residential programs. Job descriptions and educational/experience requirements for each of the positions were provided by the home campus as well as help with recruitment and initial screening for selection. The major job responsibilities and duties for each position class were clearly spelled out in detailed job descriptions. Educational requirements (table 3.1) for the Program Director and clinical support specialist included a masters degree or above in social work, psychology, or related field. Shift supervisors were to have a bachelor of arts degree in social work, psychology, or related field and 2 years experience working with youth in emergency shelters. The YCW position had minimal educational and experience requirements: a high school diploma or equivalent and being a minimum of 21 years old.

The Boys Town staff differed in their years of experience on the job. In Atlanta, the newest site, nine Youth Care Workers who participated in the focus groups had an average of 2.2 years of experience; the Site Director, who formerly worked as a Clinical Support Specialist, had been on board nearly 6 years. The current Clinical Support Specialist had been in that position for 2 years, and the Shift Supervisors had been in their positions an average of 2 years, some serving previously as YCWs.

In Philadelphia, the oldest site, the 14 YCWs who participated in the focus groups had a wide range of experience on the job, ranging from 6 weeks to 11 years, averaging 3.3 years. The Site Director at the time of the process evaluation had more than 20 years of experience with Boys Town; he had started the Philadelphia program, then gone on to home office and other positions, and had returned as Site Director when the former Site Director was transferred to direct the Newark program. The Clinical Support Specialist had been on the job 2 years; the Program Director, 11 years (previously serving as a YCW and Shift Supervisor); and the Shift Supervisors an average of 1.25 years.

Table 3.1. Boys Town Shelter Staff Qualifications

Position	Education and Experience
Shelter Program Director	Masters degree or above in social work, psychology, or related field; 2 years experience working with youth in emergency shelters or experience in the Boys Town Model; knowledge of consultation, training, evaluation, or administration acquired from hands-on experience
Clinical Support Specialist	Masters degree or above in social work, psychology, or related field; licensed mental health practitioner; 2 years experience working with youth and families; knowledge of consultation, training, evaluation, or administration acquired from hands-on experience
Shift Supervisor	Bachelors degree in social work, psychology, or related field; 2 years experience working with youth in emergency shelters; knowledge of consultation, training, evaluation, or administration acquired from hands-on experience
Youth Care Worker I, II	High school graduate or equivalent; at least 21 years of age; possess a concern for youth and a strong desire to work in the human services field; have the ability to implement the Boys Town Model; be willing to work a flexible schedule of 8- to 10-hour shifts

In Newark the Site Director had 10 years of experience with Boys Town, formerly serving at numerous sites in a variety of positions. The Program Director had 4.5 years of experience, having previously served as a Shift Supervisor and a YCW. The Shift Supervisors averaged 2 years on the job, and the eight YCWs who participated in our focus groups ranged from 2 months' to 2 years' job experience, averaging 9.5 months.

STAFF TRAINING AND JOB SATISFACTION

Training

The support structure provided by the Boys Town organization emphasized the importance of continuous training and provided a strong learning environment at the sites. This emphasis on training was a major element of the effort to provide uniform implementation of the Boys Town Model across sites. The general approach to staff training was similar at all three sites and included

- Formal training in the Model provided by Boys Town staff either at the home campus in Omaha (preferred) or onsite
- Shadowing more experienced workers at the facility
- Site-specific training based on current issues and specific staff needs
- Individual staff coaching based on supervisor observations.

Initial training for new employees was the most standardized. When new staff were hired, they were provided with an intensive 2-week orientation to the Boys Town Model. The preferred method of providing this training was to send the new staff members to the home campus in Omaha. However, if new staff needed to be trained immediately or there were a large number of staff needing orientation, trainers would travel to the shelter location. New Youth Care Workers were also required to “shadow” more experienced workers for 2 to 3 weeks at the site in order to become familiar with the work. The sequence of shadowing and orientation training varied among the workers who were interviewed. Site Directors reported that the length and timing of shadowing depending on the next schedule pretraining available out of Omaha. Those YCWs who did the shadowing before the orientation felt that the experience was particularly helpful in understanding the material presented during the formal training. Those who shadowed after or not at all felt that they weren't as well prepared to understand the difficulties of the job.

Beyond the initial orientation, staff training became more concentrated on the individual needs of staff members or needs that arose in the individual programs. The assessment of individual Youth Care Worker training needs was a joint effort of Program Directors and shift supervisors through observations of workers. Each site had a training committee that planned needed training and each site had a training calendar. Each state had certain trainings that were mandated by the state licensing bureau and specific training requirements differed by state (up to 80 hours of training per year were offered, depending on the state licensing requirements). For example, staff in Philadelphia were required to have certifications in CPR, first aid, safety hold, and reportable events. They were given refresher courses in suicide warnings, working with aggressive children, and leadership. Training hours were documented in a management information system and each worker had a training transcript. Much of the ongoing training was provided in house, frequently at weekly staff meetings. The fidelity monitoring system described later in this chapter also provided a mechanism for identifying when additional training in the Boys Town Model was

needed. Atlanta held biweekly training for all staff the first Thursday and third Wednesday of the month. It was facilitated by the Program Director and Site Director, who also selected the topics.

During the evaluation site visits, staff were asked to rate the adequacy of the training they had received to enable them to successfully perform their job. The responses indicated that Boys Town has achieved their goal of creating a learning environment. The overwhelming response was that the training provided was very adequate (see table 3.2).

Table 3.2. How Would You Rate the Adequacy of the Training You Received to Enable You to Successfully Perform Your Job?
<p>“Very adequate—training has been excellent. Without the training, the job would be very difficult. Training is one of the best things about the program.”</p> <p>—Newark Clinical Support Specialist</p> <p>“They really try to prepare staff for what they are going to have to deal with. They give you the tools.”</p> <p>—Philadelphia Shift Supervisor</p>

Several Youth Care Workers reported that there was a disconnect between the preservice training and the actual experience. Some thought the girls were much more difficult in reality than they were prepared for. Those who shadow trained before the preservice training felt they were better prepared. YCWs reported that they would like more training on emotional abuse or trauma, clinical diagnosis, handling aggressive girls, nonviolent crisis intervention, and learning to individualize the Boys Town Model.

Job Satisfaction

All staff were asked about the most difficult and most rewarding aspects of their jobs. Shift supervisors most frequently reported that the most difficult aspect was time management, when they are short staffed, and when there was a lot for them to do but insufficient time to do it all; they named observations, staff coaching, auditing files, and doing inspections. They also cited multitasking (including trying to teach), especially if there are noncompliances with youth. They said working with kids was the most rewarding aspect of their job.

All staff stressed that communication is important, especially between shifts. YCWs said that a shift worker needs to stay waiting for the next shift, and handoff is sometimes stressful. “Once you start an ‘interaction,’ you need to stay with it,” said one. Some YCWs felt that there is strong teamwork as far as communication about the girls, but (noted one), “Sometimes something slips through, and it could be an inadequate transition.” One supervisor, paraphrasing what many told us, reported: “There’s always an adjustment when you have several new people at once. You need to get people consistent—always working on consistency tolerance levels.”

Staff Consumer Survey

Staff in the residential program also had an opportunity to complete a Boys Town Staff Consumer Survey approximately four times a year (see appendix L for the survey). This anonymous instrument requested information about how the staff feel about the availability of their supervisor, feedback they are provided, fairness, effectiveness, and availability of supervision, and training. Table 3.3 shows the results of the consumer survey at two points in

time: close to the initiation of the study in summer 2006 and closer to the end of the accrual of the study population, in fall 2007. The scale used is 1 to 4, with 1=rarely, 2=sometimes, 3=often, and 4=almost always. The results show minimal differences at the two points in time and minimal differences between sites. Among the four highest rated elements across the three sites were, “supervisor provides feedback and coaching,” “supervisor has solid knowledge of Boys Town Model,” “supervisor is fair,” and “supervisor is available and responsible.” The elements rated lowest in Newark were “program effectively manages Boys Town resources” in Philadelphia and Atlanta, the element rated lowest was “regular and consistent consultation.”

Table 3.3. Results of Staff Consumer Survey by Site						
Question	Newark		Philadelphia		Atlanta	
	August 2006	July 2007	August 2006	July 2007	August 2006	July 2007
	Mean	Mean	Mean	Mean	Mean	Mean
1. Supervisor is available and responsive	3.50	3.56	3.31	3.20	3.31	3.20
2. Supervisor provides feedback and coaching	3.57	3.47	3.25	3.43	3.25	3.43
3. Regular and consistent consultation	3.43	3.06	2.92	2.54	2.92	2.54
4. Supervisor is effective in handling crisis	3.71	3.77	3.18	3.27	3.18	3.27
5. Supervisor is open and available	3.57	3.47	3.00	3.07	3.00	3.07
6. Supervisor is professional	3.50	3.47	3.17	3.23	3.17	3.23
7. Supervisor is fair	3.62	3.36	3.27	3.15	3.27	3.15
8. Supervisor stresses Safety and Ethics Hotline	3.15	3.20	2.60	3.07	2.60	3.07
9. Supervisor has solid knowledge of the Boys Town Model	3.71	3.75	3.38	3.43	3.38	3.43
10. Staff receive adequate ongoing training	3.15	3.44	3.17	3.43	3.17	3.43
11. Comfortable addressing unethical practices	3.43	3.31	2.83	2.67	2.83	2.67
12. Program effectively manages Boys Town resources	3.08	2.57	3.00	3.08	3.00	3.08

Scale: 1=rarely 2=sometimes 3=often 4=almost always

Physical Facilities/Safety

Physical facilities in all of the three sites appeared safe and provided security from the surrounding neighborhoods for residents and staff. The Newark and Atlanta sites each had two buildings surrounded by security fencing with remote control gates. One of the buildings contained the living space for residents and the other provided administrative, school, and meeting space. The Philadelphia site had one large three-story building in the city that had been a residential facility for nuns before being converted for the short-term residential program.

To the extent possible, the space was structured so that staff could easily monitor and interact with youth in a family style environment. All of the facilities provided bedrooms, a kitchen, dining and living rooms, game rooms, and private rooms where youth could meet with families, counselors, probation workers, and other visitors. Each of the sites also had some type of space for outdoor recreation. The physical space at all of the sites was clean and appeared to be well maintained.

In addition to the physical security maintained at each of the program sites, Boys Town also provided a telephone hotline that connects directly to the Boys Town campus in Omaha. The phone is in a prominent location at the sites and is available to the residents at all times. If a girl feels threatened or ill at ease, she is encouraged to use this hotline to report her concerns.

Referrals

One of the biggest variations among the three sites came from the source of referrals in each of the locations. Both the Newark and Atlanta sites accepted referrals from both juvenile justice and social services (though only delinquent girls were taken into the study). The referral process was further complicated at these sites because they accepted referrals from multiple jurisdictions. Referrals to the Newark shelter came from courts in four New Jersey counties: Union, Passaic, Hudson, and Essex. Referrals to the Atlanta shelter came most frequently from Fulton, DeKalb, and Gwinnett Counties. Staff in these two sites had to respond to multiple systems to work out referral and placement arrangements. Problems with such things as gathering information about the child were multiplied by the number of counties and organizations referring youth to the program.

In Atlanta, the program received referrals by working with Department of Juvenile Justice (DJJ) expeditors. Boys Town staff communicated with the expeditors at least twice weekly on the site's occupancy status; DJJ expeditors would then send referrals. There were some cuts in Medicaid funding, so DJJ's new emphasis was on reducing out-of-home placements and on increasing the use of wraparound services. This reduced the utilization rate of the Boys Town facility.

Newark's delinquent referrals came from a limited number of Judges and Probation Officers familiar with the program. During the time the evaluation was taking place, both the juvenile justice and child welfare systems in New Jersey began to increase their concentration on reducing the number of out-of-home placements. When New Jersey, for example, became an Annie E. Casey Foundation Juvenile Detention Alternatives Initiative (JDAI) state, this led to a reduction in out-of-home placements for juvenile justice girls.* As a result, the utilization rate for delinquent girls in the Newark shelter decreased substantially.

*The JDAI seeks to promote changes to a state's policies, practices and programs to reduce reliance on secure
Development Services Group, Inc.

All of the referrals to Philadelphia, by contrast, came through a contract with the Community-Based Detention Services, which operated the Philadelphia Youth Study Center (the detention center). The Youth Study Center had been experiencing significant overcrowding and was under court order to lower its population. The Boys Town Short-Term Residential Treatment Program for Girls was used by the facility as a detention alternative and nearly all of the residents were facing delinquency charges. As a result, the facility seldom had problems with underutilization or with the referral process. In fact, the Site Director frequently had to resist pressure from the detention center to place girls when the site was already at capacity.

During the process evaluation site visits, all staff were asked which types of girls they feel do best in the program. By far, nearly all staff felt that the girls referred by juvenile justice do best because they have more of an incentive to change, they are more receptive to service, especially when they are going home. Many appreciate it more because they had previously had the detention experience. They also felt that girls over 14 did better in the program; they are more ready to learn new things about themselves and can see the consequences of their behavior.

Staff agreed that girls who have serious or chronic mental health issues, especially those who are off their medication, suicidal, or “cutters” (i.e., have a history of hurting themselves) are not successful in the program. These girls need constant supervision because of being suicide risks, or who are irrational and volatile. Staff reported seeing an increase in these types of girls. Staff also reported that girls with substance abuse problems are less successful at the program.

Baseline Descriptive Characteristics of the Boys Town Study Participants*

Demographics

The girls in the Boys Town study almost exclusively self-identified as members of a minority group. Between half and two thirds of the Boys Town study respondents identified themselves as African American (see appendix H, table H.1). The Atlanta (65 percent) and Philadelphia (62 percent) sites had the highest proportion of African American girls, Newark the lowest (52 percent). Hispanic/Latina youth were also represented but in much lower proportions. The Newark site had the highest number of Latina girls (22 percent), followed by Philadelphia (13 percent). Only 5 percent of the study girls in Atlanta were Latina. The average age of the girls also varied slightly by site (see appendix H, table H.2). The study girls at the Newark site had the lowest average age (14.89 years), followed by Atlanta (15.00 years) and Philadelphia (15.44 years).

Risk Factors

Family Composition

Families can either protect children from delinquency or put them at higher risk. Overall, the girls in the Boys Town study appear to come from problematic family backgrounds (see appendix H, table H.3). Only a small proportion of the Boys Town study respondents come from

confinement. The initiative was implemented statewide in New Jersey during the study period. For more on the JDAI initiative, see <http://www.aecf.org/MajorInitiatives/JuvenileDetentionAlternativesInitiative.aspx>.

*This section presents a comparison of girls in the three Boys Town sites. See chapter 4 for a comparison between the total Boys Town girls with the comparison group girls.

families where their parents were married. The highest proportion of girls with married parents was in Atlanta (37.0 percent), followed by Newark 30.8 percent, and finally Philadelphia where only 22 percent of the girls had parents who were married to each other. Similarly, a minority of girls come from families where two parents are present (married or not). The proportion is smallest in the Newark group, where only 14.8 percent of the girls come from families with two parents in the home. Two-parent families are more common in Philadelphia (27.8 percent) and Atlanta (34.7 percent). Perhaps even more disruptive is the fact that, for numerous girls, there were no parents in the home. This was least likely to be the case in Philadelphia (19.5 percent) and more likely in Atlanta (25.3 percent) and Newark (29.6 percent). Many of the girls in the Boys Town study also had a large number of brothers and sisters. In Newark, 63 percent of the girls had more than four siblings, compared with 43.6 percent in Philadelphia and 32.9 percent in Atlanta. Only a very small number of girls were only-children.

Parental Supervision and Involvement

The study survey contained numerous items concerning perceptions of parental supervision and involvement. As described in chapter 2, these items were combined into two separate indicators. Eight items were combined into the Parental Supervision Scale that assessed the girl's perceptions of the rules established by her parents and how closely they are monitored. Respondents were asked to indicate on a four-point scale the extent to which they agreed or disagreed with statements describing their parent's supervisory standards and behavior. The final scale also ranged from 1 to 4, with higher scores indicating lower parental supervision. As table H.4 in appendix H indicates, parental supervision was lowest in Atlanta (mean 2.18), followed by Newark with a mean score of 1.89. Girls in Philadelphia indicated the highest level of parental supervision, with a mean score of 1.75.

The Parental Involvement Scale combined seven items from the survey. Girls were asked to indicate on a four-point scale how much they agreed or disagreed with statements about their relationships with their mothers or fathers. The scale scores ranged from 1 to 4, with higher scores indicating low parental involvement. Again, girls in Philadelphia reported the highest levels of involvement with their parents (mean 1.85). Respondents in the Atlanta program reported the least amount of parental involvement (mean 2.42), followed by the girls in Newark (mean 2.16).

Parental Criminality

Having one or both parents arrested or sent to prison is a strong risk factor for childhood and adolescent problems for children. Youth who have parents who have been involved with the criminal justice system are more likely to have trouble in school and to be involved in illegal behavior themselves. In addition, families where one or more of the parents are incarcerated are more likely to face economic hardship and residential instability. A large number of the girls in the Boys Town programs faced these types of consequences. Almost half of the girls in the Newark shelter (48 percent) had at least one parent who had been arrested; the same was true for 45.8 percent of the girls in Atlanta and 36.4 percent of the girls in Philadelphia (see appendix H, table H.5). Findings were similar for parental imprisonment. In Newark 48 percent of the girls had parents who had been in prison, compared with 34.8 percent in Philadelphia and 29.6 percent in Atlanta.

Residential Stability

Although the Boys Town survey did not ask about the characteristics of the neighborhoods where the residents lived, it did ask about how long they had been at the location where they lived before coming into the Boys Town program. The largest proportion of youth reported relative stable residence, especially in Philadelphia. In Philadelphia, 54.1 percent of the girls had lived in the same place for 3 years or longer, as had 44.6 percent of the girls in Atlanta and 37.0 percent of the girls in Newark (see appendix H, table H.6). However, a sizeable proportion of girls had lived for a very short time in the area where they were living before coming to Boys Town. In Newark, 25.9 percent of the girls had been in that location less than 3 months, compared with 17.6 percent of the girls in Atlanta and 12.0 percent of the girls in Philadelphia.

Running Away

Many girls involved with the juvenile justice system have extensive histories of runaway behavior. Running away may reflect problems in family functioning but also place the girls at higher risk for both victimization and involvement in more serious illegal behavior. Table H.7 in appendix H shows that many of the girls in the study had run away from home before being placed in the Boys Town programs. Only 27.1 percent of the girls in Philadelphia reported that they had run away from home, compared with 48.1 percent in Newark and 45.9 percent in Atlanta.

School Status

Research has shown that a positive experience with school can protect against delinquency. Unlike some other areas of their life, the school status of Boys Town girls at the three sites in this study was reasonably positive (see appendix H, table H.8). In Philadelphia and Atlanta, almost three fourths of the girls were still in school; 3.8 percent of the girls in Philadelphia had either graduated or had received a GED, as had a single girl in Atlanta. At the Newark site, 89 percent of the girls were in school at the time of the baseline survey.

The distribution of the grade levels of the girls reflects the challenge for the teachers at the three programs. Grade levels for those girls attending school ranged from 6 to 12. Close to one third of girls in Atlanta and Philadelphia were in grades 6 to 8, compared with 20.8 percent of the girls in Newark. About half of the girls in the three sites were in grades 9 or 10.

As a group, those girls who were attending school were getting relatively good grades, which research has shown could be a protective factor for them. The girls at the Atlanta site appeared to be the best students, with 40 percent receiving mostly B's in their studies over the year before coming to the Boys Town program; 25 percent had been receiving A's. Grades for the other two groups were somewhat lower. In Newark, 29.2 percent of the girls were receiving mostly B's and 20.8 percent were receiving mostly A's. Similarly, in Philadelphia 27.5 percent of the girls were receiving mostly B's and 19.8 percent were receiving mostly B's. However, there was a small group of girls in each of the sites who had received mostly D's and F's before being placed at the Boys Town Short-Term Residential Treatment Program for Girls. The largest proportion of girls receiving poor grades in school was in the Atlanta program (19.2 percent), followed by Philadelphia (15.4 percent) and Newark (12.5 percent).

Although their reported academic performance was good, the Boys Town study girls were not without problems in school. A large majority of girls had been suspended from school at least

once in the school year before they came into the Boys Town program. The Philadelphia site had the smallest proportion of girls who had not been suspended (38.9 percent), followed by Newark (29.2 percent) and Atlanta (21.4 percent). One fourth of the girls in the Atlanta program had been suspended more than four times before coming into the Boys Town program, compared with 18.8 percent in Philadelphia and 8.3 percent in Newark.

Commitment to School

Commitment to school is another area that research has shown to protect youth from risks leading to delinquent behavior. The Girls Study Group has indicated that success in school and school connectedness (e.g., a positive perception of the school environment and positive interactions with people at school) are resiliency factors that protect against delinquency in girls (Zahn et al., 2008). The current study asked several items that are reflective of attachment to school, including such things as truancy history, attitudes toward course work, and feelings about being in school.

Truancy can be seen as an indicator of commitment to school. Unfortunately, the girls who reported never skipping school in the 30 days before being placed at Boys Town were in the minority (see appendix H, table H.9). The Philadelphia program had the largest proportion (47.3 percent) of girls reporting that they had never skipped school during the 30 days before coming into the program; 43.6 percent of the girls in Atlanta and 37.5 percent of the girls in Newark also reported never skipping school. Girls who might be described as “chronic” truants (i.e., those who had skipped more than 6 days in the 30-day period are at greatest risk. In Philadelphia, 7.5 percent of the girls reported skipping between 6 and 10 days in the 30 days prior and 14 percent reported skipping 11 or more days. Similar patterns were found in Atlanta (7.3 percent and 12.7 percent) and Newark (4.2 percent and 16.7 percent).

The survey respondents who were attending school before being placed in the Boys Town program reflected a more positive outlook in their attitudes toward coursework and the importance of school for later life. Well over half of all respondents in each of the three sites reported that they often or almost always felt that the schoolwork assigned to them was meaningful and useful. There was more variation among sites with regard to how interesting the girls found most of their courses. Almost two thirds of the girls in Newark reported that they found most of their courses to be quite or very interesting, compared with 54.8 percent of girls in Philadelphia and 42.9 percent in Atlanta. With respect to how important they felt the work they did in school would be for later life, 88.4 percent of the girls in Philadelphia felt that it would be quite or very important, as did 83.4 percent of the girls in Newark and 71.4 percent of the girls in Atlanta.

Girls were also asked about their enjoyment of school and whether or not they had tried to do their best work over the past year in school. Over half of the girls in Newark (58.4 percent) and Philadelphia (56.8 percent) said they often or almost always enjoyed being in school, compared with 46.4 percent of the girls in Atlanta. Conversely, 12.5 percent of the girls in Newark and 16.0 percent of the girls in Atlanta said they often or almost always hated being in school. However, a sizeable proportion of girls in Philadelphia did report that they often or almost always hated being in school. Regardless of their feelings about being in school, 79.1 percent of the girls in Newark said they often or almost always tried to do their best work in school, as did 74.7 percent of girls in Philadelphia and 62.5 percent of the girls in Atlanta.

Sexual Behavior

Many girls involved in the juvenile justice system have been sexually active, which places them at risk for sexual victimization as well as pregnancy and sexually transmitted diseases. The baseline survey asked Boys Town girls a series of questions about their sexual behavior history. In general, the data show relatively high rates of sexual behavior, though the survey did not address the context of sexual behavior—that is, whether it was consensual or coerced, or done for money or other supports.

Overall, about 80 percent of all of the Boys Town girls reported having had sexual intercourse (see appendix H, table H.10). This is compared with 45 percent for this age group reported in the *2007 Youth Risk Behavior Survey (YRBS)* data (CDC, 2008). All three sites are similar on this dimension. Data on age at first sexual intercourse for those girls who report being sexually active also suggest these girls had heightened sexual involvement. Over half (57 percent) of those at the Newark site reported first sexual intercourse at age 13 or under, 43 percent at the Philadelphia site and 36 percent at the Atlanta site also reported first sexual intercourse at age 13 or younger. This is considerably higher than 4.5 percent of *2007 YRBS* respondents who reported sexual intercourse for the first time before age 13.

Overall, about 73 percent of the girls were sexually active (30-day prevalence) at the time of entering Boys Town. Again, this compares with 35.6 percent of high school girls who reported current sexual activity on the *YRBS* in 2007. Further, a portion of the girls report being highly active (six or more intercourse episodes in the previous 30 days). Girls in the Newark site were the most sexually active on this measure (38 percent); girls in Atlanta (22.4 percent) and Philadelphia (20.2 percent) were less highly active.

The largest proportion of sexually active girls in each of the three sites reported having only one sexual partner in the 30 days before admission. However, a small percentage of girls at each of the sites reported multiple partners (Philadelphia, 23.4 percent; Newark, 19.0 percent; and Atlanta, 17.2 percent). According to the *2007 Youth Risk Behavior Survey (YRBS)* data (CDC, 2008), 12 percent of high school girls reported having had four or more sexual partners.

Such high rates of sexual activity call attention to the need for these girls to practice safe sex. However, when asked how often they used condoms or other protection during intercourse, a little over half of the sexually active Boys Town girls in Newark (57.1 percent) and Philadelphia (55.2 percent) reported always using a condom or other protection. On the other hand, only 33.9 percent of the sexually active Boys Town girls from Atlanta reported always using protection. These percentages indicate, of course, that a high proportion of girls in all three sites were not using protection during intercourse.

Peer Delinquency

One of the most consistent findings in research into the causes of delinquency is that having friends who are involved in delinquent behavior is a strong predictor for delinquency. This relationship may be especially strong for those youth who do not have protective factors in other areas such as family or school. The interviews with the girls in the Boys Town sites indicated that there was a range of involvement with delinquent peer groups. Many of the girls had few or no close friends who were involved in various types of delinquent behavior. However, a smaller number appeared to be deeply imbedded in a delinquent peer group. Overall, the girls from the

Atlanta site appeared to be more entrenched in delinquent peer groups than girls in the other two sites.

The majority of girls in each of the three sites (74.0 percent in Newark, 70.5 percent in Philadelphia, and 61.7 percent in Atlanta) reported that they had few or no close friends who had purposely damaged or destroyed property not belonging to them (see appendix H, table H.11). With respect to minor theft, 76.5 percent of girls in Philadelphia had few or no close friends who had stolen something worth less than \$5.00. This is compared with 62.5 percent of girls in Atlanta and 47.9 percent of girls in Newark. An even larger group of girls reported having few or no close friends who had broken into a car or a building to steal something (88.7 percent in Philadelphia, 85.2 percent in Newark, and 68.1 percent in Atlanta).

Additionally, most girls did not appear to be involved in a delinquent peer group. When asked whether very close friends had hit or threatened to hit someone without any reason, 70 percent of the girls in Newark and Philadelphia reported that very few or none of their close friends had been involved in this kind of violence, as did 66.2 percent of girls in Atlanta.

A smaller proportion of girls reported not being involved with peers who used illegal drugs or alcohol or who sold illegal drugs. Philadelphia had the largest proportion of girls not involved in a substance-abusing peer group; 55.3 percent of respondents had few or no friends who used illegal drugs and/or alcohol; 68.9 percent reported that very few or none of their friends had sold illegal drugs. In Newark, 48.1 percent of girls reported few or none of their close friends had used; 66.6 percent had few or no close friends who had sold illegal drugs. Atlanta again had the smallest proportion; 41.1 percent of girls had no or few close friends using, and 57.7 had no or few close friends involved in selling illegal drugs.

While it appears that most of the girls in the three sites do not have extensively delinquent peer groups, there is a minority of girls who appear to be deeply embedded in friendships with other delinquent girls. This pattern is most prominent in the area of substance abuse and may help explain the high rate of drug and alcohol use among the Boys Town residents in the study. In Atlanta, 39.7 percent of the girls reported that most or all of their close friends used illegal drugs or alcohol, as did 30.3 percent of girls in Philadelphia and 29.6 percent of girls from the Newark site. Similarly, 22.5 percent of girls in Atlanta reported that all or most of their friends sold illegal drugs, compared with 19.7 percent of the girls in Philadelphia and 18.5 percent of the girls in Newark.

Work Experience

Work is another area that can provide protection against risk factors for delinquency. Not unexpectedly, table H.12 in appendix H shows that the largest proportion of girls had no work experience (65.3 percent in Philadelphia, 61.5 percent in Newark, and 54.4 percent in Atlanta). However, although the girls in the study were relatively young and some were not old enough to participate in the workforce, quite a few had either paid or unpaid work experience during the year before coming to the Boys Town program. In Philadelphia 14.9 percent of the girls reported working more than 15 hours per week on average during the year before their placement as did 14.7 percent of the girls in Atlanta and 3.8 percent of the girls in Newark.

Attitudes Toward Work

Although the Boys Town girls in the study had limited actual work experience, they appeared to have a positive outlook toward work. Table H.12 in appendix H shows that, when asked if they agreed that they were not quite ready to handle a part-time job, over half of all the girls at all three sites strongly disagreed. Only a small proportion of the girls agreed with that assessment. Similarly, over 90 percent of the girls in the three sites agreed or strongly agreed that they had enough skills to do a good job, that they knew they could succeed at work, and that working hard at a job would pay off in the end.

Although the Boys Town girls in the study felt that they would be successful in the work world, most appeared to be reluctant to take jobs solely for the money. When asked if they would take almost any kind of job to get money, 66.6 percent of the girls in Newark, 65.8 percent of the girls in Atlanta, and 52.2 percent of the girls in Philadelphia disagreed or strongly disagreed. In addition, few of the girls at the three sites expressed admiration for people who get by without working. In Newark and Atlanta over three quarters of the girls disagreed or strongly disagreed that they admired people who get by without working, compared with 73.5 percent of girls in Philadelphia.

There is more variation in the responses to questions about the nature of jobs. Seventy percent of the girls in Newark disagreed with the statement that “most jobs are dull and boring,” as did 60.3 percent of the girls in Atlanta and 56.8 percent of the girls in Philadelphia. Sixty-three percent of the girls in Newark, 43.2 percent of the girls in Philadelphia, and 41.1 percent of the girls in Atlanta disagreed with the statement that the “only good job is one that pays a lot of money.” Over a third of the respondents in the three groups agreed or strongly agreed with that statement.

Alcohol and Drug Use

Residents were asked about their alcohol and illegal drug use in the 30 days before entering the Boys Town program. The self-report data show that a majority of the girls reported no alcohol use. At the Philadelphia site, 67.7 percent of girls reported no use in the previous 30 days (see appendix H, table H.14). More alcohol use was reported from the Atlanta site. The Newark site showed a higher percent of those more likely to be considered more frequent users (i.e., those who had three or more drinking occasions in the previous 30 days). This is compared with 44.6 percent of students who had at least one drink of alcohol during the past 30 days reported by the 2007 Youth Risk Behavior Survey (CDC, 2008). It is interesting that the Boys Town girls have rates of alcohol use consistent with the general population, given that they are more likely to have had problem-filled lives than the general population in this age group (Bryant et al., 2003).

Assessment of marijuana use among the Boys Town respondents shows that over half of the girls in the three sites reported no use in the previous 30 days. On the other hand, one fourth of the girls in each of the sites reported frequent use (three or more occasions of use during the past 30 days). Overall, the girls at the three sites appear similar, although the girls in Philadelphia appeared somewhat more likely to have used marijuana compared with the girls at the other two sites. Unlike alcohol use, marijuana use among these girls generally appears considerably higher than general use rates (17.0 percent, according to the 2007 YRBS [CDC, 2008]) for girls in this age group.

Finally, data on cocaine and other drug use showed virtually no use on the part of the Boys Town girls and virtually no difference among the sites. The little use of these drugs that was reported was confined to Philadelphia and Atlanta. In particular, the data for Atlanta showed greater use compared with the other Boys Town sites and with general use within this age group. The YRBS data show that 2.5 percent of the general population for this age group reported cocaine use.

Contact With the Juvenile Justice System

As a group, the girls in the Boys Town study self-reported a substantial amount of experience in the justice system (see appendix H, table H.15). Almost all of the study girls in Philadelphia (94.7 percent) had been arrested by the police before being placed at Boys Town at the time of the study. Somewhat fewer girls in Newark (85.2 percent) and Atlanta (80.8 percent) had this experience. This difference may be due, in part, to the fact that the Philadelphia program had an exclusive contract with the city to take girls from the detention center. Self-report data reported in appendix H., table H.16, indicated that the girls were relatively young when first arrested. The average age of first arrest was 14.4 years for girls in both Philadelphia and Atlanta. The Boys Town study girls in Newark averaged 14.1 years at first arrest. In addition, 77 percent of the Boys Town study girls from Atlanta reported that they had been to court for a crime they had been accused of committing, as had 70.5 percent of girls from the Philadelphia program and 66.7 percent of the girls from the Newark program.

A sizeable number of girls also report out of home placements due to their involvement with the justice system. Almost all the girls in Atlanta (94.6 percent) reported spending time in a detention center. A somewhat smaller proportion of girls in Philadelphia (64.7 percent) and Newark (81.5 percent) also said they had been detained before this placement in the Boys Town program. A small percentage of girls in all the sites self-reported that they had spent time in jail (24.1 percent in Philadelphia, 23.6 percent in Atlanta, and 11.1 percent in Newark). This is somewhat puzzling, given the regulations barring the placement of juveniles in jails. It may be that the girls have a different meaning for “jail” than the technical definition used in most research. Finally, a substantial minority of girls also reported that they had spent time in correctional facilities before their current Boys Town placement (42.5 percent in Atlanta, 27.3 percent in Philadelphia, and 23.1 percent in Newark).

In the next section, we compare Philadelphia girls’ self-reported placement histories with their official placement histories.

Services Provided

BOYS TOWN MODEL ELEMENTS

Research shows that the most effective programs are cognitive-behavioral in nature (i.e., centered on present circumstances and risk factors that are responsible for a person’s behavior); are action oriented; and teach new, prosocial skills. These cognitive-behavioral approaches are quite structured and emphasize the importance of modeling to engender self-efficacy and challenge cognitive distortion and assist in developing cognitive skills (Latessa, 2004).

One of the most positive findings of the process evaluation is that the Boys Town Model uses a behavior-based approach (see appendix M for a list of the 182 social skills taught in the curriculum grouped by problem behavior). The Model is based on the application of social skills learning and prescriptive teaching. The Model considers a youth’s problem behaviors as inherent

deficits in an “inventory” of social skills, and employs active, direct instruction as a key intervention to remediate these problems and enable positive, personal growth. Another positive finding is that the program design comprehensively addresses the need principle (Lowenkamp and Latessa, 2004). The need principle states that intervention programs should target dynamic (amenable to change), criminogenic (crime producing) needs, such as antisocial peer associations, substance abuse, lack of problem solving and self-control skills, and other factors that are highly correlated with criminal conduct. Noncriminogenic factors such as self-esteem and physical conditioning are static (unamenable to change) and will not have much effect on reducing recidivism. Review of the Model and the findings from this study suggest that the Boys Town program appropriately targets dynamic criminogenic needs.

Next we look at the tools used to assess each youth’s progress in the program.

Behavioral Accountability/Point Card

The Boys Town Point Card is a tool used to measure progress toward achievement of individual skills and track the points youth earn and lose while on the first two levels of the Boys Town Motivation System—the Assessment and Daily Points Systems (see appendix I for a copy of the point card). Staff use the card to record their observations of the youth’s specific behaviors related to specific curriculum and target skills, and document the points earned or lost as a result of the youth’s appropriate or inappropriate behavior.

The Point Card documents the youth’s name and assigned YCW, date, and at what motivation system she is currently placed. The card is organized by the type of basic skill (social, independent living, and academic) and the youth’s Target Skills as determined by her individualized service plan. These Target Skills may be revised once or twice a week, depending on the youth’s behavior. Point losses and gains are tallied throughout the day for each individual teaching interaction. The YCW annotates the specific behavior that was observed and its corresponding curriculum skill, then indicates if points were earned or lost and for what skills category (basic or target skill). The card is used to record the total number of points earned or lost for the day, when a target area or Basic Skill Card is completed, if and what privileges are rewarded, the point difference, the daily difference, and the system standing total.

In general, the *Boys Town Model advocates that each youth have 25 to 35 Teaching Interactions documented on her point card each day* in order to ensure that effective treatment is taking place. The Model prescribes the following breakdown of interaction distributions for basic skills: 70 percent for social behaviors, 20 percent for academic behaviors, and 10 percent for independent living behaviors. Youth Care Workers are also encouraged to follow the Model’s recommended 8:1 positive to negative Teaching Interactions ratio to maintain a good balance and ensure that the youth will not view the Boys Town staff as too punishing or too lenient.

In focus groups, Youth Care Workers and shift supervisors were highly supportive of the program and felt that the program was “very effective.” Most often, they named three things as the most effective components: the family style environment, building relationships with kids, and the teaching model. They felt that “it makes a world of difference” when kids start getting consequences for their behavior and are reinforced for positive behaviors. They realize what the points represent and felt that the majority of girls get something out of the point cards. They feel that they create a learning environment, teach them skills, and treat the girls “with dignity.”

Assessment and Motivation Systems

The Boys Town program uses a token-based economy motivational system that emphasizes structure, consistency, and documentation to influence positive behaviors, rather than concentrating on negative behaviors. Upon intake, each girl is placed on the first motivation system, the assessment system. The girl typically remains at this level for 3 days while her assigned YCW observes and documents her behavioral strengths and weaknesses. A youth moves into the Daily Points System on her 4th day and remains at this level until she earns enough points to move into the final phase, the achievement system. The Daily Points System is especially important for youth who are not as motivated by verbal approval and respond better to more concrete rewards. Youth continue to earn points for appropriate behavior and lose points for inappropriate behavior throughout the day, review their progress at card conferences, and, if applicable, can redeem points for privileges within 24 hours of the card conference. The skills that had the lowest average during the assessment period, coupled with target skills associated with her referral behaviors, become the emphasized skills for improvement. The same teaching guidelines employed in the Assessment System regarding the 8:1 positive to negative interactions and documenting 25 to 35 Teaching Interactions per day remain consistent in the Daily Points System.

The highest and least restrictive level of the Boys Town Motivation System is the Achievement System. This system is for girls who have demonstrated the ability to adhere to rules, policies, and procedures set by the staff, demonstrate a high degree of internal motivation, and do not require the immediacy token consequences indicative of the other two systems. Youth must fulfill several criteria before moving into the Achievement System, including: earning enough points to fulfill the System Standing total; consistently displaying the ability to use basic skills, such as “Following Instructions” and “Accepting No Answers;” demonstrated improvement in referral behaviors and willingness to set and work toward goals; attaining at least an 80 percent or higher on an Achievement Test; and obtaining general consensus from staff that the youth is capable of moving into the system.

Specifically, youth earn points and privileges when they demonstrate appropriate behavior (positive consequence), and lose points and privileges when they do not (negative consequence). A youth can either gain or lose the right to privileges such as extra TV, phone, and free time. According to the curriculum, the motivation system tries to achieve a balance between making positive and negative consequences meaningful while at the same time setting realistic expectations that will keep youth motivated to continue trying to demonstrate appropriate behavior. In the focus groups, staff reported that the privileges the youth receive were good, but limited, and but could be improved. Rather than just playing games, watching TV, and going skating, they would like to see them being taken to restaurants or shopping.

Boys Town National Database Assessment and Motivation System Data. At each site, the number of interactions per day met or exceeded the guidelines of 25 to 35 interactions per day. Data from the Boys Town National Database in Table 3.4 shows that in Newark, study participants had an average of 36.8 interactions, in Philadelphia, 31 interactions, and in Atlanta, 44.1 interactions.

Table 3.4. Assessment and Motivation System Data												
Dosage and Achievement System	Newark				Philadelphia				Atlanta			
	N	Range	Mean	SD	N	Range	Mean	SD	N	Range	Mean	SD
Interactions per day	27	25.4–48.5	36.8	6.9	132	0–55.9	31.0	7.9	75	25.9–65.2	44.1	8.1
Number of behavior incidents	27	0–39	10.1	9.3	132	0–39	5.8	8.4	75	0–46	4.6	6.9
Number of days privileges earned	27	2–42	20.7	10.5	132	0–108	18.6	15.5	75	6–69	19.4	8.9
Number of days eligible to earn privileges (LOS)	27	2–47	24.7	11.7	132	1–118	22.2	18.1	75	8–84	23.6	10.1
Ratio of days earned to days eligible	27	.57–1	.83	.13	132	0–1	.84	.20	75	.29–1	.83	.18

Assessment and Service Planning

When youth were placed in the program, staff develop an individual service plan for each girl to address specific needs identified during the initial intake assessment. Individual service plans concentrated on long- and short-term goals in the areas of emotional and physical health, independent living, social skills, and education. Interventions to address the needs were identified from the array of available program elements: 24-hour residential care and supervision, meals and snacks, transportation, medical and dental care, daily skill development, specialized therapeutic intervention, recreation and leisure activities, independent living, education, and discharge planning. The treatment team also worked with the family to address issues related to treatment and reentry.

Boys Town National Database Service Planning Data. Service planning data from the Boys Town National Database are presented in Table 3.5, which shows that staff set an average of 4 treatment goals in Newark, 3.2 treatment goals in Philadelphia, and 2.1 goals in Atlanta. In Newark, they met an average of 3.1 treatment goals (out of 4), in Philadelphia, they met an average of 2.4 (out of 3.2), and in Atlanta, they met an average of 1.8 out of 2.1. Overall, 70 percent of the Newark girls, 77.7 percent of the Philadelphia girls, and 85.6 percent of the Atlanta girls were reported by staff to have met their treatment goals at discharge.

Table 3.5. Treatment Goals Set and Goals Met												
Goal Achievement	Newark				Philadelphia				Atlanta			
	N	Range	Mean	SD	N	Range	Mean	SD	N	Range	Mean	SD
Number of Goals Set	27	1–11	4.0	2.5	133	1–8	3.2	1.3	75	2–4	2.1	.35
Number of Goals Met	27	0–11	3.1	2.9	133	0–7	2.4	1.2	75	0–4	1.8	.61
Percentage of Goals Met	27		70%		133		77.7%		75		85.6%	

Discharge Summary/Aftercare Plan

A discharge summary and aftercare plan are completed by the supervisor for each youth within 14 days of her discharge. The discharge summary details the youth's progress on her treatment goal areas and summarizes how Boys Town will continue to serve the youth, if applicable. The youth's accomplishments during her time in placement are also documented, as well as a description of any problems that could not be resolved during her stay. The goal of the discharge summary is to provide the next caregiver or placement facility with as much pertinent information as possible to promote the youth's future success.

National Database Departure Data. Table 3.6 shows the staff rating of each study participant's overall behavior while at Boys Town, the departure condition of the girls in the study, as well as the program completion status and length of stay. Staff in Atlanta rated more girls' condition at departure "favorable" or "very favorable" compared with the other two sites—90.6 percent were rated "favorable" or "very favorable" compared with 66 percent in Newark or Philadelphia.

Similarly, 93.3 percent of the girls in Atlanta and 85 percent in Philadelphia were reported to have completed the program compared with 48.1 percent in Newark. Atlanta also reported that the girls at their site improved their overall behavior most while at Boys Town: 65.3 percent of the girls in Atlanta were reported to have "positive" or "very positive" overall behavior while at Boys Town, compared with 51.8 percent of the girls in Newark and 50.3 percent of the girls in Philadelphia.

It is possible that the consistent higher rating of participants' success by the Atlanta staff was the result of inconsistent application of the rating criteria. That is, the process evaluation did not find any criteria for how a child was rated "favorable" or "very favorable," or "positive" versus "very positive."

There was no difference in the average length of stay (LOS) among the three sites: average LOS in Atlanta was 25.9 days, in Newark, 26.8 days, and in Philadelphia, 27.6 days. However, there was a difference in the range of LOS among the three sites: a few girls stayed longer in Philadelphia (up to 127 days), and 9.8 percent stayed more than 60 days. In Newark, stays ranged from 3 to 64 days, with significantly more staying shorter periods of time (14.8 percent stayed 1 to 7 days). In Atlanta, girls stayed 8 to 91 days with the majority (62.6 percent) staying 3 weeks to 60 days. Significantly more in Philadelphia (36.8 percent) stayed up to 2 weeks compared with Newark (22.2 percent), and Atlanta (2.7 percent).

Table 3.6. Boys Town Staff Rating of Overall Behavior, Departure Condition, and Completion Status						
Boys Town Staff Rating at Departure	Newark		Philadelphia		Atlanta	
	N	Percent	N	Percent	N	Percent
Condition at Departure from Boys Town						
Very unfavorable	0	0	4	3.0	0	0
Unfavorable	0	0	4	3.0	2	2.7
Somewhat unfavorable	3	11.1	6	4.5	0	0
Neither unfavorable nor favorable	2	7.4	2	1.5	1	1.3
Somewhat favorable	4	14.8	42	31.6	4	5.3
Favorable	10	37.0	58	43.6	64	85.3
Very favorable	8	29.6	17	12.8	4	5.3
Total	27	100.0	133	100.0	75	100.0
Program Completion Status						
Not complete	14	51.9	20	15.0	5	6.7
Complete	13	48.1	113	85.0	70	93.3
Total	27	100.0	133	100.0	75	100.0
Overall Behavior While at Boys Town						
Negative	0	0	0	0	1	1.3
Somewhat negative	0	0	12	9.0	3	4.0
Neither negative nor positive	0	—	1	.8	0	0
Somewhat positive	13	48.1	53	39.8	22	29.3
Positive	8	29.6	51	38.3	45	60.0
Very positive	6	22.2	16	12.0	4	5.3
Total	27	100.0	133	100.0	75	100.0
Length of Stay (LOS) at Boys Town						
1–7 days	4	14.8	2	1.5	0	0
8–14 days	2	7.4	47	35.3	2	2.7
15–24 days	1	3.7	23	17.3	24	32.0
24–30 days	8	29.6	18	13.5	28	37.3
31–60 days	11	40.7	30	22.6	19	25.3
More than 60 days	1	3.7	13	9.8	2	2.7
Average LOS	26.8 days		27.6 days		25.9 days	
Range of LOS	3–64 days		1–127 days		8–91 days	

School Programs

All three of the sites had school programs that operated onsite. In Atlanta and Newark, teachers were provided by the local school district. In Philadelphia, the teacher was provided by the school program at the Youth Services Center. At the time of the evaluation, there were two teachers at the Newark shelter although there were plans to eliminate one position due to the low utilization being experienced by the program. The Atlanta facility had seven teachers. The Philadelphia site, the largest of the three programs, had one teacher. All the teachers had special education certification.

The Newark and Philadelphia facilities had dedicated classroom space while classes were held in multipurpose space in Atlanta. In all of the locations, Youth Care Workers were present in the classrooms during the school day and assisted the teachers with keeping order in the classroom. Observation of classroom activities showed that classes were well controlled. Youth Care

Workers unobtrusively worked with individual girls who were beginning to be disruptive and provided positive feedback to girls who were doing particularly well. When dealing with disruptive youth, the YCWs would speak to the girl at her desk. If this did not resolve the problem, she would remove the girl from the classroom to resolve the situation in private.

As is the case with many short-term residential facilities, the teachers felt it was difficult to do long-term planning and prepare individual lessons for students when they typically had only 20 “classroom days” with a youth. Receiving records from the base schools was a problem at some of the sites. The teacher in Philadelphia indicated that she never saw the records from the base schools of her students while the teachers in Newark indicated that they usually did receive the academic records. One of the first activities with new residents was to do academic assessments which provided some information on academic functioning. Despite these issues, all of the teachers felt that the girls did better in the Boys Town schools than they had been doing when attending school in the community.*

Program Participants’ Attitudes Toward Boys Town

Follow-Up Survey Results

The Boys Town Participant Follow-Up Survey contained several questions on participants’ attitudes toward the program and whether they felt it helped them, and if so, in what ways (see survey in appendix G). All clients were assured of confidentiality when completing the survey. More than half of the study participants (52.8 percent) reported positive ways in which the Boys Town program helped them. The most frequent themes of the responses were: they became a better person, they learned how to deal with their anger more appropriately, developed a more positive attitude, calm down and think before you react, and talk about feelings and expressing them in a positive way. Table 3.7 presents a representative sampling of these comments.

