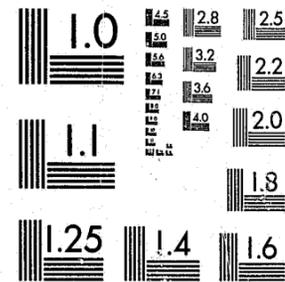


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CARING FOR DELINQUENT GIRLS: ^{MFI}

**AN EXAMINATION OF NEW JERSEY'S
JUVENILE CORRECTIONAL SYSTEM**



76034

Evaluation Unit

New Jersey State Law Enforcement Planning Agency

X
CARING FOR DELINQUENT GIRLS:

AN EXAMINATION OF NEW JERSEY'S JUVENILE CORRECTIONAL SYSTEM

By

Mark Geller, Ph.D.

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This report is based on research supported by Grant Number 79-NI-AX-0004 awarded to the New Jersey State Law Enforcement Planning Agency by the National Institute of Law Enforcement and Criminal Justice, Law Enforcement Assistance Administration, U.S. Department of Justice. The opinions it contains are those of the authors and are not necessarily shared by the U.S. Department of Justice.

Evaluation Unit

New Jersey State Law Enforcement Planning Agency

September 1980

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Acknowledgments

The authors would like to thank all those who contributed to this research effort. In particular, we would like to thank Mr. Thomas Lynch and Ms. Priscilla Knight from the Division of Juvenile Services of the Department of Corrections. Without their cooperation and encouragement, this study would not have been possible. We would also like to thank Supreme Court Chief Justice Robert Wilentz for offering his support and issuing the order permitting access to the girls' institutional records.

In addition, we would like to thank the directors of the four correctional facilities for girls: Mrs. Catherine DeCheser of Alpha House, Mrs. Ann Eveland of Turrell, Mr. Gabriel Spiler of Jamesburg Cottage 9 and Mrs. Viola Wilson of Skillman Cottage 6K. They and their staffs provided invaluable assistance in arranging for data collection.

Appreciation is also due Dr. David Twain and Dr. James Garofolo for the assistance they provided in research design and data analysis; to Mr. William Dolphin for offering his computer programming skills; and to the clerical staff at the Jamesburg Training School for their help in locating institutional records.

A special thank you is due Mrs. Marilyn Abbott for performing secretarial chores with unfailing patience and graciousness.

Most of all we would like to thank all the girls in the juvenile correctional system for whom this study was conducted.

Update

This report is based on data collected between June 26, 1979 and December 12, 1979. Since then, several changes have occurred in the girls' correctional system. The most significant of those changes are described below:

1. Classification: Since April 21, 1980, formal responsibility for establishing time goals has shifted from the Board of Trustees at the Jamesburg Training School to the Juvenile Parole Board. A member of the Parole Board attends each classification hearing and makes the final decision about time goals based on recommendations from classification committee members. In other respects, the classification process has remained the same.
2. Jamesburg Cottage 9: Jamesburg Cottage 9 is now a "re-adjustment unit." Girls who have experienced problems of adjustment elsewhere in the correctional system are placed in Cottage 9 on a temporary basis. By progressing through "three levels of adjustment" a girl is expected to demonstrate her preparedness for returning to Skillman, Turrell or Alpha House. Cottage 9 no longer serves as a reception unit or permanent placement.
3. Skillman Cottage 6K: Though a second teacher position has been created, the Skillman program remains essentially the same. However, Skillman has assumed the additional role of reception unit for girls newly committed to the correctional system.
4. Turrell Residential Group Center: The most important change that has occurred at Turrell is the introduction of an educational program. In addition, the girls no longer do maintenance work at the Marlboro Psychiatric Hospital but work directly with the patients for which they are paid \$3.10 an hour.

Alpha House: The Alpha House program has moved to another building in the same neighborhood in Camden. It is currently in the process of revising its treatment program.

August 7, 1980

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EXECUTIVE SUMMARY

Purpose of the Research

This report examines the care and treatment of girls who penetrate New Jersey's juvenile correctional system. Its intent is to provide a rigorous empirical basis for program enrichment. These specific issues are addressed: the social and demographic characteristics of the girls and the offenses for which they were incarcerated; the reasonableness and equitableness of the classification process; the adequacy of the treatment programs in which the girls participate; the nature of social climate at each of the facilities that comprise the system; and the impact of social climate on the behavior and attitudes of the girls.

The research was designed to examine the entire correctional system for girls and the linkages among its parts. Such a "systems approach" (Coates and Miller, 1975) is more suitable for examining changing social environments than conventionally designed evaluation studies that focus inflexibly on the relationship between goals and objectives. It is based on the recognition that it is impossible to evaluate individual programs without appreciation of their systemic context.

A basic research aim was to capture the subjective impressions of the girls themselves: to see the correctional system through their eyes. The involvement of the girls with the correctional system is both intimate and personally fateful. Their "definition of the situation," furthermore, has objective consequences - principally in mediating the impact of remedial intervention.

Methodology

The sample consisted of 39 girls - the entire juvenile female population of the correctional system - and 35 staff members. The research design integrated quantitative and qualitative methods. It included observation of 12 classification committee meetings, administration of resident and staff questionnaires, individual interviews of girls and program directors, observation of programs and examination of institutional records.

New Jersey's Juvenile Correctional System For Female Offenders

A girl may penetrate the correctional system in either of two ways. One is to be committed to the Jamesburg Training School and the other is to be placed in a correctional facility as a condition of probation. The system includes four facilities for girls. Jamesburg Cottage 9 is the most secure. The others are alternative facilities. Skillman Cottage 6K emphasizes job experience and education. Turrell Residential Group Center provides group therapy and work experience to both probationers and Jamesburg commitments. Alpha House is a community based program for Jamesburg commitments and probationers that incorporates work, school and therapy.

Major Findings

1. The principal research finding was that Cottage 9 residents are the most troubled girls in the correctional system and, in programmatic terms, the most deprived and neglected.
2. Fifty-two percent of the girls committed to the Jamesburg Training School and 33% of the probationers had violent committing offenses.
3. Twenty-five percent of the girls had no prior convictions for delinquent offenses.
4. Eighty-two percent had been clients of the Division of Youth and Family Services.
5. The Classification Committee's placement decisions were related to committing offense, prior delinquency and age.
6. Time goal decisions were related to sentence length, committing offense and I.Q. score.
7. The classification process is not regulated by procedures designed to ensure its fairness and integrity.
8. While considering individual cases, the Classification Committee engaged in policy formation; however, its policy decisions tended not to be enduring.

10. Eighty percent of Cottage 9 residents had spent at least some time in the Guidance Unit - some as much as one of every five days they were incarcerated.
11. Each of the alternative facilities offered treatment programs richer than the Cottage 9 program, but still deficient in the areas of education, work experience and vocational training, therapy, and community involvement.
12. According to the perceptions of residents and staff, there were significant differences with respect to three empirically derived dimensions of social climate: SUPPORTIVENESS, INVOLVEMENT and EXPRESSIVENESS.
13. Institutional adjustment and perceptions of personal progress were related to the social climate dimensions.

RECOMMENDATIONS

RECOMMENDATION ONE: Explicit criteria for choosing placements and setting time goals should be established.

RECOMMENDATION TWO: Mechanisms for ensuring the fairness and integrity of the classification process should be developed.

RECOMMENDATION THREE: Information offered during therapy should not be shared with the Classification Committee.

RECOMMENDATION FOUR: Girls should be given written statements of their time goals and the behavior required for time goal reduction.

RECOMMENDATION FIVE: Detailed records of classification decisions should be maintained.

RECOMMENDATION SIX: Efforts should be made to avoid the formulation of policy while individual cases are being considered.

RECOMMENDATION SEVEN: Policy decisions should be written and subject to periodic review.

RECOMMENDATION EIGHT: As a first priority, a meaningful program of treatment should be introduced at Jamesburg Cottage 9.

RECOMMENDATION NINE: Consideration should then be given to removing girls from Cottage 9 entirely.

RECOMMENDATION TEN: Develop an alternative to the Guidance Unit.

RECOMMENDATION ELEVEN: Eliminate the use of Cottage 9 as a reception unit.

RECOMMENDATION TWELVE: Efforts should be made to increase involvement with the community.

RECOMMENDATION THIRTEEN: Provide work experience that is meaningful, non-sectyped, adequately compensated and of enduring value.

RECOMMENDATION FOURTEEN: Develop effective educational programs.

RECOMMENDATION FIFTEEN: Develop comprehensive and varied recreational programs.

RECOMMENDATION SIXTEEN: Parental involvement should be encouraged.

RECOMMENDATION SEVENTEEN: Consideration should be given to separating probationers from girls committed to the Jamesburg Training School.

RECOMMENDATION EIGHTEEN: Develop training programs for cottage officers.

RECOMMENDATION NINETEEN: Coeducational activities and programs should be encouraged.

RECOMMENDATION TWENTY: Solicit the support and assistance of community organizations.

RECOMMENDATION TWENTY-ONE: Efforts should be made to ensure continuity of treatment upon release from the correctional system.

RECOMMENDATION TWENTY-TWO: The possibility of placing all the girls on one campus should be explored.

RECOMMENDATION TWENTY-THREE: Finally, planning and decision-making should be based on a system wide perspective.

INTRODUCTION

Delinquency is a much investigated social phenomenon. However, the delinquency of girls has gone largely unexplored. This neglect has been attributed to the small number of delinquent girls, the perception that female delinquency is "socially offensive rather than actually dangerous," and the scarcity of experimental programs for delinquent girls that require evaluation (Rasche, 1974).

In recent years, however, there has been a surge of interest in female delinquency.¹ Only a small portion of that research has focused on incarcerated girls. Yet there is growing evidence that they are victimized by severely impoverished correctional programs (Adler, 1975; Feinman, 1979; Price, 1978; Selo, 1974; Wooden, 1976). As Upshur (1973:26) points out:

Facilities at girls' training schools generally show the same neglect as other services for delinquent girls, both in quantity and quality. The more negative attitudes toward acting-out girls and less concern for their rehabilitation due to the nonserious types of crime they commit, gets translated into fewer staff, less modern buildings, and poorer vocational, educational and recreational programs than boys' institutions.

In 1974, the Juvenile Justice and Delinquency Prevention Act became law. Its main purpose was to enhance the capacity of participating states to address the needs of juvenile offenders.

¹ A selected bibliography of books and articles dealing with female delinquency appears on page 136.

Moreover, the JJDP Act (Section 223:15) explicitly insisted upon equal treatment for delinquent boys and girls. In the same spirit, the Governor's Adult and Juvenile Justice Advisory Committee on Standards and Goals called upon the New Jersey Department of Corrections to rid the juvenile correctional system of sexual bias (Standards and Goals for New Jersey's Criminal Justice System, 1977:239).

I. The Purpose of the Research

This report examines the care and treatment of girls who penetrate New Jersey's juvenile correctional system. Its intent is to provide a rigorous empirical basis for program enrichment. These specific issues are addressed: the social and demographic characteristics of the girls and the offenses for which they were incarcerated; the reasonableness and equitableness of the classification process; the adequacy of the treatment programs in which the girls participate; the nature of social climate at each of the facilities that comprise the system; and the impact of social climate on the behavior and attitudes of the girls.

The research was designed to examine the entire correctional system for girls and the linkages among its parts. Such a "systems approach" (Coates and Miller, 1975) is more suitable for examining changing social environments than conventionally designed evaluation studies that focus inflexibly on the relationship between goals and

objectives. It is based on the recognition that it is impossible to evaluate individual programs without appreciation of their systemic context.

A basic research aim was to capture the subjective impressions of the girls themselves: to see the correctional system through their eyes. The involvement of the girls with the correctional system is both intimate and personally fateful. Their "definition of the situation," furthermore, has objective consequences - principally in mediating the impact of remedial intervention.

II. New Jersey's Juvenile Correctional System For Female Offenders

From 1871 until 1974, female juvenile offenders in New Jersey were housed at the State Home for Girls in Trenton. The State Home was closed in October 1974 and the girls transferred to the Jamesburg Training School for Boys. Currently girls committed to New Jersey's correctional system serve their sentences at one of four facilities.

Jamesburg Cottage 9: Jamesburg Cottage 9 is the only cottage at the Jamesburg Training School set aside for girls. It is a reception unit for every girl committed to the correctional system and a permanent placement for girls considered aggressive and incorrigible. In addition, Cottage 9 contains a Guidance Unit in which girls are placed as a form of punishment. Cottage 9 is the most secure of the four correctional facilities.

Skillman Cottage 6: On January 22, 1979, Skillman Cottage 6 began to serve as an alternative placement for girls committed to the Jamesburg Training School. It is the only cottage for girls on the campus of the Skillman Training School. The interior of the cottage is open and the girls move about freely. They sleep dormitory style in beds that are lined up side by side. The doors leading from the cottage remain unlocked and the girls may walk about the campus so long as they are in view of a cottage officer. The Skillman program emphasizes job experience and education.

Turrell Residential Group Center: Turrell Residential Group Center occupies a large two story house on the grounds of the Arthur Brisbane Child Treatment Center in Farmingdale, New Jersey. It was established in 1961 as a residential program for girls placed on probation. Since 1979, it has served as a residential placement for both probationers and girls committed to the Jamesburg Training School. The girls participate in a program that includes work at the Marlboro Psychiatric Institute and guided group interaction - a form of therapy which emphasizes peer confrontation. The girls sleep in bedrooms in groups of two or three. The doors to the house remain unlocked.

Alpha House: Alpha House is a two story structure in a residential neighborhood in Camden, New Jersey. It was established in 1971 with funding from the New Jersey State Law Enforcement Planning Agency. Originally a private group home for adolescent girls from Camden, in 1978 it became a public institution under

the purview of the New Jersey Department of Corrections. Though intended mainly for probationers, Alpha House also serves as an alternative placement for girls committed to the Jamesburg Training School. The girls sleep in groups of two or three in small bedrooms on the second floor. Alpha House is a community based program that incorporates work, school and therapy.

IV. Sample

The sample consisted of 39 girls - the entire female population of the correctional system at the time the study was conducted. Twenty-seven of the girls had been committed to the Jamesburg Training School and 12 were probationers.

Thirty-nine staff members were also asked to participate in the research. Thirty-two were included in the final sample.

V. Research Design

The research design integrated quantitative and qualitative methods. It ensured that the research would provide a view of the correctional system that was at once broad in scope yet rich in detail.

Data collection took place between June 26, 1979 and December 12, 1979 and contained these specific elements:

1. Twelve Classification Committee meetings were observed.
2. The director of each of the four female correctional facilities was interviewed.
3. The facilities were visited on 17 occasions for the purpose of informal observation.
4. Each of the girls completed a questionnaire and was interviewed.
5. Staff questionnaires were administered.
6. Information was extracted from the institutional records of each girl and recorded on a specially constructed instrument.

	Dates of Data Collection	Number of Resident Respondents	Number of Staff Respondents
Skillman Cottage 6K	Aug. 22 to Sept. 17	9	10
Turrell Residential Group Center	Sept. 12 to Oct. 3	8	6
Jamesburg Cottage 9	Oct. 24 to Nov. 7	7	11
Alpha House	Nov. 19 to Dec. 12	15	5
Total		39	32

VI. Organization of the Report

Chapter One describes the social and demographic characteristics of the girls in New Jersey's juvenile correctional system and the nature and extent of their delinquency.

Chapter Two describes the classification process and assesses its reasonableness and equitableness.

Chapter Three examines Jamesburg Cottage 9 - the most secure of the four correctional facilities.

Chapter Four examines three correctional programs that are alternatives to Jamesburg Cottage 9.

Chapter Five describes the four correctional facilities in terms of three empirically derived social climate dimensions and explores their social and psychological impact.

Chapter Six summarizes the most important research findings and offers recommendations for improving the care and treatment of delinquent girls.

