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VILLA ST. ROSE GROUP HOME STUDY

by

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A report submitted in partial fulfillment of the
requirements for the degree of

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TO THE OFFICE OF GRADUATE STUDIES:

The advisors approve the report of

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CHAPTER I

INTRODUCTION

There has been a gradual move from the exclusive use of institutions for delinquent adolescents as a treatment resource to a realization that institutions need a variety of treatment methods in order to rehabilitate delinquents and other adolescents with adjustment problems. Villa St. Rose is an example of an institution which has acknowledged the effectiveness of developing a therapeutic milieu based on a professional institutional program supported by community treatment in the form of a group home experience.

This chapter begins with a history of Villa St. Rose, describes the present structure of Villa St. Rose, and the development of the Villa St. Rose Group Home Program. A rationale is given for the present study. This is followed by the development of focus, a definition of terms, and an overview of the study.

I. HISTORY OF VILLA ST. ROSE

Villa St. Rose was established in 1902 by the Catholic Order of the Good Shepherd. This Order of Catholic sisters was founded by Rose Virginia Pelletier, who in 1815 received the holy habit and became Sister Mary of St. Euphrasia. Sister Euphrasia received her

habit from the Order of Our Lady of Charity of the Refuge and went on to organize the Convent of Refuge at Angers in 1829. Through her zealous efforts and foresight the establishment of the Generalate containing the convents of "Our Lady of Charity of the Good Shepherd of Angers" were given papal approval by Gregory XVI in 1835. The growth of the Order was phenomenal. Sister Euphrasia organized 110 Convents of the Good Shepherd during her life, in France, England, Germany, Italy, Belgium, Holland, Ireland, Algiers, Egypt, India, Canada, the United States, and in South America. Mary of St. Euphrasia died in 1868. Before her death, the first Convent of the Good Shepherd established outside Europe was founded by Sister Euphrasia in Louisville, Kentucky, in 1843.¹

The Sisters of the Good Shepherd regard their work as a phase of social service, "inasmuch as it embraces all that is included in the designated labors of the ordinary social service worker." "It aims at restoring to those members of society who, willfully or not, have forfeited a normal way of life, the opportunity of developing mentally, morally, and physically, and of becoming respected, healthy, happy individuals."² According to Joseph Schrembs, Bishop of Cleveland in 1938, "The emphasis which is placed on the importance of Social Work today is no greater than that which was given to it by the founders of the Sisters of the Good Shepherd more than a century ago."³

Present Structure of Villa St. Rose

When Villa St. Rose was founded in 1902 by Mother Mary of St. Rose, there were seven sisters to organize and administer the schools--grade, high, vocational and commercial. The focus of care initially included much work and character building. In the beginning, the program was for the care of adolescent girls with problems, just as it is today; however, initially it was of the congregate type with one very large group of girls--at times reaching 200 in number. Through the years there have been program changes as the trends showed better direction and ways of dealing with behavior problems. The focus changed from much work and character building in a custodial setting to a treatment oriented focus in a therapeutic environment.

Today Villa St. Rose functions to rehabilitate adolescent girls with social adjustment problems. These girls range in age from 13 to 21 years and have been referred from all parts of Oregon, with the largest majority from the immediate tri-county area. Today there are three group living units of approximately 20 girls each. These units are located in the "core" facility of Villa St. Rose. Each group is staffed by a group mother and lay child care worker who utilize the casework services, psychological and psychiatric help in providing treatment for the girls. This therapeutic milieu utilizes all of the

above resources in the professional staff, as well as teachers and students in a team approach. The team discusses the progress of each girl in all areas of functioning, school and group living, in conjunction with the material provided through a psychosocial history. An initial treatment plan is formulated after six weeks, and the team continues to re-evaluate this plan throughout the girl's stay at Villa St. Rose. There are a wide variety of treatment methods available, including individual, family and group therapy.

Villa St. Rose's treatment program is maintained through the efforts of the Social Service, School, Group Living, After Care, and Assistant Administration divisions. The Social Service division includes Social Workers, Portland State University Social Work students, a consulting Psychiatrist and Psychologist. This division develops and implements therapy programs for each girl. Group Living includes the three group living areas situated in the core facility. The School is a four year high school which is accredited and all the girls are required to attend while in the core facility group living areas. After Care supervises the group home and foster home programs with the assistance of the Social Service division. These homes are located in the community and are not a physical part of the core facility. The Assistant Administrator's primary concerns are the food services, maintenance, purchasing, secretarial staff, and public relations. All of these divisions are directly responsible to the Administrator,

Sister Mary William, who in turn is responsible to the Board of Directors, composed of members of the Order of the Good Shepherd. A lay board of directors functions in an advisory capacity, and is composed of members of the community.

Development of Villa St. Rose Group Home Program

Villa St. Rose attempts to change its approach and program of treatment with the changing society. Along these lines, Villa St. Rose feels evaluation of its treatment program is of utmost importance and research conducted to assist this evaluative process is encouraged. In evaluating the core facility program, composed of three group living units, one vital need was identified. The core facility did not offer a gradual step from a more structured setting back into the community. It became apparent that another type of program would have to be developed to solve this problem. Consequently in 1966, a Group Home Program was established by the administrator, Sister Mary Gabriel. The rationale for instigating this program was primarily based on the need of many girls who could not go back home due to the absence of parents, very poor parental relationships, or the county of commitment could not provide adequate care. A secondary role of this group home was to extend the After Care program and give the girls an opportunity to test out new behaviors learned while in the core facility of Villa St. Rose. This began as a secondary goal, however, it is

now viewed as the major goal of the group home.

The first group home was located next to the main building of Villa St. Rose. The role of group parent was filled by a single woman in her mid-twenties. Five girls were admitted to this home which was functional approximately one school year, from August, 1968 to June, 1969. During the summer months a married couple was employed to fill the role of group parents. Soon after this the location of the group home changed from the facility next to the main building of Villa St. Rose to a private residence situated in the community. The rationale for this move was based on the belief the previous home was too close to the main institution to give the girls an opportunity to make a break with the main building and test out new behaviors. It was also felt the girls should be attending public school rather than the Villa St. Rose school program. An additional reason for the move was the receipt of a grant under the Juvenile Delinquency Act which facilitated the move to the private residence and gave support to the group home program.

II. RATIONALE FOR PRESENT STUDY

The present study is a result of an expressed need by Villa St. Rose for research related to an evaluation of their group home program. The program has been in existence for approximately three years and feedback concerning the effectiveness of the program

and future planning was needed. Consequently in the fall of 1970 the Portland State University School of Social Work was contacted to determine the feasibility of graduate students doing the study as a means of fulfilling their requirements for the M. S. W. degree. This resulted in five graduate Social Work students beginning the study in the spring of 1971.

Development of Focus

Due to the lack of previous research conducted by Villa St. Rose, the research group chose an exploratory research design. It was felt this research design would provide the broadest possible view of Villa St. Rose's group home program and thus give Villa St. Rose a good foundation on which to begin future research projects. This research design would also permit utilization of subjective as well as objective data collected. The utilization of subjective data was important due to the nature of the research which would involve exploration of the group home project through interviews and questionnaires submitted directly to the girls who had been involved in the Villa St. Rose program.

The beginning phase of research involved an orientation meeting with the staff at Villa St. Rose. This orientation was designed to give the researchers a grasp of Villa St. Rose's institutional setting, treatment program, present philosophy, future goals, and expectations

in regard to the planned research. Due to Villa St. Rose's concern about the effectiveness of their group home program, a null hypothesis was formulated which would test "successful adjustment" of the girls who had been involved in the program. The null hypothesis developed for this study is as follows:

Girls who are placed in a group home setting during their placement at Villa St. Rose will not make a more successful adjustment after their termination from the institution than girls who are released directly from the institution without a group home experience.

Data collected for research purposes was used to test this null hypothesis and show instead that:

Girls who are placed in a group home setting during their placement at Villa St. Rose do make a more successful adjustment after their termination from the institution than girls who are released directly from the institution without a group home experience.

From the outset it was realized the exploratory nature of the study might not provide enough objective data to significantly disprove the null hypothesis and consequently subjective data might prove to be of primary importance in evaluating the data collected.

Definition of Terms

In order to help clarify the meaning, intent, and purpose of the study the following terms need to be defined. Throughout this study there will be references made to these terms, which are listed below:

Background Information Sheet: A Data gathering device developed by the researchers to be coded and interpreted subjectively. (Refer to Appendix C for sample.)

Bell Adjustment Inventory: An objectively scored personality questionnaire developed by Hugh M. Bell, Ph. D., and obtained by the researchers from Palo Alto, California. This questionnaire along with the Background Information Sheet were administered to every girl contacted for the purposes of this research.

Core Facility: The main institutional setting of Villa St. Rose located at 597 N. Dekum, Portland, Oregon. This facility houses the three group living units,, the School, the Social Service, After Care Services and the Assistant Administration divisions. This facility does not contain the group home or foster homes which are supervised by the After Care Services division.

