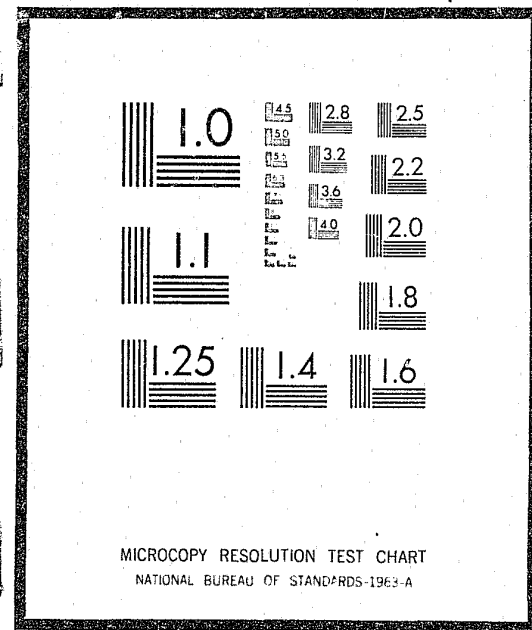


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## THE COMMUNITY ADJUSTMENT OF MALE TRAINING SCHOOL RECIDIVISTS; II. THE D.A.R.E. EXPERIENCE

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## I INTRODUCTION

This report is the second of a series dealing with the activities of older boys who have been returned to training school. The first report (Birkenmayer & Polonoski, 1975) described the results of a follow-up interview which was administered after the third month on placement. The present report will compare the graduates from the Project D.A.R.E. Camp at Portage Lake with graduates from more traditional training school programmes.

D.A.R.E. is an acronym for Development Through Adventure and Responsibility. The programme lasts three months and is patterned on the Outward Bound paradigm. The programme progresses through a series of carefully structured challenges of increasing difficulty and complexity. At each stage the participant is encouraged to achieve goals which, on the surface would appear to be beyond his capacity. The intent of the programme is to help youth develop a sense of purpose, enhanced self-esteem and a stronger desire for achievement. These aims are supposedly accomplished through the participants' realization of his own qualities by coming to grips with the challenges of nature. Moreover, the programme is structured in such a way that co-operation with peers is achieved. In order to complete the programme the participants must learn to rely on each other, and to achieve common goals in an atmosphere of trust.

The participants in Project D.A.R.E. (Portage Lake) were mostly returnees to training school who were at least fifteen years old. The criteria for selection were couched in terms of good health and a willingness to participate in the programme. Each boy was, nominally, a volunteer and had expressed a desire not to engage in any further formal educational programmes.

### A-STUDY GROUP

In order to be included in the study sample the boy must have been at least 15 years old upon his return to training school. In the past the goal of this research project was the examination of the effectiveness of the D.A.R.E. programme at Portage Lake. Therefore some boys who were sent to Portage Lake and were slightly under the criterion age were allowed into the sample. In addition, seven boys who were sent to Portage Lake who were not returnees were also allowed into the sample. Study files were opened on all boys who were returned to training school between January, 1973 and August, 1973. Even though every effort was made to locate all returnees during this period, it is not certain whether in fact all were located.

A total of 166 boys were initially included in the study sample. Eighty-two (49%) of the boys participated in the DARE programme. Of these 82, 15 (18%) failed to complete the programme. These 15 boys will be dealt with in a separate section. Data collection was terminated in July, 1975. At that time eight wards had not yet been placed in the community. Since no criterion measure could be obtained on these eight boys the data of these boys was dropped from the sample. The bulk of this report will deal with data pertaining to 148 boys; 65 DARE graduates and 83 boys who passed through a traditional training school programme.

In summary this report will deal with:

- 15 DARE Failures
- 65 DARE Graduates
- 83 Boys in Traditional Programmes
- 163

The follow-up period was to last at least one year or until wardship was terminated. In actuality the average follow-up period was 10.5 months. There was no difference between D.A.R.E. graduates and controls in length of the follow-up.

#### B-DESIGN

The design of the study followed a longitudinal model. As the wards were returned to training school each was administered a test battery designed to measure traits or attitudes related to self-esteem (See Appendix A). This test will be designated as T1 in the body of this report. Just prior to graduation the same test was readministered (T2). All tests were administered by Research Staff. An attempt was also made, just prior to graduation, to solicit a behaviour rating from appropriate training school staff (BR1). A similar behaviour rating was solicited from Probation and After-Care Officers three months after the ward had been placed into the community (BR2). Also three months after graduation an attempt was made to interview the ward in whatever situation he found himself. The results of these interviews were reported under separate cover (Birkenmayer and Polonoski, 1975). Data were also collected from Main Office ward files to cover the entire experience of the ward under the Ministry's jurisdiction. These data included a period of one year after graduation or until wardship was terminated, if termination occurred prior to the one year. In order to explain the various time periods covered, Figure 1 has been prepared.