CHAPTER ONE : THE INCARCERATED GIRL
IN NEW JERSEY

Research studies concerned with the characteristics of female offenders tend to fall into two categories: those that compare male and female offenders (Jensen and Eve, 1976; Selo, 1976) and those that examine change in rates of serious female delinquency (Adler, 1975; Noblit and Burcart, 1976; Simon, 1975; Steffensmeier and Steffensmeier, 1980). In general, the available studies suggest that the seriousness of female delinquency is increasing but that it remains less serious than male delinquency. However, information concerning the characteristics of female offenders, particularly incarcerated female offenders, is scarce.

This chapter describes the characteristics of girls who penetrate New Jersey's correctional system. It is based on information extracted from the institutional records of 39 girls.

I. Social-Demographic Characteristics

Table 1 describes the social-demographic characteristics of the girls. Their ages at the time they entered the correctional system ranged from 13 years to 18 years. The average age was 15.8 with 41% of the girls less than 16 years. Forty-nine percent

were black, 41% white and 10% hispanic. I.Q. scores ranged from 72 to 132 with an average score of 89.7. Sixty percent of the girls scored 90 or less.

Table 1 Social Demographic Characteristics

<u>Age at Reception</u>		
13 years	3%	(1)
14 years	15	(6)
15 years	23	(9)
16 years	41	(16)
17 years	15	(6)
18 years	3	(1)
	100%	(39)

<u>Race</u>		
Black	41%	(16)
Hispanic	10	(4)
White	49	(19)
	100%	(39)

<u>I.Q.¹</u>		
80 and below	27%	(8)
81 to 90	33	(10)
91 to 110	37	(11)
111 and above	3	(1)
	100%	(30)

¹I.Q. tests are administered to girls committed to the Jamesburg Training School within the first few weeks of admission. They are not routinely administered to probationers but I.Q. Scores were available for some.

II. Committing Offense

A girl may penetrate the correctional system in either of two ways. One is to be committed to the Jamesburg Training School and the other is to be placed in a correctional facility as a condition of probation. Of the 39 girls, 27 had been committed to the Jamesburg Training School and 12 were probationers.¹

As shown in Table 2, the 39 girls were placed in the correctional system by courts in 12 counties. Fifty-four percent were placed by courts in Hudson, Camden and Essex counties. A large portion of the girls placed by courts in Essex and Camden were probationers.

Table 2 Commitments By County

	<u>Jamesburg Commitments</u>	<u>Probationers</u>	<u>Total</u>
Burlington County	0% (-)	8% (1)	3% (1)
Camden County	11 (3)	33 (4)	18 (7)
Cape May County	4 (1)	0 (-)	3 (1)
Cumberland County	7 (2)	0 (-)	5 (2)
Essex County	7 (2)	25 (3)	13 (5)
Hudson County	33 (9)	0 (-)	23 (9)
Mercer County	4 (1)	0 (-)	3 (1)
Middlesex County	15 (4)	0 (-)	10 (4)
Monmouth County	4 (1)	8 (1)	5 (2)
Salem County	4 (1)	8 (1)	5 (2)
Union County	4 (1)	8 (1)	5 (2)
Warren County	7 (2)	8 (1)	8 (3)
	100% (27)	98% (12)	101% (39)

¹ Probationers are placed only at Alpha House and Turrell.

As Table 3 indicates, 52% of the girls committed to the Jamesburg Training School compared to 33% of the probationers had violent committing offenses. The most common committing offense was assault.¹ The records indicated that the assaults varied in severity. Several occurred in JINS shelters and other residential facilities.

Table 3 Most Serious Committing Offense²

<u>Violent Offenses</u>	<u>Jamesburg Commitments</u>	<u>Probationers</u>	<u>Total</u>
Homicide	1	-	1
Robbery	3	1	4
Assault	10	3	13
Total Violent	14 52%	4 33%	18 46%
<u>Nonviolent</u>			
Breaking and Entering	2	1	3
Larceny	3	5	8
Motor Vehicle	2	-	2
Weapons	1	1	2
Drug Offense	1	-	1
Disorderly Person	1	-	1
Violation of Probation	2	1	3
Miscellaneous	1	-	1
Total Nonviolent	13 48%	8 67%	21 54%
TOTAL	27 100%	12 100%	39 100%

¹ In compliance with the 1974 Juvenile Justice and Delinquency Prevention Act and New Jersey's Revised Juvenile Code, none of the girls had been committed for status offenses. In a 1972 study, Lerman found 57% of the girls housed at the Trenton State Home were status offenders.

² Almost all the girls had more than one committing offense. This table reports only the most serious.

III. Prior Convictions

As indicated in Table 4, 22% of all the girls had been previously convicted of at least one violent offense. Again, the prior convictions of Jamesburg commitments were more violent than those of probationers; thus only one probationer had been previously convicted of a violent offense. Twelve percent of the Jamesburg commitments and 18% of probationers had been previously adjudicated as status offenders only. An additional 12% of the Jamesburg commitments and nine percent of the probationers had no previous convictions. Thus 24% of the Jamesburg commitments and 27% of the probationers had never been convicted of a delinquent offense.

Table 4 Most Serious Prior Convictions

	<u>Jamesburg</u> <u>Commitments</u>	<u>Probationers</u>	<u>Total</u>
Violent	27% (7)	9% (1)	22% (8)
4 or more nonviolent	19 (5)	36 (4)	24 (9)
1 - 3 nonviolent	31 (8)	27 (3)	30 (11)
Status	12 (3)	18 (2)	14 (5)
No previous	12 (3)	9 (1)	11 (4)
	101% (26)	99% (11)	101% (37)

Turning from the issue of the severity of prior delinquency, Table 5 examines the frequency of previous convictions. The girls had been previously convicted of an average of 0.5 violent offenses. Ten percent of all prior convictions were for violent offenses, 52% for nonviolent offenses and the rest for status offenses.

Table 5 Number of Previous Convictions

<u>By Offense</u>		
<u>Violent Offenses</u>		
Homicide	0	
Rape	0	
Robbery	4	
Assault	12	
Other Crimes Against Persons	1	
Arson	3	
Total	20	10%
<u>Nonviolent Offenses</u>		
Breaking & Entering	8	
Larceny	37	
Motor Vehicle Theft	4	
Vandalism	9	
Other Property Crimes	5	
Carried Concealed Weapon	3	
Drugs	6	
Disorderly Conduct	8	
Violation of Probation	24	
Total	104	52%
<u>Status Offenses</u>		
Total	76	38%
TOTAL	200	100%
n=37		

As Table 6 indicates, 65% of the girls had been previously adjudicated as status offenders at least once for such offenses as running away, truancy and incorrigibility. The records also indicated that 82% of the girls, at one time or another, had been involved with the Division of Youth and Family Services - a state agency that deals mainly with child abuse and neglect. Thus, it appears that many of the girls have had serious family problems.

Table 6 Number of Previous Status Offenses

<u>Number of Status Offenses</u>	<u>Percentage of Girls</u>
None	35% (13)
1	16 (6)
2	19 (7)
3	11 (4)
4	5 (2)
5 or more	14 (5)
	100% (37)

IV. Self-Reported Delinquent Activity

In contrast to data on arrests and convictions, self-reports capture delinquent activity that often does not find its way into official records. The girls were asked to report the number of times they had participated in various types of delinquent activity during their last six months on the streets. As shown in Table 7, the girls generally reported more nonviolent than violent activity. The most commonly reported delinquent act was selling illegal drugs; 68% of the girls reported having done so at least once and 51% reported having done so five times or more. The most commonly reported violent offense was assault. Fifty-four percent of the girls reported having at least one assault and 19% reported having committed five assaults or more.

As Table 8 indicates, there were differences in self-reported delinquency between probationers and girls committed to the Jamesburg Training School. For example, 76% of the Jamesburg commitments compared to 100% of the probationers say they never robbed someone with a weapon. Yet, 56% of the probationers compared to 81% of the Jamesburg commitments report never hitting a parent or teacher.

Table 7 Self-Reported Delinquent Activity
During The Last 6 Months On The Streets

<u>Violent Offenses</u>	<u>never</u>	<u>once or twice</u>	<u>three to five</u>	<u>more than five</u>	<u>Total</u>
Armed Robbery	83%	8%	6%	3%	100% (36)
Robbery	62%	27%	3%	8%	100% (37)
Assault & Battery	46%	27%	8%	19%	100% (37)
Hit Parents or Teacher	73%	16%	3%	8%	100% (37)
<u>Nonviolent Offenses</u>					
Breaking and Entering	57%	16%	16%	11%	100% (37)
Stole something worth more than \$50	53%	14%	0%	33%	100% (36)
Stole something worth less than \$50	39%	25%	11%	25%	100% (36)
Stole a Car	71%	20%	6%	3%	100% (36)
Vandalism	56%	19%	8%	17%	100% (36)
Carried a concealed weapon	43%	22%	8%	27%	100% (37)
Used hard drugs	41%	16%	3%	41%	100% (37)
Sold illegal drugs	32%	3%	14%	51%	100% (37)
Tried to buy or sell stolen goods	38%	19%	11%	32%	100% (37)

Table 8 Percentage of Girls Reporting NO Delinquent
Activity During The Last 6 Months on the Streets¹

<u>Violent Offenses</u>	<u>Jamesburg Commitments</u>	<u>Probationers</u>
Armed robbery	76% (19)	100% (11)
Robbery	54% (14)	82% (9)
Assault and battery	46% (12)	45% (5)
Hit parents or teacher	81% (21)	56% (6)
<u>Nonviolent Offenses</u>		
Breaking and entering	56% (15)	56% (6)
Stole something worth more than \$50	60% (15)	36% (4)
Stole something worth less than \$50	44% (11)	27% (3)
Stole a car	68% (17)	80% (8)
Vandalism	60% (15)	45% (5)
Carried a concealed weapon	42% (11)	46% (5)
Used hard drugs	39% (10)	46% (5)
Sold illegal drugs	35% (9)	27% (3)
Tried to buy or sell stolen goods	39% (10)	36% (4)

¹The numbers in this table indicate the number of girls reporting that they never engaged in a particular activity; for example, 76% of the Jamesburg commitments and 100% of the probationers report that they never committed an armed robbery.

Summary

The female population of New Jersey's juvenile correctional system appears to be strikingly heterogeneous. It includes a mix of violent and nonviolent offenders; chronic and first time offenders; probationers and girls committed to the Jamesburg Training School; and girls ranging in age from 13 to 18 years. A majority had been clients of the New Jersey Division of Youth and Family Services and 65% had been previously adjudicated at least once as a status offender.

CHAPTER TWO: CLASSIFYING THE FEMALE JUVENILE OFFENDER

As defined by the National Advisory Commission on Criminal Justice Standards and Goals (1973:197),

Classification is a process for determining the needs and requirements of those for whom correction has been ordered and for assigning them to programs according to their needs and existing resources. (It is) a system by which a correctional agency, unit, or component determines differential care and handling of offenders.

A sound classification process - one that directs offenders to appropriate care and treatment - would seem to be at the heart of an effective system of corrections. Yet, the enthusiasm that greeted the historical emergence of classification procedures has recently been tempered as several "classification issues" have arisen. As enumerated by the National Advisory Commission on Criminal Justice Standards and Goals, those issues include: the propriety of investing quasi-judicial power in nonjudicial hands; the identification of suitable criteria upon which to predicate classification decisions; the wisdom of developing such formal criteria in the first place; the encroachment of such illegitimate factors as ethnic background upon classification decisions; and the intrusion of management concerns upon a process ostensibly meant to serve the therapeutic needs of incarcerated offenders.

This chapter examines the activities of the committee that classifies all girls committed¹ to New Jersey's juvenile correctional system. The committee chairperson is the Supervisor for Female Services from the Division of Juvenile Services of the Department of Corrections. Other committee members include the director of each of the four facilities that comprise the girls' correctional system, two social workers, a psychologist, and a screening supervisor. The committee meets every other week.

I. Determining Placement

One of the major responsibilities of classification committees is to decide where an offender will be incarcerated. There is evidence that placement decisions usually revolve around issues of security and control. As Holland and Holt (1980:55) point out:

Implicit in many correctional classification decisions are predictions of the future behavior of inmates while they are in custody. Of particular concern is the possibility of serious disciplinary infractions and/or escapes. Efforts are thus made to select a level of control that is sufficient to cope with a security risk that an inmate is believed to present.

In New Jersey the Classification Committee chooses among four placements for delinquent girls. The most secure is Jamesburg

¹ The Classification Committee's jurisdiction does not encompass probationers.

Cottage 9. The others - Skillman Cottage 6K, Turrell Residential Group Center and Alpha House - are less secure alternative placements.

Examination of case records revealed that committing offense was one of the factors invoked in deciding whether to place a girl at Cottage 9 or one of the less secure alternative facilities. As indicated in Table 9, 65% of the girls with violent committing offenses compared to 39% with nonviolent committing offenses were placed at Cottage 9. In five exceptional cases girls with violent offenses were placed in alternative programs. Upon further investigation, it was found that four were eventually returned to Cottage 9 - three for behavioral problems and one for running away. In contrast, only one of eight girls with nonviolent offenses who had been placed in alternative programs was returned to Cottage 9.

Another factor invoked by the Committee in choosing placements was the frequency of prior delinquency. As indicated by Table 9, 86% of the girls with one or more prior convictions compared to 37% with no prior convictions were placed at Cottage 9.

Table 9 Criteria for Placement Decisions

Placement by Committing Offense¹

	<u>Violent Offense</u>	<u>Nonviolent Offense</u>
Cottage 9	64% (9)	38% (5)
Alternative Programs	36 (5)	62 (8)
	<u>100% (14)</u>	<u>100% (13)</u>

Placement by Number of Prior Violent Convictions

	<u>1 or more</u>	<u>None</u>
Cottage 9	86% (6)	37% (7)
Alternative Programs	14 (1)	63 (12)
	<u>100% (7)</u>	<u>100% (19)</u>

Placement by Age at Reception

	<u>13 to 15 yrs.</u>	<u>16 yrs. or older</u>
Cottage 9	64% (7)	44% (7)
Alternative Programs	36 (4)	56 (9)
	<u>100% (11)</u>	<u>100% (16)</u>

¹ This analysis pertains to the 27 girls committed to the Jamesburg Training School by the courts. "Placement" refers to original placement although a girl may have been subsequently transferred to another facility.

It was not unexpected that the Committee would take into account committing offense and prior delinquency in choosing placement. At the very least, they are convenient and economical indicants of the security risk a girl represents; each is immediately available and neither requires intensive diagnosis. Yet it has been suggested that, despite their common use, both may be inappropriate placement criteria. As the National Advisory Commission On Criminal Justice Standards and Goals (1973:198) points out, "current knowledge dictates that offense is not a suitable index of an offender's character, dangerousness or needs."

A third factor that the Committee apparently took into account in choosing placement was the age of the girls. Thus, 64% of the girls less than 16 years old compared to 44% 16 years and older were placed in Cottage 9. This relationship between age and placement persisted even when committing offense was taken into account.¹ It is perhaps due to the perception that young girls are immature and require close supervision.

The influence of other factors on placement decisions was also examined. It was found that placement decisions were unrelated to sentence length, race and I.Q. score.

II. Setting Time Goals

In New Jersey, the Classification Committee is further responsible for setting time goals. Time goals may be no

¹See Appendix A: Table 1

longer than the maximum sentence imposed by the court and represent the date upon which a girl is expected to be released. As a form of reward or punishment, original time goals may be shortened or lengthened. A time goal also may be temporarily suspended until it has been earned back through good behavior.

The sentences of the girls were indeterminate and ranged from six to 60 months.¹ More than half received 36 month indeterminate sentences. As Table 10 indicates, there was only a slight relationship between committing offense and the length of sentence imposed by the court. Thus, 36% of the girls with violent committing offenses compared to 50% with nonviolent committing offenses received sentences of less than 36 months.

Table 10 Sentence Length By Committing Offense

	<u>Violent Offense</u>	<u>Nonviolent Offense</u>
Less than 36 months	36% (5)	50% (6)
36 months or more	64 (9)	50 (6)
	<u>100% (14)</u>	<u>100% (12)</u>

¹The maximum sentence imposed by the juvenile court is 36 months. Exceptions, such as the 60 month sentence noted above, are made in such extraordinary cases as homicide. The sentences are indeterminate in the sense that they may be shortened at the discretion of the correctional system.

