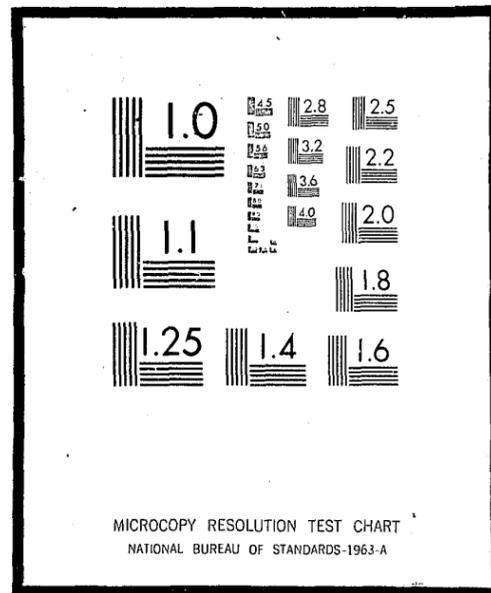


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The Conestoga Cottage Project

Final Report

SC-176-73A

By

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July 28, 1975

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Executive Summary

Conestoga Cottage (CC) is a group home in Lancaster, Pennsylvania for girls who have experienced or are likely to have experience with the juvenile justice system. It is sponsored by the Lancaster County Council of Churches and is a companion program to Horizon House, a group home for boys sponsored by the Council.

Conestoga Cottage is staffed by four counselors and a director, none of whom live in the residence. The treatment strategy is definitely non-psychoanalytic and is closer to reality therapy. Group meetings and individual counseling sessions are utilized in an attempt to teach the clientele a decision-making technique which maximizes positive payoff and minimizes negative consequences. In addition, adult volunteers are encouraged to interact with the girls on an individual basis to give them new experience and an exposure to different life styles.

A total of twenty-four girls have been enrolled in Conestoga Cottage in the past year. Eleven have run away from the program one or more times which has resulted in their removal from the program, and two others were discharged for other reasons. The program uses a four-level status system in granting the clients increasing privileges and responsibilities. After reaching Status IV, a girl graduates from the program. At the end of the first project year, two of the girls have reached Status IV, but neither has graduated. Later in this report, the implications of this undesirable completion rate are discussed at some length. Although none of the clients have "graduated," it is felt that many have benefitted from exposure to the program. Many of the girls returned to school or were encouraged to apply themselves in the school setting. If a girl was not enrolled in school, she found either a paying or voluntary

job. For some, this was a unique and worthwhile experience. In all cases, the client was provided an alternative to her life experiences and they had the opportunity to put into practice the teachings of the program. Those who wanted help, or realized that their non-punitive options were running out, reported general satisfaction with the program and personal improvement from their participation.

A major recommendation emanating from the present study is that research be undertaken to determine the "fear of success" hypothesis offered in this report as an explanation for the failure of any girls to graduate. Critics would be quick to say that the program is to blame for the lack of graduates when, in fact, the true explanation may be that females are afraid to succeed.

In terms of Justice Commission policy, it is recommended that a more thorough analysis of the true need for a program be undertaken by the Commission prior to funding a project. For those who are convinced a need for a particular program exists, it is not uncommon for them to overestimate the magnitude of the need. The second suggestion is that evaluators be linked to similar projects funded by the Commission in order to enhance the comparability of the results.

Overall, the Conestoga Cottage model is seen as appropriate. The in-house programming meets the objectives established by the Council of Churches, but more intensive effort must be devoted to establishing sound post-release plans for the clients. The experiences of this project seem to indicate that a placement after Conestoga Cottage will be a problem to work out. Therefore, perhaps more intensive work by the program staff or the staff of other agencies is needed to make this a success.

In summary, the following points are highlights of the program.

- . Twenty-four girls have enrolled in the program.
- . The average age of a participant is fifteen years.
- . Fifty percent of the participants have failed to complete the program due to absconding or other reasons. This is identical to the lack of completion rate experienced in similar projects in Minnesota, according to a Minnesota Governor's Justice Commission report on community programs. However, in order for the Conestoga Cottage program's lack of completion rate to stay at 50%, all the girls presently enrolled must successfully complete the program.
- . The occupancy rate has ranged from 16% to 100%, with an estimated average of 66%-70%. This is similar to a 69.5% rate for juvenile residences in Minnesota.
- . The budgeted per diem cost of the Conestoga Cottage residence is \$21.00 per day which is comparable to the average cost of juveniles residences in Minnesota of between \$17.69 to \$51.62. While the budgeted figure for the Conestoga Cottage program is \$21.00 per day, the actual costs per client has been \$37.17 per day. Obviously, an increase in occupancy rate would lower this figure. These rates compare to an average youth development center daily figure of \$57.53 or \$31.96 per day for each youth served.
- . The increase in educational participation of enrollees appears to exceed the 10% figure reported for Minnesota juvenile residences.

## I. Introduction

The purpose of evaluating people changing organizations is, in part, to capture the essence of the program and to make certain evaluative judgements concerning the effectiveness of the program. In doing so, one can offer to others, especially funding agencies and potential sponsors of such programs, a relatively precise accounting of input, process, and output so that they may adopt or reject all, some, or none of the components of the program being evaluated. A basic goal of evaluation is to make visible to others the essence of a program's activities. While it is necessary to capture the essence and outcome of a program, there are at least two overriding issues inherent in any evaluation to which the reader must be alerted. The first is that program goals must be specified in operational terms, and the second is the criterion question. That is, whose definition of success will be used in making judgements about program effectiveness? It is highly likely that the target group of a people changing program would interpret "success" quite differently than the program's sponsor; the sponsor's interpretation may be quite different from societies and in turn, they both might be still different from the program's change agents or counselors. An attempt will be made in this report to keep in mind each of these perspectives.

There has recently been an increase in the amount of writing that is directed at the evaluation of correctional programs.<sup>1</sup> The work of Glaser and Adams seems particularly relevant because of the implication of their works for the present report. It is overly ambitious to think that

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<sup>1</sup>See, D. Glaser. Routinizing Evaluation: Getting Feedback on Effectiveness of Crime and Delinquency Programs. Rockville, Md.; NIMH, 1973. See also, S. Adams, Evaluative Research in Corrections: A Practical Guide. Washington, D.C. U.S. Department of Justice, LEAA, 1975.

the essence of their writing can be captured in one or two sentences, but it seems to this evaluator that they, particularly Adam's work, represent a "softening" of the traditional stance in regard to research design. This is stated not to justify the "design" employed in the present project, but to perhaps set at ease those, including the writer, who assert that little can come from a non-experimental or quasi-experimental design. The design employed in the present evaluation is the second weakest design possible, the "one shot case study." While one is always more comfortable with a classic experiment design, "...often such a design is not sought by researchers, is not permitted by authorities, or is not feasible even if requested and authorized."<sup>2</sup> The weak design employed in the Conestoga Cottage results, in part, because it was not feasible or possible to create an experimental group, control group study.

The "one shot case study" employed in this project did, however, involve some pre- and post-treatment measurement. That is, a participant was to complete several paper and pencil instruments when she entered and when she exited the program. The "pre-test measures" were to provide a baseline against which one could determine the effects of participating in the Conestoga Cottage program.

The goals of the present evaluation report include, but are not limited to, the following:

1. Specification of the personal and social characteristics of the target population that the organization seeks to change.
2. Specifications of the structure and practices within the organization that must be implemented if an offender is to be changed

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<sup>2</sup>Glaser, op.cit., 67.

from Condition A to Condition B.

3. Specification of the inter-organizational exchange among units within or linked to the juvenile justice system that have consequences for the varying careers of juvenile offenders.<sup>3</sup>

A separate section of this report will be devoted to each of these areas. The information generated for the first two categories will be more complete than that relating to inter-organizational relationships for several reasons. Information relating to client characteristics was gathered somewhat systematically and information about structures and practices, or treatment technology as it will be referred to subsequently, can be generated from staff and client interviews. Inter-organizational relationships were, however, developed in a more halting way by Conestoga Cottage and the information relevant to this area will be generated ex post factorally and will consist largely of the evaluator's opinion.

Before embarking on describing the characteristics of the client population, it is necessary to comment on the origins of the Conestoga Cottage program. Much of the information presented in the next section is drawn, some of it verbatim, from the first Interim Report.

<sup>3</sup>Sarri, R.C. and E. Selo, "Evaluation Process and Outcome in Juvenile Corrections: Musings on a Grim Tale." In, Davidson, P.O., F.W. Clark and L.A. Hamerlynck Evaluation of Behavioral Programs. Champaign, Illinois: Research Press, 1974, 254-255.

## II. Project Activities

### The Influences of Horizon House

To fully comprehend the development of Conestoga Cottage, one must also be aware of the effect that running a successful halfway house for boys had on the sponsor. Based on an interview with the director of the Lancaster Council of Churches, it is fair to say that the prevailing notion about Conestoga Cottage (CC) was that one could relatively easily transfer the Horizon House model "across town" and offer a program for girls similar to the one developed for boys. The Council of Churches felt that Horizon House was successful, and their success gave them some confidence and expertise in proposing a similar project for girls. This feeling of confidence and competence in a sense was a blessing, and in a sense may have been deleterious to the successful implementation of the Conestoga Cottage project. That is, perhaps far fewer questions were raised about the nature of the target population and successful modes of intervening with girls than would have been raised if they were not involved with the successful program for boys. As it turns out, it is fairly clear that it was nearly impossible to transfer "across town" the Horizon House model. It would be unfair to say, however, that everyone involved fully intended to do this. It became clear from our interviews with various people that there were strong feelings that the Horizon House model was inappropriate and inadequate in certain areas, most notably, the involvement with the community. Some interviewees firmly asserted that there was a conscious effort to make the Conestoga Cottage program one that is involved directly with the community and seeks community support as opposed to the Horizon House program which seems consciously to avoid community involvement and sees itself as in the best position to decide what programs shall be offered within Horizon House and

to determine, quite independently, their own direction.