Only 26 participants (11 percent) felt that the Boys Town program did not help them. Typical of the reasons they gave were:

- “I think people are going to do what they want to do regardless.”
- “Because I went home the same person.”
- “Because I wasn’t there that long.”
- “I feel that the program was unrealistic and when I got back to my reality things weren’t as easy and easy to resist as I thought.”
- “When I was there the point cards were effective but I personally didn’t like them because when you’re mad you should be given time to calm down and then come back to be held accountable.”
- “I really needed rehab.”

*Because of the short time in the program, comparisons between grades before and after the program were not conducted.

Table 3.7. Do You Think the Boys Town Program Helped You, and if So, in What Ways?

<p>"It helped me become a better person because when I first went, I was very angry and now I know how to deal with my anger and problems."</p> <p>"They have helped me have much more respect for people."</p> <p>"By teaching me how to control my anger and helping me understand that violence doesn't solve every problem you have."</p> <p>"It helped me learn how to cope with some feelings appropriate[ly], disagree appropriate[ly], and also have respect, be loyal, and many other things."</p> <p>"I loved it there. The way the staff treated me. The house was nice and warm like a home is and it wasn't like jail. The surroundings in the house were filled with love. I loved it I want to work there. It was awesome."</p> <p>"I used 2 think that being held in Boys Town was bad but when I got sent to placement it was 10x's worse so I guess it helped me not to take things for granted because Boys Town was only trying to help me not hurt me!"</p> <p>"It helped me to see that some girls have it worst than I do. I learned that my family and a few close friends are all that I have. Without them I'd be nothing."</p>

Boys Town Youth Consumer Survey Results

Youth in the program also had an opportunity to complete the Boys Town Youth Consumer Survey (appendix L), which was administered monthly. Using a four-point scale where 1=Disagree, 2=Disagree a little, 3=Agree a little, and 4=Agree, the 12-statement survey requests information about how the girls felt about program services and staff. There were also open-ended items that ask about negative situations the residents may have encountered, such as whether the youth ever felt unsafe at the facility, or if a staff member ever yelled, cursed, threatened them. Table 3.8 shows the results of the youth survey in 2006 and 2007, the time period of the study. Annual averages show little differences between sites: in Newark, the average rating in 2006 was 3.27, and in 2007, 3.37; in Philadelphia, the average in 2006 was 3.66, and in 2007, 3.70; in Atlanta, the average in 2006 was 3.39, and in 2007, 3.50. In 2007, youth at all sites most strongly agreed with the statements, "staff monitor my activities and my whereabouts here," and "I know my treatment goals and what I need to do to get better." The only aberration among the youth in the sites was in Atlanta, in 2006, youth rated the statement "I know my treatment goals and what I need to do to get better," a 2.78, when all other years and sites rated the statement they agreed with most strongly. In 2006 and 2007, youth at all sites most strongly disagreed with the statement, "Staff are fair with the points that I earn and lose."

Very small percentages of youth reported feeling unsafe or threatened at any time. In Newark, in 2006, 16.7 percent of the youth reported feeling unsafe and 9.1 percent felt threatened at any time; in Philadelphia, 6.8 percent of the youth felt unsafe, and 9.1 percent felt threatened at any time; in Atlanta, 8.8 percent felt unsafe and 9.8 percent felt threatened at any time. In 2007, all three sites showed improvements in these ratings by youth. In Newark, 6.8 percent of the youth reported feeling unsafe and 2.2 percent felt threatened at any time; in Philadelphia, 2.4 percent of the youth felt unsafe, and 6.0 percent felt threatened at any time; in Atlanta, 6.0 percent felt unsafe and 2.7 percent felt threatened at any time.

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In interviews with key staff, program and Site Directors reported using the results of the youth consumer survey to make corrections in staff training regarding the Model, and to brainstorm with staff ways in which those statements that scored the lowest could be improved. Managers from the home office also told us that they used these survey results to work with the goals for the sites.

Table 3.8. Results of Youth Consumer Survey by Site

Statements	Newark		Philadelphia		Atlanta	
	2006	2007	2006	2007	2006	2007
	Mean (n=66)	Mean (n=44)	Mean (n=132)	Mean (n=166)	Mean (n=91)	Mean (n=149)
1. I feel safe here at Boys Town.	3.44	3.52	3.80	3.87	3.64	3.64
2. Staff monitor my activities and my whereabouts here.	3.74	3.80	3.87	3.88	3.85	3.83
3. I know my treatment goals and what I need to do to get better.	3.81	3.71	3.86	3.94	2.78	3.76
4. I can talk with staff when I am upset or concerned about something.	3.01	3.25	3.53	3.56	3.14	3.45
5. Given that I have to be away from my home at this time, I am happy here.	3.01	2.97	3.57	3.65	3.13	3.38
6. Staff have explained to me how to use the Boys Town Safety and Ethics Hotline.	3.31	3.49	3.76	3.63	3.55	3.68
7. Staff are fair with the points that I earn and lose.	2.70	2.78	3.15	3.28	2.67	3.19
8. Staff make sure I can talk to my family members or caseworkers.	3.23	3.51	3.71	3.85	3.43	3.66
9. We routinely have daily meetings where youth can share their own ideas and opinions	3.26	3.40	3.77	3.65	3.55	3.44
10. Staff here care about me.	3.20	3.15	3.59	3.63	3.13	3.29
11. I participate in recreation activities here like playing games, sports, or going on outings.	3.59	3.61	3.77	3.86	3.61	3.51
12. S-G helps shelter betterment.	2.97	3.23	3.58	3.58	3.22	3.13
Average	3.27	3.37	3.66	3.70	3.39	3.50

Scale: 1=disagree 2=disagree a little 3=agree a little 4=agree

Program Fidelity

The issue of fidelity to a program design has become of increasing importance as prevention and intervention programming has moved toward the implementation of model programs. Those programs that have achieved the status of “models” have been well researched and shown to have positive outcomes. As implementation of such approaches increases to other areas and contexts, the issue of whether or not the new implementation remains faithful to the original model. Measuring the fidelity with which new programs implement model programs is crucial to ensuring that they too will have positive outcomes.

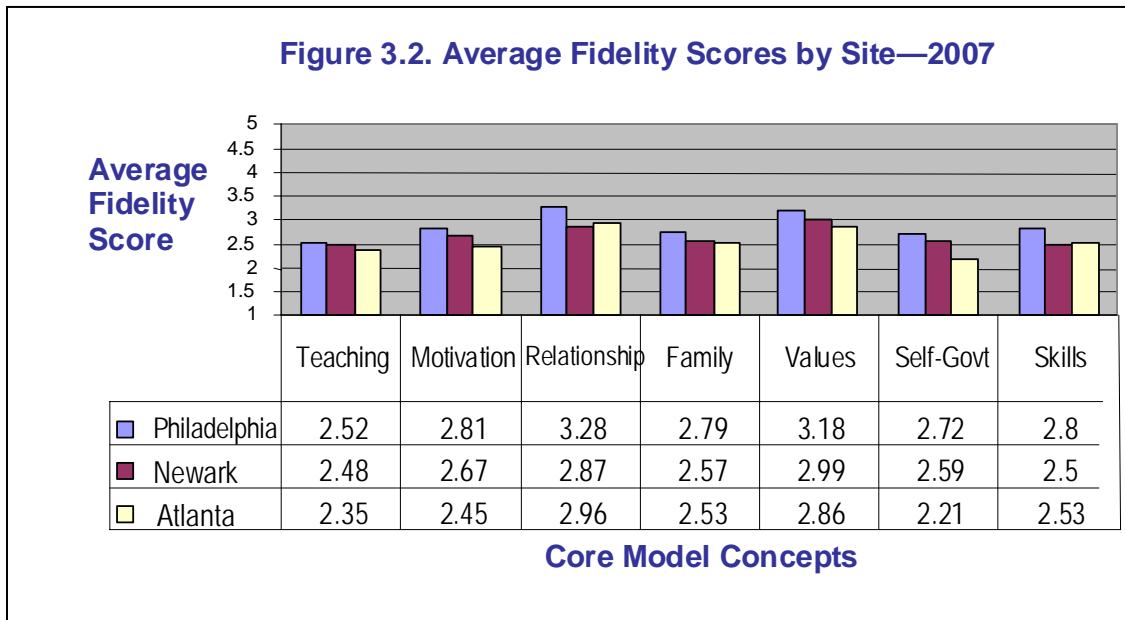
As this chapter has described, the Boys Town organization provided considerable support to sites to ensure uniform implementation of the program Model. To address the issue of how well each separate site is implementing the Model, the researchers at the Boys Town National Research Institute have worked over the past several years to develop fidelity measurements. The Boys Town fidelity instrument is intended to assess the level of implementation of the Boys Town Model in residential facilities. It measures seven broad concepts:

1. Teaching components and crisis management
2. Motivation system
3. Relationship building
4. Family style living
5. Spiritual/moral values
6. Self-government
7. Safety

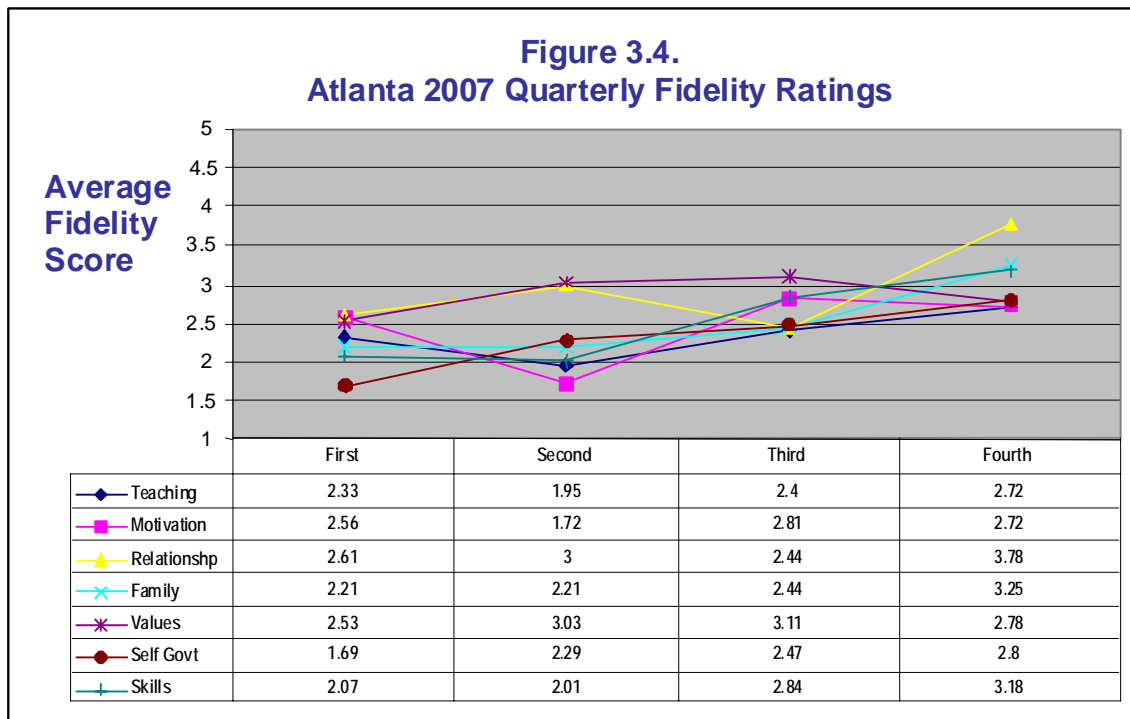
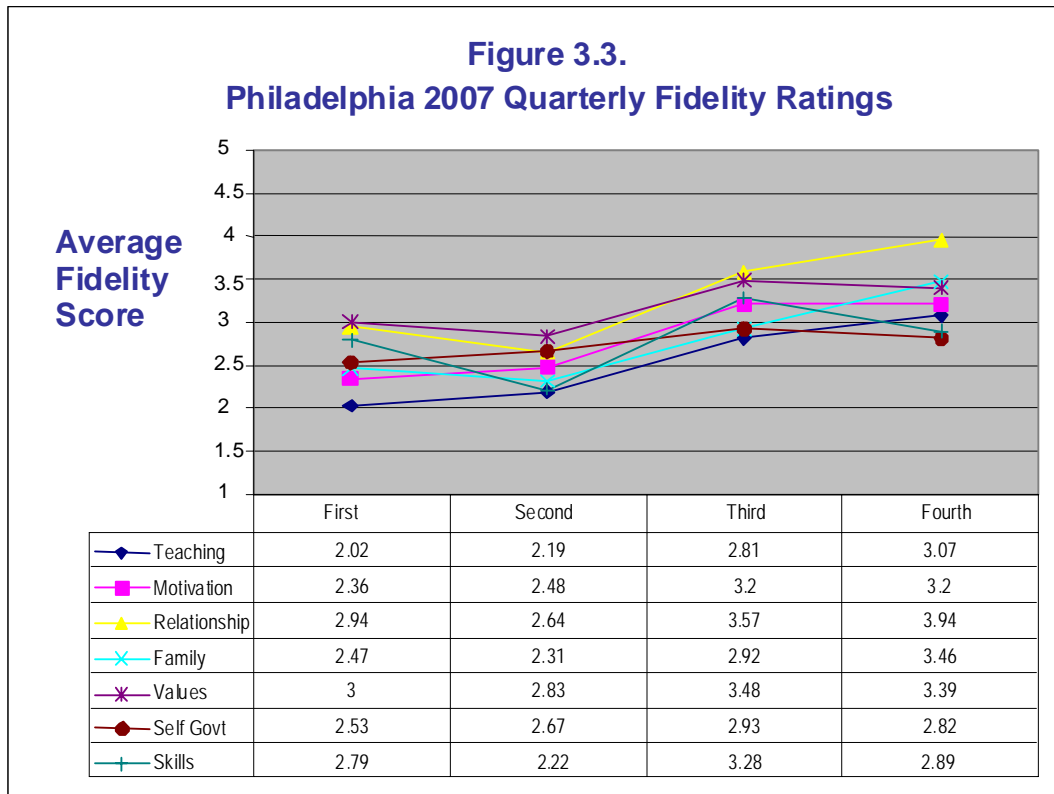
Several specific items are used to assess each concept area. A summary of the core concepts and related observational measures is provided in appendix K.

The site fidelity review is conducted by Boys Town home office program experts who have several years of direct experience with the Model through direct observation of the staff interacting with youth. The observer rates the specific items for each concept that is being observed. Each item is rated on a five-point scale, with 1 being no implementation or incorrect implementation and 5 being the best implementation of the skill that can occur. A rating of 3 would be considered average implementation that contains the key steps or elements of the skill, but improvements could still be made. “Cannot rate” is selected if the observer did not have an opportunity to see evidence to rate the item. The entire process of completing the form is done after the observation is complete and usually takes 15–40 minutes to finish, depending on the number of staff members observed and the number of concepts assessed. The ratings should reflect the quality of implementation regardless of the length of time the staff member, or program, has been using the Boys Town Model.

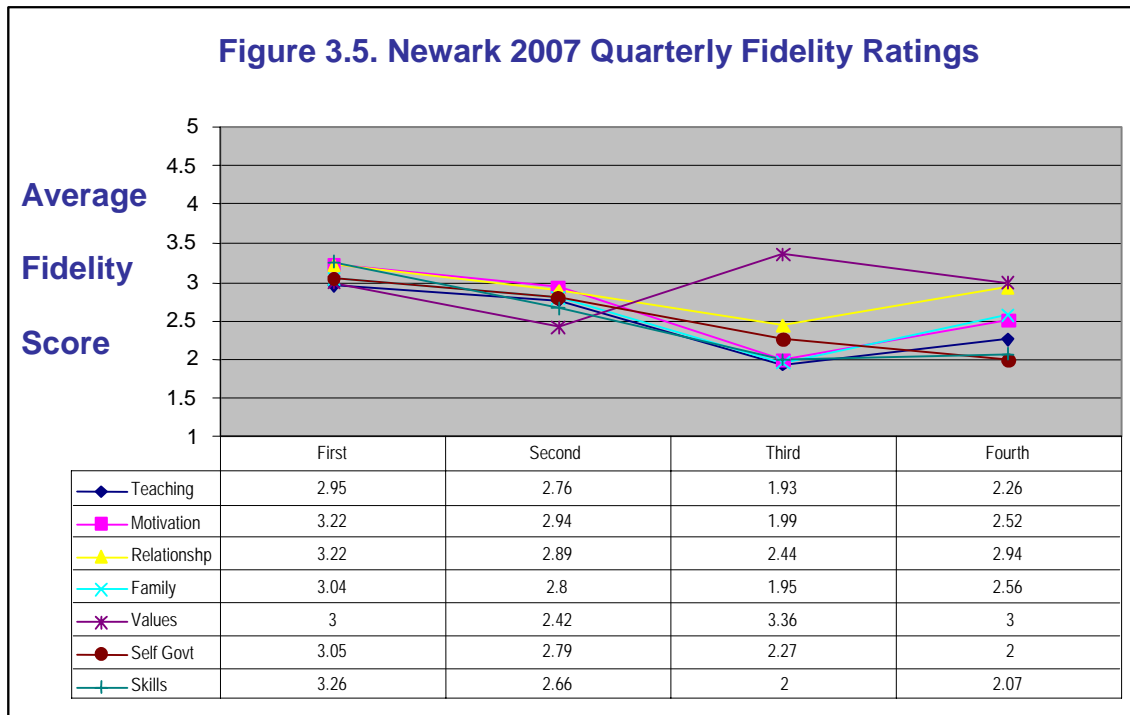
Data from the fidelity measures taken during 2007 at the Newark, Philadelphia and Atlanta sites were provided to DSG evaluators by the Boys Town National Research Institute. Figure 3.2 provides the mean fidelity scores for site observations completed during 2007. The three sites clustered slightly below “average” in implementation on the seven scales. The Philadelphia site consistently ranked higher in implementation fidelity compared with Newark and Atlanta during 2007 although the differences were not large.



One of the important ways that the Boys Town organization used the fidelity rating observations was as a tool to identify the need for additional training or support in one or more of the core aspects of the Model. Figures 3.3 through 3.4 below provide a view of change in fidelity to the model over the quarters in 2007 for each of the three sites in the study. Although the Philadelphia site consistently had the highest average fidelity scores for 2007 as a whole, the site steadily increased its fidelity to the model over the four quarters of 2007. The site was below average in all of the model components except spiritual/moral values when fidelity observations were made during the first quarter of the year. Ratings remained below average during the second quarter but began to rise during the third. By the fourth quarter, the fidelity scores were average or above in all but two of the dimensions.



At the Atlanta site, fidelity measures during the first quarter were well below the “average” implementation score of 3, especially in the area of self-government. During the second quarter fidelity scores for the teaching components and crisis management and motivation system dropped below an average of two while implementation fidelity in the areas of spiritual/moral values, self-government and relationship building improved. Over the last two quarters, implementation continued to improve.



Of the three sites, the Newark program struggled the most with maintaining fidelity to the model. Although fidelity scores for each of the measures began the year at “average” implementation, the scores all dropped in the second quarter. Except for the measure for implementation of spiritual/moral values, fidelity continued to decrease at the third quarter. There was some improvement during the final quarter, however the measures did not increase to the levels at the beginning of the year.

For an in-depth analysis of fidelity and its relationship to outcomes, see chapter 4, Multivariate Analysis section.

Program Improvement

During the interviews and focus groups, staff were asked for suggestions for ways in which the program could be improved or made more effective. Almost unanimously, staff at all levels said they would like to see the program provide a longer stay for the girls, from 45 to 90 days or even up to 6 months. Many said that it takes a month for girls to learn to incorporate behaviors they are being taught and they need several more months to effect more change.

The second most frequently mentioned need for improvement was to address and reduce staff turnover. Staff said that all YCWs need a period of shadowing on all shifts when they start, “there would be less turnover if they knew what they were getting into.” They would like to see the issues with the schedule addressed, rather than “just posting the schedule.” They said that the “hours are long” (they work four 10-hour days). In general, they would like more support and consistent supervision and styles of supervision between shift supervisors. Supervisors said that they need more stable staff and more rigorous screening of applicants. They would like to find ways to build YCW morale, and provide more staff recognition (some sites provided employee of the month awards for which the employees received gift certificates). Some felt that turnover was high because the site is small and there is not a lot of growth upwards, especially for YCWs who have college degrees.

Some staff suggested the program could be improved by adding in-house services, such as mentor groups, substance abuse education, teen parenting classes, and by having positive people from the community come into the facility. Some staff also suggested parent groups would be helpful, especially for status offender girls with a history of running away. Several also suggested shortening the time needed to reach achievement level, since this only a 30-day program.

Baseline and Outcome Comparisons on Problem Behaviors

The focus of this outcome comparison is to describe key behaviors of the girls before and after their placement in the Boys Town program. The intent is not to try to explain what factors had an impact on behaviors over time, but to describe the extent of favorable outcomes in these key behavior areas. (The analysis controlling for all of the independent variables appears in chapter 4.) By cross tabulating the data from baseline and follow-up interviews, it is possible to examine those situations that can be defined as “favorable” outcomes for the girls. For example, with respect to alcohol use those girls who reported not drinking at either time and those who reported drinking on the baseline survey but not on the follow-up survey could be said to have “favorable” outcomes, the first group because they had not started drinking in the ensuing year, and the second group because they reported drinking at baseline but not at follow-up.

Overall, 87.3 percent of the girls in the Boys Town programs had favorable education outcomes (see Table 3.9). The largest proportion (66.5 percent) reported attending school at baseline, and these girls were continuing in school at follow-up; 6.9 percent of those attending school at baseline had gone on to graduate or earn their GED. For girls who had not been in school at baseline, 11.0 percent reported that they were in school at follow-up and 2.9 percent had either graduated or received a GED. Among the three sites, the girls in Philadelphia had the highest percentage of favorable education outcomes (91.2 percent) followed by the girls in Atlanta (84.8 percent) and Newark (72.3 percent). The total favorable outcome for the comparison girls was 89.4 percent.

Table 3.9. Baseline and Outcome Comparisons

Percent Favorable Outcomes	Newark	Philadelphia	Atlanta	Boys Town Total	Comparison Group
School					
In school F0 & F1	61.1%	65.7%	69.8%	66.5%	79.8%
Not in school F0/In school F1	5.6%	13.7%	7.5%	11.0%	3.8%
In school F0/Grad-GED F1	5.6%	6.9%	7.5%	6.9%	4.8%
Not in school F0/Grad-GED F1	0.0%	4.9%	0.0%	2.9%	1.0%
Total % favorable outcome	72.3%	91.2%	84.8%	87.3%	89.4%
Alcohol Use					
No use F0 or F1	50.0%	48.5%	43.1%	47.1%	65.3%
Use in F0/No use F1	22.7%	21.8%	33.8%	25.3%	13.3%
Total % favorable outcome	72.7%	70.3%	76.9%	72.4%	78.6%
Marijuana Use					
No use F0 or F1	64.7%	46.6%	45.8%	48.2%	69.1%
Use F0/ No use F1	17.6%	35.0%	25.0%	30.4%	12.4%
Total % favorable outcome	82.3%	81.6%	70.8%	78.6%	81.5%
Sexual Activity					
None at F0 or F1	5.3%	7.6%	11.5%	8.5%	30.3%
Active at F0/Not active F1	10.5%	4.8%	3.8%	5.1%	7.1%
Total % favorable outcome	15.8%	12.4%	15.3%	13.6%	37.4%
Arrest					
No arrest F0 or F1	4.8%	0.8%	8.6%	3.6%	1.5%
Arrest at F0/No arrest F1	66.7%	90.1%	52.9%	76.1%	80.0%
Total % favorable outcome	71.5%	90.9%	61.5%	79.7%	81.5%

Alcohol and marijuana use outcomes for Boys Town girls, while not quite as high as those for education, were still favorable for almost three-quarters of the girls. Among the three sites, the girls in Atlanta had a slightly higher favorable outcome for alcohol use (76.9 percent), compared with 72.7 percent of the girls in Newark and 70.3 percent of the girls in Philadelphia. Overall, 72.4 percent of the Boys Town girls had a favorable outcome with respect to their drinking behavior; 47.1 percent reported not drinking on both the baseline and follow-up survey; 25.3 percent had reported drinking at baseline but not at follow-up. This is slightly lower than the overall favorable outcome for the comparison group of girls, 78.6 percent of whom had a favorable outcome.

The baseline and follow-up comparison for marijuana use indicates that 82.3 percent of the girls in Newark, 81.6 percent of the girls in Philadelphia and 70.8 percent of the girls in Atlanta had never used marijuana, or had used at baseline but not at follow-up. As a group, 78.6 percent of the Boys Town group had favorable outcomes; 48.2 percent of the girls reported that they did not use marijuana at either baseline or follow-up, and 30.4 percent has used at baseline but reported no use at follow-up. The total favorable outcome for comparison girls was 81.5 percent, slightly higher than that for Boys Town girls.

Perhaps not surprisingly, favorable outcomes for sexual activity (i.e., not being sexually active) were remarkably lower for both groups, but especially for the Boys Town girls. Only 13.6

percent of the Boys Town girls reported not being sexually active; 8.5 percent reported not being sexually active at either time; 5.1 percent of girls reporting prior sexual activity reported none at follow-up. A higher proportion of comparison girls (37.4 percent) reported that they had not been sexually active at either time period, or that they had been sexually active at baseline but not at follow-up. Favorable outcomes were similar at the three Boys Town sites.

Recidivism outcomes were more encouraging; 79.7 percent of Boys Town girls and 81.5 percent of the comparison girls had favorable outcomes in this area, with the largest portion of both girls having been arrested at baseline and not having been arrested at follow-up. There were, however, sizeable differences among the three Boys Town sites on this measure. In the Philadelphia site, 90.9 percent of the girls either reported that they had not been arrested at either time, or had no new arrests at follow-up. This is compared with 71.5 percent of the Newark girls and only 61.5 percent of the girls in Atlanta.

A Subanalysis of Court-Ordered Placements and Services in Philadelphia

The Philadelphia Family Court's Juvenile Automated Computer System (JACS) is a case management system that stores official demographic information about juveniles who come in contact with the law; and provides details about individual petitions, including the assigned Probation Officer, disposition decisions, placement histories, and detention status. Of the three sites in the study, the JACS system offered the most comprehensive juvenile arrest history, court-ordered service, and placement data. A subanalysis of the placement and service history data was undertaken to see how the Boys Town group and comparison group differed at baseline, at the instant offense, and at follow-up 1 year later.

Table 3.10 shows that the Boys Town group had a much more extensive placement history before being placed at Boys Town, for the instant offense, and during the follow-up period. Prior to the instant offense, 17.7 percent of the Boys Town group had been ordered into electronic monitoring (EM), intensive supervision (ISP), or another service prior to the instant offense; 10.0 percent had been in detention; and 7.7 percent had been in a staff secure shelter, such as Boys Town or VisionQuest. In the comparison group, 3.3 percent had been ordered into services, such as EM, and 1.6 percent had been in detention.

Because Philadelphia used Boys Town as a detention alternative, it was expected that the majority of the girls would have been in detention prior to their Boys Town placement. Table 3.10 bears this out; it shows that for the instant offense, 100 percent of the girls in the Boys Town program had been in detention prior to their placement at Boys Town, and 50 percent had been ordered into services such as EM or ISP. In addition, another 43.8 percent had been placed in a secure correctional or residential treatment center (RTC) that provided mental health, psychiatric, or substance abuse treatment. In the comparison group, 28.0 percent had been placed in detention, 55.7 percent had received services, and 8.2 percent had been placed in a secure correctional facility or RTC.

During the follow-up period, twice as many Boys Town girls had court-ordered placements and services, compared with girls in the comparison group. In the Boys Town group, a total of 12.3 percent were in detention, 11.5 percent received court-ordered services, 11.0 percent were placed in a staff secure shelter, and 4.5 percent were placed in a secure correctional or residential treatment facility. In the comparison group, 6.6 percent were placed in detention, 8.2 percent

received court-ordered services, and 5.0 percent were placed in a staff secure shelter. None was ordered into a secure correctional or residential treatment facility.

The average number of placements or services provided *for those who received a placement or service* is presented in Table 3.11. It shows that, for the treatment group, in the period prior to the instant offense for which they were in Boys Town, 13 girls received an average of 1.46 detention placements, 23 girls received an average of 1.35 services, 10 girls received an average of 1.4 staff secure shelter placements, and one girls received 1 secure correctional or RTC placement. In the comparison group, in the period prior to the instant offense for which they were placed on

Table 3.10. Placement and Service History for Philadelphia Boys Town and Comparison Groups				
Court-Ordered Placements and Services by Study Period and Facility Type	Philadelphia Boys Town Group		Philadelphia Comparison Group	
	N (N=130)	Percent	N (N=61)	Percent
<u>Number and Type of Placements Prior to Boys Town or Probation</u>				
Secure Detention Center	13	10.0	1	1.6
Services (e.g., EM, ISP)	23	17.7	2	3.3
Staff Secure Shelter (e.g., Boys Town)	10	7.7	0	0
Secure Correctional/Residential Treatment Center (i.e., mental health, psychiatric, substance abuse treatment)	1	0.7	0	0
Total	47		3	
<u>Number and Type of Placements Related to the Instant Offense</u>				
Secure Detention Center	130	100.0	17	28.0
Services (e.g., EM, ISP)	75	58.0	34	55.7
Staff Secure Shelter (e.g., Boys Town)	130	100.0	14	23.0
Secure Correctional/Residential Treatment Center (i.e., mental health, psychiatric, substance abuse treatment)	57	43.8	5	8.2
Total	392		70	
<u>Number and Type of Placements During Follow-up Period (1 year Following Intake)</u>				
Secure Detention Center	16	12.3	4	6.6
Services (e.g., EM, ISP)	15	11.5	5	8.2
Staff Secure Shelter (e.g., Boys Town)	14	11.0	3	5.0
Secure Correctional/Residential Treatment Center (i.e., mental health, psychiatric, substance abuse treatment)	6	4.5	0	0
Total	51		12	

probation, one girl received an average of 1 detention placement, and two girls received an average of 1 service.

For the instant offense time period, the 130 Boys Town girls received an average of 2.39 detention placements, 75 girls received an average of 1.4 services, 130 received an average of 1.95 placements in shelter, and 57 girls received an average of 1.17 RTC placements. The averages for detention and shelter placements are so high because the court discharges youth from detention or shelter when they go to court to attend a court hearing, and the court readmits them upon their return, which inflates the number of admissions. For the instant offense time

Table 3.11. Average Number of Court-Ordered Placements and Services for Philadelphia Boys Town and Comparison Groups						
Court-Ordered Placements and Services by Study Period and Facility Type	Philadelphia Boys Town Group			Philadelphia Comparison Group		
	Total # of Youth	Total # of Placements	Average # of Placements for those Placed	Total # of Youth	Total # of Placements	Average # of Placements for those Placed
Prior Period (Prior to Boys Town Placement for Boys Town Group or Probation for Comparison Group)						
Secure Detention	13	19	1.46	1	1	1
Services (e.g., EM, ISP)	23	31	1.35	2	2	1
Staff Secure Shelter	10	14	1.4	0	0	0
Secure Correctional/ Residential Treatment	1	1	1	0	0	0
Instant Offense Period (Placements Related to Offense for Which They Were Placed in Boys Town or on Probation)						
Secure Detention	130	311	2.39	17	29	1.7
Services (e.g., EM, ISP)	75	104	1.4	34	42	1.24
Staff Secure Shelter	130	253	1.95	14	24	1.7
Secure Correctional/ Residential Treatment	57	67	1.17	5	5	1
Follow-up Period (During the 1-Year Period Post Intake Ito the Study)						
Secure Detention	16	35	2.19	4	7	1.75
Services (e.g., EM, ISP)	15	19	1.3	5	7	1.4
Staff Secure Shelter	14	22	1.57	3	7	2.3
Secure Correctional/ Residential Treatment	6	7	1.16	0	0	0

period, 17 comparison girls received an average of 1.7 detention placements, 34 girls received an average of 12.4 services, 14 girls received an average of 1.7 placements in shelter, and five girls received an average of 1.0 RTC placements.

During the 1 year follow-up period, 16 Boys Town girls received an average of 2.19 detention placements, 15 girls received an average of 1.3 services, 14 girls received an average of 1.57 staff secure placements, and 6 girls received an average of 1.16 RTC placements. Four comparison girls received an average of 1.75 detention placements, five girls received an average of 1.4 services, three girls received an average of 2.3 staff secure placements, and none received an RTC placement.

Summary

The Boys Town program is founded on a well-documented, theoretically based curriculum. There is systematic implementation, with frequent fidelity review. There are clearly delineated staff job responsibilities and a strong emphasis on staff training and development. The Clinical Support Specialists, the Program Directors, and the Site Directors were dedicated to the program, as were most of the Shift Supervisors and Youth Care Workers. The program is committed to youth and staff feedback. The facilities are safe and clean and designed to provide a family-like setting.

The process evaluation set out to answer eight major questions. Below are the overall findings on each of these questions.

What Are the Fidelity and Adherence to the Program Model at Each Boys Town Site?

The Boys Town fidelity instrument assesses the level of implementation of the Boys Town Model and is conducted by home office Boys Town program experts. It measures seven broad concepts: 1) teaching components and crisis management, 2) motivation system, 3) relationship building, 4) family-style living, 5) spiritual/moral values, 6) self-government, and 7) safety. Each item is rated on a five-point scale, with 1 being no implementation or incorrect implementation and 5 being the best implementation of the skill that can occur. A rating of 3 would be considered average implementation. During 2007, the three sites clustered slightly below “average” in implementation on the seven scales. The Philadelphia site during 2007 consistently ranked higher than Newark and Atlanta in implementation fidelity, though the differences were not large.

What Are the Frequency and Duration of Services Implemented at Each Boys Town Site?

At each site the number of interactions per day met or exceeded the guidelines of 25 to 35 daily interactions. Data from the Boys Town National Database show that, in Newark, study participants had an average of 36.8 interactions, in Philadelphia 31.0 interactions, and in Atlanta 44.1 interactions. Service planning data show that, in Newark, participants met an average of 3.1 treatment goals (out of 4.0), in Philadelphia, they met an average of 2.4 (out of 3.2), and in Atlanta, they met an average of 1.8 out of 2.1. Overall, 70.0 percent of the Newark girls, 77.7 percent of the Philadelphia girls, and 85.6 percent of the Atlanta girls were reported by staff to have met their treatment goals at discharge.

Staff in Atlanta rated more girls’ condition at departure “favorable” or “very favorable” compared with the other two sites—90.6 percent were rated “favorable” or “very favorable,” compared with 66.0 percent in Newark and Philadelphia. Similarly, 93.3 percent of the girls in Atlanta and 85.0 percent in Philadelphia were reported to have completed the program, compared with 48.1 percent in Newark. Atlanta also reported that the girls at its site improved their overall behavior most while at Boys Town: 65.3 percent of the girls in Atlanta were reported to have “positive” or “very positive” overall behavior while at Boys Town, compared with 51.8 percent of the girls in Newark and 50.3 percent of the girls in Philadelphia.

There was no difference in the average length of stay among the three sites: average LOS in Atlanta was 25.9 days, in Newark 26.8 days, and in Philadelphia 27.6 days. However, there was a difference in the range of LOS among the three sites: a few girls stayed longer in Philadelphia (up to 127 days), and 9.8 percent stayed more than 60 days. In Newark, stays ranged from 3 to 64 days, with significantly more girls staying shorter periods (14.8 percent stayed 1 to 7 days). In Atlanta, girls stayed 8 to 91 days, with the majority (62.6 percent) staying 21 to 60 days. Significantly more in Philadelphia (36.8 percent) stayed up to 2 weeks, compared with Newark (22.2 percent) and Atlanta (2.7 percent).

What Organizational Changes, if Any, Were Necessary to the Boys Town Model and/or Services at Each Site?

The Boys Town Model remained in a steady state throughout the study period. The sites did not make intentional changes—though, in some cases, services such as aftercare or family-based services were added. The sites were, however, going through major changes in their organizational structure during the study. Each site was in the process of becoming a self-sustaining nonprofit 501(c)(3) organization and setting up the structure necessary for this as well as seeking additional ongoing funding.

What Methods Were Used to Recruit and Retain Youth Into Boys Town?

Recruitment and retention differed greatly by site. Philadelphia and Atlanta had contracts with referral agencies for delinquent girls and were frequently at capacity (Philadelphia’s contract with the Community-Based Detention Services agency kept the shelter full). Newark had a contract with the Department of Youth and Family Services for children in need of Child Protection Services but not with the Department of Juvenile Justice for delinquent girls, so the shelter was frequently underused. In addition, New Jersey and Georgia were in the transition away from making out-of-home placements and toward use of wraparound services—New Jersey as the result of being a JDAI site and Georgia as a result of reduced Medicaid funding.

Nearly all staff felt that the girls referred by juvenile justice do best in the program because they have greater incentive to change and they are more receptive to service, especially when they are going home. Many appreciate it more because they had previously had detention experience. Staff also felt that girls older than 14 did better in the program; the older girls are better prepared to learn new things about themselves and can see the consequences of their behavior.

There was overwhelming consensus that girls who have serious or chronic mental health issues—especially those who are off their medication, suicidal, or “cutters” (i.e., have a history of hurting themselves)—are not successful at the program.

What Types of Staff Training Were Provided to Boys Town Staff?

Staff training was a major strength of the program. The general approach to staff training was similar at all three sites and included formal training in the Boys Town Model provided by staff either at the home campus in Omaha (preferred) or onsite; shadowing more experienced workers at the facility; site-specific training based on current issues and specific staff needs; and individual staff coaching based on supervisor observations. When new staff were hired, they were provided with an intensive 2-week orientation to the Boys Town Model. The overwhelming staff response was that the training provided was quite adequate; those who were unhappy with the training reported that there was a disconnect between the preservice training and the actual experience. Some thought the girls were much more difficult in reality than they had been prepared for. Those who shadow-trained before the preservice training felt they were better prepared. YCWs reported that they would like more training on numerous topics, including emotional abuse or trauma, clinical diagnosis, handling aggressive girls, nonviolent crisis intervention, and learning to individualize the Model.

What Were the Staffing Patterns at Each Boys Town Site (That Is, Background, Skills, and Experience of Staff)?

Staffing was adequate at each site, and senior staff had extensive experience. Many had risen through the ranks of Boys Town, holding lesser positions before being promoted. Some sites had vacancies, but all were addressing staffing issues. The programs experienced frequent staff turnover at all three program sites, especially among the Youth Care Workers. Site Directors all expressed the reduction of staff turnover as a priority.

One problem noted was the Youth Care Worker education and experience requirements—the YCW position had minimal educational and experience requirements: a high school diploma or equivalent and being a minimum of 21 years old. Thus, the staff most responsible for carrying out the Boys Town Model on a day-to-day basis had minimal education and experience.

What Barriers to Successful Implementation Were Encountered at Each Boys Town Site?

The Newark and Atlanta programs suffered from a shift in juvenile justice philosophy away from out-of-home placement toward community based interventions—in Newark as a result of New Jersey’s embracing the Juvenile Detention Alternatives Initiative sponsored by the Annie E. Casey Foundation; and in Atlanta as a result of a state funding issue. Newark’s delinquent referrals came from a limited number of Judges and Probation Officers familiar with the program. Since the site had no contract with the Department of Juvenile Justice, it received no delinquent referrals from it.

Many staff felt that the short length of stay in the program, an average of just under 30 days, is typical of shelter programs but may limit program impact. Clinical staff said that they couldn’t do the “deep” work necessary to make major changes in the girls over such a short time. In Atlanta the Program Director reported that many families needed the family-based services following the residential placement, since the placement was so short. They felt that the extra support and being in the home solidify the whole picture; some of the girls in the short-term program were beginning to receive these services at the end of the study.

What Are the Participants’ Responses to the Boys Town Service?

More than half of the study participants (52.8 percent) reported positive ways in which the Boys Town program helped them. The themes that occurred most frequently in the responses were a) they became a better person, and b) they learned how to deal with their anger more appropriately (developed a more positive attitude—to “calm down and think before you react,” and talk about feelings and expressing them in a positive way). Only 26 participants (11 percent) felt that the Boys Town program did not help them. Those who felt that the program had not helped them expressed that they felt they were not there long enough, the point card was not for them, or they needed other services. Boys Town also conducted a Youth Consumer Survey of all children in the placements, and annual averages showed differences between sites, but nothing statistically significant. On a four-point scale (with 1 being *disagree* [low] and 4 being *agree* [high] *with a series of statements*), in Newark, the average annual rating in 2006 was 3.27, and in 2007, 3.37; in Philadelphia, the average in 2006 was 3.66, and in 2007, 3.70; in Atlanta, the average in 2006 was 3.39, and in 2007, 3.50.

4. Outcome Evaluation Findings

Descriptive Statistics

The baseline descriptive statistics of the sample are displayed in table 4.1. The baseline measures of the outcomes measures are displayed in table 4.2. All subjects were female. The principal data collection instrument at each of the two assessment periods was the Boys Town Participant Survey (see appendix F for the baseline survey and appendix G for the follow-up survey).

Race and Age

Overall, the sample consisted mostly of African American (66.0 percent) and other minority* (18.6 percent) subjects but also included a substantial proportion of Hispanic (9.6 percent) subjects.† While the comparison group included more African American subjects, the difference was not statistically significant. The mean age of the full sample was 15.0 years. The mean age of the Boys Town group was 15.2 years, with a range of 12 to 20. The mean age of the comparison group was 14.6 years, with a range of 10 to 18. The comparison of means revealed a small but statistically significant difference between the groups.

Education

The full sample included 301 subjects (82.9 percent) who were currently enrolled in school. Of those enrolled in school, the grades ranged from 3rd to 12th, with the largest number (20 percent) of subjects registered as freshman in high school (9th grade). Likely because they are slightly older, the Boys Town group was on average slightly better educated than the comparison group but, on average, less likely to be enrolled in school. Only 78 percent of the Boys Town subjects were enrolled in school at the time of intake, compared with 92 percent of the comparison group subjects. Of those enrolled in school, however, the Boys Town subjects were on average matriculated in a higher grade (9.39), compared with the subjects in the comparison group (8.85). The mode indicated that the largest group of Boys Town subjects were high school sophomores (10th grade) while the largest allotment of comparison subjects were high school freshman. Both of these differences were significantly different. There were no differences, however, between the groups on the number of times suspended from school.

Family and Friends

Most data on family background support the at-risk profile of the study subjects. The large majority of the sample came from fragmented families; only 29 percent of the subjects indicated that they lived with two parents in the home. Moreover, only 29 percent reported that their parents had ever been married; 18 percent indicated that a parent had been divorced at least once, and 47 percent indicated that a parent had been previously arrested at least once or spent time in prison. The data also suggested that the subjects resided in relatively stable environments, with as many as 47 percent residing at the same location for 3 years or more, an average length of stay of 4.4 years, and in relatively large families (3.7 siblings).

*The other minority category consists mostly of multiethnic youth but also includes Asian and Pacific Islanders, Native Americans, and a variety of other minority populations.

†Subjects self-identified ethnicity and were permitted to choose multiple categories to incorporate multiethnic subjects.

Group comparisons revealed that the parents of the subjects in the Boys Town group were just as likely as the parents of the comparison group to suffer from a fragmented family structure. There were no differences in the number of parents in the home, parent marital status, parent divorce, or parent criminality. The subjects in the comparison group (3.91), however, did report having more siblings, compared with subjects in the Boys Town group (3.58). The difference was statistically significant.

Table 4.1. Comparison of Baseline Characteristics: Boys Town and Comparison Groups

Baseline Characteristics	Total			Boys Town			Comparison			t- Value
	N	Percent/ Mean	SD	N	Percent/ Mean	SD	N	Percent/ Mean	SD	
Race										
African American (%)	241	66.0		146	62.1		95	73.1		
Hispanic (%)	35	9.6		27	11.5		8	6.2		
Other Minority (%)	68	18.6		48	20.4		20	15.3		
White (%)	21	5.8		14	6.0		7	5.4		
Age	365	15.0	1.49	235	15.2	1.46	130	14.6	1.47	3.90***
Education										
School Status (%)	363	82.9	.38	233	78.1	.41	130	91.5	.28	-3.67***
Current Grade ^a	288	9.18	1.51	174	9.39	1.42	114	8.85	1.59	3.02**
Times Suspended ^a	290	2.13	1.93	175	2.10	1.90	115	2.17	1.98	-.306
Family and Friends										
Two-Parent Home (%)	365	28.5	.02	235	28.5	.45	130	28.5	.45	.010
Parents Ever Married (%)	358	29.3	.02	231	27.7	.45	127	32.2	.47	-.909
Parents Ever Divorced (%)	357	18.0	.02	230	19.0	.39	127	17.0	.38	.321
Parent Criminality (%)	359	46.8	.50	231	45.9	.50	128	50.8	.50	-.700
Residential Stability ^b	362	4.40	.10	234	4.41	1.88	128	4.39	1.74	.097
Number of Siblings	361	3.70	.08	233	3.58	1.54	128	3.91	1.40	-2.12*
Parental Supervision ^c	364	1.90	.05	234	1.90	.88	130	1.89	.94	.166
Parental Involvement ^c	361	2.12	.05	232	2.06	.94	129	2.21	1.02	-1.42
Negative Peer Association ^d	360	3.99	.05	231	3.90	0.93	129	4.15	0.78	-2.71**
Sexual Activity										
Age of First Menstruation	347	11.8	1.27	227	11.8	1.33	120	11.9	1.14	-1.12
Sex – Ever (%)	363	71.0	.45	234	80.0	.40	129	56.0	.50	4.71***
Sex – Age at First Time	254	13.7	1.35	185	13.7	1.37	69	13.6	1.29	.380
Prior Delinquency										
Age First Arrest ^e (years)	361	14.7	1.54	231	14.8	1.57	130	14.4	1.45	-2.56*
Lifetime Arrests ^e	359	2.06	2.42	230	2.41	2.68	129	1.43	1.71	4.25***
Offense Severity ^f	352	1.56	.60	222	1.58	.58	130	1.54	.57	-.598
Offense Class ^f	252	2.52	.82	226	2.51	.83	130	2.54	.80	.275
Correctional Placement ^g (%)	358	38.8	.49	230	40.4	.49	128	35.9	.48	-.835

Notes: ^aCurrent grade and number of times suspended were assessed for only those subjects enrolled in school. ^bResidential stability scale spans 1 (less than 3 months) to 6 (3 years or more). ^cParental supervision and parental involvement scales span 1 (high) to 4 (low). ^dNegative peer association scale spans 1 (high) to 5 (low). ^eSelf-report data. ^fOfficial arrest records.

* p < .05. ** p < .01. *** p < .001. All values are two tailed.

Table 4.2. Comparison of Outcomes at Baseline: Boys Town and Comparison Groups

Baseline Characteristics	Total			Boys Town			Comparison			t- value
	N	Percent /Mean	SD	N	Percent/ Mean	SD	N	Percent/ Mean	SD	
Self-Report Crime										
Ever Arrested ^a (%)	362	86.0	.34	233	89.0	0.31	129	81.0	0.39	1.97*
Official Crime Record										
Ever Arrested ^a (%)	352	95.7	.23	222	95.5	.21	130	96.2	.19	.294
Drug Use^b										
Alcohol	360	33.0	.47	230	37.0	.45	130	26.9	.48	-1.99*
Illicit Drugs	359	36.2	.48	230	43.5	.50	129	23.3	.42	-4.07***
Cognitive/ Behavioral Problems^c										
Self-Centered	363	2.55	.89	233	2.52	.88	130	2.61	.91	-.891
Blaming Others	363	2.74	.83	233	2.69	.83	130	2.84	.82	-1.66
Minimizing/Mislabeling	363	2.60	.91	233	2.57	.93	130	2.64	.87	-1.752
Assuming the Worst	364	2.95	.79	234	2.89	.79	130	3.04	.78	-1.65
Opposition Defiance	363	3.02	.85	233	2.98	.85	130	3.10	.83	-1.39
Physical Aggression	363	2.96	.87	233	2.89	.85	130	3.07	.88	-1.87
Lying	363	2.98	1.03	233	2.90	1.02	130	3.12	1.04	-1.95
Stealing	363	2.18	.78	233	2.05	.83	130	2.03	.71	.222
Overt	363	2.99	.81	233	2.93	.81	130	3.09	.81	-1.72
Covert	363	2.51	.84	233	2.48	.85	130	2.58	.80	-1.09
Overall	363	2.73	.73	233	2.69	.79	130	2.81	.76	-1.41
Sex										
High-Risk Sexual Behavior ^d	362	1.99	.88	232	2.15	.87	130	1.71	.82	4.82***
Employment and Education										
Employment Attitude ^e	361	1.45	.54	231	1.41	.53	130	1.53	.56	-2.03*
Academic Commitment ^f	352	2.73	1.24	226	2.85	1.33	126	2.53	1.06	2.45*

Notes: ^aArrest is a dichotomous measure (0=no; 1= yes). ^bDrug use scale is a dichotomous measure (0=no; 1= yes). ^cEach cognitive distortion subscale is an ordinal measure that spans 1 (low) to 6 (high). ^dHigh-risk sexual behavior scale is an ordinal level measure that spans 1 (low) to 4 (high). ^eEmployment attitude scale is an ordinal measure that spans 1 (positive) to 4 (poor). ^fAcademic commitment scale is an ordinal measure that spans 1 (high) to 5 (low). Youth who were not enrolled in school were coded with low commitment while youth who had graduated or received a GED were excluded from the analysis.
* p < .05. ** p < .01. *** p < .001. All values are two tailed.

