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42561

PROBATE COURT
THE COUNTY OF GENESEE

FLINT, MICHIGAN 48502

October 2, 1972

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HON. LUKE QUINN
HON. EARL E. BORRADAILE

ADMINISTRATIVE

JACK CARSO, COURT DIRECTOR

SERVICES

ADOPTIONS DEPARTMENT
PROBATION DEPARTMENT
NEGLECT DIVISION
CHILDREN'S FACILITY
CASEWORKER AIDE PROGRAM
YOUTH ASSISTANCE
MENTAL DIVISION
TEEN TRAFFIC COURT
DECEDENTS ESTATES
PERSONALITY IMPROVEMENT PROGRAM
FOSTER HOME DEPARTMENT
PSYCHOLOGICAL SERVICES
JUVENILE COURT
INTAKE OFFICE

Mr. Edward Pieksma
Juvenile Problems Program Specialist,
Office of Criminal Justice Programs
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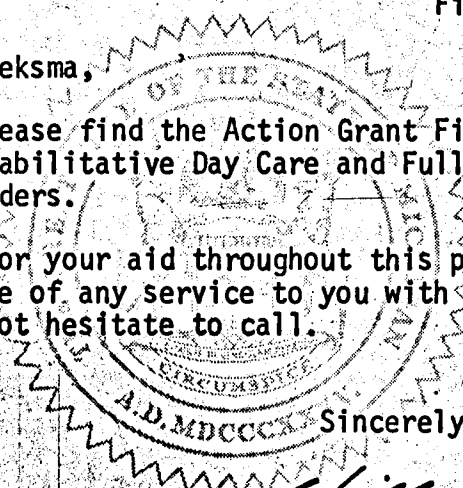
Re: Grant # 0660-01
Final Evaluation Report

Dear Mr. Pieksma,

Enclosed please find the Action Grant Final Evaluation Report for the Rehabilitative Day Care and Full Care for Juvenile and Youth Offenders.

Thank you for your aid throughout this past project year, and if we can be of any service to you with regard to this report, please do not hesitate to call.

Sincerely,


William Macdonald
William Macdonald
Project Director

WM/gz
Enclosure

CC: Jack Carso
Eugene Baldwin
Richard McGraw

STATE OF MICHIGAN
OFFICE OF CRIMINAL JUSTICE PROGRAMS
Second Floor, Lewis Cass Building
Lansing, Michigan 48913

ACTION GRANT
FINAL EVALUATION
REPORT OCT 6 1972

SUBGRANTEE

Genesee County Children's Facility
G-4287 West Pasadena Avenue
Flint, Michigan 48504

GRANT AMOUNT

\$126,000.00

GRANT NUMBER

OCJP # 0660-01
LEAA # 72-ED-005

TITLE *Rehabilitative Day Care Program For
Juvenile and Youth Offenders*

DURATION OF GRANT

July 14, 1971
September 14, 1972

FEDERAL FUNDS EXPENSE

INSTRUCTIONS

This final evaluation report is due as specified in the Grant Award Special Conditions. The format, length, and detail should adhere to the specifications of the evaluation component of the approved application. It is expected that this report will identify the successes and failures of your project. Twelve copies of this report should be submitted to this office.

CERTIFICATION

Submitted herewith is the sub-grantee's Final Evaluation Report for the project shown above.

William Macdonald
Signature of Project Director

Date 10-2-72

William Macdonald, Project Director

Type name and title

PREFACE

A great deal is being said these days in the area of juvenile delinquency. One reads daily of the increase in crime and the resultant cries for the need for new approaches to the problem.

What follows is an overview of a new and innovative program designed especially for a segment of juvenile delinquency that has, until recently, been lightly regarded -- school truancy and/or incorrigibility. School truancy has reached epidemic proportions and conventional means of dealing with the problem are not proving effective.

By virtue of the local communities foresight and a Law Enforcement Assistance Administration Discretionary Grant, this Rehabilitative Day Care Program was undertaken with the goal of providing an alternative method for dealing with this type of youth offender.

This account briefly outlines what transpired and how it was effected during the 1971-72 project school year. It was selected, arranged and written with the sincere hope that others might benefit from and contribute to its concepts.

We gratefully acknowledge the help of everyone who has been involved with the project and, especially, the teachers and caseworkers without whose devotion the project would have remained only an idea.

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INTRODUCTION

The Rehabilitative Day Care Program has reached the project completion stage of development and is presently in the process of shifting its emphasis to the implementation of a continued but somewhat altered project concept for the 1972-73 school year. Included in this final report is the step by step status of the project from the implementation stage through the completion stage. All statistics and findings, both positive and negative, are reported herein as well as a complete review of the project processes and occurrences to date.

For simplification this report will be chronological in nature, and to eliminate noticeable gaps much of the material presented in previous quarterly reports will be included. The fourth quarterly report commented on the project only through June 30, 1972, so this report will, also, cover that period of time between June 30, 1972 and the project completion date of September 14, 1972.

For the convenience of the reader an appendix has been added and will include all charts, tests and forms referred to in the narrative.

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PART ONE

NARRATIVE DESCRIPTION
OF
PROJECT COMPONENTS

(The following is a brief overview of each segment of
the project during the 1971-72 project year)

HISTORICAL ORIGIN OF PROJECT

Prior to 1969 the school district of Flint, Michigan and the Juvenile Court of the County of Genesee were mutually burdened with the dilemma of what to do to and/or for that type of delinquent child that had status as both a legal and educational problem: The School Incurrigible and/or Truant.

Under the laws of the State of Michigan, children are required to attend school until they are sixteen years of age. Chapter XII A of the Michigan Probate Code specifically declares that it has jurisdiction over any child (712 A. 2, Sec. 2, (a), (4) "Who being required by law to attend school, wilfully and repeatedly absents himself therefrom, or repeatedly violates rules and regulations thereof;...".

Traditionally a child who disobeyed these laws concerning school behavior and who subsequently found himself a ward of the court was handled as a criminal youth offender subject to the usual court procedure i.e., modification of behavior by offering potential or real loss of privileges and freedom through probation and detention.

Since School Incurrigibility and Truancy continued as an ever increasing problem to the educational and judicial system the Personality Improvement Program was undertaken as a community action project in an attempt to provide local treatment for school problem children.

The Personality Improvement Program began operation in the Fall of 1969 with a twofold purpose; (1) modify the student's incurrigible or truant behavior and (2) enable the student to succeed in the classroom, thus reducing his need to seek identity by acting out or ignoring the school setting.

In the Fall of 1971 the program was granted an opportunity to expand through funding by the State Office of Criminal Justice Programs and its enabling legislation, the Law Enforcement Assistance Administration.

Following is the final report of 1971-72 project year.

PROJECT DESCRIPTION, GOALS AND OBJECTIVES

In the Fall of 1971, by virtue of a L.E.A.A. Discretionary Grant and local match contributions, the Personality Improvement Program became officially known as the Rehabilitative Day Care Program for Youth and Juvenile Offenders and officially commenced operation and service.

As indicated in the grant proposal, the project was to service 216 incorrigibles and/or truants from the Flint school system. There were to be six on-site sessions of six weeks each. Each session was to be made up of 24 boys and 12 girls. A seventh session was to be held during the following summer for those graduating students who felt the need for a continuing service. It was to be voluntary in nature and was developed to provide an alternative to idleness.

As each session's students completed the first six week phase of the project, they were to be returned to their referring school, re-enrolled, and their progress followed up for another six weeks. If, at the end of the second six weeks, satisfactory progress was noted, the student was to be dismissed as a temporary ward of the court. If insufficient progress was noted, the student was to be continued as a temporary ward of the court and placed on probation. Probate Court staff would then take over jurisdiction from the project staff. In reality, the project staff retained jurisdiction without regard to length of time until the student either performed satisfactorily or went back to court for some other violation.

The project goals and objectives, including the Office of Criminal Justice Program Module 3 goals, are as follows:

1. Enrollment in program - to enroll 216 Flint school incorrigibles and/or truant students into the project.
2. Undergo necessary biographical, physical and mental observations - to secure all pertinent data on each referral through psychological, physical and mental examination.
3. Performance in a remedial academic program - to ensure exposure of each referral to individualized academic instruction especially relevant to himself.
4. Performance in a physical achievement program - to ensure exposure of each referral to a physical education class designed for betterment of his self-image.
5. Performance in an intensive casework counseling program - to provide a professional caseworker and development of an individualized counseling program especially designed for each referral.
6. Development of a positive attitude toward school, society and self - to provide an atmosphere emphasizing areas of attitude that would be of greatest individual importance to each referral.
7. Re-enrollment into public school - to provide a public school placement and assist in the programming and re-enrollment process.
8. Performance in an intensive follow-up casework program - to provide a professional caseworker and assist in the transitional follow-up phase.
9. Significant reduction in number of official arrests - to provide a comparison of pre and post arrest data on each referral.

10. Significant reduction in number of school suspensions, expulsions or exclusions - to provide a comparison of pre and post school suspension data on each referral.
11. Prevention of being placed in an institution - to provide a comparison of pre and post institutionalization data on each referral.

PERSONNEL

After the award of the L.E.A.A. grant, existing staff advertised the open positions and began interviewing applicants for same. These included three caseworkers, one teacher, one part-time secretary, an attendance officer and one part-time transportation officer. All positions were publicly advertised, all applicants interviewed and all positions filled by September 23, 1971. Some difficulty was encountered in filling the position of attendance officer as the first two selected for the position could not qualify as drivers of the leased passenger bus; however, the staff was at full strength when the first session commenced on September 27, 1971.

A project consultant was named on September 14, 1971 and the Michigan State University Home Economics Program was contracted with for project services. (Please refer to Appendix, page 254 for a list of project personnel and their positions).

The staff remained as therein indicated until May 18, 1972 when the part-time transportation officer resigned her position because of personal reasons. On June 23, 1972 the part-time secretary resigned her position because of health reasons. Both of these part-time positions and their duties were assumed by one full time employee on June 25, 1972. On June 16, 1972 a caseworker resigned his position to accept a Mott Internship and was replaced on July 1, 1972.

The caseworkers and teachers were hired with a premium on their ability to relate to adolescents and more particularly their ability to empathize with the project clients and the difficulty they were experiencing.

Personnel files and time sheets were maintained on all employees.

THE REFERRAL PROCESS

The referral process for the Rehabilitative Day Care Program was developed through the mutual cooperation of the Flint Board of Education, Genesee County Probate Court and the project staff.

The individual Flint schools identified the student and forwarded to the Office of Pupil Personnel a student report with details of his incorrigibility and/or truancy and requested that said student be placed in the project. If deemed advisable, Pupil Personnel Services filed in writing with Probate Court a petition (please refer to Appendix, page 255) alleging the appropriate violations of the Michigan Juvenile Code. The probate judge, if legally warranted then made the student a temporary ward of the court, and by way of a court order (please refer to Appendix, page 256) officially referred him to the project.

The Office of Pupil Personnel Services played the most important role in this process, as they carefully maintained an accurate count of referrals and their age, sex, violation, referring school, etc. A representative of that office was in attendance at each court hearing and acted as intermediary between schools, court and the project.

Admission requirements were minimal, i.e., between eleven and fifteen years of age, school referred and court ordered, and a physical examination allowing athletic participation.

CURRICULUM

The curriculum for the Rehabilitative Day Care Program defies blueprint because it is alive and dynamic -- therein lies its strength. It is constantly in a state of change, responding to the time and the needs of the students. Each student is taught individually and his curriculum cues on his life.

Most students referred to the project are far from being academic scholars, however, they are students of life and, as such, need certain skills in order to function in our society. With this in mind, a curriculum was developed that keyed on individual needs.

Much of our curriculum has to do with the importance of each student knowing and understanding that he, too, has something positive to contribute to society. A healthy concept of self is the first step in this process. Treating the students like "people" is our methodology. Respect of individual dignity and emphasis of individual responsibility play major roles in the "education" of our students.

Open ended questions are asked as a tool to aid students in self identity. A log is kept daily by each student. He may write whatever he chooses although suggested topics are provided. Contracts are entered into with emphasis on individual responsibility and consequences of behavior. Students are continually made aware of their role in society and more importantly, their contribution to society. Current happenings are used to show how man relates to his environment today. In social studies, role playing is often used to allow greater role identification (Please refer to Appendix, page 257 through 267.)

The academic meat of the curriculum was re-emphasized at the beginning of the third session. Careful analysis of data collected during the first two sessions clearly indicated the need for major emphasis in the reading and math areas. Almost without exception, students were achieving woefully behind in each of these areas. The implementation of an individualized reading and math program resulted. The Mott Foundation supplied upon request two Mott Interns (post graduate research people) to aid in the development of these programs. (Please refer to Appendix, pages 268 through 271 and pages 272 through 277 .)

Throughout the project year a Home Economics Program was supplied through Michigan State University. Objectives of this program included money management, infant care, personal hygiene and basic food preparation. (Please refer to Appendix, pages 278 through 285 .) A professional model donated her time and efforts in the area of facial make up and hair styling for the girls. Simple sewing was taught and curtains for the classroom were made by the students.

A physical education curriculum was provided for all students with the emphasis on our obstacle course. The course was designed to promote sense of self worth, teamwork, ingenuity and success.

A field trip schedule was developed to supplement traditional classes. It included educational tours, museum visits and ecology-oriented studies.

Regardless of how glamorous a curriculum might appear, it is no more functional than its user--the teacher. It is in this area that we believe the project becomes dynamic. The teachers spend a great deal of time listening and have found that education becomes a transfer of knowledge on a two-way street. In the words of the students, " you treat us like people."

CASEWORK PROGRAM

Casework services provided to program students is probably at variance with the typical school counseling program. The case load involves the students who have been labeled unmanageable and, therefore, have common problems and sometimes common needs. (Please refer to Appendix, page 286 .)

Each caseworker is assigned a minimum of twenty-four students at a given time, twelve of which are actively participating in the on-campus program, and the rest who have completed that phase, and have reentered the public school. Most cases have as their common goals (1) reentry into public schools; and (2) reasonable compliance with public school rules and regulations.

In order to achieve the goals, a casework relationship must be established, and usually after an initial period of distrust, begins to develop.

The caseworker attempts to know as much background history as is available when the student is referred. This includes, personal and family past and present situation, school records and data, court and police information, when appropriate, and whatever community resource materials are available, so the staff is equipped to deal completely with the child and his or her particular strengths and weaknesses.

While the student attends the Personality Improvement Program, the caseworker-teacher relationship is a close and mutually dependent one. Informal meetings are held daily with formal staff meetings scheduled twice each week.

The caseworker sees his students almost constantly during the six week session and moves freely about the school, and is involved with the teaching of the physical education section.

The appropriateness of individual counseling in this program was best shown by observing that the entire student body was made up of "unmanageables." The need for casework services was paramount. Self-assurance, pride, self-understanding, confidence and healthy goals were as commonly lacking as academic skills.

The caseworker in most cases was able to facilitate the recognition of problems and provided possible avenues of alleviating them. The casework services often resulted in establishment of good, solid human relationships with mutual respect and understanding.

The insight gained by the counselor has proven to be valuable in helping public school teachers understand the student and plan for him.

Many of the students have developed a relationship with their caseworker that carries over after their reentry into public school and reassignment to a school counselor. They resist efforts to phase out their relationship, but for the most part it is accomplished with relative ease. The school counselor works closely with the program caseworker particularly during the second phase of after care. The insight gained by the caseworker is put to use by the school counselor in his dealings with the students. A continuous process can be maintained by the astute sharing of findings.

In many ways the program caseworkers were key people in inducing cooperation from the feeding school system as they were the visual program representatives in the schools and in the community. Whatever is achieved by the student while in the program is consummated for the most part during the first month upon his arrival back in the community school. School personnel, who have reason to believe through personal past observation that the Personality Improvement Program caseworker is a favorable ally, are more susceptible to adapt their programming to the individual needs of the returning student.

TESTING PROGRAM

All students received a battery of tests during the first few days of each session and were subsequently administered the same battery upon completion of the six week, on-site phase of the project. They were then re-assembled for a second re-testing after the second six week, follow-up phase of the project. Put more simply, students were administered a battery of diagnostic and evaluative tests during the first, sixth and twelfth weeks of the project. This provided comparison between phases as well as overall change.

The Otis Lennon Mental Ability Test was administered primarily as a diagnostic tool to measure each student's overall ability to succeed in school. It gave the staff a reasonably accurate assessment of instructional levels.

The Fundamental Achievement Series was used during the first testing of Session I but was thereafter abandoned, as it provided no realistic comparative norm and failed to provide a method to determine grade scores. In its stead the Wide Range Achievement Test was used. The Wide Range Achievement Test provided an excellent profile of each student's academic proficiencies in the reading, math and spelling areas. It served, also, as an evaluative tool in those same areas.

The Jr.-Sr. High School Personality Questionnaire provided insight into the psychological strengths and weaknesses of the students as well as a measurement of personality change.

The Figure Drawing Test provided an assessment of the self-image of each student before and after the project experience.

Beginning with Session III the Stanford Diagnostic Reading Test was administered so that more definite reading characteristics could be determined within

each student. The Stanford was further studied through an item analysis developed by the staff. It was found that each student's deficiencies could be more accurately identified through the use of the Stanford and its analysis. The Wide Range Achievement Test was always given prior to the Stanford Diagnostic so that the appropriate form of the Stanford could be used.

The students in Session VII were given the Gates MacGinitie Reading Test inasmuch as they were all graduates of the project and, as such, had been exposed to the Standard battery on three previous occasions. The Gates Mac Ginitie measured reading ability in four separate areas - vocabulary, comprehension, speed and accuracy and number attempted.

Session VII students also received the Jesness Inventory which is designed for use in the classification and treatment of delinquents.

The data collected from the testing program is included, analyzed and graphically illustrated in Part Five of this report.

The tremendous quantity of data necessitated a disproportionate amount of time spent in the test analysis when considering priorities in a project such as this. It became increasingly apparent as time passed that the third testing was superfluous for project needs. Although it was in the best interest of research, it contributed little to project services.

EVALUATION SCHEME

As per Module 3 of the Office of Criminal Justice Programs, an intensive study of project effect was focused on three areas; arrests, suspensions, and institutionalizations. A baseline of three months was recommended so there would be time to allow examination of pre and post data for at least four of the six sessions.

Arrest data was collected from the Flint Police Department, Juvenile Division. An accurate record of each official juvenile arrest is maintained in that department.

Official suspension data was collected from the individual student files maintained in the Office of Pupil Personnel. Each school is required to notify that department in writing whenever an official suspension, expulsion or exclusion takes place.

Institutionalization data was collected from the individual court files maintained on each temporary ward of the court. Detention records for each student were collected from the detention log maintained on each juvenile detained at the detention facilities.

After collection, all pre and post data in these three areas was documented by individual student. Each session was then collectively reported. The results can be found in Part Four, Module 3 Evaluation Data, of this report.

The pre, post and follow-up scores and findings for each session are reported for the Otis Lennon Mental Ability Test, the Wide Range Achievement Test, the Jr.-Sr. High School Personality Questionnaire and the Draw A Person Test. The Otis Lennon Mental Ability, Wide Range Achievement Test and the High School Personality Questionnaire results are also illustrated graphically. All test findings, results, and graphs can be found in Part Five, Test Data Evaluation, of this report.

SCHEDULING

Scheduling, the nemesis of all schools, was no less difficult with this project. Each session minor adjustments were made to facilitate ease of operation.