During the developmental stages of the Conestoga Cottage idea and proposal, it was anticipated that the director of the Horizon House would become responsible for the directorship of the Horizon House and the Conestoga Cottage. In essence, he would be a co-director of the two residential programs sponsored by the Lancaster County Council of Churches. As it turns out, this arrangement was not implemented, in part, because the county commissioners would not fund the necessary per diem rate to cover the increased salary needs for the program coordinator. This action took place sometime in May, 1974, and seems to have had a debilitating affect both on the director of the Horizon House program and on the degree to which he could contribute to the Conestoga Cottage program. While the Conestoga staff attempted to forge forward without the input of the proposed coordinator of programs, it is felt that his lack of input had an unfortunate effect. While clear differences exist between the Horizon House program and the Conestoga Cottage program in terms of the degree to which they wish to "go public," his knowledge of community agencies and his relationship with these agencies seemed to be missing in the beginning. Therefore, while one could assume that one does not need a coordinator of two residential programs, it is clear that in such a case where the expertise of one who has already learned the community system is available, it would be better to provide some money so that he could be associated with the other program for a portion of time, perhaps three months. In essence, the administrative problems encountered by the program would have to be seen as detracting from the program's validity and viability. And in retrospect, it would have been better to find some arrangement whereby continuity between Horizon House and Conestoga Cottage could have been enhanced.

#### The Law Changes

Not only did the success that the Council of Churches had with Horizon House lead to a sense of confidence, it also made them somewhat insensitive to the effect of a change in the Juvenile Court Act that was in the works at the time Conestoga Cottage was conceived. In the application for a subgrant, it was implied that twenty-five girls from Lancaster could benefit from the residence immediately. This figure probably represented girls who were soon to be considered deprived, as well as delinquent.<sup>4</sup> The effect of the Act was that many children who were formally handled by the probation department were referred to other agencies, most notably, the Bureau of Children's Services. Furthermore, the Act specified that a deprived child could not be detained, committed, or confined in an institution or other facility designed or operated for the benefit of delinquent children.

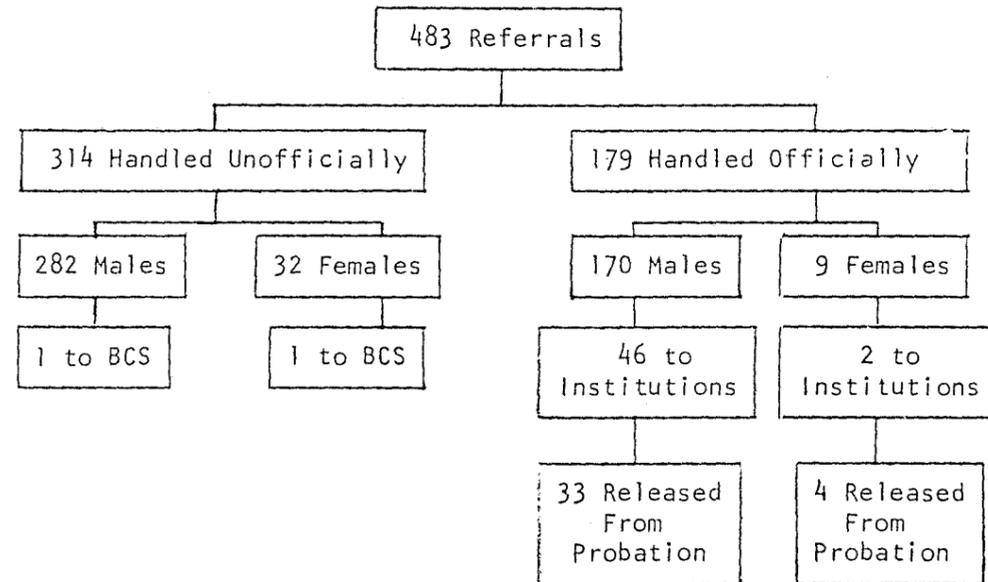
The effect of the Act was dramatic, if one can accept the figures mentioned in the subgrant application as valid. A study conducted by Thomas Schmidt, a Penn State student on field placement with the Lancaster County Probation Office, indicated that in a six month period, from July, 1974 to December, 1974, only two females from Lancaster County were institutionalized. Figure 1 gives a complete breakdown of the handling

<sup>4</sup> Act 333, the Juvenile Act, defined a "delinquent child" as one whom the court has found to have committed a delinquent act and is in need of treatment, supervision, or rehabilitation. A delinquent act was defined as a crime or habitual disobedience of the lawful commands of the parent. On the other hand, a deprived child is one who does not have sufficient parental control, who has been abandoned, is without a parent or guardian, is habitually truant from school, or has been placed for adoption in violation of the law.

of the 483 youngsters referred to the Lancaster Probation Department.

FIGURE 1.

Client Flow Through Lancaster County  
Probation Office From July, 1974-December, 1974



As has been stated above, the provisions of the new Juvenile Act resulted in a greatly reduced client pool than that initially anticipated. While Conestoga Cottage was originally intended for Lancaster County girls only, it was decided after much deliberation that the program would attempt to draw from other counties in order to run the house at or near capacity.

#### Goals and Objectives

The goals of Conestoga Cottage sponsored by the Lancaster Council of Churches, as summarized from the Application for a Subgrant, are as follows:

1. To curtail further delinquent activity of institutional returnees.
2. To redirect the lives of potentially delinquent girls through

group and individual counseling.

3. To develop a girl's capacity to lead a more constructive life. Enhancing school performance or employability are the primary means to this end.
4. To develop insight and a more positive self-concept in the enrollee.
5. To enhance the interpersonal functioning of the client.

The means to these ends were to include counselors who were to provide individual counseling, as well as group counseling; a director who was to have final authority over the program; a home-like atmosphere-- within the constraints inherent in a group home of non-related sibling-- provided primarily by house parents; and secretarial as well as homemaking support personnel.

All of the above except house parents and homemaking personnel were, in fact, part of the program. The counselors fulfilled both the homemaking and "house parent" roles.

While it is not of central importance to the present evaluation, it should be noted that most of the project's activities focused directly on the girl as opposed to her situation and environment. Essentially, the focus of the project leads one to conclude that the client herself is seen as the source of her problems as opposed to her situation and environment. Thus, the project, with one exception, chose to work most directly with the girl in order to "straighten out" her life. The exception to this individual focus was that a family therapy program was started late in the project and was intended to involve the families of those who were to "graduate" in the near future. While an individual orientation is not necessarily bad, it has been said that "the effectiveness of any intervention is to be assessed on the basis of its ability to

rehabilitate and reintegrate juveniles into meaningful social roles, not merely to reduce immediate law-violative behavior."<sup>5</sup> It will, perhaps, become apparent that working on the subsequent placement of a girl is as important as working with her individual problems.

#### The Early Phase

Conestoga Cottage opened on July 15, 1974 with two residents amid a degree of confusion. Contributing to this confusion was a lack of input from a proposed, but not hired, program coordinator; the hiring of a new staff and a rather quick change in staff even before the program opened; a work force which was continuing to make renovations on the facility; and the negotiation of the necessary inspections by the state. Extensive physical renovations made to the residence necessitated a fund drive to pay for these renovations.

Conestoga Cottage had an active board of directors consisting of a Chairman, Vice Chairman, Secretary, Treasurer, Legal Counsel and a Fund Drive Coordinator. In addition to the overall Board of Directors, there was a personnel committee, a property-building committee, a furnishings committee, a program committee, and a publicity committee. The members of the various committees were very active in the initial stages in negotiating with contractors, getting furnishings for the residence, primarily from local firms, providing publicity concerning the home, and involving themselves with the fiscal management of the program. It would appear to the evaluator that the board of directors represented reasonably powerful people in the community.

The director of the program and selected board members made guest lectures to advertise the program whenever they had the opportunity. In

<sup>5</sup>Sari and Selo, loc. cit., 267.

addition to presenting Conestoga Cottage to the public, via the lecture circuit, the program director continued to work with agencies in the community and to go outside Lancaster County to other probation offices. The purpose of these visits was to alert the respective probation departments to the existing goals and methods of Conestoga Cottage and to seek potential referrals.

#### The Definition of the Program

We can look at the program in terms of what it is and what it isn't. In the beginning stages of the project, and even to the present moment, many people espouse the notion that Conestoga Cottage is a family-like setting for girls in trouble. While this is an attractive notion, it is difficult to comprehend how one conceptualizes the setting as a family. For instance, it could be argued that in most families there is not a director, there are no counselors, and there is no child care worker-typist. The notion of the family probably is a carry-over from the Horizon House program which asserts that it too is a family-like setting. But it must be said that the only relationship of the present setting to a family would have to be that there are youngsters of a similar age living together in a group setting. These comments in no way are to be construed as implying a judgement either positive or negative, but simply to point out that to think this group home is a family setting may be somewhat erroneous. The program is really a group home setting staffed by a director and four trained counselors in addition to a child care worker - receptionist, all striving to enhance the development of the youth involved while meeting all of their basic medical and emotional needs. According to the director of the program, the program goals can be characterized as follows:

a. The program hopes to instill a degree of self-reliance and independence in each of the residents who come through its doors. They hope to establish an ability to cope with the everyday experiences facing the youth upon graduation, and to teach the youth to cope with or to tolerate whatever situation she may confront.

b. Through the use of imaginal education, non-directive counseling, and transactional analysis the program tries to instill the ability for decision-making which takes into account alternatives, consequences, and responsibilities for those decisions. They attempt to teach decision-making in a non-judgemental atmosphere. That is, if a girl was contemplating an act which were not legal or otherwise non-conformist, the counselors would attempt to have the child consider the decision in terms of the consequences, ramifications of the decision, and how it might affect others.

c. Through accomplishing the above two objectives, it is hoped that the youth will develop a positive self-image. In attempting to enhance the self-image of a youth enrolled in the program, the staff is avoiding verbally inundating the enrollee with self-enhancing statements and relying on the notion that through experience and ability to make decisions meaningfully, she will develop a more positive prospective of herself.

In addition to these three goals and the intended methods, there is an attempt to break down long-term objectives into short-term goals. These goals are operationalized by invoking a level or status system whereby the resident goes through four levels of attainment with consequent and increasing degrees of freedom and responsibility attending each of these levels. (See Appendix A).

We can characterize what the program is not, by saying that it is not intensive therapy which follows the Freudian model. While Conestoga Cottage does not rule out using traditional, therapeutic methods in their total program, they do not attempt to do intensive therapy within the setting itself. In addition to the lack of intensive Freudian therapy, there is no attempt to physically coerce or control the residents. The staff attempts to eschew coercive techniques and opts for attempting to have the resident assume responsibility for her own decisions. In addition to these two factors, the program does not entail house parents. Although the application for a sub-grant mentioned the desirability of house parents as have other community agencies, it has chosen not to go that route.

### III. Client Characteristics

#### Referral Source

Although the facility originally intended to serve Lancaster County, it has accepted six residents from York County, five from Lancaster, four from Dauphin, three from Cumberland, two from Lebanon, two from Franklin, and one from Adams County. Thus, in order to run the program at or near capacity, it has drawn from seven counties instead of one as originally intended. At the present time, Conestoga Cottage has served twenty-four girls.

