

THE EFFECT OF THE YOUTH ATTENDANCE CENTRE GUIDED GROUP
INTERACTION COUNSELLING PROGRAM ON THE SELF-CONCEPT AND
ON THE RATE OF RECIDIVISM AMONG SELECTED JUVENILE
DELINQUENTS

by

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ABSTRACT

This study was undertaken to investigate the effect of Youth Attendance Centre Guided Group Interaction Counseling (GGIC) on the self-concept and on the recidivism rate of selected juvenile delinquents. Specific hypotheses to be examined were:

1. Individuals exposed to guided group interaction counseling will show greater improvement in self-concept than individuals not exposed.
2. Individuals exposed to guided group interaction counseling will show a lower rate of recidivism than individuals not exposed.

The sample consisted of 43 habitual male offenders between the ages of 13 and 16 randomly assigned to experimental and control groups. The experimental group experienced the Youth Attendance Centre GGIC as well as probation. All subjects completed the Tennessee Self Concept Scale (TSCS) prior to assignment and again approximately one year later. In addition, the experimental group members completed a Group Experience Evaluation Form during the follow-up testing.

Thirty-nine individuals completed all phases of the study; 21 from the experimental group and 18 from the control group. Recidivism rates were collected and

data treatment procedures were carried out on only these 39 subjects.

The Mann Whitney U Test was used to test posttest differences between experimental and control groups. Significant results were obtained at the .05 level for Total Self Concept. The Wilcoxon Matched Pairs Signed Ranks Test was used to test the differences between recidivists (R) and non-recidivists (NR) on the pre- and posttests of the TSCS. Both experimental and control NR groups showed a positive change for the Total Self Concept significant at the .01 and .05 levels respectively.

A χ^2 comparison of the proportion of recidivists for the experimental and control groups yielded a χ^2 value of 3.28 and 6.17 for 6 and 12 month post experiment periods respectively. The latter value was significant at the .05 level. A χ^2 comparison of the rate of recidivism for the experimental and control groups one year before assignment and one year after program completion yielded a χ^2 value of 4.91 significant at the .05 level.

The above evidence indicates that the affect of GGIC on the self-concept and on the recidivism rates of selected habitual young offenders was significant. Implications for these results are discussed along with the need for more rigorously defined experimental conditions such as random assignment to group, careful definitions and control of treatment programs and follow-up

procedures.

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service, is the major problem for all rehabilitative agencies and other organizations responsible for working with delinquents (Vinter, 1963; Zald, 1970). New means of treatment are sought by professionals in all of these organizations who have become increasingly skeptical and dissatisfied with traditional means (i.e., individual counseling and therapy) for dealing with a first offender. This does not suggest that traditional means for dealing with a first offender such as probation can be discarded. It does suggest the need for alternative experimental programs. Perhaps programs based on current sociological theories and more consistent with the psychological premise that most of the persistent and habitual offenders are active members of a delinquent social system are needed (McCurtis, Elias, & Birby, 1958).

Sociologists who have studied the interpersonal dynamics of juvenile delinquents believe that there has

CHAPTER I

INTRODUCTION

Purpose of the Study

The basic task of rehabilitative services for juvenile offenders is to re-socialize clients whose behaviour and values deviate from those which are legally and socially acceptable by the courts. Devising effective and efficient methods for effecting re-socialization and stabilizing this change beyond the period of agency service, is the major problem for all rehabilitative agencies and other organizations responsible for working with delinquents (Vinter, 1963; Zald, 1970). New means of treatment are sought by professionals in all of these organizations who have become increasingly skeptical and dissatisfied with traditional means (i.e., individual counseling and therapy) for dealing with a first offender. This does not suggest that traditional means for dealing with a first offender such as probation can be discarded. It does suggest the need for alternative experimental programs. Perhaps programs based on current sociological theories and more consistent with the psychological premise that most of the persistent and habitual offenders are active members of a delinquent social system are needed (McCorkle, Elias, & Bixby, 1958).

Sociologists who have studied the interpersonal dynamics of juvenile delinquents believe that there has

to be intervention in the deviant subculture or peer group for successful rehabilitation to be achieved (Cohen, 1955; Cloward and Ohlin, 1960; Polsky, 1962). Sarri and Vinter (1965) suggest that "the peer group of clients can be used as an effective means of change, particularly when the behaviour or conditions of clients which should be changed are themselves the product of peer group subculture forces (p. 339)."

The increase in belief of the potential of the small group and the development of new tactics for realizing these potentials through group counseling programs has become a major social phenomenon. Carl Rogers (1970) has suggested the intensive group experience is one of the most powerful and rapidly spreading social inventions of the century. Thousands of individuals have flocked to secluded rooms in motels, churches, schools, private homes and institutions to be part of an intensive group experience.

In recent years, there has been an increase in the development of group counseling procedures as applied to the treatment of juvenile offenders. The most dramatic innovative programs for the juvenile delinquent in group counseling have been the community based treatment programs, employing a concept McCorkle (1952) called "guided group interaction". Guided group interaction counseling has been found to be effective in working with juvenile delinquents in residential or all-day programs (McCorkle,

Elias & Bixby, 1958; Empey & Rabow, 1961). Gandy (1971)

states that the method attempts to:

1. make the delinquent group, rather than the individual the target of change, as the peer group is seen as providing the normative support for the delinquent behaviour;
2. give the delinquent group a stake in what happens to its members by permitting participation with staff in solving problems, exerting controls, and making basic decisions and;
3. open up opportunities to delinquents in the schools, the world of work, and other conventional institutions (p. 17).

This study will report on research examining one method of facilitating behavioural and value change in male juvenile delinquents using a short term but intensive guided group interaction counseling program. The program, "The Youth Attendance Centre", will be examined and described in terms of sociological theory and group counseling theory.

This study will be restricted to measuring the effects of the guided group interaction counseling process on; (a) the individual's self-concept and on (b) the rate of recidivism.

* The self-concept has been shown to be a significant factor in counseling work with juvenile delinquents, persons with diagnosed behaviour maladjustments and persons with personality disorders. These persons tend to be characterized by abnormally low self-concepts that measurably improve through the counseling process. (Reckless & Dinitz, 1967;

Tangri & Schwartz, 1967; Broedel, 1960). Also, experimental groups of institutionalized delinquents have showed a significant decrease in recidivism after group counseling where control groups have not. This decrease has been significant for both a six month and a twelve month post-treatment period (Miller, 1970).

Problem

The problem is to determine whether a randomly assigned group of delinquents involved in the Youth Attendance Centre guided group interaction counseling program will show (a) a greater increase in self-concept score and (b) a lower rate of recidivism than a similar control group who receive standard probation treatment during the same period.

There are many potential independent variables in this study, such as the counselor, the survival outings, and the number and length of the group sessions. In this study all of these variables are subsumed in the total integral guided group interaction counseling process. Therefore, for the purposes of this study the independent variable is the Youth Attendance Centre guided group interaction counseling program. Extraneous variables such as the "passing of time" and "levels of maturity" are controlled by assignment.

Hypotheses

The hypotheses for this experiment are:

1. Individuals exposed to guided group interaction counseling will show greater improvement in self-concept than individuals not exposed.

2. Individuals exposed to guided group interaction counseling will show a lower rate of recidivism than individuals not exposed.

Limitations of Study

This study was based on one small sample of juvenile offenders from a medium sized Canadian city, existing in a temperate climate, and may not be regarded as a representative sample of juvenile delinquents from other areas. For example, the experimental sample size was small, twenty one, and the group size was arbitrarily set at ten with members leaving being replaced by new members after a mean time of five months in the group. This replacement procedure was done on a staggered basis of approximately two members a week. Also, only delinquents considered by court officials to be "habitual" as determined by the number of past offences officially recorded and their poor response to probation were used. The control group may have experienced some treatment not typically provided. For example, some community workers including probation officers felt compelled to attend to the serious delinquent

not undergoing treatment. The writer is aware that some control group members were involved in individual counseling with community workers.

Implications of the Study

The results of this study can be used as a basis for further study and experimentation in the community based non-residential juvenile delinquency programs. If the hypotheses are supported, the usefulness of guided group interaction counseling in a non-residential community based delinquent program can then be evaluated as an alternative to probation and/or institutional incarceration.

Definitions of Terms

For the purpose of clarity and consistency the following definitions will apply wherever the term appears.

* Juvenile Delinquent

The Juvenile Delinquent Act of Canada (1929) states:

"Juvenile Delinquent" means any child who violates any provision of the Criminal Code or of any Dominion or Provincial Statute; or any by-law or ordinance of any municipality, or who is guilty of sexual immorality or any similar form of vice, or who is liable by reason of any other act to be committed to an industrial school or juvenile reformatory under the provisions of any Dominion or Provincial Statute (p. 2).

A habitual delinquent is considered to be one who continually violates the above provisions and is considered to be a candidate for incarceration.

Counselor Group Interaction Counseling

The writer was the counselor conducting this research. He is a 29 year old male caucasian from a very large, lower middle class service family. He has three years experience as a Canadian Armed Forces Counselor involved in rehabilitation and vocational counseling of service members, one year as an assistant to a clinical psychologist working with psychiatric clients, and two years experience as a group counselor with juvenile delinquents. He has a B. Sc. in psychology, has received training as a guidance teacher for public schools and is currently undertaking graduate studies in counseling psychology.

The counselor's function is to facilitate group interaction through assisting the members to clarify ideas and feelings. This is done by exploring with group members the meaning and implications of statements, supporting the group members in their attempts to verbalize feelings and ideas, and answering questions completely and honestly. Further, his function is to supervise group activities, clarify group objectives, develop communication skills, and to provide an acceptable adult image.

