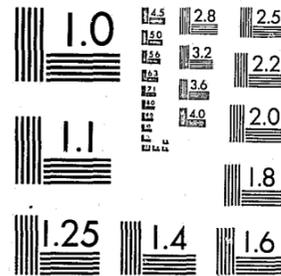


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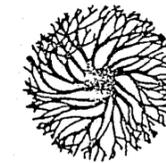
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PREVENTION: A POSITIVE PROCESS

A STRATEGY PAPER ON
PREVENTION SERVICES, RUNAWAY CENTERS,
AND THEIR COMMUNITIES



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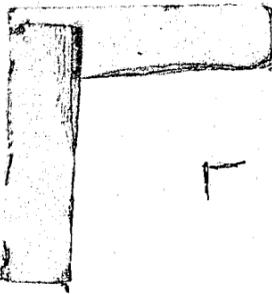
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INTRODUCTION

Running away in America is not new. In the seventeenth and eighteenth centuries, the American colonies were started by runaways from Europe. In the nineteenth century, runaways headed West to open up America's vast frontier. In the twentieth century, running away was an escape from poverty and massive social problems during the Great Depression. Again in the twentieth century, running away occurred as a part of the counter-culture movement when large numbers of youth left their home to experiment in alternative life styles.

Responses to running away in America have varied according to the social and economic opportunities of the times. Until the twentieth century, running away was a helpful step for a country struggling to develop its social and economic potential. Runaways assisted in developing a nation that needed people to move to remote areas and start a new life. However, by the twentieth century, the end of the frontier, mechanization of industry and urbanization acted to severely restrict the new life opportunities available to youth who left home. Runaways could not settle down into unoccupied spaces, they had to exist alongside an already developed society. During the Depression, the federal government responded to the needs of runaways by creating the Federal Transient Service which provided social service assistance to people on the move. In response to the counter-culture movement, the federal government in 1971 passed into law the Runaway Youth Act. The Act provided fund-

ing to enable states and local communities to develop short-term shelters to assist runaway youth.

In the late 1960's, alternative services were developed in many communities to assist runaways seeking to participate in the counter-culture movement. These alternative services were started by persons from the communities where runaways were congregating. These persons were not professional helpers, rather they were concerned individuals who felt the need to respond to the physical and emotional needs of runaways. Runaways found the traditional human services to be threatening, demeaning and un-responsive to their needs. Therefore, alternative services were the only kinds of services they would accept assistance from.

Alternative services met health, mental health and social service needs. They were alternative because they filled gaps in the traditional human service system and offered human services to people in new and different ways. They were characterized by their:

- easy accessibility to persons-in-need
- view of problems as opportunities for growth
- encouragement of persons to see themselves as change agents and to develop self-help capacities
- community nature which served to break down the traditional boundaries between staff and clients
- use of the information gained from their own experience to advocate for the needs of the persons they served
- and their 24 hour residential and crisis response capabilities.

The passage of the Runaway Youth Act came about in part because the federal government recognized the inability of traditional human service agencies to meet the needs of runaway youth. Runaway youth were seeking assistance from alternative services instead of from traditional services because these youth trusted the alternative services and responded to the way in which alternative services provided assistance. The Act therefore attempted to stimulate the creation of short-term shelters following the format developed by alternative services.

Alternative agencies serving runaway youth have grown and expanded since they were first developed ten years ago. They have developed a youth and family focus as opposed to responding solely to the needs of youth. They therefore now define themselves as youth and family services. They have developed many different kinds of services beyond the provision of short-term shelter, counseling and referrals. Finally, they have come to view prevention as an important and necessary part of their service delivery efforts.

Prevention has been defined by the medical profession for years as the process of reducing the probability of an event or occurrence. Prevention programming in social services has traditionally been based on this medical science model which assumes that one can block, reduce, and/or eliminate a particular behavior just like a disease or infection. While prevention as a concept has some utility for youth and family services, as a singular strategy it carries severe theoretical and practical limitations.

Theoretically, the medical science model of prevention is unapplicable because running away should not be prevented from occurring. It should not be prevented because it is a symptom or manifestation of a more complex and in most cases more serious problem that a youth is caught up in. The act of running away is an attempt on the part of a youth to escape from and/or seek help with a situation that is in some way destructive. Running away occurs in order that a youth might develop a new life away from the problems that have been plaguing his or her life.

Practically, the medical science model is limited because it cannot be evaluated. It is difficult at best to prove that a particular prevention strategy blocked or stopped a problem from developing when no means exists to definitely determine that without the prevention effort, the problem would have developed. Prevention efforts based on this model are forced to operate in a vacuum.

Youth and family services seeking to assist runaway youth and their families have developed a promotive definition of prevention. Under this definition, prevention is a positive process of:

1. promoting environments conducive to personal power and choice, and,
2. empowering people to use crises, when they do occur, as opportunities for growth.

Prevention services developed from this definition correspond to the two parts of the definition. Services to promote environments

involve impacting places, relationships and ideas to make them conducive to personal power and choice. Environments may be breeding problems that lead to youth running away. Prevention services can promote new ways for these environments to support youth. Services to empower people to use crises as opportunities for growth enable persons caught up in the midst of crises to accept crises as a part of living and to use crises, when they do occur, as a way to learn more about themselves and what they need to do in order to live more creative and productive lives.

Prevention services provided to runaway youth and their families are designed to meet these persons needs in three different but not necessarily separate kinds of situations:

1. youth-and-families-in-the-community-at-large
2. youth-and-families-at-risk, and
3. youth-and-families-in-crisis.

Services to the whole community are ones that improve educational and cultural resources to better provide youth with the skills to become independent adults and those that provide parents with the skills to become better parents. Services to youth-and-families-at-risk are those that focus on persons under great social and economic stress. A key service to this group is family counseling to assist youth pinpointed as being disruptive in school. Services to youth-and-families-in-crisis involve responding to persons who are caught up in an emotional or survival crisis. Examples of services to this group are diversion services from the court or marriage counseling after a crisis has passed.

These three levels relate roughly to the medical/mental health

model of primary, secondary and tertiary prevention. Primary prevention is community-wide education to cope with all developmental life events, secondary prevention corresponds to early intervention strategies, when signs of distress are first occurring, and tertiary refers to all approaches tried to improve situations after some crisis, that was not averted or prevented, has occurred.

The following paper is an elaboration of the prevention definition presented here. The paper is designed to determine ways in which prevention services can be developed to assist runaway youth, and potential runaways and their families. The paper begins by defining the relevant theories and practices which inform the development of prevention services. It then discusses the services that presently exist. The Critical Issues section raises the important policy, programmatic and research issues which need to be addressed if prevention services are to be developed further. Finally, the paper offers models for prevention programming which can be used as guides for developing future prevention services based upon the prevention definition set forth in this paper.

The development of this paper comes at a time when there is a proliferation of community interest in and federal funding for research on the runaway phenomenon, what causes it, and what can be done to address it, control it, and prevent it.

Some of the studies done so far have erred on the side of scrutinizing and blaming the youth for the problems that the family, the community and the social system as a whole have created, and youth are still incarcerated in detention centers and mental hospitals for the simple act of running away in America.

- Is "runaway" really a useful term to designate the behavior of certain youth, or is it merely one more way we degrade and label young people?
- Can running away be treated as a distinguishable enough phenomenon in itself that the behavior can be "prevented" by certain strategies or means?
- And if we do prevent running away or reduce its incidence will we have done any more than displace the symptoms with yet another cry for help such as teenage suicide or pregnancy, or serious substance abuse?

These are some of the questions this study seeks to address in an effort to provide a strategy for developing prevention services for youth and their families.

PART I: RELEVANT THEORIES AND PRACTICES

Runaway youth most often come from broken homes or institutions. They are having trouble at school or with the law or both. They are often experiencing some degree of abuse or neglect in their home and are affected by family drinking problems. Some already have a history of siblings or friends who have left home before them. In other words, most runaway youth come from multi-problem families.¹

The main thrust of the Runaway Youth Act and other related legislation has been to return youth home. This orientation does not address the needs of the youth whose home and environment are not liveable and are chronically distressed. So, early detection and/or prevention of running away has become an increasing concern of new research. The new strategies and programs to prevent the conditions that cause running away bear some of the influences of earlier theories of delinquency prevention and truancy prevention put forth and tested in the past 50 years. They also differ in important respects because they are part of a new movement of alternative youth and family services that are community-based and self-help and advocacy oriented. This section discusses the theories and practices relevant to the study of prevention programming and runaway youth.

1. There is no reliable way to predict or prevent juvenile delinquency; there are a multitude of contradictory studies.

To predict delinquency one must ascertain what causes it. The theories over the past 50 years have ranged from the individual pathology theory to the social institutions theory and the

social interactions perspective. The individual theory assigns deviancy to something inherent in the individual youth, the social institutions theory to some pre-disposing weakness inherent in the youth's environment such as poverty and cultural deprivation. However, neither of these theories has proven reliable.² The social interaction perspective looks at the social reactions that occur between the labeled deviant and other individuals or agencies and seeks to decrease the negative stigmatization associated with the official labeling of behavior. This theory has been a prime force behind the current deinstitutionalization and diversion movements. But this theory of social interaction is also criticized for not going far enough because it still tends to focus on the police, court and welfare systems whereas the larger forces for change lie elsewhere, in the rest of society and its members.

M.C. Dixon and W. E. Wright analyzed 200 delinquency prevention programs and found that few could substantiate their effectiveness.³ J.P. Walker also evaluated several programs and found many weaknesses that inhibited their ability to provide delinquency prevention services. Many programs failed to address the conditions causing delinquency and rejected many of the most troubled youth as inappropriate for their services. Poor needs assessment and inter-agency rivalry also kept programs from being effective. The need to depend heavily on volunteers, having to depend on seed money because of its popularity as a funding mechanism and the need to manipulate proposal content, service

definitions and evaluation results were also common reasons for program failures.

W.B. Miller⁵ assigns the blame for prevention program failures to conflict and rivalry between the institutions set up to serve youth. He says that it is the highest priority of institutions to maintain their existence and that prevention philosophies and strategies pose a threat to this. E.M. Schur⁶ feels that the whole concept of delinquency prevention may be faulty and that programs designed to prevent delinquency may in fact promote it by focusing on it as the defining bond between troubled youth and society.

2. Delinquent behavior may in fact be self-correcting through the normal processes of growing up, without any programmatic interventions whatsoever.

In his book, Identity, Youth and Crisis, Eric Erikson⁷ argues that many of the prominent leaders of contemporary society passed through a state of engaging in delinquent acts and that delinquency can be viewed somewhat as a healthy developmental stage that certain assertive individuals pass through, on their way to defining what they want to do. This is in line with those criminologists who have expressed general skepticism of any system-specific theory of causation and instead advocate approaching delinquency prevention through programs of positive youth development, those programs which reinforce, augment and optimize young peoples' social competence, sense of belonging, feeling of usefulness and positive identification.

3. Diversion programs have proven more effective than other juvenile delinquency prevention efforts.

Successful diversion programs involve youth in intensive

counseling support systems designed to eliminate personal and family problems leading to involvement with the courts. At their best, they utilize community-wide strategies of complementary program components such as the Bronx, NY program that combines youth advocates or buddies with a community mediation forum, offers medical and mental health services including family counseling, a free school, recreation and temporary shelter.⁸ Although diversion programs are not voluntary they do provide some breathing and decision-making space, with assistance, away from the stressful home situation that the youth has run from.

4. School problems are an early warning sign of impending running away.

The early and continued contact with every child that the school system makes possible should be utilized for assisting children in trouble rather than pushing them out of the system as failures. In two studies, School Suspensions: Are They Helping Children? and Children Out of School in America⁹, the writers argue that youth are unnecessarily excluded from schools through suspensions, learning disabilities and entrance barriers. Several other books outline special counseling and support strategies that schools can use to help truants and "disruptive" youth remain in school.¹⁰ In a special issue on youth, Impact, a magazine of the helping professions, discusses how school guidance counselors can mediate between troubled youth and their families.¹¹ The schools approach to delinquency prevention is also the focus of Cities in the Schools¹², a Carter-administration pilot project that locates social service workers in the schools

rather than apart from them in isolated offices across the city.

5. Typology studies are useful in understanding the problems of youth but are still limited by the fact that they focus on the youth as the ones in need of labelling and study rather than the larger society.

Analyses of the current runaway phenomena of the past decade have sought to characterize runaways as having certain distinguishing features. It has been posited that some run "to" something, while others run "from" something, or that some chronic runaways are more accurately termed "push-outs" or "throwaways" because of the severely disturbed home situations they leave behind. The American Psychiatric Association has even seen fit to classify running away as a "behavior disorder" of adolescence in their index of mental ills. One typology study, "Can Running Away Be Prevented?"¹³, interviewed 215 California runaways and 436 other students from a local school system for comparison purposes. On the basis of the youth's self-reported reasons for running, Miller et al. came up with the following six classifications:

- | | | |
|-----------|---|---|
| victim | - | those fleeing abuse and assault |
| exile | - | those thrown out of their homes |
| rebel | - | those in continual conflict with parents |
| fugitive | - | those running to escape arrest or punishment |
| refugee | - | those without a family, running from institutions or foster care homes |
| immigrant | - | independent types who have decided to make it on their own and are effectively acting on that premise |

Each subject was asked if their act of running could have been prevented if longstanding or immediate problems had been solved. Over one-third responded affirmatively; that they were open to help and just had not received or found it. These typology categories were further studied for their prevention implications.

It was found that victims were the ones most desperately in need of help, that exiles tended to be those belonging to working class families who needed better diversion services, protective services and welfare services than they were able to obtain and that fugitives also needed diversion and decriminalization programs significantly. The same was true of refugees, who needed foster placements they could be happy with. Rebels and immigrants were cited as those categories with the greatest potential for benefitting from counseling, crisis intervention and outreach programs. At second glance it is clear that the typology categories are more reflective of professional and institutional inadequacies than they are of youthful character types.

6. Drug and alcohol misuse (or "substance abuse") are often associated with running away, but the real problem is usually the lack of other healthy alternatives, not the substance abuse itself.

Most drug abuse programs have found it impossible and unfeasible to prohibit drug use itself. They focus instead on educating people about the use, abuse and effects of drugs¹⁴ and on providing them with attractive alternative pursuits that fill the same needs for relaxation, stimulation and companionship that drugs tend to do. The focus areas for alternative pursuits that drug programs have concentrated on over the past ten years range from meditation and yoga to nature hikes and cultural arts workshops, to rap groups or special independent study groups at alternative schools. One book published as the result of a conference of alternative youth workers who work with drug-abusing youth highlights three special programs that evolved from generalized youth outreach programs: runaway programs, parent programs and

gives a first-person account of the chain of abuse the abused child often finds herself caught in, once she grows up. The writer explains that as a young single mother with a history of abuse as a child, she found herself repeating the pattern even though she didn't want to. She states that traditional foster care agencies were insensitive to her requests for help and that only with the help of an extended family in her community that agreed to take the child for several years while she was in therapy, was she able to provide herself with the preventive relief she needed. This writer asserts that 87½% of abused children are female and links that fact to the role of women within the home.

Several years ago the National Institute of Mental Health sponsored demonstration grants on adolescent abuse. These were followed up by several conferences, one of which produced a paper, "Violence Toward Youth: Themes from a Workshop" that was later printed in the HEW journal, Children Today²⁰. The paper argues that adolescent abuse is much less uncharted than child abuse, but just as common.

One fundamental theory of public health, as opposed to the more symptomatic and individual-oriented medical/disease focus of most mental health theories is that "no condition is ever prevented by treating the victims of the condition itself"²¹. This applies directly to the practices evolved in runaway services where the youth's behavior is seen as a signal of the whole family's need to help itself. One of the basic tenets of family systems

school outreach programs¹⁵.

Perhaps most important of all in creating healthy alternatives for youth is the relatively new prevention program area of youth participation. Adults need to listen to youth. Youth work well with their peers who are in trouble or just in need of companionship and fun and they should be helped to work with one another. The most common forms of youth participation are (1) peer counseling, (2) representation by and involvement with youth advisory boards of organizations that affect youth's lives, and (3) meaningful employment experiences in businesses or work-places. The National Commission on Resources for Youth defines youth participation as "involving youth in responsible, challenging action, that meets genuine needs, with opportunity for planning and for decision-making affecting others, in an activity whose impact on consequences extends to others, i.e. outside or beyond youth participants themselves"¹⁶. The Youth Development Bureau of HEW has also published some pamphlets on youth participation. One discusses the way exclusion from responsible roles can lead to alienated and anti-social behavior by youth, the other discusses ways youth can participate in programs and develop adult-level knowledge and skills.¹⁷

7. A high incidence of adolescent sexual or physical abuse committed by a family member is reported by youth who run away. This shows the need for more accessible and acceptable family counseling at earlier pre-crisis stages in family life.¹⁸

In a special Country Women magazine issue on Anger & Violence, the article "Once a Battered Child, Always a Battered Child"¹⁹

theory is that change in one part of the system always results in compensatory change in another part at the same time. This theory sees the person presenting the problem, i.e. the runaway youth, as merely the "identified patient" in a sick family system. It is stressed by family therapists that the whole family's communication patterns and situation need to be addressed to effect change in any of its parts.²² Family counseling should teach the family members to tap their own inherent strengths to help themselves and each other, not make them dependent on their counselors. It is a practice applicable far beyond the situations of abused and/or runaway youth, and has in some cases been used as a guide for changing group and organizational dynamics as well.²³

8. Preventing youth from running away in and of itself does not work. What is needed is a means to detoxify the event of running away and turn it around into something the youth, his peers, his family and his society can build on and use positively.