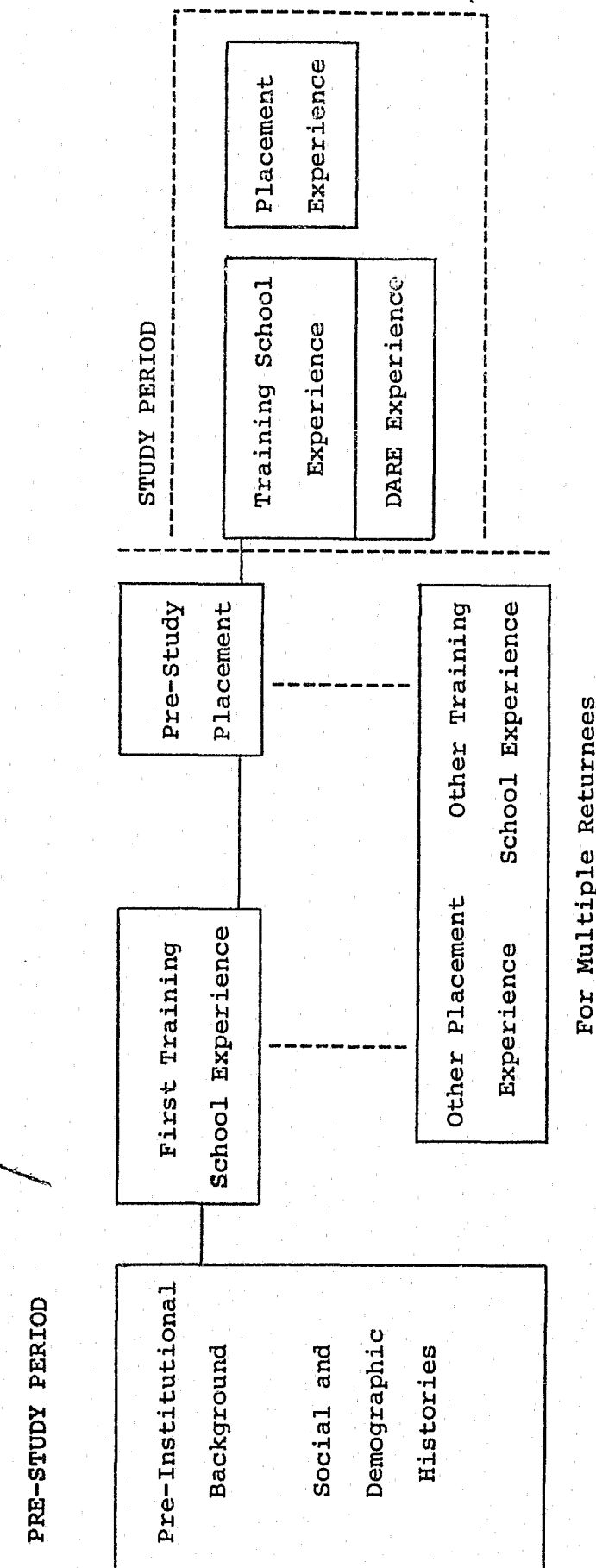


FIGURE 1 : The Time Course of the Study

## II RESULTS

### A-THE DARE FAILURES

Of the 80 boys sent to DARE, 15 failed to complete the three month programme and as a result, were returned to a regular training school programme. In all phases of their training school experiences these boys proved to be more difficult wards than the DARE graduates. The consistently poor adjustment of these wards represents atypical cases of behavioural and delinquency problems, therefore these boys warrant being considered as a group separate from the other DARE boys.

In the pre-training school history, as well as the subsequent phases, several factors emerged to give a general profile of these 'failures'. Although most of these boys (9) were admitted to training school under a Sec. 8 ruling, they were not unknown to the Ministry in that 14 had already experienced at least one court appearance and 9 had experienced probationary terms. All of the boys had already been charged with at least one Sec. 9 type of offence. There was some evidence of family instability, yet the problems were more with the wards themselves since 10 had received some special treatment while in the community and 10 were specifically labelled as demonstrating maladaptive behaviour such as aggression, unmanageability, withdrawal or acting out.

Half of the 15 DARE failures (7) were multiple returnees, and during their training school histories, all 15 of the boys had committed AWOL's and 13 had received bad behaviour reports for reasons other than AWOL's. Two-thirds (10) had academic problems and all the boys continued to demonstrate maladaptive behaviour in their first training school experience. Just prior to going to DARE (9) and while at DARE (10), these boys again strongly demonstrated their behaviour problems.

During their various community placements, truancy was a problem for some of the boys (6) as was involvement in AWOL's (6) and criminal activities (6). In their placement prior to going to DARE, 13 of the 'failures' were placed to find work in the community, yet 10 eventually returned to school where they all posed serious truancy problems. Criminal activities were again prevalent (13) as were AWOL's (10), and eleven boys were charged with offences. As a result, 7 of these boys had a court appearance, and 12 boys were finally returned to a training school because of their delinquent behaviour in the community.

All 15 of the 'failures' were immediately returned to another training school after DARE, where five remained

without any further placement experiences. The other 10 were eventually placed into the community, and in most cases to their own homes. The total duration of their placement experience was short in comparison to the DARE graduates at 4 to 6 months (7). Only 5 boys involved themselves in school or work immediately upon re-entering the community. As for delinquencies, 9 of the 10 boys were charged at least once and had a resultant appearance in court during their post-DARE placement.

A study of the last situation experienced by these boys prior to their files being closed revealed that 12 had had at least one court appearance, the result of which was that 8 boys were sentenced to an adult institution and 8 were placed on probation or had a probation term following their institutional stay. The current situations at the study closing date were not favourable with two boys in training school, 6 in an adult institution, and 8 either on probation or with probation to follow their sentences. Of the 15 DARE failures, 12 had had their wardship terminated.