A school starting time had to be consistent with transportation schedules. Class times had to take lunch schedules into consideration. The use of the cafeteria had to jibe with detention facilities kitchen staff changes. Locker room and gym use had to be scheduled around detention facilities class changes and group size. Use of the M.S.U. Extension Service Building had to be scheduled around existing activities, etc., etc.

All things considered, the component scheduling was worked out satisfactorily to all concerned. A class schedule and a calendar (please refer to Appendix, page 287 through 288 and page 289) were supplied to each student and parent during orientation.

A bus schedule for both vehicles was developed before each session and adjusted, if necessary, during orientation. An emergency pick-up list was also established in the case of a vehicle breakdown with each staff member then responsible for transporting those students on his list.

CONSULTANT SERVICES

On September 14, 1971 a professional consultant, Dr. Andrew Yang, was appointed as advised by the Office of Criminal Justice Programs. The duties of the Project Consultant included the development of an evaluation scheme, the definitive identification of project objectives, behavior modification technique training and guidance in final evaluation reporting.

As well as having a Project Consultant, the project was fortunate in securing the services of various education consultants within the Flint Board of Education. Especially notable was the generous assistance from the Language Arts Department in helping to set up a relevant reading program. The Mathematics Department was also helpful in the lending of both materials and time to the project's math program.

RECORD KEEPING SYSTEM

Because of the nature of the project, an efficient system of record keeping had to be established. Data for curriculum development, counseling services, information sharing, and evaluation had to be properly channeled and organized.

A master file for each referral was developed and maintained. All referring data, some test results, and all communication regarding each student was kept in his master file. In addition, pertinent information on each student was maintained in a quick file index, which also supplemented the master file.

A student face sheet (please refer to Appendix, page 290) was kept on each student along with a student chronological log (please refer to Appendix, pages 292 through 296). Caseworkers used these primarily for informational and treatment purposes.

School attendance and behavior were daily logged by teachers and converted into honor credits for display on the point board. A grading system was developed by the teachers, maintained daily and reported to the returning school in the form of a report card (please refer to Appendix, page 297).

Caseworkers provided the returning public school with reports (please refer to Appendix, page 298) detailing each student's strengths, weaknesses and any recommendations they felt appropriate. The court was, also, provided with a report from the caseworker when it was necessary for a student to return to court. A form called the individual academic testing profile (please refer to Appendix, page 299) was developed for and kept by each caseworker.

The Otis Lennon Mental Ability Test, the Wide Range Achievement Test and the Jr.-Sr. High School Personality Questionnaire results were individually maintained and graphically recorded by session and total project.

The diversity of the data and records required close attention to the development of appropriate forms. Much emphasis was placed on the streamlining and efficiency of this part of the process.

STAFF ORIENTATION AND TRAINING

Three caseworkers and one teacher were added to the project's existing professional staff in September, 1971. They were immediately subjected to intensive orientation in every aspect of the project. They were familiarized with existing, pertinent community resources and inter-agency visitations were arranged.

All staff members reviewed their individual interrelation and role within the staff framework as it pertained to their positions. The Project Consultant made many in-service visits with the entire staff as well as meeting with the administrative, casework and teaching segments separately. Education consultants made on-site appearances as well as always making time available for staff visits to them. Creative drama experts held training meetings for the professional staff and offered consultant services.

Conferences on relevant topics were made available to staff and local workshops were attended. Materials and equipment representatives made in-service training available to the staff.

Probably the most intensive staff training came from the project's close association with the individual public school administrators. Each school is unique, and although a part of a large system, each still maintains a degree of autonomy. Learning the ins and outs of the system so essential for efficient operation had to come quickly for the new employees. The existing staff was invaluable in this process.

PARENT-STUDENT ORIENTATION

As part of the referral process, all clients and their parents were oriented briefly by a staff member immediately prior to their Probate Court preliminary hearing; however, the major parent-student orientation took place on the first day of each session.

Each client and his parents received a copy of the orientation booklet (please refer to Appendix, pages 300 through 305), met the project staff, viewed the facilities and received an in depth orientation. The students were assembled as a whole and addressed by the project coordinator. At the same time all parents were meeting with their son or daughter's caseworker. After this initial stage, parents were dismissed after signing an Athletic Participation Form (please refer to Appendix, page 306) and students were given a tour of the building and apprised of its existing ground rules. Each student then met with his caseworker and all significant individual statistics were reviewed, checked and entered on the fact sheet (please refer to Appendix, page 290). After the bus schedule was reviewed with the students, they were dismissed and transported to their individual bus stops. The transportation officers gave each student the approximate time to be at his bus stop the next morning for pick up.

TRANSPORTATION

Because the project location is outside the city limits and is not serviced by a bus line, transportation of students has always ranked on the first line of importance. Considering the disruptive nature of most referrals and/or their truancy tendencies one can readily recognize just how crucial the act of transporting said students to the project really was.

The equipment for transportation purposes acquired in September was of first class, thus very few maintenance difficulties were encountered throughout the year. A 66 passenger bus was leased from Valley Coach Lines, Inc. and a Ford Econoline Van was leased from a local Ford dealership. As mentioned before, both vehicles performed well and were maintained efficiently. Both drivers were experienced transportation people and had a good knowledge of the city and surrounding area.

MATERIALS AND EQUIPMENT

By virtue of the L.E.A.A. Discretionary Grant, money became available for the purchase and leasing of materials and equipment. Fortunately, the vast majority of these materials were delivered and functional before Session I began. Naturally, as time passed, needs arose and various materials had to be re-ordered and replaced. Because most of the equipment was new, it performed efficiently and required little maintenance or repair.

Especially valuable was the availability of a copying machine as the paperwork was extremely voluminous. The electric Azograph duplicator was most valuable to the teachers in their individualized instruction. The audio visual equipment benefitted the teachers in the development of diversive, innovative classes.

The video recorder served as a unique tool in analyzing individual students and observing group dynamics. The caseworkers often used it during group counseling sessions, and during crisis intervention it had a calming effect.

The instructional materials made available to the project were outstanding and considerable thought went into the choices before purchase. The Instructional Materials Center of the Flint Board of Education recognized the project and granted full loan privileges.

During the third session the project became the recipient of a loan in the nature of \$1,500.00 worth of reading materials and equipment from the Genesee County Bar Association Auxiliary. This consisted primarily of soft ware; however, some tape recorders and head sets were able to be purchased as well. This served as an outstanding supplement to the project's existing instructional materials.

COMMUNITY INVOLVEMENT

Throughout the project various members of the local community became involved after learning about the project services. Several graduate students requested field placement with the project and one doctoral candidate structured his dissertation around the project and its effect upon attitude and self concept.

Volunteer tutors made themselves available in the areas of reading and math. This, incidentally, provided the tutor with insight as well as benefitting our students. Two graduates arranged through their public schools to work at the project as part of their school co-op program.

A local auxiliary awarded the project with a loan of approximately \$1,500.00 worth of reading equipment and materials. Parents of many students became active in the promotion of the project and volunteered their time and efforts when needed for transportation.

Parent-teacher meetings had unusually high attendance, and cooperation was evident from all. They came mainly to discover why their sons and daughters had suddenly become interested in school again. Throughout the project local schools, social agencies and police departments displayed a willingness to help.

It was a comforting feeling knowing that the project was held locally in high esteem and that aid in the treatment of students was always available.

FUTURE PLANNING

From the very beginning plans for the future were being formulated.

Because of the nature of discretionary grants, nothing was taken for granted with regard to continuation. It was, however, decided to apply for a continuation action grant. Locally, project staff promoted the program by volunteering to speak to any interested parties. If federal funding was not to become a reality, their aim was to interest the local supporting agencies in picking up the project in full. Their methodology was simple; by effectively dealing with each student, make the public aware of the need and impact of the project.

We know now, of course, that continuation funding was granted by the Office of Criminal Justice Programs enabling the staff to breathe a momentary sigh of relief. The future for the project is now explicit. The possibility of more federal aid is very slight so the future rests squarely with the effectiveness of the project to deal with delinquent youth and promote the project concepts within the community; a challenge welcomed by all concerned.

SUMMARY

In summary, it can be said without qualification that the Rehabilitative Day Care Program for Juvenile and Youth Offenders has met its objectives for the project year.

A total of 213 students were served by the project through six sessions. In addition, a total of 21 students were re-enrolled and served during the seventh session. All students underwent the necessary biographical, physical and mental observations upon entry into and, also, during the project. Each student took part in an individualized remedial academic program. Each student participated in an innovative physical education program. All students received intensive casework tailored to their needs. All students took part in a program designed to develop a more positive attitude toward public school, society and self:

Graduates were reenrolled into public school and took part in an intensive follow-up casework program. Pre and post project data collected and reported clearly showed a significant reduction in number of official arrests, school suspensions, and institutionalizations as per O.C.J.P. Module 3 goals.

The project progressed on schedule throughout the year. A project staff was hired and trained, equipment ordered and received and a referral system developed. An evaluation scheme, a testing program and the curriculum were designed, refined and re-designed. A record-keeping system was put into operation, scheduling was wrestled with, the reporting schedule was maintained and consultive services were received.

Of paramount importance, of course, was the effect the project had, by virtue of its components, on the students it served. That effect, as reported herein, was

significant enough to maintain the project for another year. The need was clearly shown and the value proven. The staff experienced the well-deserved feeling that the tasks were met and performed with success. They are, however, eager to better the record for the upcoming year in its continuing efforts against delinquency.

PART TWO

CHART B

(The following outlines are the goals and tasks necessary to complete those goals for the four quarters of the 1971-72 project year plus the final reporting period).

CHART B DAY CARE PROGRAM

GOALS	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	* STAFF RESPONSIBLE
1.				
Interview and Hire: 3 Caseworkers, 1 Instructor, 1 Part Time Secretary, 1 Transportation & Attendance Officer, 1 Part Time Bus Driver (For Functions refer to Job Descriptions)	(a) Advertise Positions	(8-30-71)	(8-30-71)	Kurt Soper William Kratzer
	(b) Contact Local Pertinent Agency Personnel Departments	(9-7-71)	(9-7-71)	Kurt Soper William Kratzer
	(c) Interview Applicants	(9-7-71)	(9-23-71)	Kurt Soper William Kratzer
	(d) Secure and Evaluate Credentials for Applicants	(9-13-71)	(9-23-71)	Kurt Soper William Kratzer
	(e) Fill Positions	(9-7-71)	(9-23-71)	Kurt Soper William Kratzer
2.				
Re-Enter 1970-71 Session VI Students into Public Schools	(a) Contact & Coordinate: 1. Students 2. School Personnel 3. Office of Pupil Personnel	(9-8-71)	(9-8-71)	Kurt Soper William Kratzer Lewellis Carlton Donald Tucker
	(b) Follow Up with Students & Parents	(9-10-71)	(9-10-71)	Edwin Quinn, Gary Haggart
3.				
Schedule Program Components	(a) Provide a Classroom Curriculum	(9-24-71)	(9-24-71)	Entire Staff
	(b) Assemble Initial Working Curriculum	(9-24-71)	(9-24-71)	Entire Staff
	(c) Assemble Special Home Economics Curriculum	(9-24-71)	(9-24-71)	Entire Staff
	(d) Provide a Recreational Curriculum	(9-24-71)	(9-24-71)	Entire Staff
	(e) Develop An Obstacle Course Use Plan	(9-24-71)	9-24-71)	Entire Staff

* For Staff Positions See Chart B Appendix.

CHAPTER B DAY CARE PROGRAM (continued)

GOALS	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
3. Schedule Program Components (continued)	(f) Develop a Field Trip Schedule	(9-24-71)	(9-24-71)	Kurt Soper William Krätzer Gary Haggart
	(g) Provide a Guest Appearance Schedule	(9-24-71)	(9-24-71)	Kurt Soper William Krätzer Gary Haggart
	(h) Create A Functional Scheduling of the Class Days	(9-24-71)	(9-24-71)	Entire Staff
4. Staff Orientation and Training	(a) Familiarize Staff With Existing P.I.P. Program	(9-10-71)	(9-10-71)	Kurt Soper William Krätzer
	(b) Familiarize Staff with Pertinent Community Resources	(10-15-71)		Kurt Soper William Krätzer
	(c) Explain Individual Interrelation and Role Within Staff Framework	(10-1-71)		Kurt Soper William Krätzer
	(d) Employ Existing Staff to Familiarize New Staff With Program Philosophies and Methodologies	(9-17-71)	(9-17-71)	Kurt Soper William Krätzer
	(e) Arrange and Schedule In-Service Training	(9-30-71)		Kurt Soper
	(f) Maintain Personnel Files on all Staff (Ongoing Task)			Kurt Soper

CHART DAY CARE PROGRAM (continued)

GOALS	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
5. Select and Procure An Objective Testing Program	(a) Appoint a Qualified Consultant	(8-14-71)	(8-14-71)	R. VanWagoner
	(b) Review Existing Testing Program	(9-17-71)	(9-17-71)	Entire Staff & Consultant
	(c) Review Available and Applicable Testing Materials	(9-20-71)	(9-20-71)	Kurt Soper R. VanWagoner
	(d) Select Appropriate Testing Materials	(9-27-71)	(9-20-71)	Andrew Yang
	(e) Procure Selected Testing Materials	(9-27-71)	(9-23-71)	R. VanWagoner
6. Develop and Maintain A Record Keeping System For Program Participants	(a) Maintain a Master File containing all necessary information pertaining to students (Ongoing Task)			G. Zimmerman
	(b) Maintain a Quick File Index on all Students (Ongoing Task)			G. Zimmerman V. Washington
	(c) Maintain A Student Face Sheet and Chronological Log on Each Student (Ongoing Task)			F. Rabidue E. Quinn, Jr. G. Haggart
	(d) Maintain a Daily School Attendance and Classroom Behavior Log (Ongoing Task)			L. Carlton D. Tucker V. Winkler

CHAR DAY CARE PROGRAM (continued)

GOALS	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
6. Develop and Maintain A Record Keeping System For Program Participants (continued)	<ul style="list-style-type: none"> (e) Maintain a Grading System On Each Student(Ongoing Task) (f) Provide Student Progress Reports To Public Schools and Court (Ongoing Task) (g) Provide necessary materials for functional operation of total program(Ongoing Task) 			L. Carlton D. Tucker V. Winkler F. Rabidue E. Quinn, Jr. G. Haggart Kurt Soper
7. Modify Behavior of Program Participants	<ul style="list-style-type: none"> (a) Identify Presenting Problems (Ongoing Task) (b) Utilize Proven Existing Psychological Techniques for Improving Behavior (Ongoing Task) (c) Develop an Individualized Program for each Student Based on Pertinent Information Accumulated through total Program Observation(Ongoing Task) 			Entire Staff & Consultant Entire Staff & Consultant Entire Staff
8. Continue and Improve an Ongoing Referral System	<ul style="list-style-type: none"> (a) Establish a rapport with contributing Referral Agencies (Ongoing Task) (b) Maintain Exchange and Feedback of pertinent materials and information (Ongoing Task) 			Entire Staff Entire Staff

CHAPTER B DAY CARE PROGRAM (continued)

GOALS	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
9. Implement and Maintain Program Materials and Equipment to Optimum Level	(a) Maintain Program Vehicles (Ongoing Task) (b) Maintain Obstacle Course (Ongoing Task) (c) Maintain and Utilize AV and Videorecording Equip- ment in Educational and/or counseling situations (Ongoing Task)			J.Holmes L.Davis Entire Staff Entire Staff

CHART B DAY CARE PROGRAM

Second Quarter

GOALS	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
1.	Develop and Implement a Referral Process	(a) Coordinate an understanding between the program and referral agent (ongoing task)		Kurt Soper Wm. Kratzer
		(b) Preliminary screening of referrals (ongoing task)		Kurt Soper Wm. Kratzer
		(c) Preliminary orientation with student and family	Session II (11-5-71) (11-5-71) Session III (12-17-71) (12-17-71)	Wm. Kratzer
		(d) Gather pertinent student data	Session II (11-5-71) (11-5-71) Session III (12-17-71) (12-17-71)	Wm. Kratzer
2.	Develop a parent-student orientation process	(a) Devise and implement an orientation schedule	Session II (11-8-71) (11-8-71) Session III (12-27-71) (12-27-71)	Kurt Soper
		(b) Devise and implement a transportation schedule	Session II (11-8-71) (11-8-71) Session III (12-27-71) (12-27-71)	Wm. Kratzer Jesse Holmes

CHART B DAY CARE PROGRAM (continued)

GOALS	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
2. Develop a parent-student orientation process (continued)	(c) Devise and implement a physical examination schedule	Session II (11-9-71)	(11-9-71)	
		Session III (12-28-71)	(12-28-71)	
	(d) Introduce students and parents to program phi- losophy	Session II (11-8-71)	(11-8-71)	Entire Staff
		Session III (12-27-71)	(12-27-71)	
3. Implement testing program for students	(a) Schedule and administer test battery	(12-17-71)	(12-17-71)	Entire Staff
	(b) Analyze Test Results (ongoing task)			Entire Staff
	(c) Develop a student profile from test results (ongoing task)			Entire Staff
4. Provide academic instruction for students	(a) Teach mathematics, reading, social studies	(12-31-71)	(12-31-71)	All Teachers
	(b) Augment classroom instruction with relevant and dynamic community educational experi- ences	(12-31-71)	(12-31-71)	Entire Staff

CHART B DAY CARE PROGRAM (continued)

GOALS	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
4. Provide academic instruction for students (continued)	(c) Modify behavior by programming academic successes	(12-31-71)	(12-31-71)	All Teachers
5. Provide counseling services	(a) Counsel individually	(12-31-71)	(12-31-71)	Entire Staff
	(b) Group counseling and dynamics	(12-31-71)	(12-31-71)	Entire Staff
	(c) Family counseling	(12-31-71)	(12-31-71)	Entire Staff
	(d) Inter-agency consultation	(12-31-71)	(12-31-71)	Entire Staff
6. Provide continuing services upon re-entry into public school	(a) Re-enter students into public school	(11-8-71)	(11-10-71)	Wm. Kratzer All Case- workers
	(b) Share student profile with appropriate school personnel	(11-8-71)	(11-10-71)	Wm. Kratzer All Case- workers
	(c) Continue counseling services	(12-20-71)	(12-20-71)	Wm. Kratzer All Case- workers

CHART B DAY CARE PROGRAM (continued)

GOALS	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
7. Coordinate Program with community resources	(a) To disseminate program information to inter-related community agencies (ongoing task)			Entire Staff
	(b) To make contributing agencies cognizant of program develop- ment (ongoing task)			Kurt Soper
	(c) Supervise and include univer- sity students in program development and operation (ongoing task)			Kurt Soper
	(d) Explore other educational programs, existing or pro- posed, that are designed to meet similar needs (ongoing task)			Entire Staff
	(e) Facilitate program with an observation format (ongoing task)			Kurt Soper

CHART B DAY CARE PROGRAM

Third Quarter

GOALS	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
1. Continue Program Process	(a) Maintain a suitable referral process (ongoing task)	(Ongoing Task)		K. Soper W. Kratzer
	(b) Maintain a parent-student orientation process (ongoing task)	(Ongoing Task)		Entire Staff
	(c) Maintain an objective student pre and post testing program (ongoing task)	(Ongoing Task)		Entire Staff
	(d) Maintain relevant academic instruction for students (ongoing task)	(Ongoing Task)		Entire Staff
	(e) Maintain student counseling services (ongoing task)	(Ongoing Task)		Entire Staff
	(f) Maintain student follow-up counseling services	(Ongoing Task)		Entire Staff