Group Home: A private residence located within the community maintained by Villa St. Rose to provide after care services to girls who for various reasons cannot return directly to the community after termination from the core facility.

Group Home (GH) Sample: A total population of 25 girls who had entered Villa St. Rose, moved to the group home programs, and had terminated from Villa St. Rose at the time this study began in the spring of 1971.

Villa St. Rose (VSR) Sample: A population of 25 girls selected by a random sampling technique from the total population of girls who entered Villa St. Rose, never entered the group home, and were terminated from Villa St. Rose at the time this study began in the spring of 1971.

Successful Adjustment: Improved functioning in these areas: family relationships, peer relationships, school performance, community adjustment, and lack of involvement with legal authorities since leaving Villa St. Rose. The Bell Adjustment Inventory and the Background Information Sheet, administered to the GH Sample and the VSR Sample, provided subjective and objective data which defined successful adjustment in the areas previously stated.

Overview of Study

The research was aimed at collecting as much and as wide a variety of information as possible to assist Villa St. Rose in evaluating their program and planning future program development. The exploratory nature of the research has laid a good foundation for future research Villa St. Rose might undertake. The questionnaires chosen for data collection were specifically chosen to provide information regarding the successfulness of Villa St. Rose's group home program in dealing with social adjustment problems of adolescent girls.

The girls who had been through the Villa St. Rose program were considered the best possible source in assessing Villa St. Rose's success with their treatment program. Research data was collected from these girls through personal interview, phone conversations, and mailing. Thus there is a great deal of subjective, as well as objective, information which could be utilized by Villa St. Rose in evaluating their group home program. This data collection process covered a period of approximately four months involving many more hours trying to locate the girls than actually administering the questionnaires. Many difficulties were encountered in collecting the data due to the mobility of these girls. (Refer to the chapter on Methodology for an in depth description of the data collection process.) However,

contact was made with all, but 13 of the girls or their families. With the procedures briefly noted above, this study has endeavored to provide Villa St. Rose with additional insights for evaluating deficient as well as adequate areas of their treatment program.

CHAPTER NOTES

1. Sister Mary of St. Teresita, The Social Work of the Sisters of the Good Shepherd, Cadallac Press, 1938, pp. 13, 14, 21, 23, 29.
2. Ibid., p. 1.
3. Ibid., Foreword.

CHAPTER II

REVIEW OF THE LITERATURE

I. GENERAL THEORY

In comparing the two treatment programs offered by Villa St. Rose, a two-fold direction of inquiry seemed appropriate to the review of literature. (1) What are the cause of delinquency, and (2) what part do institutions, or in particular, Institutional Group Homes, play in the treatment of delinquents?

In regard to the first question, it was found that there is such a vast amount of literature that a complete review was impossible within the scope of this study. In respect to our second inquiry, there is a multitude of articles, primarily found in professional journals, which purport to describe methods of treatment of delinquents. As the majority of this treatment, at least prior to 1950, relates to use of institutions, which isolate the youth from their homecommunity, one wonders if the intent was one of hiding the problem from general view rather than to be therapeutic for the individual delinquent. About 1950, there was a renewed emphasis upon use of the half-way house or group home in the treatment of mental patients and delinquents. This was a reaction to the large jail-like structures which had

previously passed for "hospitals" and treatment centers.

To return to our discussion of the cause of delinquency, the feeling derived from our inquiries is that any attempt to look at only a singular cause of delinquency will end in failure. A statement of the National Congress of Parents and Teachers puts it thusly:

What causes delinquency? There is nothing simple about delinquency. If the problem of defining it is difficult, the problem of sifting its causes is complex and baffling. The less people know about delinquency the readier they are to venture an opinion on what causes it. ¹

Too often the layman and the paraprofessionals, in their concern with changing behavior, focus on the symptoms of the behavior rather than the underlying cause. Kvaraceus² gives an account of seven incidents of stealing to show that this one overt behavior can range from an act of innocent taking of things to a case of "organized juvenile crime."

Representatives of different disciplines usually look within their own field of expertise for causes of delinquency. Stratton and Terry³ point out that there are also some commonly accepted factors.

The variety of explanations offered view delinquency as a result of learning experiences, early childhood training practices, extreme poverty, defective character structures, disorganized social structures, physical defects, emotional disturbances, and many other characteristics and conditions.

The study by Allen, et al.⁴ has pointed out that these factors fall into three broad categories, environment, psyche and physiology.

The present feeling that we can understand personality

development only from a wholistic viewpoint would seem to indicate that all three categories are so interrelated that it is near impossible to look at one without the other. Bloss puts it succinctly when he says:

It follows that a social situation is the condition for psychological development. The psychosexual development of the child which, it is true, follows a schedule of physical maturation, can only undergo those transformations which insure the child's emotional growth if the environment provides concomitant opportunities for the psychic elaborations of instinctual drives. To speak of "instinctual man" is as misleading as to speak of "social man," unless one bears in mind that both are but reciprocal and partial abstractions of "total man." ⁵

Reiner and Kaufman ⁶, as well as Menninger ⁷, indicate that delinquent behavior can be directly attributed to a disorder of character formation. That is, that because of weakness in the individual's environment (poor mothering), the individual becomes fixated at a pre-oedipal stage of psychosexual development. Because of this the delinquent acts out in an impulsive "I want what I want when I want it" form of behavior. The insecurity that this type of behavior generates, in part, explains the reliance upon peer group rather than adult identification. Bloss clarifies this when he says:

The preadolescent is intensively attracted by the gang type of group relationship--it brings prestige--a considerable degree of security is derived from this type of group relationship. They (preadolescents) are desperately in need of expressing suppressed drives and urges. Many of them need drive protection more than drive sublimation. ⁸

Meeks describes the fact that even the normal adolescent has need to use his peer group as a means of adapting to the pressures that he

feels from within and without. In part, he states that the adolescent's need to have friends is related to:

His internal need for narcissistic support. Friends of the same age group can provide support not only by offering the sense of acceptability inherent in belonging to a group but also by showing guilt and thus reducing the shattering impact on self-esteem of a superego outraged by the increase in libidinal and aggressive drives at puberty.⁹

In turning our attention to the second direction of our inquiries, we find that institutions for delinquent youth, better known as "reform schools," have had a long and infamous history in the United States. Vedder¹⁰ in his chapter on "The Correction Institution" cites many examples of cruel and inhumane treatment of juvenile offenders. He also cites numerous research efforts which prove the rehabilitative failure of "training schools."

A hopeful note is struck by Vedder when he describes improvements in the physical architecture, diet, recreational facilities and educational, as well as staffing policies of some of these institutions in recent years. In any event there remains the feeling that certain youth need the controlled setting of an institution for their treatment of choice, as well as for the protection of society. Blos lists the following as two examples:

The dangerously homicidal adolescent obviously needs immediate hospitalization. --- (and further on) --- Youngsters with problems of impulse control need the external limits and structure which the legal apparatus may provide.¹¹

History

According to Daniel Glasser¹², man's historical approach to criminals can be conveniently summarized as a succession of three R's: Revenge, Restraint, and Reformation. Revenge was the primary response to crime prior to the late 18th and early 19th centuries. Mutilation and killing of prisoners was the prime emphasis of crime prevention. In the early 19th century, there was a movement to treat all men equally, not according to their class but according to their crime. Because of previous atrocious punishment there was a desire to make punishment more humane. This led to an emphasis upon imprisonment or restraint.

This brought about a situation where the extreme number of prisoners became a financial problem. Therefore, correction was ripe for a change when Freudian psychology and social science implied that crime was due to an illness or social forces and not the person's conscious choice to do wrong. Therefore, in the late 19th and early 20th centuries, Reformation, the third "R," came into vogue.

Only since World War II has a new approach been developed which has as its main object rehabilitation of offenders by Reintegration into their home community. Basic to reintegration is the concept stated by Empey that:

Offenders come from the community and will return to the community, so therefore they need to know how to

cope with community (even delinquent) pressures, not just "how to do time" in the abnormal situation of living in an institution.¹³

This fourth "R" has led to a national trend to develop new and improved services for delinquent children in their home communities.

In community treatment, commonly called group homes, as in other examples of social concern, we can look to England for a precedent. Keller and Alpert¹⁴ report that in 1788 the Philanthropic Society of London organized three small cottages for children found begging in the streets. In each a dozen children were taught gardening, tailoring and shoemaking. This is only one example of a number of attempts to house therapeutic programs in small residential structures to help different kinds of social problem groups over the years in England. They usually failed, sooner or later, because the dynamic leadership passed out of the picture, and the general public was only concerned with punishing criminals and in keeping the "worthy poor" out of sight.

In her summation of the "halfway house" movement in the United States, Sarcka¹⁵ says that they were first used to reintegrate mental patients from hospitals to community life. She further reports that since 1950 a more dynamic and hopeful use was made of halfway houses in the prevention of institutionalization.

