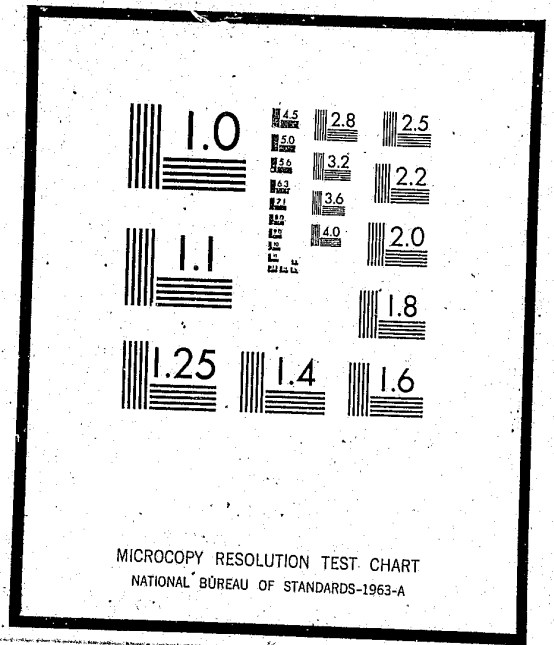# NCJRS

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AN OVERVIEW OF ISSUES CENTRAL TO THE USE OF GROUP HOMES

FOR YOUTHFUL OFFENDERS

by

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STATE OF CALIFORNIA

HUMAN RELATIONS AGENCY

DEPARTMENT OF THE YOUTH AUTHORITY

The Group Home Project. November, 1969.

PREFACE

This is intended as an introduction to and overview of selected issues which are likely to be encountered by individuals interested in establishing - or surveying the underpinnings of - group homes within their organization. It is based almost exclusively upon 3½ years' experience accumulated as part of the Group Home Project.* This project has been located primarily in the cities of Sacramento and Stockton, California. The present overview is not intended as a highly detailed, systematic or technical account of the several aspects of the Group Home Project; a number of project reports have been designed to meet this latter objective.

The present overview contains a brief review of the nature and scope of the Group Home Project and of the larger experiment of which it is a part. It also contains a selected review of present trends within California corrections relative to the increasing use of group homes. This is followed by a discussion of three issues - separable yet clearly interrelated - which appear critical to specified types of group homes: recruitment, training and staff interaction, and maintenance.

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1. Brief Review Of The Community Treatment Project
   And Of The Group Home Project[1]

The Group Home Project is a combined experimental and demonstration project which proposes to develop a variety of group homes to be used within the experimental program of the Community Treatment Project (CTP) as alternatives to foster home care and independent placement and as alternatives to temporary detention of wards in juvenile halls and California Youth Authority (CYA) institutions. Placement problems encountered in the experience of the Community Treatment Project suggested a need for: (1) a number of out-of-home placement facilities, (2) a range of out-of-home atmospheres, and (3) temporary holding facilities with varying and controllable atmospheres. Terms which will be used interchangeably to refer to this project are: Group Home Project and DTED (Differential Treatment Environments for Delinquents).

The Community Treatment Project is a combined experimental and demonstration research project originally designed to study the feasibility of substituting an intensive program in the community for the traditional state training school program, in the case of California Youth Authority wards undergoing their first commitment from the Juvenile Court. Seriously assaultive cases and cases to which there is a major or intense community objection have been excluded from the eligible pool. Jointly financed by the NIMH and the California Department of the Youth Authority, Phase I of the Project began operation in 1961 in the urban areas of Sacramento and Stockton. Phase 2, proposed as a five-year study, included San Francisco as well and began in October, 1964. As of September, 1967, the City of Modesto was added to the former study area. In all, four separate experimental units are involved, with each unit handling 80-85 cases at full buildup. Experimentals are assigned to low caseloads - twelve youths for each parole agent. Within the experimental program, agents are assigned to work with those types of youths with whom they appear best suited, or "matched".

The following are among the program elements which can be utilized in any given case: (1) individual and/or group-centered treatment; (2) careful placement planning, particularly during initial phases of the youths' program; (3) use of group homes and other out-of-home placements; (4) accredited school program located within the Project's treatment center - including individual and small group tutoring, plus arts and crafts; (5) recreational opportunities both within and outside of the treatment center; (6) parole agent contact with schools and other community agencies - department of employment, etc.

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[1] Included in this review are selections from a summary description which appeared in: The Status of Current Research in the California Youth Authority. Division of Research. July, 1969.
More detailed DTED progress reports may be obtained by writing to the Community Treatment Project - Research Section. 3610 5th Avenue, Sacramento, Calif. 95817.

The aims of the Group Home Project are:

1. To determine the _feasibility_ of establishing five types of group homes - the five varying in stance taken toward the wards and in modes of handling interpersonal relationships - with each type of home representing a type of environment specific to the growth and development needs of particular types of delinquent youths.

2. To develop a _taxonomy_ of relevant environments, describing in detail the important aspects of the five environments, including the amounts of structure provided for wards, the nature of rewards and penalties, the methods of teaching, the characteristics of the group home parents and their styles of handling children.

3. To evaluate the _impact_ of the group home experience on the children assigned to them.

4. To evaluate the overall "worth" and utility of each home, together with the concept of using group homes more generally; to describe project experiences relative to implications for the use of group homes in settings other than CTP.

Group home subjects are individuals who have already been randomly assigned to the experimental group of the Community Treatment Project. These cases are diagnosed according to the "Interpersonal Maturity Level Classification: Juvenile" (I-Level). A brief description of this I-level classification system is included in Appendix A.

Five types of group homes were defined in the original proposal. These were based on the Differential Treatment Model of the Community Treatment Project and on experiences in finding appropriate out-of-home placements. Group Home Types I, II, and III, described below, are designed for youngsters with specific I-level classifications only, and for the long-term placement of these youngsters. Group Home Types IV and V are designed for placements of a _temporary_ nature only for all types of youth, irrespective of their I-level classification. The five home types, or models, are described below in summary form. The Type VI Home model - developed by the Group Home Project staff - is a recent addition for long-term placement.[1]

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[1]Code names for the differing kinds of wards which are distinguished by the I-level system are as follows:

	Code Name	Delinquent Subtype
I_2	Aa	Asocial, Aggressive
	Ap	Asocial, Passive
I_3	Cfm	Conformist, Immature
	Cfc	Conformist, Cultural
	Mp	Manipulator
I_4	Na	Neurotic, Acting-out
	Nx	Neurotic, Anxious
	Se	Situational Emotional Reaction
	Ci	Cultural Identifier

Current representation for each subtype within the eligible CTP population (Sacramento and Stockton males) is as follows:

Aa = 1%; Ap = 3%; Cfm = 11%; Cfc = 10%; Mp = 11%;

Na = 25%; Nx = 31%; Se = 3%; Ci = 5%.

Type I - Protective Home (for Four Youngsters Classified as Ap or Cfm)[1]

This type of home is for immature and very dependent youngsters - individuals who have often experienced neglect, and sometimes brutality, within their own families. In view of their extreme need for patience, intensive support and supervision, the most desirable environment would be one in which normal (constructive) family living is approximated as closely as possible - particularly in the context of a married couple who are flexible and sufficiently durable to offer attention of this type over periods of one or more years. A primary goal in the Type I Home is to create and reinforce the image of a giving, caring, non-threatening adult - one who can help the ward experience both a sense of belonging and, hopefully, one of being valued as an individual.

Type II - Containment Home (for Six Youngsters Classified as Mp or Cfc)

This home is for those youngsters who are usually labeled as "defective characters" or culturally-conforming delinquents. It was designed to operate largely on a "non-family" basis, and to emphasize concrete and realistic demands for productive behavior and conformity to firm, objective authority and control.

A primary treatment goal for this home is that of demonstrating support and concern for wards in placement, while minimizing the threat of adult power. Communication through actions as well as by words is to be accomplished by giving the wards material things (food, clothing), in addition to the time and attention which is to be spent with them during group activities. The youngsters are to be rewarded for their participation and intention rather than the level of their actual performance. Where possible, they are also to be encouraged to make decisions and to choose appropriate alternatives.

Type III - Boarding Home (for Six Youngsters Classified as Na, Nx, Se, or Ci)

This home is for the interpersonally more mature and internally more complex wards - particularly those who are beginning a process of emancipation but who do not yet possess sufficient strength to live by themselves (e.g., in an independent placement). The group home parents should play a role which allows relationships to develop on the initiative of the wards, and in an

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[1]In October, 1967, this home was made available to _selected_ I_4 Nx's and Na's - those who, because of their relative maturity and/or particular combination of personality traits, would stand a good chance of being compatible with Cfm's with whom they would be placed. (This combination of subtypes has, in fact, turned out to be workable and valuable.) No I_2's were ever placed into this home, due chiefly to their virtual absence of representation among Stockton CTP wards during the time this home was in operation.

atmosphere of comfort without threat. Open communication and explanation of motives and intentions should be present in order to head off or eliminate misinterpretations which may be made by some I_4's - mainly Na's. The home should provide a base from which youngsters can work at resolving some of their internal conflicts, and on problems of emancipation and personal identity as well. These youths should be allowed and encouraged to set their own pace for relationship-development. In view of these needs and emphases, it is apparent that the primary features of the Type III Home should include concern and acceptance, understanding and emotional support - this, in addition to the presence of overall structuring without, at the same time, large quantities of control or supervision.

Type IV - Temporary Care Home (for Six Youngsters of I-levels 2 through 4)

This home is designed to provide a resource for wards who require temporary placement(up to thirty days), but for whom neither custody nor independent living is appropriate. Support rather than custody is emphasized with this type of home.

Type V - Short-Term Restriction Home (for Six Youngsters - All I-level Types)

This home is for wards needing fairly restrictive behavioral limits imposed upon them. It will be used as a substitute for detention in juvenile halls or other similar facilities. Placement will usually be limited to about one week, thereby allowing for continuation of school, work or whatever program the agent decides upon. If a ward needs a longer period of control or is unable to adjust to the pressure of the home, then some other arrangement will be made. A type of 'house arrest' policy will probably exist in contrast to a 'locked door' policy. The group home parents will provide a non-parental stance together with as much program on the premises as seems to be necessary.[1]

Type VI - Individualized Home (for Six I_4's - Primarily Na's and Nx's)

This home is for a specified yet - in terms of level of social-emotional development - rather broad grouping of I_4 wards. These individuals are sometimes placed into foster homes; and not infrequently, they are given - rather prematurely - a form of independent placement. All too often, without such placements, these wards would otherwise have remained within their own, rather destructive homes or else with relatively inadequate or otherwise inappropriate relatives. The environment of the Type VI Home is designed to make available "family-like" interactions and relationships - yet to also allow each individual youth to determine the scope and depth of the particular relationships he might wish to develop with other individuals within the home, and to set the pace of any such relationships as well. Thus, a great deal of flexibility will be allowed

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[1]This home was never established since no appropriate candidates were located.

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in terms of the expectations of the youngsters relative to the home, and in terms of the nature of their relationship with the group home parents. Placement within this home is intended to be relatively long-term. Long-range plans for individual wards can include return to family, placement in an individual foster home, independent living, or continued placement in the group home.

In Group Home Types I, II, III (and VI) admission of each ward to a home is preceded by an "Intake Staffing" involving the Coordinator, Research Analyst, Treatment Supervisor, Parole Agent assigned to the case, and (when necessary) other parole agents who have been using the home. Factors considered during such intake staffings include (in addition to the youngster's I-level classification) the following: reasons for the need of an out-of-home and/or group home placement for the given ward; treatment goals of the agent; nature of the particular home and of the wards already residing there and how well these factors "fit" with the present and future needs of the ward and with the thinking and goals of the agent.

In the Type IV, Temporary Care Home, no pre-placement staffing is required. The mechanics required prior to placement of individual wards are such that placement can occur on an emergency and odd-hour basis.

Aside from the usual group home parent and parole agent contacts, the group home parents meet every two weeks with agents and the Group Home Coordinator to enhance communication and to bring parole agents into the training of group home parents. Other meetings involve parole agents, the Group Home Coordinator and Research Analyst in an on-going evaluation of the given homes.