When a youth comes to a runaway center she or he is not punished for committing the act or detained until their parents can come. The youth is told that it is now up to her or him to use the situation constructively as a time for exploring what they really need to do. Running away is seen as a crisis full of both danger and opportunity. The point where most traditional runaway prevention theorists fail is in trying to prevent a family and society-wide distress signal, such as running away, by focussing on studying, controlling, and changing the signaller, not the system. To detoxify the event of running away and to make other alternatives possible, prevention must become a strategy

gives a first-person account of the chain of abuse the abused child often finds herself caught in, once she grows up. The writer explains that as a young single mother with a history of abuse as a child, she found herself repeating the pattern even though she didn't want to. She states that traditional foster care agencies were insensitive to her requests for help and that only with the help of an extended family in her community that agreed to take the child for several years while she was in therapy, was she able to provide herself with the preventive relief she needed. This writer asserts that 87½% of abused children are female and links that fact to the role of women within the home.

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and program of institutions and communities as well as of individual change. Here is a comment on the above from the book, Innovative Approaches to Youth Services, which summarizes why early drug abuse prevention and runaway programs turn outward to the larger community for solutions:

Programs have learned that communities are apathetic, and people do not experience a sense of belonging. They have experienced power politics and the role officials have in determining the policies and influencing lives. They have seen that the health care delivery services do not provide care for many persons. They know that the educational system does not prepare people for meaningful work. This knowledge has made programs increasingly aware of the need for an emphasis on prevention rather than treatment . . . individual one-to-one or groups are both fairly short termed (strategies) they're still fairly symptomatic. Even though really intensive therapy may not seem symptomatic . . . on some level it's got to be symptomatic because the person has to deal with the other institutions. Prevention is seen as involving institutional change and community organization.²⁴

- Confirmation of this view also comes from a series of prevention conferences for community mental health centers sponsored by the Alcohol, Drug Abuse and Mental Health Administration of HEW. One such conference, the Tripartite Conference on Prevention,²⁵ brought together mental health workers from the U.S., Canada and Great Britain to compare theories and practices in their related fields.

The Tripartite conference participants cautioned against simplistic assumptions that symptoms, such as running away, have unitary causes. Rather, community prevention practices that are effective and worthwhile might themselves have multiple effects, ie. a good youth development program can at one fell swoop prevent running away, drug and alcohol abuse, juvenile delinquency and suicide. One problem with moving from the

"theory" level to the "practice" level in prevention is that if one waits for the definitive evaluative study on an issue, lives are lost and much human suffering takes place in the interim. So there must be a constant mix of crisis intervention practice and theoretical research. In the "Strategies of Prevention" section of the Tripartite Conference Proceedings, members discussed the crucial need for "early action primarily based on intuition and imaginative reading of social indicators", i.e., the formation of alternative services in communities as communities themselves see the need for them. They emphasize that hard data gathering and inductive processes can proceed alongside imaginative community approaches, rather than retarding them until sufficient data and bureaucratic go-aheads are insured.

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PART II

OVERVIEW OF PREVENTION PROGRAMS DEVELOPED BY RUNAWAY CENTERS

INTRODUCTION

Runaway centers and other kinds of youth and family centers developed locally and spontaneously throughout the late sixties and early seventies. They were created by communities responding to the need for accessible and acceptable crisis intervention and self-help services in their own neighborhoods. Whether a program started out with a drug abuse focus, a runaway focus, or a delinquency/truancy focus like the youth service bureaus, they all soon came to realize that:

1. prevention is preferable to crisis response and treatment
2. and/but there are no single-strategy solutions to youth and family problems, no magic cures.

Outreach efforts like public speaking to community groups and aftercare efforts like follow-up phone calls and counseling sessions were often program's first ventures in prevention. From these early beginnings they began to formulate their own specialized prevention strategies. Depending on the exigencies of specific local, state, regional, and geographic conditions, as well as staff interests and client needs, programs developed in one direction or another in terms of their prevention approaches. One program might purchase a van as a mobile counseling unit through drug abuse money, another might organize single parents' support groups or push for representation on local policy-making boards affecting youth rights.

What follows is an overview of the kinds of prevention services that have been developed by runaway programs to date. This section categorizes the major prevention programs surveyed as:

1. Prevention Counseling
2. Prevention Training
3. Life Skills
4. Recreation and Cultural Arts.
5. Job Programs
6. Youth Participation
7. Community Outreach and Networking
8. Post-Crisis Prevention

Each category is briefly discussed. Summary descriptions are included after each category to give specific information on each service. These descriptions can be used as models, to find resources, or to obtain advice for programs desiring to offer similar services.

1. PREVENTION COUNSELING

"A point I feel is important in talking about prevention is that when we work successfully with families around issues that surface with an older, teenage sibling, I feel we are doing prevention work for the younger siblings. In other words, if the family can learn to change in a positive way at this point in their lives, perhaps the younger children will not have to experience the same difficulties that their older brothers or sisters did."

- Melissa Middleton-Cook
Director, Family Connection
Anchorage, Alaska

Program Examples:

- Washington County YSB/Country Roads
- Pathfinders
- Helpline/Detour
- Marin Youth Advocates/C.C. Riders Clinic
- Bridge Family Mediation Center
- Family Connection, Alaska
- Lighthouse
- Daymark

In addition to the constant crisis counseling runaway programs provide there is a need for prevention counseling, counseling that helps people tap and maximize their own strengths before crises do exist. The most basic and common way this is done is through the hotline services offered by most runaway programs. Hotlines are 24 hour phone counseling and referral services that assist youth and parents experiencing problems or seeking assistance. Hotlines enable youth to get help without running away. These phone services also help parents to explore their options when seeking problem-solving assistance for their own families. Walk-in counseling is also provided by runaway centers. Youth and other family members, can receive counseling at the runaway center. This counseling and assistance can sometimes make running away unnecessary. The Lighthouse in Cincinnati offers both hotline phone counseling and walk-in counseling services. Open rap groups for runaways and non-runaways alike

that are held at runaway centers also serve the function of prevention counseling.

Youth often signal their need for understanding, approval, freedom or help many times before they finally resort to running away. One very common way in today's society is through drug or alcohol abuse, otherwise known as substance abuse. Some programs like Pathfinders in Milwaukee, Wisconsin offer drug and alcohol assessment procedures to youth dropping in or making phone contact. The assessment procedure is a form of questioning that can indicate actual or potential substance abuse problems. Youth in need of help receive counseling and referrals for longer-term assistance when needed.

Although individual prevention counseling is provided by runaway centers, both in the area of substance abuse and in basic problem-solving, family counseling is usually stressed as crucial. Individual counseling sessions can help youth explore her or his feelings, options and resources. Family counseling, however, is usually more to the point since the whole family's dynamic is key to any individual member's ability to change. Family counseling conducted by runaway centers is short-term and self-help oriented.

Some programs are comfortable with calling themselves counseling centers and some are not. Marin Youth Advocates runs C.C. Riders Clinic in San Anselmo, California. The clinic has a licensed Marriage, Family and Child Counselor and receives most of its referrals from the C.C. Riders van outreach program that tours area schools. Youth and families are encouraged to come in and gain assistance before a runaway episode or other stressful situation might occur. Individual, family and specialized group counseling are offered with "teenagers taking the responsibility to draw up their own treatment plans and to decide on their own goals."²

The Helpline/Detour program for runaways in suburban Los Angeles calls their family counseling Advocacy Counseling. Detour runaway program, which is associated with Helpline Youth Counseling Center, believes that families experiencing social and economic stress cannot be expected to seek or use counseling until their more immediate survival problems have been taken seriously and addressed. The example they give is that a family complained that their son was chronically using drugs. A psychological approach would have focused on changing the son's drug-taking behavior only. However, by using Advocacy Counseling, the Detour staff learned that the father was on the verge of bankruptcy and that the family was eating only beans and potatoes. The advocacy counselor worked with the family on obtaining consumer credit counseling, getting loans and food stamps and only after these issues were addressed did he continue to work on the communication issues and the son's drug use that had been the original complaints. Advocacy counselors stress that they never would have been able to work on the family's communication without acting as their advocate on survival issues and gaining

their trust first.

Another family counseling center, The Bridge Family Mediation Center in Atlanta, prefers not to use the word counseling at all, but uses the word "mediation" instead. The Bridge philosophy is that most families need problem-solving and self-help skills rather than "doing therapy or treatment to them". They also feel strongly that a family center should be separate from a runaway shelter so that it is neutral territory. Bridge staff work in pairs with families, making their own relating a role model for family learning, even to the point of airing disagreements among themselves and fighting with fair fighting techniques when necessary or appropriate. The goal is to avoid family dependence on the staff and to tailor the sessions to immediate self-help solutions since most families do not continue on a long term basis. Bridge staff encourage the family to see running away as an opportunity for improving family understanding and often even encourage the family members to thank the runaway for giving them the opportunity to get closer and help each other more.

Daymark, the organization that runs the Patchwork runaway center and the Checkpoint youth counseling center in Charleston West Virginia, has developed another kind of prevention counseling, a Buddy program patterned after the Big Sister/Big Brother model. Buddy matches low-income single parent youth with "buddies" or older friends who spend a minimum of three hours a week with the youth participating in some activity that the youth normally would not be able to participate in. Staff assist by soliciting free tickets to movies and sports events for the youth and their older friends.

Another example of a specialized counseling group developed by runaway programs is a parents' groups. Country Roads, the runaway program in Montpelier Vermont, for instance, runs two different types of parent groups. One is a support group for parents whose children have run away recently or in the past and who want to work together with other parents to support each other in improving their family lives. The other parent group the "Shelter Parents Group", is a support group specially created for volunteer adults who have agreed to take in youth in need of a home on a temporary basis. The group gives each other the information and skills-sharing support they need to work well with transient youth.

Other kinds of special interest support groups are the single mothers' group and the couples' group run by Family Connection in Anchorage, Alaska.

In Seattle, Washington the Shelter runaway program sometimes refers parents to another program in the city, The Parent Place. The Parent Place is a drop-in counseling center for parents who feel like running away. When parents come to the Parent Place childcare services are provided for their young children while they are there.

SUMMARY DESCRIPTION

- Prevention Category: 1. Prevention Counseling - Family Counseling
- Program: Bridge Family Mediation Center
(name, address) 848 Peachtree Street, N.E.
Atlanta, GA 30308
- 1. Population Served: Youth-and families-in-crisis and at-risk and the community-at-large.
- 2. Goals of Service(s): Assist families to heal themselves by being able to tap their own strengths and facilitate positive relating and personal responsibility in families.
- 3. Objectives: Train families, professionals working with families, and individuals in communication skills, positive emotional sharing, decision making and being able to clarify power and responsibility roles within families.
- 4. Methods: Family and couple mediation counseling. Telephone counseling. Training of professionals through consulting, workshops and internships. Public speaking to civic groups, schools, PTA's and churches.
- 5. Staff Required to Provide Service(s), Including Skills and Qualifications: 10 full time staff, volunteers, and student interns. SKILLS: Ability to assist persons through a short-term intervention focus utilizing a counseling method based on the philosophy of using crises as opportunities for growth. QUALIFICATIONS: 4 years of experience in human service work and a master's degree. Also a commitment to the Bridge's counseling philosophy.
- 6. Cost to Provide Service(s): Service is provided as part of the overall program budget
- 7. Evaluation: Follow-up evaluation on 25% of the persons receiving counseling, evaluations of all training sessions, and external program evaluations are conducted twice a year at a minimum.

SUMMARY DESCRIPTION

Prevention Category: 1. Prevention Counseling - BUDDY Program

Program: Daymark, Inc.
(name, address) 1583 Lee Street East
Charleston, W. VA 25311

1. Population Served: Youth-at-risk.

2. Goals of Service(s): Provide youth with activities and models which normally would not be available to them.

3. Objectives: Match youth with older persons who can be buddies or friends with these youth.

4. Methods: Youth from low-income single parent families are matched with non-professional adults to involve the youth in activities which would normally not be available to them. 25 adults are used as volunteers and spend at a minimum 3 hours a week with youth. Activities include movies and sports events.

5. Staff Required to Provide Service(s), Including Skills and Qualifications: 1 counselor coordinator and 25 adult volunteers. SKILLS: Counseling training. QUALIFICATIONS: counseling experience.

6. Cost to Provide Service(s): Part of overall program budget.

7. Evaluation: None that is formal.

SUMMARY DESCRIPTION

Prevention Category: 1. Prevention Counseling - Family Advocacy Counseling

Program: Detour and 17117 Clark Avenue
(name, address) Crisis Unit Billflower, CA
12727 Studebaker Road 90706
Norwalk, CA 90650

1. Population Served: Youth-and families-at-risk and in-crisis.

2. Goals of Service(s): Change family dynamics to prevent future crises.

3. Objectives: Assist persons to assess their situations, become aware of alternatives to assist in solving problems, help persons implement their decisions, and assist persons to develop alternatives for themselves.

4. Methods: Use advocacy counseling whereby a trained counselor assists persons to assess their situations, develop alternatives to those situations and make decisions to implement those alternatives.

5. Staff Required to Provide Service(s), Including Skills and Qualifications: 9 counselors and 1 director. SKILLS: Marriage and family counseling ability. QUALIFICATIONS: Degrees in human service fields.

6. Cost to Provide Service(s): \$152,500

7. Evaluation: A resident analyst carried out an evaluation and an evaluation form is used that was developed by the analyst.

SUMMARY DESCRIPTION

Prevention Category: 1. Prevention Counseling - Single Mothers' and Couples Groups

Program: Family Connection
(name, address) 640 Cordova Street
Anchorage, Alaska 99501

- 1. Population Served: Families-at-risk
- 2. Goals of Service(s): Reunite and strengthen families.
- 3. Objectives: Provide a support group and behavior management techniques to single mothers and couples.

4. Methods: Groups meet weekly and begin with didactic sessions. After the training, the groups evolve into support groups. Past and current program clients join the groups as well as persons referred from other agencies and friends of participants.

5. Staff Required to Provide Service(s), Including Skills and Qualifications: 2 family caseworkers, 1 full time and 1 part-time. SKILLS: Family counseling and group counseling ability. QUALIFICATIONS: BA degree preferred; 1 year experience working with youth and families under supervision, understand target population, and work cooperatively with other staff.

6. Cost to Provide Service(s): Part of overall program budget

7. Evaluation: Participants measure their own behavior change.

SUMMARY DESCRIPTION

Prevention Category: 1. Prevention Counseling - Phone and Walk-in Counseling

Program: The Lighthouse
(name, address) 109 East 9th Street
Cincinnati, OH 45202

- 1. Population Served: Youth-and-families-at-risk.
- 2. Goals of Service(s): Prevent the need for youth to runaway. Correct family problems which may develop into a crisis.
- 3. Objectives: Assist youth and families before youth run away.

4. Methods: Provide phone counseling to youth thinking about running away. Provide drop-in counseling services to youth and families before runaway crises develop.

5. Staff Required to Provide Service(s), Including Skills and Qualifications: All staff and volunteers for the phone service. SKILLS: Individual family, and crisis counseling skills and positive attitude toward youth. QUALIFICATIONS: Staff - an undergraduate college degree or two or three years experience in a human service field. Volunteers - a six week training course plus four additional weeks to specialize in phone counseling.

6. Cost to Provide Service(s): Services are provided as part of the overall budget.

7. Evaluation: Volunteer coordinator listens to conversations between volunteers and youth to assist the volunteer in developing phone counseling skills.

SUMMARY DESCRIPTION

Prevention Category: 1. Prevention Counseling - Family Counseling

Program:
(name, address) Marin Youth Advocates
C. C. Riders Clinic
9 Grove Lane
San Anselmo, CA

1. Population Served: Youth-and families-in-crisis and at-risk

2. Goals of Service(s): Assist families and individuals to be able to solve their own problems.

3. Objectives: Provide counseling to families and individuals in the areas of family problems, legal concerns, housing needs, and school problems, while specializing in treating drug abuse and its implications.

4. Methods: The services are offered through a clinic which is open 5 days a week and has a crisis phone line available on weekends. Special weekly groups are held for youth, parents, and young women. In assisting youth, responsibility is placed on the youth drawing up their own treatment plans and deciding on their own goals.

5. Staff Required to Provide Service(s), Including Skills and Qualifications: Full time staff directed by a licensed Marriage, Family and Child Counselor. SKILLS: Family, group and individual counseling ability. QUALIFICATIONS: Counseling experience.

6. Cost to Provide Service(s): Part of the van and school outreach program costing \$129,600 - \$110,000 from CETA and \$19,600 from other sources.

7. Evaluation: None that is formal.

SUMMARY DESCRIPTION

Prevention Category: 1. Prevention Counseling - Alcohol and Drug Abuse Counseling

Program:
(name, address) Pathfinders for Runaways
1612 - 14 East Kane Place
Milwaukee, WI 53202

1. Population Served: The community-at-large and youth-and-families-in-crisis.

2. Goals of Service(s): Prevent alcohol and drug abuse problems.

3. Objectives: Identify alcohol or drug abusers or potential abusers.

4. Methods: Administer a drug and alcohol assessment form to resident youth or youth calling over the phone for assistance. Identify, educate, counsel, refer and follow-up on all youth having or potentially having drug or alcohol abuse problems. Educate the community on drug and alcohol abuse problems.

5. Staff Required to Provide Service(s), Including Skills and Qualifications: One half-time staff person. SKILLS: Knowledge and ability to counsel youth on drug and alcohol abuse problems. QUALIFICATIONS: Training in doing drug and alcohol abuse counseling.

6. Cost to Provide Service(s): \$6,000 per year.

7. Evaluation: Follow-up is done on all program participants one month after leaving the program and for a selected group, again after six months.

SUMMARY DESCRIPTION

- Prevention Category: 1. Prevention Counseling - Pregnant Women's Groups
 Program: Washington County Youth Service Bureau
 (name, address) P. O. Box 525
 Montpelier, VT 05602
1. Population Served: Youth-in-crisis
2. Goals of Service(s): Support pregnant teenagers in their new role as parents.
3. Objectives: Create a support group and resource information group for pregnant teenage women, both pre- and post-natal.
4. Methods: Group meetings of 8 to 10 youth carried out in cooperation with a local mental health center.
5. Staff Required to Provide Service(s), Including Skills and Qualifications: One administrator/trainer and 1 counselor. SKILLS: Group skills, training skills, counseling skills. QUALIFICATIONS: Counseling experience.
6. Cost to Provide Service(s): \$2,000/yr. for peer counseling and parent groups, pregnant women groups combined
7. Evaluation: An evaluation survey was done by student intern last year. A questionnaire is to be added to survey this year. Informal evaluations are done yearly with agencies they link with.