Individual counseling is normally carried out only in crisis situations. Otherwise the boys are encouraged to refer their problem to the group.

Guided Group Interaction Counseling

This type of counseling is based on a theory developed by McCorkle et al. (1958) and is an example of a programmed group experience that attempts to:

1. inculcate conventional values and reinforce them by giving the delinquent group a stake in what happens to its members by permitting participation with staff in solving problems, exerting controls and making decisions.
2. provide an environment conducive to the acceptance of responsibility for self in making decisions.
3. provide individuals with an increased understanding of their behaviour, improved communication skills and an ability to transfer these understandings to situations outside the intensive group treatment setting, and have the individual develop these values and skills with the assistance of the counselor, who attempts to foster individual growth through the use of confrontation, support, questioning, clarifying, acceptance and complete honesty.
4. encourage group members to express and share feelings and ideas with each other, ask questions, and react to the statements of

others. Guided group interaction counseling is a learning process where the boys themselves crystalize their problems and suggest solutions.

Recidivist

A recidivist is one who for any reason was returned to court on a new charge within a period of one year. Boys called into the probation office or even brought before the court and admonished or warned for not obeying their probation orders were not failures by this definition.

Self-Concept

The self-concept is the characteristic way an individual feels about, describes, and perceives himself, identified through the classification of statements referring to individual feelings and situations. The self-concept is measured by the Tennessee Self Concept Scale (Fitts, 1965).

Highfields, perhaps the most influential and well known community based delinquent rehabilitation program that applied the concept of rehabilitation through group

CHAPTER 11

REVIEW OF RELATED LITERATURE

Community Based

Group Counseling Programs for Juvenile Delinquents

In recent years criminologists and sociologists interested in the problem of youthful offenders have rediscovered the community and the place of the juvenile in it as important in the etiology and control of delinquency. Nelson (1967) pointed out that this interest in the community has resulted in the proliferation of community based programs as one answer to the problem of the lack of effective treatment resources for the court.

Community based non-residential programs originated in 1949 in Britain and were called Attendance Centres. These programs required juveniles to report to a community or neighbourhood centre for two or three hours each day after school to participate in activities such as arts, crafts, educational assistance, and counseling. (Report of the Committee, 1964). The Metropolitan Toronto Juvenile Court has operated such a program jointly with a community centre for several years, but no systematic assessment had been made of its effectiveness.

Highfields, perhaps the most influential and well known community based delinquent rehabilitation program that applied the concept of rehabilitation through group

process, ironically is not community oriented. The Highfields experiment created by McCorkle and Bixby (1958) was established in 1950 in New Jersey as an alternative to institutionalization and is a relatively small program for 20 boys. It is situated in a rural community on a former estate and is designed to accommodate youngsters for a four month period. During the day all the boys work at a nearby farm. The core of the treatment program is "guided group interaction" developed by McCorkle and is based on the sociological view that it is necessary to form a non-delinquent culture within the group in order to change the individual. Guided group interaction is a group counseling process involving personal growth oriented group discussions designed, first, to enable boys to discuss and share their problems honestly, thereby shedding rationalizations for delinquent behaviour; secondly, to form a pressure group to inculcate conventional values, and; thirdly, to reinforce conventional behaviour.

In order to get the boys at Highfields to subscribe to and promote conventional values two cultural sub-divisions were created within the institution. One division was made up by a group of "old boys" who had identified with values of the dominant society and thus had become cultural carriers. The other was a group of "new boys" who were still committed to the delinquent sub-culture. To pass

through the institution, a boy was given a choice of either giving up his delinquent ways and becoming assimilated in the "old boy" culture, or leaving Highfields for the state reformatory.

The Highfields sessions lasted 90 minutes and occurred five times a week. The basic assumption underlying this treatment approach is that delinquents will be more responsive to pressure if it comes from their peers than if it comes from an adult (Weeks, 1963).

The Highfields approach has been a major innovation in corrections and has led the way to the development of other programs in other communities. Pearl (1964) suggested that the major drawback of the program is that it does not provide a reintroduction to society nor does it place sufficient emphasis on community programming.

Another well-known study called the Provo experiment was carried out by Empey and Rabow (1961). In essence this study adapted the Highfields guided group interaction program to a non-residential community based program. Like the Highfields experiment, Provo was designed specifically for the habitual offenders who were considered candidates for a reformatory. Since it was non-residential, it had the added feature of providing integration of peer group adjustment within the community.

Stephenson and Scarpitti (1968) have described a rather unique rehabilitation program in Newark, New Jersey.

Established in 1961, the program, known as Essexfields, combined the rehabilitative features of the therapeutic milieu and non-residential community treatment. This facility was located in a former private residence in a depressed area of Newark within commuting distance of boys assigned to it, and accommodated 20 boys at a time. Boys sent to Essexfields as a condition of their probation were between the ages of 16 and 17, were neither emotionally disturbed nor homosexual, and did not have any previous institutional record. The program was essentially oriented around daily work activities culminating with guided group interaction sessions lasting approximately one and a half hours. The program applied guided group interaction as McCorkle (1952) defined it:

using free discussion in a friendly supportive atmosphere to re-educate the delinquent to accept the restriction of society by finding greater personal satisfaction in conforming to social rules than following delinquent patterns (p. 23).

Apparently then, this type of treatment attempts to establish a therapeutic milieu which fosters staff-boy and program-boy integration.

Although the concept of a non-residential community treatment centre is well known, little research has been attempted to evaluate its effectiveness. The California Youth Authority has developed community based residential and non-residential treatment facilities on a state-wide

scale and is currently investigating effectiveness of their programs using primarily recidivism rates as a criteria (Empey, 1967; Stark, 1967; Pond, 1970).

Self-Concept

The research literature pertaining to self-concept theories, contains a bewildering array of hypotheses, measuring instruments and research designs that have been used. According to Wylie (1961) the theories are in many ways ambiguous and overlapping. No one theory has received a large amount of systematic exploration. Recently, however, a growing body of research on the self-concept has been based on a phenomenological point of view and self theory of personality. As the instrument used in this study is theoretically constructed upon premises growing out of phenomenology and self theory the review of self-concept literature will be restricted to this area.

Phenomenological Approach

Phenomenological theorists such as Lecky (1945), Rogers (1951) and Snygg and Combs (1959) have stressed the role of the conscious self-concept in determining a person's behaviour. These theorists are considered phenomenological in orientation because they accord a central role to conscious perception, cognition and feelings. Not all theorists consider phenomenology to refer only to aspects of "direct awareness". In fact, most give credence to processes such as drives, unconscious

motivation and repression. Rogers (1951) for example, does not attempt to deny the dynamic functioning of unconscious elements and factors. He states:

He (the individual) may have some experiences which are inconsistent with this perception, but he either denies these experiences to awareness or symbolizes them in such a way that they are consistent with the general picture (p. 321).

On the basis of this conceptualization it is possible then, to utilize reports based on consciously assessed self reports.

The Delinquent as a Special Population

Studies using an empirical approach, report that the delinquent can be differentiated from the non-delinquent on the basis of reported self-concept. These studies, though not without exception, indicate the delinquent to have a much lower self reported self-concept than the non-delinquent (Deitche, 1959; Epstein, 1962; Motoori, 1963). Looking, then, at the role of the self-concept in delinquent rehabilitation may enable us to understand and predict many aspects of the delinquents' behaviour.

Taking a more theoretical approach Reckless and his associates (Reckless et al., 1956; Reckless et al., 1957; Lively et al., 1962) have given serious consideration to the question of why one person becomes delinquent while another from a similar cultural setting does not. To account for this, they theorize that the non-delinquent

is insulated against delinquency by a favorable self-concept. The delinquent's unfavorable self-concept is seen as providing the insulation and in fact, propels the youth toward delinquent behaviour. Accepting this premise, self theory would then seem to be the best operational basis for designing effective prevention and treatment programmes for young offenders.

Stability of the Self-Concept

Before examining research on the effect of treatment on the self-concept, the question of stability of self-concept needs examining. Most theorists support the view that the self-concept for most individuals is stable and consistent as a total entity, yet is fluid and constantly changing in minor ways. Rogers (1951) believes the self-concept to be an organized fluid, but consistent conceptual pattern of the characteristics "I" or the "me" which are admissible to awareness. Taylor (1955) found the self-concept to be: (1) highly consistent over varying time intervals, (2) is not affected much by temporary moods and feeling states and (3) mildly affected by repeated measurement (people with positive self-concepts become slightly more positive while people with negative self-concepts become more negative). Fitts and Hamner (1969) strongly suggest that the self-concept can and does change. Meaningful and significant experiences do generate

changes. However, often some intervening time is required for the self-concept to be re-organized by the integration of new behaviour.

Self-Concept Change and Treatment of Delinquents

Many studies which have employed the Tennessee Self Concept Scale as well as other self-concept scales as a criterion for evaluating the effects of counseling and other treatment programs for delinquents have produced inconclusive evidence.

In one study, Joplin (1967) collected Tennessee Self Concept Scale pre- and posttest treatment data on 28 delinquents assigned to an institution which emphasized group approaches to rehabilitation. The subjects were male habitual delinquents between the ages of 15 and 17 and attended Highfields Centre (described on pp. 10, 11), a program employing guided group interaction group counseling.

Using the t test Joplin obtained significant results at the .01 level on all categories of the Tennessee Self Concept Scale. Because it is rare to find such evidence of significant self-concept changes, especially in delinquents, follow up data was collected on recidivism two years later. This was done in order to determine if changed self-concept resulted in changed behaviour.