The average age of clients at entry is 15.35 years (S.D. = .93). Based on twenty-three girls, there have been four fourteen year olds, ten fifteen year olds, six sixteen year olds, and three seventeen year olds.

#### Home Family Structure

Eight of the twenty-four residents were from families that could be

defined as legally intact. Sixteen (66%) came from families that were broken. Four of the eight legally intact families could be described as functionally broken. Families in which the parents were separated, but not divorced, or one parent was in a mental hospital, or in jail, were considered functionally broken.

When one examines the family background of the residents, it is rather clear that some alternative to placement back into the family should be at least considered. Some of the girls come from homes where the parent or parents abuse the child or reject her. In some cases, the child is a product of one parent and a paramour. Given the structure of the home, it would seem that family therapy may have a slim chance of succeeding because of the "family's" basic orientation to the child.

#### Institutional Experiences

Eleven (46%) of the girls had experienced some previous form of institutionalization. This includes, for instance, being sent to a Youth Development Center, extended detention in a county jail, or placement in a private girl's homes. Others had experienced foster home care, but this was not counted as institutional experience.

#### School Status

It is very difficult from the girl's records to determine their status in school at entry into the program. While many would be classified as "in school," their records often included high truancy rates resulting in failure. Conestoga Cottage, however, encourages each of its residents to attend school or to work, either at a paying job or as a volunteer. Conestoga Cottage has attempted to work closely with the schools and in some cases has been very successful at arranging a program

to meet the needs of the student.

To present precise statistics on school matters is difficult to do for several reasons. For instance, some of the girls were in the program only during the summer months and one does not know what their school performance would have been. In other cases, a girl's stay in the house was so brief that it makes little sense to talk about school performance. Despite the difficulties in making sense of the school data, the following gives some indication of the school activities of Conestoga Cottage residents.

Eight (33%) of the girls attend school, are attending school, or are going to attend. Two (8%) attended special education classes, four (17%) were or are going to the Adult Enrichment Center to work on a GED, two were/are enrolled in a work study program, and one was receiving tutoring at the house. Therefore, about 71% of the girls underwent some type of educational experience. Furthermore, as will be shown later, several performed well in the school setting.

#### Length of Stay in Conestoga Cottage

While this variable does not describe the background of the residents, it is presented here because it relates to overall characteristics of the population. Thirteen of the twenty-four girls who have been enrolled in the program have left. Length of stay ranges from two days to 282 days, with an average length of stay of 98.23 days (S.D. = 78.98). This mean of 98 days is felt to be somewhat misleading, because six clients stayed between 2 and 54 days, while seven others stayed between 102 and 282 days. If these two groups are looked at separately, and if one also eliminates the two extreme scores of 2 and 282 days, then their respective means are 38 days and 138.8 days. Although there is a 100 day difference in these

two relatively distinct groups, there appears to be nothing systematically different about the two groups. It would be statistically risky to report that groups as small as five and six members differ systematically on some particular variable, but such a finding would have been of practical interest, if not statistical significance.

#### Involvement with Drugs or Delinquent Acts

The "data" gathered concerning this category is very unsystematic and, perhaps, not accurate. Data was not systematically gathered on this variable for several reasons. However, it should be pointed out that some of the clients had previous drug histories running the gamut from experimental/infrequent usage to extensive usage and selling. Other delinquent activities include assault and battery, running, truancy, burglary, purse theft, and fire setting. Because of the short run nature of the project, and the lack of systematic data collection, no pre-post comparisons can be made. It is felt, however, that mentioning the delinquent activities of the clients, coupled with knowledge about their home/family situations, can give the reader an appreciation of the problems endemic to the clients.

#### Running Behavior

One problem that the staff of Conestoga Cottage was unprepared to deal with was the degree to which girls run away. Running is not a problem in Horizon House, but the previous history of Conestoga Cottage residents as well as their in-residence behavior was problematical. By way of comparison, no runaways were experienced by a similar residential program for girls conducted in Maine between 1968-1970.<sup>6</sup> However, Sari and

<sup>6</sup>Hussey, F.A., An Experiment in Change. Washington: U.S. Department of Labor, OMPER, 1970.

Selo report that the Silverlake Experiment, a residential program for boys, experienced a runaway rate of 37% in the experimental group and a 40% rate in the control group.<sup>7</sup> A liberal approach to the runaway problem is reported from Minnesota, where it is said that, "If a child wants to leave, we discuss problems and possible benefits. If he still chooses to leave, we give him bus fare so that he doesn't get hurt hitch hiking."<sup>8</sup> To illustrate the nature of the problem, although the validity and reliability of the variable is also questionable, the running histories of 13 girls is presented below. The information is not necessarily complete, but it gives the reader an impression about the problem of running.

- . 3 times from project
- . 2 times from home, never from project
- . 4 times from home
- . 2 times from project
- . 6 times from project
- . 4 times previously, once from project
- . 4 times prior to project
- . 13 times previously, also ran from project
- . 5 times previously, 3 times from project
- . 3 times from project
- . 3 times from project
- . 3 times previously, 3 times from project
- . 7 times from project.

This data reflects both girls who have left the project as well as some who are currently enrolled. Thus, it can be seen that over half of

<sup>7</sup>Sari and Selo, loc. cit. p. 276.

<sup>8</sup>Alper, loc. cit. p. 96.

the clients have known running histories.

#### Summary Description

It can be seen that the girls in Conestoga Cottage are reasonably young, about 15, and from unstable family/home situations. Many have shaky school experiences, histories of drugs and other delinquent activities, and a tendency to run away. Some of the girls are on their way back from an institution and others have been sent to Conestoga Cottage rather than to a traditional institution.

#### IV. Milieux and Situational Characteristics

Many issues which are relevant to this section have already been covered in Section II, Project Activities. The residence has gone through three relatively distinct stages which will be described here, and several other issues will also be mentioned.

#### The House and Cognitive Dissonance

Conestoga Cottage was once a single family dwelling located in what once was, and may now still be, a middle to upper income neighborhood. It is across the street from the Hamilton watch factory and also relatively close to Franklin and Marshall College. The residence has three functional floors as fire regulations prevent a fourth floor from being used. The basement level consists of a sewing room, with about six sewing machines, a family room with a color TV and comfortable furniture, a laundry room, bath, and furnace room. The ground floor, or second level, contains the directors office (a converted bedroom), the counselor's bedroom, a dining room, pantry, bath, kitchen, and another office. The third floor contains four bedrooms and three baths. Each girl shares her bedroom with one to three roommates, depending on how full the house is.

While the house itself is relatively old, it has undergone extensive renovation and is now in very good to excellent condition. In preparing the residence, the Board not only saw to it that the house itself was in good shape, but they also attempted to provide the residents with excellent furnishings. Perhaps too excellent. All the furniture was purchased new, and each bedroom was furnished with new drapes and bedspreads. Not only was the house outfitted in new and coordinated furnishings, but to add to the finishing touches, the residence was nearly completely outfitted with wall-to-wall carpet. It must be said that the Furnishings Committee did an excellent job in outfitting the residence in a first class way.

What does all this have to do with an evaluation report? The nature of the house is raised here because of the impact that the physical structure itself may have on outcome. It is impossible, without a very elaborate classical experimental design, to assess the independent influence that a physical structure has on program outcome, but one must raise physical structure as a variable so others may consider it in designing a similar residence.

The question that one must ask is, "What does physical residence mean to its inhabitants?" Alper asserts that halfway houses ought to be placed in "...neighborhoods of the sort from which their residents come - neither too much better nor worse than the settings to which they will ultimately return."<sup>9</sup>

This researcher feels that a residence as nicely furnished and as "plushly" outfitted as Conestoga Cottage may have negative consequences for program participants, resulting from cognitive dissonance. Cognitive dissonance can be seen as psychological uncomfortableness, resulting in

<sup>9</sup>Alper, op.cit., 104.

psychological disequilibrium emanating from an inconsistency between one's beliefs and attitudes, and the apparent facts at hand. As a consequence of cognitive dissonance, an individual will attempt to re-establish cognitive consistency and the attempts to do so can take several forms. For instance, one can accept the dissonant situation which re-establishes equilibrium or, on the other hand, they can deny the validity of the dissonance inducer, or use other defense mechanisms to maintain equilibrium. Although it's purely speculative, it seems reasonable to suggest that an individual's coming from "deprived" backgrounds could continually feel that "it's just not me" as they continue to live in surroundings that are inconsistent with what they have experienced for 14 or 15 years. One way to reduce the cognitive dissonance would be to escape from the anxiety producing situation by running away to situations that are well known, if not desirable from the viewpoint of the larger society. While the physical structure and cognitive dissonance are raised as relevant questions for consideration and research, one must be cautious in putting stock in the idea absent research directed at the question. While cognitive dissonance may be a plausible hypothesis to explain failure, it is probably insufficient in and of itself to lead to failure. It may, however, interact with other factors and lead to negative results.

#### Staff and Staff Training

The staff of Conestoga Cottage can be characterized as humanistic counselors. Their training, as a group, tends to be sociological in nature. Two of the counselors were hired because of somewhat unique qualifications. One of these, a graduate in sociology, was also a practical nurse, liked to cook and sew, and was willing to type. The interventive style of this particular counselor is to confront the client with various

situations likely to be encountered by a girl when out of Conestoga Cottage, to determine the action most appropriate to each situation. This counselor has attended an Imaginal Education Workshop and is responsible for teaching the precepts of imaginal education to the clients during orientation.

Another counselor who has a degree in sociology, extensive experiences in another culture, and is also bilingual, brought an arts and crafts orientation to the program. She was particularly appropriate because of her linguistic abilities. She did an internship with the Lancaster Probation and Parole Office, and was familiar with the court system. Following her participation in an Imaginal Education Workshop, she assumed responsibility for running group sessions after the departure of another counselor.

The counselor who was originally in charge of the group meetings had a bachelor's degree in psychology and a master's in counseling and guidance. Although only 25 years old, she had extensive experiences with different age groups, ethnic groups, and social classes. After completing a course in sex education, she was planning to teach it to the clients, but accepted another job before having the opportunity to do so. She had excellent insight into situations, was adept at offering encouragement to the girls, but was very honest and straightforward in her approach.