CHART B DAY CARE PROGRAM (continued)

	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
2.	Develop Improved Evaluation Procedures			
	(a) Supply project consultant with all pertinent test data to date for coordination purposes	1-19-72	1-19-72	K. Soper
	(b) Evaluate 1970-71 program students and determine placement	2-1-72	2-1-72	K. Soper W. Kratzer
	(c) Develop a student return form for documentation purposes	2-4-72	2-4-72	K. Soper
	(d) Develop plan with local police agency for student arrest data	2-15-72	2-15-72	K. Soper
	(e) Develop plan with post graduate student for a student attitude and self concept survey	3-28-72	3-28-72	K. Soper

CHART B DAY CARE PROGRAM (continued)

3.	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
Modify School Curriculum	(a) Develop relevant testing program for skill deficiency determination	1-7-72	1-7-72	K. Soper
	(b) Develop class schedule for individualized instruction	1-7-72	1-7-72	K. Soper
	(c) Develop plan for individual weekly academic goals	2-7-72	2-7-72	Teaching Staff
	(d) Develop plan for individualized homework in keeping with student goals	2-7-72	2-7-72	Teaching Staff
	(e) Procure best possible instructional materials with available resources	3-15-72	3-3-72	K. Soper

CHART B DAY CARE PROGRAM (continued)

4. Continue Positive Program Relationships	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
	(a) Present program to community via speaking engagements (ongoing task)	(Ongoing Task)		Entire Staff
	(b) Provide tours to interested individuals or groups (ongoing task)	(Ongoing Task)		Entire Staff
	(c) Represent program at inter-agency conferences (ongoing task)	(Ongoing Task)		Entire Staff
	(d) Provide field training placement for graduate students (ongoing task)	(Ongoing Task)		Entire Staff
	(e) Provide service to agencies during community crises (ongoing task)	(Ongoing Task)		Entire Staff

CHART B DAY CARE PROGRAM (continued)

	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
5. Coordinate Efforts of Local Service Club for Program Materials Loan	(a) Review existing reading materials and establish priorities	1-14-72	1-14-72	K. Soper Teaching Staff
	(b) Review available materials and compile a relevant list of needed materials	1-21-72	1-21-72	K. Soper
	(c) Apprise service club of priority needs	1-21-72	1-21-72	K. Soper
	(d) Coordinate purchase of said materials	2-4-72	2-4-72	K. Soper
	(e) Receive, inventory, and label ordered materials	2-25-72	3-22-72	K. Soper

CHART B DAY CARE PROGRAM (continued)

	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
6.	Plan for Program Future			
	(a) Arrange conference with local contributing agencies	1-18-72	2-8-72	W. Macdonald
	(b) Review possible alternatives for 1971-72 project year (ongoing task)	(Ongoing Task)		Entire Staff
	(c) Aid local contributing agencies in completion of funding proposals (ongoing task)	(Ongoing Task)		K. Soper R. VanWagoner
	(d) Develop program to full realization of projected goals (ongoing task)	(Ongoing Task)		Entire Staff

REHABILITATIVE DAY CARE PROGRAM

Chart B

Fourth Quarter

GOALS	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
1. Continue Program Process	(a) Maintain Referral Process	(Ongoing Task)		K. Soper W. Kratzer
	(b) Maintain Orientation Process			Entire Staff
	(c) Maintain Testing Process			Entire Staff
	(d) Maintain Academic Instruction Process			Entire Staff
	(e) Maintain Counseling Process			Entire Staff
	(f) Maintain Follow-Up Process			Entire Staff
2. Continue to Maintain Pro- gram Community Interaction	(a) Interact with Individual Public Schools	(Ongoing Task)		Entire Staff
	(b) Maintain Interaction with Pupil Personnel			Entire Staff
	(c) Maintain Interaction with Board of Education Consultation Services			Entire Staff

Rehabilitative Day Care Program
Chart B (continued)

GOALS	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
2. (continued)	(d) Maintain Interaction With Board of Education Testing Services	(Ongoing Task)		Entire Staff
	(e) Maintain Interaction With Local Police Agengies	(Ongoing Task)		Entire Staff
	(f) Maintain Interaction With Probate Court Services	(Ongoing Task)		Entire Staff
	(g) Maintain Interaction With Relevant Local Agencies	(Ongoing Task)		Entire Staff
3. Make Necessary Personnel Changes	(a) Replace Resigned Part-Time Bus Driver	(6-1-72)	(6-19-72)	William Macdonald
	(b) Replace Resigned Part-Time Secretary	(6-25-72)	(6-25-72)	William Macdonald
	(c) Replace Resigned Project Analyst	(6-12-72)	(6-12-72)	William Macdonald
	(d) Replace Resigned Caseworker	(6-19-72)	(7-1-72)	William Macdonald

Rehabilitative Day Care Program
Chart B (continued)

GOALS	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
4. Prepare Preliminary Evaluation	(a) Consult with O.C.J.P. Officials as to Appropriate pre and post baseline	(6-23-72)	(6-23-72)	Kurt Soper William Kratzer
	(b) Document Arrest Data for Session I - IV graduates as per O.C.J.P. Module 3 Section (a)	(7-10-72)	()	Kurt Soper William Kratzer
	(c) Document School Suspension Data for Session I - IV Graduates as per O.C.J.P. Module 3 Section (b)	(7-10-72)	()	Kurt Soper William Kratzer
	(d) Document institutionalization data for Session I - IV grad- uates as per O.C.J.P. Module 3 Section (c)	(7-10-72)	()	Kurt Soper William Kratzer
	(e) Receive from project consultant preliminary findings of test data	(7-10-72)	()	Kurt Soper William Kratzer
	(f) Compile referral statistics for Session I - IV students	(7-10-72)	()	Kurt Soper William Kratzer

Rehabilitative Day Care Program
Chart B (continued)

GOALS	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
	(g) Determine status of Session I - VI students at conclusion of public school year	(7-10-72)	()	Kurt Soper William Kratzer
	(h) Prepare, distribute and receive response to Report From Participating Flint Public Schools	(7-10-72)	(6-26-72)	Kurt Soper William Kratzer
5. Plan For Program Future	(a) Develop existing program to full realization of projected goals		(Ongoing Task)	
	(b) Demonstrate community need for program services		(Ongoing Task)	Entire Staff
	(c) Demonstrate need for program expansion and greater local support		(Ongoing Task)	Entire Staff
	(d) Examine reports from Flint Public Schools to determine how program might better serve		(Ongoing Task)	Entire Staff

REHABILITATIVE DAY CARE PROGRAM
CHART B
FINAL REPORTING PERIOD

(July 1, 1972 - September 14, 1972)

GOALS	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
1. Continue Program Processes	(a) Develop Referral Process for Session VII	(7-5-72)	(7-5-72)	K. Soper
	(b) Maintain Orientation Process	(7-19-72)	(7-19-72)	Entire Staff
	(c) Develop Testing Process for Session VII	(7-5-72)	(7-5-72)	K. Soper
	(d) Maintain Academic Instruction Process	(8-11-72)	(8-11-72)	Entire Staff
	(e) Maintain Counseling Process	(9-14-72)	(9-14-72)	Entire Staff
	(f) Maintain Follow-up Process	(9-14-72)	(9-14-72)	Entire Staff
2: Prepare Final Report and Evaluation	(a) Prepare and Deliver Pre- liminary Evaluation	(7-10-72)	(7-10-72)	K. Soper W. Kratzer
	(b) Consult with O.C.J.P. Officials as to Final Reporting Procedure	(7-10-72)	(7-10-72)	K. Soper W. Kratzer

Chart B (continued)

July 1, 1972 - September 14, 1972 - Final Reporting Period

GOALS	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
2.	(c) Document Arrest Data For Session I - VI Graduates As Per O.C.J.P. Module 5, Section (a)	(9-14-72)	(9-14-72)	K. Soper W. Kratzer
	(d) Document School Suspension Data for Session I - VI Graduates as per O.C.J.P. Module 3, Section (b)	(9-14-72)	(9-14-72)	K. Soper W. Kratzer
	(e) Document Institutionalization Data for Session I - VI Graduates as per O.C.J.P. Module 3, Section (c)	(9-14-72)	(9-14-72)	K. Soper W. Kratzer
	(f) Prepare, Document and Analyze Test Data for Session I - VII Graduates	(9-14-72)	(9-14-72)	K. Soper
	(g) Prepare Project Narrative for Final Project Report	(9-14-72)	(9-14-72)	K. Soper W. Kratzer
	(h) Compile and Document Referral Data for Session I - VII	(9-14-72)	(9-14-72)	K. Soper W. Kratzer
	(i) Determine and Report Status of Session I - VI Graduates at Conclusion of Public School Year	(7-10-72)	(7-10-72)	K. Soper W. Kratzer

Chart B (continued)
 July 1, 1972 - September 14, 1972 - Final Reporting Period

GOALS	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
3. Re-enter Session VI Graduates Into Public Schools	(a) Contact and Coordinate Students, School Personnel and Office of Pupil Personnel	(9-8-72)	(9-8-72)	Entire Staff
	(b) Prepare and Distribute Individual Student Reports and Grades to Public Schools	(9-8-72)	(9-8-72)	Entire Staff
	(c) Facilitate School Transfers	(9-8-72)	(9-8-72)	Entire Staff
	(d) Follow-Up With Students, Parents, and School Personnel	(9-14-72)	(9-14-72)	Entire Staff
4. Coordinate Existing Project with Continuation Project	(a) Develop a Revised Referral Process	(9-14-72)	(9-14-72)	K. Soper W. Kratzer
	(b) Develop and Explain Revised Role of Probate Court	(9-14-72)	(9-14-72)	K. Soper W. Kratzer

Chart B (continued)
 July 1, 1972 - September 14, 1972 - Final Reporting Period

GOALS	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
4.	(c) Develop Revised Evaluation Scheme	(9-14-72)	(9-14-72)	K. Soper W. Kratzer
	(d) Develop System for Data Collection	(9-1-72)	(9-1-72)	K. Soper W. Kratzer
5. Begin Project Transitional Phase	(a) Arrange for Move To New Physical Facilities	(9-14-72)	(9-14-72)	Entire Staff
	(b) Arrange for Equipment and Materials Transfer and Loan	(9-14-72)	(9-14-72)	Entire Staff
	(c) Arrange for Remodeling of New Facilities	(9-14-72)	(9-14-72)	Entire Staff
	(d) Inventory Existing Equip- ment	(9-14-72)	(9-14-72)	Entire Staff
	(e) Revise Project Schedule Components	(9-25-72)	()	K. Soper
	(f) Develop Staff Positions, Responsibilities and Lines of Authority	(9-14-72)	(9-14-72)	Entire Staff

PART THREE

REFERRAL DATA

(The following data reflects the referral statistics
for Session I - VII during the 1971-72 project year)

REHABILITATIVE DAY CARE PROGRAM

REFERRAL TOTALS

(Session I - VI)

Total Referred Once: 212
Total Re-Referred: 7
Total Referred: 219
Total Served: 213
Total Graduated: 203
Total Referred But Not Served: 6
Total Referred But Not Graduated: 10

Students Re-Referred

1.	File # 46184	Session I and IV	5.	File # 46627	Session III and IV
2.	46708	I and VI	6.	41322	III and VI
3.	46425	II and IV	7.	43400	IV and VI
4.	45631	II and V			

Students Referred But Not Served

1.	File # 44667	Session I (Hospitalized)
2.	47059	Session V (Referral Withdrawn)
3.	46483	Session V (Arrested)
4.	46528	Session VI (Runaway)
5.	43400	Session VI (Runaway)
6.	46760	Session VI (Runaway)

Students Served But Not Graduated

1.	File # 46495	Session I (Placed in Private School)
2.	42126	I (Placed in S.D.S.S.)
3.	38064	II (Moved)
4.	45788	III (Runaway)
5.	45309	III (Runaway)
6.	46133	III (Runaway)
7.	46750	IV (Maternity)
8.	46696	IV (Runaway)
9.	46908	V (Moved)
10.	42402	V (Placed in S.D.S.S.)

REHABILITATIVE DAY CARE PROGRAM

REFERRALS BY PUBLIC SCHOOLS

<u>SCHOOL:</u>	<u>NUMBER OF REFERRALS:</u>
Central High	14
Northern High	6
Northwestern High	7
Southwestern High	2
Bryant Junior High	18
Emerson Junior High	59
Holmes Junior High	16
Longfellow Junior High	21
Lowell Junior High	20
McKinley Junior High	18
Whittier Junior High	13
Emerson Intermediate	9
Carpenter Elementary	1
Dewey Elementary	1
Pierson Elementary	1
Potter Elementary	1
Beecher Junior High	2
Clio High	1
Flushing High	1
Hamady Junior High	1

REHABILITATIVE DAY CARE PROGRAM

REFERRALS BY: Reason - Age - Sex
(Session I)

September 27, 1971 - November 5, 1971

<u>TRUANCY</u>		
<u>Age</u>	<u>Male</u>	<u>Female</u>
11 Years	None	None
12 Years	None	None
13 Years	46211 46225 45620 45864	None
14 Years	43615 42126 44559 46228 46238 46227 46194 46239 46340	46184 40659 46237 44826
15 Years	45718 44667 44650	41749 46236
16 Years	None	None

<u>INCORRIGIBILITY</u>		
<u>Age</u>	<u>Male</u>	<u>Female</u>
11 Years	45342	None
12 Years	None	None
13 Years	None	46235 42649
14 Years	46195	46193 44758
15 Years	46226	None
16 Years	45220	None

<u>TRUANTS:</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>TOTAL</u>
MALE:	0	0	4	9	3	0	16
FEMALE:	0	0	0	4	2	0	6
<u>INCORRIGIBLES:</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>TOTAL</u>
MALE:	1	0	0	1	1	1	4
FEMALE:	0	0	2	2	0	0	4

Total Truant and Incorrigible Students

-57-
22
8
30

REHABILITATIVE DAY CARE PROGRAM

REFERRALS BY: Reason - Age - Sex
(Session II)

November 8, 1971 - December 17, 1971

TRUANCY

INCORRIGIBILITY

<u>Age</u>	<u>Male</u>	<u>Female</u>
11 Years	46217	None
12 Years	None	None
13 Years	46335	46431
14 Years	46451 46428 46338 45631 46355 46425 46424 44800	42990 42869 46729 45258 46430
15 Years	45730 45098 46429 40596 43836 46008 45217 38064	46385 42551
16 Years	46395	None

<u>Age</u>	<u>Male</u>	<u>Female</u>
11 Years	None	46270
12 Years	None	None
13 Years	46388 46351 46386 46337	None
14 Years	46387	46450 46339
15 Years	46285	42783 46452 46432

<u>TRUANTS:</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>TOTAL</u>
MALE:	1	0	1	8	8	1	19
FEMALE:	0	0	1	5	2	0	8

<u>INCORRIGIBLES:</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>TOTAL</u>
MALE:	0	0	4	1	1	0	6
FEMALE:	1	0	0	2	3	0	6

Total Truant and Incurrigible Students

-58-

27

12

39

REHABILITATION DAY CARE PROGRAM

REFERRALS BY: Reason - Age - Sex
(Session III)

December 27, 1971 - February 4, 1972

<u>TRUANCY</u>			<u>INCORRIGIBILITY</u>								
<u>Age</u>	<u>Male</u>	<u>Female</u>	<u>Age</u>	<u>Male</u>	<u>Female</u>						
11 Years	None	None	11 Years	None	None						
12 Years	46580 46569	None	12 Years	None	37672						
13 Years	None	46133	13 Years	46628 46627	None						
14 Years	46589 45492 41049	46600 46501	14 Years	41322	46542						
15 Years	45892 46558 46559 46560 46595 39012 46594 45852 44180 46587	46574 45309 46613 44648 45788 46626 42563	15 Years	46544 46439 45366	45370						
			<u>TRUANTS:</u>	11	12	13	14	15	16	<u>TOTAL</u>	
			MALE:	0	2	0	3	10	0	15	
			FEMALE:	0	0	1	2	7	0	10	25
			<u>INCORRIGIBLES:</u>							<u>TOTAL</u>	
			MALE:	0	0	2	1	3	0	6	
			FEMALE:	0	1	0	1	1	0	3	9
Total Truant and Incurrigible Students										34	

REHABILITATION DAY CARE PROGRAM

REFERRALS BY: Reason - Age - Sex
(Session IV)

February 7, 1972 - March 17, 1972

<u>TRUANCY</u>			<u>INCORRIGIBILITY</u>							
<u>Age</u>	<u>Male</u>	<u>Female</u>	<u>Age</u>	<u>Male</u>	<u>Female</u>					
11 Years	46804	None	11 Years	46115	None					
12 Years	None	None	12 Years	None	None					
13 Years	44215	46732 46748	13 Years	42451 46734 46627	46810 46847					
14 Years	46708 39174 42034	46762	14 Years	46707 46390 45714	46202 46184					
15 Years	46470 46805 45924 46709 46776 46425 45347 43398	46750 46696 46795 43400 45965	15 Years	42843 45731 46777	46740					
16 Years	None	None	16 Years	None	None					
			<u>TRUANTS:</u>	11	12	13	14	15	16	<u>TOTAL</u>
			<u>MALE:</u>	1	0	1	3	8	0	13
			<u>FEMALE:</u>	0	0	2	1	5	0	8
										21
			<u>INCORRIGIBLES:</u>	11	12	13	14	15	16	<u>TOTAL</u>
			<u>MALE:</u>	1	0	3	3	3	0	10
			<u>FEMALE:</u>	0	0	2	2	1	0	5
										15
			<u>Total Truant and Incurrigible Students</u>							36

REHABILITATIVE DAY CARE PROGRAM

REFERRALS BY: Reason - Age - Sex
(Session V)

March 20, 1972 - May 5, 1972

TRUANCY

INCORRIGIBILITY

<u>Age</u>	<u>Male</u>	<u>Female</u>
11 Years	None	None
12 Years	None	None
13 Years	46937 46910 46955 43948	46967 46968 46849
14 Years	45553 46946 45631	46944 46935
15 Years	42402 46997 45460 42739	44965 43975 46784
16 Years	None	None

<u>Age</u>	<u>Male</u>	<u>Female</u>
11 Years	None	None
12 Years	47024	None
13 Years	46386	None
14 Years	46975 46938 44530 46949	None
15 Years	46908 47034 45531 45865 46979 46994	46906 47026 45733 42294
16 Years	None	47025

.....
TRUANTS: 11 12 13 14 15 16 TOTAL

MALE: 0 0 4 3 4 0 11

FEMALE: 0 0 3 2 3 0 8

19

INCORRIGIBLES: 11 12 13 14 15 16 TOTAL

MALE: 0 1 1 4 6 0 12

FEMALE: 0 0 0 0 4 1 5

17

Total Truant and Incurrigible
Students

36

REHABILITATIVE DAY CARE PROGRAM

REFERRALS BY: Reason - Age - Sex
(Session VI)

May 8, 1972 - June 16, 1972

TRUANCY

INCORRIGIBILITY

<u>Age</u>	<u>Male</u>	<u>Female</u>
11 Years	None	None
12 Years	47115	None
13 Years	47181	47193
14 Years	47206	46836
15 Years	47238 44810 46208	46788 47250 46744
16 Years	44461	None

<u>Age</u>	<u>Male</u>	<u>Female</u>
11 Years	None	None
12 Years	46182	None
13 Years	43546 47233 45954 47204 43242 46749	47205 47184 41137
14 Years	47179 47140 45490 41322	47248 47259
15 Years	47216 47239 43898 47155 47194 46959 46198 47240	46028 36843
16 Years	None	None

<u>TRUANTS:</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>TOTAL</u>	<u>INCORRIGIBLES:</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>TOTAL</u>
MALE:	0	1	1	1	3	1	7	MALE:	0	1	6	4	8	0	19
FEMALE:	0	0	1	1	3	0	5	FEMALE:	0	0	3	2	2	0	7
							12								26
Total Truant and Incorrighible Students														38	

REHABILITATIVE DAY CARE PROGRAM

REFERRALS BY: Reason - Age - Sex

TOTALS

(SESSION I - VI)

September 27, 1971 - June 16, 1972

TRUANTS

(Male)

11 Years	2
12 Years	3
13 Years	11
14 Years	27
15 Years	36
16 Years	2
	<hr/>
	81

TRUANTS

(Female)

11 Years	0
12 Years	0
13 Years	8
14 Years	15
15 Years	22
16 Years	0
	<hr/>
	45

TOTAL
TRUANTS: 126

INCORRIGIBLES

(Male)

11 Years	2
12 Years	2
13 Years	16
14 Years	14
15 Years	22
16 Years	1
	<hr/>
	57

INCORRIGIBLES

(Female)

11 Years	1
12 Years	1
13 Years	7
14 Years	9
15 Years	11
16 Years	1
	<hr/>
	30

TOTAL
INCORRIGIBLES: 87

Total Clients Served

213

SESSION VII REFERRAL DATA

On June 16, 1972 Session VI of the Rehabilitative Day Care Program was graduated. That brought the total number of graduates to 203 for the school year. Inasmuch as, the referral agency for the project is the Flint Public School System, referrals ceased with the approach of the summer recess. The project staff, however, saw the need for a continuing program for many of the graduates and, as a result, Session VII became a reality.