Parental supervision and parental involvement were measured on a four-point scale, with higher scores indicating lower parental supervision and involvement. Overall, the sample indicated moderate levels of parental supervision and parental involvement. Comparatively, Boys Town subjects indicated a very slightly higher level of parental supervision (1.90 versus 1.89) but slightly less parental involvement (2.06 versus 2.26), compared with the subjects in the comparison group. These differences, however, were not statistically significant.

Negative peer associations were measured on a five-point scale, with lower values indicating more negative peer associates. Overall the subjects reported low levels of negative peer associations. On average, the full sample reported a mean value of 3.99, indicating that few of their friends engaged in antisocial behavior. Nevertheless, compared with respondents in the comparison group, those in Boys Town indicated that more of their closest peers (3.90, compared with 4.15) engaged in adverse peer relationships. This difference was statistically significant, at the 0.05 level.

Delinquent History

Eighty-six percent of the full sample reported having been previously arrested at least once. The mean age of first arrest was 15 years old, the average number of lifetime arrests was 2.06, and 39 percent of the subjects had spent time in a correctional placement. The Boys Town subjects were slightly more involved than the comparison group with the juvenile justice system. For instance, 89 percent of the subjects in the Boys Town group reported being arrested at least once, compared with 81 percent of the subjects in the comparison group. This difference was significant. In addition, the subjects in the Boys Town group reported significantly more lifetime arrests (2.41, compared with 1.43) but being significantly older at the time of first arrest (14.1 years old, compared with 13.7). There was no difference in offense severity or offense class, however.

Interestingly, the official crime report data provide slightly different results. First, unlike most studies that compare self-report arrests with official arrest statistics, the subjects appear to underreport arrests. For example, data from the official crime reports suggest that 95 percent of the full sample were previously arrested, while only 86 percent of the subjects self-reported being previously arrested. Second, in contrast to the self-report data, the official records indicate that more comparison group subjects had been arrested than Boys Town subjects (96 percent, compared with 94 percent). This difference, however, was not significant. The official records* indicate that the most serious charge for the majority of the subjects (61 percent) was a felony offense. The most serious charge for 35 percent of the subjects was a misdemeanor, and 4 percent did not have a reported arrest. The most serious charge for the majority of the subjects (69 percent) involved a person class offense (more often than not aggravated or simple assault). Nineteen percent were charged with a property crime (generally theft), 8 percent were charged with a variety of less severe crimes (drugs, public order, weapons, etc) and again 4 percent did not have a reported arrest.

Alcohol and Drug Abuse

The usage of alcohol and illicit drugs was measured with individual survey items. Each dichotomous measure (0=no; 1=yes) measured usage *in the last 30 days*. Overall, the sample reported average to above average levels of substance use. Specifically, 33 percent of the full sample reported drinking alcohol, and 36 percent reported using any illicit drugs (mostly marijuana) at least once in the 30-day period before the survey (not shown). These results indicate that the proportion of the sample that used alcohol is roughly equivalent to the overall population, but that the proportion of the sample that used illicit drugs was higher. According to the results of the 2008 *Monitoring the Future* survey, the proportions of 8th, 10th, and 12th graders who admitted drinking an alcoholic beverage in the 30-day period immediately preceding the survey were 16 percent, 29 percent, and 43 percent, respectively. Similarly, the proportions of 8th, 10th, and 12th graders who admitted using any illicit drug in the 30-day period before the survey were 7.6 percent, 15.8 percent, and 22.3 percent, respectively. Comparatively, the subjects in the Boys Town group indicated significantly more substance use for each class of drug. Specifically, the subjects in the Boys Town group reported more use of alcohol (37 percent compared with 27 percent) and illicit drugs (44 percent compared with 23 percent).

*Type of charges was not available with the self-report data.

Table 4.3. HIT Clinical and Borderline-Clinical Score Ranges

Range	Summary Scores			Cognitive Distortions				Behavioral Referents				
	Hit	OV	COV	SC	BO	MM	AW	OD	PA	L	S	
Clinical	>	3.03	3.10	3.03	3.20	3.15	3.00	3.00	3.26	3.07	3.46	2.61
Borderline-Clinical	<	2.97	3.05	2.95	3.15	3.07	2.95	2.91	3.19	3.00	3.38	2.56
	>	2.77	2.86	2.74	2.89	2.85	2.74	2.70	2.95	2.80	3.13	2.36
Nonclinical	<	2.73	2.82	2.70	2.80	2.80	2.70	2.67	2.90	2.75	3.09	2.31

Cognitive Distortions

This cognitive functioning instrument measured four categories of self-serving cognitive distortions, or thinking errors (self-centered, blaming others, minimizing/mislabeling, and assuming the worst); four behavioral problem categories (opposition defiance, physical aggression, lying, and stealing); and three summary measures (overt, covert, and overall). Each scale ranged from 1 to 6, with higher scores indicating more serious cognitive or behavior problems.

Overall, the full sample reported elevated but nonclinical levels of cognitive and behavioral problem behaviors, with most measures falling outside the clinical range (see table 4.3 for the clinical and borderline-clinical score ranges). The mean scores of three measures did, however, lie within the borderline clinical range (overt, opposition defiance, physical aggression) and one measure produced an average score in the clinical range (assuming the worst). The mean scores for each of the four self-serving cognitive problem scales were self-centered (2.55), blaming others (2.74), minimizing/mislabeling (2.60), and assuming the worst (2.95). Similarly, the mean scores for each of the behavioral problem categories were opposition defiance (3.02), physical aggression (2.96), lying (2.98), and stealing (2.18). Finally, the mean scores for the covert (2.99), overt (2.51), and overall (2.73) scales were all outside the clinical range. Group comparisons revealed that the subjects in the comparison group scored higher than the subjects in the Boys Town group on all but one subscale (stealing). Moreover, the mean score for the overall measure fell within the borderline clinical range for the subjects in the comparison group, but not for the subjects in the Boys Town group. Nevertheless, the subjects in the Boys Town group were just as likely as the subjects in the comparison group to suffer from cognitive and behavioral problems, as none of the differences was statistically significant.

High-Risk Sexual Behavior

The High-Risk Sexual Behavior scale was used to assess the sexual activity of the subjects. It integrated the frequency of sexual activity, the number of sexual partners, and diligence in condom usage. The scale ranged from 1 to 4, with higher values equating to riskier behavior. The full sample reported a relatively modest level of high-risk sexual activity (1.99). The subjects in the Boys Town group reported higher levels of high-risk sexual activity (2.15) than the subjects in the comparison group (1.71). The difference was statistically significant.

Education and Employment

Attitude about personal capability to succeed at work was assessed using two items from the *Work Opinion Questionnaire*. The scale ranged from 1 to 4, with lower scores indicating a positive attitude toward employment. The full sample reported a positive attitude toward employment (1.45). Most subjects (52 percent) scored a 1 on the attitude toward employment scale, indicating a confidence to succeed in the workplace. The subjects in the Boys Town group

reported a slightly more positive attitude toward employment (1.41) than the subjects in the comparison group (1.53). The difference was statistically significant.

Academic commitment was assessed using five survey items. Point values ranged from 1 to 5 with lower scores indicating a higher academic commitment. The full sample reported a relatively positive academic commitment (2.73). Comparatively, the subjects in the Boys Town group reported a lower academic commitment (2.85) than the subjects in the comparison group (2.53). This difference was also statistically significant.

Summary of Baseline Descriptive Data

The comparison of the baseline data reveals that the Boys Town and comparison groups are similar on most measures but statistically differ on several important sociodemographic, criminal history, and baseline outcome measures. Overall the data suggest that the subjects in the Boys Town group are slightly older than the subjects in the comparison group, which in turn influences their school status and affords them more time at risk for negative behaviors (self-report delinquent behavior, substance use, and high-risk sexual activity). As a result, the subjects in the Boys Town group were more likely than those in the comparison group to be involved in the juvenile justice system, to use alcohol and other substances, and to engage in high-risk sexual behavior. Consequently, all analyses will include as covariates the pretreatment characteristics found to significantly differentiate pretreatment groups. These specific measures are discussed in depth below.

With respect to the sociodemographic, the Boys Town and comparison subjects are relatively similar. There are no significant differences in race, parent marital status, parent criminality, parental supervision, parental involvement, residential stability, age of first menstruation, and age of first sexual encounter. While there are notable differences, these are largely—though not all—likely a function of age difference, as the Boys Town subjects (15.2 years) were slightly but significantly older than the comparison group (14.6 years).

Participant age alone more than likely accounts for many of the differences between the groups. The fact that the subjects in the Boys Town group are on average older than the subjects in the comparison group clearly influences the current grade of the subjects, as older subjects are likely to be more advanced in school, compared with younger subjects. Age may also account for the fact that the Boys Town subjects are less likely to be enrolled in school. While many states have raised the compulsory attendance age from 16 to 18, most states still maintain 16 as the age to legally drop out of school without parental consent (Bhanpuri and Reynolds, 2003). Thus older subjects in the Boys Town group are more likely to have dropped out of school than the younger subjects in the comparison group. Finally, age is also likely a factor in the subject's decision to engage in sexual activity, with older subjects more likely than younger subjects to have had sex previously.

There are, however, differences not related to participant age. For instance, the subjects in the Boys Town group are more likely to have more siblings (3.91 compared with 3.58) and more negative peer associations than the subjects in the comparison group (3.90 compared with 4.15). In terms of delinquent history, the groups also demonstrated some significant differences. The groups differed both in terms of age of first arrest and the number of lifetime arrests. Specifically, the subjects in Boys Town group (14.1 years) reported to be marginally but significantly older than the subjects in the comparison group (13.7 years) at the age of first arrest

and had significantly more lifetime arrests (2.41, compared with 1.43) than the comparison group. The latter may, however, also be a function of participant age, as older youth such as those subjects in the Boys Town group are likely to accrue more arrests than younger youth because they are at risk for arrest for a longer period of time.

Finally, group comparisons also revealed significant differences on several baseline outcome measures. The groups differed in terms of self-report arrests, drug use, high-risk sexual behavior, attitude toward employment, and academic commitment. Specifically, the subjects in the Boys Town group were more likely to report having been previously arrested (89 percent, compared with 81 percent), use alcohol (37 percent, compared with 27 percent), use illicit drugs (44 percent, compared with 23 percent), engage in high-risk sexual activity (2.15, compared with 1.71), and display a lower academic commitment (2.85, compared with 2.53). Conversely, compared with the subjects in the comparison group, the Boys Town subjects reported a slightly (but significantly) better attitude toward employment (1.41, compared with 1.53). The seemingly conflicting findings with regard to academic commitment and employment attitude may be influenced by the discovery that the Boys Town subjects are less likely to be enrolled in school than their counterparts in the comparison group. In other words, the comparison subjects who are more likely to be enrolled in school display a stronger commitment to academics, while the Boys Town participants who are more likely to have dropped out or graduated from school demonstrate a more positive attitude toward employment.

Difference of Means Analyses

The subject of the report now changes from the statistical description of the study population to the statistical analysis of the impacts of the Boys Town intervention program on certain outcome variables. The first step to this analysis was to perform a series of simple difference-of-means analyses to test the main effects of the Boys Town intervention program. First, repeated measures analyses compared baseline and follow-up scores for individual subjects within each group. Second, difference-of-means analyses compared the Boys Town and comparison groups at follow-up. Paired *t*-tests were used to test for significance of the repeated measures analyses, while independent sample *t*-tests were used to test for significance of the difference-of-means analyses. It was assumed that subjects in both groups would improve over time. As such, given the directional nature of the hypotheses, one-tailed tests were employed for the repeated measure analyses. For the difference-of-means comparisons, it was assumed that the Boys Town group would demonstrate more favorable results. Consequently, the between-group comparisons also employ a one-tailed test.

The central outcome was recidivism (rearrest and readjudication). Other outcomes included substance use, academic commitment, employment attitude, high-risk sexual behavior, and cognitive distortions. The within-subjects analyses are presented as displayed in table 4.4. The between-groups analyses are presented are displayed in table 4.5.

Recidivism

The recidivism analysis consisted of two sets of data: self-report and official arrest. Arrest was assessed as a dichotomous measure (0=no; 1=yes) at baseline (F0) and 1 year after intake (F1). ***Statistical tests revealed a statistically significant reduction over time in self-report recidivism and official arrests for both the treatment and comparison group.***

SELF-REPORT

The within-subject findings compare the change in reported arrests from F0 to F1 for each group. These figures show that 89 percent of the Boys Town sample who responded to both waves of the interview reported to have been previously arrested at least once at the time of the F0 interview. Similarly, 80 percent of the comparison group who responded to both waves of the interview reported at least one previous arrest. Comparing these baseline figures with the follow-up data suggests (as predicted) significant decreases in reported arrests for the Boys Town group. Specifically, the proportion of subjects arrested declined 43 percent, from 89 percent at F0 to 51 percent at the F1. However, despite these reductions over time, the between-group findings (see table 4.5) revealed no statistically significant differences at the F1 period, as the comparison group also demonstrated reductions in recidivism. In fact, the decline was more dramatic for the comparison group (49 percent), from 80 percent at F0 to 41 percent at F1. It should be noted, however, that the at-risk period for measuring recidivism is relatively short (1 year), thus limiting the amount of time the subjects had to commit a new crime. Consequently, the length of the follow-up period remains a plausible cause for the decline in recidivism.

Table 4.4. Repeated Measures Analysis: Boys Town and Comparison Groups

Baseline Characteristics	Boys Town					Comparison				
	F0		F1		t-value	F0		F1		t-value
	Percent /Mean	SD	Percent /Mean	SD		Percent /Mean	SD	Percent /Mean	SD	
Self-Report Crime										
Ever Arrested ^a (%)	89.0	.32	51.0	.50	8.89***	80.0	.39	41.0	.50	6.80***
Official Crime Record										
Ever Arrested ^a (%)	95.5	.21	20.3	.40	24.74***	96.2	.19	18.5	.39	18.84***
Drug Use										
Alcohol ^b	.39	.49	.27	.45	2.50*	.27	.44	.21	.41	1.09
Illicit Drugs	.44	.50	.21	.41	5.14**	.23	.42	.17	.38	1.35
Cognitive/ Behavioral Problems^c										
Self-Centered	2.55	.92	2.54	.91	.129	2.66	.92	2.50	1.00	1.91*
Blaming Others	2.68	.86	2.49	.91	3.12***	2.87	.84	2.65	.92	3.09**
Minimizing/Mislabeling	2.57	.95	2.42	.96	2.21*	2.66	.88	2.49	.96	2.06*
Assuming the Worst	2.88	.81	2.78	.87	1.56	3.07	.80	2.79	.84	3.63***
Opposition Defiance	2.98	.88	2.85	.86	2.65*	3.12	.86	2.92	.88	2.93**
Physical Aggression	2.88	.85	2.82	.90	.840	3.11	.89	2.87	.93	3.15***
Lying	2.89	1.05	2.76	.98	1.88*	3.20	1.05	2.84	1.10	3.77***
Stealing	2.07	.85	2.00	.89	1.15	2.02	.72	1.99	.83	.389
Overt	2.93	.82	2.83	.83	1.77*	3.11	.83	2.89	.87	3.28***
Covert	2.48	.88	2.38	.88	1.57*	2.61	.81	2.42	.90	2.63**
Overall	2.68	.81	2.58	.84	1.82*	2.84	.77	2.63	.86	3.21***
Sex										
High-Risk Sexual Behavior ^d	2.16	.86	2.05	.79	1.38	1.70	.82	1.81	.85	-1.18
Employment and Education										
Employment Attitude ^e	1.41	.50	1.37	.51	.899	1.50	.55	1.31	.45	3.13*
Academic Commitment ^f	2.73	1.24	2.77	1.16	-.372	2.51	1.05	2.59	1.05	-.697

Notes: ^aArrest is a dichotomous measure (0=no; 1= yes). ^bDrug use scale is a dichotomous measure (0=no; 1= yes). ^cEach cognitive distortion subscale is an ordinal measure that spans 1 (low) to 6 (high). ^dHigh-risk sexual behavior scale is an ordinal level measure that spans 1 (low) to 4 (high). ^eEmployment attitude scale is an ordinal measure that spans 1 (positive) to 4 (poor). ^fAcademic commitment scale is an ordinal measure that spans 1 (high) to 5 (low). Youth who were not enrolled in school were coded with low commitment while youth who had graduated or received a GED were excluded from the analysis.

* p < .05. ** p < .01. *** p < .001. All values are one tailed.

OFFICIAL DATA

Similar to the self-report data, the official arrest records demonstrate a significant decline from F0 to F1 for each group. These figures show that 96 percent of the Boys Town sample whose records were located had been previously arrested at least once at the time of the F0 interview. Similarly, an equal proportion (96 percent) of the comparison group had at least one previous arrest. Again comparing these baseline figures with the follow-up data suggests (as predicted) significant decreases for the Boys Town group. Specifically, the proportion of Boys Town subjects arrested declined 79 percent. As with the self-report data, however, these reductions over time did not result in a statistically significant difference between the groups at the F1 period, as the comparison group also demonstrated reductions. In fact, the decline was slightly larger for the comparison group (81 percent). It should be noted, however, that the at-risk period for measuring recidivism is relatively short (1 year), thus limiting the amount of time the subjects had to commit a new crime. Consequently, the length of the follow-up period remains a plausible cause for the decline in recidivism.

Table 4.5. Differences-of-Means Analysis: Boys Town and Comparison Groups

	Boys Town			Comparison			t- Value
	N	Percent/ Mean	SD	N	Percent/ Mean	SD	
Self-Report Crime							
Ever Arrested ^a (%)	179	51.0	.50	103	42.0	.50	1.48
Official Crime Record							
Ever Arrested ^a (%)	222	20.3	.40	130	18.5	.38	-.411
Drug Use^b							
Alcohol	174	28.2	.45	98	21.4	.41	-1.25
Illicit Drugs	178	20.8	.41	104	17.3	.38	-.709
Cognitive/ Behavioral Problems^c							
Self-Centered	178	2.54	.91	103	2.50	1.00	.357
Blaming Others	178	2.49	.91	103	2.65	.92	-1.36
Minimizing/Mislabeling	176	2.42	.96	103	2.49	.96	-.519
Assuming the Worst	177	2.78	.87	103	2.79	.84	-.123
Opposition Defiance	178	2.84	.86	104	2.92	.88	-.638
Physical Aggression	178	2.82	.90	103	2.87	.93	-.435
Lying	177	2.76	.98	103	2.84	1.10	-.643
Stealing	176	2.00	.89	103	1.99	.83	.040
Overt	178	2.83	.83	104	2.89	.87	-.577
Covert	177	2.38	.88	103	2.42	.90	-.310
Overall	177	2.58	.84	103	2.63	.86	-.438
Sex							
High-Risk Sexual Behavior ^d	169	2.04	.78	100	1.81	.84	2.32
Employment and Education							
Employment Attitude ^e	178	1.37	.52	103	1.31	.45	1.07
Academic Commitment ^f	155	2.77	1.17	97	2.59	1.04	1.24

Notes: ^aArrest is a dichotomous measure (0=no; 1= yes). ^bDrug use scale is a dichotomous measure (0=no; 1= yes). ^cEach cognitive distortion subscale is an ordinal measure that spans 1 (low) to 6 (high). ^dHigh-risk sexual behavior scale is an ordinal level measure that spans 1 (low) to 4 (high).

^eEmployment attitude scale is an ordinal measure that spans 1 (positive) to 4 (poor). ^fAcademic commitment scale is an ordinal measure that spans 1 (high) to 5 (low). Youth who were not enrolled in school were coded with low commitment while youth who had graduated or received a GED were excluded from the analysis.

* p < .05. ** p < .01. *** p < .001. All values are one tailed.

Substance Use

The usage of alcohol and illicit drugs is a dichotomous variable (0=no; 1= yes) measured at F0 and F1. The measure considered usage that occurred in the 30-day period immediately preceding the administration of each survey. The F1 interview was conducted at least 1 year after the F0 interview. Statistical tests revealed a significant reduction over time for the Boys Town group in both classes of drug use. Specifically, alcohol use declined 31 percent and the use of illicit drugs declined 52 percent. By contrast, the comparison group reported a 22 percent decline in alcohol use and a 26 percent decline in the use of illicit drugs. Again, despite these reductions by the Boys Town group in substance use, the between-group analysis (see table 4.5) did not find statistically significant differences at the F1 period for the use of any substance. The result that the two groups appear equivalent at the F1 period stems from the observation that the comparison group started off with less-severe substance use at baseline coupled with the additional finding that the comparison group also demonstrated similar—albeit not significant—reductions in substance use over time.

Cognitive Distortions

Cognitive distortions were measured at F0 and F1 on a six-point scale (1=low; 6=high). Each measure assessed thoughts at the time the survey was administered. The F1 interview was conducted at least 1 year after the F0 interview. Tests revealed a statistically significant reduction over time for the Boys Town group on the overall measure and five subscales: blaming others, minimizing/mislabeling, opposition defiance, lying, and overt. Specifically, blaming others declined 7 percent, minimizing/mislabeling declined 6 percent, opposition defiance declined 4 percent, lying declined 5 percent, and overt declined 3 percent. The overall score declined 4 percent. Again, however, these reductions over time for the Boys Town group did not result in statistically significant differences between the two groups at the F1 period (see table 4.5), as each of these measures declined significantly for the comparison group as well (with the exception of the stealing subscale).

High-Risk Sexual Behavior

The High-Risk Sexual Behavior scale was used to assess the sexual activity of the subjects. As with the other measures, high-risk sexual activity was assessed at F0 and F1. The measure considered behavior that occurred in the 30-day period leading up to administration of each survey. It measures on a four-point scale (1=low; 4=high). The F1 interview was conducted at least 1 year after the F0 interview. While high-risk sexual behavior declined 5 percent for the Boys Town group and increased 7 percent for the comparison group, statistical tests revealed no significant differences over time for either group. Similarly, there were no statistically significant differences between the groups at the F1 period. It should be noted, however, the subjects in the Boys Town group started off with a higher RSP score at baseline. Overall, while the findings were not significant, the high-risk sexual behavior of the Boys Town group appeared to decline over time to a point where it was equivalent to the comparison group level.

Employment and Education

Employment attitude and academic commitment were assessed at F0 and F1. Employment attitude was measured on a four-point scale (1=positive; 4=poor), while academic commitment was measured on a five-point scale (1=high; 5=low). Each measure considered current attitudes at the time the survey was administered. The F1 interview was conducted at least 1 year after the F0 interview. While the employment attitude of the Boys Town group improved over time, statistical tests revealed that the difference was not significant. Moreover, this improvement over time did not translate into significant differences between the groups (see table 4.5), as the employment attitude of comparison subjects also improved. In fact, the comparison group demonstrated more significant improvement in employment attitude. Specifically, the mean score of the comparison subjects declined 23 percent, from 1.70 to 1.31, while the mean score for the Boys Town group declined only 3 percent, from 1.41 at F0 to 1.37 at F1. Finally, there were no significant improvements over time in terms of academic commitment for either group. Nor were there any FO or F1 differences between the groups.

Summary of Mean Differences

The results of the difference-of-means analyses reported here suggest that the Boys Town intervention program had success in reducing behavioral outcomes for delinquent girls participating in the short-term residential program. ***The most important finding is that the program succeeded in reducing further contact with the juvenile justice system.*** The analysis indicates that the proportion of girls who reported being arrested declined 43 percent, from 89

percent at F0 to 51 percent at the F1. An assessment of the official records results in an even more dramatic decline, with the proportion of Boys Town subjects arrested declining 71 percent. Nevertheless, these reductions did not result in significant differences at the F1 period, as the drop in recidivism was negated by the findings that the comparison group also demonstrated reductions in recidivism and self-reported fewer arrests at baseline. In other words, while Boys Town treatment intervention may have reduced the recidivism of the program participants, the previously low levels of arrest by the comparison group coupled with the reductions by the comparison group canceled out the gains of the Boys Town group. Again, however, it should be noted that the at-risk period for measuring recidivism is relatively short (1 year), thus limiting the amount of time the subjects had to commit a new crime. As a result, the length of the follow-up period remains a plausible cause for the decline in recidivism.

The analyses also revealed significant reductions over time for the Boys Town group in all classes of drug use and numerous cognitive distortion measures (overall score, blaming others, minimizing/mislabeling, opposition defiance, lying, and overt). Specifically, alcohol use declined 31 percent, and illicit drug use declined 52 percent. However, despite these reductions, the two groups did not differ statistically at the F1 period. The lack of difference clearly stems from the differences in the groups at baseline (i.e., the comparison group started off with fewer severe issues with substance use) coupled with the finding that the comparison group also demonstrated similar—albeit not significant—reductions in substance use over time. In terms of the cognitive outcomes, blaming others declined 7 percent, minimizing/mislabeling declined 6 percent, opposition defiance declined 4 percent, lying declined 5 percent, overt declined 3 percent, and the overall score declined 4 percent. As with recidivism, however, these reductions by the Boys Town group did not translate into statistically significant differences at the F1 period, as the comparison group also demonstrated similar reductions over time—sometimes even larger reductions—thus canceling out the gains of the Boys Town group. Finally, the difference-of-means analyses suggest that the Boys Town intervention program made no impact in reducing high-risk sexual behavior or in improving the academic commitment and employment attitude of delinquent girls participating in the short-term care residential program.

In brief, this section provides evidence that the Boys Town intervention makes a statistically significant impact on girls who received services. ***Specifically, the Boys Town intervention program was effective in reducing the probability that a subject will be subsequently arrested or use drugs and increasing the probability of improved cognitive functioning over time.*** However, although the direction of mean differences is in favor of Boys Town relative to the comparison group, the Boys Town intervention was not significantly more effective overall than traditional probation services in reducing the probability that a subject will be arrested, use drugs, or demonstrate improved cognitive functioning.

The next section will refine these findings by using multiple regression to control for moderator variables as well as for the observed differences between the treatment and comparison groups.

Multivariate Analysis

The foregoing difference-of-means analyses concentrated on the main effects of the Boys Town treatment program and constitute the simplest representation of experimental results (Rossi and Freeman, 1985). A more complex way of analyzing the same results is through regression models. The questions posed are exactly the same as in the previous section, but in this section

the regression models take into account the possibility that factors other than the Boys Town program also may affect the outcome variables.

The models hold those other factors constant while at the same time comparing the outcomes in the comparison group and treatment group. In effect, the regression models make comparisons between individuals in the treatment and comparison groups within each level of the other variables used in the equations. For example, it is well known that previous delinquency history is a predictor of future crimes. Thus, adding a measure to control for previous delinquent behavior reduces the variation among the subjects because of that factor and thereby purifies the statistical estimates of the effect of the Boys Town program.

Note that program treatment is measured (and reported) as a continuous measure* that allows for varying degrees of dosage to be taken into account. In addition, most variables in the regression analyses are sociodemographic characteristics that are known from previous research to affect probabilities of recidivism and are demonstrated in the baseline comparison section to differ significantly between the groups. These measures are

- a. Race
- b. Age
- c. School status
- d. Number of siblings
- e. Negative peer associations
- f. Sexual activity
- g. Age of first arrest
- h. Number of lifetime arrests

In addition, the baseline measure of each dependent variable is included as a covariate to control for differences in pretreatment scores. Although the two groups differed by current grade, it was left out of the equation because it is highly correlated with current age and school status. Finally, length of stay (i.e., duration), at-risk period (number of days between F0 and F1), and site (dummy variable) were added as controls.

The numerical estimates reported here for academic achievement, employment attitude, high-risk sexual practices, and cognitive distortions were obtained by Ordinary Least Squares (OLS) regression. Logistic regression was used for the measures of substance use and recidivism because of the dichotomous nature of the dependent variable.

Predicting Subsequent Arrest and Drug Use

Table 4.6 contains one equation that explores the effect of the Boys Town program on self-report delinquency and two equations that explore the effect of the Boys Town program dosage on drug use.† The table displays the summary of the logistic regression results where the three measures

*Program treatment was also measured dichotomously. This configuration of program treatment did not produce any significant outcomes.

†Regression equations were run for each illicit drug measure (marijuana, cocaine, and other drugs). The results were consistent, thus the three measures were collapsed into a single measure of drug use.

were regressed against 13 predictors,* including dosage as the main variable of interest and the baseline measure of each dependent variable.

**Table 4.6. Logistic Regression Results:
The Effect of Treatment Dosage on Arrest and Drug Use**

	ARREST ^c			ALCOHOL			ILLICIT		
	B	(SE)	Exp(B)	B	(SE)	Exp(B)	B	(SE)	Exp(B)
Dosage	-.005	.014	.995	.007	.019	1.007	.028	.020	1.028
Race	-.189	.557	.828	.857	.645	2.356	-.069	.726	.934
Age	-.289*	.149	.749	.175	.170	1.191	.016	.180	1.016
School Status	-.542	.396	.581	-.139	.455	.870	-.807*	.442	.446
Number of Siblings	.116	.091	1.123	.062	.113	1.064	.092	.119	1.096
Negative Peer Association	-.172	.151	.842	-.224	.187	.800	-.125	.190	.883
Sexual Activity	.128	.317	1.136	1.169**	.456	3.218	.403	.437	1.496
Age First Arrest	.047	.136	1.048	.029	.154	1.029	-.128	.160	.880
Lifetime Arrests	.161*	.077	1.175	-.028	.085	.972	-.260	.117	.771
Length of Stay	.009	.015	1.009	-.017	.020	.983	-.026	.023	.974
Risk	.000	.001	.999	.000	.001	.999	-.002	.002	.998
Arrest ^a									
Alcohol				.867**	.337	2.380			
Illicit							1.134**	.377	3.107
Site ^b									
Atlanta	1.045*	.516	2.843	-1.070*	.563	.343	.307	.685	1.359
Philadelphia	.671	.483	1.956	-.267	.513	.766	.145	.663	1.156
Constant	3.175	2.116	23.919	-4.607	2.448	.060	1.453	2.644	3.276
-2 Log Likelihood		350.008			255.955			240.819	
Nagelkerle R ²		.106			.211			.157	
N		269			259			267	

Notes: Standard errors are shown in parentheses.

^aThe dichotomous baseline measure of previous arrests was removed from the arrest equation because it was highly correlated with the scale measurement of lifetime arrests. ^bThe reference category is Newark. ^cSelf-report arrest data.

* p < .05. ** p < .01. *** p < .001. All values are one tailed.

The findings reveal that while dosage is negatively associated with subsequent arrest (indicating that more staff interactions decreased the probability of a subsequent arrest) the finding is not significant. Three other variables, however, demonstrated a significant effect with regard to subsequent arrest. First, younger youth and those with more lifetime arrests were more likely to recidivate. Second, compared with the girls in the Newark site, girls in Atlanta were more likely to report being subsequently arrested. Finally, race, school status, number of siblings, negative peer associations, sexual activity, age of first arrest, length of stay, and at-risk period had no significant effect on recidivism.

The finding with regard to dose, however, is noteworthy when it is compared with a model that measures treatment dichotomously (1=comparison; 2=treatment). Contrary to our expectations, the dichotomous model (not shown) revealed a significant and *positive* effect on recidivism. However, when program dose was introduced into the model this relationship was reversed with an increase in program dose demonstrating a reduction in recidivism (although not significantly). ***This finding suggests that program dose appears to be a key factor in the subsequent***

*The dichotomous measure of arrest was left out of the equation for recidivism because it was highly correlated with the baseline measure of number of lifetime arrests.

behavioral success of the girls in the program. As in many youth intervention programs, the amount of time spent in the program had no effect on delinquency. However, the length of time spent in a program can affect the intensity of the treatment dose received by the subject in that girls who spend more time in the program receive a higher dose of the program. A closer examination of duration reveals that, on average, youth spent relatively very little time in the Boys Town program. The mean length of stay was 27 days, but 29 percent of the treatment group spent only 15 days or fewer at Boys Town. By comparison, the recommended length of treatment for Multisystemic Therapy is 3 to 5 months (Henggeler, 1997). Thus, unsurprisingly, the limited amount of treatment the girls received during a single episode in the Boys Town program did not result in significant differences from the comparison group. In other words, simply spending a few days at the Boys Town facility is unlikely to provide behavioral benefits to the youth. Rather, program success is predicated on treating youth for an extended period of time with a concentrated dose of program staff interactions each day.

Findings from both forms of drug use show no significant effect from program dose. Interestingly, program duration (i.e., length of stay) was negatively (although not significantly) related to rearrest. Not surprisingly, the baseline measure of each dependent variable had a strong significant effect on subsequent drug use. Youth who had used alcohol before the baseline survey were 2.4 times as likely to use alcohol 1 year later. Similarly, youth who used illicit drugs before the baseline survey were 3.1 times as likely to use illicit drugs during the follow-up period. Two additional variables exhibited a significant effect on subsequent alcohol use. Youth who previously had sex were 3.2 times as likely to use alcohol during the follow-up period. This finding is not surprising, as experimentation with adult behaviors is normative among adolescents (Hallfors et al., 2005; Biglan, 2003). An alternative explanation may be that if this initial sexual experience was unwanted, the resultant use of alcohol could be an attempt by the victim to self-medicate the trauma. Evidence suggests that the negative psychological impact of sexual trauma may result in potential long-term effects such as posttraumatic stress disorder, depression, suicide, and other mental health disorders (Saunders et al., 1999), a greater risk of alcohol use (Galaif et al., 2001), and eating disorders (Wonderlich et al., 2001). Childhood sexual trauma may also affect the ability to develop and maintain relationships, sexual dysfunction, and promiscuity (Yuan et al, 2006). Finally, compared with the youth in the Newark site, youth in Atlanta were less likely to use alcohol. With regard to illicit drug use, only one other variable demonstrated a significant effect. Youth attending school were less likely than youth not attending school to use illicit drugs. This finding is not surprising given that substance use initiation and frequency are associated with reduced school attendance among adolescents (Endberg and Morral, 2006). Race, age, number of siblings, negative peer associations, age of first arrest, lifetime arrests, length of stay, and at-risk period had no significant effect on either drug measure.

Predicting Subsequent High-Risk Sexual Behavior

Table 4.7 provides a summary of the OLS regression analysis for three dependent variables. In the first equation, high-risk sexual behavior is regressed against 12 predictors,* including Boys Town treatment dosage. The overall variance explained by this equation is, by social science standards, reasonable ($R^2 = 15.7$ percent). This analysis reveals that treatment dose (i.e., interactions with the Boys Town staff during a placement episode at the Boys Town facility) had a negative and significant effect on high-risk sexual behavior. Moreover, dose exhibits one of the most important contributions to the equation ($\beta = -.25$). Specifically, a prescribed daily dose of the program (i.e., 30 staff interactions) provides a .01 unit decrease in high-risk sexual behavior.

Table 4.7. Linear Regression Results: The Effect of Treatment Dosage on High-Risk Sex, Employment Attitude, and Academic Commitment

	HIGH-RISK SEX			EMPLOYMENT ATTITUDE			ACADEMIC COMMITMENT		
	B	(SE)	Beta	B	(SE)	Beta	B	(SE)	Beta
Dosage	-.010*	(.005)	-.248	.003	(.003)	.103	-.006	(.009)	-.105
Race	-.080	(.216)	-.022	.036	(.124)	.017	.274	(.303)	.057
Age	.122	(.053)	.220	.038	(.033)	.114	.072	(.082)	.088
School Status	.231	(.151)	.094	-.017	(.087)	-.012	-.137	(.342)	-.041
Number of Siblings	.067*	(.034)	.118	-.006	(.020)	-.018	.039**	(.049)	.051
Negative Peer Association	-.055	(.058)	-.058	-.039	(.033)	-.069	-.206	(.083)	-.167
Sexual Activity ^a				-.076	.070	-.070	.133	.167	.055
Age First Arrest	-.003	(.049)	-.006	-.021	(.030)	-.065	.009	(.075)	.011
Lifetime Arrests	-.009	(.027)	-.022	.040**	(.016)	.156	-.013	(.037)	-.024
Length of Stay	.012**	(.005)	.299	.000	(.003)	-.033	.010	(.010)	.165
Risk	.000	(.000)	.041	-.000	(.000)	-.003	.001	(.001)	.065
High-Risk Sex	.241***	(.062)	.257						
Employment Attitude				.368***	(.057)	.390			
Academic Commitment							.206*	(.103)	.212
Site ^b									
Atlanta	.139	(.180)	.078	.019	(.108)	.017	-.026	(.261)	-.011
Philadelphia	-.027	(.169)	-.016	.025	(.101)	.025	-.287*	(.246)	-.126
Intercept	-.596	(.752)		.635	(.480)		1.275	(1.247)	
Regression F		4.668***			4.130***			3.461***	
Adjusted R ²		.157			.141			.127	
N		257			267			238	

Notes: Standard errors are shown in parentheses.

^aSexual activity was left out of the equation for high-risk sexual behavior, because it was highly correlated with the baseline measure of high-risk sexual behavior.

^bThe reference category is Newark.

*p < .05. **p < .01. ***p < .001. All values are one tailed.

This suggests that a daily program dose is relatively small, but that the effect of the program should increase positively with length-of-stay increases. Contrary to expectations, however, the number of days spent in the program had a significant and *positive* impact on subsequent high-risk sexual behavior. We expected girls with longer lengths of stay in the Boys Town program to benefit from the increased services but found that duration in the program significantly increased subsequent high-risk sexual behavior. These two seemingly contradictory findings suggest the possibility of a spurious relationship because of an uncontrolled confounding factor, making the relationship between duration and subsequent high-risk sexual behavior appear significant. For

*Sexual activity was left out of the equation for high-risk sexual behavior, because it was highly correlated with the baseline measure of high-risk sexual behavior.

instance, one possible factor may be sexual abuse and victimization. It is well established in the literature that children who are sexually abused often act out promiscuously (Paolucci, Genuis, and Violato, 2001; Browne, Finkelhor, 1986). Sexual abuse in the home may also result in a lengthier stay at the Boys Town facility because of a resistance by Judges and other judicial decision-makers to place abused girls back in the home. Such a relationship would be spurious. An alternative theory explaining the contradictory findings may be that an extended length of stay in the facility constitutes a diminishing marginal utility of the Boys Town treatment intervention. Instead, the maximum utility of the intervention treatment may result from an unspecified moderate length of stay in the program.

Interestingly, the number of siblings was significantly related to subsequent high-risk sexual behavior. This is perhaps predictable in that parental supervision, or a lack thereof, may provide more opportunities for youth to engage in high-risk sexual activity. Also, as expected, previous sexual behavior had a strong significant effect on future sexual behavior. There were no significant differences in race, age, school status, negative peer associations, age of first arrest, lifetime arrests, risk, and site.

Predicting Positive Employment Attitude

The second equation in table 4.7 displays the summary of the OLS regression where employment attitude is regressed against the same 13 predictors, again including dosage as the main variable of interest. The overall variance explained by this equation is slightly smaller than that of the high-risk sexual behavior equation but still reasonable ($R^2=14.1$ percent). Findings revealed that dosage had no effect on employment attitude. While this outcome was included in the analysis, it is not terribly surprising that no effect was found—as the program treatment did little to address employment issues. Vocational skills are emphasized in the treatment model, but a youth's service plan is individualized to meet the specifically defined needs of a youth identified through a meticulous intake and assessment process (see program description in chapter 1 for more details). Given that all of the girls in this sample were referred to Boys Town for delinquent offenses, it is unlikely that the target areas of an individualized service plan would concentrate on vocational and academic objects. Still, the number of lifetime arrests had a positive and significant effect on employment attitude. In other words, girls with more lifetime arrests were *less likely* to demonstrate a positive employment attitude at follow-up. This again is, perhaps, unsurprising. While the increased obstacle of being involved in numerous delinquent events may be of little relevance considering a myriad of other possible socioeconomic constraints, Sampson and Laub (1997) point out that there is a cumulative disadvantage for youth of lower socioeconomic class who acquire a deviant label. This labeling not only limits access to opportunities for educational and occupational achievement but also promotes opportunities for educational and occupational failure. Thus, for the disadvantaged youth, a deviant label does more than just create apathy and disinterest in the conventional activities of school and work; it actually inspires resentment of these activities. Finally, as expected, previous employment attitude had a significant and positive effect on the subsequent employment attitude at the follow-up period. Race, age, school status, number of siblings, negative peer associations, sexual activity, age of first arrest, length of stay, and at-risk period had no significant effect on employment attitude.

Predicting Subsequent Academic Commitment

The third equation in table 4.7 displays the summary of the OLS regression where academic commitment is regressed against 13 predictors, again including dosage as the main variable of interest and the baseline measure of academic commitment. The results revealed that while dosage is negatively associated with academic commitment (indicating that higher doses of treatment increased academic commitment) the finding is not significant. Interestingly, the small effect of dose ($\beta = -.11$) raises the possibility that true treatment effects on academic commitment were present but were too small on the outcome measure to be distinguished from the null hypothesis of no treatment effect. Instead, the degree of subsequent academic commitment is significantly predicted by three variables, explaining 13 percent of the variance. Not surprisingly, previous academic commitment ($\beta = .21$) was a strong predictor of subsequent

**Table 4.8. Linear Regression Results:
The Effect of Treatment Dosage on Cognitive Distortion and Behavioral Problems**

	OVERT			COVERT			OVERALL		
	B	(SE)	Beta	B	(SE)	Beta	B	(SE)	Beta
Dosage	.002	.004	.037	.000	.005	.008	.001	.004	.032
Race	-.191	.173	-.053	-.138	.191	-.037	-.186	.175	-.052
Age	-.061	.045	-.106	-.057	.050	-.194	-.056	.046	-.097
School Status	.027	.121	.011	.110	.133	.042	.063	.122	.026
Number of Siblings	.028	.028	.048	.050	.031	.082	.036	.028	.063
Negative Peer Association	.000	.050	.000	.065	.055	.065	.047	.052	.049
Sexual Activity	.209*	.097	.114	.134	.107	.069	.167*	.099	.091
Age First Arrest	-.026	.041	-.047	-.018	.046	-.030	-.023	.042	-.041
Lifetime Arrests	.020	.022	.046	-.001	.024	-.002	.007	.022	.016
Length of Stay	.000	.004	-.015	.001	.005	.018	.000	.004	.002
Risk	.000	.000	-.052	.000	.000	-.050	.000	.000	-.053
Overt	.634***	.054	.618						
Covert				.650***	.056	.628			
Overall							.682***	.056	.643
Site ^a									
Atlanta	.149	.149	.082	.125	.165	.065	.140	.152	.076
Philadelphia	.169	.140	.099	.219	.154	.121	.213	.142	.124
Intercept	2.124	.713		1.342	.752		1.555	.713	
Regression F		15.073***			12.174***			14.319***	
Adjusted R ²		.423			.369			.411	
N		270			268			268	

Notes: Standard errors are shown in parentheses.
^aThe reference category is Newark.
* p < .05. ** p < .01. *** p < .001. All values are one tailed.

academic commitment. Interestingly, as with high-risk sexual behavior, the number of siblings also had a positive and significant effect on subsequent academic commitment. In other words, youth from families with a large number of siblings were less likely to have a strong academic commitment. Again, this finding may be explained by the lack of parental involvement or supervision often found in larger families. Finally, race, age school status, negative peer associations, sexual activity, age of first arrest, lifetime arrests, length of stay, at-risk period, and site had no significant effect on academic commitment.

Predicting Subsequent Cognitive Distortions and Behavioral Problems

Table 4.8 contains three regression equations that explore the effect of dosage on cognitive distortion.* The table displays the summary of the OLS regression where three summary measures of cognitive functioning are regressed against 13 predictors, including dosage as the main variable of interest and the baseline measure of each dependent variable. The explained variance for each model is relatively similar in magnitude (roughly 40 percent), which by social science standards is relatively high. Moreover, the findings are remarkably consistent. Nevertheless, contrary to expectations, the results on cognitive distortion show that dose is not significantly related to cognitive functioning. As expected, the baseline measure of each measure had a strong significant effect on subsequent cognitive functioning in all three models.

Table 4.9. Linear Regression Results: The Effect of Program Fidelity on Program Dose			
	B	(SE)	Beta
Overall Fidelity	4.748*	(2.29)	.079
Overall Behavior	-8.74	(1.12)	-.042
Condition at Departure	.846	(.92)	.049
Ratio of Days Earned to Days Eligible	.639	(4.49)	.006
Number of Behavior Incidents	.416***	.12	.170
Program Completion Status	2.697	(2.41)	.050
Length of Stay	.752***	(.05)	.698
Site			
Atlanta	5.533*	(2.81)	.129
Philadelphia	-8.087*	(2.71)	-.200
Regression F		59.310***	
Adjusted R ²		.693	
N		234	

Notes: Standard errors are shown in parentheses.
 * p < .05. ** p < .01. *** p < .001.

In fact, the baseline measure alone accounts for most of the explained variance reported for overt ($\beta = .62$), covert ($\beta = .63$), and overall ($\beta = .64$). In addition, it is noteworthy that sexual activity had a significant and *positive* effect on subsequent cognitive functioning problems in the overt and overall model. The overt model finding may suggest that sexual activity at a young age (possibly from abuse or victimization) leads to subsequent cognitive distortions that help protect the self from blame or a negative self-concept and thereby disinhibit antisocial behavior (Barriga et al., 2000). Evidence for a functional link between such cognitive errors and their behavioral concomitants has been found in experimental and other contexts (e.g., Bandura, 1991; Dodge, 1985). In fact, Dodge and colleagues (1990) found that physical abuse is a risk factor for aggressive behavior in early childhood. Moreover, studies have found fairly consistent associations between externalizing problems such as conduct disorders (delinquency, aggressiveness, impulsiveness) and substance abuse (cigarette smoking, marijuana use, use of other illicit drugs) and increased rates of early and high-risk sexual behavior (Caminis et al., 2007). This interpretation helps support the hypothesis discussed above of a spurious relationship between duration and high-risk sexual behavior by suggesting that numerous girls in the sample may suffer from some form of sexual abuse or victimization.

*Regression equations were run for each of the cognitive development subscales. The results are consistent with the summary measures and thus not reported.

Site Comparisons

To assess the potential for differential effectiveness across sites, we ran each of the models separately by site and then used the z-test to see if the effect of program status (enrollment in Boys Town or traditional probation services), duration in the program (length of stay), or program dose (the number of staff interactions) varied across sites. The equation for the z-test comes from Paternoster and colleagues (1998) and from Brame and colleagues (1998). In none of the comparisons was the test statistically significant, suggesting that the program was equally effective across sites for each of the outcomes and that pooling the data was warranted.

Examining the Effect of Program Fidelity

A common definition of program fidelity is the degree of fit between the developer-defined elements of a program, and its actual implementation in a real-life setting (CSAP, 2001). Previous research from both meta-analyses and individual program studies demonstrates that the degree of program fidelity can significantly affect outcomes. For example, in a meta-analysis study of 200 delinquency intervention programs, Lipsey (1999) found that the best intervention programs can reduce recidivism by as much as 40 percent. Program fidelity, however, was found to be a significant dynamic in relation to outcomes where high-fidelity programs produce more change than low-fidelity programs. Similarly, in another meta-analysis of 196 school-based violence prevention programs, Lipsey et al. (2000) demonstrated that implementation quality made the largest contribution of any variable to effect size. In other words, high-fidelity programs resulted in larger mean change effect sizes. The analysis of single programs has yielded similar results as well. In an evaluation of the Child Development Program (Battistich et al., 2000) that included 12 schools, only 5 of the schools showed clear evidence of thorough implementation. Accordingly, there was no clear evidence of positive program outcomes for students at all 12 program schools. However, at the five schools with the highest degree of fidelity, there were significant declines in both alcohol and marijuana use and an increase in students' sense of school community, compared with the control schools.