Another counselor was hired in January, 1975, with an extensive background in working with high IQ, emotionally-disturbed adolescents. She has a BA in English and is working on a master's in socially and emotionally disturbed adolescents. After having served as the weekend and night supervisor for 40-60 socially and emotionally disturbed teenage girls, she finds Conestoga Cottage to be equally challenging, but less demanding. She is very artistic, sports-minded, active, and fun to be with.

The last counselor to be hired has a bachelor's in English, has taught in adult education, and developed radio programs for the blind in the area of consumer education. She has prior experience as a teacher-counselor in a school attached to a group home. She is practical, down-to-earth, and understanding of the girl's problems.

It should be apparent that the training and experiences of the staff enables them to be particularly comfortable in a program that stresses decision-making and learning to cope with various situations facing the clients. In addition to the training brought with them to Conestoga Cottage, the staff has undergone various forms of in-service training. This included the director being trained in family therapy, a counselor taking a course in active listening, a counselor attending a training session in sex education, and two counselors attending a seminar on imaginal education. In addition, the complete staff underwent several sensitivity sessions.

#### Program Evolution

As could be expected in the initial year of any new program, Conestoga Cottage underwent several changes during the year. Three, and perhaps four, distinct stages can be identified. The first stage, which lasted up to three months, was essentially a shake-down period for an untried staff and an untried program. The two to three girls enrolled during this period were cared for by three counselors and the director. The small number of clients in the program seemed to add undue pressures to the staff. Not only did they feel the need to be "doing something," but they also felt the need to do "it" well. In this stage, there was a tendency to feel that all one needed to do was be human. During the period it was discovered that the Horizon House disciplinary structure

didn't seem to work with girls. There was a great deal of sensitivity to perceived community pressure to be harder on the girls. It was during these first few months that Conestoga Cottage had its first experiences with running, and the convenience of Lancaster's "underground" to which the kids could run. The director has expressed the view that the "underground" would make it more difficult to take more girls from Lancaster into the program.

It was also during the first stage that the counselors were dealing with the clients more as peers and not as counselees. While this had the positive effect of engendering honesty and openness on the part of the resident, it had negative consequences in that there was a question as to who had authority. Because of time pressures that accompanied the quick opening of Conestoga Cottage, the staff had to get to know each other and the program while they were on the job. This tended to make it difficult to work as a unit and to work with a degree of staff interchangeability.

The second identifiable phase occurred from September through to the new year. This phase involved the real beginning of the "therapeutic" endeavors of the residence. Because an increasing number of girls were living in the house and a nucleus of somewhat stable girls was developing, the group activities and group counseling were implemented in this stage. Concomitant with these activities was an increasing sense of "family" and cohesiveness leading to few hassels, fights, or other problems. The population in residence during this period fluctuated from one to eight, and there generally were no more than two girls to a room. While there was a feeling of group cohesiveness, staff problems were becoming more apparent. Although the staff were having problems at this point, the group's cohesiveness prevented the staff problems from becoming apparent to the girls.

The experiences of this second phase has led the program's director to assert that about eight girls is an optimal number of clients. It is felt that twelve may be "too many" because it is difficult to listen to them all, much less give them individual attention. Given that the staff was experiencing problems during this period, this judgement must be seen as reasonable. If the staff were running smoothly and efficiently during this period, one could contend that this judgement were influenced by a general contentedness. However, such was not the case.

The third period began in January, with a full house. This third stage may now be coming to an end. Either because of, or concomitant with, a full complement of twelve clients, there has been a rise in petty complaining, fights, and stealing. The pressures of a full house may, however, have lead to enhanced communication among the staff. The director has assumed more the role of a manager, telling the kids in the program to take their problems to their individual counselor. As the staff and program have matured, the nature of the interaction between the counselors and clients has also changed. Rather than interacting with the client as a peer, and sometimes emotionally, the staff is assuming more professional stance. The overall goal or model they are attempting to portray is one of a single female who is not rushing into marriage and kids. There is an attempt to present the realities of living a full life as an individual with her own competencies -- a different model indeed than what many may have been exposed to.

#### V. Treatment Technology

In evaluating this program, particularly since no experimental design was possible, it is important to present as clearly as possible the mode of intervention utilized. Several strategies are used, including individual

counseling, group counseling, imaginal education, family therapy, and "adult friends." While each of these techniques plays a role in the program, group sessions and decision-making based on the principles of imaginal education are of primary importance. In order to develop as broad an information base as possible, each counselor and the director was asked to fill out a questionnaire describing each strategy. The following section draws heavily on their perceptions.

#### Individual Counseling

Individual counseling is particularly important in the early stages of relationship to establish a rapport, openness, sharing, and caring. Discussing the girl's life and past behaviors leads into the determination of short- and long-term goals. After these are established, behavioral progress is monitored weekly by filling out progress sheets during the formal counseling sessions. This activity can also act as a catalyst for discussion and personal problem-solving. As part of this one-to-one relationship, all requests and activities, such as dates, home visits, plans with adult friends, and doctor visits are discussed with the counselor. Throughout this gradual process, hopefully, a feeling of respect and affection will be developed, resulting in positive input and role-modeling for the girls. Giving the resident positive emotional support and help as she is exposed to the idea of self-determination, as well as techniques for accomplishing her goals, is a primary function of the counselor-resident relationship. After the relationship is established, much attention is given to decision-making and the alternatives available in a particular situation.

#### Group Sessions

There are three types of group meetings held weekly for a period of

one hour each. One counselor is responsible for planning, coordinating, and running the groups with help, suggestions, and advice from the director. The Monday night group is aimed at trust-building, as the group members learn more about themselves and each other in a non-threatening environment. All types of creative techniques are tried, such as value clarification exercises, dance and art therapy, role playing, sensitivity exercises, and sense relaxation programs. The goal is to develop group spirit, honesty, and cohesiveness in an enjoyable framework where everyone participates, including counselors. Many activities have been very well received and as the girls open up and become relaxed in these meetings, there is a greater degree of participation in the other two types of meetings. Wednesday's session is a problem-solving group, where practice in decision-making processes is utilized by dealing with any house, individual, or theoretical problem. If the girls have not been able to solve a major house problem on their own, they are expected to bring it up at the meeting. All requests for advancement in status are made, discussed, and voted upon during the Wednesday meeting.

The Wednesday session can also be an information-type of group meeting. If there is a special need, such as sex education or employment topics (filling in applications, responsibilities of jobs, dealing with fellow workers, etc.,) the group receives information and then discusses it. Since a variety of things are accomplished on Wednesday, the goals and style of the meeting change for each particular purpose. Furthermore, levels of effectiveness also vary. Some of the house problems, such as sloppiness and stealing, never really get resolved because they are not important to everyone as a group and the group must cope with the problem together.

The Sunday group meeting focuses on weekend activities. The residents

who have had home visits share with the rest of the group good or bad experiences and discuss how they handled the situations. If a girl wants advice on how to deal with an unpleasant situation if she were to face it again, she can ask the others for alternatives. One benefit from sharing incidents is that the girls realize that they have many common experiences and problems and can collectively try to find solutions. The goal is to provide support and options in confusing and sometimes chaotic family situations, and to impress upon the girls that there are many ways of handling a situation. It is a good time to assess whether the program is effecting behavioral changes by determining whether new behaviors differ from "old behaviors" when back in the old environment of home, friends, and foes. Periodically, the meetings are emotionally-charged, cathartic and usually effective.

It has been said that the group mechanism is the single most effective tool employed at Conestoga Cottage. Toleration for "family members" increases in the group, many things said in group meetings tend to be remembered, and the staff seems to be more readily asked for advice during group meetings. Group meetings and use of peer pressure are central to the Conestoga Cottage program.

#### Imaginal Education

Imaginal education (I.E.) is a non-judgemental technique of teaching people how to make decisions. They are encouraged to consider all the alternatives in each situation, list the good and bad consequences of each alternative, use the criteria of minimal regret (what is least harmful for you), make a decision, and then maturely accept the consequences. It is a formal procedure, theoretically combining the concepts of religion, neurological processes, and computer science techniques. I.E. forms the philosophical basis for Conestoga Cottage in counseling, dealing with problems,

and the every-day running of the house. The residents practice making decisions constantly. These range from whether to get up in time for school, to what job they want for the summer, to whether they will live with their family or a foster home once they graduate. The more the technique is practiced each day, the more it becomes a part of their response repertoire resulting in having more control over their own lives.

#### Family Therapy

Family therapy is invoked only after a resident has reached Status III, and is looking forward to graduating from the program. The model used at Conestoga Cottage is that of the Philadelphia school of Saul Minuchin and Barrigan. It is a method of viewing the family in sub-systems of spouse, parent, and sibling. It is felt that if the members of the sub-system are alienated or too tightly drawn into another sub-system, problems will arise in the family. The purpose of the therapy is to realign members into their proper sub-systems and roles. In the Conestoga Cottage situation, the whole family should attend the session, including the resident who lives at Conestoga Cottage and the girl's counselor. Most of the problems in using family therapy have centered around the inability or desire to have all the members of the family together at one time. Distance, conflicting work schedules, and disinterest make family therapy difficult, although an attempt is made to see the family a few times before a resident returns home. It is not the intense, change-producing therapy originally envisioned by the director-therapist, but at least future plans are discussed as well as rules for the girl to facilitate her transition into the next placement.

#### Adult Friends

Adult friends are female volunteers from the community, who assume

the responsibility of contacting a particular resident at least once a week during her total length of stay at Conestoga Cottage. Each girl and adult are matched as closely as possible in terms of hobbies, interests, and therapeutic possibilities. A girl who will be on her own is matched with a young, independent, self-sufficient woman, while another girl may need the experience of being with a happy unified family. An adult friend can expose a girl to new, varied activities that the Cottage may not have time, money, or enough majority interest to warrant the activity. The adult friend also acts as a buffer and a release from the tensions in Conestoga Cottage. She is a friend to talk to and is one that can introduce the girl to different life-styles, family structures and points of view.

#### Effectiveness of Strategies

As part of this evaluative effort with the staff, they were asked to indicate which interventive strategy they thought was most effective and least effective. It was pretty much agreed that the imaginal education notion provides the basic philosophy that underlines the individual and group counseling and determines most administrative decisions. It is felt that no one can make teenagers do much of anything at this stage of life; they have to want to do something. The program encourages them to make many decisions with guidance and support, but it also requires a condition of commitment and desire on their part to make the program work. Decision-making skills are particularly important because the girls will be adults in a few years and need to learn to make decisions. At Conestoga Cottage, that technique is practiced in a sheltered, supportive atmosphere. The technique is seen as well received by the client population perhaps because of its apparent concreteness.