Need for an Alternative to Institutional Care

Criminologists (Stark)¹⁶ and other social scientists (Sarcka) have known that it was not practical or therapeutic to keep building more and bigger institutions to accommodate our rapidly growing delinquent population. Even when there is space available to accommodate all who are sentenced by the courts, the most advanced institutional programs can not be expected to erase in a relatively short time the effects of many years of development of delinquent attitudes and habits. In addition the "rehabilitated" offender is returned to the same delinquent environment that contributed to his problem in the first place without any help in knowing how to deal with the influences of delinquent elements in the community.

This fact led men like Empey and Rabow to postulate that

The crux of any treatment program has ultimately to do with the decision-making process utilized by delinquents in the community, not in the reformatory. Yet, the decisions which lead to success in "doing time" in the reformatory are not of the same type needed for successful community adjustment.¹⁷

Vedder¹⁸ summarizes studies by the Gluecks and others to show between 65 and 85 percent rehabilitative failures among former inmates of reformatories and industrial or "training" schools. Even with a renewed emphasis placed upon treatment as opposed to custodial care in the modern training school, the individual is not prepared to reenter community life.

Therefore, numerous community-based treatment programs have been implemented across the nation to serve both adult and juvenile offenders.

Definitions

There is some confusion because of the way different terms are used interchangeably to refer to community treatment projects. Martin Gula¹⁹ has attempted to clarify this situation. He defines five major group home innovations, attempting to differentiate them from traditional foster homes and institutions.

1. Specialized Foster Home: A home owned and operated by private individuals who are professionally trained to give care and treatment to handicapped children.
2. Foster Family Group Home: The only difference from a foster home is the fact that they house more youngsters, usually from four to six persons.
3. Agency-Owned Foster Home: In this case, the agency rents or owns an apartment or house and staffs it with foster parents that may be paid a salary or board rate per child. There is usually some additional staff help and the agency, not the foster parents, make decisions about admissions and discharges.

4. Agency-Operated Group Homes: There is a single dwelling located separately from the parent agency. Staff are hired on a salaried basis with a set work schedule. The child-care staff may be either the married couple house parent or single professional staff model. All administration, supervision and service responsibility for the group home are carried by the parent agency. Group size varies from four to twelve children. The group home offers greater individual attention from adults. Also, the members are involved in community life, such as attendance at public schools, jobs and recreation.
5. Group Residence: This term is used to describe a small institution for from 13 to 25 youth who live in two or more individual groups within the same building with separate child-care staff. Less community and more agency service is relied upon in this type of program.

Keller and Alpert use the term Halfway House synonymously with group home and define it thus:

Halfway house refers to any relatively small facility, either residential or non-residential, usually located in or close by a city or town. Persons involved in the programs of such places participate in the daily life of the open community, either working or going to school "outside." Devoid of customary security provisions, a halfway house may be publicly or privately supported, be psychotherapeutically oriented or reality-based, derived from religious or

secular auspices. Persons who live under its free conditions are expected to undergo a group experience of limited duration. The halfway house stands literally halfway between the community and the institution and may serve persons who are released from an institution, as well as those received directly from the courts.²⁰

II. CRITIQUE OF THEORY

The previous section indicates a shift from institutional to community-based treatment of problem youth, consequently the next logical question is why not use the traditional foster family home. Rodman, in her study of the failure of foster homes to help acting-out youth, points out two significant considerations. In the first instance, families' systems were evaluated before and after placement of the child.

Families which appeared functional prior to admission of the child did not always re-establish their previous sense of family homeostasis. This left the family in distress, and the foster child was faulted subtly or openly for his role in this distress.²¹

A second consideration is that the conscious and unconscious motives for offering foster care may not be in harmony with the needs of the foster child. Failure in either area can cause the child to feel rejected. This will be disastrous to a child that is already psychologically fragile.

The predominance of preadolescent and adolescents in group home programs brings an additional consideration. At this point in

time, there is a physical and psychological growth spurt that Blos²² (1965) referred to as the "second individuation" process and by others as the adolescent rebellion against the love objects of infancy. This is the time when the young person tries to cut the apron strings as it were. He wants to think and act for himself and shed his dependency upon adults (parents) to find out who he is in the world outside of his family. In his bid to become an individual, he is supercritical of the mistakes made by previous generations. This disenchantment with adults, primarily his parents, forces him inward, or to himself, and to a close circle of peers for feelings of satisfaction. Erikson²³ calls this a cathetic shift.

In the group home, the young individual would have a two-fold supportive system. First of all, by living with a group of his peers, he would have a buffer between himself and the adult world. Secondly, the professional and trained paraprofessional staff would better be able to understand his needs that are derived from the residue of developmental problems. They would not become personally threatened by the youth's aggressiveness and acting-out behavior and therefore would better be able to guide his personal growth. In other words, the child would have a choice as to the depth of the relationship he wished to establish with the variety of adult models available to him.

III. EMPIRICAL STUDIES

Correlational Research literature widely reports four main experimental programs for treatment of delinquent youth in the community: The Highfields Project, The Essexfields Group Rehabilitation Project, The Provo Experiment in Delinquent Rehabilitation, and The Community Treatment Project of the California Youth Authority. There are numerous other group homes for delinquent youth that have patterned themselves upon these four. The group homes divide themselves into two basic types of treatment, residential as opposed to day-care centers.

Residential Programs

The Highfields Project, established in New Jersey in 1950, was "the" pioneer correctional program for use of intensive short-term residential treatment of delinquent youth.²⁴ The program was housed on a former estate in a rural setting and had space for 20 boys, ages 16 and 17 years. Lloyd W. McConkle and Lovell Bixby conceived the theory that is used at Highfields. It maintains that delinquency is a societal subculture with its own identity, value, and recruitment to which an individual commits himself. Therefore, to change the delinquent behavior, you must use a delinquent group to set up a new subculture with the values of the general culture. To accomplish this

task, each boy had daily work assignments and was also involved in Guided Group Interaction Treatment Meetings. However, the total program was thought of as treatment, not just the group meetings.

The Highfields' concept was proven to be effective in an entirely different setting when the State of Kentucky established its Southfields Program in 1961.²⁵ The results of a four-year study of Southfields showed it to have obtained slightly better results than Highfields. The study reports 89% of the Southfields graduates as successful as compared to 77% at Highfields. This favorably compared to only a 67% success of parolees from Kentucky Village and 55% of Annandale, New Jersey, the two State training schools. It must be noted, however, that success of a control group placed on probation was listed at 85% successful. One word of clarification is made by the authors of the report. Judges are prone to place on probation the more secure risks of those youngsters who come before them.

In 1961, a program was begun in California which had as one of its initial goals to relieve high institutional populations by releasing from the institutions selected wards to intensive community treatment programs. It was called The Community Treatment Project of the California Youth Authority. Of concern was whether the community would accept the return of wards who had recently been committed to the Youth Authority. Secondly, it was an attempt to compare the effectiveness of treatment in the community with that in a

regular institutional setting.²⁶

An outgrowth of the Community Treatment Project was the Differential Treatment Environment for Delinquents Project (also known as Group Home Project). During the Experimental phase of the Community Treatment Project, it became clear that there was a need for post-treatment placement other than the client's parental home or in independent living. The Group Home Projects established five types of homes, each varying in stance taken toward the wards and in modes of handling interpersonal relationships.

Day-Care Programs

Two major advantages are to be found in a "day-care" type of treatment of delinquent youth. They are: (1) It does not divorce the youth from his family, and (2) there is a significantly lower cost of operation. Examples of this non-residential type of programs are Essexfields in New Jersey, Provo Experiment in Utah, and the Girls' Day-Care Program of San Mateo County, California.

The Essexfield Group Rehabilitation Project was begun in 1959. This program followed the pattern established at Highfields with the exception that the young offenders live at home and come to the project center daily for work, group treatment meetings and involvement in other community activity.²⁷

A second example of a community-based, non-residential

program for delinquent boys, also begun in 1959, was the Provo Experiment in Delinquency Rehabilitation in Provo, Utah. Basic to the approach was the assumption that delinquent behavior is a group product. Therefore, treatment would have to come about as a part of this delinquent subculture, that is, be located in a group setting in a high delinquency area, where the peer group is involved in the decision-making process.²⁸

The lower cost of day-care programs is illustrated in the report by Post²⁹ on the Girls' Day-Care Program. It is reported that the average monthly cost of care for each girl in the State institution (for the year of this study) was \$750.00 as compared to \$190.00 a month for each girl in the day-care program.

This lower cost does not indicate a "short changed" treatment approach. Case loads are kept at 12 youngsters per probation officer. In addition, there is adult contact with a teacher, a group supervisor, as well as the project director. All decisions are made on a staff-team basis.

A significant drawback to this type of program is that each youngster must have a "meaningful" adult in his life. That is, as the youngster will be at home a large part of each day, there must be at least one adult in the home who will follow through on treatment goals and procedures which include participation in parent group meetings. Therefore, day-care can be only one of several choices of treatment

that should be available to delinquent youngsters. Too often it is found that the family is no resource for the youngster, and programs must have emancipation as a goal of treatment.

Oregon Programs

In addition to the group home sponsored by Villa St. Rose, Parry Center for Children, The Children's Farm Home, and Albertina Kerr, Inc., have group homes for youngsters half-way back to the community from institutional care.