2. PREVENTION TRAINING

Being a parent is probably the hardest job that you will ever do. As a parent, you are responsible for teaching your child how to become responsible for his or her own life and meet needs in an acceptable manner. However, it isn't until your child gets into trouble with the law, starts skipping school, or is a problem to the community that anyone offers any "assistance". Sometimes this assistance only blames the parents, without offering any real suggestions to deal with the situation. So, having "tried everything" many parents give up, holding in the love they feel for their children - fearing they will only be hurt and disappointed again.

In an effort to help you explore alternative methods of resolving everyday problems that all families face, or those crisis situations that sometimes seem to tear families apart - Patchwork/Checkpoint is offering a Parent Development Group on Wednesday evenings, starting soon.

- from leaflet developed by
Daymark, Charleston, W.Va.

Program Examples:

- Helpline
- Detour
- Briarpatch
- Diogenes
- Country Roads
- Looking Glass
- Bridge Family Mediation Center
- Headrest

Dissatisfied with doing individual and family counseling alone, some programs have developed skills building series in effective parenting that they offer to parents who come to their program and to the community-at-large. Patterned after the popular Parent Effectiveness Training book, these workshop series are designed to teach better communication skills and assist parents in developing better self-concepts in a participatory classroom setting rather than a counseling setting. Helpline Center in Lansdale, PA, has worked successfully with parents of elementary aged youth, as well as junior and senior high youth's parents. They led eight weekly sessions using lectures, discussions and structured experiences as training techniques. The program had to be discontinued because of lack of funds in the school system. Briarpatch in Madison, Wisconsin and Diogenes in Davis and Sacramento, California have also developed similar courses with parents of teenagers. The youth service

bureau in Madison also offers a Youth Effectiveness training course. The Detour runaway center and Headrest offer in-service training for teachers in the school system and parent training courses. Detour recommends their course as farther reaching and cheaper than P.E.T. They call it S.T.E.P. - Systematic Training for Effective Parenting. It involves nine "steps" to better parenting:

1. understanding child behavior
2. understanding child emotions, one's own emotions
3. learning to use encouragement instead of praise
4. becoming a more effective listener
5. learning how to communicate ideas and feelings to children
6. helping children to explore alternative ways of behaving
7. replacing reward-and-punishment with learning-from-consequences
8. establishing family meetings, and
9. developing general confidence and personal growth

Country Roads, the runaway program associated with the Washington County Youth Service Bureau in Vermont, runs a special kind of parent training group for pregnant teenagers. The group is co-sponsored by the County Children's Services division and includes training in both pre-and-post-natal care of infants, as well as an introduction to the special problems inherent in teenage parenting.

"Promoting prevention is a tricky business. Are the people promoting healthier lifestyles living healthier lifestyles themselves? I find many people in the field of social services to be workaholics who are burned out. Because they work so hard helping others, they often neglect their own families. . . We need to look at ourselves before we promote preventive health to others."

- Vito Simplicio, Director
Detour runaway program

Staff prevention counseling is usually an overlooked area, as the above quote illustrates. However, Looking Glass runaway center in Eugene, Oregon consciously plans staff development sessions and periodic retreats as another important form of primary prevention training.

The Bridge Family Mediation Center in Atlanta, Georgia has the most highly developed prevention training course in terms of staff and budget. They send out a family mediation training calendar twice yearly which advertises their training sessions to a wide variety of people. The goal is to train as many professionals who deal with families as possible, to span the gamut of social service workers, juvenile justice workers,

community workers, clergy and teachers, Training sessions include orientation to family systems theory, communication skills, sexual dynamics, delinquency and family dynamics, single parents and the four-step mediation model:

1. relationship building
2. facilitating positive emotional sharing
3. clarifying power and responsibility, and
4. decision-making and problem-solving

The Bridge has solicited and gained contracts with the states of Tennessee and Georgia to train their human resources departments in family mediation. They have also done training sessions with Florida runaway centers.

SUMMARY DESCRIPTION

- Prevention Category: 2. Prevention Training - Parent Training
- Program: Briarpatch
(name, address) 128 S. Hancock Street
Madison, WI 53703
1. Population Served: Youth-and families-in-crisis and at-risk, and the community-at-large.
 2. Goals of Service(s): Develop more effective families.
 3. Objectives: Teach parents on ways to better interact with their children, develop more effective communication patterns between family members, and provide a support group for parents with similar issues of concern.
 4. Methods: Groups using the PET model (Parent Effectiveness Training) meet weekly for 6 to 8 weeks. The first hour of each session involves a presentation and the second hour is for discussion. Participants are parents who share their experiences, set the session agendas and sometimes ask for special sessions on such topics as alcoholism. The groups are run by volunteers and parents are informed about the groups through newspaper advertisements so that other parents besides those having had contact with Briarpatch will attend.
 5. Staff Required to Provide Service(s), Including Skills and Qualifications: 2 volunteers. SKILLS: Group facilitation skills. QUALIFICATIONS: PET training
 6. Cost to Provide Service(s): Charge \$12 per couple with the money given back if the couple completes the course. Usually the money is donated to Briarpatch
 7. Evaluation: Questionnaire at the end of each course.

SUMMARY DESCRIPTION

- Prevention Category: 2. Prevention Training - Family Mediation Training
- Program: Bridge Family Mediation Center
(name, address) 848 Peachtree Street, N.E.
Atlanta, GA 30308
1. Population Served: Youth-and families-in-crisis and at-risk and the community-at-large.
 2. Goals of Service(s): Assist families to heal themselves by being able to tap their own strengths and facilitate positive relating and personal responsibility in families.
 3. Objectives: Train families, professionals working with families, and individuals in communication skills, positive emotional sharing, decision making, and being able to clarify power and responsibility roles within families.
 4. Methods: Family and couple mediation counseling. Telephone counseling. Training of professionals through consulting, workshops and internships. Public speaking to civic groups, schools, PTA's and churches.
 5. Staff Required to Provide Service(s), Including Skills and Qualifications: 10 full time staff, volunteers, and student interns. SKILLS: Ability to assist persons through a short-term intervention focus utilizing a counseling method based on the philosophy of using crises as opportunities for growth. QUALIFICATIONS: 4 years of experience in human service work and a master's degree. Also a commitment to the Bridge's counseling philosophy.
 6. Cost to Provide Service(s): Service is provided as part of the overall program budget
 7. Evaluation: Follow-up evaluation on 25% of the persons receiving counseling, evaluations of all training sessions, and external program evaluations are conducted twice a year at a minimum.

SUMMARY DESCRIPTION

Prevention Category: 2. Prevention Training - Parent Training

Program: Country Roads
(name, address) Washington County YSB
P. O. Box 525
Montpelier, VT 05602

- 1. Population Served: Families-in-crisis and at-risk and the community-at-large.
- 2. Goals of Service(s): Develop productive and healthy families.
- 3. Objectives: Provide support groups for parents to share common problems and to develop solutions to their problems.
- 4. Methods: Skilled facilitators conduct parent training sessions every two weeks. Two separate groups are conducted, one for parents of runaway youth or of youth who have had problems, and one for past, present and prospective shelter parents who temporarily shelter runaway youth.
- 5. Staff Required to Provide Service(s), Including Skills and Qualifications: One facilitator trained in group and counseling skills.
- 6. Cost to Provide Service(s): Part of overall program budget utilizing a small percentage of the program director's time as the facilitator
- 7. Evaluation: None that is formal

SUMMARY DESCRIPTION

Prevention Category: 2. Prevention Training - Parent Training

Program: Detour
(name, address) 12727 Studebaker Road
Norwalk, CA 90650

- 1. Population Served: Community-at-large
- 2. Goals of Service(s): Promote the development of effective parenting skills.
- 3. Objectives: Teach effective ways of relating to children and youth within families, teach communication skills, and teach family group meeting skills.
- 4. Methods: Using a STEP model (Systematic Training for Effective Parenting), parents learn and practice specific child-training principles and techniques through exercises, listening to typical family problem situations on tape, and discussing weekly readings.
- 5. Staff Required to Provide Service(s), Including Skills and Qualifications: 2 STEP trainers. SKILLS: Group leadership skills. QUALIFICATIONS: STEP training.
- 6. Cost to Provide Service(s): Part of the overall program budget. Staff do the training as part of their program responsibilities. \$64 to purchase the STEP package.
- 7. Evaluation: None that is formal.

SUMMARY DESCRIPTION

Prevention Category: 2. Prevention Training - Parent Training

Program: Diogenes
(name, address) 9093 Tuolumne Drive
Sacramento, CA 95826

1. Population Served: Families-in-crisis during or after their first contact with Diogenes.
2. Goals of Service(s): Prevention of future crises by using current crises as opportunities for growth.
3. Objectives: Assist parents in developing skills that will enable them to relate more effectively to their families, friends, and selves.
4. Methods: Parent support groups which meet weekly and last for six weeks.
5. Staff Required to Provide Service(s), Including Skills and Qualifications: 2 program coordinators and an adult volunteer. SKILLS: staff are principle counselors and the volunteer is an adult.
6. Cost to Provide Service(s): The services are provided as part of the overall program budget. Staff provide the services as a part of their overall program responsibilities.
7. Evaluation: Questionnaires are provided to the participants of the groups. The responses have been positive and have resulted in program changes.

SUMMARY DESCRIPTION

Prevention Category: 2. Prevention Training - Parent Training

Program: Head Rest, Inc.
(name, address) P. O. Box 1231
Modesta, CA 95353

1. Population Served: The community-at-large.
2. Goals of Service(s): Empower parents to meet their responsibilities in maintaining families.
3. Objectives: Train parents to better care for their children.
4. Methods: Two counselors work with the parents of elementary school children to educate them on the needs of children, run support groups for parents concerned about the needs of their children, and organize parent education day programs, such as a Parent Runaway Day, designed to inform parents on children's issues, support them and foster new perspectives on parenting.
5. Staff Required to Provide Service(s), Including Skills and Qualifications: Two counselors. SKILLS: Family counseling ability, school work experience, and crisis intervention skills. QUALIFICATION: Experience or master's degrees in human service related fields.
6. Cost to Provide Service(s): Part of a total program costing \$70,000 per year.
7. Evaluation: Evaluators were hired as consultants by the program who talked with school officials and the police about the program. A positive evaluation was obtained. In the year ahead, the California Youth Authority will carry out an evaluation utilizing pre- and post- program testing.

SUMMARY DESCRIPTION

- Prevention Category: 2. Prevention Training - Teacher Training
- Program: Head Rest, Inc.
(name, address) P. O. Box 1231
Modesto, CA 95353
1. Population Served: The community-at-large.
 2. Goals of Service(s): Empower teachers to be more effective in meeting the needs of youth.
 3. Objectives: Train teachers to enable them to teach confluent education courses and manage their classrooms.
 4. Methods: Ombudspersons teach confluent education courses for teachers in high schools. Two counselors provide classroom management training for elementary school teachers.
 5. Staff Required to Provide Service(s), Including Skills and Qualifications: Four ombudspersons and two counselors. SKILLS: Family counseling ability, school work experience, and crisis intervention skills. QUALIFICATIONS: Experience or master's degrees in human service related fields.
 6. Cost to Provide Service(s): The total program budget is \$70,000 per year.
 7. Evaluation: Evaluators were hired as consultants by the program who talked with school officials and the police about the program. A positive evaluation was obtained. In the year ahead, the California Youth Authority will carry out an evaluation utilizing pre- and post-program testing.

SUMMARY DESCRIPTION

- Prevention Category: 2. Prevention Training - Parent Training
- Program: Helpline Center, Inc.
(name, address) 24 North Wood Street
Lansdale, PA 19446
1. Population Served: Community-at-large.
 2. Goals of Service(s): Prevent crises from developing in families with elementary school youth.
 3. Objectives: Learn parenting skills, team communication skills, and develop positive self-concept.
 4. Methods: Eight week courses for two and a half hours per week utilizing lectures, discussions and structured exercises.
 5. Staff Required to Provide Service(s), Including Skills and Qualifications: Two runaway house counselors. SKILLS: Group process skills and an ability to run groups. QUALIFICATIONS: Counseling experience and a willingness to be flexible.
 6. Cost to Provide Service(s): Part of overall program budget. Staff run the groups as part of their program responsibilities.
 7. Evaluation: Questionnaire was tried but proved to be ineffective.

SUMMARY DESCRIPTION

Prevention Category: 2. Prevention Training - Teacher Training

Program:
(name, address) Helpline Center
24 North Wood Street
Lansdale, PA 19446

1. Population Served: The community-at-large.

2. Goals of Service(s): Empower teachers to be more effective in meeting the needs of youth.

3. Objectives: Train teachers to increase their support abilities to youth.

4. Methods: Sensitivity training for teachers in elementary schools and a junior high school. Training sessions for high school teachers lasting one and a half hours per week for eight weeks.

5. Staff Required to Provide Service(s), Including Skills and Qualifications: Two counselors. SKILLS: Groups process knowledge and ability to run groups. QUALIFICATIONS: Counseling experience and a willingness to be flexible.

6. Cost to Provide Service(s): Part of overall shelter responsibilities for staff plus \$180 in travel expenses per year.

7. Evaluation: Questionnaires administered to teachers.

SUMMARY DESCRIPTION

Prevention Category: 2. Prevention Training - Staff Development

Program:
(name, address) Looking Glass
550 River Road
Eugene, Oregon 97404

1. Population Served: community-at-large

2. Goals of Service(s): Develop the skills and awareness of staff in primary prevention strategies

3. Objectives: Implement an ongoing, regularly scheduled training program for staff and hold periodic staff retreats.

4. Methods: Coordinate and plan a training program and retreats with program supervisors and the agency director.

5. Staff Required to Provide Service(s), Including Skills and Qualifications: All regular agency staff. SKILLS: The director and program supervisors must have group process ability and planning ability. QUALIFICATIONS: Previous planning and counseling experience.

6. Cost to Provide Service(s): Part of overall program budget.

7. Evaluation: None that is formal.

3. LIFE SKILLS

"Reading, Writing and 'Rithmetic are essentials in all educational programs. But, there is a fourth "R" that is overlooked in most traditional curriculums. That is "Reality" education or life-skill education.

Deciding on a career, understanding one's sexuality, learning one's individual rights and responsibilities, using drugs and alcohol, and mastering communication and coping skills are examples of some of the issues that could and need to be addressed in the classroom today".

- from the Life-Skills Workshop series brochure, offered by The Center for Youth Services, Inc. Rochester, N.Y.

Program Examples:

- Detour
- Voyage Community School
- C.C. Riders
- Headrest
- Diogenes
- Helpline
- The Center for Youth Services

Runaway programs have developed a number of specialized life skills learning series that are more structured and information oriented than the counseling approaches that are integral to a runaway center. These range from the completely alternative school approach of Voyage Community School in Philadelphia to workshop series developed for public school classrooms, church groups and community organizations.

The Voyage Community School is licensed by the State of Pennsylvania to grant high school diplomas and specializes in serving students who have dropped out of traditional schools, both those living at home with their parents and those in foster homes or in the Voyage runaway shelter itself. The program goals emphasize the development of both academic skills and personal growth and the educational plan is personalized enough that the student can advance at his or her own pace, taking advanced work in one course and remedial in another. Students must complete competency requirements in research, written english, reading, math, science, social studies, art, political awareness, group leadership and personal growth.

Diogenes runaway center in California and Helpline runaway center in Pennsylvania both hold regular skills building workshops for residents of their centers.

The Helpline Youth Center that is Detour runaway center's parent organization in suburban L.A. has conducted assertiveness training sessions at several high schools.

C.C. Riders, the school outreach program of Marin Youth Advocates, travels to Marin County schools in their counseling van. They park on school campuses before and after school and at lunch time rap with students and offer help. This casual contact often leads to formalized relationships with the particular school. C.C. Riders' counselors are invited to lead classroom discussions on drug abuse and coping skills by the schools they visit. They show films on drugs and other subjects, including a 14 film series, "Self Incorporated", which explores questions and conflicts encountered by youth.

Headrest Youth Service Bureau in Modesto, California also has a separate school outreach component associated with their runaway program and their other youth programs. Headrest started in 1970 as a drug hotline and started a school-based drug counseling program four years later. There are four school ombudspeople who work four days a week in the Modesto school and serve as primary counselors at the runaway house in the evenings. The ombudspeople have office space in the schools and keep their eyes open for drug overdoses. They do regular classroom presentations on drug use and abuse. There are also two elementary school counselors who do family counseling and groups as well as providing developmental information at the schools. Helpline in suburban Philadelphia has worked with PTA groups to educate parents and teachers about youth issues also.

Although many life skills sessions are held in local schools, at least one program, the Center for Youth Services in Rochester, NY, offers the workshop series as a separate package to church groups, community groups and youth groups in their city. The Center has two series, their Life Skills Workshops series and their Career Counseling series. The Life Skills series offer sessions in transactional analysis techniques, assertiveness training, discussions on problems of young couples and sexuality, running away and, drugs. They also offer a 20 week career counseling course that starts with general self awareness skills and moves on to sessions in job finding, resume writing and interviewing. Last year they conducted 150 sessions reaching 2800 youth. The career series was conducted last year at three sites: a suburban high school, a city neighborhood center and an alternative school.

The Center has been able to have the Career series approved by the Rochester school system as an elective or credit course. However, the Helpline Center in Pennsylvania had to discontinue teacher effectiveness training because the school administration would not give credit and pay to participating teachers. Negotiating better contracts with school systems is crucial to the success and survival of these programs.