Family therapy was seen as the least effective for many reasons, some

of which were mentioned previously. Other reasons include the problem created by so many runaways who never make it to Status III where family therapy is begun. Another drawback could be the therapist's inexperience and youth. In one of the sessions there was an initial reaction, particularly from the father, that no young girl was going to tell him what to do and his family didn't need therapy in the first place. The fact that the counselors aren't married may also contribute to a lack of credibility of the family therapy program. This, coupled with a reluctance to admit that a family has problems, makes the family therapy effort perhaps one of the least productive.

As a follow-up to questions dealing with most and least effective interventive strategies, the staff was also asked to recommend a strategy or group of strategies that could be used by other groups considering a similar residence. In response to this question, it was agreed that the basic concepts of imaginal education, carried over into the group and individual counseling, is a good technique model. However, it was also felt that group size should be reduced to six or eight girls. The residence has always had a hard time getting past the number of eight residents, because when more than eight were in-residence, girls would run and this would have the effect of reducing the population again. With a smaller population, there seems to be more group cohesiveness and mutual enjoyment, more time for each resident to spend with her counselors, and less administrative problems in managing the house and the girl's affairs. The director feels very strongly that the decision-making processes and democratic governing of the house is the soundest path to follow. The adult friends program is not seen as absolutely necessary for the house because it has created administrative paperwork, phone calls, and organizational plans, but it has also produced some therapeutic experiences for

the girls and may have been a positive extra in the over-all scope of the program. While it is agreed that the adult friend portion of the program may be, at present, the weakest link, it is felt that positive results could accrue from such an effort. One of the potential benefits is the provision of different possible life styles and unique experiences. While it is true that the "adult friend" component can have positive effects, it has required too much of an investment for the returns provided.

#### VI. Evaluation Strategy and Project Results

The design of the present evaluation, as pointed out in the introduction, is basically a "one-shot case study" with pre- and post-enrollment measurements. In addition to paper and pencil measurements, the evaluator has made many on-site visits, has conducted several interviews with the staff and residents, and the staff was asked to complete a questionnaire dealing with treatment technology for the final report. From a rigorous methodological point of view, there are many threats to the validity of the design. Even though the pre-treatment, post-treatment strategy is adequate to pick up change over time, without a control or comparison group one cannot be certain that observed changes result from the program. However, the notion of a control group for the present project was deemed unfeasible. This decision may not have had a serious negative impact on the efficacy of the evaluation, in light of the problems encountered by many programs attempting to use the experimental group-control design.<sup>10</sup> This decision is supported by the work of Adams, who recently said, "...it appears that the contribution of the controlled experiment to correctional

<sup>10</sup>See, Keller, O.J. and B.S. Alper, Halfway Houses: Community Centered Correction and Treatment. Lexington, Mass.: Heath Lexington Books, Inc., 1970. 145-150.

decision-making is less than might be anticipated, given the high value placed on this design.<sup>11</sup>

#### School Related Measures and Results

Notwithstanding the design problems inherent in the present project, paper and pencil measures were used to assess changes relevant to several project goals. For instance, one of the goals was to "re-direct the lives" of the client through the use of individual and group counseling. Although the goals were not stated in operational terms, that is, in terms of specific behaviors or attitudes to be changed, it was stated that school and work were particularly appropriate areas of "life re-direction." Within certain constraints, Conestoga Cottage was very successful in getting every client to attend school or to find either a volunteer or paying job. In every case, a resident of Conestoga Cottage attended school, worked or did both. While it is difficult to determine how much sustained life re-direction can accrue from the client's work experiences, it was felt that if Conestoga Cottage could effect change in a girl's motivation to attend and benefit from school, this would be a rather significant achievement. In order to assess school performance and the area of school motivation, three separate endeavors were undertaken. First, Conestoga Cottage staff attempted to get the school records for a client for a period covering at least a year prior to enrollment in the program. The grade history prior to entering Conestoga Cottage was so spotty that no meaningful comparisons could be made. However, the average grades for the girls who attended school while in the residence were B's and C's. This is felt to be reasonable performance, given the past academic histories of the clients.

<sup>11</sup> Adams, loc. cit. p. 67.

#### School Reports

Feeling that school grades may not present the total picture, teachers were also asked to fill out a monthly School Report (see Appendix B). The objective of having this report completed was to alert the Conestoga Cottage staff to problems as well as to provide evaluation input concerning the behavior of Conestoga Cottage residents. As it turns out, one or more of these School Reports were completed on only six students. While there is no data to compare it with, the results of the School Reports appear to be very favorable. Results of the School Reports on the individuals rated are contained in Appendix C, but the mean score on each item for the girls is offered below. The teachers were asked to check which adjective most closely described each girl on each item. With the exception of only one item, the categories were "almost always" through "never." In analyzing the data, the positive end of the continuum received a score of "5" and the negative end was scored a "1." Thus, the higher the score the better it is. The results are as follows:

	<u>MEAN</u>
1. How often does she fight or argue with other students?	4.97
2. How often does she argue with you?	4.75
3. How often does she do her best work in school?	3.86
4. How often does she cut up in class so others can't work?	4.93
5. How often does she come late to class?	4.34
6. How often does she come to class unprepared?	4.17
7. How often does she do things on purpose that will make you angry?	4.84
8. How often does she turn in sloppy or incomplete assignments?	5.00

9. How often is she kept after school? 5.00  
 10. Her overall attitude toward your class is? 3.95<sup>12</sup>

It can be seen that most of the questions were answered in a very positive way. The lowest item concerning doing one's best work in class may have been irrelevant because several instructors indicated that work was done outside of class.

Not only were these ratings largely favorable, but so were the verbal comments that were attached to some of them. For instance, "Suzie (fictitious name) is a welcomed addition to my class," or "Harriet has caused no problems at all...friendly towards me...gets along well with classmates...hope she continues to be the nice person she has been thus far." Whenever non-positive comments were made, they tended to relate to attendance and not the overt behavior of the student.

In addition to this data on grades and rated school behavior, it may be helpful or meaningful to indicate subjective changes in some of the clients. This kind of individual case accomplishment will be cited even though Glaser says, "perhaps the most commonly encountered spurious method of evaluating people changing efforts is to draw conclusions from individual cases. Whether these are one or two dramatic cases or long lists of them...they provide no very conclusive evaluation of a people-changing organization."<sup>13</sup> While nothing conclusive can be said about the program, it may be of interest to know that one girl who "hated" school and had functionally dropped out the previous year, turned herself around with the counselor's help, and made the honor roll two out of the four ranking periods while in the house. Another girl who had a similar

<sup>12</sup>The categories on this question went from excellent to poor.

<sup>13</sup>Glaser, loc. cit., 48.

attitude toward school attended the Adult Enrichment Center to work toward a GED. Of the residents who have been through or are presently in the program, 16 attended or plan to attend school, and at least four of the 16 re-enrolled while in the residence. The educational settings attended by these students include regular school, the adult enrichment center, special education, tutoring, and the work study program. Two of the 16 kids were ultimately suspended from school. The other girls were either in the program for too brief a time to attend school, were in the program during the summer months and did not attend school, had received a GED, or were working and not attending school.

#### School Motivation

Because the sponsors of the Conestoga Cottage project spoke about "re-direction" of lives which would involve attitudes, as well as behaviors, a questionnaire used in a national study of 10th grade boys was employed to measure extrinsic and intrinsic motivation toward school (see Appendix D). Extrinsic motivation can be viewed as a utilitarian approach to school where one goes to school for what one can get out of it. Extrinsic motivation in Youth In Transition was likened to avoidance motivation. Intrinsic motivation, on the other hand, refers to being motivated toward school for its intrinsic value. It is felt that the instrument is as valid and reliable as one could expect of a motivation instrument directed at a youthful target group. The evaluation team looked forward with anticipation and "great expectations" to the results of this measure, but to our chagrin, pre- and post-treatment data is available on only three participants. This is, of course, much too small a group upon which to base any conclusions. Even though there is general disappointment in the number of data points (subjects) which can be discussed here, the pre-test scores alone and a comparison of them with the

national sample may prove hopeful to future researchers. These statistics are presented below in Table 1.

TABLE 1.  
Comparison of Conestoga Cottage Population  
with National Sample of 10th Grade Boys  
on School Motivation Questionnaire

	EXTRINSIC		INTRINSIC	
	$\bar{x}$	SD	$\bar{x}$	SD
Conestoga Cottage	2.86	.66	2.12	.62
National Sample	1.91	.61	3.25	.53

The mean scores in the above table are based on a 4 point scale, with 1 indicating little possession of the variable and 4 representing high possession of the variable. It can be seen in Table 1 that the scores of the Conestoga Cottage girls on extrinsic motivation are distinctly and significantly below those of the national sample of boys. In light of the emphasis on "avoidance motivation" upon entry into the residence, one would conclude that the residence has been quite successful in involving their clients in educational endeavors.

As mentioned above, three girls did complete the School Motivation Questionnaire at entry and upon exiting. One cannot comment on trends or success with only three complete data points, but it is interesting to note that in each instance, the post-treatment intrinsic scores were higher and the extrinsic scores lower than the pre-treatment scores. In the case of the girl who made the honor roll after having functionally dropped out the previous year, her scores were dramatically reversed in the desired direction on the post-test. One must be very cautious in interpreting the meaning of this for many reasons, not the least of which

is that the post-test scores may have resulted from responding in a socially desirable manner.

In attempting to determine how successful or effective the Conestoga Cottage is in the school arena, comparable information on "drop-out" rates is available from the Maine study previously cited. In the Maine program, 82% of the students who attended high school either dropped out or failed to complete school while in residence, and 44% of the junior high school kids were considered official or functional dropouts. In the Conestoga Cottage project, two of the sixteen girls involved in educational endeavors were removed from school. If the 2 of 16 figure, or 12.5%, is a reasonable representation of what can be expected in the future, then Conestoga Cottage looks very successful indeed. On the other hand, the status of a student who runs from the program while in school is doubtful.