Chapter 3 of the present study found that, while the implementation varied across sites and over time within each site, the overall implementation of the program design was below average at each of the sites during the course of the study. In addition, this chapter found mixed results with regard to the effect of program dose. A prescribed daily dose of the program (roughly 30 interactions per day) demonstrated a significantly positive effect on subsequent high-risk sexual behavior, but failed to demonstrate an impact on several other outcomes, including substance use and recidivism. It stands to reason that the relatively low level of implementation at each of the sites contributed to the lack of significant findings for these outcomes. This section examined the effect of program fidelity by concentrating only on the subjects who received the Boys Town treatment program.

As described in chapter 3, a fidelity score was calculated quarterly for each site (Atlanta, Newark, and Philadelphia) during the study period. However, each girl resided at one of the facilities at a different point in time and thus received treatment under wide-ranging levels of program fidelity. Thus, we calculated a fidelity score for each subject in the treatment group. This score was dependent on the site and the period of time the subject resided at the facility.

Table 4.9 displays the summary of the OLS regression results where treatment dose was regressed against eight program monitoring measures, including overall program fidelity as the

main variable of interest. The explained variance for the model is extremely high in magnitude (roughly 70 percent) by social science standards. Not surprisingly, length of stay exhibited the most important contribution to the equation ($\beta = .70$), as the duration of stay in the program clearly affects the number of staff interactions. However, consistent with previous research, the results indicate that fidelity was positive and significantly related to the level of dosage, controlling for several other program monitoring measures. Specifically, ***each additional unit in the program fidelity score increased by 4.75 the number of interactions per dose (i.e., 30 staff interactions per day)***. Interestingly, but perhaps predictably, the results differ when examining the fidelity subscales. For example, the fidelity measures of the teaching, motivational system, and moral and spiritual value components all had a significant impact on the number of interactions, while the relationship building, self-government, youth skills, and satisfaction components did not. These differences make intuitive sense, as the teaching and motivational system components to a large degree rely on staff interactions with youth. Conversely, the self-government and youth skills components do not. (See chapter 3 for more detailed information on the program components.)

In addition, not surprisingly, the number of behavior incidents that occurred during an episode was positively and significantly related to dose. The evident premise for this finding is that the most difficult youth in the facility sometimes require the most attention from the staff. However, contrary to expectations, the number of interactions also differed significantly by site even when controlling for fidelity. Specifically, compared with Newark, the Atlanta site recorded more interactions per program dose while Philadelphia demonstrated fewer. At first glance, this result seems counterintuitive given the earlier finding in chapter 3 that Philadelphia demonstrated the highest degree of program fidelity. But when the data are examined by quarter, a much more complex and intricate representation of fidelity emerges. Philadelphia was merely consistent over the course of the study, while Atlanta and Newark suffered from large fluctuations in the fidelity score. Newark received better fidelity scores in the first two quarters, while Atlanta received better fidelity scores in the final two quarters. As a result, it was the inconsistent application of the program model in the Atlanta and Newark sites that allowed Philadelphia to emerge as the overall best implemented (albeit average) program site. This difference among staff interactions between the sites permits many possible interpretations, including that the measurement of treatment interactions were applied differently by site, the importance of staff interactions was emphasized in an unbalanced manner across sites, or that the experience of the line staff workers varied across sites. Again, the evidence from chapter 3 suggests that the most plausible interpretation is that the divergent experience among line staff could have led to an irregular application of program treatment in terms of staff interactions.

Overall, this analysis provides strong evidence that program fidelity has a powerful effect on the number of interactions between program staff and Boys Town youth. In fact, not only did program fidelity significantly influence the number of interactions, but the fidelity to specific components of the treatment program was found to amplify the number of interactions. This evidence provides support for the hypothesis that a well-implemented Boys Town site with high fidelity scores is likely to influence positively the program dose (i.e., the number of staff interactions) and in turn produce more change than poorly implemented sites with low fidelity scores.

Survival Analysis

The fourth phase of the analyses concentrates more closely on the family of recidivism measures. The analysis in the preceding section used logistic regression to predict whether the subject was arrested for a new self-reported offense. This section centers on official arrest data. Two measures of recidivism were assessed: 1) presence of and length of time to first arrest 1 year following time in the Boys Town program and 2) presence of and length of time to first reconviction 1 year following time in the Boys Town program. The dichotomous measures of rearrest and reconviction were modeled with standard logistic regression techniques, while the length of time to rearrest and reconviction are modeled with Cox regression techniques. Both models have become the standards for analyzing recidivism data (Allison, 1984; Baumer, 1997; Schmidt and Witte, 1988). It was assumed that subjects in the treatment group would improve over time relative to the control group. As such, given the directional nature of the hypothesis, one-tailed tests were employed.

Two model specifications were assessed. The first specification (not shown) compared the girls by group status (1=comparison; 2= treatment). A second specification replaced status with a measure of treatment dosage to assess the effect of staff interactions. In accordance with the previous section, the models reproduced in tabular form concentrate on the dose specification. Finally, we ran the models separately for the different sites to determine if the program was differentially effective and tested each of the coefficients for stability across sites with a z-test (Paternoster et al., 1998; Brame et al., 1998). None of these comparisons was statistically significant, so we can conclude that the effectiveness of the project on official recidivism did not vary across sites.

**Table 4.10. Logistic and Cox Regression Results:
The Effect of Treatment Dosage on Official Arrest**

	Logistic			Cox Model		
	B	(SE)	Exp(B)	B	(SE)	Exp(B)
Dosage	.018	.018	1.018	.015	.015	1.015
Race	.167	.602	1.182	.155	.501	1.168
Age	-.134	.171	.874	-.127	.147	.880
School Status	-.130	.427	.878	-.067	.355	.935
Number of Siblings	.112	.103	1.178	.079	.087	1.082
Negative Peer Association	-.287*	.162	.751	-.245*	.132	.783
Sexual Activity	-.070	.362	.933	-.083	.317	.921
Age First Arrest	-.165	.152	.848	-.125	.130	.882
Lifetime Arrests	.590	.473	1.804	.500	.417	1.649
Length of Stay	-.025	.023	.975	-.019	.020	.981
Site						
Atlanta	.524	.461	1.689	.462	.393	1.587
Philadelphia	-.980*	.477	.375	-.849*	.412	.428
Constant	3.438	2.326	31.114			
-2 Log Likelihood		296.185			718.263	
Nagelkerke R ²		.172				
N		341			341	

Notes: Standard errors are shown in parentheses ^aThe reference category is Newark.
 * p < .05. ** p < .01. *** p < .001. All values are one tailed.

Turning to recidivism as measured by rearrest, we find that 18.5 percent of the control (n=24) and 20.3 percent of the Boys Town girls (n=45) were rearrested following placement in the

facility. These percentages were nearly identical and not statistically significant different. The logistic and Cox regression results presented in table 4.10 concentrate on the effect of dosage on rearrests, controlling for factors found different between groups at baseline as well as demographics. Substantively the models are identical, which is to be expected given that only a small proportion of the girls (19.6 percent) were rearrested within the first year following Boys Town, meaning that the majority of cases were censored at exactly 365 days. The only theoretical variable affecting rearrest was the scaled measure of peer associations coded toward fewer deviant peers, which, as expected, was negatively related to rearrest and time to rearrest. The data also show some site variation, with Philadelphia having lower recidivism rates than Newark.

Interestingly, the dichotomous treatment model (1=comparison; 2=treatment) produced results similar to the self-report arrest analysis in table 4.6. Group status was significant and positive (exp b=2.640, p<.05), suggesting that treatment group girls were more likely to be rearrested. However, we also found that length of stay was negatively related to rearrest (exp b=.975, p<.05). The exponent of the beta suggests that each day in Boys Town was associated with a 2 percent to 3 percent reduction in the odds of a rearrest. However, this is not a linear increase (Lottes et al., 1996), so, for example, comparing those with no exposure with those with lengths of stay of 17 days (the average), we see a 35 percent reduction in the odds of a subsequent arrest. Given that the groups were not randomly assigned, ***we optimistically but cautiously interpret this to mean that more exposure to the Boys Town model was negatively related to recidivism as measured by rearrest.*** This is consistent with other research suggesting that length of stay or other measures of exposure are associated with greater success (Lipsey et al., 2000).

An alternative interpretation is that the most problematic girls were deemed inappropriate for Boys Town and were transferred to an alternative program or incarcerated early on. It should also be noted that the effect of length of stay was not replicated in the multivariate survival models. However, we created a categorical variable where controls were coded 0, low-level Boys Town (1–15 days, 29 percent), medium levels of Boys Town (16–30 days, 46 percent) and high-level Boys Town (31+ days, 26 percent). Figures 4.1 and 4.2 present the survival and hazard plots, respectively. The data suggest that the controls and the Boys Town girls who received 2 weeks or less of treatment have very similar patterns concerning their timing of rearrest. This finding makes intuitive sense given that the two groups received virtually none of the Boys Town treatment. Interestingly, the youth receiving an average amount of treatment days (16 to 30) had the worst survival or greatest hazard rates, while the girls with the longest duration of treatment (31+ days) have the greatest survival. An examination of the simple crosstabulation reveals that 19 percent of comparison subjects and low-duration Boys Town girls recidivate in the first year, fully 27 percent of those moderately exposed to the Boys Town treatment recidivated, and only 9.1 percent of the highly exposed Boys Town girls recidivated.

Figure 4.1. Survival Plot for Arrest by Length of Stay

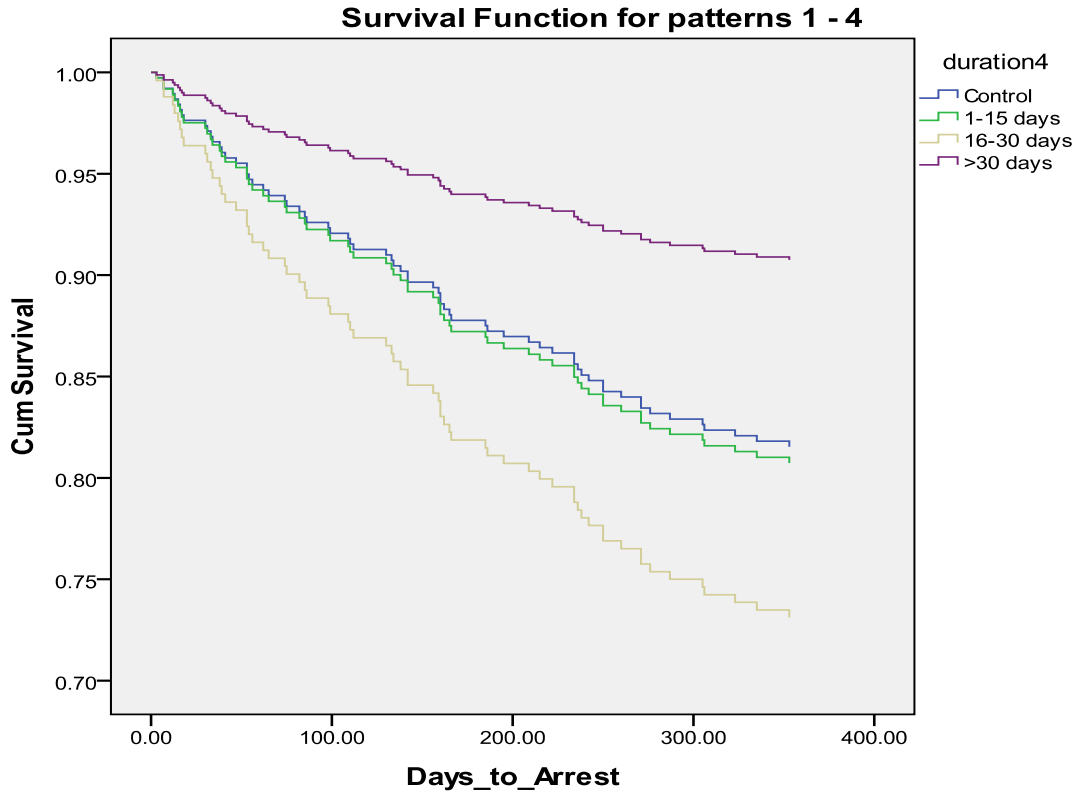
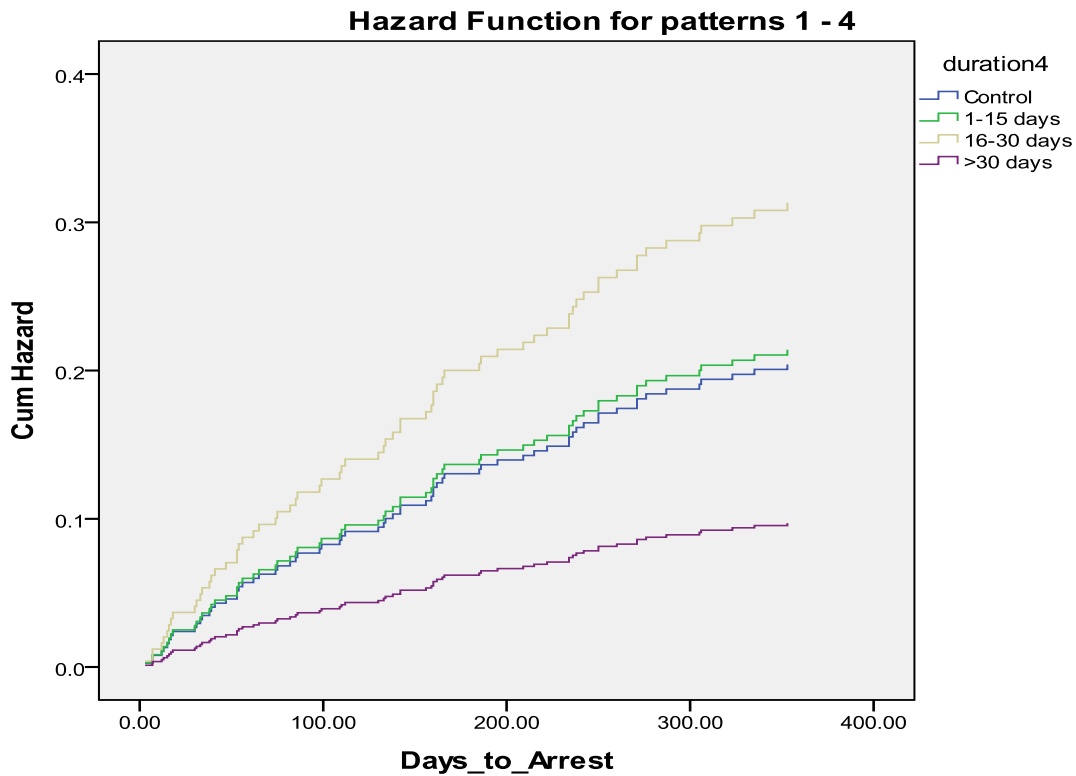


Figure 4.2. Hazard Plot for Arrest by Length of Stay



**Table 4.11. Logistic and Cox Regression Results:
The Effect of Treatment Dosage on Delinquency Finding**

	Logistic			Cox Model		
	B	(SE)	Exp(B)	B	(SE)	Exp(B)
Dosage	.012	.029	1.012	.011	.169	1.011
Race	-.088	.864	.916	-.176	.050	.839
Age	-.159	.212	.853	-.134	.191	.874
School Status	.034	.597	1.034	-.067	.558	1.069
Number of Siblings	.165	.148	1.180	.150	.139	1.162
Negative Peer Association	-.252	.220	.777	-.238	.202	.788
Sexual Activity	.640	.493	1.897	.571	.462	1.770
Age First Arrest	-.259	.192	.772	-.252	.176	.777
Lifetime Arrests	-.126	.600	.881	.120	.557	.887
Length of Stay	-.031	.035	.969	-.028	.032	.972
Site ^a						
Atlanta	.852	.575	.427	-.793	.526	.453
Philadelphia	-1.079*	.546	.340	-.998*	.497	.369
Constant	4.919	3.131	136.866			
-2 Log Likelihood		190.025			341.252	
Nagelkerke R ²		.111				
N		341			341	

Notes: Standard errors are shown in parentheses ^aThe reference category is Newark.
 . p < .05. * p < .01. *** p < .001. All values are one tailed.

Examining delinquency findings within 1-year post-Boys Town, we find that just 10.8 percent of the control girls (n=14) and just 7.7 percent of the Boys Town girls (n=17) were found to be delinquent in a juvenile court 1 year following the intervention. Again the difference is not statistically significant. Results presented in table 4.11 show that the dose variable is unrelated to conviction in the first year following the Boys Town treatment. Indeed, with the exception of Philadelphia’s having lower recidivism rates than Newark’s, none of the variables is significantly correlated with recidivism in terms of new delinquency findings in the first year following the intervention. The models were repeated with group status replacing the dose measure and found similar results. In addition, duration in the program did not emerge as a significant predictor, as it did in the rearrest models. There is no strong evidence to suggest that the Boys Town program was effective in reducing reconvictions. However, it should be noted that subsequent delinquency findings were quite rare (n=31, 8.8 percent) and, with such little variation, only very large differences would emerge as statistically significant.

Given this rarity of subsequent delinquency findings coupled with the large number of variables in the model, we examined several bivariate tests. *Again of interest, there is some evidence that high levels of Boys Town exposure in terms of length of stay reduces recidivism, measured as reconviction.* Figures 4.3 and 4.4 clearly show that the survival curves are highest and the hazard rates lowest for the group with the longest stay. Indeed, only one person among that high-level group was the subject of a delinquency finding.

Figure 4.3. Survival Plot for Delinquency Finding by Length of Stay

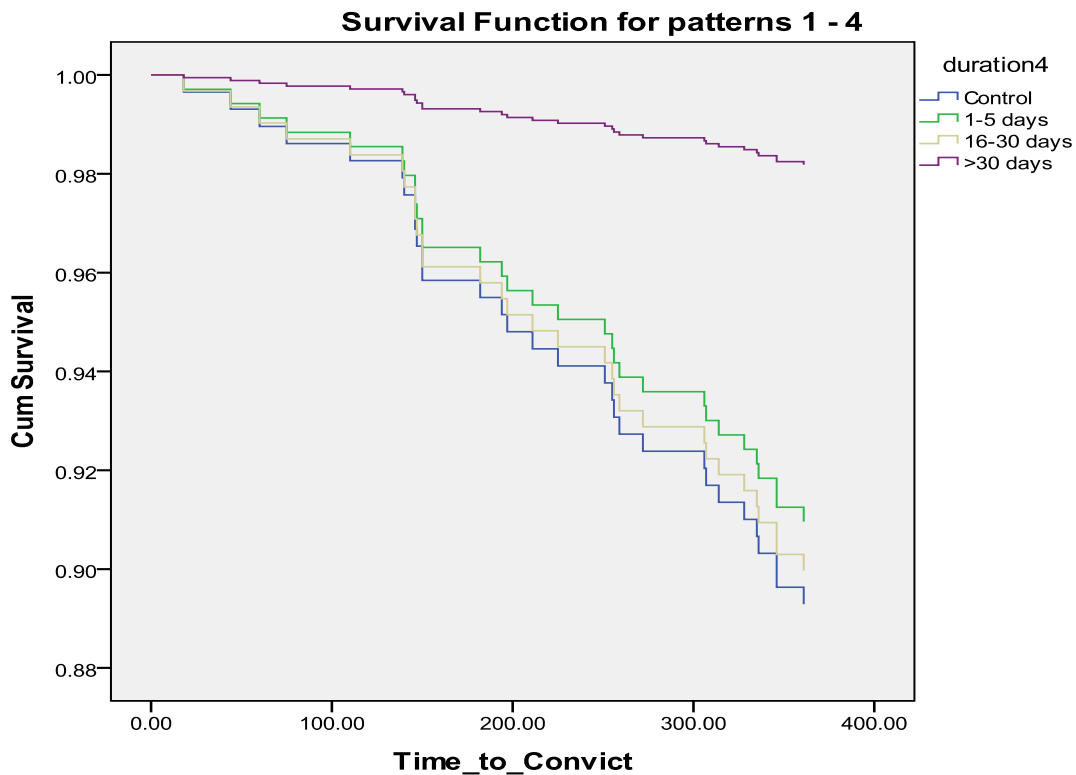
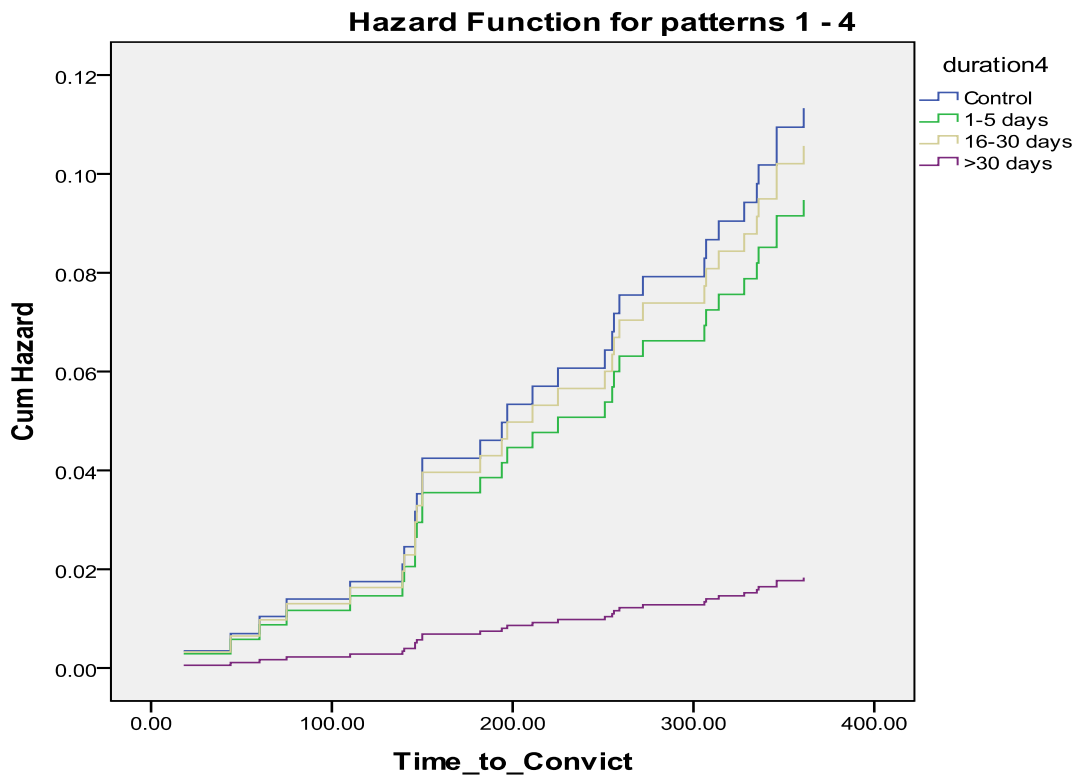


Figure 4.4. Hazard Plot for Delinquency Finding by Length of Stay



In summary, there are few differences between the Boys Town assigned and comparison group in terms of official measures of recidivism. There is some evidence consistent with other research on juveniles (see Lipsey et al., 2000) that exposure as measured by length of stay may be beneficial to high-risk delinquent youth. These analyses provide tentative optimism that must be couched in moderate skepticism, given the limitations of the study design.

Site Comparisons

The same z-test described above was run to see whether the effect of the Boys Town program on official arrest records varied across sites. Again, the comparisons were not statistically significant, suggesting that the program was equally effective across sites.

Discussion

Few earlier studies have carefully examined the effectiveness of short-term care facilities commonly used in the United States to hold juvenile offenders for limited periods of time. Even fewer have concentrated on female offenders. This study set out to examine the effect of the Boys Town Short-Term Treatment Program on juvenile female offenders. The Boys Town program is a behavioral treatment model based on the application of social skills learning and prescriptive teaching. The model considers a youth's problem behaviors as inherent deficits in an "inventory" of social skills, and it employs active, direct instruction as a key intervention to remediate these problems and enable positive, personal growth (Davis and Daly, 2003; Dowd and Tierney, 1992). Based on this program framework, this study tests the impact of the Boys Town program on delinquency, substance abuse, academic commitment, employment attitude, and cognitive functioning of *female* juvenile offenders.

A comparison group of youth on standard probation supervision was used to measure the potential differences between youth in the Boys Town treatment. The Boys Town and comparison groups were fairly well matched in this study. At the baseline assessment, mean scores on a wide range of pretreatment characteristics were reasonably similar (see table 4.1). Despite the relatively comparable nature of the groups, there still were some significant differences: a) age, b) school status, c) number of siblings, d) negative peer associations, e) sexual activity, f) age of first arrest, and g) number of lifetime arrests. While these differences were controlled for statistically by including each of the pretreatment characteristics as a covariate in the multivariate regression models, the observed differences are noteworthy in that they suggest that the Boys Town group was slightly more involved in the juvenile justice system than their counterparts receiving traditional probation. In addition, the baseline measure of each dependent variable was included as a covariate, to control for pretreatment differences. Finally, measures of time at risk and length of stay in the program (i.e., duration) were also included in the multivariate model.

While promising, the overall results are mixed. ***The findings indicate that the Boys Town model is associated with better delinquency and sexual behavior outcomes than a variety and range of traditional probation services.*** On the one hand, the comparatively short duration of the Boys Town program, coupled with evidence that the Boys Town girls were slightly older and more established in delinquent careers, renders these results more impressive. On the other hand, the findings indicated no significant impact for substance abuse, academic commitment, and employment attitude. Nevertheless, as one of the more rigorous evaluations reporting on the

effectiveness of short-term care for female offenders, this study provides intriguing evidence that such programs can be effective in improving certain behaviors.

The findings on recidivism show the complexity in examining short-term care residential programs. The difference of means analysis tested whether enrollment in the Boys Town program reduced self-report recidivism, while the multivariate model introduced numerous controls and examined the Boys Town program as a function of program dose rather than as a dichotomous measure of treatment. Although the difference of means statistics shows that the proportion of Boys Town subjects who reported being subsequently arrested declined 43 percent, the follow-up showed no significant differences between the two groups—as the recidivism of the comparison group also declined. As noted above, however, the Boys Town group was, on average, more likely than the youth receiving traditional probation services to have been arrested and to have more lifetime arrests. Thus, we can interpret these results to mean that, compared with a typical probation supervision term, the Boys Town intervention program had at least an equivalent effect on an older, more delinquent population of girls.

The multivariate analysis controlled for the baseline differences as well as previous delinquent behavior. The results suggested that while treatment dose is negatively associated with subsequent arrest (indicating that a higher dose of treatment decreased the probability of a subsequent arrest) the finding is not significant. If program dose made a significant impact on recidivism, we would expect youth in the program to be less disposed to rearrest after program exit. Nevertheless, the finding is noteworthy when it is compared with the dichotomous treatment specification. Contrary to our expectations, the dichotomous model revealed a significant and *positive* effect on recidivism. However, when dose was substituted for group status this relationship was reversed, with increases in the prescribed dose demonstrating a reduction in recidivism (although not significantly).

Interestingly, the survival models with the official arrest data produced different yet conceptually similar results. As with the self-report data, the dichotomous treatment specification found that group status was significant and positive, suggesting that the treatment group was more likely to be rearrested. In a departure from the self-report results, however, ***program duration (i.e., length of stay) was significant and negatively related to rearrest.*** Given that the groups were not randomly assigned, we optimistically but cautiously interpret this to mean that a longer length of stay in the Boys Town program was negatively related to recidivism, as measured by rearrest. This important finding is consistent with other research that suggests that length of stay is associated with greater success (Lipsey et al., 2000). In fact, a closer examination of duration revealed that, on average, youth spent relatively very little time in the Boys Town program. The mean length of stay was 27 days, but 29 percent of the treatment group spent 15 days or fewer in the Boys Town program. By comparison, the recommended length of treatment for Multisystemic Therapy is 3 to 5 months (Henggeler, 1997). Consequently, it is remarkable that the subjects demonstrated positive recidivism results or really any positive benefits from the Boys Town treatment, given the limited duration of program treatment. Finally, it should be noted that the dose specification did not produce noteworthy differences between the groups.

Taking both the self-report and official arrest record findings into account, the two analyses produce conceptually similar results, favoring the Boys Town Short-Term Residential Treatment Program for Girls. In other words, ***the sum of the evidence with regard to recidivism suggests that mere tangential contact with the Boys Town program did little to impede subsequent***

delinquent behavior, but as the level of program exposure was increased—whether because of the result of staff interactions, length of stay in the program, or a combination of the two exposure measures—the propensity of girls to engage in subsequent delinquent behavior was reduced.

While the Boys Town intervention initially appeared effective in reducing substance use over time in all classes of drug use, these reductions did not result in statistically significant differences at the follow-up period, as the Boys Town group reported significantly more drug use during the baseline period and the substance use of the comparison group also declined over time. The multivariate results support the preliminary analysis on drug use and show no significant effect from program dose. The failure to detect significant substance use effects admits many possible interpretations, including that the measures of use were insensitive to the true treatment effects, that the Boys Town program and probation services received by the comparison group were equally as effective in regard to substance use, and that the true differences in treatment effects on the use of drugs may be undetectable until youth have been at risk in the community for a longer period of time. Each of these interpretations is plausible. The possibility that the comparison group was exposed to an equally effective intervention is supported by the drop in substance use of both groups. In addition, the possibility that the analyses merely lack the statistical power to detect the true treatment effects on drug use is suggested by the relatively minor effect of duration—a direct effect related to the lack of program exposure.

In terms of high-risk sexual behavior, the difference of means analysis did not reveal a significant difference between the groups at the follow-up period despite a decline over time for the Boys Town group and an increase for the comparison group. However, after controlling for baseline differences, the multivariate analysis revealed that ***program dose had a negative and significant effect on high-risk sexual behavior.*** In other words, an increased dose of the program resulted in a subsequent reduction in high-risk sexual behavior. Moreover, while the effect was relatively small, dose exhibited one of the most important contributions to the equation. While at first glance, the impact of the Boys Town intervention on high-risk sexual behavior seems unlikely because of the concentration on delinquent youth. However, the rationale for this program effect likely stems from the behavior-based Boys Town Program Model, which emphasizes social skills learning and prescriptive teaching (see the program description in chapter 1 for more details). In fact, because of the social nature of sexual behavior, the social skills training offered by the Boys Town program is likely to produce favorable outcomes with regard to appropriate sexual interaction and high-risk sexual behavior by providing youth with the tools necessary to succeed in social exchanges.

The term *social skills* encompasses an array of learned behaviors that allow people to achieve social reinforcement and to avoid social reprimand (Gresham and Elliot, 1984). A deficit in social skills has been linked with numerous negative outcomes—including delinquency, substance abuse, and high-risk sexual behavior (Hansen et al., 1995; Kupersmidt and Coie, 1990; Parker and Asher, 1987)—and is not likely to improve of its own accord because impaired social skills obstruct interactions with others. In turn, unsatisfying or disruptive interactions even exacerbate social skill deficits by preventing the modification of existing skills and limiting the acquisition of new ones (Hansen, Giacoletti, and Nangle, 1995; Kelly, 1982). Interventions that provide social skills training and its variants, such as those provided by the Boys Town intervention program, are designed to intervene and address this skill deficit by setting clear

expectations, coaching through the use of frequent prompts, and offering abundant positive reinforcement for improvements in social behavior.

In contrast to the official arrest record findings, but as with many Drug Court programs (Shaw and Robinson, 1998), the number of days spent in the program made a significant and *positive* impact on subsequent high-risk sexual behavior. In other words, while the increase in number of staff interactions increased positive benefits, youth who participated in the Boys Town program for lengthier time periods were more likely to engage in subsequent high-risk sexual behavior than youth who spent less time in the program. These two seemingly contradictory findings suggest the possibility of a spurious relationship, because of an uncontrolled confounding factor making the relationship between duration and subsequent high-risk sexual behavior appear significant. For instance, one possible factor may be sexual abuse and victimization. It is well established in the literature that children who are sexually abused often act out promiscuously (Paolucci, Genuis, and Violato, 2001; Browne and Finkelhor, 1986). Sexual abuse in the home may also result in a lengthier stay at the Boys Town facility because of a resistance by Judges to place the youth back in the home. Such a relationship would be spurious. An alternative theory explaining the contradictory findings may be that an extended length of stay in the facility constitutes a diminishing marginal utility of the Boys Town treatment intervention in terms of high-risk sexual behavior. Instead, the maximum utility of the intervention treatment may result from an unspecified moderate length of stay in the program.

The Boys Town intervention demonstrated no impact in improving the academic commitment or employment attitude of delinquent girls participating in the short-term care residential program compared with youth receiving traditional probation services. Multivariate findings supported the preliminary findings, revealing that dose had no effect on academic commitment or employment attitude. The findings with regard to academic commitment suggest that though treatment dose is negatively associated with academic commitment (indicating that higher doses of treatment increased academic commitment) this particular finding is not significant. Again, as with recidivism, the small effect of dose raises the possibility that true treatment effects on academic commitment were present but too small on the outcome measure to be distinguished from the null hypothesis of no treatment effect. Findings with regard to employment attitude revealed that dose had no effect whatsoever.

Despite expectations to the contrary, the findings with regard to employment attitude and academic commitment are not terribly surprising. The crux of the Boys Town Model is its emphasis on utilizing every staff interaction with youth to teach and model appropriate social skills to effect sustainable behavioral change. To effectuate this model, Boys Town developed a comprehensive curriculum that details 182 basic skills for successful interpersonal, emotional, and vocational functioning (see appendix M). However, while academic and vocational functioning are skills emphasized in the Model, a youth's service plan is individualized to meet the specifically defined needs of a youth identified through a meticulous intake and assessment process. Given that all of the girls in this sample were referred to Boys Town for delinquent offenses, it is unlikely that the major target areas of an individualized service plan would concentrate on vocational or academic objectives. Rather the plan would likely place a special emphasis on alternatives to violence and other problem behaviors that often lead to contact with the juvenile justice system.

In terms of cognitive distortions, the difference of means analyses revealed a significant reduction over time for the Boys Town group on several measures. Like many of the other outcomes reported in this study, these reductions did not result in statistically significant differences between the two groups at the F1 period (see table 4.4), as each of these measures declined significantly for the comparison group as well. The multivariate results show that, contrary to expectations, dose is not significantly related to cognitive functioning.

Finally, the analysis of program exposure found strong evidence that program fidelity has a powerful effect on the number of staff teaching interactions with program youth. Specifically, the results indicate that fidelity was positive and significantly related to the level of dosage, controlling for several other program monitoring measures. In fact, each additional unit in the program fidelity score increased by 4.75 the number of staff interactions per dose (i.e., 30 staff interactions per day). This evidence provides support for the hypothesis that a well-implemented Boys Town site with high fidelity scores is likely to influence program dose (i.e., the number of staff interactions) positively and in turn produce more change than poorly implemented sites with low fidelity scores. In addition, the average fidelity scores across all three sites provides a plausible explanation for the failure to detect stronger program effects.

In summary, our analyses support the conclusion that for youths who were likely to be admitted to Boys Town, those actually admitted to the Boys Town program (particularly a well implemented program) may be expected to have superior delinquent and sexual behavior outcomes 1 year after enrollment. This does not imply, however, that the Boys Town treatment is superior to any particular alternative probation disposition. This issue cannot be assessed because the study falls short of the number of cases in each alternative disposition to support such an analysis. Similarly, it is possible that, although Boys Town produces better outcomes for girls like those admitted to the program, alternative dispositions may better meet the needs of other girls although, on average, these alternatives did not produce superior outcomes for the subset of girls with pretreatment characteristics like those in the Boys Town program.

Several limitations of this study should be noted. Chief among these is the possibility that the comparison girls differed in important and unobserved ways from Boys Town girls. Because we adopted a matched comparison group approach rather than random assignment to conditions, we cannot be certain that any observed differences in outcomes are attributable to treatment rather than to systematic differences in youth risk factors that might have predated treatment. Nevertheless, we note that the two groups were similar on most measures and statistically control for a wide range of pretreatment characteristics, including all baseline values for each outcome variable.

A second limitation is that we compared the outcomes of Boys Town girls not with a cohort of untreated girls, but with girls who in many cases received traditional probation services. If both the Boys Town girls and the Probation Department–served girls in the comparison group had substantial and positive treatment effects of roughly equivalent magnitudes, this would register in the model as an observation of no difference in outcomes between groups. The design cannot comment on the absolute treatment effect but only on the apparent effect relative to that of the comparison group. This sets a difficult standard for demonstrating program effectiveness and likely results in a misleadingly conservative characterization of the Boys Town program. However, if not placed in Boys Town, youth like those in this study are typically placed by the juvenile justice system onto probation or some alternative residential program. Thus, the

comparison is quite relevant for probation officials trying to determine the best facility in which to place youthful offenders.

A third limitation is that during the course of the subsequent follow-up both the treatment and comparison girls received a range of overlapping interventions, including additional time in a residential placement. This study could not account for these other intervention effects or the time girls spent in placements subsequent to release from the Boys Town program. Thus, in contrast to many studies, a crystal clear delineation of differential intervention effects is not possible.

A fourth limitation is that, while participant attrition from the research portion of the study was good, it was still greater than preferred (24 percent of the Boys Town Group and 18 percent of the comparison group). Subsequent analyses, however, suggested that attrition was not linked with the outcome measures.

A final limitation common to most research in this area is that most of the data used in the analyses were collected through self-reports by delinquent youth. Self-report data are subject to numerous well-known biases (Morral, McCaffrey, and Iguchi, 2000; Sudman, Bradburn, and Schwarz, 1996). For the purposes of the analyses reported in this study, however, biases in self-reports should affect only conclusions about outcome differences to the extent that youth in one group are more or less biased in their reporting. There is no reason, however, to suspect that biases vary by group.

5. Conclusions and Recommendations

The evaluation research reported herein incorporated both outcome and process evaluation components. The outcome component was designed to assess the impact of the Boys Town's Short-Term Residential Treatment Program for Girls on six classes of outcomes by using a quasi-experimental design with a nonequivalent comparison group. The main outcome of interest was recidivism. Additional outcomes included substance use, academic commitment, high-risk sexual behavior, employment attitude, and cognitive functioning. The process component used both quantitative and qualitative methods to examine the context of the program treatment and structure as well as to assess program fidelity (i.e., whether the program was implemented as intended). Based on the results of both components of the study presented in the preceding chapters, this chapter synthesizes these results and outlines the implications for further research as well as for practice. Thus, the first task of this chapter is to summarize both the key process-related and outcome-related findings. This will be followed by a broader discussion concerning the nature of the client population, the services provided, and implications and recommendations on program management, design, and the use of short-term residential care.

Evaluation Questions and Findings

Process Evaluation Findings

The process evaluation set out to answer eight major questions. In general, we found that the Boys Town program was founded on a well-documented, theoretically based curriculum. There is systematic implementation with frequent fidelity review. There are clearly delineated staff job responsibilities, a strong emphasis on staff training, and commitment to youth and staff feedback. The Clinical Support Specialists, Program Directors, and Site Directors were dedicated to the program, as were most Shift Supervisors and Youth Care Workers. The facilities are safe and clean and designed to provide a family-like setting.

Below are the overall findings on each of the major process evaluation questions.

1. WHAT ARE THE FIDELITY AND THE ADHERENCE TO THE PROGRAM MODEL AT EACH BOYS TOWN SITE?

The Boys Town fidelity instrument assesses the level of implementation of the Boys Town Model and is conducted by home office Boys Town program experts. It measures seven broad concepts: 1) teaching components and crisis management, 2) motivation system, 3) relationship building, 4) family-style living, 5) spiritual/moral values, 6) self-government, and 7) safety. Each item is rated on a five-point scale, with 1 being no implementation or incorrect implementation and 5 being the best implementation of the skill that can occur. A rating of 3 would be considered average implementation. During 2007 the three sites clustered slightly below "average" in implementation on the seven scales. The Philadelphia, Pa., site consistently ranked higher than Newark, N.J., and Atlanta, Ga., in implementation fidelity during 2007, though the differences were not large.

2. WHAT ARE THE FREQUENCY AND THE DURATION OF SERVICES IMPLEMENTED AT EACH BOYS TOWN SITE?

At each site, the number of staff–client interactions per day met or exceeded the guidelines of 25 to 35 interactions per day. Data from the Boys Town national database show that in Newark, study participants had an average of 36.8 interactions, in Philadelphia 31.0 interactions, and in Atlanta 44.1 interactions. Service planning data show that, in Newark, participants met an average of 3.1 treatment goals (out of 4.0), in Philadelphia they met an average of 2.4 (out of 3.2), and in Atlanta they met an average of 1.8 out of 2.1. Overall, 70.0 percent of the Newark girls, 77.7 percent of the Philadelphia girls, and 85.6 percent of the Atlanta girls were reported by staff to have met their service goals at discharge.

Staff in Atlanta rated more girls’ conditions at departure “favorable” or “very favorable” compared with the other two sites—90.6 percent were rated “favorable” or “very favorable” in Atlanta, compared with 66 percent in Newark and in Philadelphia. Similarly, 93.3 percent of the girls in Atlanta and 85 percent in Philadelphia were reported to have completed the program compared with 48.1 percent in Newark. Of the three Boys Town sites, girls in the Atlanta program showed the highest improvements in overall behavior: 65.3 percent were reported to have “positive” or “very positive” overall behavior, compared with 51.8 percent of the girls in Newark and 50.3 percent of the girls in Philadelphia.

There was no significant difference in the average length of stay (LOS) among the three sites. Average LOS in Atlanta was 25.9 days, in Newark 26.8 days, and in Philadelphia 27.6 days. However, there was a difference in the range of LOS among the three sites: a few girls stayed longer in Philadelphia (up to 127 days), and 9.8 percent stayed more than 60 days. In Newark, stays ranged from 3 to 64 days, with significantly more staying shorter periods of time (14.8 percent stayed 1 to 7 days). In Atlanta, girls stayed 8 to 91 days, with the majority (62.6 percent) staying 21 to 60 days. Significantly more girls in Philadelphia (36.8 percent) stayed up to 2 weeks, compared with Newark (22.2 percent), and Atlanta (2.7 percent).

3. WHAT ORGANIZATIONAL CHANGES, IF ANY, WERE NECESSARY TO THE BOYS TOWN MODEL AND/OR SERVICES AT EACH SITE?

The Boys Town Model remained in a steady state throughout the study period. The sites did not make intentional changes, though, in some cases, services such as aftercare or family-based services were added. The sites were, however, going through major changes in their organizational structure during the study. Each site was in the process of becoming a self-sustaining nonprofit 501(c)(3) organization and setting up the structure necessary for this, as well as seeking additional ongoing funding.

4. WHAT METHODS WERE USED TO RECRUIT AND RETAIN YOUTH INTO BOYS TOWN?

Recruitment and retention differed greatly by site. Philadelphia and Atlanta had contracts with referral agencies for delinquent girls and were frequently at capacity (Philadelphia’s contract with the Community-Based Detention Services agency kept the shelter full). Newark had a contract with the Department of Youth and Family Services for children in need of child protection services but not with the Department of Juvenile Justice for delinquent girls, so the shelter was frequently underused. In addition, New Jersey and Georgia were in the transition away from making out-of-home placements and toward use of wraparound services—New

Jersey as the result of being a Juvenile Detention Alternatives Initiative (JDAI) site and Georgia as a result of reduced Medicaid funding.

Nearly all staff felt that the girls referred by juvenile justice systems do best in the program because they have more of an incentive to change and they are more receptive to service, especially when they are going home. Many appreciate it more because they had previously had the detention experience. They also felt that girls older than 14 did better in the program; these older girls are more prepared to learn new things about themselves and can see the consequences of their behavior.

There was overwhelming consensus that girls who have serious or chronic mental health issues, especially those who are off their medication, suicidal, or “cutters” (i.e., have a history of hurting themselves) do not succeed at the program. Staff tried to transfer such youth to more appropriate placements, whenever feasible.

5. WHAT TYPES OF STAFF TRAINING WERE PROVIDED TO BOYS TOWN STAFF?

Staff training was a major strength of the program. The general approach to staff training was similar at all three sites and included a) formal training in the Boys Town Model provided by Boys Town staff either at the home campus in Omaha or onsite, b) shadowing more experienced workers at the facility, c) site-specific training based on current issues and specific staff needs, and d) individual staff coaching based on supervisor observations. When new staff were hired, they were provided with a 2-week, intensive orientation to the Boys Town Model and given up to 80 hours more per year, depending on the state licensing requirements. The overwhelming staff response was that the training provided was quite adequate; those who were not happy with the training reported that there was a disconnect between the preservice training and the actual experience. Some staff thought the girls were much more difficult in reality than the staff had been prepared for. Those who shadow-trained before the preservice training felt they were better prepared. Youth Care Workers reported that they would like more training on numerous topics, including emotional abuse or trauma, clinical diagnosis, handling aggressive girls, and learning to individualize the Model.

6. WHAT WERE THE STAFFING PATTERNS AT EACH BOYS TOWN SITE (THAT IS, BACKGROUND, SKILLS, AND EXPERIENCE OF STAFF)?

Staffing was adequate at each site, and senior staff had extensive experience. Many had risen through the ranks of Boys Town, holding lesser positions before being promoted. Some sites had vacancies, but all were addressing staffing issues. The programs experienced frequent staff turnover at all three program sites, especially among the Youth Care Workers. In focus groups, Youth Care Workers expressed some dissatisfaction with the 10-hour shifts, scheduling issues (such as working double shifts when required to), and the 4-day work schedule. Site Directors all expressed the reduction of staff turnover as a priority.

One problem noted was the Youth Care Worker education and experience requirements. The YCW position had minimal educational and experience requirements: a high school diploma or equivalent and a minimum age of 21, though many did have more education than the minimum. Thus, the staff most responsible for carrying out the program on a day-to-day basis had minimal education and experience.

7. WHAT BARRIERS TO SUCCESSFUL IMPLEMENTATION WERE ENCOUNTERED AT EACH BOYS TOWN SITE?

The Newark and Atlanta programs suffered from a shift in juvenile justice philosophy away from out-of-home placement toward community-based interventions—in Newark as a result of New Jersey’s embracing the Juvenile Detention Alternatives Initiative sponsored by the Annie E. Casey Foundation; and in Atlanta as a result of a state funding issue. As a result, Newark’s delinquent referrals came from a limited number of Judges and Probation Officers familiar with the program. Since the site had no contract with the Department of Juvenile Justice, it received no delinquent referrals from it.

Many staff felt that the short length of stay in the program, an average of just under 30 days, is typical of shelter programs but may limit the impact of the program. Clinical staff said that they couldn’t do the necessary “deep” work needed to make major changes in the girls over such a short period. In Atlanta, the Program Director reported that many families needed the family-based services following the residential placement, since the placement was so short. They felt that the extra support and being in the home solidify the whole picture; some of the girls in the short-term program were beginning to receive these services at the end of the study.

8. WHAT ARE THE PARTICIPANTS’ RESPONSES TO THE BOYS TOWN SERVICE?

More than half of the study participants (52.8 percent) reported positive ways in which the Boys Town program helped them. The themes that occurred most frequently in the responses were a) they became a better person, and b) they learned how to deal with their anger more appropriately (developed a more positive attitude—to “calm down and think before you react,” and talk about feelings and expressing them in a positive way). Only 26 participants (11 percent) felt that the Boys Town program did not help them. Those who felt that the program had not helped them expressed that they felt they were not there long enough, the point card was not for them, or they needed other services, such as rehab. Boys Town also conducted a Youth Consumer Survey of all children in the placements, and annual averages showed differences between sites, but nothing statistically significant. On a four-point scale (with 1 being *disagree* [low] and 4 being *agree* [high] *with a series of statements*), in Newark, the average annual rating in 2006 was 3.27, and in 2007, 3.37; in Philadelphia, the average in 2006 was 3.66, and in 2007, 3.70; in Atlanta, the average in 2006 was 3.39, and in 2007, 3.50.