Research staff has developed and adapted a number of instruments for data collection - including interviews, questionnaires and staffing guides. These are used primarily with group home parents, wards and parole agents. Additional data which is routinely collected in the Community Treatment Project is also utilized. Some of the areas in which data is being collected relate to: 1) characteristics of the group home study subjects and changes in these subjects during the program; 2) characteristics of and changes through time within each of the five group home environments; 3) the nature of agent goals and ward needs, together with the relative ability or inability of given homes to meet these goals and needs; 4) cost accounting - an assessment of the cost of establishing and maintaining the homes; 5) management and maintenance issues - how they are handled and resolved.

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2. The Growing Use Of Group Homes For Youthful Offenders

Major trends in the rehabilitation of juvenile delinquents and dependent children have recently included the development of small, group-centered treatment programs. This has been in addition to a widespread shift from residential to community-based correctional programs. Increasingly, independent programs have been initiated as alternatives to probation. With many of these programs attempting to treat offenders within the community setting, correctional workers have become increasingly aware of a need for group homes together with other community-based group living facilities designed to meet ever-increasing placement demands. This, in turn, has been in addition to the need for halfway homes.

Probation subsidy programs throughout California's several counties seem to constitute an extremely significant, as well as large-scale development in rehabilitation within the area of community-based treatment. Consequently, increasing concern is being shown among county probation officers as to how they might most effectively manage juvenile probationers within the community setting as an alternative to sending them to the state correctional agency. Some probation departments have begun to develop group homes as one way of meeting certain of their more immediate, yet widespread, placement needs and, also, as resources which could be staffed and programmed to meet the more specialized treatment objectives of their newly developing differential treatment programs.

Probation departments throughout the State are becoming increasingly enthusiastic about differential treatment concepts, particularly those which are given specific emphasis by the Center for Training in Differential Treatment (CTDT).[1] Training in I-level theory and practice is available at CTDT to diversified personnel from a wide range of state as well as local agencies and organizational units - such as corrections, welfare and probation, public schools and delinquency prevention. While the differential treatment model does not answer all the questions which pertain to all varieties of conceptualizing delinquency, it appears to provide a frame of reference for conceptualizing the range of problems presented by diverse groups of offenders.

The increased use of group homes on the part of numerous agencies - particularly probation - appears to be related to (1) a growing awareness of the existence and value of I-level and differential treatment concepts and methods, and (2) the monies now being made available through Probation Subsidy. It also appears related to (3) a growing awareness by such agencies

[1] Headquartered in Sacramento, California, The Center for Training in Differential Treatment began operation in August, 1967. This is a three-year, experimental training program jointly sponsored by the National Institute of Mental Health, the California Youth Authority and the Institute for the Study of Crime and Delinquency.

of the potential which they as agencies possess for developing meaningful, community-based programs. CTDT has in many instances helped to develop this awareness. A number of departments have, in addition, consulted with staff from DTED with regard to developing homes of the type which were established as part of the Youth Authority's Group Home Project. At the present time, for example, Alameda County Probation Department has an I-level treatment unit and is placing juvenile probationers into group homes organized along I-level lines. Also, the El Dorado County Probation Department is currently developing I-level-oriented group homes for dependent and delinquent juvenile wards. In February of 1969, the Counties of Orange, Riverside, and San Bernardino began for the first time to seriously consider using group homes to meet increased placement demands for welfare and probation wards.

Within the Department of the Youth Authority, a continuation of the present Community Treatment Project - to be known as CTP-Phase 3 - is scheduled for the period 1969-74. At full buildup, some 156 boys will be part of the Sacramento experiment at any one point in time, as compared with 72 during the period 1964-69. The more than doubled male population implies potentially greater use of out-of-home placements, particularly group homes of the types with which CTP agents have become accustomed.

Existing CTP Homes: A Type III boarding home which is presently in operation in Sacramento will be continued into CTP Phase 3. A desirable supplement to this would be a Type IV, temporary care home. This home would appear to be most appropriate for older wards who are still unable to tolerate relatively close, or even particularly lasting, individual relationships - yet who may be able to relate satisfactorily to a form of group living on a limited-term basis. While CTP Phase 3 could make good use of each of the types of group homes which have been developed by DTED, the types of homes which will probably be developed in Sacramento within the near future are the Type II, IV, and VI, (Containment, Temporary Care, and Individualized).

The present CTP experimental program which is located in Stockton will be terminated shortly before the close of CTP Phase 2 operations. A Community Parole Center will at that point replace the present CTP program in Stockton. The new program will be housed at the present CTP office. The temporary care home which is currently utilized by the Stockton CTP Unit will be continued following the completion of this switchover.

In summary, differential treatment environments - particularly in the form of group homes - appear likely to be increasingly viewed as a crucial factor in treatment, on the part of both special treatment units and regular parole centers. Given a continuation of the current trend shown by various agencies to train workers in I-level theory and differential treatment techniques, one might expect to find some of the methods and instruments which have been developed at DTED assuming increasing importance within the field of juvenile justice. At the same time, a number of central issues with which DTED has grappled during its 3½ years of existence are likely to prove of considerable relevance to the development of given programs.

Three of the most important issues will now be presented: (1) recruitment, (2) training and staff interaction, and (3) maintenance.

RECRUITMENT

Our remarks relative to recruitment will refer to five frequently encountered areas of concern to probation officers, welfare workers, and parole agents - each of whom deals with somewhat differing client-populations. These areas can be indicated by means of four questions:

1. Where can one locate people who are willing to take several youngsters - particularly delinquent youths - into their home during the same period of time?

2. What have been some of the most desirable, or sought after, characteristics on the part of parents of each type of DTED home?

3. How does DTED staff get, and/or persuade, people to become involved in a limited-term program - one which, in addition, involves certain explicit commitments to a research design?

4. How important is it for a group home father to be directly involved in ward management and supervision?

1. Locating Group Home Parent Candidates

Most candidates who were screened and most of the individuals from this original group who were then hired to become DTED group home parents had either formerly been (1) single-child foster parents or else (2) the friends or relatives of individuals who themselves had been single-child foster parents.

DTED staff has depended upon newspaper ads and other group home and foster home parents for locating candidates. Most important, staff has depended upon other agency staff, as well as parole agents, for home leads. As noted in a previous report, 55% of the total referrals for all home types were made by other Youth Authority staff.[1] Generally speaking, the DTED recruitment situation has been unlike that in which welfare and probation workers find themselves: the latter groups often have an available resource of potential group home parents due to the efforts of special home-finding and home-licensing units which are permanently attached to their department.

Based largely on previous experience with CTP agents, a number of candidates

[1]Pearson, J.W., Haire, S.E., Palmer, T.B. A Demonstration Project: Differential Treatment Environments for Delinquents. Second Year Progress Report. August, 1968. pp. 60-63.

had developed a good deal of confidence in the ability of parole agents to interact with them, both frequently and informally, in relation to developing and implementing treatment programs for individual wards in their care. As a result, these candidates were not overly worried about the possibility of caring for as many as six boys at one time. Generally speaking, most of the individuals who were hired were in fact quite willing (both emotionally and on a fairly realistic basis as well) to undertake caring for at least several children at the same time. It appeared easier for them to reach this type of decision, or level of confidence, (1) once they had been apprised in some detail as to the nature of CTP's delinquent population, (2) once they felt assured that they would receive parole agent and agency support and assistance on an ongoing basis, and not merely at times of crises, and (3) once their roles as group home parents had been clearly defined (at least in principle), and agency expectations had likewise been made relatively clear.

Like most CTP foster parents, group home parents usually want and need to become integral parts of the treatment process. For this reason, and to avoid possible future misunderstanding, it is important to initially indicate to them whether or not an involvement of this kind is in fact desired and/or expected and, if so, to what extent. This is particularly critical in view of the wide range of interactions which group home parents are likely to have with the youths - interactions which relate to daily living routines, recreational outings, school, employment, and so on.

As one might anticipate, it does in fact turn out that the nature and amount of information which group home parents are able to provide to parole agents about wards is strongly and directly affected by the nature of their personal relationship with both agents and other agency staff. If this relationship is one of mutual trust and cooperation[1] then the chances of exchanging meaningful and significant information, and of maintaining a long-term, supportive environment as well, are both greatly enhanced. In the absence of such a relationship, or in the presence of marked tendencies to the contrary, efforts to maintain the home will in all likelihood be fruitless. In this case, difficult or unpleasant experiences with parole agents and/or with other agency staff are likely to cause group home parents to abandon their thoughts of caring for already rather difficult and sometimes even unpleasant delinquent youths.

2. Desirable Characteristics In Group Home Parents

DTED operations and research staff concur in the view that the objectives of any group home will, if achieved at all, be achieved through the efforts of parents and staff who are most directly involved with it. Consequently, much care should be taken to recruit, select, develop, and retain competent, relatively perceptive adults who are qualified to meet the needs of the particular kinds of youngsters for whom the given home is required. Apart from the broad factors of competence and perceptiveness, we have observed a number of differing and sometimes

[1]Particularly when expressed in terms of a desire - on the part of nearly everyone who is concerned with the home - to work toward relatively similar treatment objectives and to use complimentary or relatively similar treatment techniques.

changing opinions - among and across parole agents, supervisors, and researchers - as to just what the "ideal" group home parent's "profile" should look like, relative to each of the DTED homes. Added to this already-present complexity would be the group home parent's idea of what his role can and should be in relation to delinquent youths, and his view of self in general. It is nevertheless possible to mention some general group home parent characteristics which appear desirable for most home types and most placement needs. Descriptions which are somewhat more specific to each type of DTED home will be presented afterward.

a. Generally Desirable Characteristics (Across Homes)

Group home parents must genuinely like children. This is an essential, and not merely a desirable or ideal feature. Desirable, and in some instances ideal features would include warmth, personal integrity and overall maturity, together with an intellectual capacity for and interest in continued learning. Group home parents should have the ability to work effectively with professional staff. They should be in reasonably good physical health, and should be relatively stable emotionally. They should have the capacity to at least try to carry out any professionally sound treatment requests which may be made of them. They should show an interest in participating, if and when feasible, in self-development programs within the Agency and in the broader community as well.

The following are features which appear somewhat more specific than most of the above, and which apply across nearly all DTED home types in addition to placement situations more generally (e.g., single-child foster homes):

1. Marital relations or personal problems which present no stimuli which might, to any significant degree, be of harm to the youths.

2. Good or acceptable reputation.

3. Reasonable economic stability and secure income for maintenance of own family. (Ideally, such an income would be apart from that connected with their group home involvement.)

4. Group home fathers may or may not be employed outside the home,[1] but mothers should not be.

5. Ability of at least one parent to speak English.[2]

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[1] This would depend largely upon the given type of home in question. (Whether they are or are not employed outside the home, group home fathers need to be actively involved in the home.)

[2] These five features resemble, but are not identical with, those described in Rules and Regulations for Child-Caring Institutions. State Board of Social Welfare. State of New York. Second Edition. February, 1966. pp. 9-20.

With the foregoing factors in mind, characteristics which most staff regard as being particularly desirable will now be reviewed relative to Homes I, II, III, IV, and VI.[1] In considering these characteristics, the reader might refer to the models and objectives previously outlined for each given home. (pp. 3-5).

b. Type I - Protective Home

The desirable Type I Home mother is generally seen as being calm, accepting, flexible, and warm. She needs to be gentle, relatively comfortable in her role as both wife and mother, and generally accepting of rather immature behavior on the part of adolescent-aged individuals.

The Type I Home father should be able to present an image of a strong male who is capable of taking a firm stand on issues relating to discipline and consistency. He should basically be seen as very "fair" - while at the same time not cold, distant, or highly impersonal. He should be able to provide structure without being overly rigid regarding rules and their enforcement. At times, he will need to be seen in one of the more "classic" types of father role: (1) strong with regard to guidance, supervision and control and (2) capable of accepting primary responsibility for setting the tone within the family. At the same time, he definitely should not be seen as highly aggressive or demanding, overly assertive, or generally 'overwhelming'.

The general milieu of the Type I Home should be one in which people go along coping with problems as they arise - and one in which the parents do not become rejecting, distant or terribly upset in connection with unusual or unavoidable happenings.

c. Type II - Containment Home

The mother-figure for the Type II Home should be consistent, firm, warm yet not overly protective. She should also be able to visibly respond to the group

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[1] The Type V Home (Short-Term Restriction - for a maximum of six wards of all I-levels) was not developed during the life of the Group Home Project. This was for several reasons. Primarily, DTED staff was unable to locate people with a house, the size and structural arrangement of which would be capable of meeting the many and varied needs of this particular kind of restrictive environment. Secondly, of those persons who showed some interest in this type of home, DTED staff was unable to locate individuals with sufficient emotional stability and durability to be able to tolerate the closed, rather confining type of living situation which would be called for in order to maintain the relatively difficult-to-manage youths who would be placed within this kind of setting. If candidates for this home had been located, several of the characteristics listed - above and below - as being appropriate for parents in other homes, would probably have been desirable for these individuals as well.

home father in an appropriate, "wifely" manner.