Follow up data indicated that 11 of the 28 delinquents

assigned were recidivists. Analysis of original data comparing recidivists with non-recidivists produced significant differences between these two groups on seven of the 29 major Tennessee Self Concept Scale pre-treatment scores. Surprisingly the non-recidivist group presented more negative and more deviant self-concepts than the recidivist group. Joplin attributes these differences to the non-recidivist group being initially more open, less defensive and generally experiencing more discomfort and distress with and about themselves than the recidivist group. Joplin's study would likely be more meaningful if based on a larger sample, or if replicated with other groups.

Another more rigorously designed experiment was carried out on male delinquents by Hamner (1968). He attempted to effect change in both behaviour and self-concept by using a highly concentrated multivariate treatment process. Included in the program were the use of group techniques, operant conditioning, peers as reinforcers, video tape recordings for immediate feedback, and study of group functioning, planned thrill seeking experiences and administration of d - amphetamine.

Five replications, each consisting of six experimental and six control subjects, were carried out. Two experimental subjects were lost giving an N = 58 (28 experimental, 30 control). Treatment consisted of eight,

three-and-a-half hour sessions over a two week period. Posttests were given immediately following and two weeks later. A $2 \times 3 \times 5$ analysis of variance for factorial designs was carried out over each of the 29 scores of the Tennessee Self Concept Scale. Significant F ratios were obtained on 7 of the 29 scores on only Factor C (pre- to posttest). On none of these were there significant main effects on Factor A (Control - Experimental) nor were there interaction affects. While there was significant change occurring from pre- to posttest on one-fourth of the scores it did not occur to a significantly greater degree than among control subjects. Overall, he concluded that the experimental treatment did not make an appreciable difference on measured self-concept. He further concluded that no matter how intense a program designed to modify the self-concept and behaviour of incarcerated delinquents, two weeks time is not sufficient time to undo what has been years in the process of development.

Cohen and Vener (1968) measured self-concept change of juvenile delinquents after group counseling treatment using "The Self Inventories" developed by Cade and Lawrence (1969). They selected 70 delinquent boys from a reformatory and 70 delinquent boys from a residential group counseling treatment centre. All boys were between the ages of 15 and 18 and each group was matched with respect to nature of offence, race, recidivism,

age and I. Q. rating. All assignees to both institutions received pre-and posttesting. Cohen and Vener assumed that discrepancy between the actual self-concept and self-ideal would be greater at the beginning of incarceration than after a period of six months. The hypothesis was that the reformatory would not build self-confidence and assurance whereas the residential centre, a group counseling oriented treatment, would heighten self-esteem and thus facilitate adjustment to society. After a period of six months the residential treatment centre group displayed a change significant at the .05 level using the t test on the differences between means of the pre-and post actual self-concept scores. The reformatory group, however, did not show any significant change.

Most self-concept studies point out that it is difficult to generate true changes in self-concept. In particular, short term studies do not produce significant changes, since most instruments are not sensitive enough to pick up immediate temporary or superficial changes in the individual. Fitts (1969) states the Tennessee Self Concept Scale is a stable measure but that the effects of experiences and treatment procedures do not produce an immediate change in self-concept. Some intervening time is considered necessary in order to allow for the integration of new behaviour to be assimilated and subsequently affect the individuals self-concept.

Recidivism

Operational definitions of recidivism rates used to measure treatment effectiveness vary because of the many different objectives of rehabilitation and the numerous standards from which to assess rehabilitation success. For example, recidivism rates may represent arrests, allegations of rehabilitation workers that a youth's adjustment is unsatisfactory, court convictions, gravity of offences, or other procedural variations among police agencies and probation services. The most readily available and most used evidence for estimating program effectiveness in terms of reduction of delinquent behaviour has been the official record of court appearances and dispositions. This approach is in keeping with the avowed goal of corrections to inhibit the return to crime. Thus, the following studies report on recidivism as officially determined by court records.

In an effort to determine probation effectiveness Scarpitti and Stephenson (1968) report official recidivism rates for adjudicated male delinquents between 16 and 17 years of age. The subjects assigned to four treatment programs were matched according to three factors; socio-economic status, delinquency history and race. As a result of the matching 34 boys were assigned to a probation group, 35 boys were assigned to a non-residential guided group interaction program, 31 were assigned to a

residential guided group interaction centre and 41 were assigned to a reformatory.

The six month post release recidivism rates for the four treatment groups were, respectively: 21%, 49%, 45%, and 56%. The differences in rates of recidivism between probation and each of the other three programs were statistically significant at a level greater than .001.

They conclude that probation appears to be an effective treatment agent for certain types of boys. They also suggest that the low rate of recidivism of the probationers who completed the treatment may be partially accounted for by the high rate of recidivism of in-program failures. Further, probation failures, when compared to failures in the other three programs, had a significantly higher rate of recidivism ($p < .001$), and were more typical of the type of candidate accepted into the other three treatment programs. The writer questions the meaningfulness of these results for the following reasons; treatment time for each program was not comparable, and recidivism data for each treatment program was not consistent over different lengths of post release intervals.

In a similar study Miller (1970) investigated recidivism rates on 191 boys assigned to a residential guided group interaction program (Southfields), on 157 boys on probation and on 162 boys assigned to a reformatory.

All boys were between 15 and 17 years of age. The three groups were matched according to I. Q., social background, and number of offences after an attempt to assign them randomly had failed. This failure was attributed to a change in administration which brought in new county judges. A one year posttreatment follow-up on program successfulness based on recidivism was carried out on all three groups.

A 3 x 2 Chi square between each group was computed on successful rates for each program. Both the Southfields group and the probation group differed significantly ($p < .01$) from the reformatory group. Similarly, the group on probation differed ($p < .01$) from the Southfields group. In percentages; 40% of the Southfields group recidivated, 23% of the Probation group recidivated and 47% of the Reformatory group recidivated.

Miller states that despite attempts at matching it was the distinct impression of all the researchers that the Probation group was least committed to delinquency as a way of life. Taking this qualitative judgement into consideration, then without random assignment, differences in results could be accounted for by group assignment.

In a detailed and comprehensive study Empey and Lubeck (1971) investigated recidivism rates 12 months after and 12 months before treatment of repeat male offenders 15 to 17 years of age. They randomly selected

140 experimental and 121 control subjects from a common population of offenders. The experimentals were assigned 20 at a time to a residential community guided group interaction program involving daily group discussion sessions. The average length of stay on this program was six months. The controls were assigned to a reformatory with a moderate emphasis on custody and the average length of stay for program graduates was 13 months.

Recidivism rates 12 months after program completion was 44% for experimentals and 40% for controls. The average number of offences for experimentals was .73, and .87 for controls. There was a before and after 73% reduction in recidivism for experimentals and 76% reduction for controls.

They concluded that the experimental community program did not seem to have had a more significant overall impact than did longer term treatment in the open educationally oriented control institution. Their figures do suggest, however, both programs had contributed significantly to the reduction of recidivism. They point out that no definitive conclusions could be made from this study because of the lack of a baseline for comparison of the two treatment programs.

In each of the studies previously cited, the control and experimental treatment programs involved varied lengths of individual involvement and were not comparable in their average length of treatment per boy. Also, comparison of

recidivism data for different treatment conditions indicated inconsistent results when varying lengths of post release time was considered. Further, the possibility of the more intense treatment the greater the possibility of crime detection was a factor that was not discussed.

Summary

A review of the literature in the group treatment of juvenile offenders field provides some support for the position that group counseling programs (a) increase measured self-concept, and (b) reduce recidivism of juvenile delinquents. However, most of the studies reported had major limitations in their design and it is not at all clear that group counseling is superior to either probation or educational programs. For these reasons then, there is a need for more carefully controlled studies including random assignment to group, careful definition and control of treatment programs, randomized measures and follow-up procedures.

Theory includes the following basic axioms: (a) identification with delinquent peers results in delinquency; (b) increased strain results in delinquency; (c) decreased achievement results in delinquency and; (d) the lower the social class, the greater the subsequent delinquency.

In order to relate such theoretical premises to the specific needs of treatment, the Youth Attendance Centre adopted a series of major assumptions. They are

CHAPTER III

1. YOUTH ATTENDANCE CENTRE PROGRAM

Theoretical Orientation

The Youth Attendance Centre Project in delinquency rehabilitation is concerned with an already convicted group of juvenile delinquents and in order to consider realistically the task of delinquent rehabilitation a causal theory of delinquency was adopted. As Gibbons (1965) states:

Improvements in correction structure could have little effect upon recidivism until improvements are also made in the practice theory of treatment, and even then, dramatic reductions in delinquency and criminality may be unlikely (p. 15).

The theory adopted for the purposes of this project has been postulated by Empey and Lubeck (1971) and is derived largely from the sociological research and practice. Their theory was designed to provide a theoretical model for the treatment of habitual delinquents. The theory includes the following basic axioms: (a) identification with delinquent peers results in delinquency; (b) increased strain results in delinquency; (c) decreased achievement results in delinquency and; (d) the lower the social class, the greater the subsequent delinquency.