The time goals set by the Classification Committee ranged from six to 18 months; the average time goal was 8.3 months. In general, shorter sentences were translated into shorter time goals. As Table 11 indicates, 29% of the girls with sentences of 36 months or more, compared to 82% with sentences of less than 36 months received time goals of less than eight months.

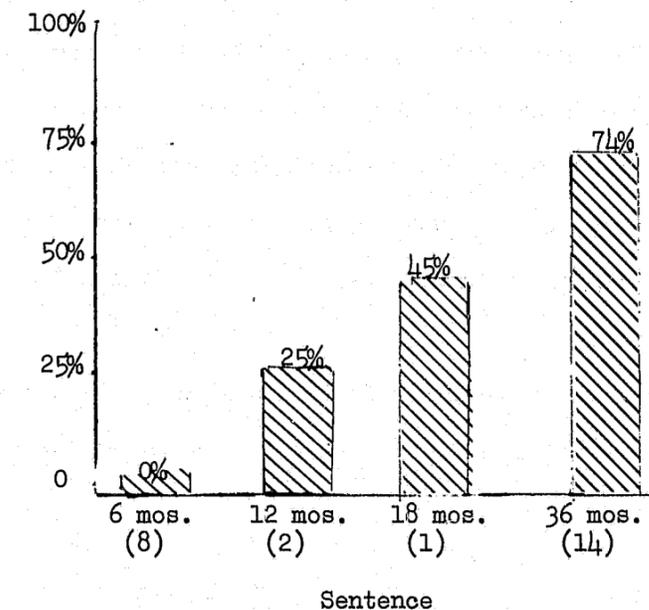
Table 11 Length of Time Goal

By Length of Court Sentence

<u>Time Goal</u>	<u>Court Sentence</u>	
	<u>Less than 36 months</u>	<u>36 months or more</u>
Less than 8 months	82% (9)	29% (4)
8 months or more	18% (2)	71% (10)
	100% (11)	100% (14)

From that perspective, the sentence imposed by the court seems to have been an important factor in establishing time goals. From another perspective - one which defines the setting of a time goal as a proportional reduction in sentence - the court imposed sentence is relatively insignificant. As Figure 1 illustrates, 14 girls whose sentences were at least 36 months received average time goals of slightly more than nine months - a 74% reduction. Yet eight girls whose sentences were six months received six month time goals - no reduction at all. An average disparity of 30 months in sentence thereby became an average disparity of three months in time goal.

Figure 1 Proportion of Sentence Reduced Through The Setting of Time Goals



The length of sentence imposed by the court was not the only factor to be related to the length of time goal. One additional factor was the nature of the committing offense. As shown by Table 12, 69% of the girls with violent offenses compared to 18%

with nonviolent offenses received time goals of eight months or more. Even when sentence length was taken into account, the relationship between committing offense and time goal was maintained.¹

It was expected that the nature of the committing offense and the length of the court sentence would be related to the length of the time goal. A third factor, I.Q. score, was unexpectedly found to be related to the length of time goals. As Table 12 indicates, 75% of the girls with I.Q. scores of 91 and above compared to 36% with I.Q. scores of 90 or less, received time goals of less than eight months. This relationship, too, persisted when sentence length and committing offense were taken into account.² There was no obvious basis for the tendency to set shorter time goals for girls with higher I.Q. scores. However, it is possible that the Classification Committee is impressed by more articulate girls and more hopeful about their futures.

The influence of other factors on time goals was also examined. The length of time goals was found not to be related to race or previous convictions.

¹See Appendix A: Table 2

²See Appendix A: Tables 3 and 4

Table 12 Criteria for Setting Time Goals

	<u>Length of Time Goal By Committing Offense</u>	
	<u>Violent Offense</u>	<u>Nonviolent Offense</u>
Less than 8 months	31% (4)	83% (10)
8 months or more	69 (9)	17 (2)
	100% (13)	100% (12)

	<u>Length of Time Goal By I.Q.</u>	
	<u>90 or less</u>	<u>91 or more</u>
Less than 8 months	36% (5)	75% (9)
8 months or more	64 (9)	25 (3)
	100% (14)	100% (12)

III. A Word of Caution

The Classification Committee reaches decisions that have fateful consequences for the girls - decisions that determine the kind of treatment they will receive and how long they will be deprived of liberty.

Yet the classification process is not regulated by procedures designed to ensure that the power of the Committee is exercised reasonably and equitably. In particular, there is none of the formal due process procedures such as access to a lawyer that are required in juvenile court proceedings when there is a possibility of incarceration. Nor is the classification process routinely open to scrutiny by outsiders such as child advocacy groups. Finally, the Committee is under no obligation to specify in writing the basis for its decisions. Hence it appears that there is a greater potential that the fairness and integrity of the classification process will be compromised.

The classification process also occurs in the absence of formal and explicit decision-making criteria. In setting time goals and choosing placements, the Committee is free to invoke any criteria it chooses. The danger that illegitimate factors such as race and demeanor will intrude on the classification process thus seems to be exacerbated. Indeed, there is a consensus that formal and explicit criteria are necessary to insure that classification decisions are reached equitably (Heinz et al. 1976; Holland and Holt, 1980; National Advisory Commission on Criminal Justice Standards and Goals, 1973).

IV. Latent Functions

The formal responsibility of the Classification Committee is to reach decisions about the discrete cases of individual girls. Yet, the Committee meetings deal with more than individual cases. They also serve as a forum for the exchange of information and the formation of policy.

There appears to be several reasons that policy formation occurs during Classification Committee meetings. One is that issues arise in considering individual cases for which no policy exists. Secondly, the similarity among individual cases is such that in reaching decisions about one the Committee unintentionally establishes policy concerning others. Finally, Classification Committee meetings have come to serve as a mechanism for integrating the individual facilities into a system. As noted by the National Advisory Committee on Criminal Justice Standards and Goals (1973:202):

Classification affords administrators a system for bringing order to a series of multiple and often unrelated activities. When used properly, it can help overcome a tendency for various elements of the correctional bureaucracy to operate in a vacuum with little effort to unite independent but complementary components.

The policy issues addressed by the Committee sometimes impinged on the very character of a program. The Committee debated whether placement at Cottage 9 was to be used as punishment; whether transfer to an alternative facility was to be defined as a reward for good behavior; and whether there was reason for concern when a girl expressed a desire not to leave Cottage 9. More generally, the Committee seemed to vacillate about the extent to which deprivation and punitiveness were to be the fundamental characteristics of the Cottage 9 program.

Since policy was generally formulated in the context of individual cases and left unwritten, it tended not to be enduring. There was a willingness to shift policy in accord with the exigencies of individual cases. This offered the Committee flexibility but sometimes resulted in decisions that seemed inconsistent and inequitable. For example, as punishment for escape, 15 days were added to the time goal of one girl while 30 days were added to the time goal of another.

V. Girls' Responses

Appearances before the Classification Committee are of deep personal significance to the girls, and they responded in different ways. The majority appeared composed and deferential. Yet there were some for whom the experience was evidently stressful. One was shaking visibly and so withdrawn that she was unable to answer the Committee's questions. Another was overtly hostile and verbally abusive.

For the most part, the girls accepted the Committee's decisions without comment. On occasion, decisions were challenged. Most of the disagreement concerned placement decisions. Movement from one facility to another seemed to be a particular source of anxiety for the girls.

In response to a questionnaire item, 38% of the girls disagreed with the statement: "The Classification Committee was fair to me." One girl suggested that the Committee was inconsistent and easily manipulated:

I see girls go in there with more serious charges than mine and it seems like they just get over it. I ain't getting over it. Some say "well, this girl had family problems." For me it's not fair.

The girls generally felt that the Committee was interested in their well-being. Thus 69% of the girls agreed with the statement: "The Classification Committee cares about my progress." Yet

62% agreed with the statement: "The Classification Committee has too much power." Given the control that the Committee exercises over the fate of the girls, their perceptions are understandable.

Summary

The fundamental purpose of the classification process is to insure a proper match between the needs of offenders and the care and treatment they are provided. In New Jersey, the Classification Committee is responsible not only for choosing placements but also for setting time goals. The factors that appeared to have influenced placement decisions were committing offense, prior delinquency and age. Time goal decisions were apparently influenced by sentence length, committing offense and I.Q. score.

The Classification Committee exercises its power in the absence of formal due process mechanisms; thus there is potential for abuse. The Committee also engages in policy formation; however, the policy it formulates tends not to be enduring.

CHAPTER THREE: A "PRISON" FOR YOUNG WOMEN: JAMESBURG COTTAGE 9

The fundamental deficiencies of correctional programs for females have been subject to increased criticism. Observers have pointed to their failure to meet the educational, vocational and therapeutic needs of the offenders placed in their care (Adler, 1975; Gibson, 1974; Giallombardo, 1979; Little Sisters and the Law, 1977; Price, 1977; Selo, 1974; Simon, 1975; Upshur, 1973; Wooden, 1976). This state of affairs has been attributed to such factors as the small number of female offenders (Gibson, 1974), sexism (Adler, 1975; Feinman, 1979) and administrative insensitivity (Price, 1977).

This chapter examines Jamesburg Cottage 9 - the most secure facility in New Jersey for delinquent girls. It is described through the eyes of the girls and staff.

I. The Consequences of Heterogeneity

Cottage 9 is an assigned placement for girls considered security risks - principally chronic offenders with violent committing offenses. It also serves as a reception unit for every

girl committed to the correctional system and awaiting placement by the Classification Committee. Finally, Cottage 9 contains a Guidance Unit in which both Cottage residents and girls from the alternative facilities are placed as a form of punishment.

Since it serves such diverse functions, the population of Cottage 9 is especially heterogeneous. There are differences among the girls not only in the seriousness of their delinquency but also in age, race and the length of time they have been incarcerated.¹ Several residents felt that the heterogeneity of the Cottage - particularly the mix of older, serious offenders and younger, less serious offenders - had damaging consequences.

As one girl said:

We got 13 year old girls here with 16 and 17 year old girls. That ain't right. They should have a separate cottage for them.

Another added:

The only thing that the younger girls can learn is how to do the things they did wrong, "right," from the older girls. Like I'm 18, they got girls here who are 13 years old. They shouldn't be here with me because they can learn more things in here that ain't going to help them at all.

¹ Tables describing the Cottage 9 population appear in Appendix A: Tables 6, 7, 8 and 9.

II. Maintaining Order

There are ample signs in Cottage 9 of the programmatic emphasis on order and control. For example, two sets of doors leading from the Cottage are locked at all times; the girls are never free of direct staff supervision; they are locked in their rooms at night and must ask the permission of staff even to go to the bathroom; they shower communally in a glass enclosed stall; and records indicate that many girls are administered tranquilizers routinely. Indeed, Cottage 9 closely resembles the "obedience/conformity model" of institutions described by Street, Vinter and Perrow (1966:21) in that it "emphasizes immediate accommodation to external controls and utilizes high levels of staff domination with many negative sanctions."

Such preoccupation with security troubled many Cottage residents. One said:

The littlest thing we do, we get locked up.

Another commented:

You're always on the edge and then when you get upset, instead of sending you to get counseling, they give you jitter juice. They start spilling Meleral down your throat. They think that's going to solve everything.

III. Cottage Staff

The Cottage 9 staff includes 13 members: 10 officers, two teachers and a social worker. Residents and staff agreed that more staff was needed. Several staff members complained that they were unable to give the girls individual attention. The staff problem was exacerbated because, though two officers are present in the Cottage at all times, one devotes her attention to the girls in the Guidance Unit.¹

IV. School

School is conducted from 8:30 a.m. to 3:30 p.m. and is the only regularly scheduled group activity. One classroom is set aside for instruction in reading and mathematics and another for preparing the girls for high school equivalency examinations. The girls complained that school was not sufficiently challenging; that it was frequently suspended because of teacher absence; and that materials were lacking. As one girl said:

All we do is just sit around. They ain't got no books to teach us with. They ain't got no paper. They ain't got no pencils. They ain't got nothing.

¹ During the time of the study, furthermore, the Cottage social worker was Acting Unit Supervisor and preoccupied with administrative matters.

The deficiencies of the Cottage 9 school program are common to correctional programs for delinquent girls. A national survey² (Little Sisters and the Law: 1977:17) found dramatic differences in the quality of educational programs between male and female correctional facilities. For example, male institutions more often had received state or local accreditation and were more likely to employ certified teachers.

V. Vocational Training and Work Experience

Though vocational training programs in correctional facilities are notoriously inadequate, several observers have noted that problems are particularly severe in female facilities (Gibson, 1974; Giallombardo, 1979; Little Sisters and the Law, 1977; Price, 1977; Simon, 1975; Upshur, 1973). As Gibson (1974:101) points out:

Vocational rehabilitation programs for women share all the same problems of those for men: "training" oriented toward institutional maintenance, lack of up-to-date equipment, lack of incentive pay and lack of placement services.

Often the only jobs available for offenders are sex typed³ and of little enduring value. Price (1977:105) notes:

The inadequacy of current vocational training programs is one of the most serious problems in women's institutions, which should be encouraging autonomy rather than dependency.

Women do the laundry, sewing and other "female tasks" for the correctional system. Such programming does nothing to prepare a woman for employment and, in fact, greatly increases her dependency.

Few Cottage 9 residents have the opportunity to obtain vocational training or work experience since only two jobs are available - both clerical positions in the Jamesburg Administration Building. It was suggested that the lack of jobs is due in part to the absence of adequate female supervisory staff.¹ Whatever its cause, the lack of jobs and vocational training was resented by the girls. One said:

This is supposed to be a training rehabilitation school. It sure as hell doesn't seem that way to me. If we were getting training or being rehabilitated, most of these girls would be acting much more different and not as wild. If we were really getting training, nobody would have too many objections about being here.

Another complained:

We need jobs. Some of the girls want to learn something. We need a trade. This is supposed to be a rehabilitation center, a training school, and we don't get it.

¹ The Jamesburg administration does not permit male staff members to be alone with Cottage 9 girls. Thus, they are unavailable to provide work supervision.

VI. Treatment

The male residents of the Jamesburg Training School participate in an intensive program of group therapy. By contrast, the Cottage 9 treatment program is only fragmentary. Cottage officers and teachers occasionally conduct group meetings but they focus on in-house management problems rather than the social and psychological needs of the girls; and a consulting psychiatrist is available one day a week but deals exclusively with new admissions and severely disturbed residents while the rest are neglected. The lack of treatment opportunities troubled many residents and several suggested that more counselors were needed. As one girl said:

I've been asking for help since I got here and I'm not getting no response.

VII. Boredom

In the absence of a structured program, much free time is available to the girls - particularly since organized recreational activities are rare. Besides school, mealtime is the only regularly scheduled activity. Much of the time the girls seem to have nothing to do and several expressed a sense of boredom and frustration. A typical day in Cottage 9 was described this way:

I get up at 6:00 in the morning. I wash my body. I go to the cafeteria to eat breakfast. I come back and smoke a cigarette. Clean. Most of the time we're not having school so I bounce around in the rec room - just sit down for a while, go to sleep or something. Then I go to lunch. I come back from lunch and I smoke a cigarette. After that, there's probably no school so we just sit around and mope around. And they get on each other's nerves and stuff - start fights and arguing. We get locked up. The evening is the same old thing. We wait until 4:30. When we come back from dinner, we get ready to take showers. Then we just bullshit and watch T.V.

VIII. Keeping Boys and Girls Apart: The Isolation of Cottage 9

Aside from trips to the campus cafeteria, the girls are virtually confined to Cottage 9. This policy is apparently based on the reluctance of the Jamesburg administration to allow the girls contact with the male residents of the training school. Indeed, it was suggested by residents and staff of Cottage 9 that the Jamesburg administration is generally insensitive to the needs of the girls.