The Type II Home father should be seen more as a "home operator" (one who runs the home) than as a "parent" with whom the boys must attempt to relate on a close, one-to-one, and/or son-to-father basis. Adolescent-aged Mp's as well as Cfc's (Mp's to perhaps a greater degree) often find it difficult or impossible to relate to parent-figures, particularly to father-figures. Initially, most such boys will need to feel free to maintain a comfortable and - from their standpoint - safe emotional distance from the group home father. This is somewhat true of the mother-figure as well; and (with both the mother and father-figures) this situation will sometimes remain unchanged throughout the entire relationship. Adults who are able to relate to youths who have needs of this type will have to be unusually tolerant and non-retaliative when confronted with seeming rejection - whether this takes the form of a volatile outburst or that of a rather cool and indifferent front.

d. Type III - Boarding Home

The Type III Home mother needs to show concern and patience in a non-emasculating, non-condescending and generally unthreatening manner. This should help the youth (particularly the I_4 N) to develop greater self-esteem and to feel a greater degree of interpersonal comfort. In the case of many I_4 Ci's and Se's, she needs to be the kind of parent-figure who does not force the relationship. She also needs to be seen as someone who can be trusted, who will not make a "federal case" out of things, and who will not be perceived as "phony", insincere or even particularly uncertain of herself.

The male adult, (who at times might come to be seen as a father-figure), needs to project an image of personal adequacy, self-assurance and a good deal of emotional stability or general "maturity". He also needs to be able to let the boy know that he - the boy - is "o.k.". He should encourage the development of self-adequacy and independence. At the same time, he should be able to allow for periodic, major regressions and for expressions of considerable dependency on the part of youngsters. As with the female adult (who, at times, might be seen as a mother-figure) he should be accepting and tolerant of many problem areas; and he will need to be able to withstand non-verbal testing (as well as occasional verbal abuse) in particular.

e. Type IV - Temporary Care Home

With this type of home, parents must obviously have the capacity to adapt to continual ward movement in and out of the home. Yet, despite frequent population movement and major changes in subtype composition, these individuals also need to maintain a rather stable and non-chaotic home atmosphere. They must be able to tolerate wards who exhibit widely varying types of behavior - and numerous expressions of differing levels of social maturity - within short intervals of time. They also need to be able to tolerate frequent interruptions

of their daily routine - interruptions which, for example, would result from the need for parole agents to come in and out of the home at irregular hours.

Because of the relatively short-term stay which youngsters will experience within this type of home, it is most desirable that these parents do not attempt to develop close emotional ties with the youths. Ties of this nature could make it rather difficult for some youngsters to make a satisfactory transition into more permanent foster or group home situations, or to even return to their own homes. Thus, more so than with any of the remaining parents, these individuals need the capacity to care for and interact with the youths in ways which will not prevent them (the parents) from "letting go" - on limited notice, and in a basically supportive way - when the youths themselves are about to leave the home. These individuals should, at the same time, be available to listen to or provide some counsel for youths who may wish to express or discuss their personal problems. Within limits, one or both parents should be around throughout the day when youngsters are coming and going, and should be available to parole agents who might have an emergency or semi-emergency need to make contact with them.

f. Type VI - Individualized Home

Primarily because wards in this home will (in most instances) be of the same I-level subtypes as those in Home Types III and IV[1] comparable, desired characteristics of Type VI Home parents include overall stability; realistic self-confidence; the ability to remain "cool" and not to be drawn into youngsters' interpersonal, often-neurotic "games"; and, an underlying consistency (especially in relation to disciplinary matters). Of particular importance is the parents' ability to allow the youngsters to observe first-hand what normal parents - and, at the same time, normal married couples - can be like.

g. Closing Remarks on Group Home Parent Characteristics

Quite obviously, there are many more similarities than differences among what are considered to be desirable or essential characteristics on the part of parents of each DTED home type. Generally speaking, the characteristics for which staff has looked have been very similar to those which would be considered desirable for any group home parents, not simply those potentially involved in a differential treatment program. Most differences involve the degree to which, or manner in which, the differing parents are required to achieve a personalized relationship, and/or a level of effective communication, with wards and staff, as a means of accomplishing project goals which differ in at least some respects from home to home.

The following are among the areas in which trained, experienced DTED home parents eventually seem to show the greatest dissimilarity to foster or group

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[1] Even though home goals and program content may differ in numerous respects.

home parents per se,[1] as to degree of capability and/or type of experience:

(1) extent and nature of involvement with staff in a "team" approach to treating delinquents;

(2) level and type of involvement with wards and appropriate others in carrying out prescribed treatment programs using a number of community resources, rather than relying solely upon the home itself;

(3) amount and quality of training, particularly in differential treatment techniques.

In these respects, DTED home candidates should have the greater degree of capability and/or prior experience.

3. Involving Group Home Parents In A Limited-Term Program

While various approaches have been employed, success within this area has resulted primarily from the factors next described.

Three fundamental advantages were available to DTED staff relative to its task of recruiting group home candidates: (1) sufficient monies; (2) available, competent agency staff; and (3) parent candidates who possessed a sincere liking for youngsters and a genuine concern for their welfare. These factors are probably of equal importance relative to one another.

The monies which the California Youth Authority (CYA) provided for ward-subsidy payments to DTED homes were supplemented by funds from NIMH. They usually exceeded those paid to other Youth Authority group homes throughout the State. For example, the budgeted rate for the Types I, II, and III Homes was $240 per ward per month, with CYA contributing $149 and NIMH providing a $91 supplement. In the Type III Home, the rate was $180 per month per ward, with $149 from CYA and $31 from NIMH. The Type VI Home, which was designed and developed after efforts to locate a Type V Home were discontinued, used the $240 per month per ward rate.[2]

In contrast to the above, the normal CYA rate was $149 per month, although this amount could be increased to meet unusual needs.[3]

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[1] That is, apart from any differential treatment-oriented program.

[2] For further information on contracts and contracting, see the Group Home Project Second Year Progress Report, Appendix B.

[3] The above is current only to the end of the fiscal year, June 30, 1969.

In addition to the somewhat more generous overall ward-subsidy rates, a further advantage was that - at least compared with many agencies - DTED staff was allowed a considerable measure of flexibility and freedom relative to determining the exact mannér in which the basic ward-subsidy would be allocated to each home. Once a general agreement was reached with a given set of group home parents on such important items as an equitable amount of (1) minimum retainer and (2) individual ward-subsidy, a written contract was then drawn up which could be applied to the specific, anticipated program as well as the financial status, concerns and limitations of their particular home. Thus, there existed no a priori, universally applied formula as to what would constitute a "reasonable" amount of payment. Among its other principal features, each such contract guaranteed a monthly minimum retainer whether or not any youngsters were actually residing within the home for given intervals of time. Beyond this, the contract specified a monthly ward-subsidy rate which was to be issued on the basis of the total number of days per month which each youngster was in attendance within the home. The amount of monthly retainer was determined on the basis of the group home parents' need to make necessary structural changes and to equip, furnish and maintain the given home on a continuing basis for the number of wards indicated in their contract. The monthly ward-subsidy provided for room and board, normal clothing replacement, and incidental spending allowance for each youngster.

Information received from placement workers from other state agencies and, particularly, from those at the county level which have been involved in developing group homes, indicates that these agencies generally share as a primary concern not only the fact of (1) a basic unavailability of funds to provide an adequate monthly retainer, but also that of (2) being unable to offer a more equitable ward-subsidy rate in return for additional services which are often required of group home parents - in contrast that is, to services which are generally required of single-child foster parents. For example, when compared with some of the larger counties, county agencies within the DTED Project area are found to offer much less money for care of their wards in group home placements. This appears related to the fact that their funds are made available through Boarding Home and Institutions monies by local welfare agencies which usually adhere to fixed, pre-established and, in most cases, inadequate boarding home rates. Among the several problems which are generated or amplified by insufficient funding, the problem of unstable income - basically associated with a fluctuating ward population - makes it difficult for group home parents to develop the kind of overall home environment envisioned as ideal by many of these same agencies. It seems highly desirable that each agency make provision for monthly retainers, the chief objective of which would be to maintain the home during periods of low attendance.

In view of the many potential problem areas involved in establishing and maintaining effective relationships with group home parents, careful consideration should definitely be given to the funding of each home on an individual basis. In particular, consideration should be given to the pressing concerns of initial development, ongoing maintenance, fluctuating ward population, and the extent of required involvement on the part of the group home parents with operations (as well as research) staff in developing and implementing given programs. Because of

adequate funding, DTED was in a position to seriously consider, and carefully scrutinize, the many financial concerns of group home candidates. Since DTED had more than one option available to offer group home candidates, it was also possible - by means of our more individualized contracts - to offer these individuals a greater degree of flexibility as well as security than would have been the case with many other agencies. Consequently, DTED was able to negotiate with candidates on quite an agreeable, and relatively personalized, basis - and with the knowledge that funds would be made available to back up our often extensive requests and demands for candidates' participation and involvement in the treatment of youths.

A second, and very important factor in persuading group home parents to become an integral part of the DTED Project, was the availability of competent staff. Parole agents and their supervisors (some with several years of experience in I-level theory and differential treatment), teachers, consultants, clerical and research personnel who were accustomed to various levels of interaction with CTP wards - these individuals were available in varying degrees and capacities to the group home parents and/or youngsters. A number of them were either directly or indirectly involved in some aspect of the initial development of the relationship, and of the basic orientation and training, with regard to newly hired group home parents.

Thus, for example, during very early contacts with new parents, CTP and DTED staff both made carefully planned attempts to establish positive, candid interactions. Critical issues were spelled out as clearly as seemed possible at the given point in time. The issues in question related to such matters as agency expectations, nature of role as a DTED parent, and so on. Special emphasis was given to project research needs insofar as these would require the continuous cooperation and direct participation of the group home parents. Similarly, the special needs of the types of boys who probably would be placed into their homes would be reviewed with them. This was seen as still another step in the process of (1) sensitizing the parents to CTP's differential treatment methods, and (2) helping them to recognize CTP staff as being concerned professional treaters. The various needs of selected ward-subtypes were discussed to the extent possible at the time - that is, in view of the group home parents' relatively limited, initial exposure to I-level theory. Generally speaking, these needs were discussed at least to the extent necessary to acquaint the group home parents with the scope of the CTP-DTED task of caring for the given type of delinquent youths within the particular community setting.

Negative as well as positive experiences which CTP and DTED staff had previously had with other group home parents were - with appropriate tact - shared with the new candidates. DTED staff viewed this as a way of opening up areas of possible discussion and of eliciting feelings and reactions on the part of candidates. It was also seen as a way of helping given candidates to better evaluate themselves as potential project participants and of supplying information about important treatment issues as well.

Once a new home was started, parole agents[1] demonstrated direct interest in the home by working with group home parents and DTED staff to develop particular home models. This kind of support, which found only a few exceptions, appeared to influence most of the parents in the direction of developing similar, cooperative and constructive attitudes.

The third advantageous factor relates to the genuine concern for children expressed by most group home candidates. During our initial screening interviews, candidates - whether experienced or inexperienced - consistently verbalized very positive attitudes about youngsters in general. Many expressed these attitudes about delinquent youths in particular. Concern and interest was in some instances communicated most enthusiastically, sometimes even poignantly, in the form of a sharing of experiences which the candidates had had with other foster children or even with their own immediate families. After given candidates had later become DTED group home parents, their liking for youngsters was amply demonstrated in terms of their frequent attempts to work through the many and varied home and ward-management problems which arose.

Of 74 referrals for all home types which the Coordinator had screened as of January, 1969, some 50 percent had prior foster home experience and 20 percent had previously been licensed by a public agency to provide home care either for children, the aged, or for mental health patients.[2] Of the nine sets of group home parents ultimately "hired", four sets were subsequently terminated or "fired" on the initiative of CTP or DTED staff. This latter type of action took place only after many, many hours of discussion and after planned attempts were made to resolve whatever underlying, as well as more immediate issues may have precipitated an impending closure. No homes were closed because the group home parents had "given up". Without exception, those individuals who were finally discontinued were nevertheless regarded as being in possession of qualities which (1) would allow them to provide many valuable services to other youngsters, delinquent and nondelinquent, and (2) would qualify them for programs of a generally less demanding nature - for example, those which would not require them to adhere to sometimes rather taxing research demands or specific approaches to treatment, such as those which presented themselves within the DTED Project.