It was the intention of project staff to provide a remedial reading curriculum, an intensive counseling experience and a healthy alternative to a summer with nothing to do for Session VII students. Classes, group sessions, recreational trips, field trips, community service projects and money making projects were provided for in the schedule (please refer to Appendix, page 307).

All students in Session VII were graduates of an earlier project session. They all volunteered for participation in Session VII and received written parental permission. Students who had summer jobs, those who had planned vacations that would conflict with the six consecutive week program, those who appeared well-adjusted behaviorally and academically, and those who appeared hesitant at volunteering were immediately discounted as possible referrals.

Twenty-three volunteers filled the criteria and Session VII officially got underway on July 5, 1972. Of the original twenty-three students, two moved out of the area within the first week. Of the remaining twenty-one, one got a job and dropped out, one went on an extended vacation and never returned, and one decided that the project was not his idea of how to spend a summer vacation. That left eighteen students, all of whom graduated.

Of the original twenty-three students, twelve were girls and eleven were boys with thirteen being white and ten black. The average age was 14 years, 1 month, and the average grade level was 8.5.

PART FOUR

MODULE 3 EVALUATIVE DATA

(The following data reflects a pre and post survey of students in the areas of arrests, suspensions and institutionalizations plus student public school status at the end of the 1971-72 school year)

REHABILITATIVE DAY CARE PROGRAM

Module 3 Data

(Session I)

File # 41749:

Arrests: None

Suspensions:

Pre: 4-9-71 Insubordination 10 days
5-21-71 Profanity 10 days
9-24-71 Disrespect 5 days

Post: None

Institutionalizations: None

School Status: Continuation School

File # 46184

Arrests: None

Suspensions:

Pre: 4-9-71 Attendance 3 days
5-17-71 Attendance 5 days
9-13-71 Attendance 10 days
9-23-71 Disrespect 2 days

Post: None

Institutionalizations: None

School Status: Continuation School

File # 46235

Arrests: None

Suspensions:

Pre: 6-1-71 Fighting 10 days
9-22-71 Fighting 5 days

Post: 1-7-72 Attendance 1 day

Institutionalizations: None

School Status: Suspended

File # 42649

Arrests: None

Suspensions:

Pre: 9-24-71 Theft 5 days

Post: 11-23-71 Smoking 1 day

Institutionalizations: None

School Status: Public School

File # 46236 Arrests: None
 Suspensions:
 Pre: 9-24-71 Attendance 3 days

 Post: None

 Institutionalizations: None

 School Status: Public School

File # 46237 Arrests: None
 Suspensions:
 Pre: 5-12-71 Fighting 10 days
 6-2-71 Profanity 3 days
 6-11-71 Fighting 5 days
 9-23-71 Fighting 5 days

 Post: 11-16-71 Smoking 5 days
 1-11-72 Fighting 10 days

 Institutionalizations: None

 School Status: Public School

File # 44826 Arrests: None
 Suspensions:
 Pre: 6-8-71 Off Campus 3 days
 9-24-71 Attendance 3 days

 Post: 1-25-72 Attendance 3 days

 Institutionalizations:
 Pre: None
 Post: 1-24-72 Detained Juv. Home 16 days

 School Status: Public School

File # 46193 Arrests: None
 Suspensions:
 Pre: 4-21-71 Attendance 3 days
 5-6-71 Attendance 5 days
 5-17-71 Drinking 10 days
 6-8-71 Fighting 10 days
 9-13-71 Fighting 10 days

 Post: None

 Institutionalizations: None

 School Status: Public School

File # 44758

Arrests: None

Suspensions:

Pre: 6-4-71 Disrespect 5 days

9-27-71 Smoking 5 days

Post: None

Institutionalizations: None

School Status: Continuation School

File # 46211

Arrests:

Pre: 9-21-71 Runaway

Post: 11-22-71 Runaway

1-20-72 Runaway

Suspensions:

Pre: 9-22-71 Attendance 5 days

Post: None

Institutionalizations:

Pre: 9-21-71 Detained Juv. Home 2 days

Post: 11-22-71 Detained Juv. Home 8 days

1-20-72 Detained Juv. Home 12 days

School Status: Detained pending placement

File # 43615

Arrests:

Pre: 7-23-71 U.D.A.A.

Post: None

Suspensions:

Pre: 9-20-71 Attendance 5 days

Post: 2-1-72 Off Campus 3 days

Institutionalizations:

Pre: 8-9-71 Detained Juv. Home 5 days

9-18-71 Detained Juv. Home 9 days

Post: None

School Status: Public School

Session I (continued)

File # 45342

Arrests: None
 Suspensions:
 Pre: 9-9-71 Disrespect 3 days
 9-13-71 Disrespect 10 days

Post: None

Institutionalizations:
 Pre: None

Post: 11-12-71 Detained Juv. Home 36 days

School Status: Father D'Onofiro's Home For Boys

File # 44559

Arrests: None
 Suspensions:
 Pre: 5-20-71 Attendance 3 days
 9-22-71 Attendance 5 days

Post: None

Institutionalizations: None

School Status: Public School

File # 45718

Arrests: None
 Suspensions:
 Pre: 9-24-71 Attendance 3 days

Post: 12-1-71 Fighting 1 day

Institutionalizations: None

School Status: Public School

File # 46194

Arrests: None
 Suspensions:
 Pre: 5-17-71 Disrespect 3 days
 9-17-71 Attendance 3 days

Post: 12-15-71 Disrespect 2 days

Institutionalizations: None

School Status: Public School

File # 46208

Arrests: None
 Suspensions:
 Pre: 5-26-71 Attendance 3 days
 6-9-71 Attendance 5 days
 9-22-71 Attendance 5 days
 Post: 12-3-71 Attendance 3 days
 1-11-72 Tardiness 2 days

Institutionalizations: None

School Status: Public School

Session I (continued)

File # 45020

Arrests:

Pre: 9-25-71 Runaway

Post: None

Suspensions:

Pre: 9-23-71 Attendance 4 days

Post: None

Institutionalizations:

Pre: 9-26-71 Detained Juv. Home 2 days

Post: None

School Status: Public School

File # 46240

Arrests:

Pre: None

Post: 12-7-71 B & E

Suspensions:

Pre: 9-24-71 Attendance 3 days

Post: None

Institutionalizations:

Pre: 8-13-71 Detained Juv.. Home 7 days

Post: None

School Status: Public School

File # 45864

Arrests:

Pre: 6-28-71 Runaway

7-6-71 Runaway

Post: None

Suspensions:

Pre: 6-1-71 Disrespect 3 days

10-1-81 Attendance 1 day

Post: 11-29-71 Theft 5 days

Institutionalizations:

Pre: 7-6-71 Detained Juv. Home 3 days

Post: None

School Status: Public School

Session I (continued)

File # 44650

Arrests: None

Suspensions:

Pre: 4-19-71 Fighting 3 days
4-26-71 Attendance 10 days

Post: None

Institutionalizations:

Pre: 6-28-71 Detained Juv. Home 21 days

Post: None

School Status: Checked out P.C.A.

File # 46228

Arrests:

Pre: 6-28-71 Destruction of Property

Post: 12-7-71 B & E :

Suspensions:

Pre: 5-4-71 Attendance year
9-24-71 Attendance 3 days

Institutionalizations: None

School Status: Public School

File # 46225

Arrests: None

Suspensions:

Pre: 5-21-71 Disrespect 3 days
9-24-71 Attendance 3 days

Post: 1-6-72 Fighting 10 days
1-31-72 Smoking 3 days

Institutionalizations:

Pre: None

Post: 12-1-71 Detained Juv. Home 7 days

School Status: S.D.S.S.

File # 46238

Arrests: None

Suspensions:

Pre: 9-27-71 Attendance 1 day

Post: 11-11-71 Disrespect 3 days

Institutionalizations:

Pre: 9-16-71 Detained Juv. Home 9 days

Post: None

School Status: Public School

Session I (continued)

File # 46227

Arrests: None

Suspensions:

Pre: 6-10-71 Attendance 5 days
9-24-71 Attendance 3 days

Post: 11-10-71 Weapon 2 days
1-6-71 Attendance 3 days
1-13-71 Attendance 1 day

Institutionalizations: None

School Status: Moved to Arkansas

File # 46239

Arrests: None

Suspensions:

Pre: 9-21-71 Attendance 5 days

Post: 12-16-71 Off Campus 3 days
1-6-72 Fighting 10 days

Institutionalizations: None

School Status: Public School

File # 46195

Arrests: None

Suspensions:

Pre: 9-20-71 Smoking 5 days

Post: None

Institutionalizations: None

School Status: Public School

File # 45220

Arrests: None

Suspensions:

Pre: 9-17-71 Attendance 10 days

Post: None

Institutionalizations:

Pre: 8-11-71 Detained Juv. Home 7 days
9-14-71 Detained Juv. Home 14 days

Post: None

School Status: Public School

File # 46226

Arrests: None

Suspensions:

Pre: 4-14-71 Disrespect 3 days
9-24-71 Fighting 3 days

Post: 1-13-72 Smoking 3 days

Institutionalizations: None

School Status: Public School

REHABILITATIVE DAY CARE PROGRAM

Module 3 Data

(Session II)

File # 42783

Arrests:

Pre: 9-25-71 Larceny

Post: None

Suspensions:

Pre: 9-17-71 Disrespect 10 days

10-1-71 Disrespect 10 days

Post: 2-11-72 Attendance 3 days

2-23-72 Attendance (P.C.A.)

Institutionalizations:

Pre: 10-8-71 Detained Juv. Home 11 days

Post: None

School Status: Checked out P.C.A.

File # 46450

Arrests: None

Suspensions:

Pre: 10-22-71 Fighting 3 days

Post: None

Institutionalizations: None

School Status: Public School

File # 42990

Arrests: None

Suspensions:

Pre: 9-30-71 Attendance 3 days

10-18-71 Incurrigibility 15 days

Post: 3-8-72 Disrespect 3 days

Institutionalizations: None

School Status: Public School

File # 46385

Arrests: None

Suspensions:

Pre: 10-11-71 Attendance 3 days

Post: 2-23-72 Loitering 3 days

Institutionalizations: None

School Status: Public School

Session II (continued)

File # 42869

Arrests: None
Suspensions:
Pre: 10-13-71 Fighting 5 days
11-3-71 Disrespect 5 days

Post: None

Institutionalizations: None

School Status: Public School

File # 42551

Arrests: None
Suspensions:
Pre: 10-1-71 Smoking 5 days
11-5-71 Attendance 3 days

Post: 1-12-72 Smoking 5 days
3-17-72 Smoking 5 days

Institutionalizations: None

School Status: Public School

File # 45258

Arrests: None
Suspensions:
Pre: 5-19-71 Smoking 3 days
10-18-71 Smoking 3 days
10-26-71 Attendance 3 days

Post: 1-12-72 Disrespect 2 days
1-26-72 Disrespect 5 days

Institutionalizations: None

School Status: Public School

File # 46452

Arrests: None
Suspensions:
Pre: 6-2-71 Fighting 3 days
9-26-71 Fighting 3 days
10-12-71 Insubordination 3 days
10-22-71 Insubordination 10 days

Post: None

Institutionalizations: None

School Status: Public School

File # 46270

Arrests: None
Suspensions:
Pre: 9-17-71 Disrespect 4 days
9-23-71 Fighting 3 days
9-28-71 Disrespect 10 days

Post: None

Institutionalizations: None

School Status: Community Mental Health

Session II (continued)

File # 46339

Arrests: None

Suspensions:

Pre: 6-1-71 Fighting 10 days

10-11-71 Disrespect 10 days

Post: 2-11-72 Disrespect 10 days

2-28-72 Disrespect 5 days

Institutionalizations: None

School Status: Suspended

File # 46430

Arrests: None

Suspensions:

Pre: 10-17-71 Attendance 3 days

10-22-71 Attendance 5 days

Post: 1-18-72 Smoking 3 days

2-14-72 Theft 5 days

3-15-72 Theft 5 days

Institutionalizations: None

School Status: Public School

File # 46431

Arrests: None

Suspensions:

Pre: 6-7-71 Attendance 5 days

9-24-71 Attendance 1 day

10-1-71 Theft 3 days

10-22-71 Attendance 5 days

Post: 2-14-72 Theft 2 days

Institutionalizations: None

School Status: Public School

File # 46432

Arrests:

Pre: 10-1-71 Runaway

Post: 2-15-72 Runaway

2-28-72 Armed Robbery

Suspensions:

Pre: 10-19-71 Disrespect 10 days

Post: 1-26-72 Disrespect 5 days

Institutionalizations:

Pre: None

Post: 2-15-72 Detained Juv. Home 9 days

2-28-72 Detained Juv. Home 10 days

School Status: Suspended

Session II (continued)

File # 46279 Arrests: None
 Suspensions:
 Pre: 6-11-71 Attendance 5 days
 9-29-71 Attendance 3 days
 Post: 1-21-72 Disrespect 3 days
 Institutionalizations: None
 School Status: Continuation School

File # 45098 Arrests:
 Pre: 10-21-71 Narcotics
 Post: None
 Suspensions:
 Pre: 10-28-71 Smoking 5 days
 Post: None
 Institutionalizations: None
 School Status: Checked out P.C.A.

File # 46217 Arrests:
 Pre: 9-28-71 Runaway
 Post: 12-28-71 Runaway
 Suspensions: None
 Institutionalizations:
 Pre: 9-23-71 Detained Juvenile Home 46 days
 Post: 12-28-71 Detained Juvenile Home 37 days (committed to Whaley Home)
 School Status: Private School

File # 46338 Arrests: None
 Suspensions:
 Pre: 10-15-71 Attendance 3 days
 Post: None
 Institutionalizations:
 Pre: None
 Post: 1-27-72 Detained Juvenile Home 11 days
 School Status: Moved to Illinois

Session II (continued)

File # 40596

Arrests:

Pre: 10-2-71 Runaway
Post: 2-28-72 B & E

Suspensions:

Pre: 5-24-71 Disrespect 15 days
10-19-71 Fighting 3 days
11-3-71 Fighting 6 days
Post: 2-24-72 Attendance 1 day
3-6-72 Attendance 4 days

Institutionalizations:

Pre: 10-2-71 Detained Juvenile Home 11 days
Post: None

School Status: Public School

File # 43836

Arrests:

Pre: 9-4-71 Violation of Curfew
10-9-71 Runaway

Suspensions:

Pre: 10-19-71 Attendance 5 days
Post: 1-25-72 Smoking 3 days
2-18-72 Attendance 1 day

Institutionalizations:

Pre: 10-9-71 Detained Juvenile Home 6 days
Post: None

School Status: Public School

File # 46008

Arrests:

Pre: 10-8-71 Runaway
Post: 1-31-72 U.D.A.A.

Suspensions:

Pre: 11-3-71 Attendance 2 days
Post: 2-3-72 Attendance 9 days
2-15-72 Smoking 3 days

Institutionalizations:

Pre: 10-26-71 Detained Juvenile Home 3 days
11-3-71 Detained Juvenile Home 5 days
Post: 2-2-72 Detained Juvenile Home 6 days

School Status: Public School

Session II (continued)

File # 45631

Arrests: None

Suspensions:

Pre: 10-29-71 Attendance 5 days

Post: 2-10-72 Attendance 10 days

Institutionalizations:

Pre: None

Post: 1-20-72 Detained Juvenile Home 11 days

School Status: Public School

File # 46335

Arrests:

Pre: 10-14-71 Larceny

Post: None

Suspensions:

Pre: 11-3-71 Attendance 2 days

Post: 1-13-72 Disrespect 10 days

Institutionalizations:

Pre: 10-15-71 Detained Juvenile Home 6 days

11-2-71 Detained Juvenile Home 6 days

Post: None

School Status: Moved to California

File # 46351

Arrests:

Pre: 10-18-71 Armed Robbery

Post: None

Suspensions:

Pre: 10-25-71 Fighting 10 days

Post: None

Institutionalizations:

Pre: 11-3-71 Detained Juvenile Home 5 days

Post: None

School Status: Public School

Session II (continued)

File # 46355 Arrests: None

Suspensions:

Pre: 9-28-71	Attendance	1 day
10-7-71	Assault	3 days
10-11-71	Fighting	10 days
10-20-71	Attendance	10 days
Post: 3-1-72	Attendance	3 days
3-14-72	Loitering	3 days

Institutionalizations: None

School Status: Public School

File # 46337 Arrests: None

Suspensions:

Pre: 5-24-71	Fireworks	10 days
9-22-71	Assault	5 days
10-7-71	Assault	10 days
10-18-71	Incorrigibility	10 days
Post: 1-20-72	Theft	5 days
3-16-72	Drinking	2 days

Institutionalizations: None

School Status: Excluded

File # 46425 Arrests:

Pre: None		
Post: 2-3-72	False Fire Alarm	
2-26-72	Larceny	

Suspensions:

Pre: 9-23-71	Smoking	3 days
10-22-71	Profanity	3 days
Post: 2-10-72	False Alarm	12 days

Institutionalizations: None

School Status: Public School

File # 46424 Arrests: None

Suspensions:

Pre: 10-29-71	Attendance	5 days
Post: 1-14-72	Disrespect	3 days
2-16-72	Attendance	3 days

Institutionalizations: None

School Status: Public School

Session II (continued)

File # 45730

Arrests:

Pre: 8-11-71 A & B

Post: None

Suspensions:

Pre: 10-27-71 Attendance 5 days

Post: None

Institutionalizations:

Pre: None

Post: 2-4-72 Detained Juvenile Home 9 days

School Status: S.D.S.S.