Confinement to Cottage 9 was distressing to many of the girls. As one said:

They call this a training school for boys and girls. This ain't no training school for us at all. We're locked up in the cottage. We go outside for half an hour and someone rings a bell for us to go back in. We can't go nowhere. We can't do nothing. We can't go off grounds like the boys do. They walk all over the place. They have a lot of freedom.

Several suggested that such confinement contributed to the chaos and discord that are so much a part of everyday cottage life. One said:

Us girls are cooped up in this one little cottage. You see how we get rowdy. Wouldn't you if you were here? You see the same faces 24 hours a day, 7 days a week.

Another complained:

The worst part about Jamesburg is you can look out the window and see all the boys walking around. The girls are locked up in this cottage 24 hours a day. You can go out a half hour a day to go to the cafeteria. There's only two rec rooms to go into and the bathroom. After a while you go crazy.

There is reason to suspect, furthermore, that both the male and female residents of the Jamesburg Training School suffer because the administration insists on keeping them apart. As Price (1977:107) argues:

Institutional programs that provide a single sex social experience contribute to maladaptive behavior in the institution and community. In sexually segregated facilities, it is very difficult for offenders, particularly juveniles and youths, to develop positive healthy relationships with the opposite sex. A coeducational institution would provide a more normal situation in which inmates could evaluate their feelings about themselves and others and establish their identities in a more positive way.

IX. Segregation: The Guidance Unit

The Guidance Unit¹ is a segregated portion of Cottage 9. Rule violators may be placed there for up to 15 days at a time. It consists of several small rooms on both sides of a narrow corridor. The rooms are bare and equipped only with a bed. A "quiet room" is set aside for girls who pose an immediate physical threat to themselves or others.² As the document reproduced below suggests, strict rules and regulations govern the behavior of girls placed in the Guidance Unit.

¹ Burkhart (1979:366) has commented about the euphemisms currently used to refer to solitary confinement. "What was originally called the 'hole' changes to 'solitary' - 'max' - 'administrative segregation' - 'punitive segregation' - 'isolation' - 'the quiet room' - 'security cell' - 'control center' - 'reflection' - 'behavior center' - or, currently, among the satirists, 'loss of privilege module'."

² A girl may be placed in the quiet room for only a few hours at a time.

GUIDANCE UNIT RULES AND REGULATIONS

1. No contact with residents in C-9. G.U. girls are to be kept in isolation. They are allowed one hour of recreation twice a day. One hour per shift and one person at a time. If resident desires to remain in her room, she may stay in her room. Meals will be served in her room.
2. Cleaning - could be one of the recreation exercises. Cleaning must be done in G.U. wing, but can clean the back area of the cottage if there are no C-9 residents there.
3. Wash up is to be done one at a time.
4. GIRLS MUST BE PAT SEARCHED FOR CONTRABAND WHEN PLACED IN G.U., DURING EACH SHIFT, WHENEVER THEY LEAVE THEIR ROOMS AND WHEN THEY RETURN.
5. Each shift must make a room search. There should be a minimum of two a day.
6. Reading and writing materials must be provided for their rooms. If officers feel the materials are dangerous for the resident, they may be removed and the resident can sit outside during the recreation period and do her writing.
7. One radio allowed for the whole isolation unit. One radio to be kept on with the discretion of the G.U. officer.
8. No phone calls may be placed or received by girls in G.U.
9. Sunday visiting - Parents and friends will be allowed to visit for one hour instead of the normal three hours.
10. THERE WILL BE NO SMOKING ALLOWED IN G.U.

One girl described her experience in the Guidance Unit this way:

The G.U. is boring. You sit around and go crazy. You're in this little room. The officers let you out but you got to wait until they want to let you out. If they don't want to let you out, you don't get out. If they don't want to give you a cigarette, you don't get a cigarette.

Another said:

I spent 22 days in the G.U. straight in a row. I got out and went straight back in that same day. It didn't help me none. I wasn't even out three hours and I was back in G.U. That's not helping you none. You're confined from the other girls. Its like physical punishment, in other words, its not helping you mentally. It's just locking you up all by yourself.

The Guidance Unit was used extensively for Cottage 9 residents. Eighty percent had spent at least some time in the Guidance Unit and 47% had been in the Guidance Unit at least nine percent of the time they were incarcerated. This is perhaps attributable in part to the concentration in Cottage 9 of girls who are aggressive and difficult to manage. However, it seems to be one more indication of the programmatic stress on order and control and the absence of nonpunitive ways of dealing with misbehavior.

Summary

The girls placed in Cottage 9 are deeply troubled. It is the impression of staff that several were committed to the correctional system only because such alternative facilities as psychiatric hospitals and residential treatment centers were unwilling to accept them. Yet it appears that the girls are not getting the help they require. Indeed, residents and staff concurred that the Cottage 9 program is deeply flawed.

CHAPTER FOUR: THREE ALTERNATIVES

Responding to the broadly recognized failings of juvenile correctional programs, the 1974 Juvenile Justice and Delinquency Prevention Act urged the creation of community based alternatives to traditional, institutionally based care and treatment for delinquent offenders. In particular, it called upon the states to:

- (i) reduce the number of commitments of juveniles to any form of juvenile facility as a percentage of the State juvenile population
- (ii) increase the use of nonsecure community-based facilities as a percentage of total commitments to juvenile facilities and
- (iii) discourage the use of secure incarceration and detention [Section 223(10)(H)]

This chapter examines New Jersey's three alternative correctional programs for delinquent girls.¹ Each is an alternative correctional facility in the sense that girls committed to the Jamesburg Training School are placed there instead of Jamesburg Cottage 9. All three are less secure than Cottage 9. However, there are important programmatic differences among them.

¹ The characteristics of the girls at each of the three facilities are described in Appendix A: Tables 6, 7, 8 and 9.

I. Skillman Cottage 6K

Cottage 6K is the only cottage for girls on the campus of the Skillman Training School - an institution that serves primarily young boys. Girls placed in Cottage 6K are considered able to function in an open setting. Doors leading from the cottage remain unlocked and the girls may walk about the campus unescorted so long as they are in view of a cottage officer. The girls seemed to appreciate their freedom. As one said:

I felt no one was trusting me at Jamesburg so I'd just take off. And now, if someone says to me, "do me a favor and run to the center and get me something," I'll go and come back. Someone is trusting me and I know it.

Skillman residents participate in a program that emphasizes job experience and the development of educational skills. Each girl works a full day, attends school a full day, or spends a half day at school and a half day at work. For participation in the Skillman program, the girls receive \$1.10 a day.

The primary job site is the Neuro-Psychiatric Institute - a psychiatric hospital adjacent to the Skillman campus. The girls work in the Beauty Shop, Print Shop and Administrative Office. Another job site is the Young Women's Christian Association in Princeton, New Jersey. For the most part, the girls were pleased with their jobs and felt they were receiving useful training. Both residents and staff were dismayed, however, by the lack of

community based job sites. As one girl asserted:

They say they're getting you ready for society. But it's not society. You're just in another institution. We got a lot of nice jobs (at the Neuro-Psychiatric Institute) but it's not society - just another institution. Society is like a McDonalds or a pizza parlor.

Finding and maintaining appropriate jobs has been a persistent problem. A nurse's aide position at the Neuro-Psychiatric Institute was abandoned because working with patients was disturbing to the girls. Another job site was lost because a Skillman resident was involved with a theft.

The Skillman education program emphasizes basic reading and mathematics skills. Some girls prepare for high school equivalency examinations. It was mentioned that conducting an effective school program was difficult because the girls were on different levels. This seems to be a common problem in correctional facilities (Giallombardo, 1979).

Therapy currently plays a minimal role in the Skillman program. Cottage officers generally conduct daily group meetings but they deal mainly with in-house management problems. Individual counseling is provided by the cottage social worker only at the request of a girl or when staff deems it necessary. Several staff members suggested that more emphasis be placed on therapy - particularly since they felt that many girls were too troubled to profit from work experience.

The appearance of the cottage is strikingly neat - almost to the point of sterility. There are few personal touches around the cottage, the floors are not carpeted, and, by administrative regulation, no pictures are permitted on the walls. According to Gibson (1976:99) such "exaggerated standards of neatness and orderliness" are common in female correctional systems.

Several girls were less convinced of the orderliness of the Skillman program and complained of daily changes in routine and rules. As one said:

You don't know what you are going to do tomorrow. Things just come up and you do them as they come up.

Another complained:

Some staff don't know all the rules. They make up rules other staff don't know about.

And a third complained:

It's just day to day, you just go day to day. They need someone to say "you got to do it" whether you like it or not. You got to go to school. You got to go to work. You can't hang around all day.

II. Turrell Residential Group Center

Turrell Residential Group Center is located on the grounds of an institution for disturbed children. It serves both probationers and girls committed to the Jamesburg Training School. The Turrell program is based on the original Highfields model (see Weeks, 1966) and emphasizes guided group interaction and work experience.

At the heart of guided group interaction is peer confrontation. The "group" is expected to take responsibility for the well-being of its members and is granted authority to reach decisions about furloughs and punishment and make recommendations about readiness for discharge.

GGI sessions are conducted four evenings a week by the Superintendent and Assistant Superintendent. A new resident observes the group for a few evenings and then tells her "life story." The group then identifies the problems she is to address as her "ticket out of Turrell." A GGI session typically focuses on a single girl who is pressured to acknowledge her problems and abandon the ineffective ways of dealing with them.

While staff was convinced of the value of the groups, the girls were more skeptical. Some were adamant that they served no useful purpose. As one girl said:

They're stupid. People just shake their heads and attack one another.

Another said:

Everybody here takes it as a joke. They just want to get out. I don't think this place will change hardly any of these girls.

A third said:

It makes no sense. Why should girls make decisions about other girls when the staff gets paid?

Others claimed that the groups had been personally beneficial - even while doubting their usefulness to others. As one girl who had been in several programs commented:

It's a good program if you can hack it because they work on your minds. They don't do it in any of the other programs. I think its the best program of all of them because you get to talk and get things off your chest. (You) learn how to accept responsibility which you have to do on the outside.

Several staff members were concerned about the willingness of the Classification Committee to place serious offenders in Turrell. They insisted that guided group interaction was not appropriate for serious and chronic offenders. They claimed, too, that the effectiveness of the program was compromised because "gentler" girls are intimidated by those who are more aggressive. Hence, individual counseling has recently been introduced. The counseling is performed by the Assistant Superintendent and represents a significant departure from the Highfields model. It raises an important

programmatic issue: whether the trust that is essential to a productive therapeutic relationship can be inspired when the therapist also has an administrative role and takes a hand in dispensing punishment and rewards.

Each day the girls are taken to work assignments at Marlboro Psychiatric Hospital. Though the girls have some opportunity to interact with patients, they are primarily involved with maintenance activities - mopping floors, taking our garbage, and cleaning bathrooms. They receive two dollars a day in wages. There was a shared perception among residents and staff that the work is boring, menial and degrading. Several girls expressed the opinion that their jobs were the worst part of the Turrell program. As one girl insisted:

All you learn how to do is to be a housewife
(and) that isn't going to get you nowhere.

Punishment for violating program rules plays a large part in everyday life at Turrell. A girl assigned a "short pit" might be required to copy pages from an encyclopedia while a "long pit" might require her to spend the day silently walking up and down the parking lot. In helping with the emphasis on peer responsibility, the group imposes short pits of its own accord and recommends to staff that long pits be imposed.

The Turrell program does not contain an educational component. Several girls suggested that incorporating one would be helpful. A few said they would rather go to school than work.

III. Alpha House

Alpha House is located in a residential neighborhood in Camden, New Jersey. Its population includes mostly probationers but also girls committed to the Jamesburg Training School. The Alpha House program includes work, school and therapy. The girls spend weekday mornings at community job sites to which they report unescorted. They are paid two dollars a day.¹ The job sites include a senior citizen center, day care center, and hospital. The girls spoke enthusiastically about their jobs. Several mentioned that they were developing useful skills - both technical and interpersonal. As one girl said:

I love my job. Its teaching me to be a secretary. I'm learning how to answer the phone and to respect my elders.

And another said:

I want to be a secretary and that's what my job is. I learn how to file cards and answer the phone.

As a form of punishment, girls are sometimes confined to Alpha House and unable to work. Hence they are deprived of participation in a central component of the Alpha House program.

¹During the summer the jobs were CETA funded and paid a minimum wage.

In the afternoon, girls attend classes conducted by volunteers. The classroom is located in the attic and, for the most part, girls work independently. Alpha House residents generally expressed disapproval of the school program. In particular, it troubled them that materials were inadequate; that there was no regular teacher on the staff; that the work was not challenging; and that little time was devoted to teaching them as a group. One girl said:

I don't like it. They just hand out one thing to do and they make you do it. But they don't teach you. They don't sit down and show you how to do it. I liked my old school where they talked about it. They helped you. This education stinks.

Another said:

We need a teacher because half the time we don't do anything. (The work) is too easy. There is a science book in there. It's sixth grade and I'm in eleventh grade. They say they can't do nothing about it. They try to get harder books but they aren't hard enough. We tell them about it all the time.

Therapy is another important part of the Alpha House program. Four evenings a week are devoted to confrontational group therapy and the girls receive individual counseling. The girls were more critical than staff of the group therapy. One girl found it difficult to speak in groups:

I'm used to having one doctor and talking to him. I hate when I talk about my problems to a whole group of people. That's why I don't even talk when people come to me to work out my problems.

Another questioned whether the groups offered valid insights:

They're brainwashers cause when they tell you something if you don't really believe it, they'll still tell you it and tell you it and tell you it and tell you it until you finally believe it. The counselors sit there and tell you over and over and over until you finally believe them.

Parental involvement is considered important at Alpha House. It is presumed that "significant change in a girl's behavior can only come about through a program that includes change in the family's behavior and mutual understanding between both parties (Upshur, 1973:27)." Home visits are scheduled for every other weekend and parents are encouraged to come to Alpha House to participate in group therapy. However, parental involvement has been hard to maintain because the families of many girls, particularly the Jamesburg commitments, live far away. According to Simon (1975:77), the isolation of female correctional facilities is a common problem.

Community contact is also encouraged at Alpha House. The girls are often taken swimming, shopping and to dances. Once a week, a group of senior citizens is brought to Alpha House to have lunch and visit with the girls.

Summary

Skillman Cottage 6K, Turrell Residential Group Center, and Alpha House are alternative correctional facilities for girls committed to the Jamesburg Training School. Each is less secure than Cottage 9 and offers a richer treatment program. However, they, too, seem to have programmatic problems. Educational programs seem to be particularly inadequate; two had no teacher on staff. Only Alpha House seemed to provide meaningful work experience. Finally, the girls at each facility were generally critical of the therapeutic services they were offered.

CHAPTER FIVE: EXPERIENCING THE CORRECTIONAL SYSTEM:
PERCEPTIONS OF SOCIAL CLIMATE

Social climate is a relatively enduring characteristic of institutions that is analagous to the personality of an individual. As noted by Moos (1975:4):

Some people are more supportive than others. Likewise, some social environments are more supportive than others. Some people feel a strong need to control others. Similarly, some social environments are extremely rigid, autocratic and controlling. Order, clarity and structure are important to many people. Correspondingly, many social environments strongly emphasize order, clarity and control.

Jesness (1975) has demonstrated that the social climate of a correctional facility is significantly affected by its treatment program. However, as Moos (1975) argues, social climate has important behavioral consequences of its own. Indeed, Coates and Miller (1975:96) suggest that social climate may be as critical to the success of a correctional facility as the components of its treatment program. Hence, variation in social climate has therapeutic implications and the social climate of one correctional facility may contribute more to the social and psychological well-being of residents than the social climate of another.

This chapter portrays the social climate of Jamesburg Cottage 9, Skillman Cottage 6K, Turrell Residential Group Center and Alpha House in terms of three empirically derived social climate dimensions.

It also explores the impact of the social climate dimensions by examining their relationship to institutional adjustment (a behavioral measure of outcome) and perceptions of personal progress (an attitudinal measure of outcome). The discussion draws upon both quantitative and qualitative methods.