4. Importance Of The Group Home Father

Direct involvement in ward management and supervision on the part of group home fathers appears to be of considerable importance. Most placement workers have traditionally regarded the foster or group home mother as being the most

[1] Included here were agents who at the time would be directly involved in the home, as well as those who might place wards into the home at some later point in time.

[2] Pearson, J., Haire, S., Palmer, T. The Group Home Project: Second Year Progress Report. California Youth Authority. August, 1968. pp. 61-62.

important figure within the home. DTED staff, on the other hand, almost unanimously regard the father as being of equal importance in terms of needed interactions with youths. The more traditional view may - at least in part - be an outgrowth of the obvious fact that younger children spend more of their time at home with their mother and less of their time with the typically employed, or otherwise out-of-the-home father. However, such a view would not reflect certain events typically associated with the period of adolescence. Ordinarily, adolescents begin to pull away from home and parental ties, and to explore wider reaches of their environment as part of developing a sense of self-identity which transcends that which incorporates the parent models of pre-adolescence alone. The group home father can play an important role relative to this latter process.

While they may be at an earlier stage of emotional as compared with chrono-logical development, the majority of CTP youths have been deprived of appropriate parent models - adequate fathers no less than mothers. They have usually developed confusing, frightening or otherwise damaging expectations with regard to masculine figures and the nature of adult male roles. This has left them ill-prepared for the task of developing an acceptable self-image or sense of interpersonal security. In conjunction with the numerous factors which may affect a youngster's behavior at the time he is placed into a group home, it is the intensity and importance of this particular developmental need which, in our view, underlies the more concrete and immediate need for the presence of a group home father who would be actively and appropriately involved, not only with the youth himself, but with other members of the household as well. For reasons such as these, DTED has consistently placed definite demands on the father in addition to the mother, not only to participate with staff in the development of the home, but, in particular, to interact with youngsters to the extent possible in relation to home recreation, work projects, and/or "family" activities in general.

From time to time, we have been asked if it has been difficult to obtain cooperation from the father when, by reason of our contracts (which are usually written in the wife's name alone) we had literally not contracted with him for his services. Such inquiries seemed to be based on the thought that when the father maintained full-time, gainful employment apart from the group home itself, he would be unable or unwilling to participate very much in home affairs. Yet, except for two instances, DTED has received excellent cooperation from group home fathers. It has been clear that most group home fathers have viewed themselves - even from the start - as important contributors to the welfare of youngsters. Generally speaking, it was on that basis that they attempted to carry out the Project's expectations and needs - whether as members of a "team" or more as "individuals".

Related to the father's importance in the home is the role he is able to play in connection with the group home mother's need for support and attention. Relative to the youngsters, a relationship of this type can help the parents meet the youths' need to directly observe parental cooperation and even affection. Beyond this, it is important for youths to see that the parents will - on rational grounds, and certainly out of genuine concern for the youths - support one another on matters such as discipline and limit-setting. Apart from this (and with very few exceptions), it would be extremely difficult for a mother to communicate

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as well as follow through on all aspects of group home discipline and limit-setting essentially on her own.

Because DTED staff considers the group home father's participation to be highly important - and because of the particular research models being tested - some candidates were rejected on grounds of potentially insufficient or inappropriate participation on the part of the father-figure.

Thus, for example, during 1968 two Stockton homes were located in which nearly everything appeared quite acceptable (physical location, type and amount of living space and available equipment, mother's attitude and overall capabilities, etc.). However, in one such case the father, as part of his construction work, traveled to the point of his being unavailable on a consistent basis. This couple had had prior experience with CYA wards - having operated a foster home for regular, non-CTP parole agents within the Stockton area. Under the latter conditions, the father's periods of physical absence had not been thought of as posing a major problem. In the second instance, the father had a lengthy record of physical violence towards both his wife and others. For several years his wife had successfully operated a licensed home for aged people. This home would have been quite appropriate were it not for the presence of this type of potential adult male model.

Along these lines, L. W. Hunter has recently reported that of 95 families recruited from August, 1960 to August, 1961, in connection with the foster care of Oregon teenagers, only 35 were still caring for teenagers in the program two years later. Among the characteristics found in these 35 families were (1) the foster father's high degree of participation in the child's care and (2) the foster parents' recognition and acceptance of the natural parents as being significant figures in the child's life.[1] These features were in a good deal of contrast to those of families which had "dropped out" of the program.

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[1] Hunter, L.W. Foster Homes for Teenagers. Children, 11(6), pp. 234-243. 1964. Also see: Turner, E. A Girls' Group Home: An Approach to Treating Delinquent Girls in the Community. Community Treatment Project Report Series: 1969, No. 1. California Youth Authority.

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TRAINING AND STAFF INTERACTION

The chief concern in this area was to develop group home parents in ways which would help them to better carry out the tasks and overall program desired, as well as required, relative to the given types of DTED home. Effective interactions among staff - and between staff and group home parents - were seen as one of the key components in the achievement of this broad objective.

1. General Considerations

Training usually proceeded in each of two ways - with both approaches sometimes being used within the same home. The first consisted of discussions which involved only the Group Home Coordinator and the group home parents. In this case, the content of discussion typically related to Youth Authority policy and philosophy regarding the care and treatment of troubled and/or troublesome youngsters. Information would be presented regarding the emotional needs of the given type(s) of youths who would be appropriate for placement in the particular home. In addition, these discussions typically touched upon daily-living needs relative to such items as medical care, clothing, and dietary standards. The manner in which foster care payments were to be made would also be taken up. Information pertaining specifically to (1) treatment stance and techniques appropriate to given I-level subtypes and to (2) the development of each specific group home model - this was presented in a very general way only by the Group Home Coordinator.[1]

The second approach - a kind of 'team' approach - centered around the idea of considerable parole agent participation relative to group home parents' development. Thus, information concerning treatment stance, treatment technique, and professional orientation of individual parole agents would usually be presented during regularly scheduled staffings which were a part of the overall project approach which has been described elsewhere.[2] These staffings usually included parole agents, the Group Home Project Researcher, the Group Home Coordinator, the group home parents and very often the Supervising Parole Agent.

The type and amount of information which needed to be communicated was what generally determined the way in which, and the optimal setting in which, that information would be brought out. For instance, for each type of home, development of the model (as expressed in the form of a given type of program) was worked on within the context of staffing groups of the types previously

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[1] Each individual parole agent had direct responsibility for presenting information concerning the treatment of any given individual ward.

[2] See sections on 'management staffings'.

described. An exception was made in relation to the Type IV, Temporary Care Home, due primarily to the temporary nature of its program: here, the constant change of agents and youngsters within the home precluded a great deal of programming or program-continuity - at least along very specific lines. As a result, the Group Home Coordinator communicated to the Type IV Home parents principally that information about I-level subtype classification[1] which appeared essential in terms of helping them manage the several ward-subtypes which could at any time have been placed within their home.

Parole agents instructed the Temporary Care Home parents in matters which concerned the specific treatment of individual wards. This communication was both frequent and usually quite specific in nature - particularly since its primary objective was that of meeting particular, short-range treatment objectives. In many instances, these objectives had been established for the given wards immediately prior to their placement into the home.

Due to the greater complexity of the treatment issues in the Type I, II, III, and VI Homes, more of a joint effort was needed. This involved 'many heads getting together at one time', and it made possible the valuable process of perception-sharing. These 'groupings' usually involved the Group Home Coordinator, parole agent(s), group home parents and the Group Home Project Researcher.

2. Use Of The Group Home By Two Or More Agents At The Same Time

Several factors seem to determine effectiveness in working together on the part of a group of agents who are making use of the same group home. Included are the agents' individual levels of:

(1) professional experience - for example, amount of experience in Youth Authority and CTP;

(2) professional development - for example, how well they have defined their role as treater-parole agent and how comfortable they are in this role; how comfortable they are in terms of sharing responsibility for ward management with group home parents and other agents;

(3) personal investment in their work - including a willingness to invest much of themselves in terms of time, energy and emotions;

(4) commitment to use of group homes as an important resource in treating delinquents;

(5) recognition of and respect for the capabilities of all others who use the home - ability not to let personal needs and/or wishes cause disregard for the total needs of the home.

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[1] In addition to basic home management information.

Factors such as these have influenced agents' ability to share information and ideas among themselves and to cooperate in efforts to meet the many and often complex treatment needs of individuals placed within given homes. With occasional exceptions, these factors have operated in a positive direction and have led to a good deal of cooperation among agents relative to the goal of actualizing the original group home models.

While all five factors seem to operate simultaneously in all group homes, the dominant or most critical factor in any one home may differ from that of another home. For example, the degree of personal investment in their work shown by several agents during most of the life of the Type III, Boarding Home - this appeared to be the most noteworthy among the above factors in relation to the effectiveness of this particular home. On the other hand, in the Type I, Protective Home, the agents' level of commitment to the use of group homes seemed to be the most noteworthy factor. Beyond this, large differences in the level of commitment among agents who are simultaneously making use of the same home will sometimes create considerable disunity within the home.

At one time or another during the life of the Project, each DTED home was used by more than one parole agent during the same period of time. Mainly because of the treatment-centered need to match wards and agents as closely as possible, it is not considered appropriate for a ward to be reassigned to a different parole agent for the sole purpose of being placed into a home which is specified for a particular I-level subtype. The same applies to homes which serve several or all possible subtypes. Thus, for example, during a period of thirteen months in the Type IV, Temporary Care Home, some seven parole agents supervised 20 different boys relative to a total of 34 placements (some boys having returned for a third or fourth placement).

On the other hand, there were particular periods of time when only one agent was making use of a given home, as in the case of the Type I and II Homes. This generally happened during periods of caseload vacancies. There were, for example, occasions on which only one agent, rather than the usual two, was available to supervise caseloads which contained wards of the particular I-level subtypes appropriate for a given home. This type of situation might occur while a new parole agent assignment was pending. It would generally take the form of a sort of "courtesy" supervision, and/or a handling of a given crisis.

An illustration of faulty communication and personality clash which materially influenced the development of a group home may be given relative to the early days of the D's home. This was a Type II, Containment Home, one in which an adequate communication network and close cooperation on all issues were considered paramount relative to the interactions among all responsible staff. The difficulties in question arose with the hiring and involvement of a second agent after a few months of having had only one agent, an individual with whom the group home parents had learned to interact extremely well. The ensuing difficulties may have amounted to little more than a fairly minor problem in a home other than one which was being closely scrutinized for research purposes, and in which amicable relationships and particularly close coordination were of critical importance.

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In any event, communication problems began to arise between the group home parents and the new agent mainly because (1) being new to CTP, this agent was not as aware of certain procedures as were the group home parents and, in the latters' view, began to make some inappropriate decisions. Also, (2) his personality was quite different from that of the first agent. This agent was assigned to a vacant Cfc-Mp caseload. He began placing boys into the D's home without having assimilated some of the techniques which the first agent had developed, and had successfully used within the home. Most problems seemed to derive from the new agent's seemingly inflexible stance on given issues and operations within the home. His strikingly domineering approach to his wards in the home offended the group home parents. In general, it was difficult to integrate his stance with that of the first agent and to effectively coordinate the home and present a "united front" to the Cfc-Mp wards. Soon, the first agent began to withdraw from very active participation in home affairs; and after awhile, he stopped placing his wards into the home. Although the second agent used the home until he transferred out of CTP a few months later, the above interactions had set a generally negative tone in the home. It was difficult to re-establish the positive direction and atmosphere which had initially been created - with this (at least in part) itself being a function of the personality and dynamics of the group home parents themselves.

Situations of this type have been experienced primarily in connection with agents who use externally oriented treatment stances - such as are used when working with Cfc's, Mp's or Cfm's. In addition to those already mentioned, one factor which may further contribute to this type of situation is the comparatively forceful way in which the more externally oriented agents frequently move into new situations. The sudden changes which an overly eager, new agent may attempt to make in the operation of a home may lead to frustration, confusion, hurt feelings, and anger on the part of group home parents, wards in the home, and other agents who make use of the home. This may result in irreparable damage to the total functioning of the home - not necessarily because the new stance or program elements are 'bad' in and of themselves, but chiefly because of the manner in which they are introduced and/or their lack of consistency with already-operating techniques and expectations.