In all phases of their training school experience, these boys continually presented more problematic behaviour than those boys who had graduated from DARE. Their conduct throughout the system creates a profile of boys with many serious disorders which remained virtually unaffected by the various environments experienced and who, in all likelihood, would continue to be a problem to the Ministry.

B-THE DARE EXPERIENCE

As was mentioned, 15 (19%) of the 80 boys who were sent to DARE failed to complete the programme. In this section an attempt will be made to compare the 65 DARE graduates to the 83 boys in the control group who did not go to DARE. In Appendix B DARE and non-DARE boys are compared on all the variables examined in the study. The actual number of variables on which these two groups differed is, in strict terms, insignificant. However, the differences when they do emerge are evocative and are worthy of mention. The reader is cautioned that the number of differences are below chance level. In other words the number of differences found are expected by chance and chance alone.

The only variables worthy of note occur in the Pre-Study Placement and the Study Placement. During the Pre-Study Placement a larger number of boys in the control group (41, 49%) than boys who went to DARE (19, 29%) were assessed as having a personality dysfunction ( $z=2.50, p<.05$ ). There are also differences in the reasons for which the two groups were returned to Training School from the Pre-Study Placement.

REASON FOR RETURN TO TRAINING SCHOOL							
	Delinquency		AWOL's Truancy		Difficulties in Placement		100% = (1
	N	%	N	%	N	%	
CONTROL	45	55	18	22	19	23	82
DARE	30	54	23	40	4	7	<u>57</u> 139

$\chi^2=9.193, df=2, p<.01$

(1) Information was not clearly available for 2 boys and 7 of the DARE graduates did not have that placement experience.

It is evident that there were no differences in terms of delinquency but that a larger number of DARE graduates had been AWOL or truant whereas a larger number of controls had placement difficulties.

In the Study Placement period, a larger proportion of the DARE boys (36/65, 55%) than the non-DARE boys (30/83, 36%) were charged with a property offence ( $z=2.35$ ,  $p<.05$ ). Similarly, a larger proportion of DARE wards (28/65, 43%) than the others (20/83, 24%) were incarcerated prior to sentence being passed ( $z=2.47$ ,  $p<.05$ ). This would indicate that the offences of the DARE graduates were either of a more serious nature, or that they were considered a greater risk.

Fifty-nine percent of the DARE boys (38) had absconded from their placement whereas only 41% (34) of the others had run ( $z=2.12$ ,  $p<.05$ ). Placement difficulties for the DARE boys were also characterized by difficulty in finding a job in that 18 (28%) of the DARE boys as opposed to 10 (12%) of the controls had such difficulties ( $z=2.44$ ,  $p<.05$ ). Difficulties in the work environment were carried over throughout the placement experience. At study closing 32 (49%) of the DARE boys were unemployed as compared to 24 (29%) of the controls ( $z=2.54$ ,  $p<.05$ ).

## C-OUTCOME

The computation of the outcome criterion in the present study involved the work, school and delinquent history of the wards in the placement. The school history was computed on the following basis:

- 1) originally went to school and still in school (N=11)
- 2) went to school but left school (N=38)
- 3) never returned to school (N=84)
- 4) school history unknown (N=15).



A similar work history variable was created which was distributed as follows:

- 1) still working at study closing (N=56)
- 2) worked at one time but terminated employment (N=56)
- 3) never worked (N=36).

In the above variable any regular work experience was considered whether it was full-time or not. The work and school histories were combined to form a single variable reflecting work and/or school history. The combined variable was distributed as follows:

- 1) working or in school at study closing (N=66)
- 2) at one time worked or went to school but at study closing was engaged in neither activity (N=61)
- 3) never worked or never went to school (N=21).

In computing the variables dealing with further delinquent (and/or criminal) behaviour the following variables were considered:

- 1) received no court disposition (N=69)
- 2) incarcerated by court or returned to training school for Section 9 type offence (N=47)
- 3) placed on probation or received some other sentence (N=32).

The outcome criterion was based on a combination of the work/school history and history of delinquency during the study placement experience (see Table 1). The following rules were used to define various levels of outcome.

- 1) Good (N=42) - in school or work, no court disposition, not returned to training school
- 2) Marginal (N=43) - in school or working, but received "other" sentence  
- not working nor in school, received no sentence  
- never worked, never went to school no sentence
- 3) Unacceptable (N=63) - incarcerated or returned to training school  
- not in school, not working, received "other" sentence  
- never worked or never went to school, received "other" sentence.

TABLE 1

THE DETERMINATION OF OUTCOME FROM THE WORK/SCHOOL INDEX  
AND THE DELINQUENCY INDEX

WORK/SCHOOL	DELINQUENCY			
	No Court Disposition	Incarcerated	Other Disposition	Total
Working/in School	Good (42)	Unacceptable (8)	Marginal (16)	66
Left Work/School	Marginal (19)	Unacceptable (27)	Unacceptable (15)	61
Never Worked/Nor Went to School	Marginal (8)	Unacceptable (12)	Unacceptable (1)	21
TOTAL	69	47	32	148



In terms of the ultimate outcome criterion there was a tendency for the DARE graduates to do worse than the boys in the control group.