#### Self-Image Change

A second goal of the Conestoga Cottage program was to change the self-concept of its clients. It is not unusual to find self-concept change an objective of programs such as at Conestoga Cottage. Whether it is a desirable, feasible, measurable, or attainable goal is a wholly different and relevant question. To assert that one wants to alter another's self-image is to implicitly make the assumption that something is wrong with the clients present self-concept. A general assumption of those who want to alter the self-image of others is that the other's self-concept is negative or bad. No research was directed to this question by the project designers, nor was it even seen as a debatable question. There is research that suggests that "delinquents" see themselves in rather positive terms and that there is really little they would like to alter about their self-image. This would seem to be particularly true in

subcultures of delinquency where delinquency is used to gain status.<sup>14</sup>

In view of the above, one might not choose self-image change as an important variable if the project were being designed now. However, self-image change was selected as a goal and an attempt was made to measure it. The researcher chose to assess change on this dimension by using a semantic differential which assessed "myself as I am" and "myself as I would like to be." (see Appendix E). Research has indicated that the semantic differential taps three basic independent dimensions. There are the evaluative, potency, and activity dimensions.<sup>15</sup> The evaluative dimension relates to good and bad, or valuable-worthless. The activity dimension assesses how active or dynamic the object being rated is, and the potency dimension relates to the potential as opposed to kinetic energy possessed by that being rated. In the present study, six evaluative adjective pairs, four activity, three potency and one understandability adjective pairs were utilized. While the semantic differential technique has been used in a wide variety of settings,<sup>16</sup> with extremely diverse groups of people, it is felt that the differential was a poor choice in this project and that its reliability and validity are highly suspect. This judgement is based on several considerations. First, and perhaps foremost, the ratings of present self and ideal self (on the pre-test only -- only one girl also filled out the post-treatment differential) were exact duplication in four of the 24 cases (17%). In another case, the responses looked like those

<sup>14</sup>Jensen, G.F., "Delinquency and Adolescent Self-Conceptions: A Study of the Personal Relevance of Infraction." Social Problems, 20, 1, 1972, 84-101.

<sup>15</sup>Osgood, C.E., G. Suci and P. Tannenbaum, The Measurement of Meaning. Urbana: University of Illinois Press, 1957.

<sup>16</sup>See, Snider, J.G. and C.E. Osgood, Semantic Differential Technique. Chicago: Aldine, 1969.

offered by schizophrenics or one who simply didn't understand the instrument. It is only fair to point out that several girls entered Conestoga Cottage saying that there was nothing about themselves that was unsatisfactory or needed to be changed and, therefore, perhaps the four duplicates are "valid." However, because this is perhaps an unrealistic position in general, and given personal knowledge of those who answered with duplicates, this appears to be highly untenable as an explanation. In other cases, the pattern of responding leads one to be quite suspicious of the validity and reliability of the instrument. Because of the many problems with this instrument and a general lack of faith in the findings, none of the semantic differential data will be presented in this report.

Absent quantitative information about self-image change, what can be said? Although it is admittedly impressionistic and non-systematic, it is the opinion of the researcher that Conestoga Cottage has been successful in encouraging many of the girls to see themselves as individuals who have worth and who have certain skills and competencies. It is also my opinion that this represents a change in the positive direction in general, but which could be problematical, given the "fear of success" issue to be dealt with later.

#### Weekly Evaluations

During the course of a resident's stay in Conestoga Cottage, the resident and her counselor get together weekly for an individual counseling session. During this session, the counselor, and for a while the resident, filled out a weekly summary of progress toward areas of concern. (see Appendix F). It was felt that the use of this weekly sheet would provide a "benchmark" for the counselor and the girl in assessing progress toward goals, and it would also provide similar information to the evaluation effort. It was expected that as one progressed through the program that

a general upward trend would be noted. This assumption is based on the hypothesis that if the program is "working," continued progress should be observable.

Although the weekly sheets were to be filled out every week on every girl, this did not happen. In fact, there are a sufficient number of data points (6 or more) on only 7 girls to make a comparison. In making comparisons, a girls stay was split in half and the average score of the first half of her stay was compared with the last half. In cases where an odd number of data points was available, the middle point was eliminated from consideration. Because information is available on only seven girls, and it is based on non-comparable numbers of weeks in the program, no statistical tests were applied. In looking at first half versus second half, however, six girls improved and one girl did not. The scores are based on a five point scale and are presented below in Table 2.

TABLE 2.<sup>17</sup>

Comparison of Weekly Behavioral Rating Sheets  
for First Half vs. Second Half of Stay

S	1st Half	2nd Half
A	2.46	3.18
B	3.07	3.66
C	2.59	3.20
D	3.52	3.92
E	2.88	4.25
F	3.85	4.11
G	3.22	3.88
overall average	3.08	3.60

<sup>17</sup>Even though a statistical test should probably not be applied to this data, a t test for correlated measures indicates that the improvement above is not statistically significant. ( $t = 2.32, p > .05, df = 6$ ).

#### Completion Rate and Fear of Success

In evaluating people changing programs, particularly those of a correctional nature, there is a tendency to judge success or failure based on recidivism statistics. A current criticism of recidivism as a criterion is that it fails to acknowledge certain positive changes that can accrue even to those who do ultimately recidivate. More flexible and relevant criteria might include knowledge about improvements in family relationships, manpower considerations, educational betterment, or even less time spent incarcerated after a treatment program as opposed to before the program. Another area of concern, and one that is a real problem for the Conestoga Cottage program, is the proportion of participants who complete a program. The assumption is that those programs demonstrating high completion rates are the more successful programs.

Of the 23 residents on whom we have reasonably complete information, 13 have departed from the program. It will be recalled that the Status or level system invoked at Conestoga Cottage involves "graduation" after one achieves Status IV, and family therapy upon gaining Status III. Of the 13 girls who are no longer in the Conestoga Cottage program, none graduated. Eleven ran from the project, some of them many times, which ultimately led to their dismissal; one was dismissed because she was pregnant upon arrival at Conestoga Cottage, and one was dismissed because of an unusual agreement with the probation office. While 13 out of 23 is somewhat disturbing, what is even more problematical is that of the two girls who made it to Status IV, one acted in such a manner as to have herself removed prior to graduation and the other engaged in several incidents culminating in a recent runaway. It seems typical in this evaluation report to be limited by extremely small samples to interpret or generalize from what is being observed. At this point, however, the

evaluator will step out of his research role and assume the role of a theoretician or informed discussant.

Given the "failure" of the "success" stories, we are faced with a fundamental question. Why? Why did they foul up when they were so close to being successful? The girl who was removed was removed for bringing in or using drugs in the residence. She seemed to have everything going for her, except her family which was having problems with the family therapy program. In most other respects, however, she was doing very well. The question of "why" is perplexing, but we see similar behaviors in correctional institutions when inmates have an imminent parole date.

There are several plausible and reasonable explanations why we see this effect in prison inmates, but these reasons do not seem so tenable in a group home setting. One explanation is that inmates have been institutionalized and leaving the institution is a threat to their security. The anxiety caused by this can be eliminated by "screwing up" and losing the parole date. Another, and reasonably similar explanation, is that inmates are the types of people who have traditionally been unable to master their "street" environment or demonstrate competence in the world and the prison system, because of its physical boundaries, may be the first place in which they have found their niche. In this case, screwing up might occur because one wants to continue to exist in an environment in which one has developed some competence.

While the above two explanations may be reasonable in the prison context, they would appear to be inadequate as explanations in a halfway house setting. The inadequacy of these explanations stems from the fact that screwing up will lead to removal from the program, and not retention as may be true in the prison setting. The writer would like to offer

two related, and ultimately troublesome, reasons for aberrant behavior in the face of success. The first relates to one's self concept. It has been stated that one's self concept may be fairly firm at the tender age of five. If it is reasonable to assume that many of the girls who find their way into a Conestoga Cottage program come from backgrounds that generally have not given them positive reinforcement for positive accomplishments, but rather have continually emphasized their negative points and negative conduct, then it would seem that in the face of success they would experience the same cognitive dissonance -- the same sense of "this isn't really me" -- as they would in living in plush surroundings. Consequently, if they can "screw up" and be dismissed, then they have really re-affirmed that they are what they think they are -- misfits and failures. The ultimate effect of being thrown out may be a removal of anxiety resulting from the dissonance created by being successful. The powerful, and perhaps damning influence of a negative self concept is apparent in the following lengthy quote.

As the individual grows older, the concept of the self he had developed tends to become self-perpetuating. Humans need to order the world and necessarily, perceive and behave in a fashion designed to bring about such order. This holds true regarding self concept -- that is, the individual uses selective perception (e.g., he sees what he wants to see) and at times certain defensive postures (e.g., mechanisms that distort reality) to bring about consistency in his views about himself and the environment.<sup>18</sup>

<sup>18</sup>Pietrofesa, J.J., G.E. Leonard, and W. Van Hoose, The Authentic Counselor. Chicago: Rand McNally, 1971, 24.

An alternative explanation emanates from the work of Dr. Matina Horner, who asserts that women exert an active, anxious desire to avoid success.<sup>19</sup> Dr. Horner asserts that women's fear of success stems from a deep psychological conviction that the consequences of failure will be satisfying. Horner's work stems from a quite different population than that enrolled in Conestoga Cottage college girls who have been given the Thematic Apperception Test. The fear of success theory is said to emanate from deeply entrenched sexual stereotypes still held in American society.

Although it is scientifically unsound to reach conclusions based on samples of one or two, it is felt that the fear of success hypothesis, and the related ideas regarding the power of a negative self concept, deserve fundamental research. The evaluator had a chance to interview the resident who was removed for repeated problems, after her removal. The conversation tended to confirm the potential utility of these explanations for lack of success in ameliorative programs in general, and those dealing with females in particular.

Excerpts from this rather hurried interview are presented below to give the reader a flavor of these hypotheses.

- Q. Describe the Conestoga Cottage program, what it is.
  - A. Place where you learn new things, solve problems, get along with people.
  - Q. How?
  - A. Group meetings on Monday and Wednesday. Really helpful - discuss your problems in group.
- Conestoga Cottage helped a lot..never thought I had it in me, now I'm smart. I can do it. Failing once doesn't mean you didn't try. Just keep coming back.

<sup>19</sup>Gornick, V. "Why Women Fear Success." New York magazine, undated.

- Q. How do you look at leaving?
  - A. Very depressed - I guess I'm afraid of success. I'm serious - when it's going real good, I take it down, I take it down hill. Come up and goes down.
  - Q. Did you use drugs because you were afraid of success?
  - A. Don't know why I took drugs - one reason, I wanted to get kicked out. I know it's one reason cause I wanted to get kicked out. I probably won't even graduate high school
  - Q. Why?
  - A. Afraid of success - I'd be the first to graduate - that would be the first name to graduate. They're bad people - graduating would be unheard of.
- Next time you see me, I'll probably be behind bars. You can visit me there.

\* \* \* \* \*

Commenting on the above interview seems almost to beg the question. While it's impossible to know how much the words are rhetoric and how much they represent true feelings, the change in this short sequence is noticeable. The interviewee goes from saying, "I'm smart" to "you can visit me there (jail)."