Together with his supervisor (and - if present - a group home coordinator) each new agent should carefully assess the relationships and expectations which already exist within the relevant group home. This should help him to become a part of the existing scheme in the most constructive, and least disruptive or frustrating way possible.

With the exception of the few situations which have been used to illustrate particular problem areas, parole agents frequently labored long, and in many cases indefatigably, to resolve problems and to maintain a stable home for their wards. During the process of lengthy discussions between DTED staff, agents and group home parents, it became clear that poor communications can occur quantitatively and qualitatively and at all points in time - relative to problems of overall home functioning. Also, they can occur as readily in homes which have only one or two agents as in those which are being used by several agents at the same point in time.

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At the start of the Project, DTED staff, parole agents and their supervisors jointly developed two methods designed to improve and maintain communications relative to the group homes. Together, these techniques - known as management and maintenance staffings - would bring together group home parents, parole agents, the Supervisor, the Researcher and the Group Home Coordinator.

Management staffings were held twice a month in each home except in the Type IV, Temporary Care Home. They were held more often than maintenance staffings. In long-term placement homes, management staffings proved to be very practical. They provided parole agents, DTED staff, and group home parents with a way of working together to develop overall program and to handle issues which could not be neglected. In the Type IV Home, continuity of agent involvement in program development with group home parents was hampered both by agent turnover and by ward turnover - the latter being associated with the short-term placements themselves. As a result, regular management staffings of the type used for long-term placement homes were not considered practical with the Type IV Home.

Staff was sometimes unsuccessful in its efforts to prevent certain homes from "failing", as a result of unresolved issues. This was in spite of the availability of management staffings. Even so, many issues were resolved in staffings of this type, and numerous frustrations were doubtlessly avoided. Our overall impression is that such staffings proved an extremely useful, if not essential vehicle for communicating and sharing feelings and significant information. In addition, they helped agents achieve and maintain the kind of inter-agent compatibility necessary for them to make effective use of the home at the same time.

With the exception of the group home parents, maintenance staffings included all of the participants required for management staffings. They provided a valuable tool for dealing with issues of home development which could best be taken up without the presence of the group home parents. They also provided a setting in which agents and DTED staff could discuss and - if necessary - hassle out broad issues relating to scope, direction and program emphasis.

Another major function of the above staffings was to keep all parties focused on the basic research objectives of each home. In this regard, the group setting provided a valuable supplement to individual conversations relating to this same subject.

We will now comment more specifically, albeit briefly, on some of the earlier-mentioned factors which appear to influence agents' ability to contribute to the overall functioning of DTED group homes. The first such factor - profession experience - contains numerous elements, only two of which will be referred to: (1) amount of parole experience within the Youth Authority - for example, in a regular parole operations program, and (2) amount of parole experience as an agent in a special supervision program such as CTP.

The amount of CYA experience which an agent may have gained prior to joining a CTP unit is understandably important in that some of the knowledge, of both general and more specific parole policies and procedures, which he is likely to have acquired along the way, can sometimes help him to communicate somewhat more efficiently if not effectively with peers and other CYA staff, relative to given items of information. More important, however, is the following: An agent who comes to CTP after at least one year's parole experience within the Agency is usually well aware of the duality of his position within CTP. That is to say, he can readily recognize that he will be required to provide not only surveillance but intensive and/or extensive treatment as well - in the rather broad sense that "treatment" is used at CTP. Additionally, such an agent will have a better chance of having developed some of the skills and confidence which can make it easier for him to carry out the technical-legal aspects of his role within a framework of intensive casework with individual wards and/or their families. To be sure, sheer quantity of prior experience in no way ensures these types of development. However, it makes them somewhat more likely to occur. Beyond this, agents who have been at CTP for some time are likely to be exposed to a variety of treatment techniques and program elements - as, for example, conjoint family therapy, role playing, and some form of sensitivity training. It appears that such experiences are likely to increase most agents' ability to play a resource role relative to group homes, and to help them share responsibility for developing the program and atmosphere of given homes. At times, they also seem to broaden given agents' skill in interacting with others, and in more rapidly handling issues which concern the management and supervision of their wards.

The factor of professional development likewise involves a number of elements, only two of which will be singled out. The first relates to the agent's willingness and ability to share - with other agents and with group home parents as well - responsibility for the management and supervision of those of his wards who are in the same group home with wards of other agents. Here, a major underlying issue seems to revolve around the given agent's level of confidence that his authority will not be minimized or usurped by other agents. The second relates to how clearly or comprehensively the given agent has defined his role as a treater of emotionally and socially disturbed individuals, and how well he is able to integrate his defined role with his obligation to protect the broader community as well.

An agent's relative degree of investment in a home is frequently expressed in terms of the amount of time and energy he puts into that home - that is, over and beyond the amount which he routinely should expend on any one of his various responsibilities. Some CTP agents are often so involved in other CTP activities (group staffings, staff meetings, etc.) that given activities with their assigned wards become difficult to plan well in advance, and must sometimes be rescheduled a number of times. This sometimes leaves an agent without that surplus energy which most agents seem to need before they can become strongly or consistently invested in the complexities of developing and maintaining an effective group home. Nevertheless, many agents do become invested - most often during their early contacts with group home parents. This seems to heighten the chances of at least establishing an effective system of communication - one which can be used to reduce and/or resolve a number of issues before serious difficulties develop.

One brief comment relative to an Agent's degree of commitment to the belief that a given group home actually can or does represent an important treatment resource for CTP wards, one which may be worthy either of his own efforts or those of other agents: The presence of such a belief sometimes seems to help an agent pay greater heed to the methods and abilities of others who are making use of the home. It will often help him defer some of his personal needs out of consideration for those of the home as a totality.

In most instances,[1] it is possible for two or more agents to effectively use the same group home during the same span of time. One must nevertheless take careful note of the fact that - in order to accomplish this - the amount of time required of agents will sometimes cause difficulty, particularly when the agents in question are already involved in a number of other high priority activities. In the more standard, non-intensive parole programs, agents would be unlikely to experience the type of problems which developed relative to some of the DTED-CTP group homes. This is primarily because of the lesser number of external pressures and demands which are likely to exist to the extent that (1) intensive treatment is not being carried out, and (2) specified treatment models and given research designs do not need to be adhered to. Generally speaking, most of the DTED home types probably could be used efficiently and to good advantage by two or more agents at a time in many regular parole supervision units - and in special supervision units as well. This should be all the more so to the degree that given agents can invest themselves directly in the development of open and rapid channels of communication, and of a meaningful group home atmosphere as well. In this respect, it is again important to not underestimate the need to invest time in some form of management and/or maintenance staffings.

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[1]And aside, for example, from the serious difficulties encountered with the 'team' approach per se relative to the Type II, Containment Homes. (In this latter sense of the term 'team approach', it should be noted that the difficulties were chiefly between CTP operations staff and group home parents - rather than between, say, differing parole agents who were utilizing given Type II homes during the same point in time. In general, parole agents seemed quite able to cooperate with one another and to accommodate or integrate their respective styles with those of other agents who were making use of given homes. Cooperative interaction among agents - one form of 'teamwork' - should not, however, be equated with, and was not necessarily associated with, the presence of an active, concerted, comprehensive and/or truly 'integrated team approach' - namely, an effort in which differing agents, group home parents and other professional staff were jointly involved in the development of program on an ongoing, planned basis. The former type of interaction was far more often observed than the latter, far more comprehensive variety. It is the former level and scale of staff interaction to which we mainly refer when indicating that a team approach was generally found to be workable. Further observations concerning the team approach are given in the section which follows.)

3. The 'Team Approach' - Difficulties And Critical Factors[1]

Some of the difficulties encountered in using the team approach were a product of wide differences which existed in the level and amount of prior experience on the part of parole agents, on the one hand, and group home parents on the other. This, at least, appeared to be the situation which existed relative to the first Type II, Containment Home. This was sometimes expressed in terms of readily observable differences in preferred approach on the part of differing team members, relative to ways of resolving particular group living problems.

A factor which was present beyond the above home was one which relates directly to the type or amount of emotional investment in the wards. Within the second Type II Home, Mr. and Mrs. G were found to have an unusually strong investment in the boys placed with them. Their level of investment was closely linked to the concept which they held of their role - that of parents/counselors/advisors, and, in a very real sense, that of being the primary agents of long-range change in the youths, or in any event, the most important positive influence in their life. It was difficult to integrate the latter views with the parole agent's concept of the supplementary type of role which would be played by the G's. The agent in question viewed himself as the principal treater and the primary authority figure relative to developing and implementing standards of discipline within the home, and also in terms of ward activities which he alone wished to initiate outside of the group home itself. In concrete ways, these factors began expressing themselves in terms of a 'battle for control' of individual wards.

Beyond this, it was difficult to integrate both the G's clear stance and that of the 'team approach', on the one hand, with the general CTP concept of parole agent as central coordinator, or director, of a variety of resources (group home parents included) on the other. Effective overall interaction between staff and the G's was in fact never achieved; and this particular home had to be closed after only eight months of operation, irrespective of the G's strong wish to be of help to adolescents placed within their home.

The first set of Type II Home parents - Mr. and Mrs. D - were nearly the opposite of Mr. and Mrs. G, not only in terms of the formers' far more authoritarian stance and demeanor, but in relation to their far lower level of personal/emotional investment in certain types of wards. In this case, the team approach did not work out too well after a given point had been reached in the development of the home and the wards - more specifically, the point at which a somewhat closer and more trusting relationship was called for between the D's and the youths who resided in their home, one which the D's in particular needed to initiate or at least allow to occur.

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[1]As will be seen, the scope of the present review frequently extends beyond the issue of training alone.

The team approach - in the broader sense of this term[*] - ran into far stronger difficulty relative to the Type II, Containment Home than in connection with any of the remaining homes. This is not to say that the latter homes were entirely free of even subtle difficulties in this regard. Relatively speaking, however, the latter homes functioned reasonably well with regard to the concept of a 'joint team effort' - again as broadly defined.[*] In this connection, it may be noted that most such homes seemed to be characterized by a noticeably less domineering, and in some sense less authoritarian stance on the part of given group home parents and agents as well. Yet the influence of certain other, possibly more significant, albeit related, factors appears to be suggested in connection with a question which is sometimes asked relative to the team approach: What factors or personality characteristics, on the part of the various people involved, seem to contribute to the relative effectiveness or ineffectiveness of this approach?

Relative to Mr. and Mrs. G's Type II, Containment Home, it appeared as if both the group home parents and the agents who used this home each possessed personality characteristics and skills appropriate for working with Mp and Cfc wards. However, when a strong-willed, strongly invested agent runs into strong-willed, strongly invested group home parents whose views run counter to his own, it then appears to be particularly difficult to develop a compromise solution which will not only meet the needs of the agent and parents, but which at the same time will not operate to the detriment of the particular type of wards under consideration - in this case, Mp's and Cfc's. In the present case, an additional complicating factor appeared to be that of the relative newness on the part of both the agent and the G's as to their particular job. Coupled with the common ability of Mp and Cfc youths to set adults against one another, the anxiety which was felt by both the agent and the group home parents - relative to establishing some definite program direction - this seemed to engender a feeling of urgency within the home. Despite the strong concern for youths on the part of all parties concerned, it seems rather doubtful that even an alternative to a 'team' approach would have made much difference relative to helping such a combination of individuals to better hear one another, and to develop a workable and meaningful compromise.

In the case of Home Types I, III, and VI, the group home parents in particula(r) (and, on the whole, the parole agents as well) seemed better able (1) to focus upon, and accept, alternatives and compromise solutions, (2) to head off problems before becoming involved in any escalating clashes of personality, and (3) to share information concerning wards. Within the Boarding and Individualized Homes - both of which were designed for higher maturity youths - there usually seemed to be less sense of urgency than in the Containment Home concerning such questions as who should initiate precisely which kind of discipline, and under what conditions this would have to be done. In large part, this situation may have reflected the greater degree of flexibility which could, in the first place, usually be maintained with higher maturity youths. As a result, things such as 'consistency of approach' could, at least more often, be adequately

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[*]See Footnote 1, pg. 26.

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expressed at the level of attitude than in terms of numerous concrete rules and details, which might otherwise have needed to be worked out among all parties concerned. Beyond this - yet related to it - was the fact that a potentially 'possessive', parent-to-child type of role was less likely to be involved,[1] in the case of higher maturity wards. Questions as to just who, in effect, was to exercise control over the activities of these youths seemed to arise less often; and as a possible result, roles and 'territories' appeared more likely to be shared on a complementary basis, as against being organized along lines which were more exclusive in nature.