Several county juvenile departments in conjunction with the State Children's Services Division jointly sponsor "Youth Care Centers" which are group homes whose purpose is to keep youngsters in their home community rather than to commit them to the State training schools. This was made possible through the enabling legislation authorized by the 1967 Oregon State Legislature.

Criteria for Selection of Participants

Each group home program has its individual criteria for selecting membership. This is usually a very subjective procedure. However, the general goal of this selection process is shown in a statement by the Flacketts in describing selection criteria for Criswell House in Tallahassee, Florida

I think offense is meaningless in terms of evaluating a youth's potential for this kind of treatment program. To

become involved, one has to be mature enough to accept many demanding responsibilities. He has to be able to sustain a very difficult and demanding type of confrontation.³⁰

Some programs, such as the California Projects, use a more empirical method of selection of State wards to enter the treatment projects. Each young person entering the two California projects was selected by means of the Interpersonal Maturity Level Classification; juvenile scale, popularly known as I-Level.³¹ The ward was also matched to a particular treatment agent (parole officer) and group home by use of this I-Level Classification. This system was "tested out" for eight years in a community project and for four years in an institutional setting before being adopted for general use throughout the Youth Authority.

When considering a youth for placement in one of the ten Youth Care Centers serving Multnomah County, Oregon, the following factors are taken into account: (1) An ability to function in a normal school setting or in a specially planned vocational program. (2) Potential to form a relationship with others his or her own age. (3) Does not need the extreme structure and external controls employed in an institutional setting. (4) Would probably not be able to function adequately in a normal foster home setting.³²

Treatment

No two group homes will have the same type of treatment approach. This is due in part because of the difference in group membership and in the financial backing of individual programs. When the group is composed of parolees, those half way out of an institution, the emphasis is placed upon providing an atmosphere of friendly acceptance, jobs and shelter. If a group home houses probationers, those who are half way in an institution, there is an effort made at a deeper level of treatment aimed at behavior change. Where the program has a limited budget, treatment is more limited and provided by the least trained staff, sometimes including ex-offenders. Those centers that have a stronger financial basis will have a more intensive approach, usually group and individual counseling on a daily basis. They provide the full range of adult contacts from school teacher, child care worker, social worker to psychiatrist.

A particular approach, namely, Guided Group Interaction, seems to be used by enough programs to warrant special mention. This treatment method was first developed for use with delinquents at Highfield. It is founded on the theories of self-consciousness stressed by post-Freudians such as Adler and Fromm.³³

Empey and Rabow³⁴ give a precise explanation of the principles of Guided Group Interaction in the account of the Provo Experiment:

Guided Group Interaction is based upon the idea that only through a group and its processes can a person work out his problems. From a peer point of view, it has three main goals: 1. to question the utility of a life devoted to delinquency, 2. to suggest alternative ways for behaving, and 3. to provide recognition for a (person's) personal reformation and his willingness to reform others.

The leader's role then is to help build an atmosphere of open communication in order that the individuals and group can make behavioral change by concentrating on the here-and-now type of material, and not the historical or intro-psychic.

Conclusions

All evidence available shows that these above listed programs have shown the positive effect of treating juvenile delinquents in their home community. Both the Provo Experiment and the California Projects used the research method of experimental group versus control group to show a significantly higher non-arrest rate for the experimental group.

The researchers have found no indication that any program in Oregon was developed on an empirical basis and suggest that this should be done. The review of literature would substantiate the overall plan of Villa St. Rose to establish a number of different group homes, each with an individual focus to meet the varied needs of the individual youngster committed to the agency.

The inclusion by Villa St. Rose of group home treatment as a major part of its over-all structure seems to be supported by the historical trends of working with adolescents and also as a more positive treatment approach for this age group.

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CHAPTER III

METHODOLOGY

This chapter will include information about the methodology used to gather information and the statistical analysis employed to test the null hypothesis. The chapter will be broken down into the following sections: population description and sampling procedures; methods of locating the sample; sample responses and failures to respond; rationale for the Bell Adjustment Inventory; rationale for the background information sheet; coding; and statistical analysis. Decisions were made by unanimous vote of the researchers involved after consulting with the faculty advisor.

I. POPULATION DESCRIPTION AND SAMPLING PROCEDURE

The total sample size was determined by the number of girls who had terminated the group home program between August, 1968 and January, 1970. The researchers wanted all girls in the sample to have been in the community for at least one year before being involved in follow-up. A total of 25 girls had been in the group home with at least one year in the community since being terminated from the group home.

The total sample consisted of 50 girls selected from a population of 279 girls who entered Villa St. Rose during 1966 through 1969. As explained 25 girls eventually spent some time in the group home setting. Three of the 67 girls who entered Villa in 1966 went into the group home; 8 of the 80 entering in 1967, 9 of the 82 in 1968, and 5 of the 50 in 1969. All of these 25 girls who had lived in the group home were included in the sample plus an equal number of girls randomly selected from the 254 girls who had only lived at the core facility. The 25 girls from the core facility were drawn in the following manner using a table of random numbers. Sixty-seven girls entered Villa St. Rose in 1966, 3 subsequently went to the group home and were included in the group home sample, thus were deleted from the VSR sample. The names of the remaining 64 girls were listed in no particular order and assigned a number. Three numbers were then picked from a table of random numbers. The same process was used for the remaining years drawing 8 girls for 1967, 9 for 1968 and 5 for 1969.

II. LOCATION OF THE SAMPLE

Of the girls in the sample, 21 came from Multnomah County-- 12 of the girls in the Group Home Sample and 9 of the girls in the Villa St. Rose Sample. The rest of the girls came from various counties throughout the State of Oregon. None of the girls contained

in the sample were still under the custody of Villa St. Rose. The girls had been out of the care of Villa St. Rose for a period of 14 to 45 months.

In trying to find the girls the following procedure was used. Four-by-six index cards were kept on each girl to help the researchers organize information on all leads as to the possible whereabouts of the girls as well as to record all contacts made in trying to locate them. The initial step was to analyze the girls' records at Villa St. Rose. The researchers noticed that there was a great deal of inconsistency in the amount of data contained in the records. The researchers attempted to obtain the following information from each girl's file: address and phone number of parent or guardian; who the girl had been released to; and where she went to live after leaving Villa St. Rose or the group home. A memo containing the girls' names was then sent to the Villa St. Rose group mothers requesting their assistance in locating the girls (Appendix A). One of the group mothers was not able to provide us with any information, a second gave some information, while the third group mother had many suggestions for contacting the girls. Individual counselors were also approached about their knowledge of the girls' whereabouts. Robert Roy, social worker for Villa St. Rose, had had a professional relationship with many of these girls and was able to help us locate several girls.

At this time a letter of explanation was drafted which would serve as a guideline in order to give a consistent approach for all written, telephone and personal communication (Appendix B). Where possible the first attempts at contact were made by telephone. Personal interviews were arranged with all girls who were contacted, agreed to participate in the study, and lived in the Portland-Salem area. A packet was mailed to girls who lived outside this area. A packet was also sent to girls who had an address but could not be located by telephone. The packet contained a stamped and addressed return envelope, the letter of explanation, a background information sheet, questionnaire and answer sheet. If after two to four weeks there had been no response, further telephone contact was attempted and, if needed, another packet was sent. It should also be noted that girls who could be reached were asked about girls who could not be located and this proved helpful in a couple of instances.

III. SAMPLE RESPONSES AND NO RESPONSES

Table 1 shows the results of the researchers' attempts to locate the girls in the sample. Twenty-seven girls responded and of these 22 girls were contacted personally and either interviewed or mailed packets. Five were not contacted personally but did return the packets. Thirteen girls could not be located. In trying to locate

TABLE 1
SAMPLE RESPONSES AND NO RESPONSES

	Group Home	Villa St. Rose	Totals
Responses			
Interviewed after telephoning girl	9	7	16
Mailed packet after telephoning girl	5	1	6
Mailed packet after telephoning family or friends	2	1	3
Mailed packet, no prior contact	1	1	2
Totals	17	10	27
No Responses			
Could not locate	5	8	13
Located girl, no cooperation	1	3	4
Located family or friends, no cooperation	2	4	6
Totals	8	15	23

these girls, the juvenile court, welfare office, post office, telephone company and other resources were all used to no avail. The extent of cooperation from these different contacts varied from good through indifferent to very poor. Four girls were personally contacted and elected not to participate in the study. Two girls expressed very negative feelings towards Villa St. Rose and although saying they would try to fill out and mail in the questionnaire, failed to follow through. One girl was reached through her in-laws who were quite hostile and although she agreed to cooperate failed to follow through. The fourth girl who had very positive feelings toward Villa St. Rose, said she had lost the questionnaire and would fill out another one, but did not.