SUMMARY DESCRIPTION

Prevention Category: 3. Life Skills - Life Skills Workshop Series

Program: The Center for Youth Services, Inc.
(name, address) 258 Alexander Street
Rochester, NY 14607

1. Population Served: Youth-at-risk and the community-at-large.
2. Goals of Service(s): Provide crisis prevention assistance to youth.
3. Objectives: Through workshops and information sharing, explore common concerns of young people, guide youth toward responsible decision-making and constructive behavior, and develop positive attitudes among youth.
4. Methods: Topical sessions in areas such as transactional analysis, assertiveness training, problems of young couples, drugs and alcohol use through group discussions and information presentations.
5. Staff Required to Provide Service(s), Including Skills and Qualifications: Several staff part-time (10%) to lead different workshops, one staff organizer full-time. SKILLS: General group skills. QUALIFICATIONS: Counselor training
6. Cost to Provide Service(s): \$50,000 CETA grant, adding 3 full time counselors, hope to expand services.
7. Evaluation: Evaluation by group discussions and inter views solicited after workshops, from bot students and school teachers, written notes of these discussions and interviews are kept on file, 6 month reviews and statistics are written up from these notes.

SUMMARY DESCRIPTION

Prevention Category: 3. Life Skills - In Shelter Groups

Program: Diogenes
(name, address) 9093 Tuolumne Drive
Sacramento, CA 95826

1. Population Served: Youth-in-crisis who are program residents.
2. Goals of Service(s): Prevention of future crises by using a current crisis as an opportunity for growth.
3. Objectives: Assist youth in developing skills that will enable them to relate more effectively to their families, friends, and selves. Prevent present problems from developing into future crises.
4. Methods: Daily skills building workshops using values clarification exercises.
5. Staff Required to Provide Service(s), Including Skills and Qualifications: Any staff that are available and a volunteer. SKILLS: Staff are counselor and volunteers are experienced in leading groups. QUALIFICATIONS: Staff have college training and/or experience in human service related fields. Volunteers are trained by the volunteer coordinator.
6. Cost to Provide Service(s): The services are provided as part of the overall program budget. Staff provide the services as a part of their overall program responsibilities.
7. Evaluation: None

SUMMARY DESCRIPTION

- Prevention Category: 3. Life Skills - School Programs
- Program: Head Rest, Inc.
(name, address) P. O. Box 1231
Modesto, CA 95353
1. Population Served: The community-at-large and youth-and-families-at-risk and in-crisis.
 2. Goals of Service(s): Assist youth in the process of transition to adulthood. Empower parents to meet their responsibilities in maintaining families.
 3. Objectives: Provide services for youth-and-families-at-risk and in-crisis through the schools. Learn of youth needs in the community. Advocate for community change for youth and families. Counsel youth-and-families-in-crisis.
 4. Methods: Ombudspersons organize interpersonal youth group, community panels for drug education, and work with teachers and other school personnel to improve educational services to youth. Youth Advisory Boards made up of 20 high school students and trained by ombudspersons learn of youth needs, advocate for the meeting of those needs and have developed a youth services directory for use by other youth. Two counselors in the elementary schools counsel youth and families.
 5. Staff Required to Provide Service(s), Including Skills and Qualifications: Four ombudspersons and two counselors. SKILLS: Family counseling ability, school work experience, and crisis intervention skills. QUALIFICATIONS: Experience or master's degrees in human service related fields.
 6. Cost to Provide Service(s): The total program budget is \$70,000 per year.
 7. Evaluation: Evaluators were hired as consultants by the program who talked with school officials and the police about the program. A positive evaluation was obtained. In the year ahead, the California Youth Authority will carry out an evaluation utilizing pre-and post-program testing.

SUMMARY DESCRIPTION

- Prevention Category: 3. Life Skills - In Shelter Groups
- Program: Helpline Center, Inc.
(name, address) 24 N. Wood Street
Lansdale, PA 19446
1. Population Served: Youth-in-crisis who are program residents.
 2. Goals of Service(s): Prevention of future crises. Enhance youth independence.
 3. Objectives: Assist youth in developing skills that will enable them to relate more effectively to their families, friends, and selves. Prevent present problems from developing into future crises.
 4. Methods: One hour groups involving discussions, lectures and structured exercises.
 5. Staff Required to Provide Service(s), Including Skills and Qualifications: A staff counselor entitled a "personal growth specialist". SKILLS: Experience in group work. QUALIFICATIONS: Two or three years of participation in growth groups.
 6. Cost to Provide Service(s): Approximately one-fifth of one program counselor's salary
 7. Evaluation: None that is formal

SUMMARY DESCRIPTION

Prevention Category: 3. Life Skills - School Programs

Program:
(name, address) Helpline Center Inc.
24 North Wood Street
Lansdale, PA 19446

1. Population Served: Youth and families in the community-at-large.

2. Goals of Service(s): Prevention of personal and social problems among youth.

3. Objectives: Provide drug and alcohol information to junior high school students. Demonstrate and start more active guidance programs in the classrooms of three elementary schools and a junior high school.

4. Methods: Lectures with discussions in junior high school classes. Sensitivity training for students in elementary schools and a junior high school.

5. Staff Required to Provide Service(s), Including Skills and Qualifications: Two counselors. SKILLS: Groups process knowledge and ability to run groups. QUALIFICATIONS: Counseling experience and a willingness to be flexible.

6. Cost to Provide Service(s): Part of overall shelter responsibilities for staff plus \$180 in travel expenses per year.

7. Evaluation: Questionnaires administered to youth.

SUMMARY DESCRIPTION

Prevention Category: 3. Life Skills - School Program

Program:
(name, address) Helpline Youth Counseling Community Development Program
17117 Clark Avenue
Bellflower, CA 90706

1. Population Served: Community-at-large

2. Goals of Service(s): Assist youth in developing independence in their own setting.

3. Objectives: Acquaint junior high school students with information about growing up and provide them with a forum to discuss related issues.

4. Methods: Hold discussion sessions in classrooms. Allow the schools to define the needs of the students to be covered in the sessions. Offer bi-lingual and bi-cultural counseling to youth.

5. Staff Required to Provide Service(s), Including Skills and Qualifications: 2 full time and 2 half time paid staff plus 8 graduate school interns. Interns make a 10 month commitment and work 10 hours per week. SKILLS: Project training program. QUALIFICATIONS: Interns have had courses in community organization or advocacy.

6. Cost to Provide Service(s): \$50,000

7. Evaluation: A written report by a resident analyst.

SUMMARY DESCRIPTION

Prevention Category: 3. Life Skills - Alternative School

Program: Voyage House
(name, address) The Community Vouage School
1700 Market Street, Suite 1600
Philadelphia, PA 19103

1. Population Served: Youth-at-risk and in-crisis.
2. Goals of Service(s): Provide an alternative learning experience for youth who cannot function in conventional public schools, with emphasis on both the development of academic skills and personal growth.
3. Objectives: Enable youth to get a diploma, relate school work to their daily living, and develop communication skills and self awareness.
4. Methods: Individually tailored courses carried out through independent projects with testing for competency before graduation in the areas of written english reading, math, science, social studies, art, political awareness, group leadership and personal growth.
5. Staff Required to Provide Service(s), Including Skills and Qualifications: A project director and 7 teacher/resource persons. SKILLS: General counseling, teaching and group process skills. QUALIFICATIONS: Proficiency in teaching resource areas of responsibility.
6. Cost to Provide Service(s): \$50,000 for 50 students. \$14,000 comes from tuition, \$14,000 from the Youth Development Bureau/HEW, and the rest from donations.
7. Evaluation: Yearly reviews and reports to the Pennsylvania Department of Education.

SUMMARY DESCRIPTION

Prevention Category: 3. Life Skills - School Programs

Program: Youth Advocates, C. C. Riders
(name, address) 890 Tamalpias Avenue
Novato, California 94947

1. Population Served: Youth-in-crisis, at-risk, and community-at-large.
2. Goals of Service(s): Life skills acquisition to develop independence among youth.
3. Objectives: Educate junior high and high school youth about drugs, minimize drug use, provide youth with information resource referrals, and provide counseling when needed.
4. Methods: A van cruises school grounds before and after school hours, and during lunch. Van counselors go to classes as requested and do classroom presentations in life skills, drug education, and film series on knowing yourself. Counselors also hold informal rap sessions in the van.
5. Staff Required to Provide Service(s), Including Skills and Qualifications: 6 counselors, trained in drug information and crises, general counseling skills and community resource information.
6. Cost to Provide Service(s): \$19,600/year plus \$110,000 through CETA.
7. Evaluation: NIDA reports, plus attitude tests, self-reported, and the use of pre- and post-program tests.

4. RECREATION AND CULTURAL ARTS

"The Summer Fun Program was based on a therapeutic recreation model using the new games approach to recreation. This approach emphasizes cooperative rather than competitive games. One of the major school behavior problems seen is a young person's inability to function in a group. Important skills are developed through new games. Additionally, there is no loser in cooperative games. Everyone wins. Many of our clients have no or very few successes, and new games is seen as a way to build success-confidence-character. Of course other activities such as crafts, swimming, softball and kickball were included in weekly activities".

- 1977 Annual Report
City of South Bend
Youth Service Bureau

Program Examples:

- South Bend YSB
- Detour
- Equinox
- Washington County YSB
- SAJA Runaway House

Recreational activities provide youth with an outlet for their emotional and physical energy and allow them to develop positive relationships with others. Recreation and cultural expression have often been seen by runaway programs as helpful program components that divert youth from drug abuse and are therapeutically important. College interns in art, dance, and theater therapy sometimes volunteer their time at runaway centers and use the youths' artistic expressions as helpful adjuncts in casework. South Bend YSB provides regular recreational activities two nights a week. Detour regularly schedules field trips, camping trips and organized games.

Equinox runaway center in Albany, NY has developed a special arts program for persons in the community. Their Community Arts Workshop is a place where people can develop and expand their creative abilities and vocational skills. The Workshop offers commercial arts courses at low fees for students during daytime hours. At night and on weekends, creative craft courses are also taught. The workshop operates a shop for the display and sale of students' and teachers' products.

Creative writing is another form of cultural arts very successful with runaway and non-runaway youth alike. The graffiti found on runaway shelter walls and the eloquent

journal-like entries penned by youth in any house log books attest to this. The SAJA Runaway House in Washington, D.C. received money from their city arts commission to conduct poetry and creative writing workshops with youth.

Another increasingly popular form of recreation is the "new games" or cooperative recreation mentioned in the South Bend quote above. Based on the wilderness schools, Outward Bound-type models that present structured physical experiences in a group setting, cooperative recreation uses things like obstacle courses and endurance tests in the out-of-doors that rely on group achievement and advancement together rather than emphasizing individual winners and losers, or any one member being chosen best of the rest.

Washington County Youth Service Bureau, of which Country Roads runaway program is a part, has several rural coffeehouses under its program umbrella. The coffeehouses offer pool, ping pong, football, movies, hikes, camping and crafts to their youthful patrons.

Recreation and cultural activities planned for runaway shelter residents must be very flexible because of the difficulty in predicting who will be present at any given time. However, physical and cultural expression is an essential component of a whole and happy life and often youth, especially those in inner cities and isolated rural areas are deprived of the important group cooperation and pleasure experiences that these kind of activities can be.

SUMMARY DESCRIPTION

- Prevention Category: 4. Recreation and Cultural Arts - Recreational Outreach
- Program: Detour
(name, address) 12727 Studebaker Road
Norwalk, CA 90650
1. Population Served: Community-at-large.
 2. Goals of Service(s): Assist youth in developing meaningful activities in their leisure time.
 3. Objectives: Provide sports activities, games, tutoring and field trips for youth.
 4. Methods: A recreational outreach worker runs the program in a local park. Group sports activities are organized with youth along with games, a judo class, a basketball team, weekend trips and tutoring. Counseling often results from the relationships developed between the worker and youth. Some youth are referred to the program by public schools.
 5. Staff Required to Provide Service(s), Including Skills and Qualifications: One recreational outreach worker, one student intern, special education teacher for tutoring, and volunteer peer counselors. SKILLS: Worker and interns recreational leadership and counseling ability. Peer counselors - relate to peers and aged 16 to 18 QUALIFICATIONS: Worker must be bi-lingual, relate to youth and know community where the program operates.
 6. Cost to Provide Service(s): Part of the overall outreach program budget.
 7. Evaluation: None that is formal.

SUMMARY DESCRIPTION

- Prevention Category: 4. Recreation & Cultural Arts - Community Arts Workshop
- Program: Project Equinox
(name, address) Community Arts Workshop
12 Sheridan Avenue
Albany, N.Y. 12210
1. Population Served: Community-at-large
 2. Goals of Service(s): Provide the community with easily accessible personal programs of instruction in fine arts, commercial arts, and crafts.
 3. Objectives: Develop and expand the creative abilities and vocational skills of individuals.
 4. Methods:
 1. Evening courses for the general community.
 2. Weekend courses for children.
 3. Day programs oriented toward pre-vocational training and personal development which are carried out in a job-like setting, where students learn good work habits and an appreciation for the interpersonal skills necessary for success in a work environment.
 4. a shop for the display and sale of quality products by the students and teachers is operated by the workshop.
 5. Staff: 1 Program Coordinator and 1 Assistant and outreach workers, part-time instructors in woodworking, offset printing, screen printing, and pottery, 13 evening program teachers, and a store apprentice. SKILLS: Commercially based artists who have business skills for the instructors and administrative ability for the coordinator. QUALIFICATIONS: No degrees, para-professionals preferred.
 6. Cost: \$50,000 acquired from class fees, store sales and pre-vocational and drug abuse funding.
 7. Evaluation: Mid-term evaluations by all students and 8 week class outlines are made up by all instructors and teachers containing goal statements and involving 3 progress reports. A community advisory board is being developed.

SUMMARY DESCRIPTION

Prevention Category:

4. Recreation and Cultural Arts -
Creative Writing Program for Youth

Program:
(name, address)

SAJA Runaway House
1743 18th Street, N.W.
Washington, D.C. 20009

1. Population Served: Youth-at-risk and youth-in-crisis.
2. Goals of Service(s): Assist youth to express themselves creatively.
3. Objectives: Expose youth to professional and amateur writers in their community and develop the writing skills of youth.
4. Methods:
 1. Tutor youth individually with their writing.
 2. Provide group creative writing exercises.
 3. Hold readings by guest writers.
 4. Promote the youth writings in the SAJA Quarter.
5. Staff Required to Provide Service(s), Including Skills and Qualifications: One part-time volunteer coordinator. SKILLS: Writing and group and interpersonal communication skills. QUALIFICATIONS: Experience in writing and communication.
6. Cost to Provide Service(s): Donations
7. Evaluation: Amount of youth participation and involvement.

SUMMARY DESCRIPTION

Prevention Category:

4. Recreation and Cultural Arts - In Shelter
Recreation

Program:
(name, address)

South Bend Youth Service Bureau
Youth Facilities, Inc.
1011 East Madison
South Bend, Indiana 46617

1. Population Served: Youth-in-crisis who are program residents.
2. Goals of Service(s): Provide youth with meaningful interpersonal and personal activities.
3. Objectives: Allow resident youth to participate in emotional and physical release activities.
4. Methods: Two evenings a week recreational activities are provided. Activities are provided in the shelter and in the community.
5. Staff Required to Provide Service(s), Including Skills and Qualifications: Two South Bend Youth Service Bureau staff persons. SKILLS: Experience in providing recreation services to youth. QUALIFICATIONS: Undergraduate degree and caseworker accreditation.
6. Cost to Provide Service(s): None for the shelter as the Youth Service Bureau provides the service.
7. Evaluation: None that is formal.

SUMMARY DESCRIPTION

Prevention Category: 4. Community Outreach and Networking -
Coffeehouse and Youth Center

Program: Washington County Youth Service Bureau
(name, address) P.O. Box 525
Montpelier, Vt. 05602

1. Population Served: The Community-at-large

2. Goals of Service(s): Provide youth with meaningful leisure
time activities.

3. Objectives: Provide a safe, pleasant place for
youth to meet one another and engage
in activities. Provide informal
counseling.

4. Methods: The two centers are located in two
different communities and are open
after school and at night. Crafts and
dances are organized at the centers.

5. Staff Required to Provide Service(s), Including Skills
and Qualifications: 1 full time director and assistant
plus several youth assistants.
SKILLS: Relate well to youth, and
counseling ability.
QUALIFICATIONS: Previous youth
work experience.

6. Cost to Provide Service(s): \$11,000 for the coffeehouse and
\$7,000 for the youth center per
year. Multi-funded.

7. Evaluation: Statistics are kept on the number
of youth participating and a
yearly evaluation is planned.

SUMMARY DESCRIPTION

Prevention Category: 4. Recreation and Cultural Arts -
Rope Courses

Program: Washington County Youth Service Bureau
(name, address) P.O. Box 525, Montpelier, Vt. 05602

1. Population Served: Youth-at-risk and the community-at-large.

2. Goals of Service(s): Combine physical challenge with an
alternative form of education.

3. Objectives: Motivate youth to learn and assess
their strengths and weaknesses and
teach youth to work cooperatively.

4. Methods: High school drop-outs, physical
education classes and youth partici-
pating in youth bureau activities
were transported to a place in the
woods once a week where the course
was constructed. The course included
climbing trees and crossing streams.
15 youth participated at one time.

5. Staff Required to Provide Service(s), Including Skills
and Qualifications: 1 full time coordinator and an
assistant plus several youth assis-
tants. SKILLS: Group management ability.
QUALIFICATIONS: Work well with youth.

6. Cost to Provide Service(s): \$400 for materials.

7. Evaluation: None that was formal.

5. JOB PROGRAMS

Life in urban America is flawed by the "bitter empty mockery" of the work ethic. This nation's cities cannot stand one more hypocrisy for youth who cannot see or find an ethical way of working and achieving self-dependence.

- testimony of Honorable Justice
Wise Polier to the U.S. House
Committee on Employment Opportunities
March 1977

Program Examples:

- Headrest
- Center for Youth Services
- Washington County YSB/Country Roads

As the above quote shows, youth unemployment is a matter of major embarrassment and concern to much of the nation, yet little is being done to prevent it. People still talk about youth unemployment more than employment, and youth are hardest hit of all unemployed groups. Although CETA programs and the Humphrey-Hawkins bill both address the needs of youth for meaningful and well paying work, the forces that be pretty much insure that youth are only channeled to sub-minimum wages and low-advancement jobs if they are hired at all. Although the national situation is overwhelming, several runaway centers have developed job programs that are interesting models for employing and training youth. These programs enable youth to become self-supporting, contributing members of their communities and to therefore avoid personal and family crises that might occur in the absence of a youth's job income and self-reliant resources.