4. Foster Parents' Group Meetings

As a means of (1) enhancing the group home parents' development and (2) supplementing the interaction and participation which group home parents had with parole agents and DTED staff, the group home parents in Stockton and Modesto joined together with single ward foster parents to organize a local CTP Foster Parents Club. This group provided a kind of forum, or opportunity, for relaxed and relatively informal discussion of common issues which arose concerning these parents' everyday interactions with youths placed within their homes. The Club met in the Stockton CTP office, one evening each month. This office was centrally located for most of the participants; beyond this, it provided a meeting place away from the home as well as the wards.

The Group Home Coordinator met with the Foster Parents Club during its early stages of development. She served both as Chairman and as a resource person relative to questions of Youth Authority policy as well as adolescent growth and development in general. Some members of this group had had little or no prior experience working with this particular age group, and were eager to learn. After several meetings, the foster parents began to function fairly independently, partly as a result of leadership which emerged from within the group itself.[2] The club members were soon able to organize and plan meetings on their own. From time to time, they would call upon agents as well as the Treatment Supervisor of the Stockton CTP office to take part in their meetings as resource people.

These meetings can also provide an opportunity for foster and group home parents to become acquainted with professional staff (teachers, consultants) other than the agents and supervising agents with whom they may have had their most direct and frequent contact.

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[1]Whether at, or somewhat below, the surface.

[2]They also planned such activities as a rummage sale, the aim of which was to finance ward recreational activities.

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These meetings can help parole staff gain information - concerning the personalities and viewpoints of the participants - which might not be obtained in other ways. For example, a group setting may allow participants to express certain attitudes and expectations concerning children and child-rearing which they might hesitate to express as clearly in other situations. This could include attitudes which relate to methods of disciplining and rewarding, tolerance or intolerance of certain aggressive behaviors, and so on. Information concerning attitudes relative to these areas can, in addition, help staff to more adequately assess prospective foster or group home parents (who may be participating in given meetings) in terms of whether they should be hired and, if so, how they might best be matched with available wards. To be sure, attendance at such meetings would generally imply an increased scope of involvement and a greater time-investment on the part of interested agents.

The Foster Parents Club was particularly useful in the early part of 1969, when the CTP unit in Stockton was preparing to switch over to a Community Parole Center. The impending change created anxiety for most of the foster and group home parents, primarily because of reduced ward intake into the Stockton CTP unit, and also because of uncertainties as to whether the parents would be receiving fewer or more wards at some point after the changeover was to have occurred. It was not only possible for the foster and group home parents to define and express concerns of this nature during their club meetings, but it was also possible for the Supervising Parole Agent of CTP to present to this group a detailed explanation of those aspects of the changeover which would most directly affect both them and their current placements, together with those aspects which could affect placements of still other wards in the future.

In addition to the communication of vital information, these meetings allowed for the expression of frustration and irritation produced by the difficult task of foster and group home parenthood itself. A further, supportive function related to the sharing of mutual problems among sets of individuals who sometimes believed that the difficulties and anxieties which arose during contacts with wards were unique to their own situation. This would sometimes lead to unnecessary anxiety on their part. In this regard, the meetings in question seemed to help them more clearly realize that, although each youngster is indeed different from others in numerous ways, some of the problems and concerns which the parents would be feeling relative to these youths were nevertheless of a fairly common nature and could generally be shared with other adults. The meetings also gave participants an opportunity to share general as well as specific management techniques with one another. Advice-giving and information-sharing often appeared to be much more acceptable to the participants when it came from other group members than when it came from a group leader or from other, professional staff members who were present.

A common, major difficulty faced by foster and group home parents relates to the slow rate of change or progress seen in many wards. These parents usually begin their child-caring efforts with very high aspirations and with hopes of rapid success. When they learn, through experience, that improvement such as they envision may take many months or even several years' worth of

effort, they sometimes feel quite disheartened and even pessimistic. Group meetings can serve as an important source of emotional support to individuals who may have moved into this particular stage.

Confusion and complaints regarding parole procedures or treatment techniques can sometimes be expressed during meetings of this type, particularly when the participants are able to direct their feelings toward shared concerns. Related to this, given group members may eventually direct their energies toward developing a written statement of their responsibilities toward both wards and the Agency as a whole, and toward setting down policy suggestions which relate to issues which they regard as being of critical importance.[1]

In view of (1) the growing importance of out-of-home placements, and in light of (2) the quantity and quality of the demands which are sometimes made upon the parents in question, it would appear appropriate for given agencies to take ever closer looks at the feasibility of developing meaningful training programs for foster and group home parents. The establishment of a specialized foster home unit could provide a resource for the development of such programs. A unit of this type might also develop methods, and coordinate efforts, relative to the training of parole agents in the possible use of differing types of out-of-home placement.

5. **Summary And Suggestions Relative To Training**

Two approaches to training have been used in varying degrees, relative to the five different types of group homes developed by DTED. Even though each such approach was not used in every type of home, it might not have been altogether inappropriate to do so - depending upon the need of a given home at any particular point in time. At any given point in time, the decision to emphasize either (1) an approach which was structured largely in terms of a didactic type of interaction between the Group Home Coordinator and group home parent only, or (2) a kind of team approach to training - this, it appears, would best be made primarily on the basis of one's estimate of the total needs and potential of the home over an extended period of time, and, secondarily, in relation to the more concrete and emergent needs of the particular home.

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[1] Work done by the Sonoma County Foster Parents' Group may be used as an example of the latter type of statement. This group conducted a foster home rate survey, one which seems to have promoted a rate increase within its given county. This same group compiled - and then distributed to local agencies and other foster parent groups - basic facts relating to home licensing, acquisition of medical care, drug control, and the like. Other such groups, located within Bay Area counties of California, are helping to develop a central index of foster homes which would be made available to local social agencies.

It was often necessary for the Group Home Coordinator to <u>didactically</u> focus the attention of group home parents upon such general issues as (1) CYA policy and philosophy relative to the rehabilitation of troubled youngsters, (2) the medical, dietary and clothing needs of wards, (3) I-level theory and differential treatment philosophy, (4) variations in the treatment stance of differing parole agents, and (5) the fact of parole agents' as well as group home parents' need for support. At times, the Coordinator's approach to one or another of the group home mothers could itself be thought of as another aspect of a broader team effort. This was evidenced during the individual 'counseling' sessions which the Coordinator had with Mrs. H, the Protective Home mother, as one part of the overall attempt by staff to help Mrs. H work through a number of everyday difficulties and personal concerns as well.

Other approaches to pre-training and/or in-service training which given agencies may find appropriate and feasible would include:

(1) <u>Pre-Training</u>. Prospective foster and group home parents should definitely be involved in some training prior to receiving the first ward into their home. Such training could help them to better evaluate themselves relative to the role of foster or group home parents, and to decide if they wish to continue with their plan to work with delinquent wards. Such training may also serve to reduce unnecessary anxieties and tensions, thereby helping to get the home off to a good start.

(2) <u>Parent Training Groups</u>. Once a number of new (and/or already-in-operation) group home couples were available, a parent training group could be formed. Participants could be presented with didactic material on such subjects as child and adolescent development in general, essentials of I-level theory, and pertinent agency and procedural information. The group might meet for approximately six weeks prior to moving into the 'advanced group' stage. Advanced group meetings could be conducted on more of a seminar basis.

The third major issue to be considered is that of group home maintenance. This will first be looked at relative to the <u>emotional</u> needs of group home parents. Attention will then be given to the <u>physical</u> aspects of maintaining the home itself.

1. Emotional Aspects Of Group Home Maintenance

The term 'emotional maintenance' is used in referring to the constructive support which, hopefully, can be provided for group home parents. Support of this nature is sometimes difficult to achieve, as well as sustain. Yet its attainment seems to be one of the most important single tasks of placement workers. In the case of DTED homes, the amount and type of support which was given appeared to vary a good deal among parole agents and other staff - this, often as a function of their individual, personal preference. More often, it appeared to be a function of the particular needs of given group home parents. A few illustrations will now be given, relative to the issue in question.

One of the agents who made extensive use of the Type IV, Temporary Care Home in Stockton, participated with the group home parents (Mr. and Mrs. F) in such activities as fishing trips, camping trips on weekends and holidays, softball games, etc. This was in addition to his interactions with them during normal weekday working hours. He frequently had dinner in the group home together with the youths and the F's; on other occasions he and his wife would pay a visit to the home. This same agent often stopped by to see his boys at unscheduled times during evening hours. He responded regularly and promptly to the F's requests for assistance or advice. His inclusion of the F's in the formulation and implementation of planning relative to his boys seemed to help the F's feel that they were an important part of what, in effect, he considered to be his 'treatment team'.

In short, the above agent appeared to provide excellent support for, and to have developed excellent rapport with, this particular set of parents. With the cooperation or advice of the Stockton CTP parole agents in general, the F's eventually reached the point of being able to comfortably handle most emergent issues of home and ward management with what amounted to little or no assistance from the Group Home Coordinator. The F's rarely felt that they were being ignored or left out when these agents began moving in the direction of making significant decisions concerning the home. In turn, the F's kept CTP parole agents apprised of their own activities in ways which allowed and encouraged the latter to contact them readily, and not simply in the event of an emergency. When misunderstandings arose, it was generally possible for them to be cleared up in short order.

In general, the above interactions and forms of support seemed well-suited to the F's relaxed, relatively non-structured style of living. They did not, in any event, appear to 'cramp their style'. By and large, Stockton agents encouraged the F's to continue setting their own pace of interaction with the boys. Partly through their inclusion in the above outings, the boys themselves seemed to begin realizing that it was possible for them to be pretty much at ease with the F's. The F's genuinely enjoyed such outings and activities, and seemed able to readily communicate their enjoyment to most of the boys. The pleasure and appreciation which were communicated back to the F's by given boys provided a further type of support - one which seemed to supplement, in a particularly rewarding fashion, the overall support which the F's had been able to receive from the professional staff as well.

Attempts to verbally assure most group home parents that they are being seen as an accepted and really valued part of a program are usually not, in themselves, particularly effective. Nor do they seem to communicate this type of message as clearly as does the more direct type of participation described above. Most group home parents seem to measure their effectiveness with wards and their overall value to an agency largely on the basis, not of verbal assurances alone, but of various ongoing contacts and interactions with staff - parole agents in particular. In this regard, some parents seem to receive considerable support and validation while others do not.

An example of the latter was that of Mr. and Mrs. U (Type VI, Individualized Home located near Modesto). In this instance, a decisive factor appeared to be the U's home location itself - this being in a rural setting some 35 miles south of the Stockton CTP office. The U's house and yard seemed to provide an excellent setting for the boys, from the standpoint of their needs for "growing room". Yet, the overall distance of this home from the CTP office (freeway travel notwithstanding) seemed to prevent parole agents from stopping by as spontaneously or as frequently as they were, in fact, able to do in the case of the F's Type IV Home and the H's Type I Home - both of which were located within the Stockton city limits.

Although management and maintenance staffings had been regularly scheduled for the U's, some agents seemed beset with 'emergencies' or with what amounted to higher priorities...the totality of which seemed to preclude the latters' regular attendance at the above meetings and which, through time, operated against their contacting the U's as often as would have been desirable. This type of situation made it difficult for the U's to develop a high degree of rapport with most of the Stockton CTP agents. The lack of sufficient interaction and communication between the agents and the U's probably added to the latters' already present feelings of discomfort and uncertainty, both in their dealings with the agents and in their relationship with several of the wards. This seemed to be the case particularly during times of ward misbehavior, when the U's uncertainty as to the nature of their role and as to the degree of agent support which they could expect to receive came to the fore. At such times, it would have been next to impossible for anyone to have verbally convinced the U's that they were really being viewed as valuable members of a treatment

team. For a considerable length of time, the U's seemed to turn toward the Group Home Coordinator or even the researcher - individuals whom they usually saw a few times each week - for at least a certain degree of support and validation.