I. Three Dimensions of Social Climate

A slightly revised version of Moos' (1975) Correctional Institutions Environment Scale was administered to residents and staff at the four correctional facilities. Their responses to 38 questionnaire items were subject to factor analysis¹, and three underlying dimensions of social climate were thereby identified: Supportiveness, Involvement and Expressiveness.

DIMENSION ONE: SUPPORTIVENESS

Supportiveness refers to the extent to which the staff offers encouragement and assistance to the residents.

A supportive environment is one in which the group works as a cohesive whole and the staff:

1. encourages residents
2. gives residents help in planning for the future
3. shares responsibilities with the residents and
4. behaves in a consistent manner

¹ See Appendix C.

DIMENSION TWO: INVOLVEMENT

Involvement refers to the extent to which a program inspires the interest of residents and concern for one another.

A program with high involvement is well organized and one in which the residents:

1. take pride
2. trust and care for one another
3. feel trusted by the staff
4. try to improve
5. and talk about personal problems

DIMENSION THREE: EXPRESSIVENESS

Expressiveness refers to the extent to which residents are expected to be open about their feelings and take part in decision-making.

An expressive environment is one in which the residents are expected to:

1. show feelings and express opinions
2. share personal problems
3. take leadership and participate in decision-making
4. and plan for the future

II. How Residents Perceive Social Climate

A. Supportiveness

From the perspective of the girls, there were dramatic differences among the four facilities in the extent to which staff offered encouragement and assistance. As Table 13 indicates, 80% of Alpha House girls and 78% of Skillman girls described the staff as

supportive. In contrast, staff was perceived as supportive by only 29% of the girls at Turrell and none at Cottage 9.

Table 13 Residents' Perceptions
Of Supportiveness By Facility

	<u>Cottage 9</u>	<u>Skillman</u>	<u>Turrell</u>	<u>Alpha House</u>
Low Supportiveness	100% (14)	22% (2)	71% (5)	20% (1)
High Supportiveness	0 (0)	78 (7)	29 (2)	80 (4)
	100% (14)	100% (9)	100% (7)	100% (5)

The girls at Alpha House and Skillman expressed feelings of closeness to staff. The Alpha House staff seemed to have been particularly sensitive to the emotional needs of the girls. As one said:

If they see something is bothering you,
they try to get it out of you.

Another added:

When you're down, they don't let you
down; they pick you up.

At Turrell, there appeared to be greater social distance between residents and staff. Only one girl said she felt close to a staff member. Indeed, the logic of the Turrell program calls for supportiveness among peers. Hence, the distance between residents

and staff is perhaps deliberate.¹

Cottage 9 staff, on the other hand, seemed to be most interested in preserving order and control through the imposition of punitive sanctions. Hence, the role of the staff was essentially custodial. The girls unanimously proclaimed that they were not receiving help and only a few said that they felt close to any staff members. As one complained:

All they know is G.U. They don't have time to
take the girls out. They don't have time to
listen to our problems. They don't have time
to do anything for us.

In general, variation in staff supportiveness among the four facilities seems to have been rooted in divergent programmatic philosophies: that is, the relative emphasis each places on custody versus treatment.² As Hepburn and Albonetti (1980:446) point out:

¹Perceptions of low staff support at Turrell may also have been related to a particular event that occurred shortly after data collection: the discovery of drugs in the facility. The girls were apparently aware of staff suspicions and said they resented the staff for "snooping around" and searching their rooms.

²Besides issues of programmatic ideology, staff supportiveness may have varied at the four correctional facilities as a result of differences in the availability of staff. Thus, at the time of the research, there was more than one staff member per resident at Alpha House and Skillman but fewer than one staff member per resident at Cottage 9 and Turrell. In particular, the staff to resident ratios were 10:6 at Skillman; 9:7 at Alpha House; 13:15 at Cottage 9; and 5:8 at Turrell. Since staff works in shifts, the staff to resident ratio at any given moment is much smaller at each of the facilities.

The emphasis on custody dictates that the principal rule of interaction between officers and inmates is to maintain maximum social distance. If the officer is to retain the authority necessary to exercise coercive power, then informal relationships, affective ties, and discretionary rule enforcement are not to be tolerated. (On the other hand) a treatment ideology requires nonpunitive control of inmates, relaxed discipline and technical competencies. Contrary to the demands of custody goals, a treatment milieu demands that staff form affective ties with inmates and exercise discretion based upon individual differences.

B. Involvement

There were also differences among the facilities in the extent to which they inspired the interests of residents and their concern for one another. As Table 14 indicates, 83% of the girls at Turrell compared to only seven percent at Cottage 9 reported high involvement.

Table 14 Residents' Perceptions Of
Involvement By Girls Facilities

	<u>Cottage 9</u>	<u>Skillman</u>	<u>Turrell</u>	<u>Alpha House</u>
Low Involvement	93%(13)	44%(4)	17%(1)	40% (2)
High Involvement	<u>7 (1)</u>	<u>56 (5)</u>	<u>83 (5)</u>	<u>60 (3)</u>
	100% (14)	100% (9)	100% (6)	100% (5)

Relations among residents were particularly strained in Cottage 9. Few girls said they felt close to any other. Expressions of skepticism and distrust toward the intentions of others were common. As one girl said:

You've got no friends when you're in jail.

Another claimed:

Everybody looks out for themselves; they don't care about nobody but themselves.

A third claimed:

(The girls here) are just like normal kids you see all the time. They lie. They cheat. They connive.

Several girls suggested that arguments and fights were common in Cottage 9, and that it was not unusual for girls to get their way through physical intimidation. One said:

You wake up in the morning and you wait for what's going to happen today. Who is going to get into a fight with who? What's going to be broken? There's always something happening.

Another said:

They look up to some girls just because they feel them girls could f--- them up. They'll give them anything they want because they feel the girls will f--- them up.

Much of the conflict in Cottage 9 was apparently racial in nature. Several girls mentioned that there was open hostility between blacks and whites. They noted, too, that blacks and whites had taken to using separate recreation rooms.

Relations among residents were apparently more harmonious at the alternative facilities. At Turrell several girls spoke of a sense of security and closeness to other residents. Commenting about a visit to her home, one said:

I felt like I'd changed but nobody else did. It was really weird. I wanted to come back here so bad.

Skillman girls reported few fights among residents. Yet most said they were not close to any other girls. One said:

It's hard to get close to these girls here because they change up so fast.

Arguments among girls were said to be common at Alpha House, and several girls pointed to the existence of cliques. However, they also said that the girls were generally willing to help one another.

One said:

We deal with each other's problems. If we see a girl is down or disturbed about something, we give her help. We're all allowed to call a group anytime we want if we see a girl down or she won't talk to nobody.

C. Expressiveness

Each of the facilities was described as high in expressiveness by only a minority of residents; as Table 15 indicates, a majority at each facility felt that they were not expected to be open about their feelings or participate in decision-making.

Table 15 Residents' Perceptions Of Expressiveness By Girls' Facility

	<u>Cottage 9</u>	<u>Skillman</u>	<u>Turrell</u>	<u>Alpha House</u>
Low Expressiveness	86% (12)	67% (6)	57% (3)	60% (3)
High Expressiveness	<u>14</u> (2)	<u>33</u> (3)	<u>43</u> (2)	<u>40</u> (2)
	100% (14)	100% (9)	100% (5)	100% (5)

The lack of expressiveness at Alpha House and Turrell was particularly surprising since both encourage openness about feelings by programmatic design; it suggests a discrepancy between programmatic intent and programmatic functioning. At Cottage 9, on the other hand, there seems to have been little expectation that residents would be open about their feelings and participate in decision-making. One girl complained that she was treated by staff as though she were three years old and could not even go to the bathroom when she wanted. Such rigid rules and intense supervision seem to discourage autonomy. As Gibson (1976:99) notes:

The rules and regimentation restrict the inmate's ability to make choices. She is reduced to the status of childlike dependency, when her greatest need is to acquire independence.

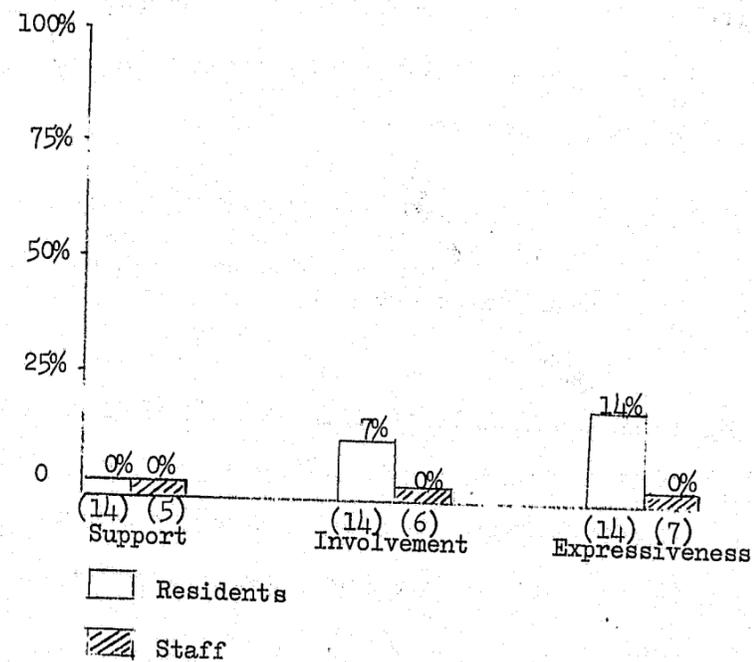
III. The Congruence Between Resident and Staff Perceptions

As Moos (1975:207) points out, the residents and staff of residential programs typically hold a common view of social climate that "develops out of a mutually shared reality of events."

Such congruence between resident and staff perspectives was generally found among the correctional facilities. Markedly different perceptions of social climate were found only at Turrell.

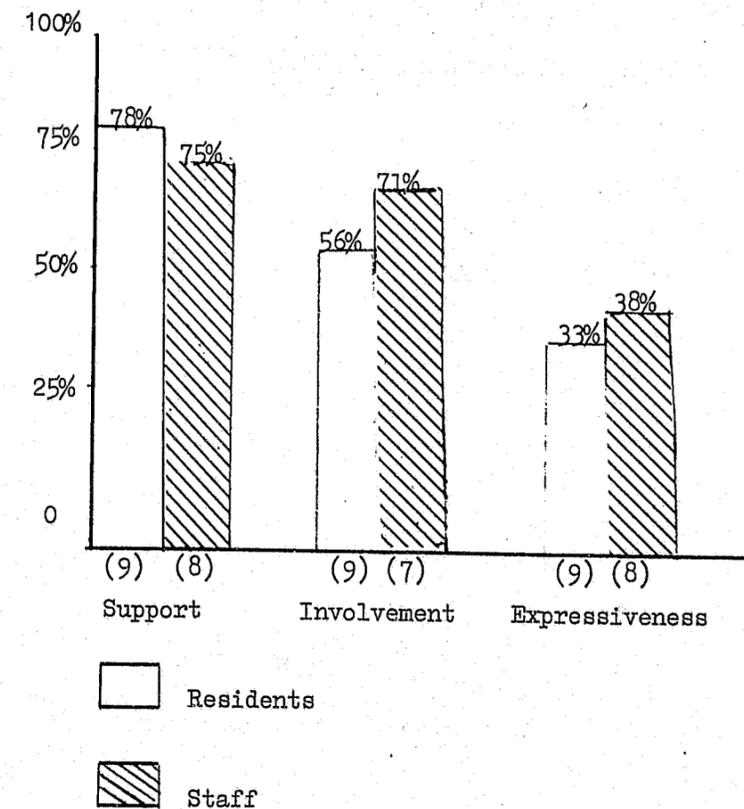
Jamesburg Cottage 9: Residents and staff at Cottage 9 shared an almost identical view of social climate. Thus as Figure 2 shows, there was nearly universal agreement that staff did not offer residents encouragement and assistance; that the program did not inspire the interest of residents nor their concern for one another; and that residents were not expected to be open about their feelings nor take part in decision-making.

Figure 2
Percentage of Residents and Staff Agreeing that COTTAGE 9
Is High On Each Social Climate Dimension



Skillman Cottage 6K: There was also agreement between residents and staff at Skillman about each dimension of social climate. As shown in Figure 3, they tended to agree that staff offered encouragement and assistance to residents; that the program inspired the interest of residents and their concern for one another; but that residents were not expected to be open about their feelings or participate in decision-making.

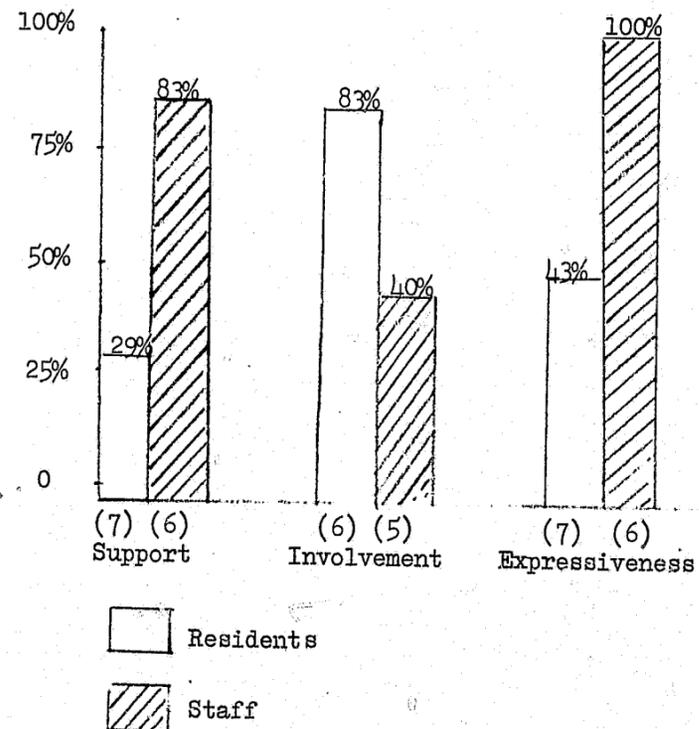
Figure 3
Percentage of Residents and Staff Agreeing that SKILLMAN
Is High On Each Social Climate Dimension



Turrell Residential Group Center: There were widely differing perceptions of social climate between residents and staff at Turrell. As Figure 4 indicates, 29% of the residents compared to 83% of staff felt that the staff offered residents encouragement and assistance; 83% of the residents compared to 40% of the staff felt that the program inspired the interest of residents and their concern for one another; and 43% of the residents compared to 100% of the staff felt that the residents were expected to be open and take part in decision-making.

Figure 4

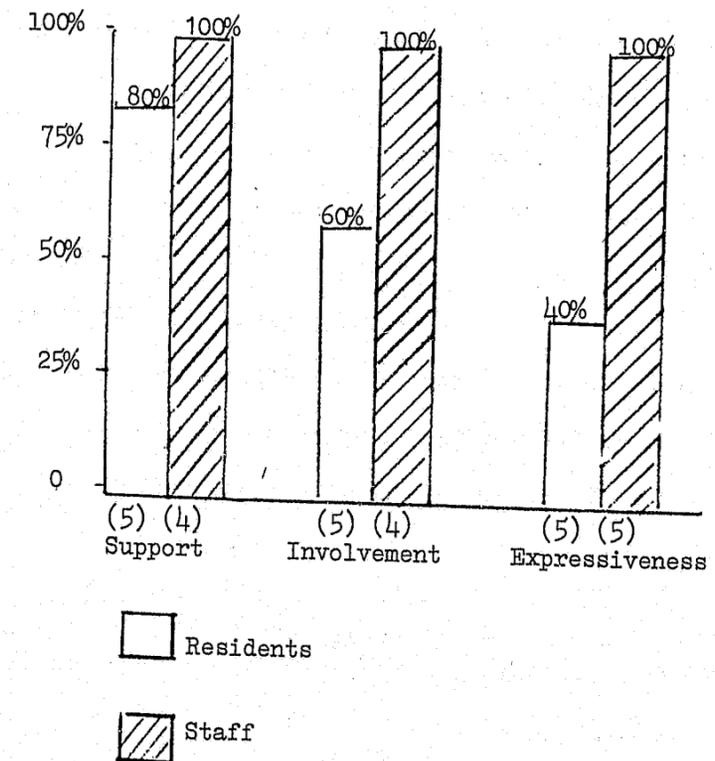
Percentage of Residents and Staff Agreeing that TURRELL Is High On Each Social Climate Dimension



Alpha House: As Figure 5 shows, there was also some disagreement between residents and staff at Alpha House about each of the three dimensions of social climate. Though staff universally claimed the program was high in support, involvement and expressiveness, the opinion of residents was mixed.