In six instances family or friends of the girls were reached but could not or would not contact the girl or give information about her whereabouts. One family who was keeping their divorced daughter's baby was very irritated about being bothered. Another family was very belligerent and threatened to call the authorities. It was later discovered their daughter was a runaway. A third opposed their daughter's involvement in the study. Another family was very vague about their daughter's whereabouts, saying she was moving and they would forward the packet to her. A follow-up phone call to the latter family was received with hostility and denial of any previous communication. The last family contacted was cooperative but had no news

of their daughter. The roommate of the sixth girl was reached but said they had been fighting and the girl was out of town.

IV. RATIONALE FOR BELL ADJUSTMENT INVENTORY

The decision to use some type of objectively scored personality questionnaire was based on the belief that comparative data was needed that reflected each individual's subjective impression of her own adjustment. The Revised Student Form of the Bell Adjustment Inventory was selected because its validity has been demonstrated by correlations between the Bell and other inventories.¹ The manual also provides extensive theoretical discussion and devoted considerable space to interpretive guidelines.² During the 1940's and 1950's extensive research was conducted into the areas of delinquency and adolescent adjustment using the Bell Inventory. Although few current studies could be found using this scale, to our knowledge similar tests have not been developed to surpass it in the area of measuring personality adjustment. Thus it was felt that the use of this scale to obtain data for comparing the adjustment of girls in the two samples was appropriate.

The Student Form of the Bell Adjustment Inventory was first published in 1934 after three years of experimental use with high school and college students. Originally the Inventory contained measures of Home, Health, Social and Emotional adjustments. In

the following years items covering other areas were assembled and after extensive research, and statistical and item analysis the measures of Hostility and Masculinity-Femininity were included in the 1962 revision of the Student Form of the Inventory.

The 1962 revision of the Bell Adjustment Inventory thus provides six measures of personal and social adjustment:

- a. Home Adjustment - High scores in home adjustment tend to be associated with a high degree of tension and dissatisfaction in home relationships. In most instances low scores tend to mean that the individual is getting along well at home and this phase of his adjustment is satisfactory to him.
- b. Health Adjustment - Very high scores on health adjustment reflect either a history of health difficulties or an excessive preoccupation with one's body, or both. A low score on health adjustment means that the student has reported that he has not had a history of physical illness and that the physical ailments he may have had have not bothered him sufficiently to cause discomfort or that he has developed an accepting attitude toward them.
- c. Submissiveness - Individuals with high scores in submissiveness tend to lack self-confidence and be excessively self-conscious. Individuals with very low scores on this section are usually very self-confident and are disturbed little by

what others think about them.

- d. **Emotionality** - Usually, a high score on this section of the Inventory is symptomatic of a general unresolved problem of learning to accept, express and control one's emotions. Very low scores on emotionality often indicate individuals who lack the capacity for appropriate emotional response and extremes of repression.
- e. **Hostility** - Individuals with high scores tend to be hostile and critical in social relationships. Low scores indicate a friendly and accepting attitude towards others.
- f. **Masculinity-Femininity** - High scores in this section indicate a preference for masculine activities and attitudes. Low scores indicate a tendency toward feminine interests and tastes.

Each section of the Inventory can be interpreted individually or combinations of scores can be looked at jointly.

V. RATIONALE FOR THE BACKGROUND INFORMATION SHEET

The Background Information Sheet (Appendix C) was designed as a complimentary data gathering instrument to the Bell Adjustment Inventory. Because our research goal is to compare the adjustment scores of the Villa St. Rose Sample to the Group Home Sample the

Background Information Sheet was developed to obtain information in five important areas of adjustment to be used in configuration with the Bell Adjustment scores. The areas are (1) marital status, (2) living situation, (3) employment, (4) education, and (5) involvement in illegal behavior. These five areas of adjustment were chosen by the research group on the basis of what was felt our present society views as necessary areas of adjustment.

In regards to marital status, we were interested in seeing if girls had entered into a marital relationship and if this relationship was maintained, or if separation, divorce or remarriage had occurred. We were also concerned to see if any children had been conceived.

Secondly, we were interested in the present living situation of each girl. This question was designed to give us information concerning the living pattern of the girls. For example were the girls still living with their family of origin or had many moved on to independent living situations.

The third area of adjustment concerned the employment status of each girl. We were interested in discovering if the girl was presently employed, and if employed, whether on a full-time or part-time basis. In regards to this major area of adjustment we were specifically interested in the work patterns of each girl and how many jobs she had held since leaving Villa St. Rose.

The fourth area of concern was education. These questions were

designed to see of what importance education was in the life of each girl. We were interested in seeing how many girls had graduated from high school while at Villa St. Rose and how many completed high school following their termination. We were also interested in seeing how many girls pursued further education or job-training.

The last area of adjustment was designed to see if girls in our study had been convicted of any law violations. Included in this area were questions concerning drug usage. We were interested in the type and frequency of drugs used and whether this had led to involvement with legal authorities.

In addition to the questions on the Background Information Sheet the girls were asked to write any additional comments about the Villa St. Rose program. The comments were not systematically requested or submitted; however, seven responses were obtained (Appendix D).

VI. CODING

A coding procedure was used so that the data collected could be more easily analyzed. The Bell Adjustment Inventory already had a coding procedure established; however, a method of coding the Background Information Sheet data had to be developed. Once the data had been collected, it was placed on a computer printout sheet, then the data was punched on data cards. This was done so that computers could be utilized to do the statistical procedures.

VII. STATISTICAL ANALYSIS

Several different methods were used to analyze the data which had been collected and coded. The t-test was used to test the null hypotheses by comparing the means of the individual Bell Adjustment Inventory scores to determine if there was any statistically significant difference between the two groups.⁴ Thus if the t-test shows a significant difference, then it needs to be determined what the differences are.

A discriminate analysis was also used to enable the researchers to analyze the means of the individual scores in combination.⁵ Thus the combination of the mean scores can be analyzed to determine if there is any statistical difference between the Group Home Sample and the Villa St. Rose Sample. In comparison, the t-test considers one variable at a time while the discriminate analysis can consider a combination of variables.

A correlation coefficient was another method used in analyzing the data.⁶ This measure shows whether there is some degree of correlation between two values. Thus if there was a correlation it would be interpreted to mean that the two values are causally connected rather than showing a variation because of chance. The correlation coefficient is used in this study to compare the length of stay of the girls in the group home to the scores on the Bell Adjustment Inventory.

Tables were also used to see if by considering variables in combination, trends can be discovered. Much of the data which was gathered on the Background Information Sheet was presented in tables. This information was not directly related to testing the hypothesis. However, since the study was of an exploratory nature this data was presented for the general information of the Villa St. Rose staff.

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CHAPTER IV

FINDINGS

As stated in the Methodology chapter, three statistical measures were used for testing the data. Those methods were the t-test, discriminant analyses, and a correlation coefficient. This chapter includes data obtained from these testing measures as well as data from the Background Information Sheet.

I. BELL ADJUSTMENT INVENTORY DATA

When looking at the results of the data analysis, it needs to be kept in mind that the sample size was small which makes it very difficult to obtain significant differences. The tests were computed at the 5% level of significance.

No statistical significance was established with any of the tests used. However, some trends did appear which enables us to make some implications from the results. Tables 2 through 7 give the results of the t-tests used on the six categories of the Bell Adjustment Inventory. The sample size was 27 for Tables 2 through 8.

TABLE 2
HOME ADJUSTMENT

	Group Home	Villa St. Rose	
Mean	14.94	16.20	$t = 0.48$
Standard Deviation	6.88	5.69	Not Significant

Table 2 shows the means and standard deviations of home adjustment scores according to the Group Home Sample and the Villa St. Rose Sample with results of the t-test.

TABLE 3
HEALTH ADJUSTMENT

	Group Home	Villa St. Rose	
Mean	9.58	11.50	$t = 0.733$
Standard Deviation	5.79	7.67	Not Significant

Table 3 shows the means and standard deviations of health adjustment scores according to the Group Home Sample and the Villa St. Rose Sample with results of the t-test.

TABLE 4
SUBMISSIVENESS ADJUSTMENT

	Group Home	Villa St. Rose	
Mean	10.00	10.20	$t = 0.086$
Standard Deviation	5.74	5.86	Not Significant

Table 4 shows the means and standard deviations of submissiveness adjustment scores according to the Group Home Sample and the Villa St. Rose Sample with the results of the t-test.

TABLE 5
EMOTIONALITY ADJUSTMENT

	Group Home	Villa St. Rose	
Mean	10.76	14.20	$t = 1.307$
Standard Deviation	5.68	7.95	Not Significant

Table 5 shows the means and standard deviations of emotionality adjustment scores according to the Group Home Sample and the Villa St. Rose Sample with the results of the t-test.

TABLE 6
HOSTILITY ADJUSTMENT

	Group Home	Villa St. Rose	
Mean	11.70	13.60	$t = 0.894$
Standard Deviation	5.41	5.12	Not Significant

Table 6 shows the means and standard deviations of hostility adjustment scores according to the Group Home Sample and the Villa St. Rose Sample with the t-test results given.