In contrast to the relatively little amount of support given by agents to the U's - and in comparison to the seemingly adequate amount which was given to the F's - the H's (particularly Mrs. H) in the Type I, Protective Home in Stockton may have been given 'too much' by way of support. For example, Mrs. H was observed to gradually, albeit increasingly, grow dependent upon the principal agent who was utilizing the home in question. She began expecting him to resolve most conflicts which arose within the home, whether minor or major in scope. To be sure, the type and amount of support which this agent provided for the H's seemed to be appropriate and helpful initially. After several months, however, its appropriateness began to appear increasingly questionable - not in and of itself, but largely as a result of the manner in which Mrs. H began making use of it. The latter's dependency eventually became so great that, for a while, the agent in question began feeling a kind of indirect pressure (often in the form of a 'professional obligation') to assume principal responsibility relative to the area of ward discipline within the home. At such times, it seemed as if the agent himself was beginning to require increasing support from still other CTP staff, simply to maintain his boys within the H's home. This was obviously not a desirable position for either him or his boys to be in.

Clearly, it is often no easy matter to first determine, and then be able to maintain, what is to be an appropriate degree of relevant support for group home parents. The degree of support which an agent is likely to offer will, in part, reflect both his own commitment to the group home and his preferred style of interaction with given kinds of individuals. However, it is likely to be even more a product of the agent's judgment as to the individual needs of the given parents. This, in turn, will be related to the latters' overall experience, apparent maturity, and seeming ability to constructively respond to those forms of support which the given agent is most comfortable in offering.

A second way of demonstrating support to group home parents involves the agents' and staff's checking with them whenever possible prior to arranging meetings and staffings in which the formers' participation would be required.[1] This, at base, constitutes an expression of consideration for the parents' preferences in the areas of scheduling. This, in the minds of most group home parents, constitutes an expression of respect for the latters' personal wishes. As it turned out, the majority of staffings were in fact arranged largely at the convenience of group home parents. They were frequently held during lunch

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Yet another approach to the support of group home parents is that of providing relief time away from the youths. Even the most dedicated of individuals sometimes need and can profit from a 'break'. Such forms of relief may prevent various forms of 'blowup' by serving as a kind of safety valve relative to pressures which may be building up - both in group home parents and within given youths as well. Ways of providing such a break include arranging evenings, weekends and/or occasional vacation times away from the home and wards. Relief of this kind may be provided by college students, neighbors, other foster parents and, occasionally, relatives of the group home parents themselves (including adult-aged children of their own). Both staff and group home parents must, of course, be assured as to the appropriateness and overall reliability of any such relief persons.

Just as parole agents require occasional relief from their caseloads, so do group home parents. Some individuals who do not receive this become, at times, rather anxious and frustrated. They may begin to feel 'trapped'. In ways which can be traced to the above anxiety and underlying frustration, group home parents may sometimes grow irritated with one another and with given agents as well. What could be more serious, they may begin taking some of their frustrations out on the wards themselves. All in all, the unhappiness which can result for all parties concerned seems to be one which could in the main be avoided or at least substantially lessened by means of adequate and appropriately timed relief.

By the same token, periodic separation of group home parents and youths may be helpful to those _youths_ who, like some group home parents themselves, may find it difficult to tolerate either close or sustained relationships with given individuals, whether treatment-focused or otherwise. Such youths may be placed into temporary care homes; or, they may remain within the group home itself, but with a relief person who assumes responsibility during the group home parents' absence.

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In short, (1) educating staff to recognize signs of stress and distress which are being sent out by group home parents, and (2) developing ways of providing for timely and appropriate relief - these should be a high priority of any agency which has a strong commitment, not simply to the task of producing well-motivated group home parents but to the broader, albeit related objective of maintaining high-quality group homes on a long-term basis.

A self-conscious - that is, planned - program of support need not be elaborate. However, it should be ongoing in nature, internally consistent and, of course, pertinent to the needs and objectives in question. A program of this type might, in large part, be carried out by means of routine, everyday interactions between operations staff and group home parents. It might begin either with the Group Home Coordinator or with the operations Treatment Supervisor. In most operations, the latter would be the individual most often in a position, on the one hand, to encourage an attitude of ongoing cooperation, development and support or, on the other, to promote one of relative indifference and lack of support between given group home parents and those agents for whom he is responsible. This is especially true relative to homes which may be developed as potential resources for two or more agents at the same time - as was especially the case with those DTED homes to which wards were assigned largely for the purpose of their participation in a given treatment program, and for what was understood to involve a relatively long-term type of placement.

Wards' overall success or failure within a given group home can be influenced by positive as well as negative attitudes which staff is in a position to communicate - verbally or otherwise - concerning a given home. This is apart from opinions which given staff are able to express as to the general worth of group homes per se (or other such living arrangements), relative to their being either "good" or "bad" places/arrangements in which to live. Thus, for example, it became fairly obvious at one point that a given agent neither supported nor particularly respected the D's (Type II, Containment Home). This agent's Cfc wards - individuals who were already disposed to disliking the idea of living away from their natural home - became increasingly difficult to manage within the home quite soon after they became aware of the former's non-supportive attitude. When the D's themselves recognized the underlying and fundamental reservations held by this agent (in addition to that held by other staff) relative to their particular mode of operation, they, too, rapidly became quite guarded, if not evasive with nearly all staff, with reference to a number of areas of communication. The overall atmosphere within the home then rapidly deteriorated.[1]

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[1] Things had begun to go downhill prior to the emergence and pre-eminence of this agent's particular stance. This relates to the quality of the D's communication with given staff members in connection with certain areas of home life and longer-range planning. The quality of interactions with given wards also began going downhill at about this same time. (This process is described and discussed at greater length in the Group Home Project's Second Year Progress Report.)

As is true of most persons engaged in 'helping services', group home parents need to receive fairly clear messages to the effect that their efforts are really valued - if and when this is indeed the case - and that theirs is an integral part of the overall treatment program. Whether expressed in verbal form or in that of action alone, interactions which clearly suggest or imply an opposite type of message can seriously weaken the entire operation of the home. If - say, through seeming inadvertence - this should occur, efforts to 'mend fences' will then need to be started at once. Even then, the success of these efforts may only be partial. This would be the case if, in particular, serious underlying doubts did in fact exist as to the effectiveness or potential value of the given home.

In any event, if it is to be of deep or lasting value, a comprehensive, planned program of support would ideally begin during the very first contact with the prospective group home parents. It would begin with expressions of general interest, candor and non-seductive encouragement on the part of operations staff. It would be continued, in a consistent manner, throughout the life of the group home. Finally, it would increasingly take into consideration, and be responsive to, the more clearly emerging needs, capabilities and limitations of the group home parents as individuals.

2. Physical Aspects Of Group Home Maintenance

The physical side of maintaining a group home shares in importance with the psychological-emotional aspect. It, too, calls for considerable effort on the part of both agency staff and group home parents. This subject will next be reviewed in terms of three general areas: (1) financial, (2) physical-structural, and (3) mode of ownership.

Financial

In spite of the critical shortage of foster homes and group homes within California, few agencies have taken major steps to attach much status to foster parenthood, let alone pay for services on a basis which would compete with most jobs outside of the home. Significant movement in the direction of improving this situation might be possible if county and state foster home groups, acting through child placement agencies, were to become capable of exerting pressure upon appropriate rate-setting bodies, both in relation to improved casework services and for the purpose of obtaining appropriate rates of payment.

Movement in such a direction may, at least on occasion, proceed independently of regular child placement agencies. For example, in Sonoma County, California, the Sonoma County Foster Parents Association has been directly responsible for obtaining increased foster home rates: First, this group conducted a survey independent of the county probation or welfare departments. Armed with numerous facts, spokesmen for the Association then presented what seems to have amounted to a strong rational case - one which had sufficient impact upon the County Board of Supervisors to cause them to agree to an increase in rate of payment

to foster parents.[1]

As important as is the actual sum of money paid to group home parents, the manner in which payments are made can sometimes be of no less importance. Simple as this may seem, group home parents do need to be certain that they will receive - regularly and at a predictable point in time - the anticipated total amount of payment. If they are unable to count on this it becomes understandably difficult for them to organize and plan their financial operations for the home as a whole in connection with the entire, upcoming month. This is apart from their being able to count on having money on hand for the direct cash outlays which are involved in efficiently and effectively meeting the everyday or more immediate needs of individual wards.

The payment method which the California Youth Authority has recently adopted on a statewide basis in contracting for all group homes appears to have resulted in large part - and through a process of very rapid evolution - from the experiences of the DTED Program.[2] Briefly, the method used in DTED involves the issuance of a specified, total amount of base rate. This amount of money is mailed to the group home parents automatically on the first of each month, irrespective of the number of wards currently residing in the home. On the fifth day of each month the parents are also sent a specified rate per ward. This is computed on the basis of two factors: (1) the total number of days of ward attendance accumulated during the prior month, and (2) a 'proration', which involves a daily rate of payment computed on the basis of 1/30th of the specified amount of the monthly rate.

In addition to the issue of maintaining appropriate standards at all times, the above-mentioned base rate can better ensure the continuing operation of the group home during periods of little or no ward attendance. Advance payment of this type also helps to carry group home parents through the very first month of their contract. Except for a few isolated instances, DTED group home parents have indicated satisfaction with, in addition to an understanding of, the above "advance base rate" payment. This approach contrasts with the "arrears reimbursement" which, with few exceptions, is used by other agencies. In the case of this latter method, money for ward care is not made available until the beginning of the second month of operation.

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[1] Organizations located in still other parts of California employ people whose primary responsibility relates to the upgrading of foster care settings. Such organizations - one example of which would be a group which goes by the name of Joint Efforts For Foster Families, and is located in Santa Barbara - also provide foster and group home parents with professional representation for the purpose of making their needs known to County Boards of Supervisors and other rate-setting bodies.

[2] The changes in question apply to regular as well as special parole supervision units.

Agencies which adopt the base rate and per ward methods will doubtlessly wish to keep abreast of attendance patterns in order to ensure, on the one side, against very lengthy periods of little or no ward attendance, and, on the other, against placing into the home more than the maximum number of wards specified in the basic contract. On this score, DTED has routinely utilized a monthly attendance record, compiled separately for each individual home. The total number of ward days in each home, for each given month, can be obtained from this record. This total can readily be compared against the maximum possible number of ward days for each home, for any particular month. This has proven to be an effective and reasonably practical approach to accounting and overall monitoring of attendance patterns.

Staff should recognize the value and appropriateness of straightforward discussions with group home parents relative to all aspects of financing - including, above all, candid reviews of the total amount of money to be expected during any given period of time, as based upon the written contract itself. It is important to advise group home parents of the exact amount, the basis, and the timing of payments to be expected in connection with their particular home. In this regard, advance structuring can go a long way toward reducing possible misunderstandings, not to mention the parents' underlying anxieties concerning their degree of ability to meet the wards' basic physical needs within the home. It also places the parents in a better position to accurately respond to serious, if only occasional questions by wards in connection with money matters.

The method of payment described above helps lay the groundwork for a smooth-running total home operation. It places responsibility for payment squarely upon the adequacy of the group home contract, upon the accounting procedures themselves, and upon management personnel whose job it is to ensure the timely delivery of accurate payments. Among other things, it removes given agents from direct responsibility for establishing rates on an individual basis for individual wards. In so doing, it helps free them to relate to the group home parents in a role more firmly centered around the theme of treating wards - that is, one of planning and revising short and longer-range directions of movement, interpreting and evaluating wards' behavior and expressed attitudes, discussing with parents certain new approaches to interacting with wards, and so on.

Wards should not feel that their position within the home is primarily a reflection of their 'dollar value'. They should feel, and be, wanted and accepted primarily for who they are as individuals. The likelihood of their placing, and maintaining, a 'dollar value' interpretation upon their presence within the home is reduced when finances can be taken care of with a minimum amount of discussion, anxiety, 'fuss', conflict or actual crisis. Thus, for example, financial affairs were rarely found to have become an issue in the B's Type III, Boarding Home. Here, the overall tone seemed to be built upon such elements as there always being more than enough food, in addition to reasonable amounts of spending money - these, as a supplement to the rather fundamental, underlying quality of caring for each individual boy. The B's relaxed attitude concerning money doubtlessly added to the quality of overall

relaxation which generally existed within the home. In all likelihood, the actual adequacy and reliability of payments was, in itself, a meaningful contributor to the former, relaxed attitude itself. At the very least, it is unlikely to have interfered with it.