Headrest Youth Service Bureau in Modesto California has developed two job programs for youth. The Goals Assistance Program places youth in non-profit agencies 26-30 hours a week, with four hours of school per week in an alternatives school. Salaries are paid by Headrest through CETA grant. Headrest's Youth Employment Service (YES) places youth in jobs solicited through the public sector. Youth receive supervision and counseling and are paid by the organizations that hire them. Youth in both programs are counseled and supervised throughout their job experience. The work/school combination provides them with the skills development and job seeking skills to improve their employability while they are working.

The Center for Youth Services in Rochester, NY, operates a career development workshop series consisting of learning sessions in self-awareness, decision-making, and job application skills. There are also trial apprenticeships of 15 hour duration available as an accompaniment to this program.

One of the best ways found to provide youth with on-the-job training and an introduction into the job market is to help them run their own businesses. Two small businesses under the auspices of the Washington County Youth Service Bureau in Vermont were organized by the youth that work in them. The youth are paid a minimum wage and learn all aspects of running the businesses from accounting and budgeting to crafting the products, retailing and inventorying. The businesses are a plant store and a silkscreen/T Shirt store. Supervision and some subsidy is provided by the Youth Service Bureau.

Getting schools and businesses to cooperate in developing work/study programs is difficult. Also public job training funds are usually not flexible enough to pay for the counseling efforts needed to support youth in their work, although this is a crucial factor in ensuring youth's success on jobs.

SUMMARY DESCRIPTION

- Prevention Category: 5. Job Programs - Career Counseling
- Program: The Center for Youth Services, Inc.
(name, address) 258 Alexander Street
Rochester, NY 14607
1. Population Served: The community-at-large
 2. Goals of Service(s): Introduce youth to the career options available to them.
 3. Objectives: Teach basic self-awareness skills, decision-making strategies, interviewing and job application skills.
 4. Methods: Series of 10 or more sessions, held as part of elective or credit courses in suburban high school, a city neighborhood center, and at an alternative city high school, interest group initiated by youth, they make requests for workshop series. Also place youth in 15 hour trial apprenticeship with local employers, these trials can later turn into semester jobs in some instances.
 5. Staff Required to Provide Service(s), Including Skills and Qualifications: 1 staff specialist. SKILLS: Career counseling and group communication skills
QUALIFICATIONS: Human service work experience or degree.
 6. Cost to Provide Service(s): \$50,000 for this program, combined with Life Skills workshop series.
 7. Evaluation: Evaluations after workshops by participants, kept on file, 6 month reviews and statistics pulled from this.

SUMMARY DESCRIPTION

- Prevention Category: 5. Job Programs - Job Placements
- Program: Head Rest, Inc.
(name, address) P. O. Box 1231
Modesto, CA 95353
1. Population Served: Youth-and-families-at-risk.
 2. Goals of Service(s): Build and support the self-esteem of youth to prevent acting out and running away.
 3. Objectives: Provide employment for youth. Provide education for youth. Provide counseling for youth.
 4. Methods: Goals Assistance Program. 26 to 30 hours of work per week in a public non-profit agency with salaries paid by Head Rest. Four hours of school per week in an alternative school. Youth are 16 to 22 years of age and stay in the program for one year. Youth Employment Service. Youth work for 37 hours per week in public, non-profit agencies and are paid by Head Rest. Youth attend school for three hours per week. Youth are 18 to 19 years of age and stay in the program for six months. Youth Employment Assistance. Youth work in the public sector. Youth receive supervision and counseling. Youth are 16 to 22 years of age.
 5. Staff Required to Provide Service(s), Including Skills and Qualifications: Eleven staff persons work in the program and include seven job development counselors, an intake worker, a secretary, a clinical counselor, and a director.
SKILLS: Counselors must be able to assist and support youth and the director must administrate the program. QUALIFICATIONS: Job development counselors - two years experience and education in human services and career education. Intake worker - two years experience in human service. Secretary - experience or education in secretarial work. Clinical counselor - master's degree in clinical counseling. Director - BA degree or equivalent administrative and program experience.
 6. Cost to Provide Service(s): \$620,000 per year.
 7. Evaluation: The program has a three year contract with the California Youth Authority to evaluate the program.

SUMMARY DESCRIPTION

- Prevention Category: 5. Job Programs - Youth Run Businesses
- Program: Washington County Youth Service Bureau
(name, address) P. O. Box 525
Montpelier, VT 05602
1. Population Served: The community-at-large.
 2. Goals of Service(s): Provide youth with meaningful job experiences in operating and managing their own small businesses.
 3. Objectives: Provide youth with minimum wage income and give them an outlet for their creative skills.
 4. Methods: County youth service bureau supervises the running of the two small businesses that operate at local shopping centers: one is a plant store and one is a T shirt/silkscreen design shop.
 5. Staff Required to Provide Service(s), Including Skills and Qualifications: A portion of 1 staff persons time. SKILLS: Basic business management and bookkeeping skills. QUALIFICATIONS: Business experience or training.
 6. Cost to Provide Service(s): \$6,350 for plant store and \$3,750 for T shirt store.
 7. Evaluation: Informal.

6. YOUTH PARTICIPATION

Unless staff are committed to youth participation as a philosophy, it will not work. Accountability of youth to staff and of staff to youth and families is a major component of a successful model of youth participation which encourages and supports youth toward individuation and responsible adulthood.

- Kay Tolle, staff
Link runaway center
Gaithersburg, MD.

Program Examples:

- Link
- Road Runners/Country Roads

Youth participation is a pure prevention strategy. It is aimed totally at positive youth development and involvement rather than being aimed at any problem(s) in need of solution. In the early days of runaway centers many of the staff were almost the same age as their clients. In fact counselors sometimes were former clients who had stayed around to help others through the same experience they had just learned from. Youth Emergency Service in St. Louis was started by high school youth themselves, with the help of adults who supported them. The most common application of youth participation is in peer counseling programs and youth advisory boards.

The Link runaway program in Gaithersburg, MD., provides orientation and training for youth advisors. Youth advisors can choose to participate in the Link program in a number of different ways. Some become members of the Youth Advisory Council of Link through which they evaluate the program and help improve it. Others attend regional youth caucuses involving other runaway programs or attend staff meetings or crisis-home-family meetings and participate there. Youth advisors are encouraged to ask their own families to become crisis-home-families or to develop their outreach and public relations skills through doing skits, speeches, posters, brochures, or articles in their school newspapers on issues important to youth. There is also a youth-to-youth counseling program where youth are trained in effective listening skills and information resources available in their community.

The Country Roads Roadrunner Program is a volunteer youth organization in rural Vermont. Roadrunners receive training in counseling techniques, communication and group process skills, drug and alcohol abuse prevention and information, and sexuality and birth control information. They act as peer counselors to other youth living in temporary Shelter Homes,

as resources to the Shelter Parents and Parents' Support Groups and as trainers and group facilitators to other youth groups.

Barriers to effective youth participation include the problem of getting youth to stay active in the program, providing adequate training and support for youth and getting adults to commit themselves to the concept and philosophy of youth participation. Programs that institute youth participation simply because they are required to by funding sources will never have effective participation. The staff must be thoroughly committed to it. Youth quickly see through token efforts. Also, especially in rural areas, the lack of transportation is a barrier to insuring youth participation on a regular basis.

SUMMARY DESCRIPTION

- Prevention Category: 6. Youth Participation - Youth Advisors
- Program:
(name, address) The Link
One West Deer Park Drive
Gaithersburg, MD 20760
1. Population Served: The community-at-large.
 2. Goals of Service(s): Increase responsibility for youth to facilitate youth empowerment and youth initiation into responsible adulthood. Increase program visibility in the community. Increase program responsiveness to the needs of the community.
 3. Objectives: Have an active Youth Advisory Board. Have youth as members of the Steering Committee of the Region III Network of Runaway and Youth Services. Have Youth Advisors working to provide direct services to program residents.
 4. Methods: Youth Advisory Council: The Council meets monthly. Members advise the program staff on how to be responsive to the needs of youth in the community. Members carry out public relations activities in the community. Members attend monthly meetings of the program's Board of Directors Steering Committee Membership: Youth attend all regular meetings. Youth have organized a Regional Youth Caucus to develop and support efforts to involve youth. Youth learn networking and political impacting skills. Youth Advisors: Assist in screening and selecting volunteer families to act as crisis home volunteers. Youth are trained by staff to provide listening/peer support services to other youth.
 5. Staff Required to Provide Service(s), Including Skills and Qualifications: All staff are involved. SKILLS: Ability to work with and respect youth and their ideas. QUALIFICATIONS: Counseling experience.
 6. Cost to Provide Service(s): Services are provided as part of the overall program budget. Staff persons spend part of their time involved in the services as part of their overall program responsibility.
 7. Evaluation: Youth served by the program are asked to evaluate the assistance they received from the youth advisors as part of a follow-up questionnaire filled out by them.

SUMMARY DESCRIPTION

- Prevention Category: 6. Youth Participation - Peer Counselors
- Program: (name, address) Washington County YSB, Road Runners Program
P. O. Box 525
Montpelier, VT 05602
1. Population Served: Youth-at-risk, in-crisis, and the community-at-large
 2. Goals of Service(s): Help youth help other youth.
 3. Objectives: Create a volunteer youth organization that enables youth to counsel each other and to participate in the programming and policy-making that affects them.
 4. Methods: Youth are trained in communication skills and in substance abuse prevention and sex education information. Youth act as counselors to runaway youth, as advisors to shelter parents and parent's support groups, and youth train other youth groups in facilitating groups.
 5. Staff Required to Provide Service(s), Including Skills and Qualifications: 1 administrator/trainer. SKILLS: Group facilitation and counseling ability. QUALIFICATIONS: Experience in counseling work.
 6. Cost to Provide Service(s): \$2,000/yr. for peer counseling, parent groups and pregnant women's groups combined.
 7. Evaluation: Evaluation survey was done by a student intern last year. A questionnaire is to be added to the survey this year. They also do informal evaluations yearly with agencies they link with.

7. COMMUNITY OUTREACH, ORGANIZING AND NETWORKING

"We also have the board of directors involved in a planning process which stresses community education and prevention.....None of Daymark's services are counseling oriented, but stress involvement, activity, offering alternatives, developing resources, advocacy and community organization and education."

- Kay Gouge, Director
Daymark, Inc.

"Recognizing that most of our clients return to their neighborhoods, we work out of the satellite centers to organize and sensitize communities to the needs of youth, act as service brokers for youth and families experiencing difficulty and build support system networks for youth and families and other service providers."

- Herb Lawrence
Counseling Director
Voyage House

"Prevention comes in all shapes and sizes, the most useful being prevention which totally eliminates the problem. To discuss this is to tackle the structure of our society - the need for family planning, for education on family life, for pre-marital adjustment workshops and more broadly, for developing support networks that create a sense of community."

- Diane Halle Heck, Director
Youth Shelter of Galveston

Program Examples:

- o Pathfinders
- o Washington County YSB
- o C.C. Riders
- o Covenant House
- o Attention, Inc.
- o Daymark
- o Voyage House

Outreach

Sometimes there is an uneasy peace between runaway programs and their neighborhoods. These programs need and benefit from neighborhood input and support yet the neighborhood often associates them with the problems of the youth they seek to address. Therefore community relations, outreach and education are of primary importance in the success of any program. Like most runaway centers, Pathfinders in Milwaukee engages in public speaking to community groups and social service agencies

to inform them on youth issues and the services available at the center. This is the most common form of outreach. Brochures, posters and public service announcements on radio and television educate the community on how to get help before running away or during a crisis, and are also effective.

Another form of community outreach is to operate an after school drop-in center as Covenant House in New York City does, or a youth coffeehouse as the Washington County YSB does in Vermont. The C.C. Riders van that tours suburban California high school campuses and the Daymark/Checkpoint van that cruises youth hang-outs in Charleston, W.VA. are other examples. The counselors that staff these vans are trained in drug and alcohol abuse information, values clarification and other useful community resources information. Rap groups are often held in the vans. The C.C. Riders van staff see their goals as minimizing drug abuse and helping youth to distinguish between drug use and drug abuse. The county funders however have expectations that the van outreach program should stamp out drug use for good. The van workers feel they can not do the law enforcer's job and do not want to, however they are bound by funder's evaluation criteria that see anything but stamping out all drug use as failure. They've also had trouble with parents' groups acting as cops in schools, getting access to student lockers and searching them for drugs and turning in youth found with them in their lockers. This action increases distrust and makes counseling more difficult.

Organizing and Networking

Community organizing involves adopting a community-wide or community-based strategy to assisting youth and families. It makes runaway programs a part of their communities and thereby assures that youth and families who are the most in need of services, receive them. Community organizing also enables runaway programs to work together with other community based organizations to assist youth and families in a wholistic fashion. Barriers to receiving services are cut down through community organizing because agencies do not compete for "clients", linkages are formed and utilized and resources and energies are more efficiently focused on providing direct services.

Community organizing efforts by programs in rural areas involve providing persons in the community with assistance in offering direct services to youth and families. The Director of Attention, Inc. in Helena, MT, stresses that youth and families often seek assistance from teachers, doctors, ministers and friends because of runaway-related problems. Attention, Inc. seeks to train these community people in being better helpers themselves.

In downtown Philadelphia Voyage House has developed neighborhood satellite centers associated with their runaway program.

These centers are staffed by college interns and youth volunteers, and were started through a summer youth jobs program where youth organizers were trained in identifying key neighborhood leaders and in working with neighborhood youth to start recreation programs and other projects.

Community organizing strategies which involve many community based agencies working together, bring agencies together to form a network or coalition. This network can then pool its resources and services to impact a community-wide problem in a comprehensive fashion.

Daymark for instance has compiled a social services resource manual for its county in W. VA. and gained representation on various state and local policy-making boards that affect youth through the organizing of a youth advocacy coalition that includes women's club members and other concerned community leaders.

Networks maximize individual members abilities to deliver direct services through information-sharing on all levels and through collaborative planning that prevents duplication of services. Not only does sharing information enable members to learn about new and successful program models they might want to adopt but it also enables them to strengthen staff development skills and get easy access to training. Networks can act as a source of support and revitalization for members. The combined strength of a number of similar organizations is necessary and useful in mobilizing broad-based advocacy initiatives and desired legislation. Barriers in networking involve overcoming inter-agency strife to enable programs to work together. Also a common prevention strategy must be developed that enables programs to each provide a meaningful piece of the comprehensive service.

SUMMARY DESCRIPTION

Prevention Category: 7. Community Outreach, Organizing and Networking
- Outreach in Ruran Areas

Program: Attention, Inc.
(name, address) 602 N. Ewing
Helena, MT 59601

1. Population Served: Youth-and-families-in-crisis

2. Goals of Service(s): Provide immediate assistance to youth-and-families
in-crisis.

3. Objectives: Enable community persons such as teachers,
doctors, ministers, and parents to be able to
assist youth-and-families-in-crisis.

4. Methods: Having a counselor trained to assist runaway
youth and their families available over the phone
on a half-time basis to support community
persons who are approached by runaway youth and
their families for help. Having a trained coun-
selor available half-time to go out to the place
in the community where runaway youth and their
families have gone for assistance.

5. Staff Required to Provide Service(s), Including Skills
and Qualifications: One half-time counselor. SKILLS: Abili-
ty to do phone counseling, outreach
referrals and crisis counseling.
QUALIFICATIONS: Counseling ability and
ability to work with the community.

6. Cost to Provide Service(s): \$4,500 per year plus \$200 per year in
travel allowance.

7. Evaluation: None that is formal.

SUMMARY DESCRIPTION

Prevention Category: 7. Community Outreach, Organizing and Networking
- Outreach Van

Program: C. C. Riders
(name, address) Marin Youth Advocates
890 Tamalpias Avenue
Novato, CA 94947

1. Population Served: Youth-in-crisis and at-risk and the community-at-
large.

2. Goals of Service(s): Provide easily accessible crisis intervention
services to youth.

3. Objectives: Provide drug prevention, problem solving, and
referral services to youth.

4. Methods: Hold rap groups in a van and have drug informatior
available in the van. Show films and hold
discussions in classrooms. Be available to youth
on school grounds before and after school and
at lunch hour.

5. Staff Required to Provide Service(s), Including Skills
and Qualifications: 6 counselors for the van and 1 licensed
marriage counselor. SKILLS: Ability to
respond to drug crises and provide drug
information. QUALIFICATIONS: Counseling
experience and knowledge of community
resources available to assist youth.

6. Cost to Provide Service(s): \$19,600 plus \$110,000 from CETA funds
per year.

7. Evaluation: NIDA reports, attitude tests, and pre-
and post-program tests.

SUMMARY DESCRIPTION

Prevention Category: 7. Community Outreach, Organizing and Networking
- Outreach Van

Program: Checkpoint Center
(name, address) Daymark, Inc.
1583 Lee Street East
Charleston, W. VA. 25311

1. Population Served: Youth-in-crisis and at-risk.
2. Goals of Service(s): Provide information and support to youth before there are crises or to assist them during crises.
3. Objectives: Counsel and refer youth who need or request assistance.
4. Methods: Cruise streets from after school time until 1 AM, pass local hang-outs of youth and the bus depot, offer referral information and general support, conduct rap groups in the van, and refer youth to the Daymark shelter facility.
5. Staff Required to Provide Service(s), Including Skills and Qualifications: 1 counselor full time. SKILLS: Counseling and referral ability. QUALIFICATIONS: Experience in working well with youth.
6. Cost to Provide Service(s): Part of \$67,000 total budget for an outreach program.
7. Evaluation: First year evaluation now in process.