TABLE 7
MASCULINITY-FEMININITY ADJUSTMENT

	Group Home	Villa St. Rose	
Mean	12.88	13.70	$t = 0.52$
Standard Deviation	4.47	2.75	Not Significant

Table 7 shows the means and standard deviations of masculinity-femininity adjustment scores according to the Group Home and the V. S. R. Samples with t-test results given.

In order to have a significantly statistical difference between the two means, when testing at the 5% level, the results of the t-test need to be 2.06 or greater. None of the t-tests were significant. The t-test nearest significance was the one comparing the means of the emotionality adjustment scores from the two sample groups. The t-test result was 1.307, as indicated on Table 5. The other t-test results were not close to significance at the 5% level.

One interesting finding showed all of the means from the Group Home Sample were lower than the V. S. R. Sample. As stated before the lower the score on the Bell Adjustment Inventory, the better the adjustment. Table 8 shows the distribution of these means.

TABLE 8
MEANS OF THE BELL
ADJUSTMENT INVENTORY SCORES

	Group Home	V. S. R.
Home Adjustment	14.94	16.20
Health Adjustment	9.58	11.50
Submissiveness Adjustment	10.00	10.20
Emotionality Adjustment	10.76	14.20
Hostility Adjustment	11.70	13.60
Masculinity-Femininity Adjustment	12.88	13.70

Table 8 shows the distribution of mean scores on the Bell Adjustment Inventory according to the Group Home Sample and the V. S. R. Sample.

Due to the distribution of these means a discriminant analysis was used. As stated in the Methodology Chapter on page 47, this statistical test analyzed the means of the individual scores in combination. The results of the discriminant analysis indicated there may be a difference between the V. S. R. Sample and the Group Home Sample.

In a further attempt to discover significant findings in our research data, a correlation coefficient was used on the Group Home Sample. The length of stay in the group home was the variable chosen to be measured against the scores on the Bell Adjustment Inventory. The values in this test run from +1 to -1. Thus, how far the score ranges from zero determines whether there is a significant correlation between the two values being tested. The score which varied the most from zero, -.287, was the emotionality score when compared to the length of stay in the group home. This score did not vary significantly from zero, but a slight implication can be made. The score is of a negative value thus indicating that the longer the girls stayed in the group home, the better emotionally adjusted they became.

The results of the data analysis on the Bell Adjustment Inventory indicated some positive trends toward the Group Home Sample adjustment. However no statistical significance was obtained on any of the tests used. The fact that all the trends indicated equal or better

emotional adjustment on the part of the Group Home Sample rather than having the trends split between the two samples seems rather meaningful in itself. An example of this is that all the mean scores on the Bell Adjustment Inventory for the Group Home Sample were lower than the Villa St. Rose Sample. These trends show reason for more research into the feasibility of the use of group homes as part of the Villa St. Rose treatment program.

II. BACKGROUND INFORMATION SHEET DATA

The following information was gathered from the Background Information Sheet and was not related to the statistical testing of the hypothesis. The Bell Adjustment Inventory was used in the statistical testing of the null hypothesis. Since the study was of an exploratory nature, this Background Information Sheet data is presented for the general information of the Villa St. Rose staff.

Since the scores on emotionality adjustment came closest to indicating a difference between the two sample groups, it was felt those scores should be used in comparison to another variable. The variable chosen was that of drug use. This variable was purposely chosen to discover if there was any trend between the emotionality adjustment scores and the use of drugs. The emotionality adjustment scores were broken down into three areas. Scores between 0-3 indicated excellent emotional stability, while scores from 4-18 indicated

satisfactory emotional stability, and scores 19 and up indicated poor emotional adjustment. Then the scores were compared to drug usage or no drug usage. First the total sample scores were examined and the results are shown in Table 9.

TABLE 9
TOTAL SAMPLE --DRUG USAGE

Scores On Emotionality	Drug Usage			Total
	Use	No Use	No Response	
0-3	3	1	0	4
4-18	11	7	1	19
19-22	3	1	0	4
Total	17	9	1	27

Table 9 shows the total sample according to drug use or no drug use compared to the emotionality adjustment scores.

Table 9 shows that 17 out of 26 responses indicate some type of drug usage. Reported drug usage involved alcohol, marijuana, LSD, Speed and heroin. There are four scores which show poor emotionality adjustment. Of these four scores, three of the respondents use some type of drugs. The other 14 responses which show drug usage also show satisfactory to excellent emotional adjustment.

Table 9 was then broken down to see what the scores were when considering the Group Home Sample and the V. S. R. Sample separately. The results are shown in Tables 10 and 11.

TABLE 10
GROUP HOME SAMPLE DRUG USAGE
AND EMOTIONALITY

Score On Emotionality	Drug Usage			Total
	Use	No Use	No Response	
0-3	2	1	0	3
4-18	7	5	1	13
19-22	1	0	0	1
Total	10	6	1	17

Table 10 shows the Group Home Sample broken down by use or no use of drugs according to the emotionality adjustment scores.

TABLE 11
VILLA ST. ROSE SAMPLE DRUG USAGE
AND EMOTIONALITY

Score On Emotionality	Drug Usage			Total
	Use	No Use	No Response	
0-3	1	0	0	1
4-18	4	2	0	6
19-22	2	1	0	3
Total	7	3	0	10

Table 11 shows the V. S. R. Sample broken down by use or no use of drugs according to the emotionality adjustment scores.

Tables 10 and 11 indicate that out of the four scores which showed poor emotionality adjustment, three were from the V. S. R. Sample and two of these scores were from girls that indicated some type of drug usage.

It is difficult to draw any conclusions from Tables 10 and 11. The drug usage in each sample is approximately 60 percent (60%). However, the scores showing poor emotionality adjustment show a slight trend. The Group Home Sample had one score (6%) indicating poor emotionality adjustment while the V. S. R. Sample had three scores (30%) indicating poor emotionality adjustment. Thus this shows the largest percentage of high scores in emotionality adjustment came from the V. S. R. Sample.

Drug usage was then broken down by type of usage and frequency of use. This breakdown is shown in Tables 12 and 13.

Sixteen girls from the combined sample of 27 girls admitted using at least one drug on either a daily, weekly, or occasional basis. Interestingly only seven girls from both sample groups admitted using drugs on a regular (daily or weekly) basis.

The Background Information Sheet provided data on illegal behavior. Tables 14 and 15 show this information.

TABLE 12
NUMBER OF GIRLS USING EACH TYPE OF DRUG

Drug Use	Group Home	V. S. R.	Total
Alcohol	8	4	12
Marijuana	6	5	11
L. S. D.	1	4	5
Speed	0	2	2
Heroin	0	1	1
Other	0	0	0
Not Applicable	2	2	4
No Response	<u>5</u>	<u>1</u>	<u>6</u>
Total*	22	19	41

Table 12 shows the types of drugs the girls in each sample admitted taking at the time the questionnaire was administered.

* The totals for Table 12 are larger than the sample of 27 for the following reasons. Five girls in the Group Home Sample and four girls in the Villa St. Rose Sample indicated they used more than one drug. Thus for each drug the girl used a response was indicated in the appropriate category.

TABLE 13
FREQUENCY OF DRUG USAGE

	Group Home	V. S. R.	Total
Daily Use	0	2	2
Weekly Use	2	3	5
Occasional Use	8	2	10
Not Applicable	2	2	4
No Response	<u>5</u>	<u>1</u>	<u>6</u>
Total	17	10	27

Table 13 shows the frequency of drug usage by the Group Home Sample and the V. S. R. Sample.

TABLE 14
CONVICTIONS

	Group Home	V. S. R.	Total
Law Violations	3	3	6
None	13	7	20
No Response	<u>1</u>	<u>0</u>	<u>1</u>
Total	17	10	27

Table 14 shows the number of girls in the Group Home Sample and the V. S. R. Sample who admitted being convicted of law violations since their termination from Villa St. Rose.

TABLE 15
TYPE OF CONVICTION

	Group Home	V. S. R.	Total
Traffic	2	0	2
Misdeameanor	0	0	0
Felony	0	1	1
Juvenile Offense	1	3*	4
Not Applicable	12	6	18
No Response	<u>2</u>	<u>0</u>	<u>2</u>
Total	17	10	27

Table 15 shows the type of legal violations resulting in convictions from the Group Home Sample and the V. S. R. Sample.

* This figure is not consistent due to the fact one girl in the V. S. R. Sample indicated she had "No Convictions" on one question and on another question indicated she had been convicted for a "Juvenile Offense."

The majority of girls involved in this study did not respond to the question regarding type of conviction because they stated, as shown in the previous Table 14, that they had not been convicted of a law violation since leaving Villa St. Rose. Only one girl involved in this study admitted she had been convicted for a felony.

The Background Information Sheet provided data on education. Tables 16, 17, 18a and 18b show this information.

TABLE 16.
EDUCATION LEVEL ACHIEVED

Grade	Group Home	V. S. R.	Total
8	0	0	0
9	0	0	0
10	1	1	2
11	3	2	5
12	10	5	15
More	<u>1</u>	<u>0</u>	<u>1</u>
Total	15*	8*	23

Table 16 shows the number of years of formal education completed by the Group Home Sample and the V. S. R. Sample.