Outcome Evaluation Findings

This study set out to examine the effect of the Boys Town Short-Term Residential Treatment Program on juvenile female offenders. A comparison group of youth on standard probation was used to measure the potential differences between youth in the Boys Town treatment facility and those on probation supervision. The central outcome of interest was recidivism (rearrest and readjudication). Other outcomes included in the analysis were substance use, academic commitment, high-risk sexual behavior, cognitive distortions, and employment attitude. Overall, the results are mixed. The findings indicate, on the one hand, that the Boys Town Model is associated with better delinquency and sexual behavior outcomes than the average expected outcome for youth receiving traditional probation services. On the other hand, the findings indicated no significant impact for substance abuse, academic commitment, and employment attitude. Nevertheless, as one of the more rigorous evaluations reporting on the effectiveness of

short-term care for female offenders, this study provides some evidence that such programs can be effective in improving certain behaviors.

The specific research questions followed by a summary response are provided below.

1. DO TREATMENT GIRLS DIFFER FROM COMPARISON GIRLS IN THEIR RECIDIVISM AT 12 MONTHS POSTINTAKE?

Yes. The findings on recidivism show the complexity in examining short-term residential programs. The difference of means analysis tested whether enrollment in the Boys Town program reduced self-report recidivism, while the multivariate model introduced numerous controls and examined the Boys Town program as a function of program dose rather than as a dichotomous measure of treatment. Although the difference of means statistics shows that the proportion of Boys Town subjects who reported subsequent arrest at follow-up (1 year) declined by 43 percent, there was no significant difference in this respect between the treatment and comparison group, whose recidivism rate also declined. As noted above, however, the Boys Town group was, on average, more likely to have been arrested and to have more lifetime arrests compared with the girls receiving traditional probation services. Thus, we can interpret these results to mean that, compared with a typical probation supervision term of 9 months to 1 year, the Boys Town intervention program had at least an equivalent effect on an older, more delinquent population of girls.

The multivariate analysis controlled for the baseline differences as well as for previous delinquent behavior. The results suggested that while treatment dose is negatively associated with subsequent arrest (indicating that a higher dose of treatment decreased the probability of a subsequent arrest) the finding is not significant. If program dose made a significant impact on recidivism, we would expect youth in the program to be less disposed to rearrest after program exit. Nevertheless, the finding is noteworthy when it is compared with the dichotomous treatment specification. Contrary to our expectations, the dichotomous model revealed a significant and *positive* effect on recidivism. However, when dose was substituted for group status, this relationship was reversed—with increases in the prescribed dose demonstrating a reduction in recidivism (although not significantly).

Interestingly, the survival models with the official arrest data produced different yet conceptually similar results. As with the self-report data, the dichotomous treatment specification found that group status was significant and positive, suggesting that the treatment group was more likely to be rearrested. In a departure from the self-report results, however, ***program duration (i.e., length of stay) was significant and negatively related to rearrest.*** Given that the groups were not randomly assigned, we optimistically but cautiously interpret this to mean that a longer length of stay in the Boys Town program was negatively related to recidivism as measured by rearrest. This important finding is consistent with other research that suggests that length of stay is associated with greater success (Lipsey et al., 2000). In fact, a closer examination of duration revealed that, on average, youth spent relatively very little time in the Boys Town program. The mean length of stay was 27 days, but 29 percent of the treatment group spent 15 days or fewer in the Boys Town program. By comparison, the recommended length of treatment for Multisystemic Therapy—an evidence-based model program—is 3 to 5 months (Henggeler, 1997). Consequently, it is remarkable that the subjects demonstrated positive recidivism results

or really any positive benefits from the Boys Town treatment, given the limited duration of program treatment. Finally, it should be noted that the dose specification did not produce noteworthy differences between the groups.

Taking both the self-report and official arrest record findings into account, the two analyses produce conceptually similar results, favoring the Boys Town Short-Term Residential Program. In other words, *the sum of evidence with regard to recidivism suggests that mere tangential contact with the Boys Town program did little to impede subsequent delinquent behavior, but as the level of program exposure was increased—whether the result of staff interactions, length of stay in the program, or a combination of the two exposure measures—the propensity of girls to engage in subsequent delinquent behavior was reduced.*

2. DO TREATMENT GIRLS DIFFER FROM COMPARISON GIRLS IN THEIR SUBSTANCE USE AT 12 MONTHS POSTINTAKE?

No. While the Boys Town intervention initially appeared effective in reducing substance use over time in all classes of drug use, these reductions did not result in statistically significant differences at the follow-up period, as the Boys Town group reported significantly more drug use during the baseline period, and the substance use of the comparison group also declined over time. The multivariate results support the preliminary analysis on drug use and show no significant effect from program dose. However, as with the official arrest data, program duration (i.e., length of stay) was negatively (although not significant) related to substance use. The failure to detect significant substance use effects admits many possible interpretations, including that the measures of use were insensitive to the true treatment effects, that the Boys Town program and probation services received by the comparison group were equally as effective in substance use, and that the true differences in treatment effects on the use of drugs may be undetectable until youth have been at risk in the community for a longer time. Each of these interpretations is plausible. The possibility that the comparison group was exposed to an equally effective intervention is supported by the drop in substance use of both groups. In addition, the possibility that the analyses merely lack the statistical power to detect the true treatment effects on drug use is suggested by the relatively minor effect of duration—a direct effect related to the lack of program exposure.

3. DO TREATMENT GIRLS DIFFER FROM COMPARISON GIRLS IN THEIR SEXUAL ACTIVITY AT 12 MONTHS POSTINTAKE?

Yes. While the difference of means analysis did not reveal a significant difference between the groups at the follow-up period despite a decline over time for the Boys Town group and an increase for the comparison group, the multivariate analysis revealed that *program dose had a negative and significant effect on high-risk sexual behavior.* In other words, an increased dose of the program resulted in a subsequent reduction in high-risk sexual behavior. Moreover, while the effect was relatively small, dose exhibited one of the most important contributions to the equation. At first glance, the impact of the Boys Town intervention on high-risk sexual behavior seems unlikely because of the concentration on delinquent youth. However, the rationale for this program effect likely stems from the behavior-based approach of the Boys Town program, which emphasizes social skills learning and prescriptive teaching (see program description for more details). In fact, because of the social nature of sexual behavior, the social skills training offered by the Boys Town program is likely to produce favorable outcomes with regard to appropriate

sexual interaction and high-risk sexual behavior by providing youth with the tools necessary to succeed in social exchanges.

The term “social skills” encompasses an array of learned behaviors that allow people to achieve positive social reinforcement and to avoid social reprimand (Gresham and Elliot, 1984). A deficit in social skills has been linked with numerous negative outcomes—including delinquency, substance abuse, and high-risk sexual behavior (Hansen et al., 1995; Kupersmidt and Coie, 1990; Parker and Asher, 1987)—and is not likely to improve of its own accord, because impaired social skills obstruct interactions with others. In turn, unsatisfying or disruptive interactions even exacerbate social skill deficits by preventing the modification of existing skills and limiting the acquisition of new ones (Hansen, Giacoletti, and Nangle, 1995; Kelly, 1982). Interventions that provide social skills training and its variants, such as the one provided by the Boys Town program, are designed to intervene and address this skill deficit by setting clear expectations, coaching through the use of frequent prompts, and offering abundant positive reinforcement for improvements in social behavior.

In contrast to the official arrest record findings, but like many Drug Court programs (Shaw and Robinson, 1998), the number of days spent in the program had a significant and *positive* impact on subsequent high-risk sexual behavior. In other words, while the number of staff interactions produced positive benefits, youth who participated in Boys Town program for lengthier periods were more likely to engage in subsequent high-risk sexual behavior than youth who spent less time in the program. These two seemingly contradictory findings suggest the possibility of a spurious relationship because of an uncontrolled confounding factor, making the relationship between duration and subsequent high-risk sexual behavior appear significant. For instance, one possible factor may be sexual abuse and victimization. It is well established in the literature that children who are sexually abused often act out promiscuously (Paolucci, Genuis, and Violato, 2001; Browne and Finkelhor, 1986). Sexual abuse in the home may also result in a lengthier stay at the Boys Town facility because of a reluctance by Judges to place the youth back in the home. Such a relationship would be spurious. An alternative theory explaining the contradictory findings may be that an extended length of stay in the facility constitutes a diminishing marginal utility of the Boys Town treatment intervention in terms of high-risk sexual behavior. Instead, the maximum utility of the intervention treatment may result from an unspecified moderate length of stay in the program.

4. DO TREATMENT GIRLS DIFFER FROM COMPARISON GIRLS IN THEIR ACADEMIC COMMITMENT AND EMPLOYMENT AT 12 MONTHS POSTINTAKE?

No. The Boys Town intervention demonstrated no impact in improving the academic commitment or employment attitude of delinquent girls participating in the short-term care residential program, when compared with youth receiving traditional probation services. Multivariate findings supported the preliminary findings, revealing that dose had no effect on academic commitment or employment attitude. The findings with regard to academic commitment suggested that, while higher doses of treatment increased academic commitment, the finding was not significant. Again, as with recidivism, the small effect of dose raises the possibility that true treatment effects on academic commitment were present but too small on the outcome measure to be distinguished from the null hypothesis of no treatment effect. Findings with regard to employment attitude revealed that dose had no effect whatsoever.

Despite expectations to the contrary, the findings with regard to employment attitude and academic commitment are not terribly surprising. The crux of the Boys Town Model is its emphasis on using every staff interaction with youth to teach and model appropriate social skills to effect sustainable behavioral change. To effectuate this Model, Boys Town developed a comprehensive curriculum that details 182 basic skills for successful interpersonal, emotional, and vocational functioning. However, while academic and vocational functioning are skills emphasized in the Model, a youth's service plan is individualized to meet the specifically defined needs of a youth identified through a meticulous intake and assessment process. Given that all of the girls in this sample were referred to Boys Town for delinquent offenses, it is unlikely that the major target areas of an individualized service plan would concentrate on vocational or academic objectives. Rather, the service plan would likely place a special emphasis on alternatives to violence and other problem behaviors that often lead to contact with the juvenile justice system.

5. DO TREATMENT GIRLS DIFFER FROM COMPARISON GIRLS IN THEIR COGNITIVE FUNCTIONING AT 12 MONTHS POSTINTAKE?

No. Cognitive distortions are inaccurate or rationalizing attitudes, thoughts, or beliefs concerning one's own or another's social behavior; these thinking patterns may be criminogenic in that they insulate the individual from blame or a negative self-concept. The difference of means analyses revealed a significant reduction over time for the Boys Town group on several cognitive functioning measures. But, like many of the other outcomes reported in this study, these reductions *did not result in a statistically significant difference between the two groups at 12 months postintake*, as each of these measures declined significantly for the comparison group as well. The multivariate results show that, contrary to expectations, dose is not significantly related to cognitive functioning.

6. DO THE PROGRAM OUTCOMES DIFFER BY SITE?

No. The models were run separately by site to assess the potential for differential effectiveness across sites. Several z-tests were performed to see if the effect of program status (enrollment in Boys Town or traditional probation services), duration in the program (length of stay), or program dose (the number of staff interactions) varied across sites. In none of the comparisons was the test statistically significant, suggesting that the program was equally effective across sites for each of the outcomes and that pooling the data was warranted.

Implications and Recommendations

Implications will be discussed here in terms of the Boys Town program and, by extension, similar short-term community-based residential programs that serve delinquent populations. Recommendations are made throughout this section, where appropriate.

Program Design—The Model

One of the most important issues that came up repeatedly in the analysis was the implementation of the Boys Town Program Model. Research shows that the most effective programs for juvenile offenders are behavioral in nature and are centered on present circumstances and risk factors that are responsible for someone's behavior; they are action oriented and teach new, prosocial skills.

These cognitive-behavioral approaches are quite structured and emphasize the importance of modeling to engender self-efficacy and challenge cognitive distortion and assist in developing cognitive skills (Latessa, 2004).

One of the most positive findings of the process evaluation is that the Boys Town Model fits this behavior-based approach. The Boys Town Model is based on the application of social skills learning and prescriptive teaching. The Model considers a youth's problem behaviors as inherent deficits in an "inventory" of social skills and employs active, direct instruction as a key intervention to remediate these problems and enable positive, personal growth (Davis and Daly, 2003; Dowd and Tierney, 1992). It posits that certain requisite skills must be mastered to correct these problem behaviors. Thus, the Model supports instruction to teach youth how to a) be motivated to perform socially appropriate behaviors, b) accurately perceive social situations and identify the appropriate skill to employ, c) correctly decode and interpret information from others, d) be sensitive to social feedback, and e) effectively integrate that feedback to enhance social interactions (Davis and Daly, 2003; Dowd and Tierney, 1992).

Moreover, another positive finding is that the design of the program comprehensively addresses the need principle (Lowenkamp and Latessa, 2004). The need principle states that intervention programs should target dynamic (amenable to change), criminogenic (crime producing) needs, such as antisocial peer associations, substance abuse, lack of problem solving and self-control skills, and other factors that are highly correlated with criminal conduct. Noncriminogenic factors such as self-esteem and physical conditioning are static—unamenable to change—and will not have much effect on reducing recidivism. The findings from this study suggest that the Boys Town program appropriately targets dynamic criminogenic needs.

However, the evidence from this study also suggests that the girls in the Boys Town program did not receive an adequate dose of the treatment intervention during a placement to produce a statistically significant change in their behavior. This sparse level of treatment is related to numerous programmatic and environmental factors, including program dose, program duration, program fidelity, and the purpose of the program:

- **Program dose.** Although there are some inconsistent findings related to dosage (Conduct Problems Prevention Group, 1999; Dane and Schneider, 1998), most programs are less effective when study participants do not receive the intended dosage (Allen, Philliber, and Hoggson, 1990). An investigation of the program dosage reveals that the daily dose of treatment at each program site was within the prescribed range of 25 to 35 teaching interactions per day. Again, the Atlanta site averaged 44.1 interactions a day, while Newark averaged 36.8 and Philadelphia averaged 31.0.
- **Program duration.** Again, while there is some contradictory evidence (Rodriguez and Webb, 2004; Shaw and Robinson, 1998), research typically shows that longer treatment is typically associated with effectiveness (Lipsey, Wilson, and Cothorn, 2000). The prescribed duration of a single length of stay for the Boys Town Short-Term Residential Treatment Program was 30 days. An analysis of the length of stay reveals that the youth approximated, but fell slightly short of, the prescribed duration of stay by spending an average of 27 days at the facility. The mean LOS at Philadelphia was 27.6 days, while the

Newark subjects averaged 26.8 days, and Atlanta subjects averaged 25.9 days. However, 29 percent of the treatment group spent only 15 days or fewer at a Boys Town facility. By comparison, the recommended length of treatment for Multisystemic Therapy is 3 to 5 months (Henggeler, 1997) or roughly quadruple the duration of the Boys Town short-term program. Thus, nearly all of the subjects spent little time in the program compared with some other model intervention programs. Moreover, roughly one third of the subjects received virtually no treatment at all because the length of stay was so short. In addition, the process evaluation found that most staff felt that the program length was insufficient to affect the youth.

- **Program fidelity.** Another factor related to the level of treatment is program fidelity (i.e., the degree of fit between the defined program elements and their actual implementation in a real-life setting). Previous research demonstrates that the degree of program fidelity can significantly affect outcomes (Lipsey, 1999; Lipsey and Wilson, 2000; Battistich, et al., 2000). The process findings in this study point out that the overall implementation of the Boys Town program design was slightly below average at each of the sites during the course of the study, and further investigation revealed that fidelity was positively and significantly related to program dose, suggesting that the level of program fidelity influences the number of staff interactions.
- **Program purpose.** The Boys Town program was designed as a residential program for juvenile females ages 11 to 18 who require a short-term placement by the juvenile court or other social service agency. While this study concentrated exclusively on female juvenile offenders who were referred by the juvenile court, the program accepted nearly all girls who were referred for services, except those who posed an imminent danger to themselves or others. For example, the Newark site accepted girls from the Department of Youth and Family Services who were in the child welfare system generally because of abuse and neglect and, in some cases, a status offense. Regardless of the referral source, however, the Boys Town program had little influence on the length of stay of any subject. Instead, the youth involved in the study remained or exited the program at the discretion of the Court. As such, while the program was designed to provide elaborate and comprehensive treatment services to the girls referred to it, it was used by the referral sources much more like an alternative to detention or temporary holding facility, which typically is not designed to reduce recidivism or correct inappropriate behavior.

RECOMMENDATIONS

Short-term, community-based residential programs play an important role in the juvenile justice system by providing a safe, secure, and stable environment for youth awaiting Court hearings, transitioning between placements, or serving a dispositional commitment. However, it is difficult to expect a short-term program such as this to produce behavior change in youth, because of the lack of sufficient treatment duration. No matter how effective a program may be, the subjects simply are not staying long enough in the program to expect significant changes in behavior. In fact, given the extremely limited duration of program treatment for some of the subjects, it is remarkable that the Boys Town program demonstrated positive benefits at all. Nevertheless, several recommendations can be made for the Boys Town program and other short-term residential treatment programs. The first recommendation comes from a practical perspective

that suggests that juvenile justice practitioners should alter their expectations of short-term residential programs. However, practice must often be balanced with ethics. As a result, recommendations 1 and 2 derive from the ethical point of view that assumes an intervention program, regardless of duration, should endeavor to change behavior even if its benefits may not be able to be detected statistically.

- 1) ***Alter expectations of short term-residential programs using placements to, first, stabilize the youth and their family, and second, to conduct assessments for recommendations for future interventions and treatment for the youth and family.*** Given the difficulty that short-term residential programs have in producing behavioral change, it is advisable to amend the expectations regarding short-term placements from producing positive long-term benefits to concentrating on providing for the immediate needs of a youth. Given the difficulty that short-term residential programs have in producing behavioral change in a short timeframe, it is advisable to amend the expectations regarding short-term placements from producing positive long-term benefits to concentrating on providing for the immediate needs of a youth. Youth are typically placed into short-term placements as a result of an immediate crisis—an arrest or an allegation of abuse or other family disruption. While the crisis may be an indication of a much larger problem, the authors posit that the placement of the youth in a short-term facility should be viewed as the stabilizing step that can help prepare youth for additional long-term care (if necessary) rather than viewing these types of placements as primary agents of behavioral change. Expecting short-term residential care to effect change is an unfair assessment of the program’s benefits. Interestingly, it appears that this modification to the goals of longer-term residential treatment is gaining momentum in the literature. McCurdy and McIntyre (2004) recommend that residential treatment centers be reconceptualized as “stop gap” programs that use evidence-based practices to interrupt the youth’s downward spiral of increasingly disruptive behavior by addressing the barrier behaviors of youth with serious behavioral and emotional problems, to prepare them for reintegration into a postdischarge environment. Staff need proper training in conducting these assessments.
- 2) ***Implement the program with fidelity.*** Program fidelity is an important but challenging task for many prevention and intervention programs. Programs are often altered from their original design when they are implemented in a new community or by new staff members. Sometimes changes are made to better address the needs of the local community, fit the program within a predefined budget, accommodate the preferences of certain staff members, or simply reflect a different interpretation of the various program components. While adjustments for some of these reasons may be justified, changes to the content, duration, or delivery style of the program can diminish the program’s effects. Although the Boys Town organization prioritizes and maintains a steadfast approach to program fidelity, the three programs studied here had fidelity scores that suggest slightly below average implementation at these sites, suggesting a need for increased staff training. Better measures of fidelity may also be needed.
- 3) ***Provide short-term shelter as a treatment option rather than a detention alternative.*** Because shelter care in this study was offered primarily as a detention alternative rather than a standalone treatment program, girls’ lengths of stay varied greatly and one third stayed less

than 2 weeks. Since providers of detention alternatives, such as Boys Town, cannot control which girls they will receive or how long the girls will stay, abbreviated lengths of stay make effective treatment difficult. Since this study showed that, as the level of program exposure was increased, the propensity of girls to engage in subsequent delinquent behavior was reduced, short-term shelter should be offered to courts and juvenile justice systems as a treatment option, with a minimum length of stay of not fewer than 60 days. This would permit the program to implement a service plan appropriate for the predetermined length of stay as well as to create specified goals to mark progress through the plan.

Target Population

As noted above, the Boys Town Short-Term Residential Program served females ages 11 to 18 who required a short-term placement by the juvenile court, the state department of juvenile justice, or a social service agency. While this study concentrated exclusively on female juvenile offenders who were referred by the juvenile court, the program accepted nearly all girls—including status offenders and abused and neglected girls who were referred for services. Contrary to this practice, however, nearly all staff felt that the girls referred by juvenile justice departments do best in the program because they have a greater incentive to change and they are more receptive to service—especially when they are going home. Many girls appreciate it more because they previously had the detention experience. Staff also felt that girls older than 14 did better in the program; they are more prepared to learn new things about themselves and can see the consequences of their behavior. There was overwhelming consensus that girls who have serious or chronic mental health issues, especially those who are off their medication, suicidal, or “cutters” (i.e., have a history of hurting themselves) do not succeed in the program.

RECOMMENDATION

4) Care should be taken not to mix nonoffenders with medium and high-risk offenders.

Research demonstrates that there is no “one size fits all” approach that encompasses all at-risk or problem youth. Instead, the “what works” literature refers to the risk principle—or whom to target. This principle states that programming should be matched with the risk level of the offenders (Andrews, Bonta, and Hodge, 1990). Mixing non-offenders or low-risk offenders with high-risk offenders in an intervention setting may actually produce an inadvertent effect by increasing the risk of recidivism for the non-offenders or low-risk offenders because the attributes that make them low risk become disrupted by an association with high-risk offenders. Non-offenders (such as abused or neglected children or runaways) should be treated separately from offenders.

Program Environment

Over the course of the study, several external issues significantly affected the sites. Most notably, there was a change in direction by the Boys Town home office to concentrate on nonresidential community-based services, and there were low referrals in the Newark site caused by a state reduction in use of out-of-home placements, resulting after New Jersey became an Annie E. Casey Foundation JDAI state. Further, a budget crisis in the City of Philadelphia led to a cut in that site’s contract. Similarly, Georgia was in a state of transition, and there was an emphasis on keeping kids at home with wraparound services that came about because the state hadn’t received the amount of Medicaid funds it had expected and was looking at reducing out-of-home placements. The latter issues led to a reduction in out-of-home placements for Juvenile

Justice Department girls. As a result of all of these issues combined, all three study sites closed in 2008. If Boys Town were to reopen a short-term residential program in any site, the following recommendations would be pertinent:

RECOMMENDATIONS

- 5) *Sites should regularize and institutionalize their referral relationships through a contract before opening so that they are not dependent on memoranda of understanding with Courts for referrals.* In the two sites—Philadelphia and Atlanta—with which Boys Town undertook contracts, referrals remained high until other City and state financial issues surfaced. In New Jersey, the lack of a contract with the Department of Juvenile Justice plagued the Newark site, and it received its few referrals from a select number of Judges or Probation Officers who were familiar with the program. Word of mouth was insufficient to keep the program going.
- 6) *Programs need to engage in a continual and broad marketing effort so that the nature of their services is clear and well known, regardless of changes that may occur at the state level.* We found that Chief Probation Officers at all three sites were not always familiar with the Boys Town program. In many instances, Judges also were not familiar with the program either. Because of the high turnover in juvenile courts, we continually encountered staff who were unfamiliar with the program. As a result of Boys Town's movement toward decentralization, program marketing was being handled by the Site Directors, and therefore varied according to the experience and time to devote to this on their part. Additional assistance from the home office may be continually necessary to achieve this broad level of awareness.

Community-Based Services

The original National Institute of Justice (NIJ) solicitation requested an analysis of costs of service at treatment versus comparison sites. In subsequent discussions with NIJ, it indicated that a cost-effectiveness analysis was not expected. Thus, it was not undertaken. It should be noted, however, that Boys Town reports that the *cost per day* of its short-term residential program in 2006 was Newark, \$327; Philadelphia, \$275; and Atlanta, \$245 (or an average of \$282.33). The Philadelphia Youth Study Center's *Parent Handbook* states that the average cost of housing and care for a child is over \$300 per day (Philadelphia Youth Study Center, N.d.). The cost per day per youth for residential placement in New Jersey was \$174 and in Georgia, \$200.64, according to the Justice Policy Institute (2009). Therefore, the cost of the Boys Town Short-Term Residential Program is similar to the cost of detention, and it produces superior outcomes.

Also, as mentioned earlier, there is a national movement away from out-of-home placement for delinquent children. The JDAI movement is growing at a time when state and local budgets are being drastically cut. This, coupled with the Boys Town Strategic Plan that stressed a movement away from residential placements, does not bode well for the return of short-term residential placement.

Outcome findings showed that the Boys Town girls were older, more delinquent, and displayed more cognitive distortions at admission than did the comparison group of probation girls. Yet their outcomes were superior to the comparison group in terms of reduced recidivism and

reduced engagement in risky sexual behavior. Given the apparent effectiveness of the Boys Town Short-Term Residential Program, sentencing girls to 3 to 6 months of the program in a community-based day treatment program rather than in a shelter setting should be explored. It could be more effective than a year of probation, at less cost to the juvenile courts and with superior outcomes. Depending on the site, comparison girls had been on probation from 3 months to 1 year.

RECOMMENDATION

7) *In light of the national movement away from residential placement, providers who have been offering residential programs need to explore offering community-based day treatment programs. Communities should explore marketing a day treatment program and negotiating contracts with local and state-run juvenile court systems to offer this community-based service in lieu of, or in addition to, probation.* As mentioned above, the behavior-based model is solid but 30 days is insufficient to affect juveniles, and the national trend is away from residential placements. Providers could offer probation departments a minimum of a 3-month day treatment program as a cost-effective alternative to, or in addition to, probation. Day treatment programs usually are seen as additions to probation for higher-risk offenders in the juvenile justice continuum of services. Many of the youth who said they felt the program did not help them said that the program was “unrealistic,” and when they returned home “things weren’t as easy to resist as they had thought.” The increased timeframe and increased family involvement would address these issues, and in a day treatment setting youth would be able to practice skills in a more realistic environment. Providers should engage in exploratory marketing to ensure that a market exists before a program is fully developed and rolled out.

Program Management

The management of the Boys Town program was exemplary. Few child-serving organizations can boast the resources, services, breadth, and record of treatment as Father Flanagan’s Boys Home. Staff training was extensive and ongoing. Significant support was provided to each site from the home office.

One of the most impressive management tools of the organization was its dedication to replicability. The Boys Town treatment model fidelity was maintained through an impressive process of ongoing staff monitoring and training. The organization has developed its own fidelity instrument to assess the level of implementation in each residential home and shelter. The instrument measures seven broad concepts: teaching components and crisis management, motivation system, relationship building, family-style living, spiritual/moral values, self-government, and safety. The concept areas can be used separately or in combination. It uses a five-point scale, and a rating of 3 would be considered average implementation. As noted earlier in the process evaluation summary (chapter 3), the study findings surprisingly indicated that the overall implementation of the Boys Town program design was below average at each of the sites during the course of the study.

There are numerous plausible explanations for this. First, during the time of the study, sites were being transitioned into 501(c)3 nonprofit organizations, and there was significant turnover. Site Directors changed at all three sites during the study, which may have led to some unstable

leadership and accounts for the lower-than-average fidelity. Second, the average length of stay for the Youth Care Workers was only 1 to 2 years at two of the three sites, so not all staff were well versed in the model. Third, the minimum required education level of the Youth Care Workers was only a high school diploma, so the staff who spent the most time with the youth were the least educated and least experienced. Some staff reported being overwhelmed by the paperwork involved. Shift Supervisors most frequently reported that the most difficult aspect of their job was *time management*, when they are short staffed, and when there was a lot for them to do and they don't always have the time to do it all; they named observations, staff coaching, auditing files, and doing inspections as problematic. They also cited *multitasking* (including trying to teach), especially if there are noncompliances with youth, as difficult. Finally, staff turnover, noted as a problem in all three sites, would have made an adverse impact on the fidelity scores in terms of staff monitoring and supervision.

One other management issue is *communication*. All staff stressed that communication is important, especially between shifts—but it is sometimes difficult. Youth Care Workers said that a shift worker needs to stay waiting for the next shift, and handoff is sometimes stressful. “Once you start an ‘interaction,’ you need to stay with it,” said one YCW. Some Youth Care Workers felt that there is strong teamwork as far as communication about the girls, but “sometimes something slips through, and it could be an inadequate transition.”

If Boys Town were to reopen a short-term residential program in any site, the following recommendations would be pertinent:

RECOMMENDATIONS

- 8) *Providers need to maintain sufficient full-time and relief staff so staff are not put at risk and they have sufficient time to implement the program. Additional relief workers and backup workers need to be hired, so that, in the event of turnover, months do not elapse while a position remains unfilled.*** Existing staff should also be crosstrained to handle multiple positions and serve as backup.
- 9) *Communication between and among staff is important to the success of these programs. Staff meetings among all levels of staff are necessary to improve communication*** Staff need to spend more time transitioning from one shift to the next. These meetings will serve to increase the involvement of all levels of staff in the program operations and the service plans of specific program youth. The meetings will increase the ability of staff to be proactive rather than reactive by planning for upcoming changes, staff sicknesses and vacations, and other exigencies; and it will increase the professionalism of all staff.
- 10) *Staff training, though extensive, needs to be increased.*** Staff felt that shadow training was effective—as were the biweekly training sessions. But they may be insufficient to provide a solid grounding for new staff. Providers need to provide more consistent and ongoing supervision of staff, especially of new staff. The slightly less-than-average fidelity implies additional staff training on implementing the Boys Town Model would be beneficial. Staff also should be polled semiannually for their training needs.

Recommendations for Further Research

- 11) ***Future research on short-term residential placements should focus less on long-term behavioral changes and concentrate more precisely on assessing short-term outcomes, such as the number of behavioral incidents during enrollment in the placement, satisfaction of the youth with the program, and readiness for change.*** These types of short-term measures are a much better gauge for the current goals and operating standards of short-term residential placements.
- 12) ***Another avenue for future research to explore specific program components that are responsible for effecting changes in behaviors and attitudes.*** This analysis found that teaching interactions was a key program activity for producing individual change and that the number of interactions was strongly influenced by certain program components (i.e., teaching, motivational system, and moral and spiritual value). An in-depth analysis of the impact of each program component could help in calibrating the treatment design for optimal utility.
- 13) ***Additional rigorous research is needed on short-term placements using evidence-based practices with a focus on youth and family stabilization, assessment, and treatment.*** Few studies have carefully examined the effectiveness of short-term care facilities commonly used in the United States to hold juvenile offenders for limited periods of time. Even fewer have concentrated on female offenders.
- 14) ***As the emphasis on evidence-based practice becomes more common, juvenile justice systems need to pay more attention to improving and integrating automated management information systems and to keeping quality data on outcomes if they expect to be able to improve outcomes for juveniles.*** Even in the best criminal history system that we encountered in Philadelphia, there were records missing and dispositions were not always entered. Further, though the placement may have been listed, for those residential treatment centers that offer multiple programs (substance abuse treatment, psychiatric services, mental health counseling) there was no way to tell to which program a youth was ordered. In many of the other systems, for example, in New Jersey, the criminal history system was not tied in to the data system that had the disposition data or placement data so it was unavailable for the girls in the study, thus making it impossible to assess readjudication or placement outcomes for those girls. In some court systems, we had to hand count and hand code every facility the youth had ever been in. Though budgets are tight, there is money available for systems improvement. ***It is recommended that state and local juvenile justice systems that want to improve outcomes for juveniles in their custody explore seeking financial assistance through the Juvenile Accountability Block Grant funding or Title II Formula Grants funding.*** This money can be used to improve court data management systems in juvenile justice.

Finally, as discussed above, this research concentrated on a comparison group of similar youth who received traditional probation services rather than a cohort of untreated subjects. This design sets a difficult standard for demonstrating program effectiveness and likely resulted in a misleadingly conservative characterization of the Boys Town program. Future researchers may

choose to use an untreated group of youth for comparison purposes. Similarly, it is possible that male youth gain more benefits than members of the opposite sex from short-term residential placements. Such analyses may produce very different results. As with any quasi-experimental design, questions still persist about the concordance between the treatment and comparison groups. Though difficult with this population, the design could benefit from the random assignment of youth into the respective groups.

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Appendices

- A. Memoranda of Understanding between DSG and the Courts in the Three Boys Town Sites
- B. Staff Confidentiality Form
- C. Youth Care Worker/Shift Supervisor Discussion Guide
- D. Program Director Discussion Guide
- E. Assent/Consent Forms
- F. Treatment and Comparison Groups Baseline Surveys
- G. Treatment and Comparison Groups Follow-Up Surveys
- H. Baseline Data by Boys Town Site
- I. Boys Town Point Card
- J. Follow-Up Flyers
- K. Fidelity Core Concepts and Related Observational Measures
- L. Boys Town Staff and Youth Consumer Surveys
- M. Boys Town Social Skills Grouped by Behavior

Appendix A.

Memoranda of Understanding between DSG and the Courts in the Three Boys Town Sites

- Signed Memorandum of Understanding between DSG and the Administrative Office of the Courts, State of New Jersey
- Signed Memorandum of Understanding between DSG and the First Judicial District of Philadelphia, Court of the Common Pleas, Family Division, Philadelphia Family Court, Juvenile Probation
- Signed Memorandum of Understanding between DSG and the Fulton County Juvenile Court, Fulton County Probation Department
- Signed Memorandum of Understanding between DSG and the DeKalb County Juvenile Court, DeKalb County Probation Department

**Signed Memorandum of Understanding
between DSG and the Administrative Office
of the Courts, State of New Jersey**

ADMINISTRATIVE OFFICE OF THE COURTS
STATE OF NEW JERSEY

PHILIP S. CARCHMAN, J.A.D.
ACTING ADMINISTRATIVE DIRECTOR
OF THE COURTS



RICHARD J. HUGHES JUSTICE COMPLEX
PO Box 037
TRENTON, NEW JERSEY 08625-0037
(609) 984-0275
FAX: (609) 292-3320

Questions or comments may be
addressed to (609) 984-2172

May 11, 2006

Marcia Cohen, Vice President
Development Services Group, Inc.
7315 Wisconsin Avenue, Suite 800E
Bethesda, Maryland 20814

RE: Access to FACTS, Promis/Gavel and Probation Case Notes

Dear Ms. Cohen:

I am writing to inform you that the Supreme Court has approved your request for access to data in the Judiciary's automated information systems (Promis/Gavel and FACTS) and to Probation case notes in connection with an evaluation of the Girls and Boys Town Short-Term Residential Services Program (GBT) for girls in Newark. Accordingly Probation staff at the central office will provide you with demographic and court record history data on female probationers in four counties (Essex, Passaic, Hudson, and Union) using the Comprehensive Automated Probation System (CAPS). You will use that information to match juvenile female probationers to the treatment group; once a girl is identified for the comparison group, your Data Coordinator will be available at the next office visit in order to be introduced to the probationer by her probation officer. Our Judiciary offices in the four counties will give your researchers access to FACTS, Promis/Gavel and Probation case notes in order to obtain recidivism data on all girls in the study at six months and one year after placement on probation or in GBT. It is my understanding that you, Assistant Director Robert Sebastian, and the four Vicinage Chief Probation Officers are in agreement on the respective responsibilities in this endeavor.

Enclosed is a copy of the Supreme Court order dated May 1, 2006 authorizing access to FACTS and Probation case notes for the purpose of gathering background and recidivism data on the study group. (A Supreme Court order is not required for access to Promis/Gavel.) Please note that the order is limited to this specific purpose, has a December 31, 2008 end date, sets forth conditions with respect to the confidentiality and limited use of the data, and requires that all researchers execute affidavits of confidentiality.

Please work with Assistant Director Sebastian and the four Vicinage Chief Probation Officers to arrange access to the data. A further condition of the approval is that you will provide Mr. Sebastian the opportunity to review any draft report prior to its finalization and submission.

Very truly yours,


Philip S. Carchman

Copies with Enclosure:

Assignment Judges (Essex, Hudson, Passaic and Union Vicinages)
Family Division Presiding Judges (Essex, Hudson, Passaic and Union Vicinages)
Trial Court Administrators (Essex, Hudson, Passaic and Union Vicinages)
Family Division Managers (Essex, Hudson, Passaic and Union Vicinages)
Theodore J. Fetter, Deputy Director
John P. McCarthy, Jr., Director, Trial Court Services
Joseph A. Barraco, Assistant Director, Criminal Practice
Harry T. Cassidy, Assistant Director, Family Division
Robert P. Sebastian, Probation Services
Frederick Bostel, Chief Probation Officer, Union Vicinage
Anthony Casale, Chief Probation Officer, Hudson Vicinage
Peter Conerly, Chief Probation Officer, Essex Vicinage
John V. Krieger, Chief Probation Officer, Passaic Vicinage
Steven D. Bonville, Special Assistant
Francis W. Hoeber, Special Assistant
Marilyn C. Slivka, Chair, Judiciary Research Council

SUPREME COURT OF NEW JERSEY

It is ORDERED, pursuant to N.J. Const. Art. VI, sec. 2, par. 3, that the provisions of Rule 5:19-2(b) of the Rules Governing the Courts of the State of New Jersey regarding the confidentiality of juvenile records are supplemented and relaxed so as to permit Marcia Cohen and researchers under her direction conducting a study of delinquent girls placed at the Newark Girls and Boys Town Short-Term Residential Services Program, and a comparison group of girls on Probation in the Essex, Hudson, Passaic and Union Vicinages, to have access to data maintained in the Family Automated Case Tracking System (FACTS) and Probation case notes for the purpose of gathering background and recidivism data on the study group.

It is further ORDERED that any data collected will be maintained in strict confidentiality and will be recorded by researchers in such a manner that the individuals associated with the data cannot be identified, that the data will be used solely for research and planning purposes, that analysis and dissemination of the data will be limited to the presentation of aggregate data, and that affidavits of confidentiality will be executed by all researchers.

The provisions of this order are effective immediately and will expire on December 31, 2008.

For the Court,



Chief Justice

Dated: May 1, 2006

Signed Memorandum of Understanding
between DSG and the First Judicial District of
Philadelphia, Court of the Common Pleas,
Family Division, Philadelphia Family Court,
Juvenile Probation

Memorandum of Understanding

First Judicial District of Pennsylvania, Court of Common Pleas, Family Division

Philadelphia Family Court, Juvenile Probation

Development Services Group, Inc. (DSG), Bethesda, MD

This Cooperative Agreement is between the First Judicial District of Pennsylvania, Court of Common Pleas, Family Division, Philadelphia Family Court, Juvenile Probation, and Development Services Group, Inc.

The purpose of this Cooperative Agreement is to enable all parties to facilitate the conduct of certain research efforts of mutual interest, specifically a National Institute of Justice study on the effectiveness of the Girls and Boys Town (GBT) short-term shelter care for girls, utilized by the city of Philadelphia Family Court, Division of Juvenile Justice Services, and Juvenile Probation. These efforts may derive benefits for DSG and the Juvenile Court through findings, increased knowledge of the characteristics and needs of the population of female juvenile delinquents served, and identification of areas for improvement. The procedures agreed to herein will ensure that the research efforts will be executed in a manner which minimizes any disruption for the Court and probation offices and which ensures compliance with regulations necessary for protecting research participants' rights and privacy.

The parties hereto agree to the following:

The Philadelphia Family Court:

- Will make Court personnel available to provide to DSG (1) demographic and arrest history data on girls placed on probation each week; and (2) annual aggregate arrest history and dispositional court data for Girls and Boys Town (GBT) girls and probation girls in the comparison group. The Court will provide DSG research staff access to Court records or information contained in the Court's data system.

Philadelphia Family Court, Juvenile Probation

- Will allow DSG's Onsite Data Coordinator to visit the Probation offices at least two times per month (or other agreed-upon schedule) to review case records on the recent probation cases in order to select a comparison group sample. DSG's employees understand that no case records are to leave the Court's premises or Probation offices.

Development Services Group, Inc. (DSG):

- Will comply with all rules of strict data confidentiality. All study data will be stored in locked file cabinets; only DSG research staff will have access to the data. Each DSG research staff member has signed a Staff Confidentiality Form. All data will be reported in aggregate form. No individual identifying data will be used in reports. When the study is completed and the data have been analyzed, the list and case file information will be destroyed.
- Will provide Court and Probation Department personnel with a schedule of their visits and 1 week's notification for all data run requests.
- Will minimize data requests by limiting onsite data coordinator visits to one or two times per month or other agreed-upon schedule.
- Will adhere to all Court policies and procedures. DSG's onsite Data Coordinator will, under no circumstances, remove case records from the Court's premises.
- Will provide the Family Court and Probation Department with a copy of the final report of the findings.
- Will acknowledge the Philadelphia Family Court and the Probation Department in the final report and in all subsequent publications.

This agreement will be effective on the dates signed and will remain in force until which time a sufficient sample size is achieved (estimated at approximately 18 months). This agreement may be modified, expanded, etc. as mutually agreed upon by the parties in writing.

It is therefore agreed,

Myrna Field
The Honorable Myrna Field
Administrative Judge of the Family Court
8/29/05
 Date

James E. Sharp
James E. Sharp
Chief Probation Officer
8/29/05
 Date

Marcia I. Cohen
Marcia I. Cohen, Principal Investigator
 Development Services Group, Inc.
8/29/05
 Date

Katherine Williams
Katherine Williams, Ph.D., Co-Principal Investigator
 Development Services Group, Inc.
8/29/05
 Date

**Signed Memorandum of Understanding
between DSG and the Fulton County Juvenile
Court, Fulton County Probation Department**

Memorandum of Understanding

Fulton County Juvenile Court,

Fulton County Probation Department, and

Development Services Group, Inc. (DSG), Bethesda, MD

This Cooperative Agreement is between the Fulton County Juvenile Court, Fulton County Probation Department, and Development Services Group, Inc.

The purpose of this Cooperative Agreement is to enable all parties to facilitate the conduct of certain research efforts of mutual interest, specifically a National Institute of Justice study on the effectiveness of the Girls and Boys Town (GBT) short-term shelter care for girls, utilized by the Fulton County Juvenile Court and Juvenile Probation. These efforts may derive benefits for DSG and the Juvenile Court through findings, increased knowledge of the characteristics and needs of the population of female juvenile delinquents served, and identification of areas for improvement. The procedures agreed to herein will ensure that the research efforts will be executed in a manner which minimizes any disruption for the Court and probation offices and which ensures compliance with regulations necessary for protecting research participants' rights and privacy.

The parties hereto agree to the following:

Development Services Group, Inc. (DSG):

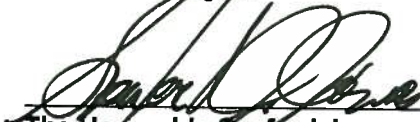
- Will comply with all rules of strict data confidentiality. All study data will be stored in locked file cabinets; only DSG research staff will have access to the data. Each DSG research staff member has signed a Staff Confidentiality Form. All data will be reported in aggregate form. No individual identifying data will be used in reports. When the study is completed and the data have been analyzed, the list and case file information will be destroyed.
- Will provide Juvenile Court and Probation Department personnel with a schedule of their visits and 1 week's notification for all data run requests.
- Will minimize data requests by limiting Onsite Data Coordinator visits to one or two times per month or other agreed-upon schedule.
- Will adhere to all Court policies and procedures. DSG's onsite Data Coordinator will, under no circumstances, remove case records from the Court's premises.
- Will provide the Juvenile Court, Probation Department, and Department of Juvenile Justice with a copy of the final report of the findings.
- Will acknowledge the Juvenile Court, Probation Department, and Department of Juvenile Justice in the final report and in all subsequent publications.

Fulton County Juvenile Court and Probation:


- The Court will provide DSG research staff access to Court records on the girls in the study or information that is contained in the Court's data system. This information will include contact information for parents or legal guardians who will need to sign consent forms. After 18 months, the Court will provide a data run of follow up arrest/court history data on girls in the study.
- The Court will permit DSG's Onsite Data Coordinator to visit the Court on an agreed-upon schedule to review case records on probation girls who are in the study. DSG's employees understand that no case records are to leave the Court's premises or Probation offices.

This agreement will be effective on the dates signed and will remain in force until which time a sufficient sample size is achieved (estimated at approximately 25 girls over 18 months). This agreement may be modified, expanded, etc. as mutually agreed upon by the parties in writing.


It is therefore agreed,




The Honorable Sanford Jones
Chief Judge
2-2-06
Date



Julie Castle
Chief Probation Officer
2/3/06
Date



Marcia I. Cohen, Principal Investigator
Development Services Group, Inc.
2/3/06
Date



Katherine Williams, Ph.D., Co-Principal Investigator
Development Services Group, Inc.
2/23/06
Date

Signed Memorandum of Understanding
between DSG and the DeKalb County
Juvenile Court, DeKalb County Probation
Department

Memorandum of Understanding

DeKalb County Juvenile Court,

DeKalb County Probation Department, and

Development Services Group, Inc. (DSG), Bethesda, MD

This Cooperative Agreement is between the DeKalb County Juvenile Court, DeKalb County Probation Department, and Development Services Group, Inc.

The purpose of this Cooperative Agreement is to enable all parties to facilitate the conduct of certain research efforts of mutual interest, specifically a National Institute of Justice study on the effectiveness of the Girls and Boys Town (GBT) short-term shelter care for girls, utilized by the DeKalb County Juvenile Court and Juvenile Probation. These efforts may derive benefits for DSG and the Juvenile Court through findings, increased knowledge of the characteristics and needs of the population of female juvenile delinquents served, and identification of areas for improvement. The procedures agreed to herein will ensure that the research efforts will be executed in a manner which minimizes any disruption for the Court and probation offices and which ensures compliance with regulations necessary for protecting research participants' rights and privacy.

The parties hereto agree to the following:

Development Services Group, Inc. (DSG):

- Will comply with all rules of strict data confidentiality. All study data will be stored in locked file cabinets; only DSG research staff will have access to the data. Each DSG research staff member has signed a Staff Confidentiality Form. All data will be reported in aggregate form. No individual identifying data will be used in reports. When the study is completed and the data have been analyzed, the list and case file information will be destroyed.
- Will provide Juvenile Court and Probation Department personnel with a schedule of their visits and 1 week's notification for all data run requests.
- Will minimize data requests by limiting Onsite Data Coordinator visits to one or two times per month or other agreed-upon schedule.
- Will adhere to all Court policies and procedures. DSG's onsite Data Coordinator will, under no circumstances, remove case records from the Court's premises.
- Will provide the Juvenile Court, Probation Department, and Department of Juvenile Justice with a copy of the final report of the findings.
- Will acknowledge the Juvenile Court, Probation Department, and Department of Juvenile Justice in the final report and in all subsequent publications.

DeKalb County Juvenile Court and Probation:

- The Court will provide DSG research staff access to Court records on the girls in the study or information that is contained in the Court's data system. This information will include contact information for parents or legal guardians who will need to sign consent forms. After 18 months, the Court will provide a data run of follow up arrest/court history data on girls in the study.
- The Court will permit DSG's Onsite Data Coordinator to visit the Court on an agreed-upon schedule to review case records on probation girls who are in the study. DSG's employees understand that no case records are to leave the Court's premises or Probation offices.

This agreement will be effective on the dates signed and will remain in force until which time a sufficient sample size is achieved (estimated at approximately 25 girls over 18 months). This agreement may be modified, expanded, etc. as mutually agreed upon by the parties in writing.

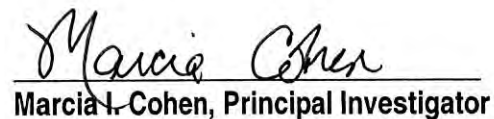
It is therefore agreed,


The Honorable Desiree Peagler
Chief Judge

4/17/06
Date

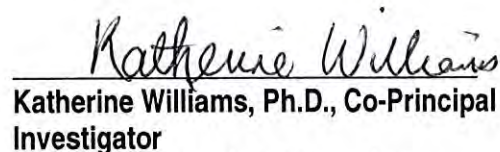

Reggie Bass
Chief Probation Officer

4-17-06
Date


Marcia I. Cohen, Principal Investigator

Development Services Group, Inc.

4/17/06
Date


Katherine Williams, Ph.D., Co-Principal Investigator

Development Services Group, Inc.

4/17/06
Date

Appendix B.
Staff Confidentiality Form

CONFIDENTIALITY AGREEMENT FOR STAFF

Development Services Group, Inc.

Evaluation of Father Flanagan's Boys Home (Girls and Boys Town Short-Term Residential Service)

I understand that much of the information to be gathered during this study is of a sensitive and personal nature. I may interview people about their delinquent behavior, involvement in the juvenile justice system, drug and alcohol use and sexual practices, or I may review such information.