In order to relate such theoretical premises to the specific needs of treatment, the Youth Attendance Centre adopted a series of major assumptions. They are

as follows:

1. For those delinquents assigned to the program delinquent behaviour is seen primarily as a group product.
2. An effective program must recognize the nature of the delinquent's membership in a delinquent sub-system and therefore must treat him as part of the system.
3. Delinquents must be forced to deal with the conflicts which the demands of the socially acceptable and delinquent systems place upon them. The resolution of such conflicts either for or against further law violations should ultimately involve a community decision. For that reason, a treatment program designed to force realistic decision making can be most effective if it permits continued participation in the community as well as in the treatment process.
4. A treatment system will be most effective if the delinquent peer group is used as a means of perpetuating the norms and imposing the sanctions of the system. The peer group is seen by delinquents as the primary source of help and support. The over-riding purpose of any group should be seen by members as that of changing delinquent behaviour.
5. Delinquent ambivalence can be effectively used

in a group environment conducive to the free expressions of feelings. The protection and rewards provided for candor and socially acceptable behaviour change must exceed those provided by delinquents for adherence to delinquent roles.

The Treatment System

The Youth Attendance Centre Program, consistent with these basic assumptions, resides in the community and does not involve permanent incarceration. Boys live at home and spend a few hours each day in Centre activities. Otherwise they are free in the community.

History and Locale

The Attendance Centre Program was begun in 1969 as an "in-between" program designed specifically to help those habitual delinquents whose persistence made them candidates, in most cases, for a reformatory. It was instigated by the Family Court Committee of Victoria, with the idea of providing a community alternative to the reformatory at Brannan Lake (Nanaimo, B. C.).

The treatment program was initially located in the James Bay area of Victoria, but has since been relocated to a large residential house in a more central part of the city. Boys on probation from the surrounding municipalities are eligible to attend the Centre. Assignees must be geographically accessible and consequently most boys come from within an eight mile radius of the Centre.

Assignees

Mainly habitual offenders 12 - 17 years of age are assigned to the program. Some first-time offenders are considered on the basis of a recommendation from probation officers who feel the boy would benefit from the program. Their offences run the usual gamut; vandalism, trouble in school, breaking and entering, shoplifting, car theft, and burglary. Highly disturbed and mentally handicapped boys are not assigned. The pre-sentence report compiled by the probation officer is used by him to exclude these children. Nevertheless, occasionally, a highly disturbed boy will slip into the program. When this does happen, almost always the boy is unable to cope with the treatment system and eventually is reassigned to a reformatory or similar treatment resource.

Number in Attendance

No more than 30 boys are assigned to the Centre program at any one time. A large number would make it difficult to establish and maintain a unified cohesive program. The group of 30 is divided into two major small groups and two minor small groups. Each major group consists of approximately 8 - 10 boys who can, when voted by group members, move to a minor group of about the same size. Once a boy has graduated from the program, a new boy takes his place. This is an important feature because it serves as the means by which the culture of the system

is perpetuated.

Length of Attendance

An average length of stay on Phase I (major group) is four months and for Phase II (minor group) six weeks. However, the length of stay is determined by the boy's progress as evaluated by the group members. Release usually comes somewhere between five and eight months.

Nature of Program

The program does not utilize any testing, gathering of case histories or clinical diagnosis unless it is recommended by the consultant psychiatrist. One of its key tools, peer group interaction, is believed to provide a considerably richer source of information about boys and delinquency than do individual methods.

The program is divided into two phases. Phase I is an intensive group program, utilizing both the "Outward Bound" concept and "Guided Group Interaction Counseling" as the principle instruments for change. The "Outward Bound" technique is essentially that of providing outdoor physical challenges for the delinquents. These challenges take the form of survival weekends in the wilderness. The series of survival weekends may include a mountain climb, a boating excursion, cross country skiing and survival training. Activities occur four evenings a week and last for two hours. These activities usually include swimming,

floor hockey, and group discussions. Activities not specified as group discussion are concluded with a short group discussion session lasting anywhere from 30 to 60 minutes. The survival weekends occur every third weekend for a particular group and generally run from Friday noon until late Sunday afternoon. One of the campouts takes the form of a marathon group discussion and is held in a residential setting. All campouts include some form of group discussion.

Phase II is designed to aid a boy after release from intensive treatment in Phase I. This phase basically involves maintenance of some reference group support for the boy while he transfers from group involvement at the Centre to group involvement in the community. The emphasis is on encouraging the community to assist these boys in their attempts to establish positive ties in socially acceptable activities and to provide opportunities for vocational development.

Phase I: Intensive Treatment

Every attempt is made in Phase I to create a social system in which social structure, peer members and counselors are oriented to the one task of overcoming lawbreaking. To this end, a considerable amount of power is vested in the delinquent peer group. It is the instrument by which norms are perpetuated and through which many important decisions are made. It is the primary source of pressure for change.

Social Structure

The social structure of the program is highly informal having no clearly established behavioural guidelines. Only attendance and involvement are clearly stated thus allowing the boys the opportunity to explore their life styles and to define situations for themselves. This lack of formal structure creates an uneasiness forcing them to turn to the group as a method of resolving their anxiety. Consequently, both the counselor and the group members are free to do what ever is needed to suit the needs of particular boys, groups or situations. The structure that does exist then, emphasizes ways of thinking and behaving that are not traditional. This difference grants the peer group the power to make decisions and to effect change.

The Peer Group

Attempts to involve a boy with the peer group begin the moment he arrives. Induction of new boys is structured in such a way as to encourage a self-conception from one of a delinquent to one who has problems and needs help. Instead of meeting with and receiving an orientation lecture from the counselors, he receives no formal instructions other than that he must attend. The counselor does not orient him in ways he has grown to expect, consequently he is forced to turn to his peers. Usually he knows someone in the program, either personally or by reputation. As

to be open and honest shows a lack of trust in the group and slows down the problem solving process. Therefore, any reserved boy is faced with a real dilemma. He can either choose involvement or relentless confrontation by his peers. However, once a boy does involve himself, he learns that some of his fears were unwarranted. What goes on in the group meeting is confidential and is not revealed to anyone. No official action is taken when anyone reveals information that is incriminating as long as it is voluntarily revealed. Outside sources are used to provide information for group members when a boy is not being honest with them. This helps to enforce honesty in the group and a boy is encouraged to be candid. Recital of delinquent activities quite often leads to an awareness of his ambivalent feelings towards his activities.

A second process that causes involvement is the use of the peer group to perpetuate the norms of the treatment system. One of the most important norms suggests that most boys in the program are candidates for a reformatory. Therefore, each boy has a major decision to make: either he makes a serious attempt to change or he gets sent away.

The third process of involvement can only occur in a community program. Each boy has the difficult problem of choosing between the demands of his delinquent peers outside the program and the demands of those

within it. The usual reaction is to test the situation by continuing to identify with the former. Efforts to do this, however, and to keep out of trouble, are usually unsuccessful. The group, collectively, knows the individual member and how he performs within the community. Thus, the group is able to use actual behaviour in the community to judge his readiness for release. The crucial criterion is not what an individual does while in the Centre, but what he does while he is not in it.

The fourth process makes use of a number of sanctions if a boy refuses to become involved. It can impose ostracism, or it can deny him the status and recognition which come with change. The group is often permitted, and encouraged, to explore reasons for any actions they take and in deciding what future actions should be taken if any. For example, a boy may be placed in the juvenile detention home for a few days upon the group's recommendation if it is felt his attendance is unsatisfactory. In such a case, the boy would be required to face the court again to account for his truancy. This situation effectively grants the group power to make important decisions affecting each others' lives. Rather than having other adults do it to them, they are doing things to themselves.

There is very little individual counseling since this would reflect heavily on the integrity of his peer group. Although, sometimes a crisis situation makes this

impossible. Every effort is made to encourage a boy seeking individual attention to relate his problem to the group. Consequently, a boy cannot resolve his problems by counseling with or pleasing adults. His only recourse is to the group. But since the group waits for him to bring up his troubles, he must involve himself with them or he cannot resolve his problems.

As a result of such experiences, a boy is sometimes confused and hostile. Nevertheless, guided group interaction sessions do not leave him without an outlet for his feelings. The meeting is a place where his anger and hostility can be vented not only against the program, but against parents or other authorities. Here the group often looks to the counselor for adult feedback which they then use along with their own perceptions of the situations generated from a heated discussion often leading to a new outlook of the adult figure.

Counselors

Because of the small size of the group with which each counselor works, interaction is frequent and informal. The role of counselor is a difficult one. Every effort is directed towards creating mature image. On the one hand, he cannot be seen as a person easily manipulated but, on the other, he cannot be permanently perceived as the rejector. To this end the counselor's role is to constantly put the onus of evaluation of behaviour and

decision making on the boy and his group. Violations are handled without reference to precedent or formalized regulations. Thus it is difficult for the boys to stereotype or link the counselor to pre-conceived images of authority. The counselor seldom has to take a position of authority, and only when the group is unwilling to accept responsibility. Given the above conditions the counselor can be seen as a supportive, helping person rather than as an authority figure representing punishment, restriction, and condemnation.

Campouts or Survival Outings

Every third weekend, outings ranging from survival training to group discussions are staged. The environment of the outdoors is seen as being conducive to the group interaction process. The idea of being away from the community serves the purpose of keeping the boys out of trouble for that period of time, and of making them aware of what survival means, not only outside the community but within it as well.

On the campouts boys learn to live together, to depend on each other and to learn from each other. Often the group counselor will encourage long group discussions around a campfire. Areas of a boy's life which he can successfully hide during daily meetings become increasingly difficult to hide when he has to live with the group for three days. Many buried skeletons are revealed as a result

of such extensive group involvement. As an example, one boy revealed his hate for his mother because she had made sexual advances to him when he was eleven years old. This was a difficult thing for a group to respond to. Nonetheless, they reacted in a highly constructive fashion.