Physical-Structural

The presence of an adequate physical structure is of considerable importance to any group home. This refers to both adequate, total amount of space and to the manner in which that space is utilized. First of all, sufficient room is needed simply to permit relatively large numbers of people to live together in a relatively uncrowded condition - that is, one in which nearly everyone is provided with an adequate amount of space for a variety of activities, personal possessions, etc. It is highly desirable that space be provided for privacy - for being alone to think things over, for temporarily getting away from a variety of pressures, and so on. Delinquent juveniles, with their extra burden of personal and social difficulties, have at least as much need for privacy and for time to think things over as do other adolescents. Given some access to such avenues of 'escape' they will, in addition, be somewhat less likely to literally run away from various external pressures, including those which may be generated within the home itself. Beyond this, it should be recognized that - as individuals and as married couples - group home parents, on their own, need opportunities to have some privacy away from the youths themselves.

The sleeping area is perhaps the most individualized and personal part of the home. As such, it needs to be both large enough and arranged in such a way as to avoid overcrowding, to provide for study or reading areas, to allow for some privacy, and so on. Ample bathroom facilities are of no small importance. Adolescents devote considerable time to grooming and 'preening'; and it is easy for them to tie up the bathroom, particularly during the early morning rush. While two full bathrooms are usually sufficient within a typical home, it would be more desirable and could obviate a certain amount of stress if a third half-bath were available. This reflects the fact that the typical group home is likely to be housing between six and ten individuals at any one point in time.

Family rooms in which to relax and have visitors are essential to the group home. These rooms should be relatively large in size. Ideally, they would be stocked with comfortable, readily usable and strongly built furniture.[1] Family rooms, and recreation areas in general, need to be functional and accessible to

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[1] Fragile or expensive furnishings are seldom practical. Generally speaking, furnishings of this type would best be avoided or replaced with durable, more usable pieces. Floor coverings which hold up under heavy wear with a minimum of upkeep are particularly desirable from the above standpoint. They can also add to the overall comfort and enjoyment-potential of the group home.

everyone within the home. However, it would also be desirable to have a separate room (or at least a given period of time) set aside for reading or visiting away from TV or radios.

Outside areas for auto repairing, recreation and family activities (barbecues, etc.) should also be viewed as possible assets to the group home. Generally speaking, these areas should be kept comfortable and in good repair - although exceptions to this can often serve as 'grist for the mill'. Precautions against fire and accidents should receive definite emphasis, both at the instructional level and in terms of the basic layout and structural adequacy of the home.

The kitchen and eating areas can play a particularly important role in the adjustment of some youths to a group home. These parts of the home need to be readily accessible to the boys whenever they are 'hungry', are interested in preparing or experimenting with food, or express an interest in helping the group home mother with the preparation of family meals and in simply conversing with her while she works. Time spent in the latter ways can provide a fairly natural opportunity for youths to interact with the group home mother on 'her grounds', and in a relatively non-demanding, relaxed way. This also applies to the group home mother's opportunities for interacting with given youths.

Interactions of this nature were often observed in Mr. and Mrs. B's Type III, Boarding Home, and in other group homes as well. Inviting aromas, from a seemingly endless supply of food, seemed to continuously drift out of Mrs. B's kitchen. Here, at practically any hour from early morning to late at night, it would be no surprise to find one or more boys eating and inter-acting with the B's - this, in addition to parole agents who often stopped by to share the warmth of this home while interacting with the youths. Mrs. B's kitchen, and food, were important vehicles through which she communicated her underlying interest and concern for everyone in the home. The eating process seemed to provide most of the boys a context in which they could enjoyably participate with the B's. The boys' participation would almost always contain a certain amount of visible response to the B's expressions of interest and concern.

Mode of Ownership

Not all operators find themselves in the position of literal, full ownership of adequate quarters at the time of initial development of their subsidized group homes. Nor do they necessarily wish to be. For one reason or another it may be necessary for group home operators - new or otherwise - to explore the practicality of either (1) locating in rental property, (2) purchasing suitable quarters, or (3) constructing a home.

Of these three alternatives, the property rental approach (involving either a large apartment or a single family dwelling) appears to be least demanding from a financial standpoint. It usually allows for more flexibility in connection with the geographic location of the home and, also, in the event of necessary, subsequent changes in location. Renting definitely has its unpredictable and worrisome side, however. For example, considerable program continuity may be lost in the event that a lease is cancelled or the occupants are required to move.[1] Frequently, leases are too short to allow for the development and elaboration of an adequate program. Beyond this, having knowledge that a lease is about to expire may lead to considerable anxiety both as to the difficulties which surround any given move and in regard to the task of having to set up new quarters and re-establish a group home atmosphere. Added to these possible and actual difficulties is the literal (legal) necessity of obtaining prior permission from the given property owner whenever a rented dwelling is being considered for use as a group home.[2]

A number of factors come to the fore when one thinks of purchasing a dwelling for the purpose of developing a group home. For one thing, a greater initial investment of money is required as compared with the renting of property. In addition, there is the encumbrance of a mortgage loan, the greater investment in maintenance and repairs, etc. Apart from this, however, such an arrangement can ordinarily be expected to provide at least the foundation for continuity and stability relative to a given agency's group home program.[3] At time of hiring, all of the DTED group home parents were either purchasing or were full owners of their homes, with the exception of Mr. and Mrs. D. The latter individuals eventually did purchase a dwelling for use as a group home. Originally, however, they rented a dwelling in order to first establish the Type II, Containment Home.

Construction of a home would ordinarily require the heaviest investment of funds and/or the largest of loans, at least from the standpoint of an individual 'investor'. At the same time, such an approach could allow for considerable flexibility in terms of one's being able to plan a structure which might better facilitate desired program goals. To be sure, this approach could pose problems in the event of any later need to relocate. Related difficulties could develop if the given placement agency no longer wished to make use of the home, or found itself unable to continue doing so. Yet it

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[1] This can happen if the owner sells the given property or if neighbors strenuously object to its use as a group home. (The latter situation is likely to be rare; however, the former may not be too uncommon.)

[2] This requirement is likely to exist in numerous areas outside of the DTED project area.

[3] Purchased dwellings usually involve family homes with three, four, or five bedrooms, two or more bathrooms, ample kitchen, dining room, living room, closet and laundry space, recreation areas and play yard.

should be kept in mind that most dwellings which have been constructed chiefly for use as group homes have been constructed by private enterprise chiefly on a proprietary, or money-making basis. Public or private agencies whose program needs can be implemented within this type of home may wish to explore the relative merits of negotiating a contract with the given private owners or private enterprise. However, no DTED homes were either developed or operated on the above basis. They were developed and maintained on a non-profit motive basis; and, it was thus possible for DTED to select group home candidates on the basis of its own needs and criteria. Among other things, the approach used by DTED allowed program-control to ultimately remain in the hands of individuals whose primary concern was that of treating youngsters - this, as compared with individuals who, for whatever reasons, might have chiefly been concerned with running a form of business.

3. Summary

The following elements appear to be essential to the development and maintenance of an appropriate group home atmosphere:

(1) Emotional support of group home parents by operations staff - on a planned, continuous and personalized basis.

(2) Quantitatively adequate financial support, in addition to an accurate and reliable system of monthly payment.

(3) Sufficient living space - to avoid overcrowding and to allow for 'growing room' in general (privacy, study, entertainment).

(4) Relative permanency as to the physical location of the home - as a way of facilitating both the development and stability of the group home atmosphere and overall program, and of increasing the general level of security of occupants within the home.

A Brief Description Of The I-Level Classification System[1]

The classifications which are used at CTP are one part of a general theory of individual development.[2] This theory distinguishes seven levels of increasing interpersonal maturity, known as "I-levels". The vast majority of adolescent delinquents fall within the second (I_2, or low), third (I_3, or middle) or fourth (I_4, or high) levels of maturity. Each given I-level refers to certain dominant ways in which given individuals interpret their environment. For each I-level, a classification manual provides detailed descriptions of many of the central personal concerns and interpersonal desires of individuals who are currently functioning at the particular level.[3] Additional distinctions are made within each of the three I-levels. These concern certain noteworthy ways in which delinquent youths who are functioning at any given I-level express their underlying needs when interacting with their external environment. In all, nine kinds of youth ("delinquent subtypes") are thus distinguished. Each subtype appears to be associated with certain broad, recurring patterns of development during childhood and adolescence. Thus, in the case of any given youth, delinquency is viewed as an expression of one of the nine broad patterns of need-response development. In general, then, each of these classifications is a way of focusing-in on "where the client is at", both in terms of his overall development and that of his outstanding or at least distinguishing modes of adaptation to his environment.

The following is a capsule account of the low, middle and high maturity levels, together with the nine respective subtypes:[4]

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[1] This account is taken from: Palmer, T. California's Community Treatment Project in 1969. An assessment of its relevance and utility to the field of corrections. Prepared for the U. S. Joint Commission on Correctional Manpower and Training. March, 1969.

[2] Sullivan, C.E., Grant, M.Q. and Grant, J.D. The development of interpersonal maturity: applications to delinquency. Psychiatry, 1957, 20, 373-385.

[3] Warren, M.Q., et al. Interpersonal maturity level classification: juvenile. Diagnosis and treatment of low, middle and high maturity delinquents. 1966 edition. California Youth Authority.

[4] This is an adaptation of the summary account which appears in: Warren, M.Q. The community treatment project after 5 years. California Youth Authority. 1967.

Maturity Level 2 (I$_2$): An individual at this level views things outside of himself either as a source of supply or of frustration. He has very little feeling of being able to predict or control persons and events within his immediate environment. He distinguishes among others primarily in terms of their being "givers" or "withholders", and has little conception of interpersonal refinement beyond this. He has an unusually low level of frustration-tolerance together with a poor capacity to understand the reasons or rationale for the behavior or attitudes of others toward him - particularly those which are in response to his generally impulsive actions. The delinquent subtypes are:

(1) Asocial, Aggressive (Aa) - responds with active demands or open hostility when frustrated.

(2) Asocial, Passive (Ap) - responds with complaining, whining or withdrawal when frustrated.

Maturity Level 3 (I$_3$): More than the I$_2$, an individual at this level recognizes that certain aspects of his own behavior do have a good deal to do with whether or not he will get what he wants from others. However, an individual at this level interacts primarily in terms of oversimplified, external rules and formulas rather than from a set of relatively firm, internalized values. Although he has learned to play a few stereotyped roles, he cannot understand very many of the needs, feelings and motives of individuals who are organized differently than himself. As a result, he is likely to underestimate the differences which exist between himself and others - and among others, as well. He commonly, indiscriminately assumes that peers and adults operate on a power and rule-oriented basis. The delinquent subtypes are:

(3) Immature Conformist (Cfm) - responds with strong compliance to persons whom he thinks have 'the power' at the moment. Sees himself as being weak.

(4) Cultural Conformist (Cfc) - responds with conformity to delinquent peers or to a specific reference group. Likes to see himself as delinquent and tough.

(5) Manipulator (Mp) - often attempts to undermine or circumvent the power of authority-figures, and/or usurp the power role for himself. Typically does not wish to conform to peers or adults.

Maturity Level 4 (I$_4$): An individual at this level has internalized a set of standards in terms of which he judges the behavior and attitudes of himself and others. He is quite concerned about status and respect, and is strongly influenced by people whom he admires. He can perceive a level of interpersonal interaction in which individuals often have numerous expectations of one another, and attempt to influence one another by means other than power, compliance, manipulation, etc. He shows moderate-to-much ability to understand underlying reasons for behavior, and has some ability to relate to peers or authority-figures emotionally and on a long-term basis.

The delinquent subtypes are:

(6) Neurotic, Acting-out (Na) - frequently responds to underlying fears or guilt with attempts to "outrun" or deny conscious feelings of anxiety or self-condemnation.

(7) Neurotic, Anxious (Nx) - frequently responds in the form of various symptoms of emotional disturbance, which result from conflicts produced by feelings of inadequacy, fear or guilt.

(8) Situational-Emotional Reaction (Se) - responds to immediate family, social or personal crisis by acting-out - although his development, particularly that of pre-adolescence, seems fairly normal in most respects.

(9) Cultural Identifier (Ci) - expresses his identification with an anti- or with a non-middle-class value system by acting-out his delinquent beliefs and/or by "living out" in commonly unacceptable ways. Often sees himself as competent, and sometimes as a leader among peers.

Although this system has undergone continuous refinement since 1961, several years' experience has shown it to be manageable and quite communicable in its most recent (1966) form. While no claims are made that "all the answers and directions suddenly come to be revealed" once a youth is classified, the system is clearly able to focus the attention of practitioners upon many of the central needs of specified kinds of delinquents. In doing so, it provides guidelines for moving in the direction of meaningful, individualized assistance.

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