File # 46388

Arrests: None

Suspensions:

Pre: 10-11-71 Incurrigibility 20 days

Post: 2-14-72 Smoking 4 days

Institutionalizations: None

School Status: Public School

File # 46451

Arrests:

Pre: None

Post: 2-17-72 B & E

Suspensions:

Pre: 10-6-71 Smoking 3 days

Post: 2-23-72 Fighting 5 days

Institutionalizations: None

School Status: Public School

File # 46428

Arrests: None

Suspensions:

Pre: 10-7-71 Fighting 5 days

10-19-71 Attendance 10 days

Post: 3-7-72 Smoking 3 days

3-15-72 Smoking 3 days

Institutionalizations: None

School Status: Public School

Session II (continued)

File # 46429

Arrests: None

Suspensions:

Pre: 10-22-72 Attendance 5 days
Post: None

Institutionalizations: None

School Status: Public School

File # 46387

Arrests: None

Suspensions:

Pre: 9-28-71 Profanity 3 days
10-6-71 Tardiness 2 days
10-22-71 Incurigibility 10 days

Post: 2-11-72 Insubordination 3 days

Institutionalizations: None

School Status: Public School

File # 45217

Arrests:

Pre: 10-20-71 Runaway
Post: None

Suspensions:

Pre: 10-27-71 Smoking 3 days
Post: 2-22-72 Insubordination 5 days
3-2-72 Off Campus 3 days

Institutionalizations: None

School Status: Checked out P.C.A.

File # 46395

Arrests:

Pre: 10-23-71 Runaway
11-11-71 U.D.A.A.

Post: None

Suspensions:

Pre: 10-20-71 Off Campus 5 days
Post: None

Institutionalizations:

Pre: 10-23-71 Detained Juvenile Home 3 days
Post: 2-14-72 Detained Juvenile Home 3 days

School Status: Checked out P.C.A.

Session II (continued)

File # 44800

Arrests: None

Suspensions:

Pre: 9-22-71 Incorrigibility 3 days
10-1-71 Attendance 2 days
10-7-71 Attendance 5 days
10-20-71 Attendance 10 days

Post: 1-13-72 Insubordination 5 days

Institutionalizations:

Pre: 10-20-71 Detained Juvenile Home 15 Days

School Status: Public School

File # 46386

Arrests: None

Suspensions:

Pre: 10-8-71 Disrespect 3 days
10-14-71 Disrespect 3 days
10-20-71 Incorrigibility 10 days

Post: 2-1-72 Disrespect 10 days

Institutionalizations:

Pre: 10-22-71 Detained Juvenile Home 12 days
Post: None

School Status: Public School

File # 46285

Arrests:

Pre: 9-30-71 Fel. Assault

Suspensions:

Pre: 10-8-71 Assault 20 days
Post: None

Institutionalizations: None

School Status: Public School

REHABILITATIVE DAY CARE PROGRAM

Module 3 Data
(Session III)

File # 46542

Arrests: None

Suspensions:

Pre: 12-1-71 Incurrigibility 10 days

Post: 3-2-72 Disrespect 3 days

Institutionalizations: None

School Status: Moved to Texas

File # 46600

Arrests: None

Suspensions:

Pre: 12-13-71 Attendance 4 days

Post: 3-29-72 Disrespect 5 days

Institutionalizations: None

School Status: Public School

File # 46601

Arrests: None

Suspensions:

Pre: 12-13-71 Attendance 4 days

Post: 4-12-72 Attendance 2 days

Institutionalizations: None

School Status: Public School

File # 46613

Arrests:

Pre: 10-25-71 Runaway

11-16-71 Runaway

Post: None

Suspensions:

Pre: 12-14-71 Smoking 3 days

Post: 2-29-72 Smoking 3 days

Institutionalizations: None

School Status: Public School

Session III (continued)

File # 37672

Arrests:

Pre: None

Post: 3-20-72 A & B

Suspensions:

Pre: 12-7-71 Disrespect 10 days

Post: 4-14-72 Disrespect 5 days

Institutionalizations: None

School Status: Suspended

File # 45370

Arrests:

Pre: None

Post: 3-10-72 Runaway

3-16-72 Runaway

Suspensions:

Pre: 9-17-71 Smoking 3 days

2-1-71 Insubordination 10 days

Post: 4-25-72 Profanity 3 days

Institutionalizations:

Pre: 10-1-71 Detained Juvenile Home 4 days

Post: None

School Status: Public School

File # 46574

Arrests:

Pre: 12-4-71 Runaway

Post: None

Suspensions:

Pre: 12-7-71 Disrespect 10 days

Post: None

Institutionalizations:

Pre: 12-4-71 Detained Juvenile Home 4 days

Post: None

School Status: Continuation School

File # 44648

Arrests: None

Suspensions:

Pre: 10-22-71 Disrespect 3 days

11-4-71 Disrespect 10 days

12-15-71 Attendance 2 days

Post: 4-14-72 Off Campus 5 days

Institutionalizations: None

School Status: Public School

Session III (continued)

File # 46626

Arrests: None

Suspensions:

Pre: 12-14-71 Attendance 3 days

Post: None

Institutionalizations: None

School Status: Public School

File # 42563

Arrests: None

Suspensions:

Pre: 10-12-71 Off Campus 3 days

10-25-71 Off Campus 5 days

11-23-71 Attendance 5 days

Post: None

Institutionalizations: None

School Status: Public School

File # 45892

Arrests: None

Suspensions:

Pre: 12-10-71 Attendance 5 days

Post: 4-17-72 Smoking 3 days

Institutionalizations: None

School Status: Public School

File # 46558

Arrests: None

Suspensions:

Pre: 12-2-72 Attendance 10 days

Post: 3-6-72 Theft 8 days

Institutionalizations: None

School Status: Public School

Session III (continued)

File # 46627

Arrests: None

Suspensions:

Pre: 10-20-71 Profanity 10 days
12-17-71 Incorrigibility 1 day

Post: None

Institutionalizations: None

School Status: Public School

File # 45852

Arrests: None

Suspensions:

Pre: 12-8-71 Disrespect 10 days
Post: 2-14-72 Off Campus 5 days
2-25-72 Attendance 5 days

Institutionalizations: None

School Status: Public School

File # 45366

Arrests:

Pre: 11-30-71 Larceny

Post: None

Suspensions:

Pre: 9-20-71 Disrespect 3 days
9-30-71 Disrespect 2 days
10-11-71 Assault 5 days
12-6-71 Incorrigibility 10 days

Post: 3-1-72 Disrespect year

Institutionalizations:

Pre: None

Post: 4-25-72 Committed to Don Bosco Hall

School Status: Private School

File # 46587

Arrests: None

Suspensions:

Pre: 9-17-71 Off Campus 3 days
12-8-71 Attendance 5 days

Post: None

Institutionalizations: None

School Status: Public School

Session III (continued)

File # 41322

Arrests: None

Suspensions:

Pre: 10-12-71	Fighting	3 days
12-16-71	Attendance	1 day

Post: 3-17-72	Fighting	10 days
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Institutionalizations:

Pre: 12-2-71	Detained Juvenile Home	14 days
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Post: 4-10-72	Detained Juvenile Home	17 days
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School Status: Public School

File # 46439

Arrests:

Pre: 10-31-71	B & E
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Post: None

Suspensions:

Pre: 11-12-71	Attendance	2 days
11-15-71	Incorrigibility	10 days

Post: 3-1-72	Attendance	3 days
4-12-72	Gambling	10 days
5-3-72	Smoking	5 days

Institutionalizations: None

School Status: Excluded

File # 46595

Arrests: None

Suspensions:

Pre: 10-1-71	Off Campus	3 days
10-28-71	Attendance	3 days
12-10-71	Attendance	5 days

Post: 3-23-72	Gambling	5 days
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Institutionalizations: None

School Status: Public School

File # 39012

Arrests: None

Suspensions:

Pre: 11-3-71	Disrespect	3 days
12-10-71	Fighting	3 days

Post: 3-17-72	Assault	10 days
4-26-72	Smoking	3 days

Institutionalizations: None

School Status: Public School

Session III (continued)

File # 46628

Arrests: None

Suspensions:

Pre: 10-21-71 Fighting 5 days
12-7-71 Profanity 3 days

Post: None

Institutionalizations: None

School Status: Public School

File # 46544

Arrests: None

Suspensions:

Pre: 11-19-71 Disrespect 10 days
12-1-71 Incorrigibility 10 days

Post: None

Institutionalizations: None

School Status: Public School

File # 46560

Arrests: None

Suspensions:

Pre: 10-4-71 Attendance 3 days
11-18-71 Attendance 5 days

Post: 3-13-72 Attendance 3 days

Institutionalizations:

Pre: None
Post: 3-13-72 Detained Juvenile Home 21 days

School Status: Public School

File # 46580

Arrests: None

Suspensions:

Pre: 12-8-71 Attendance 5 days
Post: None

Institutionalizations: None

School Status: Public School

File # 44180

Arrests: None

Suspensions:

Pre: 12-16-71 Attendance 1 day
Post: None

Institutionalizations:

Pre: 12-3-71 Detained Juvenile Home 2 days
Post: None

School Status: Public School

Session III (continued)

File # 46569

Arrests: None

Suspensions:

Pre: 12-6-71 Attendance 10 days
Post: None

Institutionalizations: None

School Status: Public School

File # 45492

Arrests:

Pre: 11-7-71 Larceny
11-9-71 B & E
12-7-71 B & E

Suspensions:

Pre: 11-30-71 Attendance 5 days
Post: None

Institutionalizations:

Pre: 12-9-71 Detained Juvenile Home 7 days
Post: None

School Status: Public School

File # 41049

Arrests: None

Suspensions:

Pre: 12-8-71 Attendance 5 days
Post: 5-4-72 Assault 30 days

Institutionalizations: None

School Status: Public School

File # 46589

Arrests: None

Suspensions:

Pre: 12-6-71 Attendance 10 days
Post: 3-7-72 Assault 3 days

Institutionalizations:

Pre: None
Post: 4-19-72 Detained Juvenile Home 7 days

School Status: Public School

File # 46559

Arrests:

Pre: None
Post: 3-19-72 Entering w/o Permission

Suspensions:

Pre: 12-2-71 Attendance 10 days
Post: 3-7-72 Smoking 3 days

Institutionalizations: None

School Status: Public School

REHABILITATIVE DAY CARE PROGRAM
Module 3 Data
(Session IV)

File # 46184 Arrests: None

Suspensions:
 Pre: 2-2-72 Incurrigibility 5 days
 Post: None

Institutionalizations: None

School Status: Continuation School

File # 45965 . Arrests: None

Suspensions:
 Pre: 12-3-71 Attendance 3 days
 1-5-72 Attendance 5 days
 1-26-72 Attendance 10 days

 Post: None

Institutionalizations: None

School Status: Public School

File # 46732 Arrests: None

Suspensions:
 Pre: 11-22-71 Attendance 2 days
 12-10-71 Attendance 5 days
 1-19-72 Attendance 5 days

 Post: 4-28-72 Fighting 5 days

Institutionalizations: None

School Status: Public School

File # 46740 Arrests: None

Suspensions:
 Pre: 1-10-72 Fighting 10 days
 1-21-72 Incurrigibility 10 days
 Post: None

Institutionalizations: None

School Status: Public School

File # 46810 Arrests: None

Suspensions:
 Pre: 1-10-72 Fighting 10 days
 1-21-72 Incurrigibility 10 days
 Post: 3-30-72 Fighting 15 days

Institutionalizations: None
School Status: Public School

Session IV (continued)

File # 46795

Arrests: None

Suspensions:

Pre: 12-13-71	Attendance	4 days
2-2-72	Attendance	5 days
Post:	None	

Institutionalizations: None

School Status: Public School

File # 46847

Arrests: None

Suspensions:

Pre: 12-10-71	Disrespect	3 days
12-14-71	Profanity	3 days
1-20-72	Disrespect	5 days
2-4-72	Incorrigibility	3 days

Institutionalizations: None

School Status: Public School

File # 46748

Arrests: None

Suspensions:

Pre: 11-9-71	Attendance	3 days
12-14-71	Attendance	3 days
1-24-72	Attendance	10 days
Post: 4-10-72	Attendance	5 days

Institutionalizations: None

School Status: Public School

File # 43400

Arrests:

Pre: 1-22-72	Runaway
Post:	None

Suspensions:

Pre: 12-10-71	Attendance	5 days
1-31-71	Attendance	5 days
Post: 5-15-72	Attendance	10 days

Institutionalizations:

Pre:	None
Post: 5-15-72	Detained Juvenile Home 11 days

School Status: Street Academy

Session IV (continued)

File # 46762

Arrests: None

Suspensions:

Pre: 1-5-72 Smoking 5 days
1-26-72 Smoking 10 days

Post: None

Institutionalizations: None

School Status: Public School

File # 46202

Arrests: None

Suspensions:

Pre: 11-22-71 Disrespect 10 days
1-10-72 Insubordination 3 days
1-25-72 Insubordination 3 days
2-4-72 Incurrigibility 3 days

Post: None

Institutionalizations: None

School Status: Public School

File # 46707

Arrests:

Pre: 2-5-72 Fel. Assault

Post: None

Suspensions:

Pre: 11-8-71 Insubordination 2 days
11-11-71 Incurrigibility 5 days
1-12-72 Incurrigibility 10 days

Post: 5-3-72 Fighting 3 days
5-15-72 Fighting 5 days
6-1-72 Disrespect 3 days

Institutionalizations: None

School Status: Public School

File # 46470

Arrests: None

Suspensions:

Pre: 2-1-72 Attendance 5 days
Post: None

Institutionalizations:

Pre: 11-10-71 Detained Juvenile Home 59 days
Post: 5-23-72 Detained Juvenile Home 14 days until runaway

School Status: Runaway

Session IV (continued)

File # 42843

Arrests: None

Suspensions:

Pre: 11-18-71 Assault 10 days
1-10-72 Incorrigibility 20 days

Post: 5-2-72 Disrespect 1 day
5-12-72 Disrespect 3 days
5-17-72 Fighting 5 days

Institutionalizations:

Pre: 2-2-72 Detained Juvenile Home 5 days

Post: None

School Status: Public School

File # 46805

Arrests: None

Suspensions:

Pre: 12-8-71 Incorrigibility 3 days
12-14-71 Insubordination 3 days
1-27-72 Smoking 3 days
2-4-72 Attendance 3 days

Post: None

Institutionalizations: None

School Status: Public School

File # 43398

Arrests: None

Suspensions:

Pre: 2-4-72 Attendance 3 days

Post: None

Institutionalizations: None

School Status: Public School

File # 46115

Arrests: None

Suspensions:

Pre: 11-19-71 Fighting 3 days
12-16-71 Fighting 3 days
1-24-72 Incorrigibility 10 days

Post: 5-8-72 Fighting 3 days

Institutionalizations:

Pre: None

Post: 5-24-72 Committed to private institution

School Status: Private School

Session IV (continued)

File # 46627

Arrests:
 Pre: None
 Post: 5-31-72 Runaway

Suspensions:
 Pre: 2-2-72 Incurrigibility 3 days
 Post: None

Institutionalizations:
 Pre: 1-7-71 Detained Juvenile Home 3 days
 Post: None

School Status: Public School

File # 45924

Arrests: None

Suspensions:
 Pre: 12-1-71 Attendance 3 days
 1-21-72 Attendance 10 days
 Post: None

Institutionalizations: None

School Status: Public School

File # 42034

Arrests: None

Suspensions:
 Pre: 2-4-72 Incurrigibility 3 days
 Post: 4-28-72 Attendance 5 days
 5-25-72 Weapons 7 days

Institutionalizations:
 Pre: None
 Post: 3-27-72 Detained Juvenile Home 14 days

School Status: Public School

File # 44215

Arrests: None

Suspensions:
 Pre: 11-8-71 Attendance 5 days
 1-25-71 Attendance 10 days
 Post: 5-15-72 Attendance 5 days

Institutionalizations:
 Pre: 1-19-72 Detained Juvenile Home 6 days
 Post: 5-15-72 Detained Juvenile Home pending A.D.C.F. Placement

School Status: Detained pending placement in foster home

Session IV (continued)

File # 46425

Arrests: None

Suspensions:

Pre: 2-10-72 Incurrigibility 1 day

Post: 4-21-72 Attendance 3 days

Institutionalizations: None

School Status: Public School

File # 45731

Arrests: None

Suspensions:

Pre: 2-3-72 Attendance 5 days

Post: 4-28-72 Tardiness 3 days

5-23-72 Tardiness 3 days

6-5-72 Tardiness 3 days

6-8-72 Fireworks 5 days

Institutionalizations:

Pre: 12-8-71 Detained Juvenile Home 10 days

School Status: Public School

File # 45347

Arrests: None

Suspensions:

Pre: 12-7-71 Attendance 5 days

1-31-72 Attendance 5 days

Post: 3-30-72 Disrespect 5 days

Institutionalizations: None

School Status: Checked out P.C.A.

File # 46708

Arrests: None

Suspensions:

Pre: 12-1-71 Fighting 5 days

1-31-72 Attendance 5 days

Post: 5-31-72 Fighting 10 days

Institutionalizations: None

School Status: Public School

Session IV (continued)

File # 46390

Arrests: None

Suspensions:

Pre: 2-2-72 Incurrigibility 5 days

Post: None

Institutionalizations:

Pre: 12-15-71 Detained Juvenile Home 7 days

1-26-72 Detained Juvenile Home 7 days

Post: 5-10-72 Detained Juvenile Home 14 days

School Status: Public School

File # 39174

Arrests: None

Suspensions:

Pre: 11-16-71 Attendance 1 day

11-17-71 Fighting 5 days

2-2-72 Attendance 3 days

Institutionalizations: None

School Status: Public School

File # 46804

Arrests: None

Suspensions:

Pre: 2-4-72 Attendance 5 days

Post: None

Institutionalizations: None

School Status: Public School

File # 46709

Arrests: None

Suspensions:

Pre: 1-12-72 Attendance 10 days

Post: 5-24-72 Off Campus 3 days

Institutionalizations:

Pre: None

Post: 5-26-72 Detained Juvenile Home 5 days

School Status: Public School

Session II (continued)

File # 45631

Arrests: None

Suspensions:

Pre: 10-29-71 Attendance 5 days

Post: 2-10-72 Attendance 10 days

Institutionalizations:

Pre: None

Post: 1-20-72 Detained Juvenile Home 11 days

School Status: Public School

File # 46335

Arrests:

Pre: 10-14-71 Larceny

Post: None

Suspensions:

Pre: 11-3-71 Attendance 2 days

Post: 1-13-72 Disrespect 10 days

Institutionalizations:

Pre: 10-15-71 Detained Juvenile Home 6 days

11-2-71 Detained Juvenile Home 6 days

Post: None

School Status: Moved to California

File # 46351

Arrests:

Pre: 10-18-71 Armed Robbery

Post: None

Suspensions:

Pre: 10-25-71 Fighting 10 days

Post: None

Institutionalizations:

Pre: 11-3-71 Detained Juvenile Home 5 days

Post: None

School Status: Public School

Session II (continued)

File # 46355

Arrests: None

Suspensions:

Pre: 9-28-71	Attendance	1 day
10-7-71	Assault	3 days
10-11-71	Fighting	10 days
10-20-71	Attendance	10 days

Post: 3-1-72	Attendance	3 days
3-14-72	Loitering	3 days

Institutionalizations: None

School Status: Public School

File # 46337

Arrests: None

Suspensions:

Pre: 5-24-71	Fireworks	10 days
9-22-71	Assault	5 days
10-7-71	Assault	10 days
10-18-71	Incorrigibility	10 days

Post: 1-20-72	Theft	5 days
3-16-72	Drinking	2 days

Institutionalizations: None

School Status: Excluded

File # 46425

Arrests:

Pre: None		
Post: 2-3-72	False Fire Alarm	
2-26-72	Larceny	

Suspensions:

Pre: 9-23-71	Smoking	3 days
10-22-71	Profanity	3 days

Post: 2-10-72	False Alarm	12 days
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Institutionalizations: None

School Status: Public School

File # 46424

Arrests: None

Suspensions:

Pre: 10-29-71	Attendance	5 days
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Post: 1-14-72	Disrespect	3 days
2-16-72	Attendance	3 days

Institutionalizations: None

School Status: Public School

Session II (continued)

File # 45730

Arrests:

Pre: 8-11-71 A & B

Post: None

Suspensions:

Pre: 10-27-71 Attendance 5 days

Post: None

Institutionalizations:

Pre: None

Post: 2-4-72 Detained Juvenile Home 9 days

School Status: S.D.S.S.