In summary, Phase I provides a social structure conducive to the lowering of barriers which prevent a realistic examination of social problems. Boys are able to make more realistic decisions as to what roles, conventional or delinquent, would seem to have the most utility for them.

Phase II: Community Adjustment

After the intensive treatment in Phase I a boy is released to Phase II where he continues to receive support from a group while he transfers his involvement/commitments from the Centre to the community at large. This support requires meeting once a week for a two hour guided group interaction discussion with other graduates of Phase I. The goal of this group is to accomplish the following: (a) to act as a check on a boy's current behaviour; (b) to serve as a law abiding reference group; (c) to aid in the solution of new problems and; (d) to provide a carry-over during which the boy can try out his newly gained sense of responsibility on the community. To this end the boy is required to earn and save \$50.00 and to join some socially approved community group.

Employment is seen, as research shows (Glaser, 1958), to be one of the most important means of changing the frame of reference from delinquent to law-abiding groups. To assist a boy in his work experience task, a job program has been established at the Centre where people in the community phone in requests for casual help. Each employer is requested to give an assessment of the work done. The Phase II group then, assists a boy with any difficulties encountered.

Graduation to Phase II brings a drastic change in a boy's time commitment to a Centre Group. No longer does he spend an average of 20 hours a week with a peer group. Instead there is a mere two hours per week. It would then be asking a great deal, in such circumstances, to expect a boy to sustain new found abilities resulting from his experience in Phase I when he no longer has the same degree of support from this group. Entrance into a community group such as a Boys Club, a church, or athletic club is considered crucial at this point. Hopefully, with the help of the community, a boy can continue to develop interpersonal and social skills leading him to successful reintegration into society.

Each individual in Phase II is required to join an outside group of his choice. The only stipulations are that the group must meet regularly on a weekly basis and provide personal contact with youths outside the

delinquent sub-culture. After a minimum of six weeks of regular participation in an outside group, a boy who has managed to stay out of trouble can graduate from the program by consent of his peer group members.

record in Victoria Family Court files on December, 1971, 43 males between the ages of 13 and 16, with a mean age of 14.7 years, were selected by probation officers for participation in this experiment. Selection was based on a prognosis that community adjustment was poor, delinquency pronounced, and that they were potential candidates for incarceration. Delinquents who were considered mentally retarded or disturbed were excluded.

The 43 selected juveniles could best be described as habitual offenders. The mean number of offences per boy was 3.1 ranging from a minimum of two to a maximum of six offences. The socio-economic level of this selected group was lower working class, and the average grade completed was eight, the lowest, seven and the highest grade ten. The ethnic origin was: 4 Native Indians; 2 East Indians; 37 White Anglo Saxons of whom 2 were Italian in descent, 2 were German, 1 Norwegian, 1 French, and the remainder of English stock.

Design

Originally, the 43 selected juvenile offenders were to be randomly assigned to experimental and control groups. Unfortunately, however, rotation of judges and changeover

CHAPTER IV

METHODS AND PROCEDURES

Population

Of the 288 juvenile delinquents on record in Victoria Family Court files on December, 1971, 43 males between the ages of 13 and 16, with a mean age of 14.7 years, were selected by probation officers for participation in this experiment. Selection was based on a prognosis that community adjustment was poor, delinquency pronounced, and that they were potential candidates for incarceration. Delinquents who were considered mentally retarded or disturbed were excluded.

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Design

Originally, the 43 selected juvenile offenders were to be randomly assigned to experimental and control groups. Unfortunately, however, rotation of judges and changeover

and replacement of probation officers precluded a completely random assignment to control and experimental groups.

Three boys selected to participate in the control group were assigned to the Youth Attendance Centre, one because of the recommendation by a new probation officer to the judge and the other two as the result of a relief judge's decision, as he felt there was no other alternative.

These three boys became part of the experimental group.

Also two boys originally assigned to the experiment group were never officially placed on the program. One, because of a fractured leg received after selection and the other because of a special plea to the judge by the parents who felt their son would benefit more from full time employment he had secured. These two boys, then became part of the control group. Thus, the experimental group was composed of 19 randomly assigned plus three selected controls and the control group was composed of a randomly assigned plus two selected experimentals.

Procedure

In January, 1972, the 43 selected juvenile offenders were contacted by telephone through their respective probation officers and asked to participate in some testing at Victoria Family Court. All 43 subjects were given the Tennessee Self Concept Scale during the last week of January, with the assurance that the results were for research purposes and would not become available to anyone involved

with them on a counseling basis. After completing the inventories the boys were thanked and told they would be contacted in the near future and asked to complete more tests.

The Youth Attendance Centre program began in the first week of January, 1972, for 70 of the 22 experimental group members, the remainder joining at an approximate rate of two a week, as determined by the graduation of older members. The first seven experimental subjects were inducted into an existing group of five boys. These five boys started the program prior to January, 1972, and are not included in the experimental group. The induction of boys in the Attendance Centre is controlled by a system of release that permits a steady flow of boys through the program. This results in the presence in the program of a significant number of boys who are familiar with it and are able to maintain the group culture. This system of staggered entrances and exits inhibits the intrusion of too many boys who might bring with them an anti-therapeutic or anti-administration orientation.

The last experimental member joined the program in the first week of March, 1972. The first and last members to graduate from the experimental group did so in July, 1972, and in October, 1972, respectively.

Each experimental group member experienced: from 46 to 60 guided group interaction counseling sessions,

each two hours in duration; 40 to 50 physical activity sessions, each lasting approximately one hour and concluding with a 30 to 60 minute guided group interaction counseling session and; five to seven two day group weekend sessions. The first three weekend sessions were survival training campouts in the wilderness, involving basic survival and campfire group discussions; the fourth was a live-in community workshop involving a marathon guided group interaction counseling session; and the fifth weekend was a solo survival campout experience. The sixth and seventh weekend outings were only experienced by those members who were required to spend the maximum time on the program and usually took the form of one of the first five outings as specified by the individual's peer group. The average length of treatment for experimental members was six months, with the minimum being five months and the maximum seven and one half months.

Although attendance was compulsory the overall average attendance was only 87%. For instance, one boy in the experimental group did not complete the program because he was incarcerated in a reformatory. Several absences were the result of medically reported illnesses.

After 21 control group members were pretested they were involved in probation visits approximately once every two weeks as a condition of their probation as were the experimentals. To the writer's knowledge, no other

consistent form of treatment was experienced by any members of the control group during the follow-up period of this experiment (July, 1972, to October, 1973).

Experimental and control group members were given a posttest consisting of the Tennessee Self Concept Scale during the months of January and February, 1973, approximately one year after they had been pretested. The same procedure for pretesting was followed for posttesting.

Except for the one boy who was removed from the program, all experimental group members were posttested. From the control group 18 members were contacted and posttested. Three control group members could not be reached, as their whereabouts were unknown. Court records indicated all three boys terminated probation prior to December, 1972 and that one boy apparently left home, another left with his family for the North West Territories and the third also left the community.

Measuring Instruments

Self-Concept

The Tennessee Self Concept Scale was created by William H. Fitts, Ph.D. (see Appendix VI). It was published in 1965 and consists of one hundred self-descriptive statements which the subject uses to describe himself. The test is self-administering, can be used with individuals or groups, and is usable with subjects 12 years or older. There are two forms for scoring; a

research and experimental or a counseling form. The counseling form was used in this study.

The scale was originally developed to be used as a research instrument. The original pool of items was derived from many other self-concept measures including those developed by Balester (1956), Engel (1956) and Taylor (1953). Also, items were obtained from written self reports by clients. Perfect agreement on final test items was obtained by seven psychologists employed as judges to classify the items. Each item of the scale has five possible responses ranging from "Completely True" or "5" to "Completely False" or "1". Scores are computed on the number of times a person makes each response category.

The total P score indicates the overall level of self-concept. This, in turn is partitioned by a 3 x 5 matrix providing three row scores and five column scores representing a person's internal and external frame of reference respectively. The three rows represent Identity, Self-Satisfaction and Behaviour whereas the five columns represent Physical-Self, Moral/Ethical-Self, Personal-Self, Family-Self and Social Self. Norms for the Tennessee Self Concept Scale were originally developed from a broad sample of 626 subjects from geographical locations throughout the United States. The norming group ranged in age from 12 to 68 and came from schools,

colleges, employees at state institutions and other sources. This group included an approximately equal representation of males and females, all socio-economic classes, and all educational levels from sixth grade through doctorate.

Through various types of profile analysis, Fitts (1965) has shown that the distinctive features of individual profiles are still present for most persons a year or more later. Using 60 college students, over a two week period test-retest reliability coefficients on all major scores fell between .75 and .92. Further evidence of reliability was obtained by Congdon (1958). Using psychiatric patients, he obtained a Pearson reliability coefficient of .88 for the Total Positive Score.

As mentioned previously, unanimous agreement by the judges was required before an item was included in the test, thereby ensuring content validity. Further, Fitts (1965) reports that differences in self-concept are significant at the $p < .001$ level between psychiatric patients and non-patients and between delinquents and non-delinquents. Finally, Fitts (1965) assessed the validity of the Tennessee Self Concept Scale in another way by obtaining correlation data with other personality measures. He reports positive correlations with factors on the MMPI, Taylor Anxiety Scale, Cornell Medical Index and Edwards Personal Preference Schedule.

Recidivism

Recidivism data as determined by the number of court appearances for new charges recorded at Victoria Family Court was obtained on all subjects. Offences considered were those occurring during the year preceding assignment and the year following release. A return to court on an old offence and more than one court appearance for any single charge was not considered in the determination of recidivism.