I understand that it is imperative that all information that I learn about participants during this study be kept strictly confidential. **All** information that I learn about participants is to be kept confidential, not just the most obviously personal parts. For example, if I learn about someone's sexual practices during the study, that is clearly confidential; but so is information such as a person's age, occupation, and even the fact that they are a study participant.

I will not reveal any information that I learn about participants during work on this study to anyone who is not a staff member working on this research project. I will only reveal information about study participants to study staff when it is a necessary part of the study. Even then, I will only reveal information about participants using their identification numbers, **not their names**.

I promise to keep all information that I learn about participants through this study confidential **on a permanent basis**, not just while I am employed by Development Services Group.

If I am scheduled to interview or otherwise receive study information from a participant with whom I already am acquainted, I will make this fact known and will excuse myself from the interview so that the participant can be interviewed by a stranger.

If I have access to the computer file that links participants' names with their questionnaire and interview answers, I promise to keep the password for this computer file strictly confidential. I will not write the password down anywhere or reveal it to anyone. If I have access to physical files that contain written data or computerized data, I will be responsible for keeping data in those files and keeping the files locked. I will not provide access to those files to anyone outside the immediate project staff, and will only provide access to approved project staff when authorized. I will also not copy any data or remove data outside of the designated project area.

Staff Member's Signature.....

Date.....

Appendix C.
Youth Care Worker/Shift Supervisor
Discussion Guide

Girls and Boys Town Short Term Residential Service Program Evaluation

Child Care Worker/Shift Supervisor Discussion Guide

Name of person interviewed: _____

Position within organization: _____

Length of time in position/organization: _____

Interviewer: _____

Site: _____

Date of interview: _____

Introduction

Your participation in this study is completely voluntary and there is no penalty if you chose not to participate. If you agree to participate, you will be asked a few questions about the Girls and Boys Town short-term residential service program structure and activities. All of your answers will be completely confidential, and none of your answers will be shared with anyone outside of the research team. Answers will be compiled for all staff interviews and no individuals will be identified.

Program Overview

What do you feel are the overall goals of the Girls and Boys Town shelter program?

How effective is the program in achieving its goals, would you say it is:

- _____ not effective
- _____ somewhat effective
- _____ very effective

If somewhat or not effective: please explain why.

What do you feel are the major needs of the clients referred to this program?

Position Description

What is your position with the GBT program? (Indicate full/part time)

Is there a minimum level of education needed for this position? Do you meet or exceed this standard?

How long have you worked here? _____

Do you have a written job description?

Are there written criteria or standards for your job?

What are your primary job responsibilities?

What are the most difficult aspects of performing your job? The most rewarding?

What kind of supervision do you receive? Do you feel that it is adequate?

Are you allowed and encouraged to make decisions?

Is it clear what decisions you may make on your own?

How well do the GBT program staff work together?

- _____ very effectively
- _____ somewhat effectively
- _____ not effectively

If not or somewhat effectively: In what ways could staff improve their working relationship?

Training

Can you describe the training you received on the GBT model for short term residential programs?

Are you required to get a specific amount of additional training each year?

How would you rate the adequacy of the training you received to enable you to successfully perform your job? To successfully implement the GBT short term shelter model?

- _____ very adequate
- _____ somewhat adequate
- _____ not very adequate

If not adequate, explain what additional areas of training you feel need to be addressed or how training could be improved.

Target Population

Who is the program designed to serve?

What are the characteristics of youth who can't be helped by the shelter program?

Program Services

What are the major services provided by the GBT shelter program?

In your experience, does the program adequately address language and cultural differences of the court-involved girls who are placed in the shelter? What problems have you had in working with girls from different cultural and language backgrounds?

Are you being given what you need to work with youth from different cultures?

If no or somewhat: What else would you like to have?

Which of the components of the GBT program model do you feel are most important to achieving the project's goals for court-involved girls?

In your experience, which of the services or combination of services work especially well with the court-involved girls who are referred to the shelter program? Why do you feel this is so?

Could you describe the "typical" program client?

Describe a "typical day" for the girls in your program.

Describe a "success story" from your program.

Are there girls for whom the program doesn't seem to work? What are their characteristics?

Do you have any suggestions for ways in which the program can be improved or made more effective?

Appendix D.
Program Director Discussion Guide

Girls and Boys Town Short Term Residential Service Program Evaluation

Program Director Discussion Guide

Name of person interviewed: _____

Position within organization: _____

Length of time in position/organization: _____

Interviewer: _____

Site: _____

Date of interview: _____

Introduction

Your participation in this study is completely voluntary and there is no penalty if you chose not to participate. If you agree to participate, you will be asked a few questions about the Girls and Boys Town short-term residential service program structure and activities. All of your answers will be completely confidential, and none of your answers will be shared with anyone outside of the research team. Answers will be compiled for all staff interviews and no individuals will be identified.

Program History

How long has the Girls and Boys Town Shelter Program been in operation in this community? Are there other GBT programs at this site as well?

How was the decision made to develop a GBT shelter for girls in this area?

What types of other short-term placements for girls are available in the community?

Are the people who were involved in the original design/implementation still active in its operation?

Were there any “start-up” problems with the GBT shelter program? What were they? Have they been resolved? How was this accomplished?

What types of support have been provided by the main Girls and Boys Town organization?

Has the program changed over the past _____ years? If yes, how?

Target Population

What types of girls is the GBT shelter program designed to serve?

What are the characteristics of the girls for whom the program works especially well?

What are the characteristics of girls who don't do well?

Shelter Program Utilization

Have you been able to maintain a high utilization rate for the shelter program? If no, why do you think that is?

What have you done to "advertise" the program to the local referral sources?

Are you ever over crowded? Do you ever operate with a waiting list?

Referral Sources

Who refers girls to the shelter program? Do some agencies/organizations provide more referrals than others?

Do you ever not accept a referral? Why would that be?

What are the referral procedures?

Have you had any problems with referrals? What have they been? What have been attempted solutions?

What types of community marketing strategies do you use to increase awareness of the GBT shelter program?

Project Management

Organization and Staff

What is the organizational structure for this GBT shelter program? (Review the organizational chart)

How many of the shelter positions have been filled? How many are vacant?

Does the staff include people who reflect the racial/ethnic population of the program participants?

If applicable: Does the staff include people who speak the primary language of the program participants?

How were service delivery staff chosen, that is, what skills and abilities were you looking for? What educational background?

What skills and abilities do you think are most important for staff in this type of shelter program? (differentiate between shift supervisors and child care workers)

Were new people hired for this program?

What proportion of the staff starting with the GBT shelter program are still working here?

Have there been problems with staff turnover?

If yes:

Why do you think this happens?

How have they been addressed? Have efforts been successful?

Training

What types of staff training have been offered to the staff of the GBT shelter program?

What training has the GBT home campus provided to workers when they come to work in the shelter program?

How often is staff training offered?

Who is responsible for assessing training needs? Are there areas of staff training needs that remain unmet? What are they? Are there plans to provide the needed training?

Management Information and Reporting

Do you keep case files on all GBT shelter participants?

What records are kept in case files? (List contents of case folder. Verify by checking at least 5 records from the shelter files)

Do you track each of the types of service delivered to shelter residents?

Do you track the hours of service delivered to shelter residents?

Who is responsible for entering the information into the GBT MIS? What level of project staff is responsible for keeping client records and recording services delivered?

Project director

Administrative staff
Direct service staff
Other

What problems have been encountered in keeping client records? How have these problems been addressed?

What types of reports do you receive from the GBT management information system?

How do you and the other shelter staff use the reports?

Program Services

What are the major services provided by the shelter program?

How many hours do GBT girls spend in school? How many hours do they spend off-site in school (for New Orleans only including travel to and from school)?

Have the teachers received any training on the GBT model?

Which of the components of the GBT program model do you feel are most important to achieving the project's goals?

How does the program address language and cultural differences of the court-involved girls who are placed in the shelter?

In your experience, which of the services or combination of services work especially well with the court-involved girls who are referred to the shelter program? Why do you feel this is so?

Could you describe the "typical" program client?

Describe a "typical day" for the girls in your program.

Describe a "success story" from your program.

Challenges to Implementation

Have you encountered any major problems with implementation, staffing, recruitment, etc. identified by project personnel. How the project addressed these problems should also be included)

Plans for continued funding

How are you planning to continue funding the shelter program in the future?

Appendix E.

Assent/Consent Forms

- Treatment Group Youth Assent Form
- Treatment Group Parental Consent Form
- Comparison Group Youth Assent Form
- Comparison Group Parental Consent Form

Treatment Group Youth Assent Form

GBT SHORT-TERM RESIDENTIAL SERVICE PROGRAM STUDY

Participant Assent Form

We are asking you to take part in a research study on girls who participate in the Girls and Boy's Town (GBT) short-term residential service program. The study is being conducted by researchers from Development Services Group (DSG), Inc. in Bethesda, Maryland. The National Institute of Justice funds this study. This form is to help you decide if you want to be a part of this study. It describes the study. It explains your rights as a research participant.

What is this study about?

This study has two purposes. It will help us learn about the activities and services girls like you receive in the GBT program. It will also help us to better understand what your life is like, what types of activities you are involved in, and what problems you might be having.

What is your involvement?

Your participation in this study is completely voluntary. There is no penalty if you do not want to participate. This will not affect any service or benefit you receive in the program. If you agree to participate, you will be asked to complete two interviews. The first will happen within the next two weeks. The second will happen in about 1 year. You will receive a gift card worth \$15.00 after each interview. This is to show our appreciation for your help. In addition, researchers will review your case files from juvenile courts or other services that you received. They will record some information from your files and juvenile court records for research purposes.

The interview will take place in a safe, private room so that you can feel comfortable answering the questions. You will listen to the questions using headphones or speakers and see the questions on a computer screen. You will enter your answers on a computer keyboard. You will get instructions on how to use the computer before the interview. An interviewer will be nearby to answer questions about the interview or the computer. You can also ask the interviewer to read you the questions and enter your answers into the computer for you.

Interview questions will be about your experiences in the GBT program. You will also be asked about any contact you may have had with the juvenile justice system (police, courts, etc) since you left the program. Other questions will be about school, work, family and friends, alcohol or drug use, sexual relations, personal family information, and involvement in crime or with gangs. In addition, researchers will look at your case file and will record some information from the file and juvenile court records.

All your answers will be completely confidential. No information about you will be shared with anyone outside of the research team, not even your parents, the court, or probation officer. We will not share any of the information found in your case files with anyone outside of the research team. You will not have to answer any questions you do not want to answer. You can stop the interview at any time. If you stop the interview, there are no penalties and it will not affect the services or benefits you receive in the GBT program.

What is our responsibility to you?

The information you share with us is very important. We have done several things to protect your privacy if you agree to be a part of this study. First, none of the people who you are involved in the juvenile justice system will be allowed to see any of your answers from either interview. Also, we will need to get permission from your parent or legal guardian for you to participate. We will never share anything that you tell us with them. When they are completed, the interviews and any information gathered from your case files will be kept in locked files by DSG in their office in Bethesda, Maryland. Your interview will be labeled with a code number and your name will never be used. The list connecting your name to this number will be kept in a locked file at DSG. When the study is completed, the list and case file information will be destroyed. Your name will never be used in any report. All of the answers from all of the girls in the study will be reported together, so your individual answers cannot be identified or linked to you.

Are there any “risks” or “discomforts” to this research?

We expect each interview to take about 30-45 minutes to complete. It may take longer, especially if you have a lot to tell us. Even if your interview is longer, we would still expect it to take less than one hour. Also, some of the questions may be about personal and sensitive issues. This might cause some people to feel uncomfortable. If you wish to talk more about your feelings about any of these issues, please contact the GBT national hotline at 1-800-448-3000.

Are there any “benefits” for you from this research?

We do not expect that you will benefit directly by participating in this study, but this study will help us to understand what girls like you experience in the juvenile justice system and how programs like GBT work to help girls like you. This may help girls in the juvenile justice system and the GBT program in the future.

What should you do if you have problems or questions about the study?

If you have any questions about the study or your rights as a study participant, please call the Principal Investigators of the study: Marcia Cohen or Dr. Katherine Williams. They may both be reached toll-free at 1-877-465-2424. You may also call Kristen Corey, Human Subjects Coordinator, at DSG at 301-951-0056, for questions about confidentiality and your rights as a study participant.

ASSENT

I have read the procedure described above. I understand my rights as a study participant and the risks and benefits of this research. I voluntarily give my assent to participate in DSG's study of girls in the GBT program and juvenile justice system.

Signature of Youth Participant

Date

Treatment Group Parental Consent Form

GBT SHORT-TERM RESIDENTIAL SERVICE PROGRAM STUDY

Parental Consent for Treatment Group Participants

Dear Parent/Guardian,

What is this study about?

Your child has been invited to take part in a research study on girls in the Girls and Boys Town (GBT) short-term residential service program. She was chosen because she is a GBT client. The study is being conducted by researchers from Development Services Group (DSG), Inc., in Bethesda, Maryland. The National Institute of Justice funds this study. The purpose of this study is to compare the experiences of girls in two different kinds of services, (1) girls who participated in the GBT program and (2) girls who received other treatment or services in the juvenile justice system. The results of the study may help us better understand the experience of girls the juvenile justice system. It may also help us understand the effects of short-term staff secure residential placement on future delinquent or criminal behavior. Your child will not receive direct benefits from her participation in this study. However, girls in the GBT program and in the juvenile justice system may benefit from this study in the future. With your permission, we would like your child to participate in this research.

What is your child's involvement in the study?

With your permission, your child will be asked to complete two 30-45 minute interviews. The first will take place within the next two weeks. The second will take place about 1 year after she leaves the GBT program. Your child will receive a gift card worth \$15.00 after each interview. Your child will complete the confidential interviews in a safe, private location. She will listen to the questions using headphones or speakers and will see the questions on a computer screen. She will enter her answers on a computer keyboard. She will get instructions on how to use the computer before the interview. An interviewer will be nearby to answer questions about the interview or the computer. Your child can also ask the interviewer to read her the questions and enter her answers into the computer for her. Interview questions will be about her experiences in the GBT program. She will also be asked about her participation in the juvenile justice system since she left the program. Other questions will be about school, work, family and friends, alcohol or drug use, sexual relations, personal family information, and involvement in crime or with gangs. In addition, researchers will look at your child's case file and will record some information from the file and juvenile court records.

What is our responsibility to your child?

All of your child's answers will be completely confidential. No information will be shared with anyone outside of the research team. She will not have to answer any questions she does not want to answer. She can stop the interview at any time without penalty or change in the services or benefits she receives. All information from the interviews will be kept in locked files at the DSG office in Bethesda, Maryland. Files will be labeled with a code number. Your child's name and answers will never be identified or disclosed. Any information connecting your child to her assigned code number will be kept in a locked file at DSG and will be destroyed after the project is complete.

How can your child participate?

Your child has voluntarily agreed to participate in the study. She has a copy of the study description. We have enclosed a copy of her signed assent form for your review. If you agree to let her participate, please sign the Parent/Guardian signature line at the end of this letter. Mail the form back to us in the enclosed postage-paid envelope. Two copies of the information are enclosed. You can keep one. Do not mail back this form if you do not want your child to participate in this study.

What should you do if you have problems or questions about the study?

If you have any questions about this research protocol or about your child's participation, please call us toll-free at 1-877-465-2424. You can also call Kristen Corey, Human Subjects Coordinator at DSG, at 301-951-0056 with questions about your child's rights as a research participant.

Thank you,

Marcia I. Cohen
Principal Investigator
Telephone (301) 951-0056

Katherine Williams, Ph.D.
Co-Principal Investigator
Telephone (301) 951-0056

PARENTAL CONSENT

I have read the procedure described above. I understand my child's rights as a study participant and the risks and benefits of this research. I voluntarily give my consent for my child, _____, to participate in DSG's study of girls in the GBT program and juvenile justice system. I have received a copy of this description.

Signature of Parent/Guardian

Date

Phone Number of Parent/Guardian

Comparison Group Youth Assent Form

JUVENILE JUSTICE SYSTEM STUDY

Comparison Group Participant Assent Form

We are asking you to take part in a research study on girls in the juvenile justice system. The study is being conducted by researchers from Development Services Group (DSG), Inc., in Bethesda, Maryland. The National Institute of Justice funds this study. This form is to help you decide if you want to be a part of this study. It describes the study. It explains your rights as a research participant.

What is this study about?

This study has two purposes. It will help us learn about the activities and services girls like you receive in the juvenile justice system. It will also help us to better understand what your life is like, what types of activities you do, and what problems you might be having.

What is your involvement?

Your participation in this study is completely voluntary. There is no penalty if you do not want to participate. This will not affect any service or benefit you receive in the program. If you agree to participate, you will be asked to complete two interviews. The first will happen within the next two weeks. The second will happen in about 1 year. You will receive a gift card worth \$15.00 after each interview. This is to show our appreciation for your help. In addition, researchers will review your case files from juvenile courts or other services that you received. They will record some information from your files and juvenile court records for research purposes.

The interview will take place in a safe, private room so that you can feel comfortable answering the questions. You will listen to the questions using headphones or speakers and see the questions on a computer screen. You will enter your answers on a computer keyboard. You will get instructions on how to use the computer before the interview. An interviewer will be nearby to answer questions about the interview or the computer. You can also ask the interviewer to read you the questions and enter your answers into the computer for you.

Interview questions will be about your experiences in the juvenile justices system. Other questions will be about school, work, family and friends, alcohol or drug use, sexual relations, personal family information, and involvement in crime or with gangs. In addition, researchers will look at your case file and will record some information from the file and juvenile court records.

All your answers will be completely confidential. No information will be shared with anyone outside of the research team, not even your parents, the court, or probation officer. We will not share any of the information found in your case files with anyone outside of the research team. You will not have to answer any questions you do not want to answer. You can stop the interview at any time. If you stop the interview, there are no penalties and it will not affect the services or benefits you receive.

What is our responsibility to you?

The information you share with us is very important. We have done several things to protect your privacy if you agree to be a part of this study. First, none of the people who you are involved in the juvenile justice system will be allowed to see any of your answers from either interview. Also, we will need to get permission from your parent or legal guardian for you to participate. We will never share anything that you tell us with them. When they are completed, the interviews and any information gathered from your case

files will be kept in locked files by DSG in their office in Bethesda, Maryland. Your interview will be labeled with a code number and your name will never be used. The list connecting your name to this number will be kept in a locked file at DSG. When the study is completed, the list and case file information will be destroyed. Your name will never be used in any report. All of the answers from all of the girls in the study will be reported together, so your individual answers cannot be identified or linked to you.

Are there any “risks” or “discomforts” to this research?

We expect each interview to take about 30-45 minutes to complete. It may take longer, especially if you have a lot to tell us. Even if your interview is longer, we would still expect it to take less than one hour. Also, some of the questions may be about personal and sensitive issues. This might cause some people to feel uncomfortable. If you wish to talk more about your feelings about any of these issues, please contact the GBT national hotline at 1-800-448-3000.

Are there any “benefits” for you from this research?

We do not expect that you will benefit directly by participating in this study, but this study will help us to understand what girls like you experience in the juvenile justice system and how programs like GBT work to help girls like you. This may help girls in the juvenile justice system and the GBT program in the future.

What should you do if you have problems or questions about the study?

If you have any questions about the study or your rights as a study participant, please call the Principal Investigators of the study: Marcia Cohen or Dr. Katherine Williams. They may both be reached toll-free at 1-877-465-2424. You may also call Kristen Corey, Human Subjects Coordinator, at DSG at 301-951-0056, for questions about confidentiality and your rights as a study participant.

ASSENT

I have read the procedure described above. I understand my rights as a study participant and the risks and benefits of this research. I voluntarily give my assent to participate in DSG’s study of girls in the GBT program and juvenile justice system.

Signature of Youth Participant

Date

Comparison Group Parental Consent Form

JUVENILE JUSTICE SYSTEM STUDY
Parental Consent for Comparison Group Participants

Dear Parent/Guardian,

What is this study about?

Your child has been invited to take part in a research study on girls in the juvenile justice system. She was chosen because she is receiving juvenile justice system services. The study is being conducted by researchers from Development Services Group (DSG), Inc., in Bethesda, Maryland. The National Institute of Justice funds this study. The purpose of this study is to compare the experiences of girls in two different kinds of services, (1) girls who participated in the Girls and Boys Town (GBT) program and (2) girls who received other treatment or services in the juvenile justice system. The results of the study may help us better understand the experience of girls the juvenile justice system. It may also help us understand the effects of short-term staff secure residential placement on future delinquent or criminal behavior. Your child will not receive direct benefits from her participation in this study. However, girls in the GBT program and in the juvenile justice system may benefit from this study in the future. With your permission, we would like your child to participate in this research.

What is your child's involvement in the study?

With your permission, your child will be asked to complete two 30-45 minute interviews. The first will take place within the next two weeks. The second will take place about 1 year later. Your child will receive a gift card worth \$15.00 after each interview. Your child will complete the confidential interviews in a safe, private location. She will listen to the questions using headphones or speakers and will see the questions on a computer screen. She will enter her answers on a computer keyboard. She will get instructions on how to use the computer before the interview. An interviewer will be nearby to answer questions about the interview or the computer. Your child can also ask the interviewer to read her the questions and enter her answers into the computer for her. Interview questions will be about her experiences in the juvenile justice system program. Other questions will be about school, work, family and friends, alcohol or drug use, sexual relations, personal family information, and involvement in crime or with gangs. In addition, researchers will look at your child's case file and will record some information from the file and juvenile court records.

What is our responsibility to your child?

All of your child's answers will be completely confidential. No information will be shared with anyone outside of the research team. She will not have to answer any questions she does not want to answer. She can stop the interview at any time. All information from the interviews will be kept in locked files at the DSG office in Bethesda, Maryland. Files will be labeled with a code number. Your child's name and answers will never be identified or disclosed. Any information connecting your child to her assigned code number will be kept in a locked file at DSG and will be destroyed after the project is complete.

How can your child participate?

Your child has voluntarily agreed to participate in the study. She has a copy of the study description. We have enclosed a copy of her signed assent form for your review. If you agree to let her participate, please sign the Parent/Guardian signature line at the end of this letter. Mail the

form back to us in the enclosed postage-paid envelope. Two copies of the information are enclosed. You can keep one. Do not mail back this form if you do not want your child to participate in this study.

What should you do if you have problems or questions about the study?

If you have any questions about this research protocol or about your child's participation, please call us toll-free at 1-877-465-2424. You can also call Kristen Corey, Human Subjects Coordinator at DSG, at 301-951-0056 with questions about your child's rights as a research participant.

Thank you,

Marcia I. Cohen
Principal Investigator
Telephone (301) 951-0056

Katherine Williams, Ph.D.
Co-Principal Investigator
Telephone (301) 951-0056

PARENTAL CONSENT

I have read the procedure described above. I understand my child's rights as a study participant and the risks and benefits of this research. I voluntarily give my consent for my child, _____, to participate in DSG's study of girls in the GBT program and juvenile justice system. I have received a copy of this description.

Signature of Parent/Guardian

Date

Phone Number of Parent/Guardian

Appendix F.

Treatment and Comparison Group Baseline Surveys

- Treatment Group Baseline Survey
- Comparison Group Baseline Survey

Treatment Group Baseline Survey

FATHER FLANAGAN'S GIRLS AND BOYS TOWN

SHORT-TERM RESIDENTIAL SERVICE PROGRAM

Site: _____ Date _____ Group: _____ ID Number: _____

You agreed to take part in a research study on girls who participated in the Girls and Boys Town short-term residential service program (GBT). I am with the research team that is conducting the study. The study will help us learn about the activities and services provided by GBT. All of your answers are private and will be completely confidential (secret). None of your answers will be shared with anyone outside of the research team, not even your parents/guardians, the court, or probation officer. We expect the survey to take about 30 minutes to complete. To show our appreciation for your participation in this study, you will receive a \$15 gift card. You can take the survey on the laptop computer here or, if you prefer, I can ask you the questions out loud. Which would you prefer?

PART 1. GENERAL INFORMATION AND FAMILY HISTORY

In this section, I would like to ask some general questions about you, your family, and your friends. First, I would like to know some general information about you. Let's get started.

- 1) What is your birth date? _____
- 2) How would you describe yourself? (Select all that apply)
African American Asian/Pacific Islander
American Indian/Alaska Native Hispanic/Latina
Caucasian (White) Other
- 3) Think about where you lived most of the time prior to coming to GBT. Which of the following people lived with you? (Select all that apply)
Mother Father Brothers / Sisters
Foster Mother Foster Father Unrelated Adults
Stepmother Stepfather Boyfriend / Girlfriend
Grandmother Grandfather Friends / Roommates
Aunt Uncle Other _____
- 4) How long have you lived at this location? (Select one)
Less than 3 months 1 to 2 years
3 to 6 months 2 to 3 years
6 months to 1 year 3 years or more
- 5) Have you lived in another state in the past 5 years? (Select one)
Yes No
- 6) Have you ever, even just once, run away from home for a week or more? (Select one)
Yes No

Now I would like to ask some questions about your family (parents, guardians, brothers and sisters).

- 7) Of the people you said you lived with prior to coming to GBT, are any of them your legal guardian? (NOTE: A legal guardian is an adult who cares for you most of the time. It can mean parent, foster parent, or other adults, such as grandparent, aunt, or older brother/sister).
Yes No

(NOTE: If response is NO, skip question 8.)

8) The following are statements about your relationship with your parent(s) or legal guardian(s). Please indicate how true each of the following statements is in describing your relationship with the adults who care for you most of the time.

- | | Very True | Somewhat True | Somewhat False | Very False | Not Applicable |
|--|-----------|---------------|----------------|------------|----------------|
| A. My parents ask if I've gotten my homework done. | | | | | |
| B. My parents would know if I did not come home on time. | | | | | |
| C. When I am not at home, one of my parents knows where I am and who I am with. | | | | | |
| D. The rules in my family are clear. | | | | | |
| E. My family has clear rules about alcohol and drug use. | | | | | |
| F. If I drank some beer or wine or liquor without my parents' permission, I would be caught by my parents. | | | | | |
| G. If I skipped school, I would you be caught by my parents. | | | | | |
| H. If I carried a handgun without my parents' permission, I would be caught by my parents. | | | | | |
| I. My parents give me lots of chances to do fun things with them. | | | | | |
| J. My parents ask me what I think before most family decisions affecting me are made. | | | | | |
| K. If I had a personal problem, I could ask my parents for help. | | | | | |
| L. My parents notice when I am doing a good job and let me know about it. | | | | | |
| M. I enjoy spending time with my mother. | | | | | |
| N. I enjoy spending time with my father. | | | | | |
| O. My parents tell me they are proud of me for things I do. | | | | | |

9) Lots of things happen to families. Did any of the following ever happen to your mother or father?

- | | Yes | No | Do Not Know |
|--------------------------|-----|----|-------------|
| A. Married to each other | | | |
| B. Divorce | | | |
| C. Separation | | | |
| D. Remarriage | | | |
| E. Death | | | |
| F. Serious illness | | | |
| G. Lost job | | | |
| H. Arrest | | | |
| I. Sent to prison | | | |

10) How many brothers and sisters (including stepbrothers and stepsisters) do you have? (Select one)

- | | |
|------|----------------|
| None | Three |
| One | Four |
| Two | More than four |

Now I would like to ask some questions about your friends.

11) Among your close friends, how many of them have.....

A. Purposely damaged or destroyed property that did not belong to them? (Select one)

- | | |
|----------------------|--------------------------|
| All of your friends | Very few of your friends |
| Most of your friends | None of your friends |
| Some of your friends | Do not know |

B. Stolen something worth less than \$5? (Select one)

- | | |
|----------------------|--------------------------|
| All of your friends | Very few of your friends |
| Most of your friends | None of your friends |
| Some of your friends | Do not know |

C. Hit or threatened to hit someone without any reason? (Select one)

- | | |
|----------------------|--------------------------|
| All of your friends | Very few of your friends |
| Most of your friends | None of your friends |
| Some of your friends | Do not know |

D. Broken into a car or building to steal something? (Select one)

- | | |
|----------------------|--------------------------|
| All of your friends | Very few of your friends |
| Most of your friends | None of your friends |
| Some of your friends | Do not know |

E. Used illegal drugs and/or alcohol? (Select one)

- | | |
|----------------------|--------------------------|
| All of your friends | Very few of your friends |
| Most of your friends | None of your friends |
| Some of your friends | Do not know |

F. Sold illegal drugs? (Select one)

- | | |
|----------------------|--------------------------|
| All of your friends | Very few of your friends |
| Most of your friends | None of your friends |
| Some of your friends | Do not know |

PART 2. EDUCATION AND EMPLOYMENT

In this section, I would like to ask you some questions about your education and employment experiences.

12) Please describe your school status prior to entering GBT. (Select one)

- | | |
|----------------------------|-----------------------|
| In school | Dropped out of school |
| Graduated from high school | Expelled from school |
| Received GED | Other (describe)_____ |

(NOTE: If response is IN SCHOOL, skip to question 14.)

13) If you are not in school, what do you do? (Select one)

- | | |
|-------------------------------|-----------------------|
| Employed | Enlisted in military |
| Attend college | Other (describe)_____ |
| Attend technical/trade school | |

(NOTE: Skip to question 22.)

14) What grade are you currently in? _____

15) How often do you feel that the school work you are assigned is meaningful and important (useful)?

- | | |
|-----------|---------------|
| Never | Often |
| Seldom | Almost always |
| Sometimes | Not sure |

16) How interesting are most of your courses to you? (Select one)

- | | |
|----------------------------------|---------------|
| Very interesting and stimulating | Slightly dull |
| Quite interesting | Very dull |
| Fairly interesting | Not sure |

17) How important do you think the things you are learning in school are going to be for your later life? (Select one)

- | | |
|------------------|----------------------|
| Very important | Slightly important |
| Quite important | Not at all important |
| Fairly important | Not sure |

18) Now think back over the past year in school, how often did you:

Never Seldom Sometimes Often Almost
Always

A. Enjoy being in school.

B. Hate being in school.

C. Try to do your best work in school.

19) How would you describe your grades during the last year? (Select one)

- | | |
|------------|----------------------|
| Mostly A's | Mostly F's |
| Mostly B's | None of these grades |
| Mostly C's | Not sure |
| Mostly D's | |

20) Please estimate how often you "skipped" or "cut" school during the 30 days prior to coming to GBT. (Select one)

- | | |
|--------|-----------------|
| Never | 4-5 days |
| 1 day | 6-10 days |
| 2 days | 11 or more days |
| 3 days | |

21) Please estimate how often you have been suspended from school during the last year. (Select one)

- | | |
|---------|-------------------|
| Never | 3 times |
| 1 time | 4 times |
| 2 times | More than 4 times |

Now, I would like to learn about your job experiences during the last year.

22) On the average, during the last year, how many hours per week did you work in a paid or unpaid job? (Select one)

- | | |
|-----------------|--------------------|
| None | 16 to 20 hours |
| 5 or less hours | 21 to 25 hours |
| 6 to 10 hours | 26 to 30 hours |
| 11 to 15 hours | More than 30 hours |

23) The following are several statements about opinions toward work. Please indicate how strongly you agree or disagree with each statement.

- | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| A. I am not quite ready to handle a part time job. | | | | |
| B. I have enough skills to do a good job well. | | | | |
| C. I know I can succeed at work. | | | | |
| D. I would take almost any kind of job to get money | | | | |
| E. I admire people who get by without working. | | | | |
| F. The only good job is one that pays a lot of money | | | | |
| G. Working hard at a job will pay off in the end. | | | | |
| H. Most jobs are dull and boring. | | | | |

PART 3. JUSTICE SYSTEM CONTACT

In this section, I would like to ask you a few questions about any contacts you have had with the police and the local court system.

24) Have you ever been arrested by the police? (Select one)

- | | |
|-----|----|
| Yes | No |
|-----|----|

(NOTE: If response is NO, skip to question 26.

A. How old were you at the time of your first arrest? (Specify) _____

B. How many times were you arrested in your lifetime? (Specify) _____

25) For the offense that resulted in your placement in GBT:

A. What offense(s) were you charged with? (Specify)

B. What was the month and year: (Specify)
Month _____ Year _____

26) Have you ever been to juvenile or adult court for a crime you were accused of committing? (Select one)

Yes No

(NOTE: If response is NO, skip to question 27.

A. How old were you at the time of your first court appearance? (Specify) _____

B. How many times were you found guilty?
(Specify) _____

C. What charges were you found guilty of? (Specify)

27) Have you ever spent time in a...

No Yes

- A. Detention center
- B. Jail
- C. Correctional facility

PART 4. OTHER ACTIVITIES AND EXPERIENCES

In this section, I would like to know some things about your own activities and experiences. I'd like to remind you that all of your answers are confidential. First, I would like to ask you some questions about substance use.

28) On how many occasions (if any) have you had alcoholic beverages (beer, wine, wine coolers, liquor) to drink – more than just a few sips – during the 30 days prior to coming to GBT? (Select one)

- | | |
|------------------|----------------------|
| 0 occasions | 10 to 19 occasions |
| 1 to 2 occasions | 20 to 39 occasions |
| 3 to 5 occasions | 40 or more occasions |
| 6 to 9 occasions | |

29) On how many occasions (if any) have you used marijuana (grass, pot, hashish) during the 30 days prior to coming to GBT? (Select one)

- | | |
|------------------|----------------------|
| 0 occasions | 10 to 19 occasions |
| 1 to 2 occasions | 20 to 39 occasions |
| 3 to 5 occasions | 40 or more occasions |
| 6 to 9 occasions | |

30) On how many occasions (if any) have you used cocaine in any form (including crack) during the 30 days prior to coming to GBT? (Select one)

- | | |
|------------------|----------------------|
| 0 occasions | 10 to 19 occasions |
| 1 to 2 occasions | 20 to 39 occasions |
| 3 to 5 occasions | 40 or more occasions |
| 6 to 9 occasions | |

31) On how many occasions (if any) have you used other drugs (hallucinogens, methamphetamines, club drugs, etc.) during the 30 days prior to coming to GBT? (Select one)

- | | |
|------------------|----------------------|
| 0 occasions | 10 to 19 occasions |
| 1 to 2 occasions | 20 to 39 occasions |
| 3 to 5 occasions | 40 or more occasions |
| 6 to 9 occasions | |

Now I would like to ask you just a few questions about your health and sexual experiences.

32) How old were you when you had your first menstrual period (menstruation)? (Select one)

- | | |
|---------------------|-------------------|
| 10 years or younger | 14 years old |
| 11 years old | 15 years old |
| 12 years old | 16 years or older |
| 13 years old | Never |

33) Have you ever had sexual intercourse? (Select one)

Yes No

(NOTE: If response is NO, skip to Question 38.)

34) How old were you when you had sexual intercourse for the first time? (Select one)

10 years or younger 14 years old
11 years old 15 years old
12 years old 16 years old
13 years old 17 years old or older

35) In the last 30 days prior to coming toGBT, how often did you engage in sexual intercourse? (Select one)

Never 3 to5 times
Once 6 to 9 times
2 times More than 9 times

36) In the last 30 days prior to coming toGBT, with how many people did you have sexual intercourse? (Select one)

1 person 3 people
2 people 4 people
3 people 5 people or more

37) How often do did you use condoms or other protection? (Select one)

Never Most of the time
Sometimes Always

PART 5. THOUGHTS AND FEELINGS

In this section, I would like to ask you a few questions about your thoughts and feelings. Please decide if you agree or disagree with each statement. If you agree, decide how strongly you agree. If you disagree, decide how strongly you disagree.

38) People should try to work on their problems. (Select one)

Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

39) I can't help losing my temper a lot. (Select one)

Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

40) Sometimes you have to lie to get what you want. (Select one)

Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

41) Sometimes I get bored. (Select one)

Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

42) People need to be roughed up once in a while. (Select one)

Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

43) If I make a mistake, it's because I got mixed up in the wrong crowd. (Select one)

Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

44) If I see something I like, I take it. (Select one)

Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

45) You can't trust people because they will always lie to you. (Select one)

Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

46) I am generous (giving, big-hearted) with my friends. (Select one)

Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

47) When I get mad, I don't care who gets hurt. (Select one)

Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

- 48) **If someone leaves a car unlocked, they are asking to have it stolen.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 49) **You have to get even with people who don't show you respect.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 50) **Sometimes I gossip about other people.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 51) **Everybody lies, it's no big deal.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 52) **It's no use trying to stay out of fights.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 53) **Everyone has the right to be happy.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 54) **If you know you can get away with it, only a fool wouldn't steal.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 55) **No matter how hard I try, I can't help getting into trouble.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 56) **Only a coward would walk away from a fight.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 57) **I have sometimes said something bad about a friend.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 58) **It's OK to tell a lie if someone is dumb enough to fall for it.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 59) **If I really want something, it doesn't matter how I get it.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 60) **Friends should be honest with each other.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 61) **If you don't push people around, you will always get picked on.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 62) **If a store or home owner gets robbed, it's really their fault for not having better security.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 63) **People force you to lie if they ask too many questions.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 64) **I have tried to get even with someone.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 65) **You should get what you need, even if it means someone has to get hurt.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 66) **People are always trying to hassle me.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 67) **Stores make enough money that it's OK to just take things you need.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

- 68) **In the past, I have lied to get myself out of trouble.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 69) **You should hurt people first, before they hurt you.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 70) **A lie doesn't really matter if you don't know the person.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 71) **It's important to think of other people's feelings.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 72) **You might as well steal. If you don't take it, somebody else will.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 73) **People are always starting fights with me.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 74) **Rules are mostly meant for other people.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 75) **I have covered up things that I have done.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 76) **If someone is careless enough to lose a wallet, they deserve to have it stolen.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 77) **Everybody breaks the law, it's no big deal.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 78) **When friends need you, you should be there for them.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 79) **Getting what you need is the only important thing.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 80) **You might as well steal. People would steal from you if they had the chance.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 81) **If people don't cooperate with me, it's not my fault if someone gets hurt.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 82) **I have done bad things that I haven't told people about.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 83) **When I lose my temper, it's because people try to make me mad.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 84) **Taking a car doesn't really hurt anyone if nothing happens to the car and the owner gets it back.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 85) **Everybody needs help once in a while.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 86) **I might as well lie—when I tell the truth, people don't believe me anyway.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 87) **Sometimes you have to hurt someone if you have a problem with them.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

- 88) I have taken things without asking. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 89) If I lied to someone, that's my business. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 90) Everybody steals—you might as well get your share. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 91) If I really want to do something, I don't care if it's legal or not. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

PART 6. CONCLUSION

92) Were there any specific questions that made you feel particularly uncomfortable?

93) How honest were you in filling out this survey. (Select one)

- Very honest Pretty much honest Honest some of the time Honest once in a while Not at all honest Don't know

94) Do you think GBT has helped you? (Select one)

- Yes No

A. If yes, in what ways?

B. If no, why not?

The survey is complete! Thank you for taking the time to participate in this study. Please remember that all responses are confidential (secret). If you would like to talk further, we can refer you to a counselor. In addition, the GBT national hotline has support services available at 1-800-448-3000.

Thank you for your help.

Comparison Group Baseline Survey

JUVENILE COURT SERVICES

COMPARISON GROUP

Site: _____ Date _____ Group: _____ ID Number: _____

You agreed to take part in a research study on girls who are involved in the juvenile justice system. I am with the research team that is conducting the study. The study will help us learn about the activities and services provided by the juvenile court in your area. **Please note that some of the questions refer to services provided by the juvenile court. When we refer to court services we mean the services (probation) the court provided to you at your most recent court appearance (if more than one).** All of your answers are private and will be completely confidential (secret). None of your answers will be shared with anyone outside of the research team, not even your parents/guardians, the court, or probation officer. We expect the survey to take about 30 minutes to complete. To show our appreciation for your participation in this study, you will receive a \$15 gift card. You can take the survey on the laptop computer here or, if you prefer, I can ask you the questions out loud. Which would you prefer?

PART 1. GENERAL INFORMATION AND FAMILY HISTORY

In this section, I would like to ask some general questions about you, your family, and your friends. First, I would like to know some general information about you. Let's get started.

- 1) What is your birth date? _____
- 2) How would you describe yourself? (Select all that apply)
African American Asian/Pacific Islander
American Indian/Alaska Native Hispanic/Latina
Caucasian (White) Other
- 3) Think about where you lived most of the time prior to starting probation. Which of the following people lived with you? (Select all that apply)
Mother Father Brothers / Sisters
Foster Mother Foster Father Unrelated Adults
Stepmother Stepfather Boyfriend / Girlfriend
Grandmother Grandfather Friends / Roommates
Aunt Uncle Other _____ (Specify)
- 4) How long have you lived at this location? (Select one)
Less than 3 months 1 to 2 years
3 to 6 months 2 to 3 years
6 months to 1 year 3 years or more
- 5) Have you lived in another state in the past 5 years? (Select one)
Yes No
- 6) Have you ever, even just once, run away from home for a week or more? (Select one)
Yes No

Now I would like to ask some questions about your family (parents, guardians, brothers and sisters).

- 7) Of the people you said you lived with prior to starting probation, are any of them your legal guardian? (NOTE: A legal guardian is an adult who cares for you most of the time. It can mean parent, foster parent, or other adults, such as grandparent, aunt, or older brother/sister).
Yes No

(NOTE: If response is NO, skip question 8.)

8) The following are statements about your relationship with your parent(s) or legal guardian(s). Please indicate how true each of the following statements is in describing your relationship with the adults who care for you most of the time.

- | | Very True | Somewhat True | Somewhat False | Very False | Not Applicable |
|--|-----------|---------------|----------------|------------|----------------|
| A. My parents ask if I've gotten my homework done. | | | | | |
| B. My parents would know if I did not come home on time. | | | | | |
| C. When I am not at home, one of my parents knows where I am and who I am with. | | | | | |
| D. The rules in my family are clear. | | | | | |
| E. My family has clear rules about alcohol and drug use. | | | | | |
| F. If I drank some beer or wine or liquor without my parents' permission, I would be caught by my parents. | | | | | |
| G. If I skipped school, I would you be caught by my parents. | | | | | |
| H. If I carried a handgun without my parents' permission, I would be caught by my parents. | | | | | |
| I. My parents give me lots of chances to do fun things with them. | | | | | |
| J. My parents ask me what I think before most family decisions affecting me are made. | | | | | |
| K. If I had a personal problem, I could ask my parents for help. | | | | | |
| L. My parents notice when I am doing a good job and let me know about it. | | | | | |
| M. I enjoy spending time with my mother. | | | | | |
| N. I enjoy spending time with my father. | | | | | |
| O. My parents tell me they are proud of me for things I do. | | | | | |

9) Lots of things happen to families. Did any of the following ever happen to your mother or father?

- | | Yes | No | Do Not Know |
|--------------------------|-----|----|-------------|
| A. Married to each other | | | |
| B. Divorce | | | |
| C. Separation | | | |
| D. Remarriage | | | |
| E. Death | | | |
| F. Serious illness | | | |
| G. Lost job | | | |
| H. Arrest | | | |
| I. Sent to prison | | | |

10) How many brothers and sisters (including stepbrothers and stepsisters) do you have? (Select one)

- | | |
|------|----------------|
| None | Three |
| One | Four |
| Two | More than four |

Now I would like to ask some questions about your friends.

11) Among your close friends, how many of them have.....

A. Purposely damaged or destroyed property that did not belong to them? (Select one)

- | | |
|----------------------|--------------------------|
| All of your friends | Very few of your friends |
| Most of your friends | None of your friends |
| Some of your friends | Do not know |

B. Stolen something worth less than 5? (Select one)

- | | |
|----------------------|--------------------------|
| All of your friends | Very few of your friends |
| Most of your friends | None of your friends |
| Some of your friends | Do not know |

C. Hit or threatened to hit someone without any reason? (Select one)

- | | |
|----------------------|--------------------------|
| All of your friends | Very few of your friends |
| Most of your friends | None of your friends |
| Some of your friends | Do not know |

D. Broken into a car or building to steal something? (Select one)

- | | |
|----------------------|--------------------------|
| All of your friends | Very few of your friends |
| Most of your friends | None of your friends |
| Some of your friends | Do not know |

E. Used illegal drugs and/or alcohol? (Select one)

- | | |
|----------------------|--------------------------|
| All of your friends | Very few of your friends |
| Most of your friends | None of your friends |
| Some of your friends | Do not know |

F. Sold illegal drugs? (Select one)

- | | |
|----------------------|--------------------------|
| All of your friends | Very few of your friends |
| Most of your friends | None of your friends |
| Some of your friends | Do not know |

PART 2. EDUCATION AND EMPLOYMENT

In this section, I would like to ask you some questions about your education and employment experiences.

12) Please describe your school status prior to starting probation. (Select one)

- | | |
|----------------------------|-----------------------|
| In school | Dropped out of school |
| Graduated from high school | Expelled from school |
| Received GED | Other (describe)_____ |

(NOTE: If response is IN SCHOOL, skip to question 14.)

13) If you are not in school, what do you do? (Select one)

- | | |
|-------------------------------|-----------------------|
| Employed | Enlisted in military |
| Attend college | Other (describe)_____ |
| Attend technical/trade school | |

(NOTE: Skip to question 22.)

14) What grade are you currently in? _____

15) How often do you feel that the school work you are assigned is meaningful and important (useful)?

- | | |
|-----------|---------------|
| Never | Often |
| Seldom | Almost always |
| Sometimes | Not sure |

16) How interesting are most of your courses to you? (Select one)

- | | |
|----------------------------------|---------------|
| Very interesting and stimulating | Slightly dull |
| Quite interesting | Very dull |
| Fairly interesting | Not sure |

17) How important do you think the things you are learning in school are going to be for your later life? (Select one)

- | | |
|------------------|----------------------|
| Very important | Slightly important |
| Quite important | Not at all important |
| Fairly important | Not sure |

18) Now think back over the past year in school, how often did you:

Never Seldom Sometimes Often Almost
Always

A. Enjoy being in school.

B. Hate being in school.

C. Try to do your best work in school.

19) How would you describe your grades during the last year? (Select one)

- | | |
|------------|----------------------|
| Mostly A's | Mostly F's |
| Mostly B's | None of these grades |
| Mostly C's | Not sure |
| Mostly D's | |

20) Please estimate how often you "skipped" or "cut" school during the 30 days prior to starting probation. (Select one)

- | | |
|--------|-----------------|
| Never | 4-5 days |
| 1 day | 6-10 days |
| 2 days | 11 or more days |
| 3 days | |

21) Please estimate how often you have been suspended from school during the last year. (Select one)

- | | |
|---------|-------------------|
| Never | 3 times |
| 1 time | 4 times |
| 2 times | More than 4 times |

Now, I would like to learn about your job experiences during the last year.

22) On the average, during the last year, how many hours per week did you work in a paid or unpaid job? (Select one)

- | | |
|-----------------|--------------------|
| None | 16 to 20 hours |
| 5 or less hours | 21 to 25 hours |
| 6 to 10 hours | 26 to 30 hours |
| 11 to 15 hours | More than 30 hours |

23) The following are several statements about opinions toward work. Please indicate how strongly you agree or disagree with each statement.

- | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| A. I am not quite ready to handle a part time job. | | | | |
| B. I have enough skills to do a good job well. | | | | |
| C. I know I can succeed at work. | | | | |
| D. I would take almost any kind of job to get money | | | | |
| E. I admire people who get by without working. | | | | |
| F. The only good job is one that pays a lot of money | | | | |
| G. Working hard at a job will pay off in the end. | | | | |
| H. Most jobs are dull and boring. | | | | |

PART 3. JUSTICE SYSTEM CONTACT

In this section, I would like to ask you a few questions about any contacts you have had with the police and the local court system.

24) Have you ever been arrested by the police? (Select one)

- Yes No

(NOTE: If response is NO, skip to question 26.)

A. How old were you at the time of your first arrest? (Specify) _____

B. How many times were you arrested in your lifetime? (Specify) _____

25) For the offense that resulted in you receiving probation:

A. What offense(s) were you charged with? (Specify)

B. What was the month and year: (Specify)

Month _____ Year _____

26) Have you ever been to juvenile or adult court for a crime you were accused of committing? (Select one)

Yes No

(NOTE: If response is NO, skip to question 27.

A. How old were you at the time of your first court appearance? (Specify) _____

B. How many times were you found guilty?
(Specify) _____

C. What charges were you found guilty of? (Specify)

27) Have you ever spent time in a...