The Evaluators Contribution

As called for by Governor's Justice Commission policy, the evaluator played both a summative and formative evaluative role. Because my view of this participation may not be unbiased, the program director was asked to comment on contributions of the evaluation and changes that resulted. The following is her response.

Throughout the year, there has been constant contact by telephone and personal visits on the part of the evaluator. In the initial stages,

there was much confusion about the type of resident we could accept. After the evaluator read the grant, discussed it with our lawyer, and helped explain the situation in person to the representatives of the Southcentral Region, we were able to get authorization from official sources to combine delinquent and those deprived females, who have had police contact. This was extremely helpful, because the grant was originally written for delinquent girls who were incorrigible, truants, and runaways. We wanted to serve this population, but could not because a law was changed and they became deprived. The amount of delinquent girls who could profit from our program was very small; this is why it was necessary to include a special group from the deprived category. It took from July until December, 1974 to ascertain a clarification, and during that time the evaluator was polling opinions of the Lancaster Probation Office, the police department, and other agencies trying to discover where the girls were who needed our services and why we were having such problems with keeping the house filled.

Also, during this time there seemed to be problems in communication between the staff and director. This was discovered by the evaluator's discussions with the counselors. Feedback was given to the director and suggestions for improvement were offered. The director had little experience in administrative duties and methods, and the evaluator provided an overview of policy and techniques, plus a very sympathetic ear. Besides the problems with staff, there was misunderstanding of the role of the Board in policy decisions and everyday activities. Dr. Hussey often acted as an unbiased mediator, delineating what role and function each had.

Since the category clarification, the prime activity has been as a sounding board and emotional stabilizer. Advice about staff management has been a big area of concern. This advice was given usually after the

director expressly asked for it.

Another important function has been relating the positive feedback that the evaluator has sometimes received from community agencies to help the director feel that she is on the right track. In periods of doubt, confusion, and frustration, Dr. Hussey has been readily accessible by phone or visit. First-hand experiences with the program have included attending the Easter dinner and activities, taped recordings of group meetings, attendance at Board meetings, informal discussions with residents and counselors, and giving a resident a ride home for the weekend, to get a well-rounded picture of the Conestoga Cottage program.

#### Exchange Relationships with Other Agencies

The purpose of commenting on inter-agency relationships in an evaluation report is to demonstrate effective ways of engendering cooperative relationships. It is well known that programs which can serve other agencies in some capacity frequently gain that agency's cooperation relatively easily. For instance, it is often held that the relationship between a probation department and a school system is cooperative because the school can hold out probation as a threat to a youth and, in turn, a school can act as the eyes and ears for the probation department. On the other hand, the relationship between probation and a hospital may be less cooperative because there is little that a probation department can do for a hospital.

In the present project, the development of effective inter-relationships seemed uneven and somewhat unpredictable. The project was quite successful in its relationships with health care agencies, while less successful with certain social agencies. It is felt that the change in the juvenile court act significantly altered the relationship with the county probation department. Basically, there was far less contact and

communication than one would have expected. Furthermore, the change in the act and conflicts between overseeing boards led to a rather independent stance between Conestoga Cottage and the County Children's Service Bureau. Other factors have also acted to "strain" that relationship.

One would not normally expect a school system to welcome Conestoga Cottage kids, but they seemingly have. Not only have the teachers seemed to enjoy Conestoga Cottage youth, but administrators have made certain concessions or arrangements which have benefitted Conestoga Cottage clients. It should be pointed out, however, that some school personnel were indirectly represented on the Board of Conestoga Cottage by a spouse. This may have had a positive effect on school administrators.

While Conestoga Cottage has obviously interacted with other agencies, there is little to be learned from the interaction of Conestoga Cottage with other community agencies. Complaints have been heard about Conestoga Cottage, but they do not exceed what one would normally expect in such a program. The director and president of the board have generally handled agencies successfully.

#### VII. Findings and Recommendations

In assessing the results of the Conestoga Cottage project it is, perhaps, instructive to look at the "Results Anticipated" in the Application for Subgrant. While it is very difficult to determine whether a short-term project is totally good or totally bad, the degree to which it fulfills its original goals is an indication of its successfulness.

The first goal of the Conestoga Cottage project was to present a "home-like residential center for pre-institutional and post-institutional delinquent teenage girls." It is quite obvious that this first goal has been fulfilled. A degree of concern has been expressed concerning how

closely the Conestoga Cottage home fits the needs of its clients as a physical facility, but it has provided a residential center.

Another goal was to provide individual and group counseling leading to the development of inner resources to live a constructive life in the community. As with the first goal, it is very clear that individual and group counseling has been provided. Whether or not inner resources have been developed is an unanswerable question. Interviews with several clients reveals that they feel particularly strongly that "you've got to want help." One is reminded of the saying that you can lead a horse to water but you can't make him drink. The Conestoga Cottage program has expended great effort in providing group and individual counseling, but it seems likely that focusing on the condition of the individual to the exclusion of her larger situation may simply be inadequate to stimulate her to lead a constructive community life. This is not to say that Conestoga Cottage has not attempted to deal with the environment surrounding a girl--they have frequently dealt with the school and job environment and have intended to deal with the family. The crucial ingredient that has already been alluded to is the individual commitment to change necessary to effect permanent change. The program has, however, implemented all that it could to effect positive change, particularly within the constraints of a family residence.

A third goal was to assist the girls to understand themselves and others around them in order to develop more wholesome relationships. The degree to which the objective has been reached is difficult to assess because it is presented in such ambiguous language. How does one know when another "understands herself" or what a "wholesome" relationship is? The research team interpreted part of this objective to relate to self-image change and the measurement effort here was unsuccessful. The results of subjective observations and interviews indicates that many of the clients have gained

insights into themselves and their environments. The group and individual counseling is aimed at enhancing the girl's self-image as well as her ability to act effectively in a disordered environment. It is the external and frequently disordered environment that may prove most difficult for a girl to cope with, even after she has accrued a better understanding of self and a better decision-making capacity.

The fourth goal of redirecting clients' lives into educational and job experiences was, perhaps, the most successful component of the Conestoga Cottage effort. As mentioned earlier, every girl either attended school, worked, or did both. Comparing this achievement with other similar efforts, Conestoga Cottage was clearly successful in this arena.

The last goal was to demonstrate that alternatives to criminal behavior exist and are available to the client population. The whole Conestoga Cottage effort conveyed this message. The clients had daily opportunities to observe counselors who were young and female, demonstrating behaviors which indicated that the client could be in control of her own destiny. The model available to the clients was one of a young female who is in control of her own body, mind, and future direction. She is able to decide about her relationships with males, is not in a hurry to marry, and takes planned steps as she traverses her future. Thus, the role was available to be modeled if a client chose to do so.

In summary, the project has been successful in providing a group home for the girls of Lancaster. It has had some anticipated successes and some unanticipated setbacks. It is felt that the setbacks are caused or contributed to by several factors not in control of the program, such as the motive to avoid success, and a few that are inherent in the program, such as a physical plant that may be alien to the clientele. It is felt that the Conestoga Cottage model is a viable halfway house model for non-psychotic

females. The model attempts to offer alternatives to girls who frequently feel that they are not in control of their lives.

#### Recommendations

There are several recommendations which can be made, some of which can be controlled by the project and some of which are under the control of an evaluation effort.

1. Goals for this project and others like it should be expressed in operational terms. That is, when dealing with something as ambiguous as "redirecting lives," one might set as a goal "gainful (paid) employment of all non-school girls for at least 80% of their stay in the project." This type of operational goal statement provides an objective for staff as well as concrete criteria for evaluation.
2. In group home projects more positive and intensive effort must be directed to post-project placement. This would involve active work with the family from the point of a girl's entry or actively searching for a foster home during her enrollment. Although such an effort is necessary, it must be done with some sensitivity so that a sense of insecurity is not transferred to the client concerning her stay in Conestoga Cottage.
3. The status system employed in Conestoga Cottage is good because it breaks down long-term objectives into small, manageable steps. It is recommended, however, that serious consideration be given to not using it punitively. In the present project when a girl has done something considered to be serious, she can be removed from Status III back to Status I. While arguments can be raised for and against such a move, it would seem that this "yo-yo" effect would lessen the credibility of the system. If negative reinforcers are

needed, there would seem to be more appropriate alternatives available.

4. While a strong female role model was available to the girls in the Conestoga Cottage project, it would be advisable to also model positive male roles. Given the family orientation of the program, this seems particularly advisable. When asked about this, some of the girls interviewed felt this should be done while others were relatively ambivalent. However, positive male figures were needed and ought to be part of the program structure.
5. It has frequently been said by the staff of Conestoga Cottage that 12 girls is too many for effective programming. Six to eight clients is a frequently mentioned number which seems to be manageable. In order to offset the increase in costs caused by such a move, staff size might be pared down. Before moving to cut down on the number of clients served, however, a review of similar programs should be made by the staff to determine whether there is a way to manage a larger number effectively.
6. Conestoga Cottage closes for major holidays which makes it necessary to find alternate short-term placements. It is recommended that this be discontinued because it seems to be disruptive to both the program and the enrollees. It has been said that closing the house provides a good chance for the kinds to experience leaving the house. While this may be true, it may be too much to ask of a youth once she has invested her trust in the program and has become acclimated to it. Although it requires more commitment of staff resources, one's "home" ought not have to run according to holiday scheduling.

7. A review of the "decision-making model of interviewing should be undertaken to determine any negative consequences. For instance, implicit in the "decision-making" philosophy is the notion that a girl's decisions are her own and that she owns the responsibility for them. This ideology may result in an avoidance of responsibility by the Conestoga Cottage Staff, particularly in relation to running behavior. It was stated earlier that running behavior seemed to be random. It may not have been random, but without a research observer living in the residence and without systematic pursuit of precipitating causes by the staff, we have few ways of knowing what causes the behavior. The point to be made is that the philosophy employed almost requires a non-interventive and non-questioning stance by the staff. Basically, if a girl runs, that is her decision and at least she made one. However, there may be identifiable problems which lead to the running behavior which are not being identified because of the prevailing philosophy. Furthermore, one should not rule out that "responsible decision-making after determining benefits and costs" may be simply too "heavy" for 14-16 year olds. It seems that the rate of running is high enough to warrant review by the staff.