Figure 5

Percentage of Residents and Staff Agreeing That ALPHA HOUSE Is High On Each Social Climate Dimension



IV. The Relationship Between Social Climate

And Institutional Adjustment

Institutional adjustment is a common method of distinguishing "successful" from "unsuccessful" residents of correctional programs. Operationally defined by the number and seriousness of disciplinary infractions for which a resident was cited, it is often interpreted, whether or not with good cause, as a predictor of behavior after release. Thus, Heinz et al. (1976:15) offer evidence that institutional adjustment affects parole decisions.

The institutional adjustment of the girls in the correctional system was unobtrusively measured by computing the proportion of time that each had spent in the Guidance Unit - the segregated wing in Cottage 9.¹ Seventeen of 26 girls² had spent some time in the Guidance Unit. The average amount of time spent in the Guidance Unit was one of every nine days incarcerated. Three girls had spent at least one of every five days incarcerated in the Guidance Unit.

Institutional adjustment was strongly related to two dimensions of social climate: SUPPORTIVENESS and EXPRESSIVENESS. It was only slightly related to INVOLVEMENT - the third social climate dimension. As Table 16 indicates, time had been spent in the Guidance Unit by:

1. 82% of the girls who perceived staff as low in Support compared to 38% who perceived staff as high in Support;

¹ A full description of the Guidance Unit appears in Chapter Four

² Only Jamesburg commitments are subject to placement in the Guidance Unit.

2. 73% of the girls who perceived their facility as low in Expressiveness compared to 40% who perceived it as high in Expressiveness;
3. 70% of the girls who perceived their facility as low in Involvement compared to 58% who perceived it as high in Involvement.

Table 16 Proportion of Time Spent in Guidance Unit

By Three Dimensions Of Social Climate

	<u>Supportiveness</u>	
	<u>Low</u>	<u>High</u>
No time in G.U.	19% (3)	63% (5)
Less than 9%	38 (6)	38 (3)
9% or more	<u>44 (7)</u>	<u>0 (0)</u>
	101% (16)	101% (8)

	<u>Involvement</u>	
	<u>Low</u>	<u>High</u>
No time in G.U.	29% (5)	42% (3)
Less than 9%	41 (7)	29 (2)
9% or more	<u>29 (5)</u>	<u>29 (2)</u>
	99% (17)	100% (7)

	<u>Expressiveness</u>	
	<u>Low</u>	<u>High</u>
No time in G.U.	26% (5)	60% (3)
Less than 9%	47 (9)	0 (0)
9% or more	<u>26 (5)</u>	<u>40 (2)</u>
	99% (19)	100% (5)

V. The Relationship Between Social Climate
And Perceptions of Personal Progress

It has been argued that perceptions of personal progress provide a useful means to measure the outcome of incarceration because they are parsimonious and related to more global outcome measures. (Unpublished Report, New Jersey Division of Youth and Family Services/Rutgers University, 1978). Each girl in the correctional system was asked to identify her biggest problem and then asked: "Since you've been here, how much progress have you made on that problem?" Perceptions of progress varied among the four facilities. As Table 17 indicates, only seven percent of the girls at Cottage 9 compared to 44% at Skillman, 50% at Turrell, and 40% at Alpha House felt they had made a great deal of progress. Indeed, 57% of Cottage 9 girls felt they had made no progress at all.

Table 17 Perceptions of Progress by Facility

	<u>Cottage 9</u>	<u>Skillman</u>	<u>Turrell</u>	<u>Alpha House</u>
A great deal	7% (1)	44% (4)	50% (4)	40% (2)
Some	36 (5)	56 (5)	38 (3)	40 (2)
None	57 (8)	0 (0)	13 (1)	20 (1)
	100% (14)	100% (9)	101% (8)	100% (5)

A strong relationship was found between perceptions of personal progress and two dimensions of social climate - SUPPORTIVENESS and INVOLVEMENT. A slight relationship was also found between perceptions of personal progress and EXPRESSIVENESS. As Table 18 indicates, a great deal of progress was reported by:

1. 62% of the girls who perceived the staff as high in Support compared to 9% who perceived the staff as low in Support;
2. 64% of the girls who perceived their facility as high in Involvement, compared to 5% who perceived it as low in Involvement;
3. 40% of the girls who perceived their facility as high in Expressiveness compared to 24% who perceived it as low in Expressiveness.

The presence of a correlation between social climate and both institutional adjustment and perceptions of personal progress does not necessarily imply a causal relationship between them. If indeed they are causally linked, moreover, the direction of causality remains open to question. Yet it is reasonable to theorize that social climate does affect institutional adjustment and perceptions of personal progress and that in doing so it is socially and psychologically significant.

Table 18 Perceptions of Progress
By Three Dimensions Of Social Climate

	<u>Supportiveness</u>	
	<u>Low</u>	<u>High</u>
A great deal	9% (2)	62% (8)
Some	50 (11)	31 (4)
None	<u>41 (9)</u>	<u>8 (1)</u>
	100% (22)	101% (13)

	<u>Involvement</u>	
	<u>Low</u>	<u>High</u>
A great deal	5% (1)	64% (9)
Some	55 (11)	21 (3)
None	<u>40 (8)</u>	<u>14 (2)</u>
	100% (20)	99% (14)

	<u>Expressiveness</u>	
	<u>Low</u>	<u>High</u>
A great deal	24% (6)	40% (4)
Some	44 (11)	40 (4)
None	<u>32 (8)</u>	<u>20 (2)</u>
	100% (25)	100% (10)

VI. The Relationship Between Institutional
Adjustment and Perceptions of Progress

Since placement in the Guidance Unit suggests a failure of institutional adjustment, it was hypothesized that it would be inversely related to perceptions of personal progress: that girls who had spent no time in the Guidance Unit would be more likely to feel that they had made progress than girls who had spent time in the Guidance Unit. Yet, the relationship between time spent in the Guidance Unit and perceptions of personal progress was found to be only slight. As Table 19 indicates, girls who had spent no time in the Guidance Unit were as likely as girls who had spent time in the Guidance Unit to feel that they had made no progress. The implications of this unexpected finding are not entirely obvious. However, it seems to suggest that the girls did not blame themselves for "failure of adjustment." Instead, they seemed to view the violation of institutional rules as "situational" - a sign of programmatic rather than personal failure.

Table 19 Perceptions of Progress

By Proportion of Time Spent in the Guidance Unit

	<u>No time in G.U.</u>	<u>Less than 9%</u>	<u>More than 9%</u>
A great deal	44% (4)	22% (2)	14% (1)
Some	22 (2)	44 (4)	43 (3)
None	<u>33 (3)</u>	<u>33 (3)</u>	<u>43 (3)</u>
	99% (9)	99% (9)	100% (7)

Summary

According to the perceptions of both residents and staff, the four correctional facilities varied on three social climate dimensions. The social climate dimensions also seemed to have affected institutional adjustment and perceptions of personal progress. Yet, it appears that institutional adjustment and perceptions of personal progress were only slightly related.

CHAPTER SIX: CONCLUSIONS AND
RECOMMENDATIONS

This chapter summarizes the most important research findings and offers recommendations for improving the care and treatment of delinquent girls. The conclusions and recommendations are presented in two sections: one dealing with the classification process and the other with programmatic issues.

I. The Classification Process

RECOMMENDATION ONE: EXPLICIT CRITERIA FOR CHOOSING PLACEMENTS AND SETTING TIME GOALS SHOULD BE ESTABLISHED.

The value of establishing explicit classification criteria is threefold: it would enhance the equity and consistency of classification decisions; it would mitigate the potential intrusion of illegitimate classification criteria; and it would ensure that the needs of the girls are not routinely superseded by the needs of management.

RECOMMENDATION TWO: MECHANISMS FOR ENSURING THE FAIRNESS AND INTEGRITY OF THE CLASSIFICATION PROCESS SHOULD BE DEVELOPED.

At present, the classification process is not regulated by procedures designed to ensure its fairness and integrity. The introduction of formal due process procedures such as those that apply in the courts - is thus worth considering. Short of that, the fairness of the classification process might be enhanced by inviting the outside scrutiny of child advocacy groups.

RECOMMENDATION THREE: INFORMATION OFFERED DURING THERAPY SHOULD NOT BE SHARED WITH THE CLASSIFICATION COMMITTEE.

Therapeutic relationships are predicated on trust between therapist and client; thus information offered under the presumption of confidentiality should be treated as confidential.

RECOMMENDATION FOUR: GIRLS SHOULD BE GIVEN WRITTEN STATEMENTS OF THEIR TIME GOALS AND THE BEHAVIOR REQUIRED FOR TIME GOAL REDUCTION.

The girls were often confused about the length of their time goals. Even more often, they were unclear about the behavior that would prompt a reduction in time goals. Hence, the relationship between behavior and its consequences was obscured.

RECOMMENDATION FIVE: DETAILED RECORDS OF CLASSIFICATION DECISIONS SHOULD BE MAINTAINED.

Such detailed records would permit independent scrutiny of the classification process - including scrutiny by the juvenile court. Thus, the accountability of the Classification Committee would be enhanced.

RECOMMENDATION SIX: EFFORTS SHOULD BE MADE TO AVOID THE FORMULATION OF POLICY WHILE INDIVIDUAL CASES ARE BEING CONSIDERED.

The formulation of sound policy usually requires careful deliberation. Furthermore, policy formulated while considering individual cases tends to be ad hoc and unenduring. When policy is formulated apart from individual cases, there is more opportunity to pursue its full ramifications.

RECOMMENDATION SEVEN: POLICY DECISIONS SHOULD BE WRITTEN AND SUBJECT TO PERIODIC REVIEW.

There is reason to suspect that written policy is usually applied more uniformly and equitably. At the same time, policy review is basic to the development of effective programs.

II. Programmatic Issues

RECOMMENDATION EIGHT: AS A FIRST PRIORITY, A MEANINGFUL PROGRAM OF TREATMENT SHOULD BE INTRODUCED AT JAMESBURG COTTAGE 9.

Cottage 9 is the most impoverished of the girls' correctional facilities; indeed Cottage 9 appears to possess no treatment program at all. Thus, Cottage 9 residents are not only the most troubled girls in the correctional system but, in programmatic terms, the most deprived and neglected.

RECOMMENDATION NINE: CONSIDERATION SHOULD THEN BE GIVEN TO REMOVING GIRLS FROM COTTAGE 9 ENTIRELY.

Cottage 9 is beset with fundamental problems that may be impossible to overcome. One of those problems is its status as an "appendage" to a male institution. A second is administrative insensitivity to the problems of girls. Thirdly, the physical structure of the cottage is not conducive to effective programming. Finally, the exaggerated emphasis on security and control is inimical to the introduction of a therapeutic program of care and treatment.

RECOMMENDATION TEN: DEVELOP AN ALTERNATIVE TO THE GUIDANCE UNIT.

The majority of Cottage 9 residents had spent time in the Guidance Unit - some as much as one of every five days they had been incarcerated. The accessibility of the Guidance Unit appears to have encouraged Cottage 9 staff to use it promiscuously. However, there is reason to argue that punitive isolation is rarely therapeutic. Furthermore, it precludes the search for less punitive and more therapeutic ways to deal with misbehavior.

CONTINUED

1 OF 2

RECOMMENDATION ELEVEN: ELIMINATE THE USE OF COTTAGE 9 AS A RECEPTION UNIT.

The mixing of newly admitted girls with permanent Cottage 9 residents has deleterious consequences. In particular, it often places first time nonviolent offenders in contact with chronic violent offenders. As an alternative to receiving girls at Cottage 9, a screening team could visit them at detention centers and make placement recommendations to the Classification Committee.

RECOMMENDATION TWELVE: EFFORTS SHOULD BE MADE TO INCREASE INVOLVEMENT WITH THE COMMUNITY.

Community involvement is almost entirely absent at Cottage 9 and severely limited at Skillman, Turrell and Alpha House even though each of the alternative facilities is ostensibly community based. A truly community based program would engage the participation of the girls in the life of the community through work, school and recreation.

RECOMMENDATION THIRTEEN: PROVIDE WORK EXPERIENCE THAT IS MEANINGFUL, NON-SEX-TYPED, ADEQUATELY COMPENSATED AND OF ENDURING VALUE.

Several girls were provided no opportunity to gain work experience. Those who did have jobs often complained that they were menial and degrading. Yet more and more women are entering the labor force and, among the girls in the correctional system, the decision to work will typically be based as much on necessity as choice. Indeed, many of the girls visualized themselves occupying such nontraditional female roles as truck driver, architect and lawyer. Self-reliance, particularly economic self-reliance, is perhaps vital to the future well-being of the girls. Hence, imparting work skills would seem to be an important part of an effective correctional program.

RECOMMENDATION FOURTEEN: DEVELOP EFFECTIVE EDUCATIONAL PROGRAMS.

Complaints about the inadequacy of educational programs were common; one facility had no educational program at all. Aside from improving educational programs within the correctional facilities, it is worth exploring the possibility of sending some of the girls to school in the community.

RECOMMENDATION FIFTEEN: DEVELOP COMPREHENSIVE AND VARIED RECREATIONAL PROGRAMS.

The absence of opportunity for recreation leads to idleness, frustration and unresolved tension. It is also important that the girls learn constructive ways to occupy free time. Finally, play is a fundamental part of growing up that the girls should not be denied because they are incarcerated.

RECOMMENDATION SIXTEEN: PARENTAL INVOLVEMENT SHOULD BE ENCOURAGED.

Eighty-two percent of the girls had been clients of the Division of Youth and Family Services. Thus their problems were often rooted in disturbed family relations. Ways of augmenting parental involvement include the introduction of family therapy, placement of girls in facilities close to their homes and increased use of furloughs.

RECOMMENDATION SEVENTEEN: CONSIDERATION SHOULD BE GIVEN TO SEPARATING PROBATIONERS FROM GIRLS COMMITTED TO THE JAMESBURG TRAINING SCHOOL.

Two facilities receive both probationers and girls committed to the Jamesburg Training School. Yet, mixing them is a questionable practice on three counts: the programmatic needs of Jamesburg commitments and probationers may be different; contact with seriously delinquent girls may be damaging to the probationers; and it is perhaps inequitable to treat identically girls whom the court chose to place on probation and those whom it chose to commit to the correctional system.

RECOMMENDATION EIGHTEEN: DEVELOP TRAINING PROGRAMS FOR COTTAGE OFFICERS.

Several girls reported close relationships with cottage officers. Indeed, contact between girls and cottage officers is an integral part of every day life in the correctional facilities. Thus, the cottage officers are in a position to serve as role models and take an active part in the therapeutic process. It is important that they define their roles as more than custodial and that they are provided the basic skills required to deal with problems in a therapeutic rather than punitive manner.

RECOMMENDATION NINETEEN: COEDUCATIONAL ACTIVITIES AND PROGRAMS SHOULD BE ENCOURAGED.

Though two of the facilities are on the grounds of male institutions, the girls have little contact with boys; indeed such contact seems to be administratively discouraged. Yet interaction between boys and girls is an important part of normal adolescent development. Ways of encouraging contact include dances, coeducational sports and recreational trips. There is also no compelling reason that boys and girls should not attend school together, work along side one another and participate in the same therapeutic groups.

RECOMMENDATION TWENTY: SOLICIT THE SUPPORT AND ASSISTANCE OF COMMUNITY ORGANIZATIONS.

Since resources within the correctional system are limited, it is particularly important to tap whatever assistance is available in the community. Several organizations have a special interest in the problems of young women. Community groups involved with theater, dance, music and art also might be willing to work with the girls.