	OUTCOME						
	Good		Marginal		Unacceptable		100% =
	N	%	N	%	N	%	
CONTROLS	26	31	28	34	29	35	83
DARE	16	25	15	23	34	52	<u>65</u> 148

$$\chi^2=4.59, df=2, p=.10$$

Over half of the DARE graduates were in the unacceptable category of outcome whereas only a third of the controls were in that category. When the good and the marginal categories were collapsed it was found that when this new category was compared to the unacceptable there was a reliable difference ( $z=2.139, p=.032$ ). Thus, a significantly larger proportion of the DARE graduates were in the unacceptable category of outcome. On closer examination it was found that a significantly larger proportion (47, 72%) of the DARE graduates than the controls (42, 51%) had a recorded encounter with the law ( $z=2.69, p=.007$ ). However it must be noted that the elapsed time from graduation to first contact with a law enforcement agency did not differ between the two groups.

The fact that the DARE graduates tended to do worse than the control group is doubly significant since the expectation was that the DARE graduates would do better than the controls. It must be concluded that Project DARE (Portage Lake) did not achieve the goals set for it.

#### PSYCHOLOGICAL FACTORS

As each ward was returned to training school he was administered a short test battery (see Appendix A). Just prior to graduation to the community an attempt was made to re-administer the same test. The tests were designed to measure factors related to self-esteem and to delinquency. In all there were 139 usable Test 1 protocols and 106 Test 2 protocols. However, there were only 101 individuals who had both Test 1 and Test 2 protocols. The discrepancies in the number of usable tests was due to a variety of factors such as: refusal to complete test, obvious response bias, and no forewarning of graduation.

TABLE 2  
AVERAGE TEST SCORES AT T1 AND AT T2

	TEST 1 MEANS			
	CONTROLS (N=77)	DARE (N=62)	<u>z</u>	<u>p</u>
Self Esteem	26.221	25.871	0.32	.749
Delinquency	28.597	31.919	2.61	.009
Psychopathy	6.286	8.403	3.61	.0004
Neuroticism	12.878	13.048	0.42	.674
Scholastic	6.182	6.823	2.09	.037
Family	3.312	3.645	1.13	.258
Socialization	22.870	20.790	2.44	.015
Social Desirability	13.377	12.323	1.30	.194
Alienation	14.156	15.145	1.47	.142
Extroversion	14.129	13.677	1.04	.298

	TEST 2 MEANS			
	CONTROLS (N=52)	DARE (N=54)	<u>z</u>	<u>p</u>
Self Esteem	27.904	28.352	0.37	.671
Delinquency	28.058	31.315	2.25	.024
Psychopathy	6.346	7.982	2.45	.014
Neuroticism	12.442	13.093	1.03	.303
Scholastic	6.115	6.815	2.17	.030
Family	3.154	3.426	0.73	.465
Socialization	22.654	22.889	0.25	.803
Social Desirability	13.000	13.296	0.35	.726
Alienation	13.154	14.148	1.30	.188
Extroversion	14.462	14.296	0.29	.772

The data of Test 1 indicate that the DARE graduates were more Psychopathic and had a greater degree of Scholastic Maladjustment, consequently the full-scale measure of Delinquency was higher for the DARE boys (see Table 2). In addition the DARE graduates had a lower level of Socialization than did the controls. It would appear that the DARE boys were more prone to delinquency prior to going to DARE. It must be noted that there were no differences in terms of self-esteem.

The Test 2 results showed a similar pattern with the exception that now there was no difference in terms of socialization. Thus, on the surface the DARE boys became more socialized as a result of their experience. There was however no change in their proneness toward delinquency.

For each ward for whom there was a Test 1 and a Test 2 score a change score was calculated by subtracting T2 score from the T1 score. The average change scores are presented in Table 3. It is evident that the change in socialization which was shown for the DARE boys was significantly greater than the change for the controls. It must be noted that both groups showed an increase in Self-Esteem, however, the magnitude of the change was similar for both groups.

Even though there was some change in test scores for the DARE group which was not paralleled for the control group the fact that some difference between the two groups remained is significant. At the outset the DARE group showed a greater tendency towards delinquency than the control group. Not only did this difference survive the DARE experience but was also reflected in the behavioural data reported above.

TABLE 3

COMPARISON OF AVERAGE CHANGE SCORES BETWEEN DARE AND CONTROLS

	AVERAGE CHANGE SCORES			
	CONTROLS (N=49)	DARE (N=52)	<u>z</u>	<u>p</u>
Self Esteem	-2.3878	-2.7308	0.30	.764
Delinquency	.7143	.6923	0.01	.992
Psychopathy	.0204	.4615	0.63	.529
Neuroticism	.5306	-.0385	0.78	.423
Scholastic	.1020	-.0385	0.34	.734
Family	.0612	.3077	0.80	.424
Socialization	.1429	-2.0192	1.97	.049
Social Desirability	-.0612	-.9423	0.88	.379
Alienation	1.5102	1.0769	0.52	.603
Extroversion	-.5918	-.8077	0.35	.726

### III SUMMARY AND CONCLUSIONS

The inescapable conclusion is that the boys who went to Project DARE (Portage Lake) did not do as well as was expected after graduation. In fact these boys tended to do worse than a comparable group of boys who remained in a traditional training school programme. It must be noted that most of the boys in the DARE group and all of the boys in the control group were returnees. These boys had already failed at least once in a community placement. The data reported herein are not without precedent. Kelly and Baer (1971) in evaluating three Outward Bound programmes reported that those participants who had been previously committed were less likely to succeed. In addition, a previous report of that study had mentioned that boys who were in a group made up exclusively of delinquents were less likely to succeed. Moreover, participants who were "... immature or emotionally disturbed or who may be responding to some family pathology" did not profit from the Outward Bound experience.