* Four girls, 2 in the GH Sample and 2 in the V. S. R. Sample, did not answer the questions consistently, therefore, their responses are not included on Tables 16 and 17. Their responses were as follows:

- 1 - One girl in the GH Sample indicated she finished high school at Villa St. Rose and also after leaving Villa.
- 2 - The other girl in the GH Sample indicated she had finished 9th grade and then indicated she had finished high school after leaving Villa St. Rose.
- 3 - One girl in the V. S. R. Sample indicated she had finished high school, but neither at Villa nor after leaving Villa.
- 4 - The other girl in the V. S. R. Sample indicated she had completed the 9th grade, and then indicated she had completed high school at Villa St. Rose.

TABLE 17
COMPLETION OF HIGH SCHOOL EDUCATION

Sample	Completed High School <u>At</u> V. S. R.	Completed High School <u>After</u> V. S. R.	Did Not Complete High School	Total
Group Home	4	7	4	15*
V. S. R.	<u>1</u>	<u>4</u>	<u>3</u>	<u>8</u> *
Total	5	11	7	23

Table 17 shows where high school education was completed, if the girl had completed high school, and the number of girls who had not completed high school for the Group Home Sample and the V. S. R. Sample.

* Four of the girls did not answer consistently, therefore, their responses were not included on Tables 16 and 17. Refer to Table 16 for further explanation of this omission.

TABLES 18a AND 18b
POST HIGH SCHOOL EDUCATION

TABLE 18a

Sample	Number Who Attended Post High School Program			Total
	Yes	No	No Response	
Group Home	6	10	1	17
V. S. R.	<u>5</u>	<u>5</u>	<u>0</u>	<u>10</u>
Total	11	15	1	27

Table 18a shows the number of girls in each sample group who have attended a post high school educational or vocational program.

TABLE 18b

	Group Home	V. S. R.	Total
College	3	2	5
Business School	0	0	0
Beauty School	1	2	3
Other	2	1	3
Not Applicable	10	5	15
No Response	<u>1</u>	<u>0</u>	<u>1</u>
Total	17	10	27

Table 18b shows the types of post high school educational or vocational programs the girls from both sample groups had attended.

Tables 18a and 18b do not indicate if these girls finished the post high school programs they entered as this was not asked on the Background Information Sheet.

The Background Information Sheet provided information regarding the employment of the girls in the Group Home Sample and the V. S. R. Sample. Tables 19 and 20 show this information.

TABLE 19
EMPLOYMENT STATUS

Sample	Not Employed	Paid Full Time	Paid Part Time	Total
Group Home	9	6	2	17
V. S. R.	<u>6</u>	<u>4</u>	<u>0</u>	<u>10</u>
Total	15	10	2	27

Table 19 shows the employment status of the Ground Home Sample and the V. S. R. Sample when the questionnaire was administered.

TABLE 20
NUMBER OF JOBS HELD

Sample	One	Two	Three	Four	Five	Total
Group Home	7	4	2	3	1	17
V. S. R.	<u>3</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>0</u>	<u>10</u>
Total	10	6	4	6	1	27

Table 20 shows the number of jobs held by the girls in each sample group since leaving Villa St. Rose.

Table 20 shows that the majority of girls in each sample group have held more than one job since their termination from Villa St. Rose. There were no reasons given by the girls in each sample for the changes of employment.

The Background Information provided information on the marital status and the number of children of the girls in the Group Home Sample and the V. S. R. Sample. Tables 21 and 22 show this information.

TABLE 21
MARITAL STATUS

Sample	Marriages		Total
	Not Married	Once	
Group Home	10	7	17
V. S. R.	<u>6</u>	<u>4</u>	<u>10</u>
Total	16	11	27

Table 21 shows the marital status of the Group Home Sample and the V. S. R. Sample since leaving Villa St. Rose.

TABLE 22
NUMBER OF CHILDREN

Sample	Children					Total
	One	Two	Three	Four	Not Applicable	
Group Home	5	0	0	0	12	17
V. S. R.	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>8</u>	<u>10</u>
Total	6	1	0	0	20	27

Table 22 shows the number of children born to the girls in the Group Home Sample and the V. S. R. Sample.

It should be noted that there were no girls who stated they had been married more than one time since leaving Villa St. Rose, Table 22 indicates that a majority of the girls in both samples did not have children at the time the questionnaire was administered.

The Background Information Sheet also supplied data regarding the distribution of ages in the Group Home Sample and the V. S. R. Sample. This information follows in Table 23.

TABLE 23
AGE DISTRIBUTION

Sample	Ages					Total
	17	18	19	20	21	
Group Home	3	4	5	4	1	17
V. S. R.	<u>4</u>	<u>3</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>10</u>
Total	7	7	5	5	3	27

Table 23 shows the age distribution in the Group Home Sample and the V. S. R. Sample.

It was felt these tables on the Background Information Sheet data served the following functions. They provided staff at Villa St. Rose with general information on what happened to the girls since leaving Villa St. Rose. The data was presented so it could be compared between the Group Home Sample and the Villa St. Rose Sample. The data was also presented to give the Villa St. Rose staff an opportunity to make interpretations they feel are appropriate.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

This study has been concerned with evaluation of the Group Home Program at Villa St. Rose in relation to the adjustment of girls involved in the program during the period of August, 1968 to January, 1970. Our goal was to obtain reliable data to see if there was a significant difference in the attitudinal or behavioral adjustment of girls who had experienced the group home program. The method used to obtain the goal was a comparative study between girls involved in the Group Home Program and those involved only in the core facility program during the same time period.

I. CONCLUSIONS

The evaluation of the results of this study have indicated that among the variables tested there were no statistically significant differences. The null hypotheses was not disproven; however, there were trends toward lower scores in the Group Home Sample.

The Background Information Sheet provided interesting data that might prove more meaningful than the statistical data. The Villa St. Rose staff should consider these findings in coming to conclusions as to the direction for further research.

In locating the sample, 68% of the Group Home Sample participated, whereas 40% of the Villa St. Rose Sample was involved in the study. Several assumptions can be drawn from this data. According to the subjective judgments of the researchers, the inability to locate all the girls and the differences in locating the two samples was influenced by the following factors:

1. In both samples girls were changing their names by marriage and moving frequently.
2. The V. S. R. Sample appeared to be more transient.
3. The length of stay within the total V. S. R. program was distinctly shorter for the V. S. R. sample as compared with the Group Home Sample. This is shown in Table 24.

Fourteen girls in the V. S. R. Sample were in the program for less than one year; however, none of the girls in the GH Sample terminated before one year.

TABLE 24
AVERAGE LENGTH OF STAY IN MONTHS

Sample	Length of Stay for Total Sample	Length of Stay for Sample Located
Group Home	22.32 (Total Sample = 25)	21.64 (Sample Located = 17)
V. S. R.	10.00 (Total Sample = 25)	9.99 (Sample Located = 10)

Table 25 shows the average length of stay for the total sample and for the actual sample located.

4. The longer length of stay and involvement with more staff members resulted in closer relationships with Villa St. Rose which have continued until now.

In relation to marriage and divorce, 11 of the girls were married with no divorces reported. Seventeen girls stated they had used some type of drugs with the most use of alcohol and marijuana with a few incidents of LSD and speed and one of heroin.

It should be noted that the Review of Literature supported the group home as a treatment modality. In doing this research it was felt, however, that the changing goals, program and staffing of the Group Home between 1968-70 caused problems in evaluating the girls according to the same criteria. Girls under what are realistically two or three different types of group home structures cannot be evaluated without taking this fact into consideration. A flexible program can try to meet changing needs, however, this resulted in some problems that made research difficult.

1. The group home has not had a consistent, overtime selection and admittance procedure or treatment goals.
2. Social history files on all the girls are very inconsistent in terms of basic information and individual treatment approach.
3. The group home may not always have been used as a therapeutic tool but rather, on occasion, as a boarding home or

holding facility for certain types of girls.

A number of the girls studied wanted follow-up involvement in the institution. Utilization of this motivation should be considered by the staff with implications for possible participation in therapeutic groups and programs.

II. IMPLICATIONS

The researchers see a number of implications for future studies and programing:

1. The need for uniform and consistent data on all girls--future studies could consider the feasibility of different models of recording.
2. The goals of the Group Home Program and the core facility should be re-evaluated and explicitly stated.
3. On admittance to either/or both programs an evaluation should be made of the girl's treatment needs and goals and how placement in a particular aspect of the program is meeting the goals.
4. During critical changes in the girl's program and at termination, further evaluations should be done and recorded--changes in program and girl, goals reached, crises, etc.
5. On-going research needs consistent follow-up. One method of follow-up and extended treatment could be through a

day-care program with girls attending school at Villa St. Rose and going home at night.

III. CRITICISMS OF THE STUDY

1. During the study questions arose as to how useful the Bell Adjustment Inventory was and whether standardized testing was a way to accomplish our goals.
2. Consideration of the above also led us to the conclusion that more refined goals and objectives were needed. The need was especially felt for further research on the programs at Villa St. Rose.
3. Questions arose as to how an interview schedule might work.
4. We finally came to the realization that our sample was too small to use the statistical method.