No Yes

- A. Detention center
- B. Jail
- C. Correctional facility

PART 4. OTHER ACTIVITIES AND EXPERIENCES

In this section, I would like to know some things about your own activities and experiences. I'd like to remind you that all of your answers are confidential. First, I would like to ask you some questions about substance use.

28) On how many occasions (if any) have you had alcoholic beverages (beer, wine, wine coolers, liquor) to drink – more than just a few sips – during the 30 days prior to starting probation? (Select one)

- | | |
|------------------|----------------------|
| 0 occasions | 10 to 19 occasions |
| 1 to 2 occasions | 20 to 39 occasions |
| 3 to 5 occasions | 40 or more occasions |
| 6 to 9 occasions | |

29) On how many occasions (if any) have you used marijuana (grass, pot, hashish) during the 30 days prior to starting probation? (Select one)

- | | |
|------------------|----------------------|
| 0 occasions | 10 to 19 occasions |
| 1 to 2 occasions | 20 to 39 occasions |
| 3 to 5 occasions | 40 or more occasions |
| 6 to 9 occasions | |

30) On how many occasions (if any) have you used cocaine in any form (including crack) during the 30 days prior to starting probation? (Select one)

- | | |
|------------------|----------------------|
| 0 occasions | 10 to 19 occasions |
| 1 to 2 occasions | 20 to 39 occasions |
| 3 to 5 occasions | 40 or more occasions |
| 6 to 9 occasions | |

31) On how many occasions (if any) have you used other drugs (hallucinogens, methamphetamines, club drugs, etc.) during the 30 days prior to starting probation? (Select one)

- | | |
|------------------|----------------------|
| 0 occasions | 10 to 19 occasions |
| 1 to 2 occasions | 20 to 39 occasions |
| 3 to 5 occasions | 40 or more occasions |
| 6 to 9 occasions | |

Now I would like to ask you just a few questions about your health and sexual experiences.

32) How old were you when you had your first menstrual period (menstruation)? (Select one)

- | | |
|---------------------|-------------------|
| 10 years or younger | 14 years old |
| 11 years old | 15 years old |
| 12 years old | 16 years or older |
| 13 years old | Never |

33) Have you ever had sexual intercourse? (Select one)

Yes No

(NOTE: If response is NO, skip to Question 38.)

34) How old were you when you had sexual intercourse for the first time? (Select one)

10 years or younger 14 years old
11 years old 15 years old
12 years old 16 years old
13 years old 17 years old or older

35) In the 30 days prior to starting probation, how often did you engage in sexual intercourse? (Select one)

Never 3 to 5 times
Once 6 to 9 times
2 times More than 9 times

36) In the 30 days prior to starting probation, with how many people did you have sexual intercourse? (Select one)

1 person 3 people
2 people 4 people
3 people 5 people or more

37) How often do you use condoms or other protection? (Select one)

Never Most of the time
Sometimes Always

PART 5. THOUGHTS AND FEELINGS

In this section, I would like to ask you a few questions about your thoughts and feelings. Please decide if you agree or disagree with each statement. If you agree, decide how strongly you agree. If you disagree, decide how strongly you disagree.

38) People should try to work on their problems. (Select one)

Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

39) I can't help losing my temper a lot. (Select one)

Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

40) Sometimes you have to lie to get what you want. (Select one)

Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

41) Sometimes I get bored. (Select one)

Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

42) People need to be roughed up once in a while. (Select one)

Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

43) If I make a mistake, it's because I got mixed up in the wrong crowd. (Select one)

Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

44) If I see something I like, I take it. (Select one)

Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

45) You can't trust people because they will always lie to you. (Select one)

Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

46) I am generous (giving, big-hearted) with my friends. (Select one)

Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

47) When I get mad, I don't care who gets hurt. (Select one)

Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

- 48) **If someone leaves a car unlocked, they are asking to have it stolen.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 49) **You have to get even with people who don't show you respect.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 50) **Sometimes I gossip about other people.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 51) **Everybody lies, it's no big deal.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 52) **It's no use trying to stay out of fights.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 53) **Everyone has the right to be happy.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 54) **If you know you can get away with it, only a fool wouldn't steal.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 55) **No matter how hard I try, I can't help getting into trouble.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 56) **Only a coward would walk away from a fight.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 57) **I have sometimes said something bad about a friend.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 58) **It's OK to tell a lie if someone is dumb enough to fall for it.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 59) **If I really want something, it doesn't matter how I get it.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 60) **Friends should be honest with each other.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 61) **If you don't push people around, you will always get picked on.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 62) **If a store or home owner gets robbed, it's really their fault for not having better security.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 63) **People force you to lie if they ask too many questions.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 64) **I have tried to get even with someone.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 65) **You should get what you need, even if it means someone has to get hurt.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 66) **People are always trying to hassle me.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 67) **Stores make enough money that it's OK to just take things you need.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

- 68) **In the past, I have lied to get myself out of trouble.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 69) **You should hurt people first, before they hurt you.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 70) **A lie doesn't really matter if you don't know the person.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 71) **It's important to think of other people's feelings.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 72) **You might as well steal. If you don't take it, somebody else will.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 73) **People are always starting fights with me.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 74) **Rules are mostly meant for other people.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 75) **I have covered up things that I have done.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 76) **If someone is careless enough to lose a wallet, they deserve to have it stolen.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 77) **Everybody breaks the law, it's no big deal.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 78) **When friends need you, you should be there for them.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 79) **Getting what you need is the only important thing.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 80) **You might as well steal. People would steal from you if they had the chance.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 81) **If people don't cooperate with me, it's not my fault if someone gets hurt.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 82) **I have done bad things that I haven't told people about.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 83) **When I lose my temper, it's because people try to make me mad.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 84) **Taking a car doesn't really hurt anyone if nothing happens to the car and the owner gets it back.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 85) **Everybody needs help once in a while.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 86) **I might as well lie—when I tell the truth, people don't believe me anyway.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 87) **Sometimes you have to hurt someone if you have a problem with them.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

- 88) I have taken things without asking. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 89) If I lied to someone, that's my business. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 90) Everybody steals—you might as well get your share. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 91) If I really want to do something, I don't care if it's legal or not. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

PART 6. CONCLUSION

92) Were there any specific questions that made you feel particularly uncomfortable.

93) How honest were you in filling out this survey. (Select one)
 Very honest Pretty much honest Honest some of the time honest once in a while Not at all honest Don't know

94) Do you think that probation helped you? (Select one)

Yes No

A. If yes, in what ways?

B. If no, why not?

The survey is complete! Thank you for taking the time to participate in this study. Please remember that all responses are confidential (secret). If you would like to talk further, we can refer you to a counselor. In addition, the GBT national hotline has support services available at 1-800-448-3000.

Thank you for your help.

Appendix G.

Treatment and Comparison Group Follow-Up Surveys

- Treatment Group Follow-Up Survey
- Comparison Group Follow-Up Survey

Treatment Group Follow-Up Survey

FATHER FLANAGAN'S GIRLS AND BOYS TOWN

SHORT-TERM RESIDENTIAL SERVICE PROGRAM

ONE YEAR FOLLOW-UP

Site: _____ Date _____ Group: _____ ID Number: _____

You may recall participating about 12 months ago in a research project on girls who participated in the Girls and Boys Town short-term residential service program (GBT). You took a survey that asked questions about your friends, your family, and yourself. In addition, you agreed to participate in the follow-up survey about a year later. Today you will have the opportunity to complete the follow-up survey. This will bring to an end your participation in the project. Again, your cooperation is voluntary and your answers will be completely confidential (secret). None of your answers will be shared with anyone outside of the research team, not even your parents/guardians, the court, or probation officer. We expect the survey to take about 20 minutes to complete. To show our appreciation for your participation in this study, you will again receive a \$15 gift card. You can take the survey on the laptop computer or, if you prefer, I can ask you the questions out loud. Which would you prefer? Ready?

PART 1. GENERAL INFORMATION AND FAMILY HISTORY

In this section, I would like to ask some general questions about you and your friends. First, I would like to know some general information about you. Let's get started.

- 1) What is your birth date? _____

- 2) Think about where you lived most of the time in the last year. Which of the following people lived with you? (Select all that apply)

Mother	Father	Brothers / Sisters
Foster Mother	Foster Father	Unrelated Adults
Stepmother	Stepfather	Boyfriend / Girlfriend
Grandmother	Grandfather	Friends / Roommates
Aunt	Uncle	Other _____

- 3) How long have you lived at this location? (Select one)

Less than 3 months	1 to 2 years
3 to 6 months	2 to 3 years
6 months to 1 year	3 years or more

- 4) Have you ever, even just once, run away from home for a week or more? (Select one)

Yes	No
-----	----

Now I would like to ask some questions about your family (parents, guardians, brothers and sisters).

- 5) Of the people you said you lived with in the last year, are any of them your legal guardian? (NOTE: A legal guardian is an adult who cares for you most of the time. It can mean parent, foster parent, or other adults, such as grandparent, aunt, or older brother/sister).

Yes	No
-----	----

(NOTE: If response is NO, skip question 7.)

6) The following are statements about your relationship with your parent(s) or legal guardian(s). Please indicate how true each of the following statements is in describing your relationship with the adults who care for you most of the time.

Very True Somewhat True Somewhat False Very False Not Applicable

- A. My parents ask if I've gotten my homework done.
- B. My parents would know if I did not come home on time.
- C. When I am not at home, one of my parents knows where I am and who I am with.
- D. The rules in my family are clear.
- E. My family has clear rules about alcohol and drug use.
- F. If I drank some beer or wine or liquor without my parents' permission, I would be caught by my parents.
- G. If I skipped school, I would you be caught by my parents.
- H. If I carried a handgun without my parents' permission, I would be caught by my parents.
- I. My parents give me lots of chances to do fun things with them.
- J. My parents ask me what I think before most family decisions affecting me are made.
- K. If I had a personal problem, I could ask my parents for help.
- L. My parents notice when I am doing a good job and let me know about it.
- M. I enjoy spending time with my mother.
- N. I enjoy spending time with my father.
- O. My parents tell me they are proud of me for things I do.

Now I would like to ask some questions about your friends.

7) Among your close friends, how many of them have.....

A. Purposely damaged or destroyed property that did not belong to them? (Select one)

- All of your friends Very few of your friends
- Most of your friends None of your friends
- Some of your friends Do not know

B. Stolen something worth less than \$5? (Select one)

- All of your friends Very few of your friends
- Most of your friends None of your friends
- Some of your friends Do not know

C. Hit or threatened to hit someone without any reason? (Select one)

- All of your friends Very few of your friends
- Most of your friends None of your friends
- Some of your friends Do not know

D. Broken into a car or building to steal something? (Select one)

- All of your friends Very few of your friends
- Most of your friends None of your friends
- Some of your friends Do not know

E. Used illegal drugs and/or alcohol? (Select one)

- All of your friends Very few of your friends
- Most of your friends None of your friends
- Some of your friends Do not know

F. Sold illegal drugs? (Select one)

- | | |
|----------------------|--------------------------|
| All of your friends | Very few of your friends |
| Most of your friends | None of your friends |
| Some of your friends | Do not know |

PART 2. EDUCATION AND EMPLOYMENT

In this section, I would like to ask you some questions about your education and employment experiences.

8) Please describe your current school status. (Select one)

- | | |
|----------------------------|-----------------------|
| In school | Dropped out of school |
| Graduated from high school | Expelled from school |
| Received GED | Other (describe)_____ |

(NOTE: If response is IN SCHOOL, skip to question 10.)

9) If you are not in school, what do you do? (Select one)

- | | |
|-------------------------------|-----------------------|
| Employed | Enlisted in military |
| Attend college | Other (describe)_____ |
| Attend technical/trade school | |

(NOTE: Skip to question 18.)

10) What grade are you currently in? _____

11) How often do you feel that the school work you are assigned is meaningful and important (useful)?

- | | |
|-----------|---------------|
| Never | Often |
| Seldom | Almost always |
| Sometimes | Not sure |

12) How interesting are most of your courses to you? (Select one)

- | | |
|----------------------------------|---------------|
| Very interesting and stimulating | Slightly dull |
| Quite interesting | Very dull |
| Fairly interesting | Not sure |

13) How important do you think the things you are learning in school are going to be for your later life? (Select one)

- | | |
|------------------|----------------------|
| Very important | Slightly important |
| Quite important | Not at all important |
| Fairly important | Not sure |

14) Now think back over the past year in school, how often did you:

Never Seldom Sometimes Often Almost Always

A. Enjoy being in school.

B. Hate being in school.

C. Try to do your best work in school.

15) How would you describe your grades during the last year? (Select one)

- | | |
|------------|----------------------|
| Mostly A's | Mostly F's |
| Mostly B's | None of these grades |
| Mostly C's | Not sure |
| Mostly D's | |

16) Please estimate how often you "skipped" or "cut" school during the last year. (Select one)

- | | |
|--------|-----------------|
| Never | 4-5 days |
| 1 day | 6-10 days |
| 2 days | 11 or more days |
| 3 days | |

17) Please estimate how often you have been suspended from school during the last year. (Select one)

- | | |
|---------|-------------------|
| Never | 3 times |
| 1 time | 4 times |
| 2 times | More than 4 times |

Now, I would like to learn about your job experiences during the last year.

18) On the average, during the last year, how many hours per week did you work in a paid or unpaid job? (Select one)

- | | |
|-----------------|--------------------|
| None | 16 to 20 hours |
| 5 or less hours | 21 to 25 hours |
| 6 to 10 hours | 26 to 30 hours |
| 11 to 15 hours | More than 30 hours |

19) The following are several statements about opinions toward work. Please indicate how strongly you agree or disagree with each statement.

- | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| A. I am not quite ready to handle a part time job. | | | | |
| B. I have enough skills to do a good job well. | | | | |
| C. I know I can succeed at work. | | | | |
| D. I would take almost any kind of job to get money | | | | |
| E. I admire people who get by without working. | | | | |
| F. The only good job is one that pays a lot of money | | | | |
| G. Working hard at a job will pay off in the end. | | | | |
| H. Most jobs are dull and boring. | | | | |

PART 3. JUSTICE SYSTEM CONTACT

In this section, I would like to ask you a few questions about any contacts you have had with the police and the local court system.

20) Have you been arrested by the police in the last year? (Select one)

- Yes No

(NOTE: If response is NO, skip to question 21.)

A. How many times were you arrested in the last year? (Specify) _____

21) Have you been to juvenile or adult court for a crime in the last year? (Select one)

- Yes No

(NOTE: If response is NO, skip to question 22.)

A. How many times were you found guilty? (Specify) _____

B. What charges were you found guilty of? (Specify)

22) During the last year have you spent time in a...

No Yes

- A. Detention center
B. Jail
C. Correctional facility

PART 4. OTHER ACTIVITIES AND EXPERIENCES

In this section, I would like to know some things about your own activities and experiences. I'd like to remind you that all of your answers are confidential. First, I would like to ask you some questions about substance use.

23) On how many occasions (if any) have you had alcoholic beverages (beer, wine, wine coolers, liquor) to drink – more than just a few sips – during the last 30 days (Select one)

- | | |
|------------------|----------------------|
| 0 occasions | 10 to 19 occasions |
| 1 to 2 occasions | 20 to 39 occasions |
| 3 to 5 occasions | 40 or more occasions |
| 6 to 9 occasions | |

24) On how many occasions (if any) have you used marijuana (grass, pot, hashish) during the last 30 days? (Select one)

- | | |
|------------------|----------------------|
| 0 occasions | 10 to 19 occasions |
| 1 to 2 occasions | 20 to 39 occasions |
| 3 to 5 occasions | 40 or more occasions |
| 6 to 9 occasions | |

25) On how many occasions (if any) have you used cocaine in any form (including crack) during the last 30 days? (Select one)

- | | |
|------------------|----------------------|
| 0 occasions | 10 to 19 occasions |
| 1 to 2 occasions | 20 to 39 occasions |
| 3 to 5 occasions | 40 or more occasions |
| 6 to 9 occasions | |

26) On how many occasions (if any) have you used other drugs (hallucinogens, methamphetamines, club drugs, etc.) during the last 30 days? (Select one)

- | | |
|------------------|----------------------|
| 0 occasions | 10 to 19 occasions |
| 1 to 2 occasions | 20 to 39 occasions |
| 3 to 5 occasions | 40 or more occasions |
| 6 to 9 occasions | |

Now I would like to ask you just a few questions about your health and sexual experiences.

27) Have you ever had sexual intercourse? (Select one)

- | | |
|-----|----|
| Yes | No |
|-----|----|

(NOTE: If response is NO, skip to Question 31.)

28) In the last 30 days, how often did you engage in sexual intercourse? (Select one)

- | | |
|---------|-------------------|
| Never | 3 to 5 times |
| Once | 6 to 9 times |
| 2 times | More than 9 times |

29) In the last 30 days, with how many people did you have sexual intercourse? (Select one)

- | | |
|----------|------------------|
| 1 person | 3 people |
| 2 people | 4 people |
| 3 people | 5 people or more |

30) How often do you use condoms or other protection? (Select one)

- | | |
|-----------|------------------|
| Never | Most of the time |
| Sometimes | Always |

PART 5. THOUGHTS AND FEELINGS

In this section, I would like to ask you a few questions about your thoughts and feelings. Please decide if you agree or disagree with each statement. If you agree, decide how strongly you agree. If you disagree, decide how strongly you disagree.

31) People should try to work on their problems. (Select one)

- | | | | | | |
|----------------|-------|----------------|-------------------|----------|-------------------|
| Agree strongly | Agree | Agree Slightly | Disagree Slightly | Disagree | Disagree strongly |
|----------------|-------|----------------|-------------------|----------|-------------------|

32) I can't help losing my temper a lot. (Select one)

- | | | | | | |
|----------------|-------|----------------|-------------------|----------|-------------------|
| Agree strongly | Agree | Agree Slightly | Disagree Slightly | Disagree | Disagree strongly |
|----------------|-------|----------------|-------------------|----------|-------------------|

- 33) **Sometimes you have to lie to get what you want.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 34) **Sometimes I get bored.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 35) **People need to be roughed up once in a while.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 36) **If I make a mistake, it's because I got mixed up in the wrong crowd.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 37) **If I see something I like, I take it.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 38) **You can't trust people because they will always lie to you.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 39) **I am generous (giving, big-hearted) with my friends.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 40) **When I get mad, I don't care who gets hurt.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 41) **If someone leaves a car unlocked, they are asking to have it stolen.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 42) **You have to get even with people who don't show you respect.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 43) **Sometimes I gossip about other people.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 44) **Everybody lies, it's no big deal.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 45) **It's no use trying to stay out of fights.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 46) **Everyone has the right to be happy.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 47) **If you know you can get away with it, only a fool wouldn't steal.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 48) **No matter how hard I try, I can't help getting into trouble.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 49) **Only a coward would walk away from a fight.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 50) **I have sometimes said something bad about a friend.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 51) **It's OK to tell a lie if someone is dumb enough to fall for it.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 52) **If I really want something, it doesn't matter how I get it.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

- 53) **Friends should be honest with each other.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 54) **If you don't push people around, you will always get picked on.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 55) **If a store or home owner gets robbed, it's really their fault for not having better security.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 56) **People force you to lie if they ask too many questions.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 57) **I have tried to get even with someone.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 58) **You should get what you need, even if it means someone has to get hurt.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 59) **People are always trying to hassle me.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 60) **Stores make enough money that it's OK to just take things you need.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 61) **In the past, I have lied to get myself out of trouble.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 62) **You should hurt people first, before they hurt you.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 63) **A lie doesn't really matter if you don't know the person.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 64) **It's important to think of other people's feelings.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 65) **You might as well steal. If you don't take it, somebody else will.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 66) **People are always starting fights with me.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 67) **Rules are mostly meant for other people.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 68) **I have covered up things that I have done.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 69) **If someone is careless enough to lose a wallet, they deserve to have it stolen.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 70) **Everybody breaks the law, it's no big deal.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 71) **When friends need you, you should be there for them.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 72) **Getting what you need is the only important thing.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 73) **You might as well steal. People would steal from you if they had the chance.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

- 74) If people don't cooperate with me, it's not my fault if someone gets hurt. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 75) I have done bad things that I haven't told people about. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 76) When I lose my temper, it's because people try to make me mad. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 77) Taking a car doesn't really hurt anyone if nothing happens to the car and the owner gets it back. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 78) Everybody needs help once in a while. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 79) I might as well lie—when I tell the truth, people don't believe me anyway. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 80) Sometimes you have to hurt someone if you have a problem with them. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 81) I have taken things without asking. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 82) If I lied to someone, that's my business. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 83) Everybody steals—you might as well get your share. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 84) If I really want to do something, I don't care if it's legal or not. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

PART 6. CONCLUSION

85) Were there any specific questions that made you feel particularly uncomfortable?

86) How honest were you in filling out this survey. (Select one)
 Very honest Pretty much honest Honest some of the time Honest once in a while Not at all honest Don't know

87) Do you think GBT has helped you? (Select one)
 Yes No

A. If yes, in what ways?

B. If no, why not?

The survey is complete! Thank you for taking the time to participate in this study. Please remember that all responses are confidential (secret). If you would like to talk further, we can refer you to a counselor. In addition, the GBT national hotline has support services available at 1-800-448-3000.

Thank you for your help.

Comparison Group Follow-Up Survey

JUVENILE COURT SERVICES

COMPARISON GROUP

ONE YEAR FOLLOW-UP

Site: _____ Date _____ Group: _____ ID Number: _____

You may recall participating about 12 months ago in a research project on girls who participated in the juvenile justice system. You took a survey that asked questions about your friends, your family, and yourself. In addition, you agreed to participate in the follow-up survey about a year later. Today you will have the opportunity to complete the follow-up survey. This will bring to an end your participation in the project. Again, your cooperation is voluntary and your answers will be completely confidential (secret). None of your answers will be shared with anyone outside of the research team, not even your parents/guardians, the court, or probation officer. We expect the survey to take about 20 minutes to complete. To show our appreciation for your participation in this study, you will again receive a \$15 gift card. You can take the survey on the laptop computer or, if you prefer, I can ask you the questions out loud. Which would you prefer? Ready?

PART 1. GENERAL INFORMATION AND FAMILY HISTORY

In this section, I would like to ask some general questions about you and your friends. First, I would like to know some general information about you. Let's get started.

- 1) What is your birth date? _____
- 2) Think about where you lived most of the time in the last year. Which of the following people lived with you? (Select all that apply)

Mother	Father	Brothers / Sisters
Foster Mother	Foster Father	Unrelated Adults
Stepmother	Stepfather	Boyfriend / Girlfriend
Grandmother	Grandfather	Friends / Roommates
Aunt	Uncle	Other _____
- 3) How long have you lived at this location? (Select one)

Less than 3 months	1 to 2 years
3 to 6 months	2 to 3 years
6 months to 1 year	3 years or more
- 4) Have you ever, even just once, run away from home for a week or more? (Select one)

Yes	No
-----	----

Now I would like to ask some questions about your family (parents, guardians, brothers and sisters).

- 5) Of the people you said you lived with in the last year, are any of them your legal guardian? (NOTE: A legal guardian is an adult who cares for you most of the time. It can mean parent, foster parent, or other adults, such as grandparent, aunt, or older brother/sister).

Yes	No
-----	----

(NOTE: If response is NO, skip question 7.)

6) The following are statements about your relationship with your parent(s) or legal guardian(s). Please indicate how true each of the following statements is in describing your relationship with the adults who care for you most of the time.

Very True Somewhat True Somewhat False Very False Not Applicable

- A. My parents ask if I've gotten my homework done.
- B. My parents would know if I did not come home on time.
- C. When I am not at home, one of my parents knows where I am and who I am with.
- D. The rules in my family are clear.
- E. My family has clear rules about alcohol and drug use.
- F. If I drank some beer or wine or liquor without my parents' permission, I would be caught by my parents.
- G. If I skipped school, I would you be caught by my parents.
- H. If I carried a handgun without my parents' permission, I would be caught by my parents.
- I. My parents give me lots of chances to do fun things with them.
- J. My parents ask me what I think before most family decisions affecting me are made.
- K. If I had a personal problem, I could ask my parents for help.
- L. My parents notice when I am doing a good job and let me know about it.
- M. I enjoy spending time with my mother.
- N. I enjoy spending time with my father.
- O. My parents tell me they are proud of me for things I do.

Now I would like to ask some questions about your friends.

7) Among your close friends, how many of them have.....

A. Purposely damaged or destroyed property that did not belong to them? (Select one)

- All of your friends
- Most of your friends
- Some of your friends
- Very few of your friends
- None of your friends
- Do not know

B. Stolen something worth less than 5? (Select one)

- All of your friends
- Most of your friends
- Some of your friends
- Very few of your friends
- None of your friends
- Do not know

C. Hit or threatened to hit someone without any reason? (Select one)

- All of your friends
- Most of your friends
- Some of your friends
- Very few of your friends
- None of your friends
- Do not know

D. Broken into a car or building to steal something? (Select one)

- All of your friends
- Most of your friends
- Some of your friends
- Very few of your friends
- None of your friends
- Do not know

E. Used illegal drugs and/or alcohol? (Select one)

- All of your friends
- Most of your friends
- Some of your friends
- Very few of your friends
- None of your friends
- Do not know

F. Sold illegal drugs? (Select one)

- | | |
|----------------------|--------------------------|
| All of your friends | Very few of your friends |
| Most of your friends | None of your friends |
| Some of your friends | Do not know |

PART 2. EDUCATION AND EMPLOYMENT

In this section, I would like to ask you some questions about your education and employment experiences.

- 8) **Please describe your current school status.** (Select one)
- | | |
|----------------------------|-----------------------|
| In school | Dropped out of school |
| Graduated from high school | Expelled from school |
| Received GED | Other (describe)_____ |

(NOTE: If response is IN SCHOOL, skip to question 10.)

- 9) **If you are not in school, what do you do?** (Select one)
- | | |
|-------------------------------|-----------------------|
| Employed | Enlisted in military |
| Attend college | Other (describe)_____ |
| Attend technical/trade school | |

(NOTE: Skip to question 18.)

- 10) **What grade are you currently in?** _____

- 11) **How often do you feel that the school work you are assigned is meaningful and important (useful)?**
- | | |
|-----------|---------------|
| Never | Often |
| Seldom | Almost always |
| Sometimes | Not sure |

- 12) **How interesting are most of your courses to you?** (Select one)
- | | |
|----------------------------------|---------------|
| Very interesting and stimulating | Slightly dull |
| Quite interesting | Very dull |
| Fairly interesting | Not sure |

- 13) **How important do you think the things you are learning in school are going to be for your later life?** (Select one)
- | | |
|------------------|----------------------|
| Very important | Slightly important |
| Quite important | Not at all important |
| Fairly important | Not sure |

- 14) **Now think back over the past year in school, how often did you:**

Never	Seldom	Sometimes	Often	Almost Always
-------	--------	-----------	-------	---------------

A. Enjoy being in school.

B. Hate being in school.

C. Try to do your best work in school.

- 15) **How would you describe your grades during the last year?** (Select one)
- | | |
|------------|----------------------|
| Mostly A's | Mostly F's |
| Mostly B's | None of these grades |
| Mostly C's | Not sure |
| Mostly D's | |

- 16) **Please estimate how often you "skipped" or "cut" school during the last year.** (Select one)
- | | |
|--------|-----------------|
| Never | 4-5 days |
| 1 day | 6-10 days |
| 2 days | 11 or more days |
| 3 days | |

17) Please estimate how often you have been suspended from school during the last year. (Select one)

- | | |
|---------|-------------------|
| Never | 3 times |
| 1 time | 4 times |
| 2 times | More than 4 times |

Now, I would like to learn about your job experiences during the last year.

18) On the average, during the last year, how many hours per week did you work in a paid or unpaid job? (Select one)

- | | |
|-----------------|--------------------|
| None | 16 to 20 hours |
| 5 or less hours | 21 to 25 hours |
| 6 to 10 hours | 26 to 30 hours |
| 11 to 15 hours | More than 30 hours |

19) The following are several statements about opinions toward work. Please indicate how strongly you agree or disagree with each statement.

- | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| A. I am not quite ready to handle a part time job. | | | | |
| B. I have enough skills to do a good job well. | | | | |
| C. I know I can succeed at work. | | | | |
| D. I would take almost any kind of job to get money | | | | |
| E. I admire people who get by without working. | | | | |
| F. The only good job is one that pays a lot of money | | | | |
| G. Working hard at a job will pay off in the end. | | | | |
| H. Most jobs are dull and boring. | | | | |

PART 3. JUSTICE SYSTEM CONTACT

In this section, I would like to ask you a few questions about any contacts you have had with the police and the local court system.

20) Have you been arrested by the police in the last year? (Select one)

- Yes No

(NOTE: If response is NO, skip to question 21.)

A. How many times were you arrested in the last year? (Specify) _____

21) Have you been to juvenile or adult court for a crime in the last year? (Select one)

- Yes No

(NOTE: If response is NO, skip to question 22.)

A. How many times were you found guilty? (Specify) _____

B. What charges were you found guilty of? (Specify)

22) During the last year have you spent time in a...

- | | No | Yes |
|--------------------------|----|-----|
| A. Detention center | | |
| B. Jail | | |
| C. Correctional facility | | |

PART 4. OTHER ACTIVITIES AND EXPERIENCES

In this section, I would like to know some things about your own activities and experiences. I'd like to remind you that all of your answers are confidential. First, I would like to ask you some questions about substance use.

23) On how many occasions (if any) have you had alcoholic beverages (beer, wine, wine coolers, liquor) to drink – more than just a few sips – during the last 30 days (Select one)

- | | |
|------------------|----------------------|
| 0 occasions | 10 to 19 occasions |
| 1 to 2 occasions | 20 to 39 occasions |
| 3 to 5 occasions | 40 or more occasions |
| 6 to 9 occasions | |

24) On how many occasions (if any) have you used marijuana (grass, pot, hashish) during the last 30 days? (Select one)

- | | |
|------------------|----------------------|
| 0 occasions | 10 to 19 occasions |
| 1 to 2 occasions | 20 to 39 occasions |
| 3 to 5 occasions | 40 or more occasions |
| 6 to 9 occasions | |

25) On how many occasions (if any) have you used cocaine in any form (including crack) during the last 30 days? (Select one)

- | | |
|------------------|----------------------|
| 0 occasions | 10 to 19 occasions |
| 1 to 2 occasions | 20 to 39 occasions |
| 3 to 5 occasions | 40 or more occasions |
| 6 to 9 occasions | |

26) On how many occasions (if any) have you used other drugs (hallucinogens, methamphetamines, club drugs, etc.) during the last 30 days? (Select one)

- | | |
|------------------|----------------------|
| 0 occasions | 10 to 19 occasions |
| 1 to 2 occasions | 20 to 39 occasions |
| 3 to 5 occasions | 40 or more occasions |
| 6 to 9 occasions | |

Now I would like to ask you just a few questions about your health and sexual experiences.

27) Have you ever had sexual intercourse? (Select one)

- Yes No

(NOTE: If response is NO, skip to Question 31.)

28) In the last 30 days, how often did you engage in sexual intercourse? (Select one)

- | | |
|---------|-------------------|
| Never | 3 to 5 times |
| Once | 6 to 9 times |
| 2 times | More than 9 times |

29) In the last 30 days, with how many people did you have sexual intercourse? (Select one)

- | | |
|----------|------------------|
| 1 person | 3 people |
| 2 people | 4 people |
| 3 people | 5 people or more |

30) How often do you use condoms or other protection? (Select one)

- | | |
|-----------|------------------|
| Never | Most of the time |
| Sometimes | Always |

PART 5. THOUGHTS AND FEELINGS

In this section, I would like to ask you a few questions about your thoughts and feelings. Please decide if you agree or disagree with each statement. If you agree, decide how strongly you agree. If you disagree, decide how strongly you disagree.

31) People should try to work on their problems. (Select one)

- | | | | | | |
|----------------|-------|----------------|-------------------|----------|-------------------|
| Agree strongly | Agree | Agree Slightly | Disagree Slightly | Disagree | Disagree strongly |
|----------------|-------|----------------|-------------------|----------|-------------------|

32) I can't help losing my temper a lot. (Select one)

- | | | | | | |
|----------------|-------|----------------|-------------------|----------|-------------------|
| Agree strongly | Agree | Agree Slightly | Disagree Slightly | Disagree | Disagree strongly |
|----------------|-------|----------------|-------------------|----------|-------------------|

- 33) **Sometimes you have to lie to get what you want.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 34) **Sometimes I get bored.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 35) **People need to be roughed up once in a while.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 36) **If I make a mistake, it's because I got mixed up in the wrong crowd.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 37) **If I see something I like, I take it.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 38) **You can't trust people because they will always lie to you.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 39) **I am generous (giving, big-hearted) with my friends.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 40) **When I get mad, I don't care who gets hurt.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 41) **If someone leaves a car unlocked, they are asking to have it stolen.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 42) **You have to get even with people who don't show you respect.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 43) **Sometimes I gossip about other people.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 44) **Everybody lies, it's no big deal.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 45) **It's no use trying to stay out of fights.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 46) **Everyone has the right to be happy.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 47) **If you know you can get away with it, only a fool wouldn't steal.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 48) **No matter how hard I try, I can't help getting into trouble.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 49) **Only a coward would walk away from a fight.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 50) **I have sometimes said something bad about a friend.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 51) **It's OK to tell a lie if someone is dumb enough to fall for it.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 52) **If I really want something, it doesn't matter how I get it.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 53) **Friends should be honest with each other.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

- 54) **If you don't push people around, you will always get picked on.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 55) **If a store or home owner gets robbed, it's really their fault for not having better security.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 56) **People force you to lie if they ask too many questions.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 57) **I have tried to get even with someone.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 58) **You should get what you need, even if it means someone has to get hurt.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 59) **People are always trying to hassle me.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 60) **Stores make enough money that it's OK to just take things you need.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 61) **In the past, I have lied to get myself out of trouble.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 62) **You should hurt people first, before they hurt you.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 63) **A lie doesn't really matter if you don't know the person.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 64) **It's important to think of other people's feelings.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 65) **You might as well steal. If you don't take it, somebody else will.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 66) **People are always starting fights with me.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 67) **Rules are mostly meant for other people.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 68) **I have covered up things that I have done.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 69) **If someone is careless enough to lose a wallet, they deserve to have it stolen.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 70) **Everybody breaks the law, it's no big deal.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 71) **When friends need you, you should be there for them.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 72) **Getting what you need is the only important thing.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 73) **You might as well steal. People would steal from you if they had the chance.** (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

- 74) If people don't cooperate with me, it's not my fault if someone gets hurt. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 75) I have done bad things that I haven't told people about. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 76) When I lose my temper, it's because people try to make me mad. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 77) Taking a car doesn't really hurt anyone if nothing happens to the car and the owner gets it back. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 78) Everybody needs help once in a while. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 79) I might as well lie—when I tell the truth, people don't believe me anyway. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 80) Sometimes you have to hurt someone if you have a problem with them. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 81) I have taken things without asking. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 82) If I lied to someone, that's my business. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 83) Everybody steals—you might as well get your share. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly
- 84) If I really want to do something, I don't care if it's legal or not. (Select one)
 Agree strongly Agree Agree Slightly Disagree Slightly Disagree Disagree strongly

PART 6. CONCLUSION

85) Were there any specific questions that made you feel particularly uncomfortable?

86) How honest were you in filling out this survey. (Select one)
 Very honest Pretty much honest Honest some of the time Honest once in a while Not at all honest Don't know

87) Do you think that the juvenile court services you received helped you? (Select one)
 Yes No

A. If yes, in what ways?

B. If no, why not?

The survey is complete! Thank you for taking the time to participate in this study. Please remember that all responses are confidential (secret). If you would like to talk further, we can refer you to a counselor. In addition, the GBT national hotline has support services available at 1-800-448-3000.

Thank you for your help.

Appendix H.
Baseline Data by Boys Town Site

Appendix H. Baseline Findings

Description of Boys Town Shelter Program Residents by Site

Demographics

Race

H.1. Race of Boys Town Study Respondents by Site						
Race	Newark		Philadelphia		Atlanta	
	N	Percent	N	Percent	N	Percent
African American	14	52%	83	62%	49	65%
Hispanic	6	22%	17	13%	4	5%
Multiethnic	3	11%	15	11%	9	12%
Caucasian	1	4%	6	5%	7	9%
Other—single race	3	11%	10	8%	5	7%
Other	0	0%	2	2%	1	1%
Total	27	100%	133	100%	75	100%

Age

H.2. Age at Time of Baseline Interview of Boys Town Study Respondents by Site				
Age	N	Range	Mean	SD
Newark	27		14.89	1.2
Philadelphia	133		15.44	1.6
Atlanta	75		15.00	1.2
Total	235		15.24	1.5

Risk Factors at Baseline

Family Composition

H.3. Baseline Family Composition by Site—Boys Town Study Respondents						
Family Composition	Newark		Philadelphia		Atlanta	
	N	Percent	N	Percent	N	Percent
% of Parents ever married	26	30.8%	132	22.0%	73	37.0%
Number of Parents in the home						
No parent	8	29.6%	26	19.5%	19	25.3%
One parent	15	55.6%	70	52.6%	30	40.0%
Two parents	4	14.8%	37	27.8%	26	34.7%
Total	27	100.0%	133	100.0%	75	100.0%
Number of siblings						
None	0	0.0%	2	1.5%	4	5.5%
One	3	11.1%	12	9.0%	10	13.7%
Two	2	7.4%	22	16.5%	14	19.2%
Three	2	7.4%	12	9.0%	9	12.3%
Four	3	11.1%	27	20.3%	12	16.4%
More than four	17	63.0%	58	43.6%	24	32.9%
Total	27	100.0%	133	100.0%	73	100.0%

Parental Supervision and Involvement

H.4. Baseline Parental Supervision and Involvement by Site—Boys Town Study Respondents												
	Newark				Philadelphia				Atlanta			
	N	Range*	Mean	SD	N	Range*	Mean	SD	N	Range*	Mean	SD
Parental Supervision	27	1-4	1.89	.97	133	1-4	1.75	.82	74	1-4	2.18	.89
Parental Involvement	27	1-4	2.16	.93	132	1-4	1.85	.86	73	1-4	2.42	.97

*Higher scores indicate lack of parental supervision and involvement

Parental Criminality

H.5. Baseline Parent Contact With Criminal Justice System by Site—Boys Town Study Respondents						
Mother or father contact with the criminal justice system	Newark		Philadelphia		Atlanta	
	N	Percent	N	Percent	N	Percent
% Youth with parents who had been arrested	27	48.1%	132	36.4%	72	45.8%
% Youth with parents who had been in prison	27	48.1%	132	34.8%	71	29.6%

Residential Stability

H.6. Residential Stability by Site—Boys Town Study Respondents						
Length of time living at location where you lived prior to coming to BT	Newark		Philadelphia		Atlanta	
	N	Percent	N	Percent	N	Percent
Less than 3 months	7	25.9%	16	12.0%	13	17.6%
3 to 6 months	1	3.7%	4	3.0%	5	6.8%
6 months to 1 year	2	7.4%	12	9.0%	10	13.5%
1 to 2 years	6	22.2%	18	13.5%	7	9.5%
2 to 3 years	1	3.7%	11	8.3%	6	8.1%
3 years or more	10	37.0%	72	54.1%	33	44.6%
Total	27	100.0%	133	100.0%	74	100.0%

History of Running Away from Home

H.7. Running Away from Home by Site—Boys Town Study Respondents						
Ever run away from home for a week or more	Newark		Philadelphia		Atlanta	
	N	Percent	N	Percent	N	Percent
% of youth who had runaway	27	48.1%	133	27.1%	74	45.9%

School Status

H.8. School Status by Site—Boys Town Study Respondents						
School Status Prior to Program – All BT Respondents	Newark		Philadelphia		Atlanta	
	N	Percent	N	Percent	N	Percent
Not in School	3	11.1%	31	23.5%	17	23.0%
Attending School	24	88.9%	96	72.7%	56	75.7%
GED or Graduated	0	0.0%	5	3.8%	1	1.4%
Total	27	100%	132	100%	74	100%
Youth Attending School						
Grade Level						
Grades 6 – 8	5	20.8%	28	29.8%	19	33.9%
9 th Grade	7	29.2%	24	25.5%	8	14.3%
10 th Grade	6	25.0%	19	20.2%	19	33.9%
11 th Grade	2	8.3%	15	16.0%	8	14.3%
12 th Grade	4	16.7%	8	8.5%	2	3.6%
Total	24	100.0%	94	100.0%	56	100.0%
Grades during past year						
Mostly A's	5	20.8%	18	19.8%	13	25.0%
Mostly B's	7	29.2%	25	27.5%	21	40.4%
Mostly C's	9	37.5%	34	37.4%	8	15.4%
Mostly D's	2	8.3%	7	7.7%	6	11.5%
Mostly F's	1	4.2%	7	7.7%	4	7.7%
Total	24	100.0	91	100.0	52	100.0
Suspensions from school during past year						
Never	7	29.2%	37	38.9%	12	21.4%
1 time	4	16.7%	8	8.4%	11	19.6%
2 times	3	12.5%	18	18.9%	4	7.1%
3 times	5	20.8%	8	8.4%	10	17.9%
4 times	3	12.5%	6	6.3%	5	8.9%
More than 4 times	2	8.3%	18	18.9%	14	25.0%
Total	24	100.0%	95	100.0%	56	100.0%

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H.9. Commitment to School by Site—Boys Town Study Respondents						
Youth Attending School	Newark		Philadelphia		Atlanta	
	N	Percent	N	Percent	N	Percent
<u>Times skipped school 30 days prior to BT</u>						
Never	9	37.5%	44	47.3%	24	43.6%
1 day	4	16.7%	13	14.0%	1	1.8%
2 days	1	4.2%	6	6.4%	8	14.5%
3 days	1	4.2%	3	3.2%	5	9.1%
4-5 days	4	16.7%	7	7.5%	6	10.9%
6-10 days	1	4.2%	7	7.5%	4	7.2%
11 or more days	4	16.7%	13	14.0%	7	12.7%
Total	24	100.0%	93	100.0%	55	100.0%
<u>Feel assigned school work is meaningful and useful</u>						
Never	0	0.0%	11	11.6%	6	10.7%
Seldom	2	8.3%	4	4.2%	4	7.1%
Sometimes	7	29.2%	22	23.2%	12	21.4%
Often	4	16.7%	12	12.6%	10	17.9%
Almost always	10	41.7%	44	46.3%	23	41.1%
Not sure	1	4.2%	2	2.1%	1	1.8%
Total	24	100.0%	95	100.0%	56	100.0%
<u>How interesting are most of your courses</u>						
Very dull	2	8.3%	6	6.3%	6	10.7%
Slightly dull	2	8.3%	9	9.5%	7	12.5%
Fairly interesting	3	12.5%	22	23.2%	18	32.1%
Quite interesting	7	29.2%	24	25.3%	10	17.9%
Very interesting	8	33.3%	28	29.5%	14	25.0%
Not sure	2	8.3%	6	6.3%	1	1.8%
Total	24	100.0%	95	100.0%	56	100.0%
<u>How important for later life</u>						
Not at all important	1	4.2%	1	1.1%	2	3.6%
Slightly important	0	0.0%	5	5.3%	10	17.9%
Fairly important	1	4.2%	5	5.3%	3	5.4%
Quite important	4	16.7%	11	11.6%	8	14.3%
Very important	16	66.7%	73	76.8%	32	57.1%
Not sure	2	8.3%	0	0.0%	1	1.8%
Total	24	100.0%	95	100.0%	56	100.0%
<u>Over the past year in school, how often did you</u>						
<u>Enjoy being in school</u>						
Never	2	8.3%	8	8.4%	3	5.4%
Seldom	2	8.3%	6	6.3%	6	10.7%
Sometimes	6	25.0%	27	28.4%	21	37.5%
Often	7	29.2%	21	22.1%	7	12.5%
Almost always	7	29.2%	33	34.7%	19	33.9%
Total	24	100.0%	95	100.0%	56	100.0%
<u>Hate being in school</u>						
Never	4	16.7%	19	20.0%	15	26.8%
Seldom	5	20.8%	6	6.3%	12	21.4%
Sometimes	12	50.0%	42	44.2%	20	35.7%
Often	2	8.3%	16	16.8%	5	8.9%
Almost always	1	4.2%	12	12.6%	4	7.1%
Total	24	100.0%	95	100.0%	56	100.0%
<u>Try to do your best work in school</u>						
Never	1	4.2%	3	3.2%	0	0.0%
Seldom	1	4.2%	7	7.4%	5	8.9%
Sometimes	3	12.5%	14	14.7%	16	28.6%
Often	5	20.8%	23	24.2%	17	30.4%

H.9. Commitment to School by Site—Boys Town Study Respondents						
Youth Attending School	Newark		Philadelphia		Atlanta	
	N	Percent	N	Percent	N	Percent
Almost always	14	58.3%	48	50.5%	18	32.1%
Total	24	100.0%	95	100.0%	56	100.0%

Sexual Behavior

H.10. Sexual Behavior by Site—Boys Town Study Respondents						
Ever had sexual intercourse prior to entering BT – All BT Respondents	Newark		Philadelphia		Atlanta	
	N	Percent	N	Percent	N	Percent
No	6	22.2%	26	19.5%	15	20.1%
Yes	21	77.8%	107	80.5%	59	79.9%
Total	27	100.0%	133	100.0%	74	100.0%
Sexually Active Youth						
<u>Age at first sexual intercourse</u>						
10 yrs or younger	2	9.5%	3	2.8%	1	1.8%
11 years	0	0.0%	3	2.8%	1	1.8%
12 years	2	9.5%	14	13.1%	5	8.8%
13 years	8	38.1%	26	24.3%	13	22.8%
14 years	4	19.0%	34	31.8%	18	31.6%
15 years	4	19.0%	17	15.9%	18	31.6%
16 years	1	4.8%	7	6.5%	1	1.8%
17 years or older	0	0.0%	3	2.8%	0	0.0%
Total	21	100.0%	107	100.0%	57	100.0%
<u>Intercourse in 30 days prior to entering BT</u>						
No	7	33.3%	21	20.2%	22	37.9%
Once	2	9.5%	17	16.3%	11	19.0%
Twice	3	14.3%	23	22.1%	4	6.9%
3 – 5 times	1	4.8%	22	21.2%	8	13.8%
6 – 9 times	2	9.5%	9	8.7%	5	8.6%
More than 9 times	6	28.6%	12	11.5%	8	13.8%
Total	21	100.0	104	100.0	58	100.0
<u>Number of sexual partners 30 days prior to entering BT</u>						
None	7	33.3%	21	19.6%	22	37.9%
1 person	10	47.6%	61	57.0%	26	44.8%
2 people	2	9.5%	9	8.4%	4	6.9%
3 or more people	2	9.5%	16	15.0%	6	10.3%
Total	21	100.0%	107	100.0%	58	100.0%
<u>Frequency of condom use or other protection</u>						
Never	1	4.8%	4	3.8%	7	11.9%
Sometimes	8	38.1%	43	41.0%	32	54.2%
Always	12	57.1%	58	55.2%	20	33.9%
Total	21	100.0%	105	100.0%	59	100.0%