File # 46388

Arrests: None

Suspensions:

Pre: 10-11-71 Incurrigibility 20 days

Post: 2-14-72 Smoking 4 days

Institutionalizations: None

School Status: Public School

File # 46451

Arrests:

Pre: None

Post: 2-17-72 B & E

Suspensions:

Pre: 10-6-71 Smoking 3 days

Post: 2-23-72 Fighting 5 days

Institutionalizations: None

School Status: Public School

File # 46428

Arrests: None

Suspensions:

Pre: 10-7-71 Fighting 5 days

10-19-71 Attendance 10 days

Post: 3-7-72 Smoking 3 days

3-15-72 Smoking 3 days

Institutionalizations: None

School Status: Public School

Session II (continued)

File # 46429

Arrests: None

Suspensions:

Pre: 10-22-72 Attendance 5 days

Post: None

Institutionalizations: None

School Status: Public School

File # 46387

Arrests: None

Suspensions:

Pre: 9-28-71 Profanity 3 days

10-6-71 Tardiness 2 days

10-22-71 Incurrigibility 10 days

Post: 2-11-72 Insubordination 3 days

Institutionalizations: None

School Status: Public School

File # 45217

Arrests:

Pre: 10-20-71 Runaway

Post: None

Suspensions:

Pre: 10-27-71 Smoking 3 days

Post: 2-22-72 Insubordination 5 days

3-2-72 Off Campus 3 days

Institutionalizations: None

School Status: Checked out P.C.A.

File # 46395

Arrests:

Pre: 10-23-71 Runaway

11-11-71 U.D.A.A.

Post: None

Suspensions:

Pre: 10-20-71 Off Campus 5 days

Post: None

Institutionalizations:

Pre: 10-23-71 Detained Juvenile Home 3 days

Post: 2-14-72 Detained Juvenile Home 3 days

School Status: Checked out P.C.A.

Session II (continued)

File # 44800

Arrests: None

Suspensions:

Pre: 9-22-71 Incorrigibility 3 days
 10-1-71 Attendance 2 days
 10-7-71 Attendance 5 days
 10-20-71 Attendance 10 days

Post: 1-13-72 Insubordination 5 days

Institutionalizations:

Pre: 10-20-71 Detained Juvenile Home 15 Days

School Status: Public School

File # 46386

Arrests: None

Suspensions:

Pre: 10-8-71 Disrespect 3 days
 10-14-71 Disrespect 3 days
 10-20-71 Incorrigibility 10 days

Post: 2-1-72 Disrespect 10 days

Institutionalizations:

Pre: 10-22-71 Detained Juvenile Home 12 days

Post: None

School Status: Public School

File # 46285

Arrests:

Pre: 9-30-71 Fel. Assault

Suspensions:

Pre: 10-8-71 Assault 20 days

Post: None

Institutionalizations: None

School Status: Public School

REHABILITATIVE DAY CARE PROGRAM

Module 3 Data
(Session III)

File # 46542

Arrests: None

Suspensions:

Pre: 12-1-71 Incorrigibility 10 days

Post: 3-2-72 Disrespect 3 days

Institutionalizations: None

School Status: Moved to Texas

File # 46600

Arrests: None

Suspensions:

Pre: 12-13-71 Attendance 4 days

Post: 3-29-72 Disrespect 5 days

Institutionalizations: None

School Status: Public School

File # 46601

Arrests: None

Suspensions:

Pre: 12-13-71 Attendance 4 days

Post: 4-12-72 Attendance 2 days

Institutionalizations: None

School Status: Public School

File # 46613

Arrests:

Pre: 10-25-71 Runaway

11-16-71 Runaway

Post: None

Suspensions:

Pre: 12-14-71 Smoking 3 days

Post: 2-29-72 Smoking 3 days

Institutionalizations: None

School Status: Public School

Session III (continued)

File # 37672

Arrests:

Pre: None

Post: 3-20-72 A & B

Suspensions:

Pre: 12-7-71 Disrespect 10 days

Post: 4-14-72 Disrespect 5 days

Institutionalizations: None

School Status: Suspended

File # 45370

Arrests:

Pre: None

Post: 3-10-72 Runaway

3-16-72 Runaway

Suspensions:

Pre: 9-17-71 Smoking 3 days

2-1-71 Insubordination 10 days

Post: 4-25-72 Profanity 3 days

Institutionalizations:

Pre: 10-1-71 Detained Juvenile Home 4 days

Post: None

School Status: Public School

File # 46574

Arrests:

Pre: 12-4-71 Runaway

Post: None

Suspensions:

Pre: 12-7-71 Disrespect 10 days

Post: None

Institutionalizations:

Pre: 12-4-71 Detained Juvenile Home 4 days

Post: None

School Status: Continuation School

File # 44648

Arrests: None

Suspensions:

Pre: 10-22-71 Disrespect 3 days

11-4-71 Disrespect 10 days

12-15-71 Attendance 2 days

Post: 4-14-72 Off Campus 5 days

Institutionalizations: None

School Status: Public School

Session III (continued)

File # 46626

Arrests: None

Suspensions:

Pre: 12-14-71 Attendance 3 days

Post: None

Institutionalizations: None

School Status: Public School

File # 42563

Arrests: None

Suspensions:

Pre: 10-12-71 Off Campus 3 days

10-25-71 Off Campus 5 days

11-23-71 Attendance 5 days

Post: None

Institutionalizations: None

School Status: Public School

File # 45892

Arrests: None

Suspensions:

Pre: 12-10-71 Attendance 5 days

Post: 4-17-72 Smoking 3 days

Institutionalizations: None

School Status: Public School

File # 46558

Arrests: None

Suspensions:

Pre: 12-2-72 Attendance 10 days

Post: 3-6-72 Theft 8 days

Institutionalizations: None

School Status: Public School

Session III (continued)

File # 46627

Arrests: None

Suspensions:

Pre: 10-20-71 Profanity 10 days
12-17-71 Incorrigibility 1 day

Post: None

Institutionalizations: None

School Status: Public School

File # 45852

Arrests: None

Suspensions:

Pre: 12-8-71 Disrespect 10 days
Post: 2-14-72 Off Campus 5 days
2-25-72 Attendance 5 days

Institutionalizations: None

School Status: Public School

File # 45366

Arrests:

Pre: 11-30-71 Larceny

Post: None

Suspensions:

Pre: 9-20-71 Disrespect 3 days
9-30-71 Disrespect 2 days
10-11-71 Assault 5 days
12-6-71 Incorrigibility 10 days

Post: 3-1-72 Disrespect year

Institutionalizations:

Pre: None

Post: 4-25-72 Committed to Don Bosco Hall

School Status: Private School

File # 46587

Arrests: None

Suspensions:

Pre: 9-17-71 Off Campus 3 days
12-8-71 Attendance 5 days

Post: None

Institutionalizations: None

School Status: Public School

Session III (continued)

File # 41322

Arrests: None

Suspensions:

Pre: 10-12-71 Fighting 3 days
12-16-71 Attendance 1 day

Post: 3-17-72 Fighting 10 days

Institutionalizations:

Pre: 12-2-71 Detained Juvenile Home 14 days

Post: 4-10-72 Detained Juvenile Home 17 days

School Status: Public School

File # 46439

Arrests:

Pre: 10-31-71 B & E

Post: None

Suspensions:

Pre: 11-12-71 Attendance 2 days
11-15-71 Incorrigibility 10 days

Post: 3-1-72 Attendance 3 days
4-12-72 Gambling 10 days
5-3-72 Smoking 5 days

Institutionalizations: None

School Status: Excluded

File # 46595

Arrests: None

Suspensions:

Pre: 10-1-71 Off Campus 3 days
10-28-71 Attendance 3 days
12-10-71 Attendance 5 days

Post: 3-23-72 Gambling 5 days

Institutionalizations: None

School Status: Public School

File # 39012

Arrests: None

Suspensions:

Pre: 11-3-71 Disrespect 3 days
12-10-71 Fighting 3 days

Post: 3-17-72 Assault 10 days
4-26-72 Smoking 3 days

Institutionalizations: None

School Status: Public School

Session III (continued)

File # 46628

Arrests: None

Suspensions:

Pre: 10-21-71 Fighting 5 days
12-7-71 Profanity 3 days

Post: None

Institutionalizations: None

School Status: Public School

File # 46544

Arrests: None

Suspensions:

Pre: 11-19-71 Disrespect 10 days
12-1-71 Incorrigibility 10 days

Post: None

Institutionalizations: None

School Status: Public School

File # 46560

Arrests: None

Suspensions:

Pre: 10-4-71 Attendance 3 days
11-18-71 Attendance 5 days

Post: 3-13-72 Attendance 3 days

Institutionalizations:

Pre: None
Post: 3-13-72 Detained Juvenile Home 21 days

School Status: Public School

File # 46580

Arrests: None

Suspensions:

Pre: 12-8-71 Attendance 5 days

Post: None

Institutionalizations: None

School Status: Public School

File # 44180

Arrests: None

Suspensions:

Pre: 12-16-71 Attendance 1 day

Post: None

Institutionalizations:

Pre: 12-3-71 Detained Juvenile Home 2 days
Post: None

School Status: Public School

Session III (continued)

File # 46569

Arrests: None

Suspensions:

Pre: 12-6-71 Attendance 10 days

Post: None

Institutionalizations: None

School Status: Public School

File # 45492

Arrests:

Pre: 11-7-71 Larceny

11-9-71 B & E

12-7-71 B & E

Suspensions:

Pre: 11-30-71 Attendance 5 days

Post: None

Institutionalizations:

Pre: 12-9-71 Detained Juvenile Home 7 days

Post: None

School Status: Public School

File # 41049

Arrests: None

Suspensions:

Pre: 12-8-71 Attendance 5 days

Post: 5-4-72 Assault 30 days

Institutionalizations: None

School Status: Public School

File # 46589

Arrests: None

Suspensions:

Pre: 12-6-71 Attendance 10 days

Post: 3-7-72 Assault 3 days

Institutionalizations:

Pre: None

Post: 4-19-72 Detained Juvenile Home 7 days

School Status: Public School

File # 46559

Arrests:

Pre: None

Post: 3-19-72 Entering w/o Permission

Suspensions:

Pre: 12-2-71 Attendance 10 days

Post: 3-7-72 Smoking 3 days

Institutionalizations: None

School Status: Public School

Session III (continued)

File # 46594

Arrests:
Pre: Runaway
Post: None

Suspensions:
Pre: 12-15-71 Off Campus 3 days
Post: None

Institutionalizations: None

School Status: Public School

REHABILITATIVE DAY CARE PROGRAM
Module 3 Data
(Session IV)

File # 46184 Arrests: None

Suspensions:
 Pre: 2-2-72 Incorrigibility 5 days
 Post: None

Institutionalizations: None

School Status: Continuation School

File # 45965.. Arrests: None

Suspensions:
 Pre: 12-3-71 Attendance 3 days
 1-5-72 Attendance 5 days
 1-26-72 Attendance 10 days

 Post: None

Institutionalizations: None

School Status: Public School

File # 46732 Arrests: None

Suspensions:
 Pre: 11-22-71 Attendance 2 days
 12-10-71 Attendance 5 days
 1-19-72 Attendance 5 days

 Post: 4-28-72 Fighting 5 days

Institutionalizations: None

School Status: Public School

File # 46740 Arrests: None

Suspensions:
 Pre: 1-10-72 Fighting 10 days
 1-21-72 Incorrigibility 10 days
 Post: None

Institutionalizations: None

School Status: Public School

File # 46810 Arrests: None

Suspensions:
 Pre: 1-10-72 Fighting 10 days
 1-21-72 Incorrigibility 10 days
 Post: 3-30-72 Fighting 15 days

Institutionalizations: None

School Status: Public School

Session IV (continued)

File # 46795

Arrests: None

Suspensions:

Pre: 12-13-71 Attendance 4 days
2-2-72 Attendance 5 days

Post: None

Institutionalizations: None

School Status: Public School

File # 46847

Arrests: None

Suspensions:

Pre: 12-10-71 Disrespect 3 days
12-14-71 Profanity 3 days
1-20-72 Disrespect 5 days
2-4-72 Incorrigibility 3 days

Institutionalizations: None

School Status: Public School

File # 46748

Arrests: None

Suspensions:

Pre: 11-9-71 Attendance 3 days
12-14-71 Attendance 3 days
1-24-72 Attendance 10 days

Post: 4-10-72 Attendance 5 days

Institutionalizations: None

School Status: Public School

File # 43400

Arrests:

Pre: 1-22-72 Runaway
Post: None

Suspensions:

Pre: 12-10-71 Attendance 5 days
1-31-71 Attendance 5 days

Post: 5-15-72 Attendance 10 days

Institutionalizations:

Pre: None
Post: 5-15-72 Detained Juvenile Home 11 days

School Status: Street Academy

Session IV (continued)

File # 46762

Arrests: None

Suspensions:

Pre: 1-5-72 Smoking 5 days
1-26-72 Smoking 10 days

Post: None

Institutionalizations: None

School Status: Public School

File # 46202

Arrests: None

Suspensions:

Pre: 11-22-71 Disrespect 10 days
1-10-72 Insubordination 3 days
1-25-72 Insubordination 3 days
2-4-72 Incorrigibility 3 days

Post: None

Institutionalizations: None

School Status: Public School

File # 46707

Arrests:

Pre: 2-5-72 Fel. Assault

Post: None

Suspensions:

Pre: 11-8-71 Insubordination 2 days
11-11-71 Incorrigibility 5 days
1-12-72 Incorrigibility 10 days

Post: 5-3-72 Fighting 3 days
5-15-72 Fighting 5 days
6-1-72 Disrespect 3 days

Institutionalizations: None

School Status: Public School

File # 46470

Arrests: None

Suspensions:

Pre: 2-1-72 Attendance 5 days
Post: None

Institutionalizations:

Pre: 11-10-71 Detained Juvenile Home 59 days
Post: 5-23-72 Detained Juvenile Home 14 days until runaway

School Status: Runaway

Session IV (continued)

File # 42843

Arrests: None

Suspensions:

Pre: 11-18-71 Assault 10 days
1-10-72 Incorrigibility 20 days

Post: 5-2-72 Disrespect 1 day
5-12-72 Disrespect 3 days
5-17-72 Fighting 5 days

Institutionalizations:

Pre: 2-2-72 Detained Juvenile Home 5 days

Post: None

School Status: Public School

File # 46805

Arrests: None

Suspensions:

Pre: 12-8-71 Incorrigibility 3 days
12-14-71 Insubordination 3 days
1-27-72 Smoking 3 days
2-4-72 Attendance 3 days

Post: None

Institutionalizations: None

School Status: Public School

File # 43398

Arrests: None

Suspensions:

Pre: 2-4-72 Attendance 3 days

Post: None

Institutionalizations: None

School Status: Public School

File # 46115

Arrests: None

Suspensions:

Pre: 11-19-71 Fighting 3 days
12-16-71 Fighting 3 days
1-24-72 Incorrigibility 10 days

Post: 5-8-72 Fighting 3 days

Institutionalizations:

Pre: None

Post: 5-24-72 Committed to private institution

School Status: Private School

Session IV (continued)

File # 46627

Arrests:

Pre: None
Post: 5-31-72 Runaway

Suspensions:

Pre: 2-2-72 Incurrigibility 3 days

Post: None

Institutionalizations:

Pre: 1-7-71 Detained Juvenile Home 3 days

Post: None

School Status: Public School

File # 45924

Arrests: None

Suspensions:

Pre: 12-1-71 Attendance 3 days
1-21-72 Attendance 10 days

Post: None

Institutionalizations: None

School Status: Public School

File # 42034

Arrests: None

Suspensions:

Pre: 2-4-72 Incurrigibility 3 days

Post: 4-28-72 Attendance 5 days
5-25-72 Weapons 7 days

Institutionalizations:

Pre: None
Post: 3-27-72 Detained Juvenile Home 14 days

School Status: Public School

File # 44215

Arrests: None

Suspensions:

Pre: 11-8-71 Attendance 5 days
1-25-71 Attendance 10 days

Post: 5-15-72 Attendance 5 days

Institutionalizations:

Pre: 1-19-72 Detained Juvenile Home 6 days

Post: 5-15-72 Detained Juvenile Home pending A.D.C.F. Placement

School Status: Detained pending placement in foster home

Session IV (continued)

File # 46425

Arrests: None

Suspensions:

Pre: 2-10-72 Incurrigibility 1 day

Post: 4-21-72 Attendance 3 days

Institutionalizations: None

School Status: Public School

File # 45731

Arrests: None

Suspensions:

Pre: 2-3-72 Attendance 5 days

Post: 4-28-72 Tardiness 3 days

5-23-72 Tardiness 3 days

6-5-72 Tardiness 3 days

6-8-72 Fireworks 5 days

Institutionalizations:

Pre: 12-8-71 Detained Juvenile Home 10 days

School Status: Public School

File # 45347

Arrests: None

Suspensions:

Pre: 12-7-71 Attendance 5 days

1-31-72 Attendance 5 days

Post: 3-30-72 Disrespect 5 days

Institutionalizations: None

School Status: Checked out P.C.A.