The fact is that all but 22 (15%) of the boys in the study sample came from family backgrounds which showed at least one major family problem. In addition 112 (76%) of the entire sample showed some sort of major character or behaviour problem prior to first coming to training school. It is clear both from prior research and the present study that many of the boys who went to DARE or who were in the control group did not have characteristics to profit from a DARE experience.

Future considerations with regard to the use of DARE programmes for male returnees must be governed by the fact that not only did the programme not alter behaviour, but it may well have enhanced behaviour patterns which are unacceptable. The need for an intensive programme for returnees is evident. Such programmes are of necessity expensive. However, Project DARE is expensive (\$64.76 per diem compared \$42.65 per diem for average juvenile care in fiscal year 73-74). Obviously the Ministry is willing to make a strong financial commitment to increase the chances that its wards succeed. The next report in the present series will be directed at providing data which will facilitate in the planning of such programmes.

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APPENDIX A

DESCRIPTION OF THE TEST BATTERY

The test battery used in this study was devised by including several scales which in the literature seemed to be most relevant. For some scales only selected items or sub-scales were used. This was necessitated by either the tone of the items, or by the reading skills of the subject population.

Bennett Self-Esteem Inventory (50 Items): This scale was used intact. Bennett had modified Coopersmith's original inventory by deleting some items and modifying others in order to make the measure more relevant to a delinquent population. A high score on this measure supposedly reflects a high-level of self-esteem.

Peterson, Quay & Cameron Scale Delinquency: This scale was initially designed to measure several constructs which were felt to subsume the delinquent personality. Several evaluations have shown that this measure can differentiate between delinquents and non-delinquents. The test consists of four sub-scales. Each sub-scale was derived factor analytically. High scores reflect a high-level of the factored construct. The four sub-scales are described below.

1-Psychopathy (18 Items): The psychopathic factor stresses a distrust of and rebellion against legal or other authorities and freedom from family ties. Impulsive and tough qualities are expressed through amoral behaviour regardless of any public opinion. In other words, winning out becomes a matter of resisting authority, regardless of any criticism or legality.

2-Neuroticism (20 Items): The neuroticism factor describes quiet guilt feelings emerging as a result of one's family background. The feelings of remorse, tension, depression and discouragement act in conjunction with anti-social activity to produce impulsive neurotic, but not psychopathic behaviour.

3-Scholastic Maladjustment (9 Items): The factor of scholastic maladjustment indicates a history of conflict with school authority and a disinterest in attending school.

4-Family Dissension (8 Items): This factor reflects a family background characterized by stress among family members and a home atmosphere of discord and disagreement.

California Personality Inventory (CPI) Scale of Socialization (SO) (46 Items): This scale was originally designed to measure levels of delinquency but was subsequently found to be indicative of a wide range of socialization. The basis

underlying this construct would appear to be social maturity and integrity. Research has shown that the scale differentiates between recidivists and non-recidivists. Low scores indicate low levels of socialization and an increased tendency toward delinquency.

Marlowe-Crowne Social Desirability (30 Items): This scale was included to measure the extent of influence in the battery of non-test relevant response determinants. It has long been known that some respondents tend to respond to tests in such a way as to reflect the subject's concept of what is socially desirable. This kind of response bias would be difficult to detect without a special scale. A high score on this scale indicates a high bias towards responding to items in a socially desirable manner.

Dean Scale of Alienation (28 Items): From a sociological point of view alienation has been felt to underly various aspects of deviant as well as delinquent behaviour. Dean postulated three components of alienation; powerlessness, normlessness, and social isolation. Subsequent research has not confirmed Dean's views, in fact several factors indicative of alienation have been extracted from this scale, but none of them conformed to Dean's typology. The construct is however of some interest, therefore, the scale was included. The original scale included 24 items, two further items were added at this time to increase the power of the scale.

Extroversion (27 Items): Eysenck has for quite some time postulated that extroversion underlies criminality. Therefore, it was felt that some measure of extroversion would improve the discriminability of the entire battery.

# APPENDIX B

## COMPARISON OF DARE AND NON-DARE WARDS

PRE-INSTITUTIONAL HISTORY		DARE (N = 65)		NON-DARE (N = 83)		TOTAL (N = 148)	
		N	%	N	%	N	%
CAS Ward on Admission		9	14	14	17	23	16
Training School Act Section Admitted Under							
	section 8	24	37	22	27	46	31
	section 9	41	63	61	73	102	69
Prior Court Appearances		47	72	66	80	113	76
Prior Probation		33	51	48	58	81	55
Age at Admission							
	12 or less	11	17	16	19	27	18
	13	21	32	24	29	45	30
	14	28	43	25	30	53	36
	15	5	7	18	22	23	18
Prior Living Situation							
	both parents	28	43	47	57	75	51
	single parent	33	51	28	34	61	41
	other	4	6	8	9	12	8
Major Problems in Family Setting*		15	23	27	33	42	28
Family Member with Delin- quency Problems*		32	49	43	52	75	39
Sibling Delinquency*		13	20	25	30	38	26
Wards with any of the Three Above Variables		40	62	56	67	96	65
Family Received Help from Social Agency*		32	49	42	51	74	50
Ward Abandoned by Parent(s)*		4	6	6	7	10	7