RECOMMENDATION TWENTY-ONE: EFFORTS SHOULD BE MADE TO ENSURE CONTINUITY OF TREATMENT UPON RELEASE FROM THE CORRECTIONAL SYSTEM.

It is important that treatment not end abruptly with release from the correctional system. Community mental health centers, youth service bureaus and drug treatment centers are available to ensure that girls who have returned to their communities continue to receive the treatment they need.

RECOMMENDATION TWENTY-TWO: THE POSSIBILITY OF PLACING ALL THE GIRLS ON ONE CAMPUS SHOULD BE EXPLORED.

Several units - each with a distinct identity and orientation - might be maintained but in close proximity. Thus, one unit might serve girls with severe psychological problems; one might receive hostile and aggressive girls; and a third might be a transitional unit for girls preparing to leave the correctional system. Centrally locating the girls is feasible because so few enter the correctional system. It would permit optimal use of limited staff and resources; for example, all the girls might be served by a unified school program and a unified program of comprehensive medical and psychological care. Centralization would also enhance administrative efficiency and ease the psychological stress girls experience when moving from one unit to another.

RECOMMENDATION TWENTY-THREE: FINALLY, PLANNING AND DECISION-MAKING SHOULD BE BASED ON A SYSTEM WIDE PERSPECTIVE.

To avoid fragmented policy formation, it is important to recognize that decisions about individual facilities have ramifications for the whole correctional system. The decision to allocate resources to one facility diminishes the resources available for another, and changing one facility's admissions criteria in effect changes the admissions criteria of the others. Thus effective planning and decision-making requires a broad view of the correctional system as a whole.

Appendices

Appendix A

Additional Tables

Table A-1 Placement by Age by Committing Offense

	<u>Violent</u>		<u>Total</u>	<u>Nonviolent</u>		<u>Total</u>
	<u>15 yrs. or less</u>	<u>16 yrs. or more</u>		<u>15 yrs. or less</u>	<u>16 yrs. or more</u>	
Cottage 9	71% (5)	57% (4)	64% (9)	50% (2)	33% (3)	38% (5)
Alternative Programs	<u>29 (2)</u>	<u>43 (3)</u>	<u>36 (5)</u>	<u>50 (2)</u>	<u>67 (6)</u>	<u>62 (8)</u>
	100% (7)	100% (7)	100% (14)	100% (4)	100% (9)	100% (13)

Table A-2 Time Goal by Committing Offense by Sentence

<u>Time Goal</u>	<u>Sentence</u>					
	<u>Less than 36 months</u>			<u>36 months or more</u>		
	<u>Violent</u>	<u>Nonviolent</u>	<u>Total</u>	<u>Violent</u>	<u>Non-violent</u>	<u>Total</u>
Less than 8 months	60% (3)	100% (6)	82% (9)	13% (1)	67% (4)	36% (5)
8 months or more	<u>40 (2)</u>	<u>0 (0)</u>	<u>18 (2)</u>	<u>88 (7)</u>	<u>33 (2)</u>	<u>64 (9)</u>
	100% (5)	100% (6)	100% (11)	100% (8)	100% (6)	100% (14)

Table A-3 Time Goal By I.Q. By Sentence

<u>Time Goal</u>	<u>Sentence</u>					
	<u>Less than 36 months</u>			<u>36 months or more</u>		
	<u>90 or less</u>	<u>91 or more</u>	<u>Total</u>	<u>90 or less</u>	<u>91 or more</u>	<u>Total</u>
Less than 8 months	100% (3)	75% (6)	82% (9)	20% (2)	75% (3)	36% (5)
8 months or more	<u>0 (0)</u>	<u>25 (2)</u>	<u>18 (2)</u>	<u>80 (8)</u>	<u>25 (1)</u>	<u>64 (9)</u>
	100% (3)	100% (8)	100% (11)	100% (10)	100% (4)	100% (14)

Appendix ATable A-4 Time Goal By I.Q. By Committing Offense

<u>Time Goal</u>	<u>Violent</u>		<u>Total</u>	<u>Non violent</u>		<u>Total</u>
	<u>90 or less</u>	<u>91 or more</u>		<u>90 or less</u>	<u>91 or more</u>	
Less than 8 months	14% (1)	50% (3)	31% (4)	67% (4)	100% (6)	83% (10)
8 months or more	86 (6)	50 (3)	69 (9)	33 (2)	0 (0)	17 (2)
	100%(7)	100%(6)	100%(13)	100%(6)	100%(6)	100%(12)

Table A-5 Committing Offense by Girl's Facility

<u>Committing Offense</u>	<u>Cottage 9</u>	<u>Skillman</u>	<u>Turrell</u>	<u>Alpha House</u>
Violent	60% (9)	44% (4)	38% (3)	30% (3)
Non violent	40 (4)	56 (5)	63 (5)	70% (7)
	100%(15)	100%(9)	101%(8)	100%(10)

Table A-6 Most Serious Previous Conviction By Girl's Facility

<u>Conviction</u>	<u>Cottage 9</u>	<u>Skillman</u>	<u>Turrell</u>	<u>Alpha House</u>
Violent	43% (6)	11% (1)	13% (1)	0% (0)
Property	43 (6)	67 (6)	38 (3)	83 (5)
Status or no previous conviction	14 (2)	22 (2)	50 (4)	17 (1)
	100%(14)	100%(9)	101%(8)	100%(6)

Appendix ATable A-7 Race By Girl's Facility

	<u>Cottage 9</u>	<u>Skillman</u>	<u>Turrell</u>	<u>Alpha House</u>
Non-white	47% (7)	56% (5)	75% (6)	29% (2)
White	53% (8)	44% (4)	25% (2)	71% (5)
	100% (15)	100% (9)	100% (8)	100% (7)

Table A-8 Age By Girl's Facility

	<u>Cottage 9</u>	<u>Skillman</u>	<u>Turrell</u>	<u>Alpha House</u>
13 - 15 years	36% (5)	22% (2)	0% (0)	67% (4)
16 years and above	64% (9)	78% (7)	100% (8)	33% (2)
	100% (14)	100% (9)	100% (8)	100% (6)

Table A-9 I.Q. By Girl's Facility

	<u>Cottage 9</u>	<u>Skillman</u>	<u>Turrell</u>	<u>Alpha House</u>
90 and below	60% (9)	63% (5)	60% (3)	67% (2)
Above 90	40% (6)	38% (3)	40% (2)	33% (1)
	100% (15)	101% (8)	100% (5)	100% (3)

Appendix B

The Data Collection Process

I. Preparing for the Study

The decision to undertake this study was reached in May, 1979. It was based on the fiscal and philisophical commitment of the New Jersey State Law Enforcement Planning Agency toward enriching the care and treatment of incarcerated juveniles. The study was designed and implemented in close cooperation with administrative and programmatic staff from the Division of Juvenile Services of the Department of Corrections. In June, 1979, the SLEPA Research Evaluation Unit met with Ms. Pricilla Knight, Supervisor For Female Services, who expressed interest in the research and promised cooperation. Shortly thereafter, a meeting was held with members of the Female Classification Committee to obtain guidance about the way in which the research might serve their needs. Letters were sent by Ms. Knight to each of the facility's directors asking for their cooperation in the study. In September, 1979, a court order granting the Evaluation Unit access to institutional case records was issued by Supreme Court Chief Justice Robert Wilentz.

II. Designing the Research and Development of Instruments

The basic characteristic of the female correctional system that guided the choice of research design was the small size of the resident population. Thus it was possible to include every girl in the correctional system in the study rather than just a sample. As a result, a design was chosen which called for a comprehensive yet intensive look at the entire system.

The research design employed a multi-dimensional approach incorporating questionnaires, interviews, records and observation. In developing the instruments, careful consideration had to be given to the abilities of the girls. Since many of the girls had poorly developed reading skills, the language was kept simple. Questionnaires contained standard items from previous studies as well as items that were newly developed. The questionnaires were then pilot tested on a similar sample of males in the correctional system and were revised accordingly. Staff questionnaires replicated appropriate items from the resident questionnaire and contained new items as well. In addition, an interview schedule and specially constructed form for extracting information from the records were developed.

III. Consent to Participate

Each girl was asked to sign a consent form¹ and given the opportunity to refuse. The consent form was read out loud to her and explained to ensure that the subject adequately understood what she was being asked to do. Both the Department of Corrections and the New Jersey State Law Enforcement Planning Agency received a signed consent form. Every girl in the system agreed to participate and most were pleased with the opportunity to "speak their minds."

¹The consent form appears in Appendix D.

IV. Administration of Questionnaires and the Interview Process

Resident Questionnaires: Arrangements for administering the girls questionnaires were made with the cooperation of staff members. They were also asked to identify girls with special reading problems. Typically, questionnaires were administered to small groups of girls in a convenient location in the facility and girls with reading problems were read the questionnaires individually. They were assured that there were no right or wrong answers and that all responses would be kept confidential. The entire process took between twenty and thirty minutes.

Staff Questionnaires: Because the staff in each of the facilities works in shifts, it was impossible to administer questionnaires to them at one time. In addition, there appeared to be some reluctance to complete the questionnaires in the presence of the researchers. Thus questionnaires were generally left at the facility and each person provided with an individual envelope in which to place the completed questionnaire. The envelopes were collected two or three weeks later.

Resident Interviews: An interview schedule was followed and each girl interviewed for approximately 45 minutes. Staff cooperation was necessary for arranging interviews with the girls. A comfortable, private area had to be found which would inspire the girls to be honest and candid in their responses. In addition, special arrangements had to be made for male interviewers. As a precautionary measure, they were prohibited from conducting interviews with the girls in a closed room.

This prevented the girls from making any false accusations of possible sexual misconduct which would generate attention and possibly lead to trips outside the facility.

V. Observation of Classification Committee Meetings

Twelve consecutive bi-monthly Classification Committee meetings were observed - usually by one member of the research staff. The Committee members were very cooperative and rapport was readily established between the observer and the committee members.

The observer would sit at the conference table alongside the members of the Classification Committee and would be given the same information packet about the girls. The observer was able to observe both the decision-making process and the girls' reactions to the Classification Committee.

There was some concern that the members of the Committee would be inhibited by a presence of an observer. However, this did not appear to be the case. After several weeks of observation, the observer was no longer viewed as an outsider. On several occasions, the Committee even asked the observer to offer comments pertaining to decisions about individual girls. This required restraint on the part of the observer so as not to influence the classification process or violate basic research ethics.

VI. Examination of Case Records

Correctional records for Jamesburg commitments were maintained at both the Jamesburg Training School's administration building and the individual facilities. Two days were spent extracting information from the records at the Jamesburg Training School since it contained the complete files. The probationers' institutional records were maintained only at the individual facilities. These records were less complete and were not standardized. Information was extracted from these records at the time other data was collected at the facility.

Information for both Jamesburg commitments and probationers was occasionally missing or appeared to be inconsistent with other sources. However, since institutional decisions are made on the basis of these records, information was extracted exactly as it appeared in the records.

Appendix C

The Development of the Social Climate Dimensions

Social climate was tapped with a slightly revised version of Moos' 36 item Correctional Institution Environment Scale (CIES) administered to both residents and staff. Thirty-five items were used verbatim and three items concerning trust were added. Factor analysis was used in clustering the individual items to yield three underlying dimensions of social climate. The three dimensions were built upon the following items:

Factor 1. SUPPORTIVENESS

1. The staff has little time to encourage residents.
2. The staff doesn't give the resident a lot of help in making plans for when they leave.
3. The staff gives residents very little responsibility.
4. There is very little group spirit here.
5. There is little planning about what residents will do after they leave.
6. Staff are always changing their minds.
7. All decisions about this place are made by staff not by the residents.

Factor 2. INVOLVEMENT

1. The residents are proud of this place.
2. The residents trust one another.
3. The residents really try to improve and get better.

4. Staff trusts the residents.
5. Residents care about each other in this place.
6. Personal problems are openly talked about here.
7. This is a well organized place.

Factor 3. EXPRESSIVENESS

1. Residents are encouraged to show their feelings.
2. Residents are expected to share their personal problems with each other.
3. Residents are expected to take leadership.
4. Residents are encouraged to plan for the future.
5. People say what they think around here.
6. Residents have a say about what goes on here.

Appendix D

Data Collection Instruments

Resident Questionnaire

I. Show how strongly you agree or disagree with the statements that follow:

1. The juvenile court judge was fair to me.

Strongly Agree Agree Disagree Strongly Disagree
1 2 3 4

2. The juvenile court judge has too much power.

Strongly Agree Agree Disagree Strongly Disagree
1 2 3 4

3. People like me aren't treated fairly in juvenile court.

Strongly Agree Agree Disagree Strongly Disagree
1 2 3 4

4. I would rather have gone to adult court than to juvenile court.

Strongly Agree Agree Disagree Strongly Disagree
1 2 3 4

5. The Classification Committee was fair to me.

Strongly Agree Agree Disagree Strongly Disagree
1 2 3 4

6. The Classification Committee has too much power.

Strongly Agree Agree Disagree Strongly Disagree
1 2 3 4

7. People like me aren't treated fairly by the Classification Committee.

Strongly Agree Agree Disagree Strongly Disagree
1 2 3 4

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9
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11
12
13
14

8. The Classification Committee cares about my progress.

Strongly Agree Agree Disagree Strongly Disagree
1 2 3 4

9. I would rather that the Classification Committee had sent me to a different correctional facility.

Strongly Agree Agree Disagree Strongly Disagree
1 2 3 4

15
16

II. Now we want to learn your opinion about different things. First read the words on the top of the pages that follow. Then on the lines below indicate your feelings about it.