File # 46708

Arrests: None

Suspensions:

Pre: 12-1-71 Fighting 5 days

1-31-72 Attendance 5 days

Post: 5-31-72 Fighting 10 days

Institutionalizations: None

School Status: Public School

Session IV (continued)

File # 46390

Arrests: None

Suspensions:

Pre: 2-2-72 Incurrigibility 5 days

Post: None

Institutionalizations:

Pre: 12-15-71 Detained Juvenile Home 7 days

1-26-72 Detained Juvenile Home 7 days

Post: 5-10-72 Detained Juvenile Home 14 days

School Status: Public School

File # 39174

Arrests: None

Suspensions:

Pre: 11-16-71 Attendance 1 day

11-17-71 Fighting 5 days

2-2-72 Attendance 3 days

Institutionalizations: None

School Status: Public School

File # 46804

Arrests: None

Suspensions:

Pre: 2-4-72 Attendance 5 days

Post: None

Institutionalizations: None

School Status: Public School

File # 46709

Arrests: None

Suspensions:

Pre: 1-12-72 Attendance 10 days

Post: 5-24-72 Off Campus 3 days

Institutionalizations:

Pre: None

Post: 5-26-72 Detained Juvenile Home 5 days

School Status: Public School

Session IV (continued)

File # 46776 Arrests: None

Suspensions:

Pre: 12-6-71	Smoking	3 days
1-20-72	Fighting	5 days
1-31-72	Attendance	5 days

Post: None

Institutionalizations: None

School Status: Public School

File # 45714 Arrests: None

Suspensions:

Pre: 11-17-71	Fighting	3 days
1-10-72	Fighting	5 days
1-19-72	Disrespect	5 days
1-28-72	Incorrigibility	5 days

Post: None

Institutionalizations: None

School Status: Public School

File # 42451 Arrests:

Pre: 12-13-71 Runaway

Post: None

Suspensions:

Pre: 2-4-72	Attendance	3 days
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Post: None

Institutionalizations:

Pre: 12-13-71	Detained Juvenile Home	2 days
2-4-72	Detained Juvenile Home	3 days

Post: None

School Status: Public School

File # 46777 Arrests: None

Suspensions:

Pre: 11-15-71	Fighting	3 days
11-22-71	Fighting	10 days
12-15-71	Fighting	2 days
1-19-72	Fighting	15 days

Post: None

Institutionalizations: None

School Status: Public School

Session IV (continued)

File # 46734

Arrests: None

Suspensions:

Pre:	11-23-71	Disrespect	10 days
	1-10-72	Disrespect	3 days
	1-19-72	Incorrigibility	10 days

Post:	4-19-72	Incorrigibility	3 days
	4-24-72	Disrespect	10 days
	5-19-72	Fighting	5 days
	6-1-72	Fighting	year

Institutionalizations:

Pre:	1-19-72	Detained Juvenile Home	15 days
Post:	None		

School Status: Suspended

REHABILITATIVE DAY CARE PROGRAM
Module 3 Data
(Session V)

File # 46975

Arrests:
Pre: 3-14-72 Runaway
Post: None

Institutionalizations:
Pre: 3-14-72 Runaway Detained Juvenile Home 1 Day
Post: None

School Status: Public School

File # 46938

Arrests:
Pre: None
Post: None

Institutionalizations:
Pre: None
Post: None

School Status: Public School

File # 46937

Arrests:
Pre: None
Post: None

Institutionalizations:
Pre: None
Post: None

School Status: Moved

File # 46949

Arrests:
Pre: None
Post: None

Institutionalizations:
Pre: None
Post: None

School Status: Public School

File # 45865

Arrests:
Pre: 1-20-72 Larceny
3-7-72 Larceny

Post: 6-16-72 UDAA
6-24-72 UDAA

Institutionalizations:
Pre: None
Post: None

School Status: Suspended

(Session V continued)

File # 46386

Arrests:
Pre: None
Post: None

Institutionalizations:

Pre: 2-29-72 Incorrigibility Detained Juvenile Home 21 days
Post: None

School Status: Moved

File # 43948

Arrests:
Pre: None
Post: None

Institutionalizations:

Pre: None
Post: None

School Status: Public School

File # 46997

Arrests:
Pre: 2-16-72 Assault
Post: None

Institutionalizations:

Pre: None
Post: None

School Status: Public School

File # 42739

Arrests:
Pre: 2-18-72 Runaway
Post: 6-6-72 A & B

Institutionalizations:

Pre: 2-18-72 Runaway Detained Juvenile Home 21 days
Post: 6-6-72 Assault Detained Juvenile Home 23 days
7-16-72 Larceny & Runaway Detained Juvenile Home 24 days

School Status: Public School

File # 45553

Arrests:
Pre: None
Post: None

Institutionalizations:

Pre: None
Post: None

School Status: Public School

(Session V continued)

File # 46646 Arrests:
 Pre: None
 Post: None

 Institutionalizations:
 Pre: None
 Post: None

 School Status: Public School

File # 45631 Arrests:
 Pre: 12-6-71 Runaway and Incurrigibility
 1-31-72 Statutory Rape
 Post: None

 Institutionalizations:
 Pre: 12-7-71 Home Conditions Detained Juvenile Home 1 day
 1-20-72 Truancy Detained Juvenile Home 11 days
 Post: None
 School Status: Public School

File # 46910 Arrests:
 Pre: 3-17-72 Runaway
 Post: 4-26-72 Runaway

 Institutionalizations:
 Pre: None
 Post: None

 School Status: Moved

File # 47034 Arrests:
 Pre: None
 Post: None

 Institutionalizations:
 Pre: None
 Post: None

 School Status: Public School

File # 47024 Arrests:
 Pre: None
 Post: None

 Institutionalizations:
 Pre: None
 Post: None

 School Status: Public School

(Session V continued)

File # 45531 Arrests:
 Pre: 2-15-72 Runaway
 Post: None

 Institutionalizations:
 Pre: None
 Post: None

 School Status: Public School

File # 46955 Arrests:
 Pre: None
 Post: None

 Institutionalizations:
 Pre: None
 Post: None

 School Status: Public School

File # 45460 Arrests:
 Pre: None
 Post: None

 Institutionalizations:
 Pre: None
 Post: None

 School Status: Public School

File # 46979 Arrests:
 Pre: None
 Post: None

 Institutionalizations:
 Pre: None
 Post: None

 School Status: Public School

File # 46994 Arrests:
 Pre: None
 Post: None

 Institutionalizations:
 Pre: None
 Post: None

 School Status: Public School

(Session V continued)

File # 44530

Arrests:

Pre: 12-14-71 Larceny
2-26-72 B & E

Post: 5-25-72 B & E
5-31-72 Felonious Assault

Institutionalizations:

Pre: 2-26-72 Runaway Detained Juvenile Home 30 days

Post: 5-25-72 B & E Detained Juvenile Home 1 day
6-1-72 Felonious Assault & Attempted Murder
Detained Juvenile Home

School Status: School would not accept.

File # 46944

Arrests:

Pre: None
Post: None

Institutionalizations:

Pre: None
Post: None

School Status: Public School

File # 46967

Arrests:

Pre: None
Post: None

Institutionalizations:

Pre: None
Post: None

School Status: Public School

File # 46968

Arrests:

Pre: None
Post: None

Institutionalizations:

Pre: None
Post: None

School Status: Public School

File # 46906

Arrests:

Pre: None
Post: None

Institutionalizations:

Pre: None
Post: None

School Status: Public School

(Session V continued)

File # 44965 Arrests:
 Pre: None
 Post: None

 Institutionalizations:
 Pre: None
 Post: None

 School Status: Public School

File # 46849 Arrests:
 Pre: None

 Post: 6-29-72 Curfew Violation

 Institutionalizations:
 Pre: None
 Post: None

 School Status: Public School

File # 43975 Arrests:
 Pre: None
 Post: None

 Institutionalizations:
 Pre: None
 Post: None

 School Status: Public School

File # 47026 Arrests:
 Pre: 3-23-72 A & B
 Post: None

 Institutionalizations:
 Pre: None
 Post: None

 School Status: Public School

File # 47025 Arrests:
 Pre: 3-23-72 A & B
 Post: None

 Institutionalizations:
 Pre: None
 Post: None

 School Status: Public School

File # 46935 Arrests:
 Pre: None
 Post: None

 Institutionalizations:
 Pre: None
 Post: None

 School Status: Public School

(Session V continued)

File # 45733

Arrests:

Pre: None

Post: 6-24-72 Runaway
6-29-72 Curfew Violation

Institutionalizations:

Pre: None

Post: 6-24-72 Runaway Detained Juvenile Home 2 days
6-29-72 Incorrigibility Detained Juvenile Home 6 days

School Status: Public School

File # 42294

Arrests:

Pre: None

Post: None

Institutionalizations:

Pre: None

Post: None

School Status: Public School

File # 46789

Arrests:

Pre: None

Post: None

Institutionalizations:

Pre: None

Post: None

School Status: Public School

REHABILITATIVE DAY CARE PROGRAM

Module 3 Data

(Session VI)

File # 47194

Arrests:

Pre: None

Post: None

Institutionalizations:

Pre: None

Post: None

File # 45954

Arrests:

Pre: 2-18-72 Breach of Peace

Post: None

Institutionalizations:

Pre: None

Post: None

File # 47204

Arrests:

Pre: None

Post: None

Institutionalizations:

Pre: None

Post: None

File # 43242

Arrests:

Pre: None

Post: None

Institutionalizations:

Pre: None

Post: None

File # 44810

Arrests:

Pre: None

Post: None

Institutionalizations:

Pre: 2-9-72 B & E Detained Juvenile Home 18 days

3-29-72 Truancy Detained Juvenile Home 2 days

Post: 8-10-72 Larceny Detained Juvenile Home

File # 44461

Arrests:

Pre: None

Post: None

Institutionalizations:

Pre: None

Post: None

(Session VI continued)

File # 47206

Arrests:

Pre: None

Post: None

Institutionalizations:

Pre: 3-31-72 Shoplifting Detained Juvenile Home 2 days

Post: None

File # 46959

Arrests:

Pre: 3-4-72 Assault

Post: None

Institutionalizations:

Pre: None

Post: None

File # 46208

Arrests:

Pre: None

Post: None

Institutionalizations:

Pre: None

Post: None

File # 46198

Arrests:

Pre: None

Post: None

Institutionalizations:

Pre: None

Post: None

File # 47240

Arrests:

Pre: None

Post: None

Institutionalizations:

Pre: None

Post: None

File # 46749

Arrests:

Pre: None

Post: None

Institutionalizations:

Pre: 3-23-72 Truancy Detained Juvenile Home 14 days

Post: None

(Session VI continued)

File # 47238 Arrests:
 Pre: None
 Post: None

Institutionalizations:
 Pre: None
 Post: None

File # 47239 Arrests:
 Pre: None
 Post: None

Institutionalizations:
 Pre: None
 Post: None

File # 45490 Arrests:
 Pre: None
 Post: None

Institutionalizations:
 Pre: None
 Post: None

File # 47123 Arrests:
 Pre: None
 Post: None

Institutionalizations:
 Pre: None
 Post: None

File # 47115 Arrests:
 Pre: None
 Post: None

Institutionalizations:
 Pre: None
 Post: None

File # 43898 Arrests:
 Pre: None
 Post: None

Institutionalizations:
 Pre: None
 Post: None

File # 47155 Arrests:
 Pre: None
 Post: None

Institutionalizations:
 Pre: None
 Post: None

(Session VI continued)

File # 46788

Arrests:
Pre: None
Post: None

Institutionalizations:

Pre: 2-1-72 Runaway and Theft Detained Juvenile Home 7 days

Post: None

File # 46028

Arrests:
Pre: None
Post: None

Institutionalizations:

Pre: None
Post: None

File # 47250

Arrests:
Pre: None
Post: None

Institutionalizations:

Pre: None
Post: None

File # 47248

Arrests:
Pre: None
Post: None

Institutionalizations:

Pre: None
Post: None

File # 47259

Arrests:
Pre: None
Post: None

Institutionalizations:

Pre: None
Post: None

File # 46836

Arrests:
Pre: None
Post: None

Institutionalizations:

Pre: None
Post: None

(Session VI continued)

File # 47913 Arrests:
 Pre: 3-28-72 Unlawful Entry

 Post: None

Institutionalizations:
Pre: None
Post: None

File # 47205 Arrests:
 Pre: None
 Post: None

Institutionalizations:
Pre: None
Post: None

File # 47184 Arrests:
 Pre: None
 Post: None

Institutionalizations:
Pre: None
Post: None

File # 41137 Arrests:
 Pre: None
 Post: None

Institutionalizations:
Pre: None
Post: None

File # 46744 Arrests:
 Pre: None
 Post: None

Institutionalizations:
Pre: 3-23-72 Truancy Detained Juvenile Home 15 days

Post: None

File # 36843 Arrests:
 Pre: 2- 9-72 Runaway
 3-21-72 Runaway

 Post: 8-1-72 Runaway

Institutionalizations:
Pre: 2-9-72 Runaway Detained Juvenile Home 13 days
 3-22-72 Runaway Detained Juvenile Home 15 days

Post: None

REHABILITATIVE DAY CARE PROGRAM

MODULE 3 TOTALS

(Session I - VI)

I. OFFICIAL ARRESTS:

% REDUCTION

Session I	(28 Clients)	Pre Project	6	
		Post Project	4	(33%)
Session II	(38 Clients)	Pre Project	15	
		Post Project	8	(47%)
Session III	(31 Clients)	Pre Project	8	
		Post Project	4	(50%)
Session IV	(34 Clients)	Pre Project	3	
		Post Project	1	(67%)
Session V	(34 Clients)	Pre Project	14	
		Post Project	9	(36%)
Session VI	(38 Clients)	Pre Project	5	
		Post Project	1	(80%)
Totals:	(131 Clients)	Pre Project	51	
		Post Project	27	(47%)

II. SCHOOL SUSPENSIONS AND EXCLUSIONS:

% REDUCTION

Session I	(28 Clients)	Pre Project	53	
		Post Project	21	(60%)
Session II	(38 Clients)	Pre Project	71	
		Post Project	40	(44%)
Session III	(31 Clients)	Pre Project	49	
		Post Project	23	(53%)
Session IV	(34 Clients)	Pre Project	75	
		Post Project	25	(67%)
Totals:	(131 Clients)	Pre Project	248	
		Post Project	109	(56%)

Module 3 Totals (continued)

Session IV	(34 Clients)	Public School	28	(82.5%)
		Suspended	1	(2.9%)
		Excluded	0	(---)
		Moved	0	(---)
		Detained	1	(2.9%)
		Private School	2	(5.9%)
		Quit	1	(2.9%)
		Runaway	1	(2.9%)
Session V	(34 Clients)	Public School	29	(85.3%)
		Suspended	1	(2.9%)
		Excluded	0	(---)
		Moved	3	(8.9%)
		Detained	0	(---)
		Private School	0	(---)
		Quit	0	(---)
		Runaway	0	(---)
		Not Accepted	1	(2.9%)
Totals	(165 Clients)	Public School	133	(80.6%)
		Suspended	6	(3.6%)
		Excluded	2	(1.2%)
		Moved	7	(4.3%)
		Detained	2	(1.2%)
		Private School	7	(4.3%)
		Quit	6	(3.6%)
		Runaway	1	(0.6%)
Not Accepted	1	(0.6%)		

PART FIVE

TESTING DATA

(The following data and graphs indicate pre, post and follow-up comparisons of Session I - VI graduates in the W.R.A.T., the Otis Lennon Mental Ability Test, the Jr. - Sr. High School Personality Questionnaire and the Draw A Person Test. Also included, are Gates Mac Ginitie Reading Test and Jesness Inventory pre and post comparisons for Session VII students)

WIDE RANGE ACHIEVEMENT

TEST DATA

(Reading) Session I

21 Students				1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank			
41749					31	4.8	74	4	31	4.8	74	4			
43615					37	6.0	84	14	26	3.5	68	2			
44559					31	4.8	75	5	31	4.8	75	5			
46235					25	3.2	71	3	26	3.5	73	4			
45718					26	3.5	67	1	28	4.2	71	3			
46228					39	6.3	83	13	37	6.0	82	12			
46225					39	6.3	88	21	38	6.2	85	16			
42649					33	5.2	83	13	43	7.0	94	34			
46238					18	1.7	58	.6	16	1.3	56	.4			
46236					28	4.2	71	3	31	4.8	74	4			
46239					52	8.7	100	50	51	8.5	98	45			
46194					40	6.5	85	16	39	6.3	83	13			
46708					52	8.7	100	50	56	9.6	103	58			
45220					55	9.3	98	45	52	8.7	94	34			

WIDE RANGE ACHIEVEMENT TEST DATA

(Reading) Session I

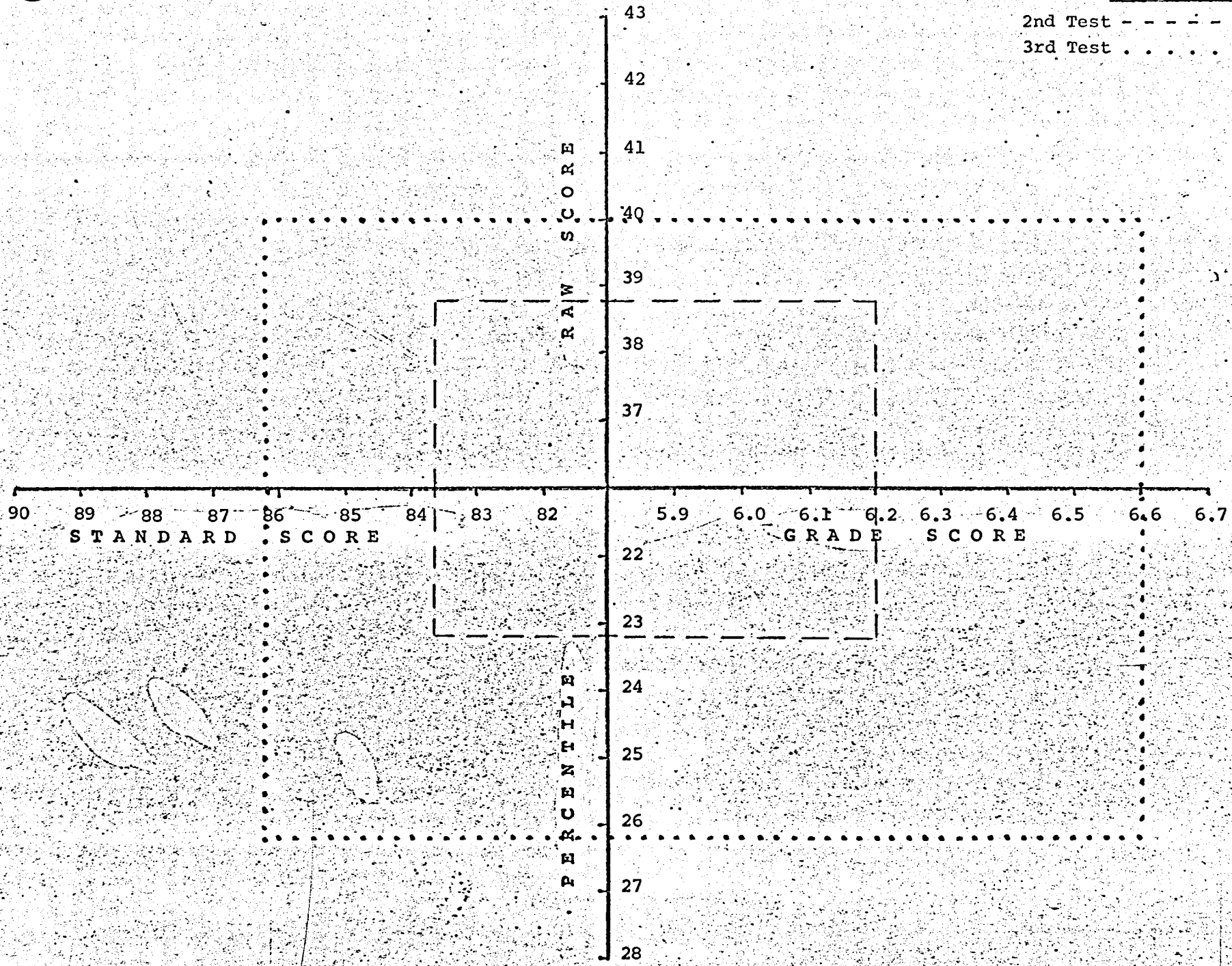
(continued)