Irregardless of the above noted criticisms and the fact that there were no significant differences found between the two samples of this study, the trends toward a better adjustment by the Group Home Sample are indicated by the data as well as supported by a review of the literature. It would seem appropriate then for Villa St. Rose not only to continue its present Group Home Program but to enlarge upon it by the following methods. These methods include implementing further research to determine the particular type of admittance procedure, type of staffing and treatment modality to be

used in future program planning. Also the feasibility of developing additional Group Homes and a Day Care Center should be explored.

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APPENDIX A

MEMO REQUESTING INFORMATION FROM
VILLA ST. ROSE GROUP MOTHERSMEMO

June 12, 1971

To: Sister Ellen
Sister Monica
Sister Gertrude

From: Rob Roy's Graduate S. W. Students

REASON: We would greatly appreciate your help in locating any of the girls listed on the attached sheets. Any current information concerning their present address, name, etc. is needed for our research project.

If possible, we would like this memo returned within the next two weeks. Please put this in Rob Roy's box in the file room.

Thank you for your cooperation.

Donna
Judy
Bill
Barry
Mike
Rob

APPENDIX B

LETTER OF EXPLANATION SENT TO ALL GIRLS LOCATED

Dear

This letter is in reference to our conversation with you regarding a research study of girls who have been at Villa St. Rose. You were chosen as one of the individuals in the study and your willingness to be involved is greatly appreciated.

We would like to briefly review with you the purpose of the research as well as your involvement. You have been selected from a list of girls who were at Villa St. Rose between 1968 to present. The study is a comparison between girls who have been involved in the group home program (while at Villa St. Rose) and girls who were not. The purpose of the study is to help Villa St. Rose evaluate the effectiveness of the group home program in order to determine if more group homes should be developed, or if other programs should be considered. Before explaining your role we would like to emphasize that all the information you give us will be confidential. For example, you will notice that the background information sheet does not include your name, only your age.

Included with this letter is a background information sheet and Bell Adjustment Scale Questionnaire. We would like you to complete and return the enclosed material within a week after receiving this letter. We are also very interested in your personal thoughts about Villa St. Rose and its program. If you can take the extra time, please write your thoughts down on the back of the background information sheet.

If you have any questions about the information so far, please feel free to call these numbers (collect if out of state).

Donna Jacobs	223-0263
Mike Hooper	282-6268
Barry Friedman	235-7465
Julia Peterson	648-0193

When this study is completed we will send you a letter explaining the results of our research and our recommendations to Villa St. Rose.

Thank you for your interest and time.

Our best,

APPENDIX C
CONFIDENTIAL
Background Information

Villa St. Rose
597 N. Dakum
Portland, Oregon
285-2579/285-3030

AGE _____

A. Present marital status (Circle one): Single - Married -

Divorced - Separated

Since leaving Villa St. Rose have you been married (Circle one)?

No - Once - Twice - Three times

How many children do you have? One - Two - Three - Four

B. Present living situation. Are you presently living with:

Husband - Parents - Relatives - Friends - Self

C. Present employment status: (Circle one)

Not Employed

Employed: Paid Full time - 30 hrs. or more per week

Paid Part time - Less than 30 hrs. per week

How many jobs have you had since leaving Villa St. Rose?
(Circle one)

One - Two - Three - Four - None

D. Education Status. How many years of school have you completed?

8 - 9 - 10 - 11 - 12 - More

Did you complete your high school education at Villa St. Rose?

Yes No

Have you completed your high school education since leaving
Villa St. Rose?

Yes No

Have you attended any post-high school program? Yes - No

What kind of post high school program did you attend?

College - Business School - Beauty School - Other
(Explain)

E. Since leaving Villa St. Rose have you been convicted for a law Violation?

None - One - Two - Three - More

If yes, what kind of violations have you been convicted for?

Have you used any drugs since leaving Villa St. Rose? Yes - No

Are you presently using any of the following drugs? (Circle)

Alcohol - Marijuana - LSD - Speed - Heroin - Other
(Name)

Do you use the above drugs on a:

Daily Basis ____ Weekly Basis ____ Occasional Basis ____

APPENDIX D
COMMENTS OF INDIVIDUAL GIRLS RECEIVED
ON QUESTIONNAIRE: LISTED BY CORE
FACILITY AND GROUP HOME

A. CORE FACILITY GIRLS

1. "I don't know how to take this as as honor or what, I was at Villa three weeks and it was worse than any place I've been, even than Hillcrest. Villa made me feel so useless and bored with the whole idea of life when I was there I asked to be taken to Hillcrest and I'd do it the same if I had a choice. Their whole system was uninvolved with the rest of the world, it was like being on acid and turning out a bumner. For one thing I wasn't Catholic and the whole set-up wasn't what I believed. Villa is trying to do something with girls but my only question is what. There's only one thing I can appreciate about Villa and that's the girlfriends I made there."

2. "The program at Villa St. Rose is a very good one, or at least it was while I was a student. My schooling was much better, I learned more than I did in a public school. But that may be because I knew if I did not do well my stay would be longer. I'm not sure really. That thought was always in my mind, but then again my progress at Villa St. Rose made me feel good as well as pleasing my parents and my teachers. Which I never really did before. I guess you could say that for once people were starting to notice me. Oh they did before but only because I kept running away from home and getting into trouble. After being noticed both ways, believe I prefer the better.

I learned about people and the why's of life, then I started to learn about myself and the reasons why I was the way I was. It scared me so I did some fast acting on my part and listen and looked to people and my parents for once. I'm not saying that I believed everything that was suggested but I felt I had gained enough knowledge to weigh out everything. And this I did with a little push from the people at Villa St. Rose. Now I'm a happy mother and a wife with two beautiful children that I hope I can teach to be good people, but in a proper way."

3. "St. Rose was much different than my counselor said it was. It wasn't a fun girls boarding home!

It wasn't real and didn't teach me anything. Stupid things like talking in dorms or visiting tables and beds etc. --might be all right

for self discipline but you never use it outside of there.

"Visiting Day" was so cold in the gym and depressed my mom more than me.

Once you were in - you were in for good. Even if running away didn't do any good I probably would have kept doing it anyway.

I don't think you should have to attend a Catholic Mass if you're not Catholic.

B. GROUP HOME GIRLS

1. "I have been out of Villa for about a year and 3 months. I was at Villa when Sister Patric was there and Sister Mark. I have also been at the transition home across the street for a month. For the month I was at transition home, I saw a lot that I didn't think was right. Such as parents that favored other girls and not some others. From the time I came to Villa and went I saw a change take place. I owe a lot to Villa for what it did for me. The Villa has its good points and bad.

As for group home it's a good idea. If you get the right people in. Such people who really cares about what happen to every individual as she leaves and what she is up against when she gets out. Because I can personally say that this is a big world. I learned from experience that there is a lot that she could get out but she must also put something back in. There is an old saying, it goes something like this, "What you take you must put back." This something what I mean. You might have a friend, you can be selfish and not do anything for her but she will do all she can for you. Maybe this has explain my point. Villa has done alot for me because a put alot into Villa and I got that much more out. So whatever a girl puts into something she will get that much more out. A girl needs more guidance when she gets out than when she in."

2. "The thing I disliked most about the school was the lack of privacy and having to be constantly within a group of maybe a hundred girls. I hated the childish games where we had to dance and things for prizes and play baseball. Of course, I hate baseball but I am certain other girls are not sporty minded either and we were all forced to play baseball no matter what.

I think some of the nuns are fantastic--but some of them would not show their true selves. Like they would play mind games and try testing you to get your reaction when they should have been warm. They would act cold on purpose because they thought it was the best

psychology. Well I have always had deep insight into people and it insulted my intelligence when they behaved like that. Not to mention it didn't make me trust in them, respect them, or want to confide in them. Yet, these very same nuns turn around and tell you "you're not being honest with me."

I am for the group homes--at least the type in which I lived. We had six girls and one house mother who was only 26 and she was a friend--not playing a parent role--these girls don't want or need any more parents at the time they are involved in this--they have experienced and been through more than their parents ever will--or at least the girls feel this. I feel it is beneficial to have a small (6 or so) group of girls together because, at least in my case, we became a real family and helped each other alot--like a constant friendly group therapy session.

I believe that St. Rose has its place for up to a 6 month period but no longer.

I would be interested in having a group therapy session with some of the girls there now, and some of us who used to be there and I think it could be quite successful."

3. "I thought V. S. R. was completely wrong. I would have been much better off if I had never gone there. If there is such a thing as rehabilitation V. S. R. goes about it in the wrong way. The girls should definitely be able to date."

4. "The main thing I disliked about Villa was the staff. I feel that most of them didn't meet up to their standards. For instance-- I was sexually assaulted by three different staff members which I have never mentioned before because of fear of prolonged stay while I was at Villa. This is what really makes me feel "sick."

I also feel there is not enough professional help for each individual. When I was there I really needed to see my family more often."