10. HOW I FEEL ABOUT MYSELF

Kind	_____	_____	_____	_____	_____	_____	_____	Cruel
	1	2	3	4	5	6	7	
Selfish	_____	_____	_____	_____	_____	_____	_____	Unselfish
	1	2	3	4	5	6	7	
Smart	_____	_____	_____	_____	_____	_____	_____	Stupid
	1	2	3	4	5	6	7	
Weak	_____	_____	_____	_____	_____	_____	_____	Strong
	1	2	3	4	5	6	7	
Good	_____	_____	_____	_____	_____	_____	_____	Bad
	1	2	3	4	5	6	7	
Unimportant	_____	_____	_____	_____	_____	_____	_____	Important
	1	2	3	4	5	6	7	
Relaxed	_____	_____	_____	_____	_____	_____	_____	Tense
	1	2	3	4	5	6	7	
Tough	_____	_____	_____	_____	_____	_____	_____	Soft
	1	2	3	4	5	6	7	
Friendly	_____	_____	_____	_____	_____	_____	_____	Unfriendly
	1	2	3	4	5	6	7	

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11. HOW I FEEL ABOUT THE STAFF HERE

Kind	_____	_____	_____	_____	_____	_____	_____	Cruel
	1	2	3	4	5	6	7	
Selfish	_____	_____	_____	_____	_____	_____	_____	Unselfish
	1	2	3	4	5	6	7	
Smart	_____	_____	_____	_____	_____	_____	_____	Stupid
	1	2	3	4	5	6	7	
Weak	_____	_____	_____	_____	_____	_____	_____	Strong
	1	2	3	4	5	6	7	
Good	_____	_____	_____	_____	_____	_____	_____	Bad
	1	2	3	4	5	6	7	
Unimportant	_____	_____	_____	_____	_____	_____	_____	Important
	1	2	3	4	5	6	7	
Relaxed	_____	_____	_____	_____	_____	_____	_____	Tense
	1	2	3	4	5	6	7	
Tough	_____	_____	_____	_____	_____	_____	_____	Soft
	1	2	3	4	5	6	7	
Friendly	_____	_____	_____	_____	_____	_____	_____	Unfriendly
	1	2	3	4	5	6	7	

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12. HELPING OTHERS

Kind	1	2	3	4	5	6	7	Cruel	35
Selfish	1	2	3	4	5	6	7	Unselfish	36
Smart	1	2	3	4	5	6	7	Stupid	37
Weak	1	2	3	4	5	6	7	Strong	38
Good	1	2	3	4	5	6	7	Bad	39
Unimportant	1	2	3	4	5	6	7	Important	40
Relaxed	1	2	3	4	5	6	7	Tense	41
Tough	1	2	3	4	5	6	7	Soft	42
Friendly	1	2	3	4	5	6	7	Unfriendly	43

13. VIOLENCE

Kind	1	2	3	4	5	6	7	Cruel	44
Selfish	1	2	3	4	5	6	7	Unselfish	45
Smart	1	2	3	4	5	6	7	Stupid	46
Weak	1	2	3	4	5	6	7	Strong	47
Good	1	2	3	4	5	6	7	Bad	48
Unimportant	1	2	3	4	5	6	7	Important	49
Relaxed	1	2	3	4	5	6	7	Tense	50
Tough	1	2	3	4	5	6	7	Soft	51
Friendly	1	2	3	4	5	6	7	Unfriendly	52

14. DRUGS

Kind _____:_____:_____:_____:_____:_____:_____ Cruel
 1 2 3 4 5 6 7

Selfish _____:_____:_____:_____:_____:_____:_____ Unselfish
 1 2 3 4 5 6 7

Smart _____:_____:_____:_____:_____:_____:_____ Stupid
 1 2 3 4 5 6 7

Weak _____:_____:_____:_____:_____:_____:_____ Strong
 1 2 3 4 5 6 7

Good _____:_____:_____:_____:_____:_____:_____ Bad
 1 2 3 4 5 6 7

Unimportant _____:_____:_____:_____:_____:_____:_____ Important
 1 2 3 4 5 6 7

Relaxed _____:_____:_____:_____:_____:_____:_____ Tense
 1 2 3 4 5 6 7

Tough _____:_____:_____:_____:_____:_____:_____ Soft
 1 2 3 4 5 6 7

Friendly _____:_____:_____:_____:_____:_____:_____ Unfriendly
 1 2 3 4 5 6 7

53
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61

15. STEALING

Kind _____:_____:_____:_____:_____:_____:_____ Cruel
 1 2 3 4 5 6 7

Selfish _____:_____:_____:_____:_____:_____:_____ Unselfish
 1 2 3 4 5 6 7

Smart _____:_____:_____:_____:_____:_____:_____ Stupid
 1 2 3 4 5 6 7

Weak _____:_____:_____:_____:_____:_____:_____ Strong
 1 2 3 4 5 6 7

Good _____:_____:_____:_____:_____:_____:_____ Bad
 1 2 3 4 5 6 7

Unimportant _____:_____:_____:_____:_____:_____:_____ Important
 1 2 3 4 5 6 7

Relaxed _____:_____:_____:_____:_____:_____:_____ Tense
 1 2 3 4 5 6 7

Tough _____:_____:_____:_____:_____:_____:_____ Soft
 1 2 3 4 5 6 7

Friendly _____:_____:_____:_____:_____:_____:_____ Unfriendly
 1 2 3 4 5 6 7

62
63
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70

III. The next section is concerned with the way that you feel about yourself. Show how strongly you agree or disagree with the statements that follow:

16. I feel that I am a good person--at least as good as others.

Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____
 1 2 3 4

71

17. I feel that there are a number of good things about me.

Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____
 1 2 3 4

72

18. All in all, I feel that I am a failure.

Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____
 1 2 3 4

73

19. I am able to do things as well as most other people.

Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____
 1 2 3 4

74

20. I feel that I do not have much to be proud of.

Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____
 1 2 3 4

75

21. I take a positive attitude toward myself.

Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____
 1 2 3 4

76

22. On the whole, I am satisfied with myself.

Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____
 1 2 3 4

77

23. I wish I could have more respect for myself.

Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____
 1 2 3 4

78

24. I feel useless at times.

Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____
 1 2 3 4

79

25. At times, I feel I am no good at all.

Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____
 1 2 3 4

80

1	1
2	2
3-5	
6, 7	03

IV. Now we would like to know your opinions about this facility. Please show whether you think the statements that follow are true or false.

26. The residents are proud of this place.

 True False
1 2

27. The staff has little time to encourage residents.

 True False
1 2

28. Residents are encouraged to show their feelings.

 True False
1 2

29. The staff follow residents' suggestions.

 True False
1 2

30. The residents trust the staff.

 True False
1 2

31. The staff doesn't give the residents a lot of help in making plans for when they leave.

 True False
1 2

32. Residents are expected to share their personal problems with each other.

 True False
1 2

33. The staff makes sure this place is always neat.

 True False
1 2

34. Once a schedule is arranged, the resident must follow it.

 True False
1 2

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35. The residents trust one another.

 True False
1 2

36. Staff members sometimes argue with each other.

 True False
1 2

37. The residents really try to improve and get better.

 True False
1 2

38. The staff is interested in following up residents after they leave.

 True False
1 2

39. Residents hide their feelings from the staff.

 True False
1 2

40. Residents are expected to take leadership.

 True False
1 2

41. Residents are encouraged to plan for the future.

 True False
1 2

42. Residents rarely talk about personal problems with one another.

 True False
1 2

43. The staff trusts the residents.

 True False
1 2

44. The day room is often messy.

 True False
1 2

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45. If a resident's program is changed, someone on the staff always tells her why.

 True False
1 2

46. Residents may criticize staff members to their faces.

 True False
1 2

47. Residents care about each other in this place.

 True False
1 2

48. The staff helps new residents to meet older residents.

 True False
1 2

49. Staff and residents say how they feel about each other.

 True False
1 2

50. The staff give residents very little responsibility.

 True False
1 2

51. Residents are encouraged to learn new ways of doing things.

 True False
1 2

52. Personal problems are openly talked about here.

 True False
1 2

53. This place usually looks a little messy.

 True False
1 2

54. When residents arrive someone shows them around and explains how this place operates.

 True False
1 2

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55. A resident will be transferrred from this place for not obeying the rules.

 True False
1 2

56. There is very little group spirit here.

 True False
1 2

57. The more mature residents here help take care of the less mature ones.

 True False
1 2

58. People say what they think around here.

 True False
1 2

59. Residents have a say about what goes on here.

 True False
1 2

60. There is little planning about what residents will do after they leave.

 True False
1 2

61. This is a well organized place.

 True False
1 2

62. Staff are always changing their minds.

 True False
1 2

63. All decisions about this place are made by staff and not by the residents.

 True False
1 2

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VI.

64. What would you say is your biggest problem?

46

65. Since you've been here, how much progress have you made on that problem?

- 1 A great deal
- 2 Some
- 3 None

47

66. If you had some friends who were getting into trouble, do you think this place could help them?

- 1 Definitely yes
- 2 Probably yes
- 3 Probably not
- 4 Definitely not

49

67. Do you think it was a good or bad thing that you came here?

- 1 Definitely good
- 2 Probably good
- 3 Probably bad
- 4 Definitely bad

50

68. In your opinion, what are your chances for making good when you leave here?

- 1 Excellent
- 2 Very good
- 3 Good
- 4 Not very good
- 5 Not good at all

51

V.

69. During the last six months that you were on the streets, how often did you do each of the following, whether or not you were arrested for them?

	Never	Once or Twice	Three to Five	More than Five	
Stole a car					52
Destroyed or damaged someone's property on purpose					53
Stole something from a store worth less than \$50 (shoplifting)					54
Stole something from a store worth more than \$50 (shoplifting)					55
Broke into a place to steal something (B & E)					56
Robbed someone when you didn't have a weapon					57
Robbed someone when you had a weapon					58
Beat up or physically attacked another person (A & B)					59
Hit a parent or teacher					60
Sold any illegal drugs (including marijuana)					61
Used any hard drugs such as heroin, cocaine, etc.					62
Carried a concealed weapon					63
Tried to buy or sell some stolen goods					64
	1	2	3	4	

70. How old are you? (circle one)

12 or less 13 14 15 16 17 18 or above

65
66
67
68
69

71. What is the highest grade of school you completed?

___ 1-4 ___ 5-7 ___ 8 ___ 9 ___ 10 ___ 11 ___ 12

72. What is your racial background?

___ Black ___ Hispanic ___ White ___ Other

73. Is there anything else you think we should know about this place and your experience here?

Staff Questionnaire

I. First we would like to know your opinions about this facility. Please show whether you think the statements that follow are true or false.

1. The residents are proud of this place.

 True False
1 2

2. The staff have little time to encourage residents.

 True False
1 2

3. Residents are encouraged to show their feelings.

 True False
1 2

4. The staff follows residents' suggestions.

 True False
1 2

5. The residents trust the staff.

 True False
1 2

6. The staff doesn't give the residents a lot of help in making plans for when they leave.

 True False
1 2

7. Residents are expected to share their personal problems with each other.

 True False
1 2

8. The staff makes sure this place is always neat.

 True False
1 2

9. Once a schedule is arranged, the residents must follow it.

 True False
1 2

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10. The residents trust one another.

 True False
1 2

11. The staff sometimes argue with each other.

 True False
1 2

12. The residents really try to improve and get better.

 True False
1 2

13. The staff are interested in following-up residents after they leave.

 True False
1 2

14. Residents hide their feelings from the staff.

 True False
1 2

15. Residents are expected to take leadership.

 True False
1 2

16. Residents are encouraged to plan for the future.

 True False
1 2

17. Residents rarely talk about personal problems with one another.

 True False
1 2

18. The staff trusts the residents.

 True False
1 2

19. The day room is often messy.

 True False
1 2

19
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20. When residents have their program changed, someone on the staff always tells them why.

 True False
 1 2

21. Residents may criticize staff members to their faces.

 True False
 1 2

22. Residents care about each other in this place.

 True False
 1 2

23. The staff help new residents to meet older residents.

 True False
 1 2

24. Staff and residents say how they feel about each other.

 True False
 1 2

25. The staff give residents very little responsibility.

 True False
 1 2

26. Residents are encouraged to learn new ways of doing things.

 True False
 1 2

27. Personal problems are openly talked about here.

 True False
 1 2

28. This place usually looks a little messy.

 True False
 1 2

29. When residents arrive, someone shows them around and explains how this place operates.

 True False
 1 2

29
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30. A resident will be transferred from this place for not obeying the rules.

 True False
 1 2

31. There is very little group spirit here.

 True False
 1 2

32. The more mature residents here help take care of the less mature ones.

 True False
 1 2

33. People say what they think around here.

 True False
 1 2

34. Residents have a say about what goes on here.

 True False
 1 2

35. There is little planning about what residents will do after they leave.

 True False
 1 2

36. This is a well organized place.

 True False
 1 2

37. Staff are always changing their minds.

 True False
 1 2

38. All decisions about this place are made by the staff and not by the residents.

 True False
 1 2

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II. Please rate the importance of an effective program in each of these areas and circle the appropriate response.

	<u>Unimportant</u>	<u>Important</u>	
Vocational Program	1 2 3 4 5 6 7 8 9 10		48,49
Educational Program	1 2 3 4 5 6 7 8 9 10		50,51
Group Counseling	1 2 3 4 5 6 7 8 9 10		52,53
Individual Counseling	1 2 3 4 5 6 7 8 9 10		54,55
Community Involvement	1 2 3 4 5 6 7 8 9 10		56,57
Recreational Program	1 2 3 4 5 6 7 8 9 10		58,59

III. Please rate this facility in terms of the following and circle the appropriate response for each item.

	<u>Weak</u>	<u>Strong</u>	
Vocational Program	1 2 3 4 5 6 7 8 9 10		60,61
Educational Program	1 2 3 4 5 6 7 8 9 10		62,63
Group Counseling	1 2 3 4 5 6 7 8 9 10		64,65
Individual Counseling	1 2 3 4 5 6 7 8 9 10		66,67
Community Involvement	1 2 3 4 5 6 7 8 9 10		68,69
Recreational Program	1 2 3 4 5 6 7 8 9 10		70,71

Age:

less than 25 45-49
 25-29 50-54
 30-34 55-59
 35-39 60 and over
 40-44

Sex:

Female Male

Race:

Black Hispanic White Other _____
 Specify

Education:

Eighth grade or less
 High school incomplete
 High school complete Major _____
 Some college _____
 Completed 4 years college _____
 Master's Degree _____
 Ph.D. _____

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How long have you worked at this facility?

Consecutive Months

How long have you worked in the field of juvenile corrections?

Months

Civil Service Title: _____

Working Position: _____

Current Yearly Salary:

<input type="checkbox"/> 1 less than \$6,000	<input type="checkbox"/> 6 \$14,001 - \$16,000
<input type="checkbox"/> 2 \$6,000 - \$8,000	<input type="checkbox"/> 7 \$16,001 - \$18,000
<input type="checkbox"/> 3 \$8,001 - \$10,000	<input type="checkbox"/> 8 \$18,001 - \$20,000
<input type="checkbox"/> 4 \$10,001 - \$12,000	<input type="checkbox"/> 9 more than \$20,000
<input type="checkbox"/> 5 \$12,001 - \$14,000	

THANK YOU FOR YOUR COOPERATION!

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1 1

2 _____ J#: _____

3-5 _____ ID#: _____

6-7 _____ NAME: _____

8,9 _____ AGE AT RECEPTION: _____

10,11 _____ DATE OF RECEPTION: _____ / _____
Day Month

12,13 _____

14-16 _____ IQ: _____ Test _____

17 _____

18,19 _____ HIGHEST GRADE COMPLETED: _____

20 _____ RACE: 1 black 2 hispanic 3 white 4 other _____

21 _____ PLEA: 1 guilty 2 not guilty

22,23 _____ SENTENCE: _____ judge _____
Months

24,25 _____ _____ classification
Months

26,27 _____ JUDGE: _____

28,29 _____ PREVIOUS CONVICTIONS:

30,31 _____

32,33 _____

34,35 _____

CURRENT OFFENSES:

36,37 _____

38 _____ DYFS INVOLVEMENT: 1 yes 2 no

	Severe	Moderate	Slight	None	Unknown
39 _____	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
40 _____	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
41 _____	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
42 _____	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

43-44 _____ SCREENING RECOMMENDATION: _____

45-46 _____ INMATE PREFERENCE: _____

47-48 _____ CLASSIFICATION DECISION: _____

49-50 _____ POSITION ON LIST: _____

51-52 _____ LIST TOTAL: _____

53-54 _____ FACILITY: _____

ADDITIONAL COMMENTS:

Where are you from?

What is it like there?

Tell me about yourself.

A. Family

How many?

What kind of things do you do together?

How do you get along?

Are your parents strict?

B. School

How were you getting along in school?

Behavior?

Grades?

C. Friends

How many close friends do you have?

What are they like?

What kinds of things do you do together?

What is the worst thing you ever did together?

Did you get caught?

D. Trouble

What other kind of things have you done?

Did you get away with them?

What did you do this time? (that got you into trouble)

Did you do it?

Why did you do it?

How did you feel about it?

What happened to you when you were caught?

A. Arrest and Police

B. Juvenile Court

Did you have a lawyer?

Did you get a lot of help?

What was the judge like? Fair?

If you had to judge your own case, what would have been your decision?

C. Reception and Classification

Who brought you to Jamesburg?

How did you feel when you got there?

What did you do (or are you doing) while waiting for the classification decision?

What happened at classification

Did you want to be sent here?

What is it like here?

A. Other Girls

Do most of the girls get along?

Fights?

Racial Tension:

Is there any one girl the other girls look up to?

Who?

Why?

Are there groups of girls that tend to hang around together?

What are they like?

A. Other Girls (cont'd.)

Do you feel especially close to any of the girls?

Who?

What do you do together?

What do you talk about?

Do you ever feel scared? Lonely?

B. Staff

Are you close to any of the staff?

Who?

How do you feel about the staff in general?

C. Program

What do you think about the program here?

Treatment/Counseling

Punishment

School/Education

Jobs

What is the best thing about this place?

What is the worst thing?

How do you think this place could be made better?

Do you think you are getting anything out of it?

When do you think you'll be leaving?

What are you going to do when you get out?

A. What do you want out of life?

Marriage?

Job?

Trouble?

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