A Group Experience Evaluation was constructed by the writer to help evaluate the attitudes and feelings which group members held toward their group experience (Appendix V). Because this evaluation sheet was completely subjective and unstandardized, no norms have been established, although responses have been tabulated in the hope of further refining program effectiveness.

RESULTS AND DISCUSSION

Of the 43 boys who were selected to participate in this study, complete results were obtained on 39 subjects (21 Experimentals and 18 Controls). Participants in the research ranged in age from 14 to 16. The mean age for the control group was 14.8 and 14.6 for the experimental group.

In order to determine the effects the two assigned experimental subjects and one assigned control subject had on the results, separate analyses were completed with and without these subjects. When the results were compared, the differences obtained were negligible. Therefore, for the sake of convenience and clarity, only the results using the total sample (N=39) have been reported.

Three statistical treatments were used in the analysis of data. These were the Mann-Whitney U Test, the Wilcoxon Matched Pairs Signed-Ranks Test and the Chi Square Test. The Mann-Whitney U Test and the Wilcoxon Matched Pairs Signed-Ranks Test were used to test the self-concept results because the distributions were not normal for the delinquent groups and the measurement was assumed to be in at least ordinal scale (Siegel, 1956; Mendenhall, 1967). The Chi Square Test for proportions was used to test the categorical data collected on recidivism. The Chi Square Test was also used to compare

the total positive responses with the total negative responses from a Group Experience Evaluation Form (Appendix IV). *Using the Mann-Whitney U Test*

The Mann-Whitney U Test U scores converted into z scores for posttest differences between experimental and control groups were significant at the .05 level for Total Self Concept and for the Social Self sub-test of the Tennessee Self Concept Scale. Also, the Identity or Abstract Self sub-test was significant at the .01 level (Table I). None of the other sub-tests were significant. However, all differences between groups were in the positive direction for the experimental groups, with the Moral/Ethical and Physical Self sub-tests approaching significance at the .05 level. These results supported the hypothesis that the experimental group would show a greater change in self-concept when referring to a total self-concept score. Since directional hypotheses were not stated for each major variable of the total self-concept, sub-test results were only used to determine what general areas of the total self-concept the guided group interaction process affected. Sub-test changes were significant in only two of the eight sub-test categories, suggesting that guided group interaction counseling significantly affects only two areas of one's self-concept; namely his basic identity (what he is as he sees himself) and how he sees his worth in his social

TABLE I

Posttest Group Analysis of Self-Concept

Changes Using the Mann-Whitney U Test

(N = 39; Exp. = 21; Cont. = 18)

Tennessee Self Concept Categories	U Score	Converted <u>Z</u>
Total Self Concept	248.0	1.66*
Identity	286.0	2.73**
Self-Satisfaction	220.5	0.89
Functioning-Self	229.5	1.14
Physical-Self	241.5	1.48
Moral/Ethical-Self	246.5	1.61
Personal-Self	236.0	1.33
Family-Self	193.0	0.01
Social-Self	249.0	1.69*

*p < .05

**p < .01

interaction with others. This evidence suggests that the use of guided group interaction counseling was successful in improving self-concept through developing an anti-delinquent reformation culture. However, this culture was not always adaptable to many problems that arose. In fact, an increase in strain for some problems occurred as the result of the lack of an effective carry-over into the school, and to a lesser extent, the family and the community. This may account for the fact that six of the eight sub-categories of the Tennessee Self Concept Scale did not show a significant positive change.

Recidivism was examined in three different ways:

- (a) in terms of individuals--that is, whether each subject recidivated and, if so, the number of times he did;
- (b) in terms of the proportion of recidivists versus non-recidivists for experimental and control groups and;
- (c) in collective terms by comparing the total volume of delinquency committed by boys 12 months before assignment to the experiment with the total volume 12 months after completion of the program.

Table 2 shows the frequency of recidivism 6 months and 12 months after completion of the experiment for all control and experimental subjects (N=39). The average number of offences per subject during the six month follow-up period was 0.38 for the experimental group and 0.83 for the control group. After twelve months, the

TABLE 2
 Frequency of Recidivism 6 and 12 Months
 After Completion of Program
 (N: Exp. = 21, Cont. = 18)

Number of Offences	Experimentals				Controls			
	6 Months		12 Months		6 Months		12 Months	
	N	%	N	%	N	%	N	%
0	14	62	13	62	8	44	6	33
1	6	33	5	24	6	33	5	28
2	1	5	2	9	2	11	1	6
3	-	-	1	5	1	6	3	17
4	-	-	-	-	1	6	3	17
Totals	21	100	21	100	18	100	18	101
Average Number of Offences	0.38		0.57		0.83		1.55	

Recidivism was also studied by comparing the results one year before assignment and one year after program completion. This type of analysis provides a means of determining the capacity of the two programs to control delinquency in a general manner; that is to determine if the two groups effected any reduction in the overall

the average number of offences per subject increased to 0.57 for the experimental group and 1.55 for the control group. As well, 62% of the experimental group did not recidivate after 6 and 12 months as opposed to only 44% and 33% of the control group after 6 and 12 months respectively. Further inspection of Table 2 indicates the control group had a greater number of recidivists than did the experimental group in each category of number of offences.

Recidivism was also studied by classifying the recidivist data from Table 2 into three categories. For the six month recidivism data the categories were: (a) no offences; (b) one offence and; (c) two or more offences. A 3 X 2 Chi Square Comparison of Proportions (Siegel, 1956) for experimental and control groups with these categories, resulted in a non-significant χ^2 value of 3.28 (Appendix I). For the 12 month recidivism data, using slightly different categories, due to small expected cell values, a χ^2 value of 6.17 was obtained. This value was significant at the .05 level (Appendix II).

Recidivism was also studied by comparing the results one year before assignment and one year after program completion. This type of analysis provides a means of determining the capacity of the two programs to control delinquency in a general manner; that is to determine if the two groups affected any reduction in the overall

volume of delinquency. As can be seen in Table 3, the total number of offences committed by both groups during the 12 month period prior to assignment was 48 for the experimentals and 43 for the controls. During the 12 month period after assignment these figures declined significantly to only 12 offences for the experimental group and 28 for the control group. These figures yielded a reduction in offences of 75% for the experimental group and 34.9% for the control group. A Chi Square comparison of the two groups before assignment and after program completion resulted in a χ^2 value of 4.91 significant at the .05 level.

The above data indicates hypothesis number two was supported when considering the overall reduction in recidivism, but not when comparing the proportion of categorized number of offences six months after program completion. It can be said then, that the guided group interaction counseling group did show a significantly lower rate of recidivism than did the control or probation group over a one year post experiment period.

In an effort to determine if behaviour in terms of illegal activity was related to self-concept scores, both the experimental and control groups were reclassified into R (recidivist) and NR (non-recidivist) groups. The differences in the scores for the R and NR on the pre- and posttests were compared using the Wilcoxon Matched

TABLE 3
 Volume of Offences One Year Before and One Year
 After Completion of Program

Groups	Offences One Year Before	Offences One Year After	% Reduction
Experimental N=21	48	12	75.0
Control N=18	43	28	34.9
Totals	91	40	54.9

all control R score changes were in the negative direction. These results suggest the NR groups for both experimental and controls experienced a general improvement in self-concept, whereas the R groups did not.

Further these data indicate that those experimental subjects who stayed out of difficulty after treatment, displayed significantly different self-concept improvements from those NR control group subjects. Specifically, the perception of the experimental NR group had of their self-satisfaction and of their feelings of being "good" or "bad" person underwent a significant change. The results from Table 4 then, support the hypothesis that behaviour in terms of illegal activity is related to self-concept score changes.

Pairs Signed Ranks Test. Both experimental and control NR groups showed a positive change for the Tennessee Self Concept Total Self Concept score, significant at the .01 and .05 levels respectively. Significant positive change also occurred for three of the eight sub categories of the Tennessee Self Concept Scale for the experimental NR. These were Abstract-Self at the .05 level, Self-Satisfaction at the .01 level, and Moral/Ethical-Self at the .01 level. One sub category, Abstract-Self was significant at the .05 level for the control group (Table 4). None of the self-concept scores were significant for either experimental or control R group. In fact, all control R score changes were in the negative direction. These results suggest the NR groups for both experimentals and controls experienced a general improvement in self-concept, whereas the R groups did not.

Further these data indicate that those experimental subjects who stayed out of difficulty after treatment, displayed significantly different self-concept improvements from those NR control group subjects. Specifically, the perception of the experimental NR group had of their self-satisfaction and of their feelings of being "good" or "bad" person underwent a significant change. The results from Table 4 then, support the hypothesis that behaviour in terms of illegal activity is related to self-concept score changes.

TABLE 4

Group Analysis of Self Concept Score Changes for Recidivists and Non-Recidivists
Using the Wilcoxon Matched Pairs Signed Ranks Test on Pre- and Posttest Changes

TSCS Categories	Experimentals		Controls	
	Recidivists N = 8	Non-recidivists N = 13	+ Recidivists N = 12	Non-recidivists N = 6
Total P	18.0	11.0**	19.5	0.0*
Abstract Identity -Self	16.5	16.5*	35.5	0.0*
Self-Satisfaction	18.0	9.5**	14.5	7.0
Functioning-Self	10.0	21.0	18.5	4.0
Physical-Self	17.0	23.5	25.0	3.0
Moral/Ethical-Self	14.0	12.5**	17.0	1.5
Personal-Self	12.0	27.0	16.0	3.0
Family-Self	7.5	18.0	30.0	1.5
Social-Self	7.5	22.0	17.5	4.0

* < .05

** < .01

+ Negative change in self-concept for all TSCS categories.