Peer Delinquency

H.11. Peer Delinquency by Site—Boys Town Study Respondents						
Among your close friends, how many of them have.....	Newark		Philadelphia		Atlanta	
	N	Percent	N	Percent	N	Percent
<u>Purposely damaged/ destroyed property not belonging to them</u>						
All of your friends	0	0.0%	2	1.5%	1	1.4%
Most of your friends	2	7.4%	13	9.8%	12	16.4%
Some of your friends	5	18.5%	24	18.2%	15	20.5%
Very few of your friends	9	33.3%	36	27.3%	17	23.3%
None of your friends	11	40.7%	57	43.2%	28	38.4%
Total	27	100.0%	132	100.0%	73	100.0%
<u>Stolen something worth less than \$5</u>						
All of your friends	1	3.7%	6	4.5%	6	8.3%
Most of your friends	3	11.1%	10	7.6%	9	12.5%
Some of your friends	3	11.1%	15	11.4%	12	16.7%
Very few of your friends	8	3.5%	29	22.0%	20	27.8%
None of your friends	12	44.4%	72	54.5%	25	34.7%
Total	27	100.0%	132	100.0%	72	100.0%
<u>Hit or threatened to hit someone with out any reason</u>						
All of your friends	2	7.4%	7	5.3%	5	6.8%
Most of your friends	1	3.7%	12	9.1%	5	6.8%
Some of your friends	5	18.5%	21	15.9%	15	20.3%
Very few of your friends	7	25.9%	21	15.9%	13	17.6%
None of your friends	12	44.4%	71	53.8%	36	48.6%
Total	27	100.0%	132	100.0%	74	100.0%
<u>Broken into a car or building to steal something</u>						
All of your friends	1	3.7%	3	2.3%	0	0.0%
Most of your friends	0	0.0%	7	5.3%	6	8.3%
Some of your friends	3	11.1%	5	3.8%	17	23.6%
Very few of your friends	6	22.2%	17	12.9%	12	16.7%
None of your friends	17	63.0%	100	75.8%	37	51.4%
Total	27	100.0%	132	100.0%	72	100.0%
<u>Used illegal drugs and/or alcohol</u>						
All of your friends	5	18.5%	15	11.4%	15	20.5%
Most of your friends	3	11.1%	25	18.9%	14	19.2%
Some of your friends	6	22.2%	19	14.4%	14	19.2%
Very few of your friends	7	25.9%	41	31.1%	17	23.3%
None of your friends	6	22.2%	32	24.2%	13	17.8%
Total	27	100.0%	132	100.0%	73	100.0%
<u>Sold illegal drugs</u>						
All of your friends	3	11.1%	9	6.8%	4	5.6%
Most of your friends	2	7.4%	17	12.9%	12	16.9%
Some of your friends	4	14.8%	15	11.4%	14	19.7%
Very few of your friends	5	18.5%	28	21.2%	15	21.1%
None of your friends	13	48.1%	63	47.7%	26	36.6%
Total	27	100.0%	132	100.0%	71	100.0%

Work Experience in Past Year

H. 12. Work Experience by Site—Boys Town Study Respondents						
On average, during past year how many hours per week work in a paid/unpaid job	Newark		Philadelphia		Atlanta	
	N	Percent	N	Percent	N	Percent
None	16	61.5%	79	65.3%	37	54.4%
5 hours or less	5	19.2%	7	5.8%	5	7.4%
6 to 15 hours	4	15.3%	17	14.0%	16	23.5%
More than 15 hours	1	3.8%	18	14.9%	10	14.7%
Total	26	100.0%	121	100.0%	68	100.0%

Attitudes Toward Work

H.13. Attitudes Toward Work by Site—Boys Town Study Respondents						
How strongly do you agree/disagree?	Newark		Philadelphia		Atlanta	
	N	Percent	N	Percent	N	Percent
<u>Not quite ready to handle part time job</u>						
Strongly agree	0	0.0%	4	3.1%	7	9.6%
Agree	1	3.7%	11	8.4%	6	8.2%
Disagree	12	44.4%	48	36.6%	20	27.4%
Strongly disagree	14	51.9%	68	51.9%	40	54.8%
Total	27	100.0%	131	100.0	73	100.0%
<u>Have enough skills to do a good job</u>						
Strongly agree	15	55.6%	76	57.6%	50	68.5%
Agree	12	44.4%	50	37.9%	21	28.8%
Disagree	0	0.0%	6	4.5%	2	2.7%
Strongly disagree	0	0.0%	0	0.0%	0	0.0%
Total	27	100.0%	132	100.0%	73	100.0%
<u>Know I can succeed at work</u>						
Strongly agree	17	63.0%	84	63.6%	50	68.5%
Agree	8	29.6%	44	33.3%	20	27.4%
Disagree	1	3.7%	4	3.0%	3	4.1%
Strongly disagree	1	3.7%	0	0.0%	0	0.0%
Total	27	100.0%	132	100.0%	73	100.0%
<u>Would take almost any kind of job to get money</u>						
Strongly agree	8	29.6%	24	18.3%	12	16.4%
Agree	1	3.7%	40	30.5%	13	17.8%
Disagree	12	44.4%	50	38.2%	40	54.8%
Strongly disagree	6	22.2%	17	13.0%	8	11.0%
Total	27	100.0%	131	100.0%	73	100.0%
<u>Admire people who get by without working</u>						
Strongly agree	2	7.4%	5	3.8%	5	7.0%
Agree	4	14.8%	30	22.7%	11	15.5%
Disagree	14	51.9%	62	47.0%	34	47.9%
Strongly disagree	7	25.9%	35	26.5%	21	29.6%
Total	27	100.0%	132	100.0%	71	100.0%
<u>Only good job is one that pays a lot</u>						
Strongly agree	3	11.1%	14	10.6%	10	13.7%
Agree	6	22.2%	43	32.6%	18	24.7%
Disagree	17	63.0%	57	43.2%	30	41.1%
Strongly disagree	1	3.7%	18	13.6%	15	20.5%
Total	27	100.0%	132	100.0%	73	100.0%
<u>Working hard at a job will pay off in the end</u>						
Strongly agree	15	55.6%	74	56.1%	40	54.8%
Agree	11	40.7%	52	39.4%	27	37.0%
Disagree	1	3.7%	5	3.8%	4	5.5%
Strongly disagree	0	0.0%	1	0.7%	2	2.7%
Total	27	100.0%	132	100.0%	73	100.0%
<u>Most jobs are dull and boring</u>						
Strongly agree	0	0.0%	3	2.3%	7	9.6%
Agree	6	22.2%	33	25.0%	6	8.2%
Disagree	19	70.4%	75	56.8%	44	60.3%
Strongly disagree	2	7.4%	21	15.9%	16	21.9%
Total	27	100.0%	132	100.0%	73	100.0%

Alcohol and Drug Use

H.14. Baseline Alcohol and Drug Use by Site—Boys Town Study Respondents						
Used 30 days prior to entering BT program	Newark		Philadelphia		Atlanta	
	N	Percent	N	Percent	N	Percent
<u>Alcohol</u>						
None	16	59.3%	88	67.7%	41	56.2%
Once or twice	4	14.8%	22	16.9%	19	26.0%
3 or more times	7	25.9%	20	15.4%	13	17.8%
Total	27	100.0%	130	100.0%	73	100.0%
<u>Marijuana</u>						
None	18	66.7%	70	53.8%	45	61.6%
Once or twice	2	7.4%	26	20.0%	8	11.0%
3 or more times	7	25.9%	34	26.2%	20	27.4%
Total	27	100.0%	130	100.0%	73	100.0%
<u>Cocaine</u>						
None	27	100.0%	126	96.9%	69	96.1%
One or more times	0		4	3.1%	5	6.8%
Total	27		130	100.0%	74	100.0%
<u>Other Drugs</u>						
None	27	100.0	125	96.2%	65	87.7%
One or more times	0		5	3.8%	9	12.2%
Total	27		130	100.0%	74	100.0%

Contact With the Juvenile Justice System

H.15. Contact With Juvenile Justice System by Site—Boys Town Study Respondents						
Have you ever	Newark		Philadelphia		Atlanta	
	N	Percent	N	Percent	N	Percent
% of youth reporting they had ever been arrested by police	27	85.2%	133	94.7%	73	80.8%
% of youth reporting ever been to court for a crime they were accused of committing	27	66.7%	132	70.5%	74	77.0%
% of youth reporting that they had ever spent time in a detention center	27	81.5%	133	64.7%	74	94.6%
% of youth reporting that they had ever spent time in jail	27	11.1%	133	24.1%	72	23.6%
% of youth reporting that they had ever spent time in a correctional facility	26	23.1%	132	27.3%	73	42.5%

H.16. Age at First Arrest^a by Site—Boys Town Study Respondents						
Age at time of first arrest	Newark		Philadelphia		Atlanta	
	N	Percent	N	Percent	N	Percent
11 years	1	3.8%	7	5.3%	1	1.4%
12 years	5	19.2%	8	6.0%	6	8.3%
13 years	4	15.4%	25	18.8%	13	18.1%
14 years	5	19.2%	33	24.8%	13	18.1%
15 years	6	23.1%	24	18.0%	23	31.9%
16 years	2	7.7%	18	13.5%	15	20.8%
17 years	3	11.5%	18	13.5%	1	1.4%
Total	26	100.0%	133	100.0%	72	100.0%
Average age at first arrest		14.1 years		14.4 years		14.4 years

^aData based on self-report survey and criminal background check.

Appendix I.
Boys Town Point Card

Appendix J.
Follow-Up Flyers

We Can't Wait to See you Again!

NATIONAL INSTITUTE OF JUSTICE STUDY



You may recall participating about 6 months ago in a research project sponsored by the National Institute of Justice. You took a survey that asked questions about your friends, your family, and yourself. In addition, you agreed to participate in the follow-up survey about a year later.

This note is to tell you we will be contacting you in about 5 months for the follow-up survey. We hope you will participate again. Again, your cooperation is voluntary and your answers will be completely confidential. To show our appreciation, we will give you another \$15 gift certificate for completing the survey again.

If you no longer live at this address or plan on moving in the next few months, kindly call Amanda Bobnis toll free at 1.877.465.2424 or e-mail her your new address at abobnis@dsgonline.com so she can contact you for the follow-up survey.

If you have any questions about the study or your rights as a study participant, please call a Principal Investigator of the study, Marcia Cohen or Dr. Katherine Williams. They both can be reached toll-free at 1.877.465.2424. You may also call Kristen Corey, Human Subjects Coordinator, at DSG at 301.951.0056, for questions about confidentiality and your rights as a study participant.

NATIONAL INSTITUTE OF JUSTICE STUDY

Hey, Thanks Again!



You may recall participating in a research project sponsored by the National Institute of Justice. You took a survey that asked questions about your friends, your family, and yourself. In addition, you agreed to participate in the follow-up survey about a year later.

This note is to let you know we are trying to contact you for the follow-up survey. We hope you will participate. Again, your cooperation is voluntary and your answers will be completely confidential. To show our appreciation, we will give you another \$15 gift certificate for completing the survey.

Please contact Amanda Bobnis toll free at 1.877.465.2424, or email her at abobnis@dsgonline.com, so she can contact you for the follow-up survey.

If you have any questions about the study or your rights as a study participant, please call a Principal Investigator of the study, Marcia Cohen or Dr. Katherine Williams. They both can be reached toll-free at 1.877.465.2424. You may also call Kristen Corey, Human Subjects Coordinator, at DSG at 301.951.0056, for questions about confidentiality and your rights as a study participant.

-The DSG Research Team

Appendix K.
Fidelity Core Concepts
and Related Observational Measures

Boys Town Model Fidelity Measurement Tool Summary	
Program Component	Elements Observed and Rated
Teaching Component	<ul style="list-style-type: none"> • Sets appropriate tolerances for behaviors • Provides specific descriptions of youth behavior (e.g. body language, facial expressions, voice tone, words, etc.) • Teaches correct/appropriate skills based on youth behaviors • Gives preventive prompts and/or social cues to youth • Uses effective praise to reinforce appropriate youth behaviors (Uses appropriate number of effective praise steps for youth skill level and/or system level.) • Uses corrective teaching in response to inappropriate youth behaviors • Uses rationales to generalize social skills to be helpful in other situations/settings
Motivation System	<ul style="list-style-type: none"> • Teaches to individual target skills • Teaching interactions include consequences (positive/negative as appropriate) • Delivers positive and negative consequences fairly (considering individual developmental/motivation system levels and skill capabilities) • Makes privileges contingent on youth behavior • Appropriately uses Motivation System special conditions • Motivates youth to advance in Motivation system
Relationship Building	<ul style="list-style-type: none"> • Expresses interest in the happiness and well-being of each youth • Maintains quality components (e.g. pleasant voice tone, warmth and compassion, comfortable proximity, eye contact, appropriate humor) • Staff model and/or teach relationship-building skills to youth
Family Style Living	<ul style="list-style-type: none"> • Converses naturally with youth at meals, during activities, etc. • Readily shares youth accomplishments with visitors to the home/shelter • Balances relationship-building with teaching when interacting with youth • Encourages youth to engage in positive interactions with peers
Moral/Spiritual Values	<ul style="list-style-type: none"> • Models the "Pillars of Character" (trustworthiness, respect, responsibility, fairness, caring, citizenship) • Maintains appropriate content when engaging in casual conversations with youth • Models and/or encourages positive religious involvement • Models appropriate standards of dress (yes/no)
Self Government/ Self Determination	<ul style="list-style-type: none"> • Encourages use of problem-solving strategies where warranted (e.g. discussion with youth, moral dilemmas, etc.) • Reinforces/encourages use of reporting systems (peer and self reporting of positive and negative behaviors/events) • Follows an established process in self-government (family/daily) meetings (e.g. meeting structure/organization, youth participation, etc.) • Self-government (family/daily) meetings provide quality opportunities for youth input and decision-making • Implements youth leadership system • Implements appeals process
Youth Skills and Satisfaction	<ul style="list-style-type: none"> • Youth engage in appropriate greeting/departure skills • Youth engage in appropriate conversation skills throughout the visit • Youth display appropriate etiquette/manners when guests are in the home • Youth are proactive in providing program information during tour • Youth are knowledgeable about the Motivation System • Youth appear happy • Youth have appropriate attire/appearance (yes/no)

Appendix L.

Boys Town Staff and Youth Consumer Surveys

- Boys Town Staff Consumer Survey
- Boys Town Youth Consumer Survey

Boys Town Staff Consumer Survey

GBTUSA SITE CERTIFICATION STAFF SURVEY

- We would like to learn about the quality of your work experience at Girls and Boys Town. The feedback you provide is anonymous; Administrative staff will NOT have access to your individual responses.
- Please read each statement below and select the best response.

TODAY'S MONTH			GBT SITE				
<input type="radio"/> Jan.	<input type="radio"/> May	<input type="radio"/> Sept.	<input type="radio"/> Atlanta	<input type="radio"/> New England	<input type="radio"/> Philadelphia	<input type="radio"/> West Palm	
<input type="radio"/> Feb.	<input type="radio"/> June	<input type="radio"/> Oct.	<input type="radio"/> California	<input type="radio"/> New Orleans	<input type="radio"/> San Antonio	<input type="radio"/> Other	
<input type="radio"/> March	<input type="radio"/> July	<input type="radio"/> Nov.	<input type="radio"/> Las Vegas	<input type="radio"/> New York	<input type="radio"/> Tallahassee	_____	
<input type="radio"/> April	<input type="radio"/> Aug.	<input type="radio"/> Dec.	<input type="radio"/> Newark	<input type="radio"/> Orlando	<input type="radio"/> Wash. DC		

YEAR	PROGRAM	POSITION TITLE
<input type="radio"/> 2004	<input type="radio"/> Care Coordination	<input type="radio"/> Treatment Foster
<input type="radio"/> 2005	<input type="radio"/> Common Sense Parenting	<input type="radio"/> Family Services
<input type="radio"/> 2006	<input type="radio"/> Family Centered	<input type="radio"/> Other
<input type="radio"/> 2007	<input type="radio"/> Family Preservation	_____
	<input type="radio"/> Residential	<input type="radio"/> Administrative Support
	<input type="radio"/> Shelter/NSD	<input type="radio"/> Asst. Director/Coord.
		<input type="radio"/> Asst. Family Teacher
		<input type="radio"/> Consultant
		<input type="radio"/> Family Teacher
		<input type="radio"/> HR/Finance
		<input type="radio"/> Program Director/Coordinator
		<input type="radio"/> Shift Supervisor
		<input type="radio"/> Youth Care Worker
		<input type="radio"/> Other: _____

DARKEN THE CIRCLE THAT BEST MATCHES YOUR ANSWER.

	(1) <u>Strongly</u> <u>Disagree</u>	(2) <u>Disagree</u>	(3) <u>Agree</u>	(4) <u>Strongly</u> <u>Agree</u>	<u>Cannot</u> <u>Rate</u>
1. My supervisor is available and responsive to me when I need assistance or answers to questions or problems I have.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My supervisor provides me with feedback and coaching opportunities by observing me working with youth/families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My supervisor has regular and consistent consultation with me about how I am performing my job duties and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My supervisor is effective in handling crisis situations with youth/families (e.g., out-of-control youth, lethality statements, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My supervisor is open and available to listen to me when I have issues of concern about work related or personal problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My supervisor is professional and does not initiate or tolerate any form of negative gossip.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My supervisor is fair in how she/he handles disputes or problems between youth and staff or between staff and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My supervisor stresses the importance of the GBT Safety and Ethics Hotline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My supervisor has a solid knowledge base of the Girls and Boys Town Model and is able to help me grow in understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I receive an adequate amount of on-going training necessary to effectively work with high-risk youth/families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I feel comfortable addressing any unethical practices occurring at this site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. This site effectively manages the GBT resources available to them (i.e. staff, money, food, utilities, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PLEASE TAKE A MOMENT TO WRITE A FEW SENTENCES FOR THE FOLLOWING QUESTIONS.

13. What do you like best about working at this site?

14. What would you like to see changed at this site?



**THANK YOU FOR COMPLETING THIS SURVEY. PLEASE TAKE A MOMENT TO WRITE ANY
ADDITIONAL COMMENTS OR QUESTIONS YOU MAY HAVE BELOW.**

Boys Town Youth Consumer Survey

GBT SHELTER YOUTH CONSUMER SURVEY

- This survey will ask you questions about your stay here at this Girls and Boys Town program. It is important that you answer the questions honestly. Do NOT write your name on this survey. The staff will NOT see your answers to these questions. No one will know what you wrote unless you tell them.
- Please read each question and then pick the best answer. There are no right or wrong answers. Skip any questions you do not understand or do not want to answer.
- If you have a question, please raise your hand and someone will come help you.

TODAY'S MONTH

- | | | |
|-----------------------------|----------------------------|----------------------------|
| <input type="radio"/> Jan. | <input type="radio"/> May | <input type="radio"/> Sept |
| <input type="radio"/> Feb. | <input type="radio"/> June | <input type="radio"/> Oct. |
| <input type="radio"/> March | <input type="radio"/> July | <input type="radio"/> Nov. |
| <input type="radio"/> April | <input type="radio"/> Aug. | <input type="radio"/> Dec. |

GBT SITE

- | | | | |
|------------------------------------|-------------------------------------|---|-------------------------------------|
| <input type="radio"/> Long Beach | <input type="radio"/> Atlanta | <input type="radio"/> New Orleans-boys | <input type="radio"/> NY Bronx |
| <input type="radio"/> Price | <input type="radio"/> Orlando-boys | <input type="radio"/> New Orleans-girls | <input type="radio"/> NY Bergen St. |
| <input type="radio"/> Las Vegas | <input type="radio"/> Orlando-girls | <input type="radio"/> Philadelphia | <input type="radio"/> NY Dean St. |
| <input type="radio"/> Grand Island | <input type="radio"/> Wash. DC | <input type="radio"/> Newark | <input type="radio"/> Other _____ |
| <input type="radio"/> San Antonio | | | |

AGE

- | | |
|-------------------------------------|-------------------------------------|
| <input type="radio"/> 8 – 9 years | <input type="radio"/> 14 – 15 years |
| <input type="radio"/> 10 – 11 years | <input type="radio"/> 16 – 17 years |
| <input type="radio"/> 12 – 13 years | <input type="radio"/> 18+ years |

LENGTH OF STAY

- | | |
|--------------------------------------|-------------------------------------|
| <input type="radio"/> 3 days or less | <input type="radio"/> About 3 weeks |
| <input type="radio"/> About 1 week | <input type="radio"/> About 4 weeks |
| <input type="radio"/> About 2 weeks | <input type="radio"/> Over 4 weeks |

GENDER

- Female
 Male

YEAR

- 2007
 2008
 2009

THINK ABOUT HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS. DARKEN THE CIRCLE THAT BEST MATCHES YOUR ANSWER.

	<u>Disagree</u>	<u>Disagree a Little</u>	<u>Agree a Little</u>	<u>Agree</u>
1 I feel safe here at Girls and Boys Town.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Staff monitor my activities and my whereabouts here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 I know my treatment goals and what I need to do to get better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 I can talk with staff when I am upset or concerned about something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Overall, I am happy with how I have been treated at GBT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Staff have explained to me how to use the GBT Safety and Ethics Hotline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Staff are fair with the points that I earn and lose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 Staff make sure I can talk to my family members or caseworkers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 Self-government meetings let me give input to help make decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 Staff here care about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 I participate in recreation activities here like playing games, sports, or going on outings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 Self-government meetings help the shelter be a better place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TURN OVER FOR PAGE 2



NEXT, WE HAVE SOME OTHER QUESTIONS ABOUT THIS PROGRAM.

13 Have you ever felt unsafe here?

NO

YES

If YES, please tell us why you felt unsafe below:



14 Has a staff member here ever yelled, cursed, threatened, or made fun of you in any way?

NO

YES

If YES, please tell us how a staff member yelled, cursed, threatened, or made fun of you below:



15 Has a staff member here ever hurt you or inappropriately touched you in any way?
(For example, did staff hit, kick, slap, or push you, or have sexual contact with you, or touched you in a way that made you feel uncomfortable?)

NO

YES

If YES, please tell us how a staff member hurt you, or inappropriately touched you:



16 Have other youth here ever hurt or threatened you in any way, at anytime (including during lights-out)?

NO

YES

If YES, please tell us how youth hurt or threatened you below:



17 What would you like to see changed about this program?

18 What do you like the best here?

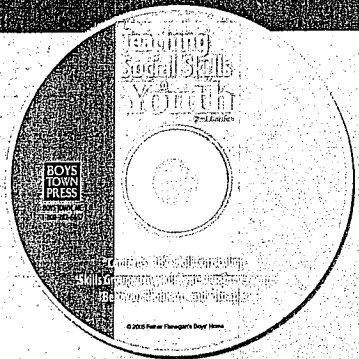
THANK YOU FOR COMPLETING THIS SURVEY

Appendix M.
Boys Town Social Skills
Grouped by Behavior

Revised
2nd Edition

Teaching Social Skills to Youth

A Step-by-Step Guide to 182 Basic to Complex Skills
Plus Helpful Teaching Techniques



New!
Includes CD-ROM
with reproducible
social skills posters
for instructional use

BY TOM DOWD, M.A. AND JEFF TIERNEY, M.ED.

APPENDIX C

Social Skills Grouped by Behavior Problems

Aggressive and antisocial behavior

Skill No. Skill Name, Location

1	Following Instructions, page 63	59	Using an Appropriate Voice Tone, page 132
2	Accepting "No" for an Answer, page 65	60	Using Anger Control Strategies, page 133
5	Accepting Criticism or a Consequence, page 71	61	Using Structured Problem-Solving (SODAS), page 134
6	Disagreeing Appropriately, page 73	69	Analyzing Skills Needed for Different Situations, page 142
8	Showing Sensitivity to Others, page 79	80	Compromising with Others, page 153
11	Accepting Consequences, page 83	84	Controlling Emotions, page 157
14	Asking for Clarification, page 87	89	Coping with Anger and Aggression from Others, page 162
15	Asking for Help, page 88	93	Dealing with an Accusation, page 166
25	Correcting Another Person (or Giving Criticism), page 98	100	Dealing with Frustration, page 174
27	Following Rules, page 100	101	Dealing with Group Pressure, page 175
35	Interrupting Appropriately, page 108	107	Expressing Feelings Appropriately, page 181
37	Listening to Others, page 110	119	Making Restitution (Compensating), page 194
41	Making an Apology, page 114	121	Negotiating with Others, page 196
45	Making Positive Statements about Others, page 118	125	Preparing for a Stressful Conversation, page 200
51	Resisting Peer Pressure, page 124	127	Problem-Solving a Disagreement, page 202

133	Self-Correcting Own Behavior, page 208	31	Giving Compliments, page 104
141	Using Relaxation Strategies, page 216	32	Greeting Others, page 105
143	Using Spontaneous Problem-Solving, page 218	34	Initiating a Conversation, page 107
152	Being Assertive, page 227	38	Maintaining a Conversation, page 111
157	Displaying Appropriate Control, page 232	39	Maintaining an Appropriate Appearance, page 112
158	Expressing Empathy and Understanding for Others, page 233	40	Maintaining Personal Hygiene, page 113
164	Laughing at Oneself, page 239	44	Making Positive Self-Statements, page 117
166	Making an Appropriate Complaint, page 241	45	Making Positive Statements about Others, page 118
168	Managing Stress, page 243	47	Participating in Activities, page 120
172	Resolving Conflicts, page 247	51	Resisting Peer Pressure, page 124
181	Using Self-Monitoring and Self-Reflection, page 256	53	Saying "No" Assertively, page 126
		54	Seeking Positive Attention, page 127
		58	Trying New Tasks, page 131
		59	Using an Appropriate Voice Tone, page 132

Depression and withdrawal problems

Skill No.	Skill Name, Location
3	Talking with Others, page 67
4	Introducing Yourself, page 69
6	Disagreeing Appropriately, page 73
10	Accepting Compliments, page 82
15	Asking for Help, page 88
18	Checking In (or Checking Back), page 91
20	Closing a Conversation, page 93
22	Completing Tasks, page 95
24	Contributing to Discussions (Joining in a Conversation), page 97

61	Using Structured Problem-Solving (SODAS), page 134
66	Accepting Help or Assistance, page 139
69	Analyzing Skills Needed for Different Situations, page 142
83	Controlling Eating Habits, page 156
90	Coping with Change, page 163
92	Coping with Sad Feelings (or Depression), page 165
95	Dealing with Boredom, page 169
98	Dealing with Failure, page 172

102	Dealing with Rejection, page 176	17	Being on Time (Promptness), page 90
108	Expressing Optimism, page 182	23	Complying with Reasonable Requests, page 96
109	Expressing Pride in Accomplishments, page 183	27	Following Rules, page 100
117	Making Decisions, page 192	35	Interrupting Appropriately, page 108
118	Making New Friends, page 193	37	Listening to Others, page 110
134	Self-Reporting Own Behaviors, page 209	41	Making an Apology, page 114
143	Using Spontaneous Problem-Solving, page 218	50	Reporting Other Youths' Behavior (or Peer Reporting), page 123
148	Asking for Advice, page 223	54	Seeking Positive Attention, page 127
152	Being Assertive, page 227	59	Using an Appropriate Voice Tone, page 132
166	Making an Appropriate Complaint, page 241	60	Using Anger Control Strategies, page 133
168	Managing Stress, page 243	61	Using Structured Problem-Solving (SODAS), page 134
172	Resolving Conflicts, page 247	63	Volunteering, page 136

Serious conflicts with authority figures

Skill No.	Skill Name, Location
1	Following Instructions, page 63
2	Accepting "No" for an Answer, page 65
3	Talking with Others, page 67
4	Introducing Yourself, page 69
5	Accepting Criticism or a Consequence, page 71
6	Disagreeing Appropriately, page 73
11	Accepting Consequences, page 83
12	Accepting Decisions of Authority, page 84
14	Asking for Clarification, page 87
15	Asking for Help, page 88
69	Analyzing Skills Needed for Different Situations, page 142
78	Communicating Honestly, page 151
86	Controlling the Impulse to Lie, page 159
93	Dealing with an Accusation, page 166
105	Displaying Sportsmanship, page 179
111	Following Through on Agreements and Contracts, page 185
115	Keeping Property in Its Place, page 190
125	Preparing for a Stressful Conversation, page 200

127	Problem-Solving a Disagreement, page 202	39	Maintaining an Appropriate Appearance, page 112
132	Responding to Written Requests, page 207	40	Maintaining Personal Hygiene, page 113
134	Self-Reporting Own Behaviors, page 209	41	Making an Apology, page 114
143	Using Spontaneous Problem-Solving, page 218	44	Making Positive Self-Statements, page 117
148	Asking for Advice, page 223	50	Reporting Other Youths' Behavior (or Peer Reporting), page 123
152	Being Assertive, page 227	51	Resisting Peer Pressure, page 124
166	Making an Appropriate Complaint, page 241	53	Saying "No" Assertively, page 126
168	Managing Stress, page 243	54	Seeking Positive Attention, page 127
172	Resolving Conflicts, page 247	59	Using an Appropriate Voice Tone, page 132
176	Stopping Negative or Harmful Thoughts, page 251	61	Using Structured Problem-Solving (SODAS), page 134

Sexual behavior or identity problems

Skill No.	Skill Name, Location		
2	Accepting "No" for an Answer, page 65	76	Choosing Appropriate Clothing, page 149
5	Accepting Criticism or a Consequence, page 71	77	Choosing Appropriate Friends, page 150
8	Showing Sensitivity to Others, page 79	78	Communicating Honestly, page 151
12	Accepting Decisions of Authority, page 84	79	Complying with School Dress Code, page 152
15	Asking for Help, page 88	84	Controlling Emotions, page 157
18	Checking In (or Checking Back), page 91	85	Controlling Sexually Abusive Impulses toward Others, page 158
19	Choosing Appropriate Words to Say, page 92	92	Coping with Sad Feelings (or Depression), page 165
27	Following Rules, page 100	95	Dealing with Boredom, page 169
33	Ignoring Distractions by Others, page 106	97	Dealing with Embarrassing Situations, page 171
		103	Delaying Gratification, page 177

105	Displaying Sportsmanship, page 179	174	Seeking Professional Assistance, page 249
106	Expressing Appropriate Affection, page 180	180	Using Leisure Time, page 255
107	Expressing Feelings Appropriately, page 181	181	Using Self-Monitoring and Self- Reflection, page 256
114	Interacting Appropriately with Members of the Opposite Sex, page 188		
117	Making Decisions, page 192		
118	Making New Friends, page 193		
133	Self-Correcting Own Behavior, page 208		
134	Self-Reporting Own Behaviors, page 209		
135	Setting Appropriate Boundaries, page 210		
137	Sharing Personal Experiences, page 212		
140	Using Appropriate Language, page 215		
142	Using Self-Talk or Self- Instruction, page 217		
143	Using Spontaneous Problem- Solving, page 218		
146	Accepting Self, page 221		
155	Clarifying Values and Beliefs, page 230		
156	Differentiating Friends from Acquaintances, page 231		
157	Displaying Appropriate Control, page 232		
162	Identifying Own Feelings, page 237		
167	Making Moral and Spiritual Decisions, page 242		

Sexual perpetrator behavior

Skill No.	Skill Name, Location
2	Accepting "No" for an Answer, page 65
5	Accepting Criticism or a Consequence, page 71
7	Showing Respect, page 75
8	Showing Sensitivity to Others, page 79
11	Accepting Consequences, page 83
15	Asking for Help, page 88
18	Checking In (or Checking Back), page 91
41	Making an Apology, page 114
42	Making a Request (Asking a Favor), page 115
45	Making Positive Statements about Others, page 118
50	Reporting Other Youths' Behavior (or Peer Reporting), page 123
54	Seeking Positive Attention, page 127
60	Using Anger Control Strategies, page 133
61	Using Structured Problem-Solving (SODAS), page 134
65	Accepting Defeat or Loss, page 138

70	Analyzing Social Situations, page 143	141	Using Relaxation Strategies, page 216
77	Choosing Appropriate Friends, page 150	142	Using Self-Talk or Self- Instruction, page 217
78	Communicating Honestly, page 151	143	Using Spontaneous Problem- Solving, page 218
84	Controlling Emotions, page 157	150	Being an Appropriate Role Model, page 225
85	Controlling Sexually Abusive Impulses toward Others, page 158	155	Clarifying Values and Beliefs, page 230
86	Controlling the Impulse to Lie, page 159	157	Displaying Appropriate Control, page 232
95	Dealing with Boredom, page 169	158	Expressing Empathy and Understanding for Others, page 233
100	Dealing with Frustration, page 174	162	Identifying Own Feelings, page 237
102	Dealing with Rejection, page 176	165	Maintaining Relationships, page 240
103	Delaying Gratification, page 177	167	Making Moral and Spiritual Decisions, page 242
106	Expressing Appropriate Affection, page 180	168	Managing Stress, page 243
113	Giving Rationals, page 187	174	Seeking Professional Assistance, page 249
114	Interacting Appropriately with Members of the Opposite Sex, page 188	176	Stopping Negative or Harmful Thoughts, page 251
117	Making Decisions, page 192	180	Using Leisure Time, page 255
119	Making Restitution (Compensating), page 194	181	Using Self-Monitoring and Self- Reflection, page 256
125	Preparing for a Stressful Conversation, page 200		
133	Self-Correcting Own Behavior, page 208		
134	Self-Reporting Own Behaviors, page 209		
135	Setting Appropriate Boundaries, page 210		
137	Sharing Personal Experiences, page 212		
140	Using Appropriate Language, page 215		

Peer interaction problems

Skill No.	Skill Name, Location
2	Accepting "No" for an Answer, page 65
3	Talking with Others, page 67
4	Introducing Yourself, page 69

5	Accepting Criticism or a Consequence, page 71	65	Accepting Defeat or Loss, page 138
6	Disagreeing Appropriately, page 73	67	Accepting Winning Appropriately, page 140
8	Showing Sensitivity to Others, page 79	69	Analyzing Skills Needed for Different Situations, page 142
9	Accepting Apologies from Others, page 81	73	Borrowing from Others, page 146
10	Accepting Compliments, page 82	74	Caring for Others' Property, page 147
19	Choosing Appropriate Words to Say, page 92	77	Choosing Appropriate Friends, page 150
24	Contributing to Discussions (Joining in a Conversation), page 97	80	Compromising with Others, page 153
25	Correcting Another Person (or Giving Criticism), page 98	82	Contributing to Group Activities, page 155
29	Getting Another Person's Attention, page 102	89	Coping with Anger and Aggression from Others, page 162
31	Giving Compliments, page 104	94	Dealing with Being Left Out, page 168
33	Ignoring Distractions by Others, page 106	97	Dealing with Embarrassing Situations, page 171
37	Listening to Others, page 110	101	Dealing with Group Pressure, page 175
40	Maintaining Personal Hygiene, page 113	105	Displaying Sportsmanship, page 179
41	Making an Apology, page 114	114	Interacting Appropriately with Members of the Opposite Sex, page 188
47	Participating in Activities, page 120	121	Negotiating with Others, page 196
48	Refraining from Possessing Contraband or Drugs, page 121	127	Problem-Solving a Disagreement, page 202
50	Reporting Other Youths' Behavior (or Peer Reporting), page 123	129	Responding to Others' Feelings, page 204
51	Resisting Peer Pressure, page 124	131	Responding to Teasing, page 206
53	Saying "No" Assertively, page 126	136	Sharing Attention with Others, page 211
59	Using an Appropriate Voice Tone, page 132		
64	Waiting Your Turn, page 137		

- 150 Being an Appropriate Role Model, page 225
- 152 Being Assertive, page 227
- 164 Laughing at Oneself, page 239
- 165 Maintaining Relationships, page 240
- 178 Tolerating Differences, page 253
- 180 Using Leisure Time, page 255
- 35 Interrupting Appropriately, page 108
- 37 Listening to Others, page 110
- 39 Maintaining an Appropriate Appearance, page 112
- 41 Making an Apology, page 114
- 47 Participating in Activities, page 120
- 54 Seeking Positive Attention, page 127
- 57 Staying on Task, page 130
- 63 Volunteering, page 136
- 64 Waiting Your Turn, page 137
- 66 Accepting Help or Assistance, page 139
- 67 Accepting Winning Appropriately, page 140
- 72 Being Prepared for Class, page 145
- 75 Caring for Own Belongings, page 148
- 78 Communicating Honestly, page 151
- 79 Complying with School Dress Code, page 152
- 81 Concentrating on a Subject or Task, page 154
- 82 Contributing to Group Activities, page 155
- 89 Coping with Anger and Aggression from Others, page 162
- 93 Dealing with an Accusation, page 166
- 97 Dealing with Embarrassing Situations, page 171

School behavior and attendance problems

Skill No.	Skill Name, Location
1	Following Instructions, page 63
5	Accepting Criticism or a Consequence, page 71
11	Accepting Consequences, page 83
12	Accepting Decisions of Authority, page 84
15	Asking for Help, page 88
17	Being on Time (Promptness), page 90
21	Completing Homework, page 94
23	Complying with Reasonable Requests, page 96
26	Doing Good Quality Work, page 99
27	Following Rules, page 100
28	Following Written Instructions, page 101
30	Getting the Teacher's Attention, page 103
33	Ignoring Distractions by Others, page 106

101	Dealing with Group Pressure, page 175	7	Showing Respect, page 75
109	Expressing Pride in Accomplishments, page 183	8	Showing Sensitivity to Others, page 79
120	Managing Time, page 195	11	Accepting Consequences, page 83
122	Organizing Tasks and Activities, page 197	12	Accepting Decisions of Authority, page 84
123	Persevering on Tasks and Projects, page 198	14	Asking for Clarification, page 87
127	Problem-Solving a Disagreement, page 202	17	Being on Time (Promptness), page 90
131	Responding to Teasing, page 206	18	Checking In (or Checking Back), page 91
132	Responding to Written Requests, page 207	27	Following Rules, page 100
133	Self-Correcting Own Behavior, page 208	41	Making an Apology, page 114
136	Sharing Attention with Others, page 211	48	Refraining from Possessing Contraband or Drugs, page 121
142	Using Self-Talk or Self-Instruction, page 217	50	Reporting Other Youths' Behavior (or Peer Reporting), page 123
143	Using Spontaneous Problem-Solving, page 218	51	Resisting Peer Pressure, page 124
144	Using Study Skills, page 219	59	Using an Appropriate Voice Tone, page 132
145	Working Independently, page 220	61	Using Structured Problem-Solving (SODAS), page 134
148	Asking for Advice, page 223	73	Borrowing from Others, page 146
161	Gathering Information, page 236	74	Caring for Others' Property, page 147
175	Setting Goals, page 250	77	Choosing Appropriate Friends, page 150
		78	Communicating Honestly, page 151
		86	Controlling the Impulse to Lie, page 159
		87	Controlling the Impulse to Steal, page 160
		93	Dealing with an Accusation, page 166

Dishonesty or stealing behavior

Skill No.	Skill Name, Location
1	Following Instructions, page 63
2	Accepting "No" for an Answer, page 65

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|-----|---|----|--|
| 95 | Dealing with Boredom, page 169 | 2 | Accepting "No" for an Answer, page 65 |
| 96 | Dealing with Contradictory Messages, page 170 | 5 | Accepting Criticism or a Consequence, page 71 |
| 101 | Dealing with Group Pressure, page 175 | 21 | Completing Homework, page 94 |
| 103 | Delaying Gratification, page 177 | 22 | Completing Tasks, page 95 |
| 111 | Following Through on Agreements and Contracts, page 185 | 24 | Contributing to Discussions (Joining in a Conversation), page 97 |
| 115 | Keeping Property in Its Place, page 190 | 26 | Doing Good Quality Work, page 99 |
| 116 | Lending to Others, page 191 | 29 | Getting Another Person's Attention, page 102 |
| 119 | Making Restitution (Compensating), page 194 | 30 | Getting the Teacher's Attention, page 103 |
| 133 | Self-Correcting Own Behavior, page 208 | 33 | Ignoring Distractions by Others, page 106 |
| 134 | Self-Reporting Own Behaviors, page 209 | 37 | Listening to Others, page 110 |
| 143 | Using Spontaneous Problem-Solving, page 218 | 42 | Making a Request (Asking a Favor), page 115 |
| 147 | Altering One's Environment, page 222 | 47 | Participating in Activities, page 120 |
| 153 | Being Patient, page 228 | 51 | Resisting Peer Pressure, page 124 |
| 154 | Budgeting and Managing Money, page 229 | 54 | Seeking Positive Attention, page 127 |
| 155 | Clarifying Values and Beliefs, page 230 | 57 | Staying on Task, page 130 |
| 167 | Making Moral and Spiritual Decisions, page 242 | 59 | Using an Appropriate Voice Tone, page 132 |
| 169 | Planning Ahead, page 244 | 64 | Waiting Your Turn, page 137 |
| 175 | Setting Goals, page 250 | 66 | Accepting Help or Assistance, page 139 |
| 180 | Using Leisure Time, page 255 | 69 | Analyzing Skills Needed for Different Situations, page 142 |
| | | 71 | Analyzing Tasks to Be Completed, page 144 |
| | | 81 | Concentrating on a Subject or Task, page 154 |

Impulse control difficulty and attention deficits

Skill No.	Skill Name, Location
1	Following Instructions, page 63

95	* Dealing with Boredom, page 169
100	Dealing with Frustration, page 174
103	Delaying Gratification, page 177
120	Managing Time, page 195
122	Organizing Tasks and Activities, page 197
123	Persevering on Tasks and Projects, page 198
131	Responding to Teasing, page 206
133	Self-Correcting Own Behavior, page 208
136	Sharing Attention with Others, page 211
139	Using Appropriate Humor, page 214
140	Using Appropriate Language, page 215
141	Using Relaxation Strategies, page 216
142	Using Self-Talk or Self-Instruction, page 217
143	Using Spontaneous Problem-Solving, page 218
144	Using Study Skills, page 219
145	Working Independently, page 220
153	Being Patient, page 228
157	Displaying Appropriate Control, page 232
160	Formulating Strategies, page 235
168	Managing Stress, page 243
169	Planning Ahead, page 244
175	Setting Goals, page 250
176	Stopping Negative or Harmful Thoughts, page 251

181	Using Self-Monitoring and Self-Reflection, page 256
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Chronic relocation and running away

Skill No.	Skill Name, Location
2	Accepting "No" for an Answer, page 65
3	Talking with Others, page 67
5	Accepting Criticism or a Consequence, page 71
6	Disagreeing Appropriately, page 73
11	Accepting Consequences, page 83
12	Accepting Decisions of Authority, page 84
13	Answering the Telephone, page 85
15	Asking for Help, page 88
17	Being on Time (Promptness), page 90
18	Checking In (or Checking Back), page 91
23	Complying with Reasonable Requests, page 96
27	Following Rules, page 100
44	Making Positive Self-Statements, page 117
45	Making Positive Statements about Others, page 118
47	Participating in Activities, page 120
48	Refraining from Possessing Contraband or Drugs, page 121
50	Reporting Other Youths' Behavior (or Peer Reporting), page 123
51	Resisting Peer Pressure, page 124

53	Saying "No" Assertively, page 126	134	Self-Reporting Own Behaviors, page 209
61	Using Structured Problem-Solving (SODAS), page 134	141	Using Relaxation Strategies, page 216
65	Accepting Defeat or Loss, page 138	142	Using Self-Talk or Self-Instruction, page 217
66	Accepting Help or Assistance, page 139	143	Using Spontaneous Problem-Solving, page 218
69	Analyzing Skills Needed for Different Situations, page 142	147	Altering One's Environment, page 222
78	Communicating Honestly, page 151	157	Displaying Appropriate Control, page 232
80	Compromising with Others, page 153	159	Expressing Grief, page 234
84	Controlling Emotions, page 157	162	Identifying Own Feelings, page 237
86	Controlling the Impulse to Lie, page 159	166	Making an Appropriate Complaint, page 241
89	Coping with Anger and Aggression from Others, page 162	168	Managing Stress, page 243
90	Coping with Change, page 163	172	Resolving Conflicts, page 247
91	Coping with Conflict, page 164	174	Seeking Professional Assistance, page 249
92	Coping with Sad Feelings (or Depression), page 165	180	Using Leisure Time, page 255
93	Dealing with an Accusation, page 166	181	Using Self-Monitoring and Self-Reflection, page 256
98	Dealing with Failure, page 172		
101	Dealing with Group Pressure, page 175		
103	Delaying Gratification, page 177		
117	Making Decisions, page 192		
125	Preparing for a Stressful Conversation, page 200		
126	Preventing Trouble with Others, page 201		
127	Problem-Solving a Disagreement, page 202		
131	Responding to Teasing, page 206		

Low self-esteem

Skill No.	Skill Name, Location
3	Talking with Others, page 67
4	Introducing Yourself, page 69
5	Accepting Criticism or a Consequence, page 71
9	Accepting Apologies from Others, page 81
10	Accepting Compliments, page 82
15	Asking for Help, page 88
16	Asking Questions, page 89

Social Skills Grouped by Behavior Problems

20	Closing a Conversation, page 93	76	Choosing Appropriate Clothing, page 149
24	Contributing to Discussions (Joining in a Conversation), page 97	82	Contributing to Group Activities, page 155
25	Correcting Another Person (or Giving Criticism), page 98	83	Controlling Eating Habits, page 156
26	Doing Good Quality Work, page 99	90	Coping with Change, page 163
31	Giving Compliments, page 104	92	Coping with Sad Feelings (or Depression), page 165
34	Initiating a Conversation, page 107	94	Dealing with Being Left Out, page 168
38	Maintaining a Conversation, page 111	98	Dealing with Failure, page 172
39	Maintaining an Appropriate Appearance, page 112	99	Dealing with Fear, page 173
40	Maintaining Personal Hygiene, page 113	107	Expressing Feelings Appropriately, page 181
44	Making Positive Self-Statements, page 117	109	Expressing Pride in Accomplishments, page 183
45	Making Positive Statements about Others, page 118	117	Making Decisions, page 192
47	Participating in Activities, page 120	118	Making New Friends, page 193
58	Trying New Tasks, page 131	123	Persevering on Tasks and Projects, page 198
59	Using an Appropriate Voice Tone, page 132	142	Using Self-Talk or Self-Instruction, page 217
62	Using Table Etiquette, page 135	146	Accepting Self, page 221
65	Accepting Defeat or Loss, page 138	149	Assessing Own Abilities, page 224
66	Accepting Help or Assistance, page 139	152	Being Assertive, page 227
67	Accepting Winning Appropriately, page 140	162	Identifying Own Feelings, page 237
68	Advocating for Oneself, page 141	164	Laughing at Oneself, page 239
75	Caring for Own Belongings, page 148	173	Rewarding Yourself, page 248
		174	Seeking Professional Assistance, page 249

- 177 Taking Risks Appropriately, page 252
- 180 Using Leisure Time, page 255

Drug and alcohol abuse

Skill No. Skill Name, Location

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|----|--|-----|---|
| 1 | Following Instructions, page 63 | 76 | Choosing Appropriate Clothing, page 149 |
| 11 | Accepting Consequences, page 83 | 77 | Choosing Appropriate Friends, page 150 |
| 12 | Accepting Decisions of Authority, page 84 | 78 | Communicating Honestly, page 151 |
| 15 | Asking for Help, page 88 | 79 | Complying with School Dress Code, page 152 |
| 17 | Being on Time (Promptness), page 90 | 86 | Controlling the Impulse to Lie, page 159 |
| 19 | Choosing Appropriate Words to Say, page 92 | 87 | Controlling the Impulse to Steal, page 160 |
| 27 | Following Rules, page 100 | 95 | Dealing with Boredom, page 169 |
| 37 | Listening to Others, page 110 | 101 | Dealing with Group Pressure, page 175 |
| 39 | Maintaining an Appropriate Appearance, page 112 | 103 | Delaying Gratification, page 177 |
| 41 | Making an Apology, page 114 | 105 | Displaying Sportsmanship, page 179 |
| 47 | Participating in Activities, page 120 | 107 | Expressing Feelings Appropriately, page 181 |
| 48 | Refraining from Possessing Contraband or Drugs, page 121 | 111 | Following Through on Agreements and Contracts, page 185 |
| 50 | Reporting Other Youths' Behavior (or Peer Reporting), page 123 | 115 | Keeping Property in Its Place, page 190 |
| 51 | Resisting Peer Pressure, page 124 | 116 | Lending to Others, page 191 |
| 53 | Saying "No" Assertively, page 126 | 117 | Making Decisions, page 192 |
| 54 | Seeking Positive Attention, page 127 | 119 | Making Restitution (Compensating), page 194 |
| 61 | Using Structured Problem-Solving (SODAS), page 134 | 120 | Managing Time, page 195 |
| 66 | Accepting Help or Assistance, page 139 | 134 | Self-Reporting Own Behaviors, page 209 |
| 73 | Borrowing from Others, page 146 | 141 | Using Relaxation Strategies, page 216 |
| | | 147 | Altering One's Environment, page 222 |
| | | 150 | Being an Appropriate Role Model, page 225 |

- 155 Clarifying Values and Beliefs,
page 230
- 157 Displaying Appropriate Control,
page 232
- 162 Identifying Own Feelings,
page 237
- 167 Making Moral and Spiritual
Decisions, page 242
- 168 Managing Stress, page 243
- 174 Seeking Professional Assistance,
page 249
- 179 Using Community Resources,
page 254
- 180 Using Leisure Time, page 255
- 181 Using Self-Monitoring and Self-
Reflection, page 256