<u>PRE-INSTITUTIONAL HISTORY</u>		<u>DARE</u> (N = 65)		<u>NON-DARE</u> (N = 83)		<u>TOTAL</u> (N = 148)	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Parent Died*		14	22	10	12	24	16
Parents Separated*		27	42	38	46	65	44
Ward Separated from Parent(s) under any of the Above Circumstances		39	60	46	55	85	57
Ward Subjected to Parental Abuse*		11	17	12	15	23	16
Number of Events or Situations Indicative of Family Instability (Total Variables Marked by Asterisk Above)							
	0	11	17	11	13	22	15
	1	5	8	11	13	16	11
	2	22	33	18	22	40	27
	3	13	20	22	27	35	24
	4	11	17	16	19	27	18
	5	2	3	4	5	6	4
	6	1	2	1	1	2	1
Ward Received Community Treatment		35	54	44	53	79	53
Ward Assessed as Having Personality Dysfunction		17	26	15	18	32	22
Ward Assessed as Exhibit- ing Maladaptive Behaviour		47	72	48	58	95	65
Number of Wards Receiving Treatment or Assessed as Having Behaviour or Personality Problem		53	82	59	71	112	76
Ward had Academic or Motivational Problems in School		18	28	21	25	39	26
Ward had Discipline or Behaviour Problems in School		25	39	24	29	49	33

<u>PRE-INSTITUTIONAL HISTORY</u>		<u>DARE</u> (N = 65)		<u>NON-DARE</u> (N = 83)		<u>TOTAL</u> (N = 148)	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Ward was Suspended or Expelled		16	25	22	27	38	26
Ward had History of Truancy		44	68	50	60	94	64
Ward had any School Related Problem		53	80	70	84	123	83
Charged with a Sec. 9 type Offence Prior to Court Appearance which sent Ward to Training School		60	92	80	96	140	95
History of Absconding from Place of Residence		42	65	51	61	93	63
Placed in a Detention Home Prior to Admission to Training School		21	32	25	30	46	31
Ward had Delinquent Peers		37	57	46	55	83	56
Pressures Acting on Ward in Terms of Delinquent Peer, Sibling or other Family Member		53	82	60	72	113	76

GENERAL TRAINING SCHOOL  
HISTORY

First Training School Attended							
Pine Ridge	3	5	6	7	9	6	
White Oaks	1	1	1	1	2	1	
Cobourg	21	32	32	39	53	36	
Sprucedale	3	5	3	4	6	4	
Glendale	5	8	7	8	12	8	
Cecil Facer	7	11	7	8	14	9	
St. John's	14	21	18	22	32	22	
St. Joseph's	11	17	9	11	20	14	



<u>GENERAL TRAINING SCHOOL HISTORY</u>	<u>DARE</u> (N = 65)		<u>NON-DARE</u> (N = 83)		<u>TOTAL</u> (N = 148)	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Number of Returns to Training School						
none	7	11	-	-	7	5
one	35	54	55	66	90	61
more than one	23	35	28	34	51	34
Mean Number of AWOL's from Training School	2.2		1.9		2.0	
Mean Number of B.R.'s. from Training School	3.0		2.8		2.9	
School Grade at Admission to Training School						
unsure	-	-	2	2	2	1
Gr. 10 or under	49	75	58	70	107	72
ungraded or opportunity	5	8	5	6	10	7
occupations, levels, services, vocations, special	11	17	18	22	29	20
Last School Grade in Training School						
Gr. 10 or under	39	60	46	56	85	58
ungraded, opportunity	-	-	2	2	2	1
occupations, levels, services, vocations, special	26	40	35	42	61	41
Ward Received Remedial Education	16	25	17	21	33	22
Ward Received Psychiatric Treatment	22	34	28	34	50	34
Length of First Stay in Training School						
under 6 months	11	17	19	23	30	20
6 to 12 months	51	78	58	70	109	74
over 12 months	3	5	6	7	9	6
Average Length of Other Stays						
under 6 months	57	88	74	89	131	89
6 months or more	8	12	9	11	17	11
Length of Stay Prior to Going to DARE						
one month or less	18	28	4	5	22	15
over one month	47	72	79	95	126	85

<u>FIRST TRAINING SCHOOL EXPERIENCE</u>	<u>DARE</u> (N = 65)		<u>NON-DARE</u> (N = 83)		<u>TOTAL</u> (N = 148)	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Ward had Academic or Motivational Problems in Training School	31	48	45	54	76	51
Ward Assessed as Having Personality Dysfunction	32	49	42	51	74	50
Ward Assessed as Exhibiting Maladaptive Behaviour	51	79	62	75	113	76
Ward is Bully or Abusive to Peers	24	37	30	36	54	37
Ward is Abused or Scapegoat of Peers	13	20	19	23	32	22
<u>OTHER TRAINING SCHOOL EXPERIENCE</u>						
Ward had Academic or Motivational Problems	11	17	15	18	26	18
Ward Assessed as Having Personality Dysfunction	8	12	8	10	16	11
Ward Assessed as Exhibiting Maladaptive Behaviour	14	22	18	22	32	22
<u>PRE-DARE TRAINING SCHOOL EXPERIENCE</u>						
Ward had Academic or Motivational Problems	21	32	36	43	57	39
Ward Assessed as Having Personality Dysfunction	15	23	24	29	39	26
Ward Assessed as Exhibiting Maladaptive Behaviour	28	43	48	58	76	51