An Attendance Centre Group Experience Evaluation form was administered to the experimental group during the follow-up testing (Appendix V). The writer constructed an evaluation form consisting of 20 items that could be responded to using a five point rating scale. The ratings ranged from positive responses to the group experience (categories one and two) to negative responses (categories four and five). A rating of one represented extremely positive reactions; category two represented moderately positive reactions; category three represented neutral reactions; category four represented moderately negative reactions and; category five represents extremely negative reactions. Positive and negative designations were based on the writer's understanding of factors which facilitated and those which inhibited guided group interaction counseling.

Sixty-seven per cent of all responses were positive (categories one and two), while only 11% of the responses fell into the negative category (categories four and five). The remaining 22% of the responses were neutral (category three).

Length of meetings and desire to be in this type of group again (items 18 and 20) were the two items which received the most negative responses. In some respects the desire not to be in this type of group again is understandable, considering all the subjects were forced to

attend by court order. As far as the length of meetings is concerned, the two hour sessions could well have been longer than most would have liked, perhaps occupying a major portion of their daily recreation time as well as exceeding their attention span.

The items which received the largest proportion of positive responses (items 2, 5, and 9), were concerned with the members working together, the leader paying attention to the group needs, and the helpfulness of the leader. These items suggest that a peer group can be an important factor in group treatment of delinquents and that the subjects perceive the importance of the leader. Overall, this instrument indicates that a majority of the participants felt they had some personal gain from the guided group interaction counseling experience. A Chi Square test comparing the frequency of Total Positive and Negative responses yielded a χ^2 of 151.10, significant at the .001 level (Appendix IV).

Recommendations for Further Research

Future experiments that attempt to impose the rigid demands of random assignment on the on-going activities and intake procedures of action programs should be wary of the dilemma that might be created (e.g., whether program needs should have priority over research needs, or vice versa). Advanced planning and involvement in decisions should be undertaken between researchers and

action people to anticipate the problems that might be encountered and to establish feedback mechanism by which such problems might be resolved to the satisfaction of both parties.

There is really no way of ensuring from the data of this experiment whether the reduction in recidivism was due to real effects or to spontaneous remission. The argument that it was due to remission could be countered by theory and evidence that repeat offenders are much better known to police and therefore more likely to be arrested than others. The fact that repeat offenders have been labeled greatly increases their visibility and thus their chances of being arrested again. Nevertheless, the real question is how much, if any, does self correction affect the results. Given the present judicial system, it would be ideal but impractical to select a control group and refrain from subjecting them to any treatment, and then to compare the decline in the volume of their offences with those who are treated. Another alternative would be to gather detailed information on undetected illegal acts, both before and after treatment. This information plus official records could be used to test the possibilities of self correction effects.

The fact that age is inversely related to rates of recidivism is well-documented (Glaser, 1964; Wilkins, 1969). Maturational reform could be assessed by correlating

the ages of the subjects at the beginning of the experiment with the total number of official recidivistic offences per boy, the scale ranking of his most serious recidivistic offences, and the length of time after termination before the first recidivistic offence.

Self-concept change as a result of counseling or rehabilitation can be difficult to achieve and can be a slow process (Fitts & Hamner, 1969). In an effort to maximize potential for change, rehabilitation or behaviour-change programs should concentrate first on the areas of the delinquent's self-concept that are the greater trouble spots. Further, the real measurement of effect of a treatment process may require varying lengths of time, depending on goal emphasis, in order for the self-concept to fully make use of the experience.

Twenty-two individuals participated in the experimental group. They received guided group interaction counseling for approximately six months. Twenty-one experimental subjects completed all phases of the research. The control group consisted of 21 persons who did not receive guided group interaction counseling. Eighteen individuals from the control group were available for comparison for the duration of the research.

The Tennessee Self-Concept Scale was administered to all participants prior to the beginning of research.

CHAPTER VI

SUMMARY AND CONCLUSION

Summary

This study was undertaken to investigate the effect of the Youth Attendance Centre guided group interaction counseling process on the individual's self-concept and on the rates of recidivism among habitual juvenile delinquents. Specific hypotheses examined were:

1. Individuals exposed to guided group interaction counseling will show greater improvement in self-concept than will individuals not exposed.
2. Individuals exposed to guided group interaction counseling will show a lower rate of recidivism than will individuals not exposed.

The sample consisted of 43 habitual juvenile delinquents selected by probation officers for participation in this experiment. Twenty-two individuals participated in the experimental group. They received guided group interaction counseling for approximately six months. Twenty-one experimental subjects completed all phases of the research. The control group consisted of 21 persons who did not receive guided group interaction counseling. Eighteen individuals from the control group were available for comparison for the duration of the research.

The Tennessee Self Concept Scale was administered to all participants prior to the beginning of research

and again one year later.

The data collected on the Tennessee Self Concept Scale supported the first hypothesis. Posttest analysis using the Mann-Whitney U Test, indicated subjects who had experienced guided group interaction counseling, reported total self-concepts that were significantly more positive. Further analysis of the major areas of the total self-concept, indicated the program had its major effect on the person's social-self or sense of worth in social interaction with others and in his basic identity. The two areas with which the program had its least effect were the subject's sense of family-self and on his feelings of self-satisfaction. These results are valuable in that they underline the areas in which the program was both adequate, as well as inadequate, thus allowing the rehabilitation process to recognize and explore how it may better meet the needs of the seriously delinquent boy.

The recidivism results strongly support the second hypothesis. Examination of the frequency of recidivism indicated the control group for both the 6 month and 12 month post experiment period committed more than twice the average number of offences than did the experimental group. Categorical recidivism data, classifying offenders into groups according to number of offences, indicated a recidivism period of one year or more is needed to obtain

significant Chi Square differences between groups. Finally, volume of offences obtained one year prior to treatment and one year after treatment for experimentals and controls, resulted in a significant Chi Square, indicating that the guided group interaction program affected a reduction in the overall volume of delinquency. Those recidivism results strongly suggest that the guided group interaction counseling process resulted in a lower rate of recidivism for counseled delinquents than for non-counseled delinquents.

Examination of within group differences on pre- and posttest self-concept scores for recidivists versus non-recidivists indicated behaviour in terms of illegal activity was related to self-concept score changes. Experimental changes were more significant, suggesting that the program had an effect on the non-recidivists. Also, the experimental NR group showed significant changes in three of the eight major areas of the total self-concept score. Recidivists in both experimental and control groups showed no significant changes. It was noted, however, that the direction of change was positive for the experimental R group and negative for the control R group, suggesting that the program did have some effect in strengthening self-concept on those in the experimental group who recidivated. These results suggest the need for the guided group interaction counseling approach to

pay attention to the experimental NR groups' non-significant self-concept sub-categories when implementing program changes. The experimental recidivists may well have been unaffected by the guided group interaction program due to its lack of focus on these concept areas.

A Group Experience Evaluation completed by experimental group members during the posttesting indicated that most group members felt that the group counseling was positive and worthwhile. A Chi Square test comparing the Total Frequency of Positive and Negative responses yielded significant results (Appendix IV).

Conclusion

This study has been useful in suggesting that the guided group interaction counseling programs' development of an anti-delinquent reformation culture and improvement in reported self-concept are related. Also, it has shown that continued delinquent behaviour apparently has a negative effect upon the individual's self-concept. Thus it suggests that the imposition of effective controls over such delinquent behaviour is important to both the delinquent and society. However, the interaction between self-concept and behaviour demands much additional investigation if the appropriate controls are to be found.

Further, there also appears to be a significant interaction between recidivism and self-concept. Response to treatment apparently varies according to the subjects'

initial self-concept. This interaction requires much additional study if answers to the question of what kinds of rehabilitation programs are most likely to help different delinquents are to be found.

In terms of recidivism, this study has been useful in indicating the extent of recidivism and suggests guided group interaction counseling resulted in a lower rate of official recidivism. Most significant were the reductions in recidivism results obtained on a before-and-after basis. This suggests that perhaps rehabilitation services have been far too insensitive to change as a transitional phenomenon. More attention should be paid to treatment of offenders by rehabilitation agencies that recognize step-wise reduction in recidivism.

Five factors should be considered in further guided group interaction counseling research:

1. better arrangements for the selection of subjects,
2. the seriousness of delinquent offences,
3. the accurate account of delinquent offences,
4. the relationship of disrupted family environments with recidivism and school dropouts and,
5. maturational remission effects.

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APPENDIX I.

χ^2 Comparison of Frequency of Recidivism

6 Months After Program Completion

2 x 3 Contingency Table

Number of Offences

	None	One	Two or More	
Experimentals				
Observed	14	6	1	21
Expected	11.8	6.5	2.7	
Controls				
Observed	8	6	4	18
Expected	10.5	5.5	2.3	
	22	12	5	

APPENDICES

df χ^2
2 3.28

probability NS

APPENDIX I

 χ^2 Comparison of Frequency of Recidivism

6 Months After Program Completion

2 X 3 Contingency Table

Number of Offences

		None	One	Two or More	
Experimentals	Observed	14	6	1	21
	Expected	11.8	6.5	2.7	
Controls	Observed	8	6	4	18
	Expected	10.2	5.5	2.3	
		22	12	5	

df χ^2
2 3.28

probability NS .05

APPENDIX II

 χ^2 Comparison of Frequency of Recidivism

12 Months After Program Completion

2 X 3 Contingency Table

Number of Offences

None One and Two Three or More

Experimentals	13	7	1	21
Observed	10.2	7	3.8	
Expected				
Controls	6	6	6	18
Observed	8.8	6	3.2	
Expected				
	19	13	7	

df χ^2
 2 6.17*

*probability < .05

APPENDIX III

Comparison of Volume of Offences One

Year Before Assignment

And One Year After Completion of Program

2 X 2 Contingency Table

	Experimental	Control
Before	48	43
After	12	28
df	2	
	1	4.91*

*p < .05

*Probability < .001

APPENDIX IV

χ^2 Comparison of Frequency of Positive and Negative

Responses from Group Experience Evaluation

clearly shows your feelings about your experiences in group.