SUMMARY DESCRIPTION

Prevention Category: 7. Community Outreach, Organizing and Networking
- Drop-in Services

Program: Covenant House
(name, address) 260 West 44th Street
New York, New York 10036

1. Population Served: Youth-in-crisis.
2. Goals of Service(s): Assist youth not being served by other agencies.
3. Objectives: Provide shelter, food, safety and referral services to runaway youth and urban nomads.
4. Methods: Shelter, food, and safety are offered immediately as these services communicate care to the youth. 24-hour a day, 7-day a week non-structured services. Allow youth many chances to return to the program. Maintain contact with all youth for as long as youth wants.
5. Staff Required to Provide Service(s), Including Skills and Qualifications: Full program staff and volunteers. SKILLS: Ability to counsel and support youth. QUALIFICATIONS: staff - college education and/or experience in human service related field. Volunteers - program training.
6. Cost to Provide Service(s): Part of overall program budget
7. Evaluation: None yet.

SUMMARY DESCRIPTION

Prevention Category: 7. Community Outreach, Organizing and Networking
Public Speaking

Program:
(name, address) Pathfinders for Runaways
1612 - 14 East Kane Place
Milwaukee, Wisconsin 53202

1. Population Served: Youth-and-families-at-risk
2. Goals of Service(s): Enable youth and families to seek services when problems first begin to occur. Prevent problems from becoming crises.
3. Objectives: Inform youth and families about available services. Educate youth and families on the need to communicate concerns in order to prevent crises.
4. Methods: Public speaking at schools, churches, in the community, over the telephone and through the media.
5. Staff Required to Provide Service(s), Including Skills and Qualifications: All staff and director. SKILLS: Experience working with youth-and-families-in-crises. QUALIFICATIONS: All counselors have college degrees, on the job training, and are supervised by MSW's.
6. Cost to Provide Service(s): All staff members participate in the public speaking programs as part of their own program responsibilities. On the average, five hours a month are spent doing public speaking.
7. Evaluation: None

SUMMARY DESCRIPTION

Prevention Category: 7. Community Outreach, Organizing and Networking
- Satellite Centers and Streetworkers

Program:
(name, address) Voyage House
Suite 1600
1700 Market Street
Philadelphia, PA 19103

1. Population Served: Community-at-large and youth-at-risk.
2. Goals of Service(s): Demonstrate the effectiveness of using youth in para-professional roles to assist their peers and demonstrate the effectiveness of youth in being able to organize in their communities to develop locally controlled resources for youth.
3. Objectives: Provide call-in, walk-in counseling services for youth and families and community organizing in local communities.
4. Methods: Organizing youth teams to canvas neighborhoods and locate key leaders. Work with these leaders to assess community needs and set up services to address these needs.
5. Staff Required to Provide Service(s), Including Skills and Qualifications: 1 project coordinator, 3 college interns and any number of youth. SKILLS: Community organizing, counseling and training ability plus fundraising ability for the coordinator. QUALIFICATIONS: Experience in counseling and community organizing.
6. Cost to Provide Service(s): \$10,000 per year.
7. Evaluation: External evaluation as part of a grant from the Youth Development Bureau.

8. POST-CRISIS PREVENTION

In this context the Division for Youth is not acting within a preventive framework. Informal responses from DFY youth service team workers such as, "First have the kid steal a bike from Sears then we'll talk about group homes" clearly reflects the level upon which the division is currently operating...The cycle of the broken family is seen when a pretrial service worker screens a 16 year old in the county jail as inappropriate for release merely because s/he has no place to reside on the outside...Providing housing can be preventive in nature, and should be considered when allocating prevention funds.

- testimony of Walt Szymanski
Joint N.Y. State Committee on
Child Care and Social Services
10/21/77

Program Examples:

- SAJA Group Homes
- GLIE
- Voyage House
- Diogenes
- The Lighthouse

Aftercare, diversion and alternative and independent living situations are all kinds of post-crisis prevention. Aftercare is the follow-up contact, counseling and referrals that runaway programs do with youth and families after the crisis of running away has past, or after the youth has received drop-in counseling at the center. Other forms of aftercare include the use of groups to provide ongoing support to youth and families after a crisis. These groups offer skills in dealing with anger, decision-making, communication, problem solving, relaxation, assertiveness, understanding parents and youth, and ways of approaching other family members.

Diversion services enable youth caught up in the juvenile justice system to be diverted out of that system and receive assistance from community residential centers instead. Youth who are diverted are prevented from becoming involved in a court process which cannot in most instances, prevent future crises from developing anyway.

Diversion services are offered by runaway programs that operate through linkages with the juvenile justice system. Runaway workers go to court or to police stations or receive phone referrals from the system. Youth accepted as residents are assisted through a runaway program's services according to the situation. Some programs operate separate shelters for youth and families referred from the juvenile justice system.

One problem is that programs funded by the Runaway Youth Act cannot take a majority of court referrals without jeopardizing their funding. And if the available client slots are filled with diverted youth, then youth who have never entered the court system, but are also in need of services, can be slighted in favor of the court-referred youth.

Independent Situations

After several years of dealing with youth who had no home to return to, many runaway centers investigated the possibilities of opening group foster homes. Some group foster homes have been operating for up to seven years now. Homes are usually small in size, housing no more than 6 youth at a time with 2-3 house counselors as staff. The houses are funded through purchase-of-service contracts with state juvenile services. These programs stress the concepts of responsibility and personal growth to achieve freedom as members of neighborhoods and communities. Group homes are prevention models in that they often take youth who would otherwise be institutionalized and rehabilitate them to live responsible, independent adult lives by the time they reach 18, at an age when many youth still have the support of their parents for several more years. These homes have a program of teaching independent living skills - budgeting, household chores, how to negotiate with realtors and creditors, how to get a job, how to find medical care; all the skills of living on one's own. One group home program, SAJA, developed a Moving Out component supported by the state. This program provides a continued support system for the youth in the first three months when he or she is encountering the difficult task of living on his own. The monetary support is half what it was during the youth's stay in the group home and helps in paying the first security deposit on an apartment, the first phone bill, etc. The youth also periodically meet with their moving out counselor and participate in groups that discuss issues of independent living with other youth in the program, and staff. This program greatly increased the success rate of court-placed youth being able to continue to live on their own after 18 and stay out of the courts.

The GLIE youth program in the Bronx operates a comprehensive network of residences for youth. In addition to three group homes for youth they operate two group homes for handicapped youth and a crash pad for "nomadic youth" which is their runaway center. They have recently developed a new program Last Stop, which is an apartment living program for older teens. Four to six youth, aged 16-17, live in each of three apartments rented by GLIE. Three counselors supervise each group apartment and aid youth in developing toward adulthood. Youth clean, cook, shop and maintain the residence. They must have passing grades in school and part time jobs and work towards step-by-step goals towards independent living.

CONCLUSION

Runaway programs began as small agencies serving a segment of the runaway population. Many have now expanded the kinds of services offered and grown in their ability to assist youth and families with a wide variety of problems and needs. In becoming comprehensive-service oriented many of these runaway programs have focussed on prevention and community education as increasingly important adjuncts to their programs. However most of these components are still small and very dependent on their parent program for staff and budgetary support. Research and funding is needed on local, state and national levels for these services to really meet the needs of the communities. The following Critical Issues section discusses the policy, program and research issues vital to the development of prevention programming nationally and in communities. It is followed by a models section which shows a way to classify these programs under four basic prevention goals.

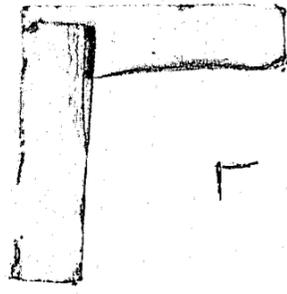
Footnotes for Overview

1. This program was started by a study the National Youth Alternatives Project did for the National Institute on Alcoholism and Alcohol Abuse, Adolescent Life Stress as A Predictor of Alcohol Abuse and/or Runaway Behavior, obtainable for \$5 from NYAP, 1346 Connecticut Ave., N.W. Washington, D.C. 20036.

2. From the Marin Youth Advocates C.C. Riders Clinic program description, 9 Grove Lane, San Anselmo, Ca.

SUMMARY DESCRIPTION

- Prevention Category: 8. Post-Crisis Prevention - Aftercare
- Program: Diogenes
(name, address) 9093 Tuolumne Drive
Sacramento, CA 95826
- 1. Population Served: Youth-in-crisis during or after their first sheltered or non-sheltered contact with Diogenes.
- 2. Goals of Service(s): Prevention of future crises by using crises as opportunities for growth.
- 3. Objectives: Assist youth in developing skills that will enable them to relate more effectively to their families, friends, and selves. Prevent present problems from developing into crises.
- 4. Methods: Weekly groups for youth who have had contact with Diogenes and are under 18 years of age.
- 5. Staff Required to Provide Service(s), Including Skills and Qualifications: Any staff that are available and a volunteer. SKILLS: Staff are counselors and volunteers are experienced in running groups.
- 6. Cost to Provide Service(s): The services are provided as part of the overall program budget. Staff provide the services as a part of their overall program responsibility.
- 7. Evaluation: None that is formal.



CONTINUED

1 OF 2

SUMMARY DESCRIPTION

Prevention Category: 8. Post-Crisis Prevention - Independent Living Program

Program: (name, address) GLIE
Last Stop-Re-Entry
1882 Grand Concourse
Bronx, NY 10458

1. Population Served: Youth-in-crisis.

2. Goals of Service(s): Develop the creativity, self-confidence and independent living skills of youth.

3. Objectives: Prepare youth to live independently and aid in deinstitutionalizing youth.

4. Methods: Youth 16 to 17 years of age are placed in one of three apartments. The apartments house from 4 to 6 youth each. Three counselors supervise each apartment and assist youth in learning how to cook, clean, shop, and maintain an apartment. Youth stay in the apartments for one year to 18 months.

5. Staff Required to Provide Service(s), Including Skills and Qualifications: 3 program counselors. SKILLS: Counselor experience and on the job training. QUALIFICATIONS: Counselors are child care workers with at least a high school education.

6. Cost to Provide Service(s): Part of overall program budget.

7. Evaluation: None that is formal.

SUMMARY DESCRIPTION

Prevention Category: 8. Post-Crisis Prevention - Diversion

Program: (name, address) The Lighthouse
108 East 9th Street
Cincinnati, OH 45202

1. Population Served: Youth-and-families-in-crisis when youth are charged as status offenders or are repeat offenders.

2. Goals of Service(s): Prevent emotional or developmental harm caused by court bureaucracy. Prevent further court involvement. Prevent any damage to family health.

3. Objectives: Divert youth from the Juvenile Justice System and offer them assistance through a runaway program.

4. Methods: Program staff go to court to accept referrals of diverted youth and families.

5. Staff Required to Provide Service(s), Including Skills and Qualifications: All regular counselors assist in providing the service. SKILLS: Ability to counsel youth and work with court officials. QUALIFICATIONS: Counselors have an undergraduate college degree or two or three years experience in the human service field.

6. Cost to Provide Service(s): Service is provided as part of overall program budget. A new, separate facility to shelter diverted youth referred from the Lighthouse is about to be opened.

7. Evaluation: None yet.

SUMMARY DESCRIPTION

Prevention Category: 8. Post-Crisis Prevention - Alternative Living

Program: SAJA Group Homes
(name, address) Moving Out Program

1. Population Served: Youth-in-crisis.
2. Goals of Service(s): Develop independent living skills with youth.
3. Objectives: Assist court-placed youth to develop independent living situations.
4. Methods: Individual counseling sessions and group check-in sessions after independent living has begun.
5. Staff Required to Provide Service(s), Including Skills and Qualifications: 1-2 counselors and a part-time bookkeeper
SKILLS: Administrative ability and contract negotiation skills.
QUALIFICATIONS: Experience in counseling and group foster home work.
6. Cost to Provide Service(s): \$400 per month per youth with \$250 going directly to the youth and \$150 for program costs.
7. Evaluation: 90% of the youth involved do not return to court.

SUMMARY DESCRIPTION

Prevention Category: 8. Post-Crisis Prevention - Alternative Living

Program: Voyage House
(name, address) 1700 Market Street
Suite 1600
Philadelphia, PA 19103

1. Population Served: Youth-in-crisis.
2. Goals of Service(s): Provide therapeutic, rehabilitative homes for youth who cannot live with their natural families.
3. Objectives: Prepare youth for independent living at age 18 or to return home before 18.
4. Methods: Two homes house 14 youth. Counselors assist youth in developing independent living skills and concepts of responsibility and personal growth.
5. Staff Required to Provide Service(s), Including Skills and Qualifications: 6 counselors, 1 caseworker and 1 project director. SKILLS: Counseling skills. QUALIFICATIONS: Experience or degree in human services.
6. Cost to Provide Service(s): \$114,385 total budget through purchase of service contracts with the state at \$29 a day for each youth.
7. Evaluation: Yearly evaluation by the Pennsylvania Department of Public Welfare.

PART III. CRITICAL ISSUES

Runaway programs in 1978 are providing some of the most innovative and effective prevention services so far developed, in addition to the crisis and shelter services which they continue to provide. These prevention efforts are carried out in schools, within runaway shelters, on the streets, and in entire communities. They involve children, youth and families, teachers, juvenile justice workers and social service workers, and networks of organizations and institutions concerned with caring for and serving youth. Prevention programs conducted by runaway centers are the direct products of crisis intervention experiences in their own communities. They are also the result of a pervasive commitment to create new services that respond to peoples' comprehensive needs as they express them. The philosophy that guides these efforts is one that defines promotion of positive life styles and environments as the most effective form of prevention and that views personal crisis situations as opportunities for growth, not problems to control or suppress.

Runaway programs have gathered extensive data on the critical issues of prevention programming by assessing the unmet needs of the persons they serve and by developing new programs to serve them. This section will address those factors which block the provision of prevention services and the fostering of healthier, more informed community attitudes towards helping people. They fall into two areas: policy and program issues and research issues. Policy and program issues include those blocks to prevention which can be removed through

legislative changes or program development. Research issues concern the knowledge and information gaps which need to be filled to insure informed policy and program planning in the area of prevention.

CRITICAL POLICY AND PROGRAM ISSUES

1. The Youth Development Bureau of the Department of Health, Education and Welfare, needs to put forth a concrete and comprehensive policy on positive youth development this year. This policy should provide leadership within the federal government for youth participation in the mainstream of American life. This youth development policy should be supported by legislation and regulations that mandate crisis intervention, long-term residences for homeless youth and prevention services for whole communities. First priority in funding should be given to the community groups that are already delivering these services and they should be consulted with at every stage of the process to insure that legislation and programming is responsive to their clients' needs as they know them.
2. Funding policies within YDB need to change in order to be oriented toward positive youth development. Runaway centers were started as largely volunteer efforts by communities that saw needs and wanted to address them. Because of this they have been chronically under-funded and yet have a record of providing services to their clients that are unreimbursed by local, state or federal funds and that go beyond the bounds of problem-oriented funding. Policies should be geared towards funding more comprehensive services and be more open as well to granting small sums of money for specific projects with minimum application requirements.

3. YDB should make alliances with other government agencies concerned with youth to provide joint funding for comprehensive services and prevention efforts. In order for a positive youth development policy to be carried out there have to be programs that involve:

- collaboration between runaway centers and schools through the Office of Education to provide school outreach programs and special life-skills training sessions for teachers and students
- collaboration between runaway centers and the Labor Department to provide more jobs for youth
- collaboration between runaway centers and the Office of Juvenile Justice and Delinquency Prevention of the Justice Department to further develop prevention programming
- collaboration between runaway centers and ACTION to further develop the National Youth Service
- collaboration between runaway centers, the Community Services Administration and the Department of Housing and Urban Development's Office of Neighborhoods, Voluntary Associations and Consumer Protection to better involve neighborhood and community groups in working with youth
- collaboration between runaway centers and the Interior Department's National Park Service to provide training to Park Rangers in crisis counseling for youth at national parks during the summer
- collaboration between runaway centers and the Department of Defense to provide better crisis and long-term counseling services to children, youth and families on and near military bases
- collaboration between runaway centers and the Departments of Commerce and Agriculture to make the youth-concerned programs within their agencies more responsive to the prevention needs of youth and their families in their communities
- collaboration between runaway centers and the offices within HEW charged with administering National Health Insurance to plan for possible third party payments for long-term counseling and residential services that runaway centers are now providing unreimbursed and at a lower cost than any kind of institutionalized care.

4. There needs to be a separate budget within YDB for prevention efforts, this money should not be taken from existing funds supporting runaway centers' crisis and temporary shelter programs.

Runaway center budgets for crisis counseling and care are already over-extended and underfunded. Their staffs are underpaid and tend to "burn out" or go on to better paying jobs because the runaway programs do not meet their financial needs. One example is that while services to homeless youth, as mandated in the new Runaway Youth Act regulations, are crucial to preventing further and more serious problems among these youth, expecting runaway centers to supply these services without any additional program monies is at best unrealistic and wishful thinking, and at worst destructive in that it raises expectations runaway centers cannot presently fulfill.

5. The need for long-term residential alternatives for homeless youth is crucial, is so far neglected by government policy and is key to any program of prevention in communities. There are presently about 200,000 teenagers in foster placement and each year 200,000 additional young people are committed to mental and penal institutions. Few of those institutionalized need to be there.¹ Many alternative group homes and foster placement programs for teenagers have been set up in communities in recent years but many more are needed. Some have been forced to close down because of lack of funds, yet the cost of their services and their quality of individualized care is far more cost-effective than traditional placements.

1. Information obtained from "The Final Report to the President's Commission on Mental Health, Special Study on Alternative Mental Health Services", by James S. Gordon, M.D., March 1978.

Their successes in preparing youth at 18 for independent, self-sufficient living are impressive and should be replicated, especially in communities where deinstitutionalization of status offenders is proceeding and putting previously institutionalized youth into the community again.