POST-DARE TRAINING SCHOOL EXPERIENCE	DARE (N = 65)		NON-DARE (N = 83)		TOTAL (N = 148)	
	N	%	N	%	N	%
Ward was Transferred to Training School After Not Completing DARE, or was Returned After Placement	15	23	9	11	24	16
School Grade in Training School						
Gr. 9-10	2	3	1	1	3	2
other	6	9	3	4	9	6
Ward had Academic or Motivational Problems	7	11	2	2	9	6
Ward Assessed as Having Personality Dysfunction	6	9	3	4	9	6
Ward Assessed as Exhibit- ing Maladaptive Behaviour	10	15	5	6	15	10
Ward Committed Delinquent Acts while in Training School	1	2	2	2	3	2
<u>OTHER PLACEMENTS</u>						
Ward had Other Placements from Training School	22	34	28	34	50	34
Average Duration of Each Placement						
3 months or less	6	9	9	11	15	10
>3 months and <6 months	11	17	12	15	23	16
6 months or more	6	9	7	8	13	9
Ward was Replaced by TSAB	3	5	8	10	11	7
Ward was Placed in Same Setting as Prior to Training School	21	32	23	28	44	30
Adults Could Not Cope with or Discipline Ward	5	8	8	10	13	9

OTHER PLACEMENTS	DARE (N = 65)		NON-DARE (N = 83)		TOTAL (N = 148)	
	N	%	N	%	N	%
Ward had Academic or Motivational Problems in School	12	19	13	16	25	17
Ward was Truant	18	28	18	22	36	24
Ward Assessed as Having Personality Dysfunction	1	2	3	4	4	3
Ward Assessed as Exhibit- ing Maladaptive Behaviour	16	25	16	19	32	22
Ward Committed Criminal Offence	18	28	20	24	38	26
Ward Absconded from Placement	15	23	19	23	34	23
Ward had been Charged with a Sec. 9 Offence	13	20	13	16	26	18
Ward Appeared in Court on Charges	12	19	11	13	23	16
Ward was Placed in Jail or Detention Centre	8	12	9	11	17	12
Ward had Delinquent Peers	10	15	11	13	21	14
<u>PRE-DARE PLACEMENT</u>						
Situation to which ward was First Placed						
own home	40	62	59	71	99	67
other	25	38	24	29	49	33
Ward was Placed to:						
work	56	86	79	95	135	91
go to school	9	14	4	5	13	9
Ward was Placed in Same Setting as Before Train- ing School Experience from which Placed	37	57	56	68	93	63
Ward was Replaced by TSAB	17	26	17	21	34	23

PRE-DARE PLACEMENT

	<u>DARE</u> (N = 65)		<u>NON-DARE</u> (N = 83)		<u>TOTAL</u> (N = 148)	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Total Duration of Placement Experience						
3 months or less	23	35	23	28	46	31
4 to 6 months	17	26	29	35	46	31
over 6 months	25	39	31	37	56	38
Ward was Replaced Home	10	15	6	7	16	11
Adults Could Not Cope With or Discipline Ward	6	9	10	12	16	11
Ward had at least one School Problem	16	25	24	29	40	27
Ward was Truant	38	59	49	59	87	59
Ward Assessed as Having Personality Dysfunction	5	8	5	6	10	7
Ward Assessed as Exhibiting Maladaptive Behaviour	19	29	41	49	60	41
Ward Committed Criminal Offence	36	55	55	66	91	62
Ward Absconded from Placement	38	59	41	49	79	53
Ward had been Charged with a Sec. 9 Offence	36	55	42	51	78	53
Ward Appeared in Court on Charges	27	42	35	42	62	42
Ward was Placed in Jail or Detention Centre	19	29	25	30	44	30
Ward had Delinquent Peers	20	31	27	33	47	32
Reason Ward was Returned to Training School						
delinquency	30	46	45	54	75	51
AWOL's/truancy	23	35	18	22	41	28
school problems	1	2	2	2	3	2
difficulty in placement home	2	3	15	18	17	12
other	1	2	2	2	3	2
Ward had Job	15	23	24	29	39	26