There are three other recommendations to be made which relate more to Governor's Justice Commission policies more than to individual projects. The first is that a more thorough analysis of needs be done by the Commission. If a more comprehensive on-site investigation were done, some of the problems the project has had in keeping the house full could, perhaps, be avoided. In the Subgrant application, a specific number of girls was referred to that could ostensibly have benefitted from a residential

facility. There is usually a discrepancy between the number of people who "could" be helped and the number which eventually subscribe to the service. Perhaps if the Commission were to ask for the names of potential candidates and then determine the likelihood of them actually entering, population problems would be more accurately known.

The second suggestion for the Commission is that any evaluation unit connected with a project like Conestoga Cottage should be at least minimally involved with similar projects funded by the Commission. Such a relationship would enhance the ability of an evaluator to make comparative statements. One could compare the client characteristics of similar projects, could compare treatment technologies, and more meaningful statements could be made about effectiveness of comparable programs. Comparable information on these areas would enhance the Commission's ability to make comparative judgements regarding various programs.

Finally, each residential project evaluated by the Commission should involve a "participant observer" as part of the evaluation team. Such an observer has the unique advantage of living with the client population and being in a non-authoritative position. Because of these two factors, an observer can frequently gain insights into the dynamics of client behavior that are frequently unavailable to a program or research staff. An attempt was made to include a participant observer in the present project but, because of Commission uncertainties, it was deemed unfeasible. However, a strong attempt should be made to avoid this happening in the future.

#### APPENDIX A.

#### Outline of Status System

CONESTOGA COTTAGE  
Lancaster, Pa.

Status I - Orientation (2 weeks)

1. Purpose is to integrate resident into the family rules and philosophies without the distraction of external stimuli. Also, all administrative matters are completed at this time.
2. Restricted to the house or in the company of a counselor at all times when in community.
3. After 48 hours, may make phone calls during evening free time.
4. After 48 hours, the allowance scale is (-25¢, +10¢, +30¢) for bedroom check.
5. Assignment to a counselor, who will complete chart of short and long range goals.
6. All medical, dental, and eye examinations completed.
7. Complete intake procedures - explain rules, contract of responsibility, self-concept and attitude profile, and Slossen I.Q. Test.
8. Make clothing list and buy or make necessary articles.
9. Assignment and meeting with "adult friend".
10. Explanation of Imaginal Education techniques.
11. Presentation of Conestoga Cottage necklace.

Status II

1. Short range goals are primarily emphasized during this period of time.
2. An intake evaluation is sent to the Probation Office concerning the short and long range goals within a month of the residents admittance into the program.
3. School or job placement is finalized.
4. Home visitation and family visits to Conestoga Cottage will be approved by the counselor taking all matters into consideration.
5. Curfew is 9:00 p.m. during the week and 10:00 p.m. on Friday and Saturday, unless otherwise specified. The amount of free time corresponds to the responsibility the resident shows in her decisions.
6. Allowance scale is (-25¢, +15¢, +40¢).
7. A contract concerning short and long range goals will be drawn up and signed by both counselor and resident.

8. A resident may pass to Status III upon approval of the majority of the counselors and group, provided that her short range goals have been sufficiently met.

Status III

1. Primary emphasis on long range goals as stated in contract.
2. Presentation of \$25.00 clothing allowance.
3. Curfew 10:00 p.m. on weekdays; 11:00 p.m. on Friday and Saturday. The amount of free time corresponds to the responsibility the resident shows in her decisions.
4. Allowance scale (-25¢, +25¢, +50¢).
5. Continuing home visits scheduled by counselor according to individual resident's situation.
6. Resident may be demoted to Status II for violation of contract and upon approval of the majority of the counselors and the group.
7. Resident will be promoted to Status IV upon satisfactory completion of Status III goals and continuing control of Status II goals, by the majority of the counselors and residents.

Status IV

1. Primary emphasis on realistic release planning.
2. A difficult family situation will not block advancement to Status IV.
3. Inform Probation office officially as soon as resident is promoted to Status IV. The Probation officer will have been kept informed of the resident's progress and plans throughout the program, but this is a time for serious and concrete planning.
4. Allowance scale (-25¢, +35¢, +60¢).
5. Occasional long weekend visitations will provide a gradual assimilation into the release placement.
6. Resident may be demoted to Status III or II upon contract violation and majority of residents and counselors.

Graduation from program

1. A farewell party will be held in the girl's honor.
2. A presentation of her monetary savings while in the program.
3. Resident's name will be ascribed to the house plaque.

School Report  
 CONESTOGA COTTAGE

Resident's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Subject: \_\_\_\_\_ Grade: \_\_\_\_\_ Sex: \_\_\_\_\_ Age: \_\_\_\_\_

Please check one answer for each of the following questions. Leave blank only if you have no knowledge about the item.

1. How often does she fight or argue with other students?  
 almost always \_\_\_ often \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
2. How often does she argue with you?  
 almost always \_\_\_ often \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
3. How often does she do her best work in school?  
 almost always \_\_\_ often \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
4. How often does she cut up in class so the others can't work?  
 almost always \_\_\_ often \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
5. How often does she come late to class?  
 almost always \_\_\_ often \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
6. How often does she come to class unprepared?  
 almost always \_\_\_ often \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
7. How often does she do things on purpose that will make you angry?  
 almost always \_\_\_ often \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
8. How often does she turn in sloppy or incomplete assignments?  
 almost always \_\_\_ often \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
9. How often is she kept after school?  
 almost always \_\_\_ often \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
10. Her overall attitude toward your class is:  
 Excellent \_\_\_ Good \_\_\_ So-so \_\_\_ not very good \_\_\_ Poor \_\_\_

Additional Comments:

\_\_\_\_\_  
 Teacher's Signature

APPENDIX B.

Monthly School Report

STUDENT

Administration	STUDENT												$\bar{X}$										
	A			B			C			D				E			F			G			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	4	
1) Fight or argued with student.	-			5	5		5			5	5	4.8	5			5							398 (497)
2) Argued with you.	3.3			5	5		5			4.7	5	4.8	5			5							428 (475)
3) Often does best work in school.	3.6			2.75	3.5		4			4.3	4.7	4.7	3.6			3.6							3475 (386)
4) Cut up in class.	-			5	5		5			5	5	4.5	5			5							395 (493)
5) Come late.	3.3			4.2	4.2		4.6			4.7	5	4.5	3.6			5							39.1 (434)
6) Come unprepared.	2.3			4.3	3.3		4.8			4.7	5	4.8	4			4.4							376 (417)
7) Does things to make you angry.	4.0			4.8	5		5			5	5	4.8	5			5							436 (484)
8) Sloppy/incomplete assignments	3.0			4.2	3.75		5			4.5	5	5	4.7			3.8							3895 (432)
9) Kept after school.	-			5.0	5.0		5			5	5	5	5			5							40 (5.0)
10) Overall attitude toward you.	3.0			3.8	3.8		3.8			4.2	4.7	4.5	4			3.8							356 (395)

APPENDIX C.  
Results of School Reports for Each Individual

Name:

Date:

The following questions ask for your own feelings about school. Please read each of the statements in the list. Then put a checkmark beside the statement below each question that tells how you feel about the thing on the list. Keep in mind as you go through the questionnaire, that we're most interested in only your own impressions.

1. Instead of being in school, I wish I were out working. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
2. Maybe I won't get anything out of school, but I have nothing to lose. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
3. I feel satisfied with school because I learn more about the things I want to know about. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
4. Education has a high value because knowing a lot is important to me. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
5. I think school is a real chance for me; it can make a real difference in my life. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
6. Even if I could get a very good job at present, I'd still choose to stay in school and get my education. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
7. I have put a great deal of myself into some things at school because they have special meaning or interest for me. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
8. I enjoy school because it gives me a chance to learn many interesting things. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
9. There is no real value in getting an education unless it helps you get ahead in life. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
10. School gives me a chance to be with people my own age and do a lot of things that are fun. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
11. I think school is important not only for the practical value, but because learning itself is very worthwhile. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_

## APPENDIX D.

## School Motivation Questionnaire

12. A high school diploma is the only way to get ahead. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
13. School is very boring for me, and I'm not learning what I feel is important. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
14. If I could get the job I wanted, I'd quit school without hesitating. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
15. A real education comes from your own experience and not from the things you learn from school. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
16. All people should have a least a high school education. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
17. I enjoy being in school because I feel I'm doing something that is really worthwhile. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
18. An education is a worthwhile thing in life, even if it doesn't help you get a job. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
19. Practical situations teach me more about solving problems than school does. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
20. I like school because I am improving my ability to think and solve problems. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
21. I am in school in order to get a job; I don't need the education and training. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
22. I believe an education will help me to be a mature adult. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
23. I can satisfy my curiosity better by the things I learn outside of school than by the things I learn here at school. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
24. I like school because I am learning the things I will need to know to be a good citizen. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_

25. I feel I can learn more from a very good job than I can here at school. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
26. School is satisfying to me because it gives me a sense of accomplishment. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_
27. I feel the things I do at school waste my time more than the things I do outside of school. I feel this way:  
very much\_\_\_ pretty much\_\_\_ a little\_\_\_ not at all\_\_\_

Name:

Date:

Pre \_\_\_\_\_ Post \_\_\_\_\_

SEMATIC DIFFERENTIAL

Instructions

The purpose of this study is to find how you look at certain things. In doing this exercise, please make your judgments on the basis of what these things mean to you. On each page you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales.

Here is how you are to use these scales.

If you feel that the word at the top of the page is very closely related to one end of the scale, you should place your check mark as follows:

FAIR X \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ UNFAIR

OR

FAIR \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ X UNFAIR

If you feel that the word is quite closely related to one or the other end of the scale (but not extremely), you should place your check mark as follows:

STRONG \_\_\_\_\_ X \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ WEAK

OR

STRONG \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ X WEAK

If the word seems only slightly related to one side as opposed to the other side (but is not really in the middle) then you should check as follows:

ACTIVE \_\_\_\_\_ \_\_\_\_\_ X \_\_\_\_\_ \_\_\_\_\_ PASSIVE

OR

ACTIVE \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ X \_\_\_\_\_ PASSIVE

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most descriptive of the thing you're judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant or unrelated to the concept, then you should place your check mark in the middle space.

SAFE \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ X \_\_\_\_\_ \_\_\_\_\_ DANGEROUS

IMPORTANT: (1) Place your check marks in the middle of spaces, not on boundaries:

This: \_\_\_\_\_ X \_\_\_\_\_

Not This: \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ X \_\_\_\_\_

(2) Be sure you check every scale for every concept - do not omit any.

(3) Never put more than one check mark on a single scale.

APPENDIX E.

Semantic Differential





**END**