6. Runaway programs have been leaders in the development of a crisis counseling/temporary shelter and referral model that has been used in organizing the rape crisis centers and the battered women and abused child shelters that are now being set up in cities across the nation. Central to this model is the philosophy of client involvement and participation. Gaining the trust of people seeking assistance during crises and actively involving them in helping themselves involves being available to people 24 hours a day, 7 days a week in a relaxed, home-like atmosphere. For persons who have failed in or been rejected by school systems and other institutions, participant trust and involvement is especially critical. One form of youth participation used by runaway centers is peer counseling or youth advisors. Youth helping youth, and others, is one of the most natural prevention resources available. Youth participation needs to be developed as a program model by runaway centers and YDB so that others can benefit from it.

7. Training in prevention skills is needed. This includes parent and teacher effectiveness training and skills-building groups that teach independent living skills, values clarification, decision-making skills and information on drug and alcohol abuse, sexuality, and job-finding techniques. These types of training skills need to be disseminated more widely to guide communities and youth and

family service centers in providing these types of training.

8. The past 3 years of technical assistance to YDB grantees under the Runaway Youth Act should be evaluated, TA should be redesigned to better meet individual program development needs, and programs should be involved in planning this. Technical assistance is the means whereby program receive the program development assistance they need to overcome programmatic barriers and deliver services in a more effective manner. TA can help programs develop at their own pace and help programs to help each other. But to reach this full potential it must be redesigned on the basis of the past 3 years experience.

9. Alternative services run by the communities they serve should be the goal of federal policy and planning. Community-based services for young people are exemplified by the runaway house or counseling center located in a residential neighborhood and serving young people and their families through extensive linkages with the schools, churches and other social service and neighborhood groups. Programs need assistance in developing these linkages and in being able to learn what other youth services in other neighborhoods have done.

10. The needs of minority young people and their families should be a central concern of runaway center programs and YDB policy and planning. Runaway centers were started mostly by white middle class young adults. They have expanded somewhat beyond this base but need assistance in developing this. In some communities minority-run youth programs are already doing an excellent job of serving minority youth and runaway programs could learn from them. In other

neighborhoods runaway programs are not adequately serving minority youth and family needs in their communities. These programs need help in minority staff recruitment and in cross-cultural communication skills necessary to successfully integrate their staffs and boards.

CRITICAL RESEARCH ISSUES

1. Prevention efforts should be based on a concept of health, not disease or deviancy. Prevention efforts have been plagued by failure because they have attempted to predict problems and then keep them from occurring. This process has not produced any meaningful prevention methods and models because no successful prediction technique has been developed. Prevention efforts therefore, in order to have a good chance of succeeding, must promote healthy ways of living. Research needs to be directed toward developing prevention methods and models which can accomplish this goal.

2. Crisis situations should be defined as an opportunity for growth. Services to assist persons-in-crisis should be provided in a supportive environment where people are helped to help themselves. Many persons have benefited from the resolution of crises through the support of runaway programs exercising this principle. Runaway programs have used crisis situations as an opportunity to train persons in ways to prevent further crises or to meet them better when they do inevitably occur. Research into the development of prevention efforts should take into account the value of this principle.

3. Families and communities are under great stress because of rapidly changing social conditions beyond their control. Yet families are the strongest social force we have to build with and they need much support. Research needs to examine the models of family crisis mediation being developed in runaway centers and investigate means to communicate these models on a much larger scale.

4. Prevention services should incorporate early intervention strategies designed to assist persons at the earliest possible point they might seek help. Prevention in its purest form occurs before crises erupt. Therefore research in developing prevention services should focus on developing services that will enable programs to develop their outreach, counseling and referral capacities to assist persons at the earliest possible point of need.

5. The relationship between prevention programming and direct services needs to be examined. Historically prevention has been short changed in all human service areas. Whenever budget cuts have to be made, prevention efforts are sliced first. In the Juvenile Justice and Delinquency Prevention Act, only a fraction of the money allocated to carry out the goals of the Act has been spent on prevention. Because prevention has been hard to define and evaluate, it has not received the emphasis it deserves. Also when direct service providers are forced to choose between assisting a person in crisis and a person who might be confronted with a

crisis, the immediate crisis situation demands the first nod. Research should be carried out to investigate whether or not prevention programming should be carried out in conjunction with direct services. In order to develop as an effective service strategy, prevention may need to be viewed separately from direct services and no longer combined as a service component carried out along with direct services. Program guidelines may need to mandate a separation between direct service and prevention, with funding provided separately for each.

6. Prevention services need to be developed that take into account regional, geographic, cultural and economic differences.

All communities are not the same and so different service approaches must be tailored to meet different community needs. Different communities have different cultural values and practices and unless services are designed by taking these into account they will fail to be effective. Research done to develop prevention services needs to reflect these different needs.

7. There are existing prevention services within runaway programs that have not as yet been identified. These services should be identified and investigated and information in them disseminated. Runaway program do not have the financial resources to share ideas and information in an on-going manner. As a result programs are apt to expend precious resources in developing services that have already been developed by another program. Research and dissemination of information on prevention efforts can save programs from having

to do the same work twice and enable them to meet needs in their communities not previously addressed.

8. Institutional change and advocacy models should be studied in terms of ascertaining how networks of organizations and coalitions work most effectively together to effect needed change.

Inter-agency strife has sometimes hampered the local, state and federal networking efforts of runaway programs in the areas of program and community development. Attempts to promote new ways of working in communities and attempts to develop cooperative service strategies have been frustrated by older established organizations' distrust of the paraprofessional focus of runaway programs and by differences in service philosophies. On the local and state levels these factors have worked to exclude runaway programs from policy development and inter-agency linkages. On the federal level, turf battles and power plays between both private groups and federal agencies have sometimes prevented runaway programs from receiving needed resources and from making a national contribution on the ways services to youth are developed. Effective network and coalition building can enable programs to share ideas, promote policy statements with a wide base of support, and make sure that youth needs are adequately addressed by those entrusted with the authority to provide those needs.

9. There is a need for constant exchange between alternative agencies and federal agencies. Research to investigate more open channels, forums and collaborative efforts should be considered.

YDB's solicitation for youth workers to sit on grant review boards is an important first step in this process. It needs to be built

on and integrated into the youth service concerns of other federal agencies. YDB can be a leader in developing this.

10. The majority of people with problems need skills and tools for self-help not "treatment". Alternative youth services have demonstrated the effectiveness of this in working with runaways and their families but it has far wider research implications in terms of investigating ways that whole communities can be empowered to help themselves. This could be done through identifying and re-enforcing the indigenous helpers already at work in communities - priests, recreation leaders, teachers and others who listen to people as a part of their daily work such as bartenders and hairdressers and librarians. These kinds of community workers can and do help people in trouble and should be more supported in doing so.

PART IV. MODEL PREVENTION SERVICES

Prevention is defined as a positive process of promoting environments conducive to personal power and choice and of empowering people to use crisis situations as opportunities for growth. In order for prevention services to be consistent with this definition, they must develop out of the four goals which relate to this definition. The four goals include aiding individuals and families to tap their inherent strengths, assisting individuals and families in using institutions to meet their needs, educating workers within institutions to be responsive to the needs of the individuals and families they serve, and organizing communities to monitor and take ownership of the institutions that affect their existence. Prevention services based on these four goals will be listed below under the goal which they are designed to achieve. These services can be developed in order to enable a runaway program to carry out prevention efforts.

A. Services to aid individuals and families to tap their inherent strengths

1. Parent education groups which enable parents to exercise their parental roles positively.
2. Use of the media (Public Service Announcements, documentaries) to enhance and inform individual's and family's understanding of their options for development and growth.
3. Outreach posts or satellite centers which are community based, community controlled, easily accessible, and focus on enabling communities to develop self-help support centers.
4. Peer counseling programs which operate to develop the

inherent strengths of individuals and families rather than ones which operate to respond to pre-defined problems.

5. Rural satellite centers which make prevention services available to persons in areas near their homes.
6. Youth participation projects which involve them in helping others and which enable youth to develop marketable skills.
7. Cultural and recreational programs that operate to develop people's strengths, fitness and creativity.

B. Services to assist individuals and families in using institutions to meet their needs

1. Advocacy services which walk people through institutional systems and de-mythologize their operations.
2. Skill development programs which enable individuals and families to know and assert their rights.
3. Opportunities for youth to run public services through special programs which are designed to educate them on the way these services operate and which are designed to educate adults in the way these services should operate to serve youth.
4. Job banks that act as resource and assistance centers for people seeking employment.
5. Career education which enables persons to define and develop vocations.
6. Community and individual training in the nature and function of institutions.

C. Services to educate workers within institutions to be responsive to the needs of the individuals and families they serve.

1. Training professionals to enable them to promote individual and family strengths.
2. Forums designed to explore ways of making institutions more responsive.
3. Document and replicate workers' efforts which have been proven to be responsive.

D. Services to organize communities to monitor and take ownership of the institutions that affect their existence.

1. Networking which enables people to work together to share resources, information, and referrals.
2. Community organizing which leads to community control of institutions.
3. Active boards of directors which are informed and knowledgeable enough to exercise control over the activities of their corporation.
4. Information dissemination which communicates institutional abuse.
5. Community representation on boards of directors which results in institutions being responsive to the communities they are designed to serve.
6. Multiple-funding of direct service programs to ensure that programs activities do not become completely tied into the goals of any one funding source.
7. Evaluation systems which allow for community monitoring of institutions.

The model services mentioned here represent some possibilities for the development of prevention services. There may be other possible services in addition to these. The models mentioned here could be and are utilized by runaway programs.

PART V. CONCLUSION

It is impossible and at the same time counter-productive to attempt to develop services which prevent running away. History reveals that the way running away is viewed is strongly related to societal conditions. In colonial times, runaways served a useful purpose in developing America. In modern day urban society runaways are seen as a burden to society. Human service research has swung back and forth assigning the blame for running away caused by individual problems and then by societal problems. Yet no single-strategy solutions based upon a predictive/medical model of prevention have been effective. These facts, taken all together, lead to the conclusions that:

1. Running away cannot be predicted and then prevented.
2. Running away can be a healthy response to destructive situations such as physical and sexual abuse and parent alcoholism.
3. Running away is caused by a complex set of problems resulting from the environment from which a youth comes.

In order to develop successful prevention services for runaway youth, two areas must be impacted: the environment from which youth come and the crisis situations which youth get caught up in. The definition which guides the development of services in these areas defines prevention as a positive process of:

- promoting environments conducive to personal power and choice, and
- empowering people to use crises, when they do occur, as opportunities for growth.

This definition does not state that prevention services should be directed at predicting crises and then preventing them. It states that prevention services should impact environments to improve the way they foster youth development. When crises do occur, this definition states that persons should be assisted in learning how to develop means for preventing their reoccurrence, themselves.

Runaway programs developed in response to the unmet needs of youth running away in the late 1960's. Immediately accessible, crisis services were not available to runaway youth at this time and communities moved to fill this service gap. After ten years, runaway programs have become more sophisticated in their service delivery approach. Programs have realized that runaway youth cannot be adequately served through simple, crisis services. Also, the needs of runaway youth have changed. These youth are no longer coming to shelters from long distances but are coming from the communities where the shelters themselves exist.

Prevention services have been developed as part of the comprehensive service delivery approach developed by runaway programs. Creative and innovative prevention services are being carried out by runaway programs. These services have the potential to significantly affect the way in which all prevention services are developed in this country. Runaway program workers also have creative and innovative ideas which could significantly impact the development of youth services.

However, before runaway programs will be able to develop their services and ideas to have the impact they could, they must be developed and supported. Funding sources, policy makers and legislators must respond to the prevention initiatives of runaway programs

and enable them to develop these services and ideas. Programs themselves must find ways to develop their services and ideas. Programs must also act to promote their potential contributions so that supporters of these contributions will respond. Finally, research must be carried out to better define and articulate the ideas and service philosophies developed by programs. Whether or not runaway programs make a contribution to the development of successful prevention services depends on whether or not the services and ideas of programs are developed and promoted.

* * *

Within the last year, in the pages of Science and the New England Journal of Medicine, many of the most important workers in psychiatry - George Engel, Jerome Frank and Leon Eisenberg, for example - have been calling into question the old, narrow medical model of mental health and illness. They are looking for a broader understanding of the relations between body, mind, and society for a new and more "holistic" way of looking at people, their environment and their problems. At a time when 15% of the population is in "need of mental help", when millions of people are addicted to drugs and alcohol, and millions of others each year consume billions of capsules of tranquilizers; when 20 million suffer from hypertension and a like number from sleep onset insomnia, it does indeed seem high time for us, along with alternative services, to rephrase the questions and to look for fresh answers to our problems.

Dr. James S. Gordon
Final Report to the
President's Commission
on Mental Health,
Special Study on Alternative
Mental Health
Services, March 1978

PART VI

ANNOTATED BIBLIOGRAPHY
ON
PREVENTION RESOURCES

The following annotated bibliography contains the most useful books, articles, and monographs found in writing this report.

EDUCATION

Butler, J. R. Albuquerque/Bernalillo County Youth-Related Property Crime Reduction Program - Evaluation Design. National Technical Information Service. Springfield, VA. 1973.

Configuration and operation of school-police teams which will identify high-crime-potential youngsters and implement a variety of remedial intervention programs. This research project is designed to test the hypothesis that combined school-police action aimed at early identification of the subset of juveniles with a high crime potential, followed by remedial intervention, will result in a reduction of property crimes. The organization and operation of the school-police teams is described in detail. An adaptive remedial intervention program is outlined for chronic truants, nonserious offenders, and initial serious offenders.

Children's Defense Fund. Children Out of School in America. Washington, 1974.

CDF's first publication, this study is based on their research and analysis of data showing that at least two million children are out of school across the country. Children Out of School in America describes who these children are, why they are not attending school, and recommends local, state and federal actions to ensure that their right to an education is protected.

Goff, C. and C. Hinsey. Salem - An Evaluation of the Pilot Prevention Program at North Salem High School and the Personalized Educational Planning Program at Whiteaker Junior High School. Oregon Law Enforcement Council, Salem, Oregon, 1972.

Evaluation of two programs for delinquent youngsters, based on the integration of educational and social experiences to effect positive changes in behavior. Both programs are for youngsters who are not benefitting

from regular school programs. The programs involve the use of self-contained classrooms, with both teachers and juvenile court counselors participating in daily classroom activities. Personal and social adjustment are emphasized and reinforced through both individual and group counseling and parent consultations.

Holt, John. Instead of Education: Ways to Help People Do Things Better. Dutton, 1976. Dell paper, \$3.45.

This hard-hitting diatribe against compulsory education calls for schools where students are "do-ers" and learn in areas of their own choosing. It also talks about libraries as community resource centers for youth, and people of all ages.

Impact: The Magazine for Innovation and Change in the Helping Professions, Vol. 2, #6., July 1973. School of Education, University of Michigan, Ann Arbor, Michigan 48104.

This special issue of Impact is all on youth and includes articles on counseling potential runaways, on peer counseling training and on teenage suicide prevention.

"Rosalyn Carter's Favorite Program", Washington Post article, Outlook section, July 10, 1977 by David S. Broder

AND

An Integrated System of Human Services Delivery, by Wib Walling and Dean Overman, - both available through Jane Hansen, 460 Old Executive Office Building, Washington, D.C. 20500.

This is a model of working with problem youth in a school setting developed by Bill Milliken. Youth are divided into "families" of 40 each with 5 educational and social service professionals assigned to do needs assessment and problem-solving with them. The Carter Administration is supporting this model, also known as "Cities in the Schools". It is presently being tested in Indianapolis, Washington, D.C. and Atlanta.

YOUTH PARTICIPATION

Division of Youth Activities. Youth Development Bureau. Department of Health, Education and Welfare. An Approach to Youth Participation. Washington, D.C. 1975.

This pamphlet is the first in a series being developed by the Youth Development Bureau. The series when completed will form a Source Catalog on Youth Participation. The pamphlet lays the ground work for developing youth participation programs by establishing a rationale for youth participation.

The pamphlet defines why some youth become alienated from society, how youth participation can overcome alienation, and offers principles of effective youth participation.

Division of Youth Activities. Youth Development Bureau. Department of Health, Education and Welfare. Youth Participation in Organizations Washington, 1976.

Second in the Youth Development Bureau's series, this pamphlet describes the basic steps which enable participation to occur. The pamphlet outlines how institutions are structured and how that must be understood and taken into account by youth seeking to be participants and by adults including youth in their organizations, and discusses the problems involved in youth participation efforts.

The National Commission on Resources for Youth. Youth Participation. Department of Health, Education, and Welfare. Youth Development Bureau. Washington, 1975.

The paper opens with an explanation of the adolescent predicament and the effect this predicament has on alienating and distancing youth from adults and adult roles. The paper goes on to define youth participation and to make clear the forms of youth participation, the benefits of youth participation and the prospects for youth participation.

SUBSTANCE ABUSE

Adolescent Life Stress as a Predictor of Alcohol Abuse and/or Runaway Behavior by the National Youth Alternatives Project, 1346 Connecticut Avenue, Northwest, Washington, D.C. 20036, 1978, \$5.

This book is part of a 3-year study with the National Institute of Alcoholism and Alcohol Abuse. It includes a Literature Review and chapters on the relationship between adolescent alcoholism and abuse and parental alcoholism and abuse and its implications for runaway behavior.

Innovative Approaches to Youth Services by Marilyn Kolton, Louis Dwarshuis, Michael Gorodezky and Anne Doshier, Stash Press, Madison, Wisconsin, 1973.

This book is a summary of a conference of alternative youth service workers who met to discuss program issues and solutions. It is an excellent resource on the philosophy and process of alternative ways of working with drug-abusing youth and all youth.

Prevention Resource Bulletin by PYRAMID, 4608 N. Park Avenue, Chevy Chase, Md. 20015

PYRAMID is a project sponsored by the Prevention Branch of the National Institute on Drug Abuse. The bulletin contains useful information about upcoming conferences, research reports and networks of abuse prevention groups across the country.

HEALTH

"Exploding the Scope of Health Care:", Sol Levine, Social Policy magazine, November-December, 1975 (Good preventive health care; philosophical, political piece).

Prevention magazine, Rodale Press, Inc., 33 E. Minor Street, Emmaus, PA 18049.