Column 1 = Very Positive Column 2 = Positive Column 3 = Neutral Column 4 = Negative Column 5 = Very Negative

Observed	282	56
Expected	169	169
df		χ^2
	1	151.10*

*Probability < .001

C. Involvement

10. most people talked	7	10	3	1	0	few people talked
11. members were highly involved	5	8	6	1	1	members were not involved
12. group was together	7	7	3	2	0	group was not together

D. Value of Experience

13. meetings highly worthwhile	7	9	4	0	1	meetings a waste of time
14. meetings highly enjoyable	1	9	6	5	0	meetings boring
15. meetings very helpful	8	7	5	1	0	little was gained

APPENDIX V

Group Experience Evaluation

Please check (✓) the item on each scale where it most clearly shows your feelings about your experiences in group.

Column 1 = Very strong good feeling

Column 2 = Good feeling

Column 3 = No feeling about this--or I don't know or won't say

Column 4 = Bad feeling

Column 5 = Very strong bad feeling

	1	2	3	4	5	
A. <u>Group Atmosphere</u>						
1. comfortable	6	11	3	0	1	uncomfortable
2. worked with each other	9	9	2	0	1	everyone for himself
3. warm and open	7	7	3	3	1	cold and closed
4. freedom allowed	6	6	4	5	0	freedom not allowed
B. <u>Leadership</u>						
5. leader paid attention to group needs	14	4	3	0	0	leader did not pay attention to group needs
6. leader warm and open	9	10	1	1	0	leader cold and closed
7. leader fair to everyone	7	9	3	2	0	leader not fair to everyone
8. leader accepted what group wanted	9	7	2	3	0	leader forced what he wanted on group
9. leader helped group	13	6	2	0	0	leader did not help group
C. <u>Involvement</u>						
10. most people talked	7	10	3	1	0	few people talked
11. members were highly involved	5	8	6	1	1	members were not involved very much at all
12. group was together	7	7	5	2	0	group was not together
D. <u>Value of Experience</u>						
13. meetings highly worthwhile	7	9	4	0	1	meetings a waste of time
14. meetings highly enjoyable	1	9	6	5	0	meetings boring
15. meetings very helpful	8	7	5	1	0	little was gained

Group Experience Evaluation, Cont'dE. Group Goals

16.	group helped solve problems	7	9	4	0	1	meetings a waste of time
17.	group helped make my goals clear	2	8	7	3	1	little help in making my goals clear
18.	would like to be in a group like this again	0	2	6	8	5	would never want to be in a group like this again
19	overall experience was good	4	10	5	0	1	overall experience was bad
20	length of meeting was all right	4	4	6	5	2	meetings were too long or too short

Cumulative frequency
of responses

132 150 82 41 15

by

William H. Fitts, Ph.D.

Published by

Counselor Recordings and Tests

Box 6184 - Acklon Station

Nashville, Tennessee 37212

APPENDIX VI

TENNESSEE

(Department of Mental Health)

SELF CONCEPT SCALE

by

William W. Fitts, PhD.

Published by

Counselor Recordings and Tests

Box 6184 - Acklen Station Nashville, Tennessee 37212

INSTRUCTIONS

On the top line of the separate answer sheet, fill in your name and the other information except for the time information in the last three boxes. You will fill these boxes in later. Write only on the answer sheet. Do not put any marks in this booklet.

The statements in this booklet are to help you describe yourself as you see yourself. Please respond to them as if you were describing yourself to yourself. Do not omit any item! Read each statement carefully; then select one of the five responses listed below. On your answer sheet, put a circle around the response you chose. If you want to change an answer after you have circled it, do not erase it but put an X mark through the response and then circle the response you want.

When you are ready to start, find the box on your answer sheet marked time started and record the time. When you are finished, record the time finished in the box on your answer sheet marked time finished.

As you start, be sure that your answer sheet and this booklet are lined up evenly so that the item numbers match each other.

Remember, put a circle around the response number you have chosen for each statement.

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	✓ 1	2	3	4 ✓	5

You will find these response numbers repeated at the bottom of each page to help you remember them.

1. I have a healthy body.....	1
3. I am an attractive person.....	3
5. I consider myself a sloppy person.....	5
19. I am a decent sort of person.....	19
21. I am an honest person.....	21
23. I am a bad person.....	23
37. I am a cheerful person.....	37
39. I am a calm and easy going person.....	39
41. I am a nobody.....	41
55. I have a family that would always help me in any kind of trouble.....	55
57. I am a member of a happy family.....	57
59. My friends have no confidence in me.....	59
73. I am a friendly person.....	73
75. I am popular with men.....	75
77. I am not interested in what other people do.....	77
91. I do not always tell the truth.....	91
93. I get angry sometimes.....	93

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

2. I like to look nice and neat all the time.....	2
4. I am full of aches and pains.....	4
6. I am a sick person.....	6
20. I am a religious person.....	20
22. I am a moral failure.....	22
24. I am a morally weak person.....	24
38. I have a lot of self-control.....	38
40. I am a hateful person.....	40
42. I am losing my mind.....	42
56. I am an important person to my friends and family.....	56
58. I am not loved by my family.....	58
60. I feel that my family doesn't trust me.....	60
74. I am popular with women.....	74
76. I am mad at the whole world.....	76
78. I am hard to be friendly with.....	78
92. Once in a while I think of things too bad to talk about.....	92
94. Sometimes, when I am not feeling well, I am cross.....	94

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

7. I am neither too fat nor too thin.....	7
9. I like my looks just the way they are.....	9
11. I would like to change some parts of my body.....	11
25. I am satisfied with my moral behavior.....	25
27. I am satisfied with my relationship to God.....	27
29. I ought to go to church more.....	29
43. I am satisfied to be just what I am.....	43
45. I am just as nice as I should be.....	45
47. I despise myself.....	47
61. I am satisfied with my family relationships.....	61
63. I understand my family as well as I should.....	63
65. I should trust my family more.....	65
79. I am as sociable as I want to be.....	79
81. I try to please others, but I don't overdo it.....	81
83. I am no good at all from a social standpoint.....	83
95. I do not like everyone I know.....	95
97. Once in a while, I laugh at a dirty joke.....	97

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

8.	I am neither too tall nor too short.....	8
10.	I don't feel as well as I should.....	10
12.	I should have more sex appeal.....	12
26.	I am as religious as I want to be.....	26
28.	I wish I could be more trustworthy.....	28
30.	I shouldn't tell so many lies.....	30
44.	I am as smart as I want to be.....	44
46.	I am not the person I would like to be.....	46
48.	I wish I didn't give up as easily as I do.....	48
62.	I treat my parents as well as I should (Use past tense if parents are not living).	62
64.	I am too sensitive to things my family say.....	64
66.	I should love my family more.....	66
80.	I am satisfied with the way I treat other people.....	80
82.	I should be more polite to others.....	82
84.	I ought to get along better with other people.....	84
96.	I gossip a little at times.....	96
98.	At times I feel like swearing.....	98

Responses -	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

13.	I take good care of myself physically.....	13
15.	I try to be careful about my appearance.....	15
17.	I often act like I am "all thumbs".....	17
31.	I am true to my religion in my everyday life.....	31
33.	I try to change when I know I'm doing things that are wrong.....	33
35.	I sometimes do very bad things.....	35
49.	I can always take care of myself in any situation.....	49
51.	I take the blame for things without getting mad.....	51
53.	I do things without thinking about them first.....	53
67.	I try to play fair with my friends and family.....	67
69.	I take a real interest in my family.....	69
71.	I give in to my parents. (Use past tense if parents are not living).....	71
85.	I try to understand the other fellow's point of view.....	85
87.	I get along well with other people.....	87
89.	I do not forgive others easily.....	89
99.	I would rather win than lose in a game.....	99

Responses -	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

14.	I feel good most of the time	14
16.	I do poorly in sports and games	16
18.	I am a poor sleeper	18
32.	I do what is right most of the time	32
34.	I sometimes use unfair means to get ahead	34
36.	I have trouble doing the things that are right	36
50.	I solve my problems quite easily	50
52.	I change my mind a lot	52
54.	I try to run away from my problems	54
68.	I do my share of work at home	68
70.	I quarrel with my family	70
72.	I do not act like my family thinks I should	72
86.	I see good points in all the people I meet	86
88.	I do not feel at ease with other people	88
90.	I find it hard to talk with strangers	90
100.	Once in a while I put off until tomorrow what I ought to do today	100

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

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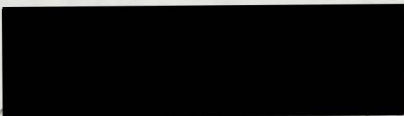
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THE EFFECT OF THE YOUTH ATTENDANCE CENTRE GUIDED GROUP INTERACTION COUNSELING PROGRAM ON THE SELF-CONCEPT AND ON THE RATE OF RECIDIVISM AMONG SELECTED JUVENILE DELINQUENTS.

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