POST-DARE PLACEMENT

	<u>DARE</u> (N = 65)		<u>NON-DARE</u> (N = 83)		<u>TOTAL</u> (N = 148)	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Situation to which ward was First Placed						
own home	49	75	54	65	103	70
other	16	25	29	35	45	30
Ward was Placed to:						
work	39	60	41	49	80	54
school	22	34	40	48	62	42
Ward was Placed in Same Setting as Before Training School Experience from which Placed	34	52	38	46	72	49
Ward was Replaced by TSAB	20	31	24	29	44	30
Total Duration of Placement Experience						
under 6 months	10	15	23	28	33	22
6 to 12 months	41	63	41	49	82	56
over 12 months	14	22	19	23	33	22
Average Duration of Placement Stays						
under 6 months	24	37	38	46	62	42
6 to 12 months	32	49	30	36	62	42
over 12 months	9	14	15	18	24	16
Ward was Replaced Home	11	17	11	13	22	15
When First Placed, Ward:						
went to school	7	11	13	16	20	14
looked for and got job	29	45	37	45	66	45
looked for but did not get job	10	15	7	8	17	12
was on school vacation	8	12	13	16	21	14
did nothing	3	5	7	8	10	7
went AWOL	1	2	-	-	1	1
Adults Could Not Cope With or Discipline Ward	15	23	17	21	32	22

POST-DARE PLACEMENT	DARE (N = 65)		NON-DARE (N = 83)		TOTAL (N = 148)	
	N	%	N	%	N	%
Ward had Academic Problems or Motivational Problems						
none	54	83	65	78	119	80
one	9	14	13	16	22	15
more than one	2	3	5	6	7	5
Ward Assessed as Having Personality Dysfunction	11	17	6	7	17	12
Ward Assessed as Exhibit- ing Maladaptive Beha- viour	23	35	29	35	52	35
Ward had Problems with Drugs/Alcohol	27	42	22	27	49	33
Ward Committed Property Offence	36	55	30	36	66	45
Ward Committed Person Offence	5	8	5	6	10	7
Ward Committed Law and Order Offence	21	32	17	21	38	26
Ward Absconded from Placement	38	59	34	41	72	49
Ward was Truant	3	5	10	12	13	9
Mean Number of Charges Against Ward	2.9		1.5		-	-
Ward Appeared in Court at Least Once on Charges	37	57	35	42	72	49
Ward was Placed in Jail or Detention Centre	28	43	20	24	48	32
Ward had Delinquent Peers	23	35	21	25	44	30
Ward was Returned to Training School Because of Delinquency	6	9	3	4	9	6

POST-DARE PLACEMENT	DARE (N = 65)		NON-DARE (N = 83)		TOTAL (N = 148)	
	N	%	N	%	N	%
Ward had Job						
full-time, part-time	46	71	52	63	98	66
odd jobs	7	11	7	8	14	10
no job	12	18	24	29	36	24
Reason Job was Terminated						
still working, u/k	41	63	57	69	98	66
was fired, quit, returned to t.s.	17	26	19	23	36	24
was laid off, went back to school or took better job	7	11	7	8	14	10
Ward had Difficulty Getting a Job	18	28	10	12	28	19
Ward had Second Job	28	43	30	36	58	39
Ward had Good Relationship with Male Peers	6	9	7	8	13	9
Ward had Good Relationship with Female Peers	5	8	7	7	12	7
<u>CURRENT SITUATION</u>						
School History						
Ward Now Participating in Academic Pursuits						
full-time community, trade training	5	8	6	7	11	7
no academic pursuits	44	68	61	74	105	71
in training school, jail, other	16	24	16	19	32	22
Ward was Previously Involved in School, But Not Now In	14	22	24	29	38	26
Ward Never Went to School, and Not Now Attending	39	60	45	54	84	57
Work History						
Ward Now Working						
full-time, part-time, odd jobs	21	32	35	42	56	38
unemployed	35	54	36	43	71	48
other	9	14	12	15	21	14

CURRENT SITUATION	DARE (N = 65)		NON-DARE (N = 83)		TOTAL (N = 148)	
	N	%	N	%	N	%
Ward Worked Previously, But is Not Now Working	32	49	24	29	56	38
Ward Never Worked, is Not Now Working	12	19	24	29	36	24
Ward Appeared in Court and Received this Disposition:						
case dismissed	1	2	-	-	1	1
suspended sentence	5	8	7	8	12	8
fine	7	11	8	10	15	10
put on probation	23	35	22	27	45	30
sent to adult institution	16	25	13	16	29	20
returned to training school	1	2	-	-	1	1
ward failed to appear	11	17	5	6	16	11
Ward was Put on Probation For:						
12 months	7	11	4	5	11	7
over 12 months	14	22	16	19	30	20
unsure	2	3	2	2	4	3
Ward was Sent to Adult Institution For:						
under 6 months	9	14	5	6	14	9
6 months or more	7	11	8	10	15	10
unsure	1	2	-	-	1	1
Ward is now in Training School	5	8	4	5	9	6
Ward is now in Adult Institution	11	17	9	11	20	14
Ward is now on Probation (or has Probation Term Following Incarceration)	17	26	23	28	40	27
Ward is Awaiting Disposition of Charges Pending	11	17	13	16	24	16
Ward is AWOL	2	3	6	7	8	5
- with charges pending	1	2	-	-	1	1

CURRENT SITUATION	DARE (N = 65)		NON-DARE (N = 83)		TOTAL (N = 148)	
	N	%	N	%	N	%
Ward is in Ontario Hospital	-	-	1	1	1	1
Ward is Married/Living Common Law	1	2	1	1	2	1
Ward's Wardship has been Terminated	24	37	31	37	55	37
Ward is Receiving Welfare or Social Assistance	3	5	2	2	5	3
Mean Length of Time Elapsed to First Incident with the Law from the Graduation Date (In Months)	4.94		4.59		4.78	

**END**

*7. 11. 1944*