Prevention is a widely-respected and popular magazine in the field of natural foods and wholistic health. They publish articles regularly on mental health problems and prevention.

MENTAL HEALTH

"Can Running Away be Prevented?: A Research Note SRS Project," October 1976, Scientific Analysis Corporation, 210 Spear Street, San Francisco, CA 94105

"Creative Concepts in Community Prevention - a look at the Clyde Project - Community Leadership for Youth Development", CLYDE, 5002 North 83rd Street, Scottsdale, AZ 85253.

Disabling Professions, by Ivan Illich, Irving K. Zola, John McKnight, Jonathan Caplan, & Harley Shaiken; Ideas-in-Progress, Open Forum Series, Marion Boyars Publishers, LTD., London, 1977. This collection of essays challenges most of the basic assumptions of professionalism and offers some radical thinking and observations in their place. Several of the essays directly address the basic terminology of social service providers and show how the professional services are more in need of the client than the client is in need of his ministrations.

"Effects of Client's Age, Sex of Counselor and Rapport on the Impact of Treatment: A 30 Year Follow-Up" by Joan McCord, Drexel University, paper presented at American Association of Psychiatric Services for Children, 1701 18th Street, N.W., Washington, D.C., November, 1977.

This study shows that a group of delinquent youth who were intervened with and counseled did no better than a control group that wasn't, and in fact in some cases, did worse.

Erikson, Eric, Identity, Youth and Crisis, W. W. Norton, 1968. This book argues that many of the prominent leaders of contemporary America were labelled juvenile delinquents in their youth and that delinquency is often a healthy developmental stage that individuals pass through, especially those with leadership ambitions and aims.

Kenniston, Kenneth: All Our Children: The American Family Under Pressure, Harcourt Brace Jovanovich, 1977.

"Parents have not abdicated - they have been dethroned from their traditional role with children, by social and economic forces beyond their control." This is a principal conclusion of a 5 year study of the impact of private and public policies on American children and families just completed by the Carnegie Council on Children.

Libertoff, Kenneth; Runaway Youth Literature; unpublished paper, Box 525, Montpelier, Vermont.

This paper surveys studies on runaways over the past 50 years.

Literature Review: Runaways, by the Child Welfare League of America, Research Center, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036.

This literature review presents an overview of state and federal legislation, relating to runaways, demographic characteristics, age, family composition, socioeconomic status, peers, parents and community. The study summarizes the findings of many of the recent studies on runaways and includes a 34 item bibliography of these studies at the end.

Lourie, Ira et al; "Violence Toward Youth: Themes from a Workshop", published in the HEW journal Children Today, March-April, 1977.

An excellent and brief discussion of adolescent sexual and physical abuse.

"Once a Battered Child, Always a Battered Child", by Melia Shell, Issue 26, on Anger & Violence, Country Women magazine, Box 51, Albion, CA 95410.

This is a first person account of a young woman who was abused as a child and found herself repeating the pattern as a mother. She states that traditional foster care agencies were insensitive to her requests for help and only with the help of an extended family in her community that took her child for several years while she was in therapy, was she able to provide herself with the preventive relief she needed. Shell asserts that 87½% of abused children are female. She also lists resources and hotlines for parents in need of help.

Napier, Augustus; The Family Crucible, Harper & Row, 1978.

Family violence and family counseling, ways to change the way a family needlessly punishes itself are discussed in this new and powerful book.

Primary Prevention - an idea whose time has come, Proceedings of the Pilot Conference on Primary Prevention, April 2-4, 1976, compiled and edited by Donald C. Klein and Stephen E. Goldston, National Institute of Mental Health, 5600 Fishers Lane, Rockville, MD 20857.

Another conference in the prevention series. These proceedings include a preconference survey of the Community Mental Health Centers canvassed as potential conference participants and sections on the formal papers presented, the workshops convened, a section on "Agency Strategies for Primary Prevention" and a section on Aspects of Prevention, including funding, community involvement and management.

Sexual Assault of Children and Adolescents by Ann Wolbert Burgess et. al., 1978. Lexington Books, D.C. Heath and Co., Lexington, Mass.

An excellent new textbook on every aspect of sexual abuse and assault.

Final Report to the President's Commission on Mental Health of the Special Study on Alternative Mental Health Services, by Dr. James S. Gordon, Center for Studies of Child and Family Mental Health, NIMH, 5600 Fishers Lane, Rockville, MD 20857.

This report describes the background and characteristics of alternative services such as runaway centers, homes for battered women and holistic healing centers and makes recommendations for further study and for changes in government policy.

"Special Techniques for Child Witnesses" by Doris Stevens and Lucy Berliner, Harborview Medical Center, Seattle, WA. Available through the Center for Women Policy Studies, 2000 P Street, N.W., Suite 508, Washington, D.C. 20036.

This is a 16-page article evaluating court and social service treatment of the child victim following the incident of abuse. The point is made that the follow-up events, in terms of court hearings and professional interviewing, are often more traumatizing to the child than the event itself, and that there are more sensitive techniques to take evidence with and at the same time ensure better handling of the child and family. These techniques are outlined in the paper.

Suffer the Children, by Mike and Barbara Richter, Children's Publishing Company, 631 East Jefferson Street, St. Louis, MO 63122.

This is a delightful semi-fictional account of a family who takes in foster kids from the court. It is a positive example of how teenage foster placements can work and was written by foster parents associated with the Youth Emergency Services, a runaway program in St. Louis, MO.

Summary Proceedings-Tripartite Conference on Prevention, sponsored by the Alcohol, Drug Abuse and Mental Health Administration, DHEW, 1977. U. S. Department of Health, Education and Welfare, Public Health Service, 5600 Fishers Lane, Rockville, MD 20857.

The Tripartite Conference was part of a series of Prevention conferences sponsored by the ADAMHA division of HEW and included mental health professionals from England, U.S. and Canada. Topics covered include "Health Education as a Preventive Strategy", "Health Education as It Relates to Prevention", "Treatment as Prevention" and "The Politics of Prevention". The conference clarifies future directions for policy, planning and programming in the areas of alcohol, drug abuse and mental health, and specifically focuses on primary prevention outside the health care system, i.e. alternative approaches.

"The Group Foster Home: An Alternative to Mental Hospitalization for Adolescents", Dr. James S. Gordon, Child and Family Studies Center, NIMH, 5600 Fishers Lane, Rockville, MD 20857, to be published soon in Social Work.

This article explains how youth diagnosed as psychotic or borderline psychotic can be worked with effectively in a community setting rather than institutionalized and treated by conventional psychiatric means. It stresses treating youth as responsible household members rather than patients and close cooperation and commitment between the paraprofessional counselors who run the home and the professional consultant who consults with them.

"The Runaway Center as Community Mental Health Center", Dr. James S. Gordon, same address as above, to be published in the August 78 issue of the American Journal of Psychiatry.

The above article argues that the spontaneous evolution of runaway centers across the country and their service components meet most of the criteria for community mental health centers as originally envisioned during the Kennedy-era legislation that created the community mental health centers.

Weeping In the Playtime of Others: America's Incarcerated Children, by Kenneth Wooden, McGraw Hill, 1976.

This is a documentary book on reform schools; the multi-million industry they are, the suffering they cause. The whole book is an argument for the deinstitutionalization of status offenders and the ending sections include useful guidelines for citizen action. These guidelines include the convening of citizen review boards to monitor and inspect children's jails and state deinstitutionalization plans, as well as the organizing of class action suits for changes in repressive laws and a Children's Bill of Rights.

"Working with Runaways and Their Families", Dr. James S. Gordon, Child and Family Studies Center, NIMH, 5600 Fishers Lane, Rockville, MD 20857.

Explains the founding and development of the Family Counseling Seminar, a program of the Washington, D.C. Runaway House.

JUVENILE JUSTICE

Baltimore. Mayor's Office of Manpower Resources. Teens Helping Other Teens Get it Together - An Evaluation of the Baltimore Youth Advocate Project - Final Report. Baltimore, 1974.

This diversion counseling program deals principally with truants, indicating favorable results in reducing recidivism and reestablishment of attachment to the school system. The program evaluated is intended for youth referred to the court as children in need of supervision. Other youth trained as counselors cultivate relationships with the delinquent youths to provide a context for the interchange of ideas and feelings in the hope of lifting morale and giving constructive guidance. The evaluation process indicated a reduction in recidivism and a reintroduction into the school system of many of the youths. Positive relations were the general rule between counselors and delinquents. The appendixes include a sample of the attitude test employed in the evaluation, job descriptions for staff personnel, and the record forms used in the program.

Billingsley, D.L. and J.P. Walker. Principles and Guidelines for State and Local Administrators of Juvenile Delinquency Prevention Programs - National Evaluation Program - Juvenile Delinquency Prevention. U. S. Department of Justice. Washington, 1976.

Practical recommendations for planning, implementing, administrating, and evaluating programs to impact delinquency. The basic premise behind the principles and guidelines is that projects are more likely to be successful if they are logically sound in thinking through (and documenting) the interrelationships among the program elements of context, identification, intervention, and evaluation. Principles, guidelines and rationales are provided for determining success criteria, baseline data, sampling procedures, control groups, and intervening variables.

Cull, J. G. and R. E. Hardy. Climbing Ghetto Walls - Disadvantage-ment, Delinquency and Rehabilitation. Charles C. Thomas. Springfield, IL, 1973.

Descriptive material and practical approaches in working with persons who have been disadvantaged and delinquent, written by professionals in social services. Rapid social change and poverty, are cited as primary causes of crime and delinquency. This collection of articles presents a detailed description of the juvenile delinquent, his family life, and general environment.

Dixon, M. C. and W. E. Wright. Juvenile Delinquency Prevention Programs - An Evaluation of Policy Related Research on the Effectiveness of Prevention Programs - Report on the Findings of an Evaluation of the Literature. Peabody College for Teachers.

One-year project to review and evaluate the literature with respect to internal validity, external validity, and policy utility. A survey was made of the published literature from 1965 to 1974 which described any services to youth or the community for the expressed goal of preventing delinquency, and which did not remove youth from their home community.

Kobetz, Richard W. and Betty B. Bosarge. "Diversion of Juvenile Offenders: An Overview". Juvenile Justice Administration. Gaithersburg, MD., International Association of Police Chiefs, 1973.

The discussion offers a definition of diversion - any type of program that reroutes young offenders from the formal procedures of the juvenile court to an informal, flexible system for diagnosis and treatment. Six formal objectives of diversionary programs also are offered, with an added goal of delinquency prevention. The six operational elements discussed include procedure for referral, nature of participation, provision for feedback and evaluation, adequate service component, provision for community-based treatment, and legal framework.

Miller, W. B. "Inter-Institutional Conflict as a Major Impediment to Delinquency Prevention". Crime and Delinquency - A Reader By Carl A. Bersani. MacMillan. New York, 1970.

There is much conflict over the issue of proper procedure among the different groups which maintain varying orders of responsibility for delinquency prevention. This conflict results in a lack of coordination and mutual blocking of efforts leading to a stalemate in reference to a community-supported objective. This would suggest a shift in emphasis in current research and action efforts, from a primary focus on the relations between implementing institutions and the subject population, to the relationships among the institutions themselves.

Minnesota State Bar Association. Children and the Law - A Program of Prevention - Community Guidelines. Minnesota, 1972.

Highlights and procedures for a bar association sponsorship of a school program designed for fifth grade students to acquaint them with the role of law in society and how the law affects children. The guidelines and methods outlined in this booklet are based on the experiences of the St. Paul, Minnesota program, "Children and the Law".

New York. State Division of Criminal Justice Services. Bronx Neighborhood Youth Diversion Program - Program Description. New York.

The program involves community members and uses program resources to divert juveniles (age 7-15) facing adjudication or in need of supervision from family court and out of the juvenile justice system. The Neighborhood Youth Diversion Program (NYDP) operates in a predominately black and Puerto Rican Mid-Bronx community characterized by poverty and rapidly rising delinquency and foster care rates. Two significant features of the program are its use of advocates who serve as counselors and Big Brothers/Sisters to the participant, and the Forum, panels of trained community volunteers who hold informal mediation hearings to air the conflicts and problems of juveniles and their parents and to resolve them without recourse to the courts. This report describes the program's caseload, staff, referral operations, medical and mental health services, and programs for education, group living, and recreation.

Schur, E. M. Radical Nonintervention - Rethinking the Delinquency Problem. Prentice-Hall. New Jersey, 1973.

Examination of individual treatment, liberal reform, and radical nonintervention as patterned reactions to juvenile delinquency. Leaving kids alone whenever possible, the basic strategy behind the radical non-intervention theory, may well be an improvement on current methods of dealing with the delinquency problem. In this investigation of delinquency, from sociological implications to public reactions, the author characterizes the juvenile court as a system that subscribes to a vague, confusing definition of delinquency, sets arbitrary penalties, and disguises punishment as treatment. Rather than attempt to force as many individuals as possible to adjust, the author suggests that society accommodate the widest possible diversity. For each approach Mr. Schur lists and examines basic assumptions, favored methodologies, focal points of research, representative causal perspectives, recommendations for prevention, treatment suggestions, and suggestions for the juvenile court. He examines such facets of the delinquency problem as public attitudes, misconceptions, delinquency typologies, labeling, and the criminal law as it relates to delinquency. Considerable attention is also given to theories of delinquency causation, such as differential association, labeling theory, and various other theories relating deviance to social and economic conditions.

Toby, J. "Evaluation of Early Identification and Intensive Treatment Programs for Predelinquents". Crime and Delinquency, a Reader. By Carl A. Bersani. MacMillan. New York, 1970.

The assumptions and findings of two early predelinquent identification programs are based on distinctly different causative principles. The Cambridge-Somerville Youth Study emphasized the extrapolative approach to prediction, in which quasi-delinquent behavior during pre-adolescence is expected to lead to adolescent delinquency. The New York City Youth Board Prediction Study was based on the principle of circumstantial vulnerability, by which youngsters exposed to certain sociocultural conditions will become delinquent. The basic issues in this comparison of the two programs concern the accuracy of prediction, the effectiveness of certain types of intensive treatment, and the possible stigmatizing effects of intensive treatment.

U. S. Department of Justice. Law Enforcement Assistance Administration. National Institute of Law Enforcement and Criminal Justice. Office of Technology Transfer. The Adolescent Diversion Project - Urban and Champaign, Illinois. Washington, 1977.

An overview of a diversion project run by the University of Illinois in Urbana and Champaign. The project is explained in detail and several issues are raised around the problem of replicating the project as it was carried out in Illinois.

U. S. Department of Justice. Law Enforcement Assistance Administration. Office of Juvenile Justice and Delinquency Prevention. Programs to Prevent Juvenile Delinquency. Washington, 1976.

This document was originally a request for proposals for prevention projects under the Office of Juvenile Justice and Delinquency Prevention's special emphasis programs. The bulk of the document contains the outline for submitting proposals. But also included is an overview of juvenile delinquency prevention and a bibliography of related resources.

Walker, J. P., Theory and Practice of Delinquency Prevention in the United States - Review, Synthesis and Assessment. U. S. Department of Justice. Washington, 1976.

Major assessment findings include: extreme programmatic weaknesses in the areas of client identification procedures and program evaluation; intervention strategies seldom linked to either the assumptions about causation or the identification procedures; parental consent requirements and program screening procedures which inhibit the delivery of services to large numbers of youth; and the overall inability of practitioners, administrators, and policy makers to address those individual, interpersonal, and societal conditions from which delinquent behavior emerges.

PRINT-OUT AND LISTINGS RESOURCES

ERIC, the national Educational Resources Information Center is operated by the National Institute of Education DHEW. ERIC computer terminals are available at hundreds of libraries and information centers across the country. ERIC specializes in unpublished, hard to find documents in the education area and will produce a topical computer search free upon request. Write ERIC, National Institute of Education, DHEW, 1200 19th Street, N.W., Washington, D.C. 20208 (202) 254-7934.

Project Share, P. O. Box 2309, Rockville, MD 20852, (301) 468-2400. Project Share is a national clearinghouse for improving

the management of human services. They publish a quarterly Journal of Human Services Abstracts announcing documents received by them. Computer print-out on topic areas free, other information compiling services at small fee.

Runaway Youth: Annotated Bibliography and Literature Overviews, Office of Social Services and Human Development, Office of the Assistant Secretary of Planning and Evaluation, DHEW; a Technical Analysis Paper by Deborah Klein Walker, May, 1975. This is the most comprehensive literature review and listing in the field of runaway studies. The review summarizes major findings about incidence, predisposing factors, classification systems of runaways, definitions, methodology, etc. The bibliography covers books, professional journals, government documents, dissertations, popular magazines and newspaper articles.

Selected Bibliography on Child Sexual Abuse - 1976, published by the Center for Women Policy Studies, 2000 P Street, N.W., Suite 508, Washington, D.C. 20036.

A 7 page bibliography of articles and books on the sexual abuse of children.

The National Clearinghouse for Mental Health Information has a free computer search service. On the subject of "runaways" the computer produced almost 200 annotated studies available from its files. For further information contact NCMHI, NIMH, 5600 Fishers Lane, Rockville, MD 20857.

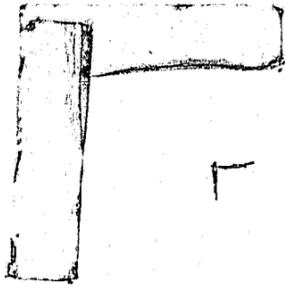
ADDITIONAL SOURCES WORTH NOTING

Student and Youth Organizing by Jon Schaller and Mark Chesler, Youth Liberation Press, 20007 Washtenaw Ave., Ann Arbor, Mi. 48104.

A handbook designed to turn ideas into actions. Written for young people, this guidebook is a tool for helping them get their rights and a significant voice in their schools and communities.

Peer Counseling, by Ned Strauss, Chittenden County Youth Service Bureau, 94 Church St., Burlington, Vt. 05401

Outlines the philosophy and practice of peer counseling. Presents theories and methodologies that can be potential training tools, based on the models of various youth training programs.



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