21 Students				1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank			
46226					61	11.3	110	75	68	13.0	119	90			
46237					20	3.2	67	1	26	3.5	68	2			
45020					49	8.1	101	53	39	6.3	90	25			
46193					57	9.9	104	61	76	15.3	133	99			
44826					41	6.6	66	1	41	6.6	87	19			
46240					54	9.1	102	55	60	10.8	112	78			
45864					26	3.5	71	3	25	3.2	69	2			
TOTALS					814	130.9	1,758	487.6	840	137.9	1,808	549.4			
AVERAGES					38.8	6.2	83.7	23.2	40	6.6	86.1	26.2			

1st Test _____

2nd Test - - - - -

3rd Test



WIDE RANGE ACHIEVEMENT

TEST DATA

(Math) Session I

21 Students

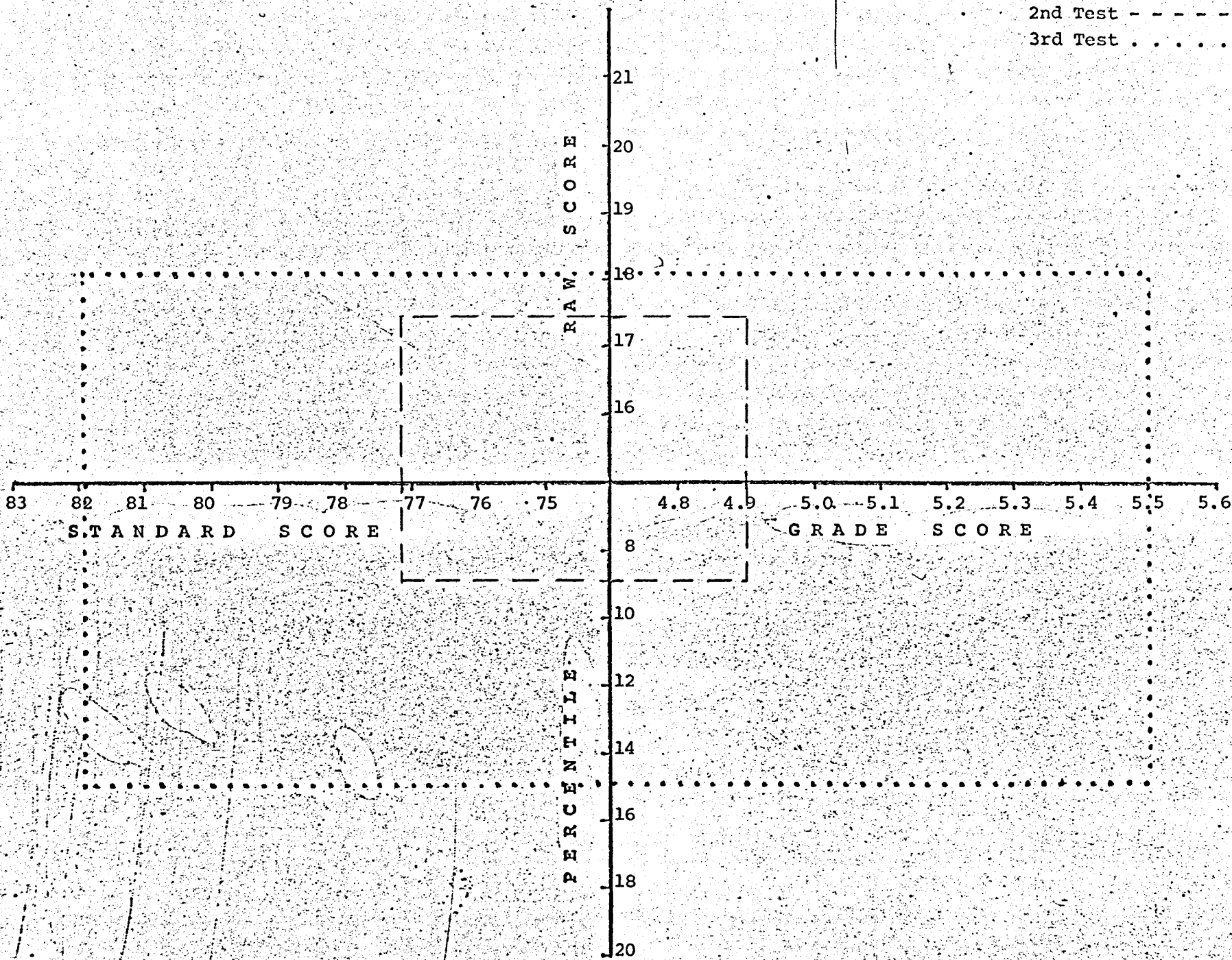
File Number	1st Test				2nd Test				3rd Test			
	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
41749					10	1.9	59	.7	14	4.9	75	5
43615					17	5.3	80	9	21	6.5	85	16
44559					15	4.4	73	4	17	5.3	78	7
46235					15	4.4	78	7	18	5.7	86	18
45718					18	5.7	80	9	15	4.4	72	3
46228					19	6.1	82	12	22	6.7	86	18
46225					16	4.9	79	8	17	5.3	80	9
42649					13	3.4	72	3	13	3.4	80	9
46238					14	3.9	71	3	10	1.9	60	.8
46236					14	3.4	67	1	15	4.4	86	18
46239					15	4.4	74	4	18	5.7	82	12
46194					17	5.3	78	7	19	6.1	82	12
46708					26	7.7	94	34	24	7.1	92	30
45220					23	6.9	85	16	32	10.8	106	66

WIDE RANGE ACHIEVEMENT
 (Math) Session I
 (continued)

21 Students	1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
46226					24	7.1	88	21	22	6.7	85	16
46237					26	2.8	65	1	13	3.4	71	3
45020					14	3.9	75	5	18	5.7	86	18
46193					19	6.1	83	13	22	6.7	86	18
44826					15	4.4	74	4	16	4.9	81	10
46420					20	6.3	85	16	18	5.7	82	12
45864					15	4.4	78	7	16	4.9	79	8
TOTALS					365	102.7	1,620	184.7	380	116.2	1,720	308.8
AVERAGES					17.4	4.9	77.1	8.8	18.1	5.5	81.9	14.7

WIDE RANGE ACHIEVEMENT
TEST SCORE AVERAGES

1st Test _____
2nd Test - - - - -
3rd Test



WIDE RANGE ACHIEVEMENT

TEST DATA

(Spelling) Session I.

21 Students	1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
41749					18	6.1	82	12	13	4.6	73	4
43615					22	6.8	88	21	16	5.5	80	9
44559					10	3.7	69	2	11	4.0	71	3
46235					13	4.6	79	8	10	3.7	74	4
45718					10	3.7	69	2	9	3.3	66	1
46228					14	4.9	76	5	11	4.0	70	2
46225					16	5.5	83	13	14	4.9	77	6
42649					13	4.6	79	8	18	6.1	89	23
46238					7	2.6	63	1	6	2.2	62	1
46236					14	4.9	75	5	14	4.9	75	5
46239					14	4.9	77	6	18	6.1	84	14
46194					9	3.3	67	1	11	4.0	70	2
46708					22	6.8	88	21	25	7.4	90	25
45220					23	7.0	86	18	18	6.1	82	12

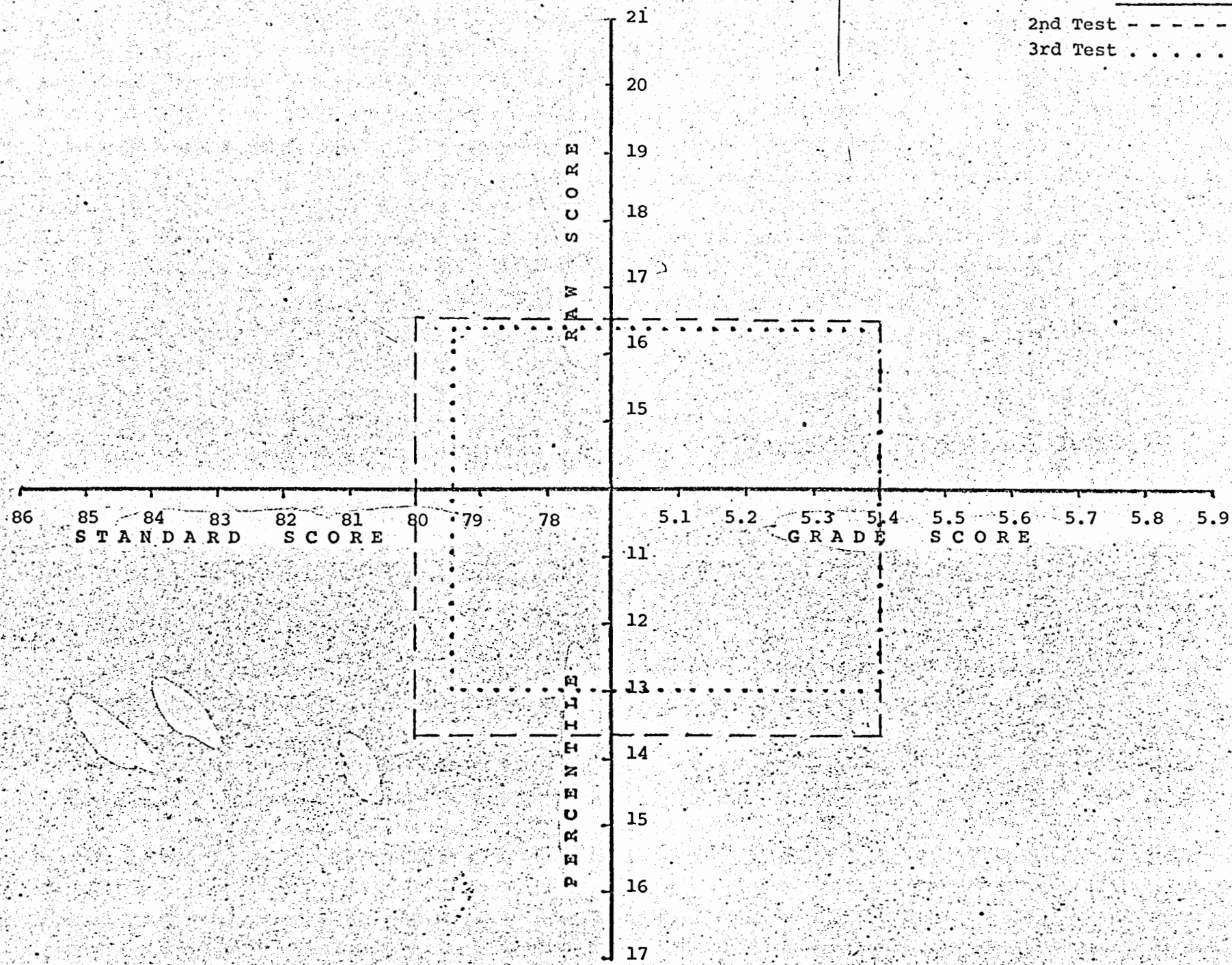
WIDE RANGE ACHIEVEMENT
 (Spelling) Session I
 (continued)

21 Students				1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank			
46226					30	8.7	97	42	31	9.0	97	42			
46237					8	3.0	66	1	14	4.9	76	5			
45020					19	6.3	90	25	14	4.9	81	10			
46193					28	8.1	94	34	30	8.7	97	42			
44826					13	4.6	76	5	17	5.3	80	9			
46420					31	9.0	101	53	30	8.7	100	50			
45864					11	4.0	74	4	12	4.3	76	5			
TOTALS					345	113.1	1,679	287	342	112.6	1,670	274			
AVERAGES					16.4	5.4	80.0	13.7	16.3	5.4	79.5	13.0			

SESSION (Spelling)

WIDE RANGE ACHIEVEMENT
TEST SCORE AVERAGES

1st Test _____
2nd Test - - - - -
3rd Test



WIDE RANGE ACHIEVEMENT

TEST DATA

(Reading) Session II

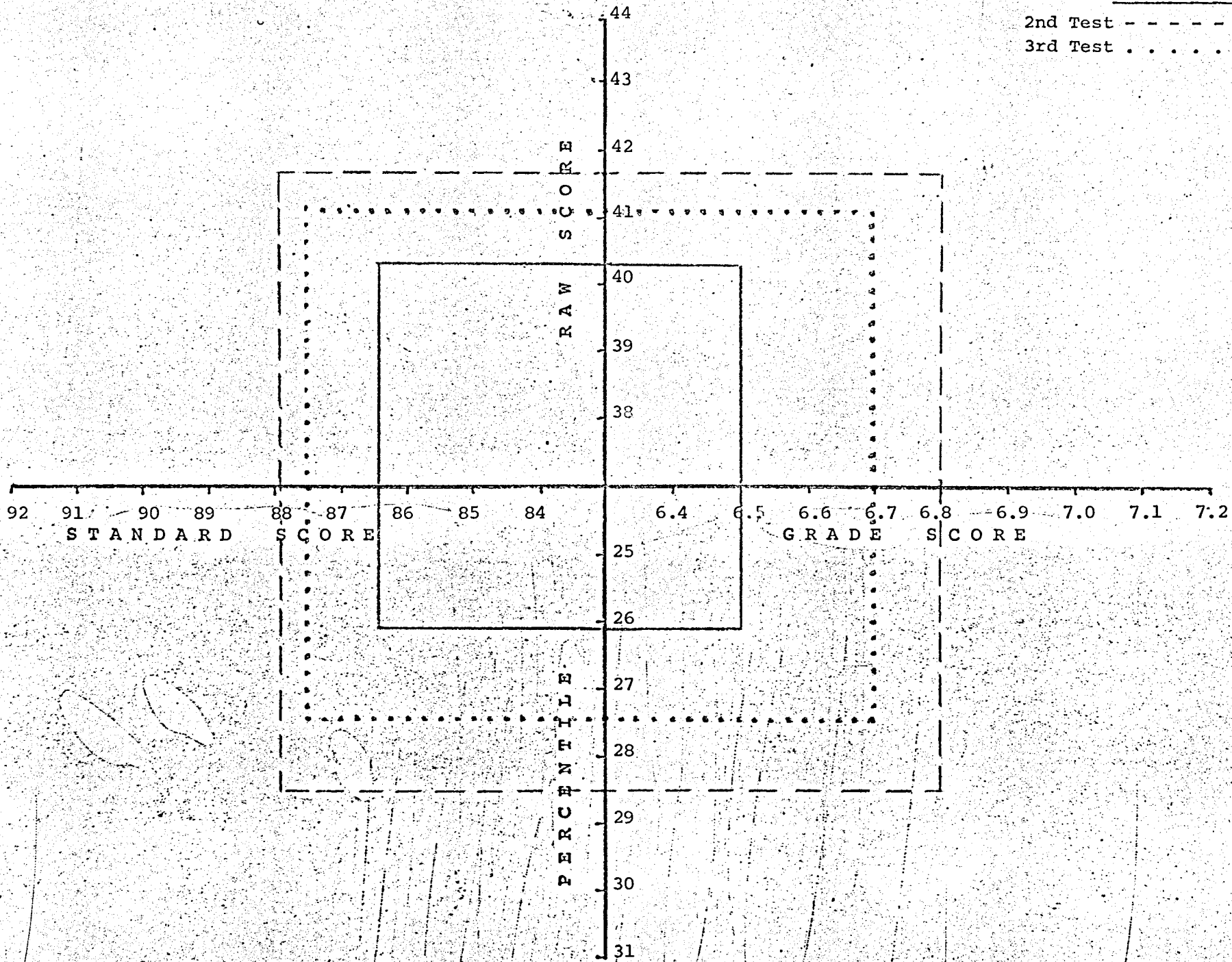
24 Students				1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank			
46388	35	5.6	86	18	34	5.4	84	14	31	4.8	81	10			
46451	55	9.3	101	53	49	8.1	94	34	45	7.3	90	25			
46450	51	8.5	101	53	50	8.3	99	47	54	9.1	104	61			
42990	33	5.2	79	8	27	3.9	71	3	35	5.6	81	10			
46385	46	7.5	90	25	55	9.3	99	47	49	8.1	94	34			
42869	51	8.5	96	39	52	8.7	98	45	61	11.3	112	79			
45098	61	11.3	111	77	85	18.0	148	99.9	80	16.5	140	99.2			
42551	42	6.8	87	19	49	8.1	94	34	53	8.9	99	47			
45258	33	5.2	78	7	27	3.9	71	3	25	3.2	67	1			
46387	21	2.2	62	1	19	1.8	59	7	28	4.2	73	4			
40596	19	1.8	58	6	19	1.8	58	6	19	1.8	58	6			
43836	52	8.7	97	42	56	9.6	100	50	42	6.8	85	16			
46395	45	7.3	88	21	42	6.8	85	16	42	6.8	85	16			
44800	35	5.6	81	10	34	5.4	80	9	34	5.4	79	8			

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WIDE RANGE ACHIEVEMENT
 (Reading) Session II
 (continued)

24 Students				1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank			
45631	33	5.2	79	8	35	5.6	81	10	34	5.4	80	9			
46339	46	7.5	93	32	48	7.9	95	37	39	6.3	85	16			
46430	48	7.9	100	50	49	8.1	101	53	50	8.3	102	55			
46386	50	8.3	102	55	47	7.7	99	47	50	8.3	102	55			
46355	29	4.4	74	4	27	3.5	68	2	30	4.6	74	4			
46337	33	5.2	83	13	36	5.8	85	15	35	5.6	84	14			
46425	53	8.9	99	47	59	10.5	107	68	51	8.5	96	39			
46285	28	4.2	72	3	30	4.6	74	4	26	3.5	68	2			
46424	49	8.1	96	39	51	8.5	98	45	53	8.9	101	53			
46279	20	2.0	60	.8	21	2.1	61	.9	20	2.0	60	.8			
TOTALS	968	155.3	2,073	625.4	1,001	163.4	2,109	685.1	986	161.2	2,100	658.6			
AVERAGES	40.3	6.5	86.4	26.1	41.7	6.8	87.9	28.5	41.1	6.7	87.5	27.4			

1st Test _____
2nd Test - - - - -
3rd Test



WIDE RANGE ACHIEVEMENT

TEST DATA

(Math) Session II

24 Students	1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
46388	17	5.3	84	14	17	5.3	84	14	24	7.1	95	37
46451	29	9.0	99	47	27	8.0	94	34	35	12.3	118	88
46450	16	4.9	79	8	16	4.9	79	8	16	4.9	79	8
42990	22	6.7	88	21	17	5.3	80	9	24	7.7	89	23
46385	20	6.3	83	13	23	6.9	89	18	26	7.6	91	27
42869	17	5.3	79	8	23	6.9	88	21	15	4.4	74	4
45098	27	8.0	93	32	25	7.4	90	25	31	10.1	105	63
42551	24	7.1	89	23	24	7.1	89	23	19	6.1	83	13
45258	22	6.7	86	18	19	6.1	83	13	23	6.9	88	21
46387	11	2.3	62	1	13	3.4	69	2	13	3.4	69	2
40596	12	2.9	65	1	13	3.4	67	1	15	4.4	72	3
43836	17	5.3	78	7	17	5.3	77	6	22	6.7	85	16
46395	17	5.3	78	7	18	5.7	80	9	17	5.3	78	7
44800	16	4.9	77	6	14	3.9	71	3	18	5.7	81	10

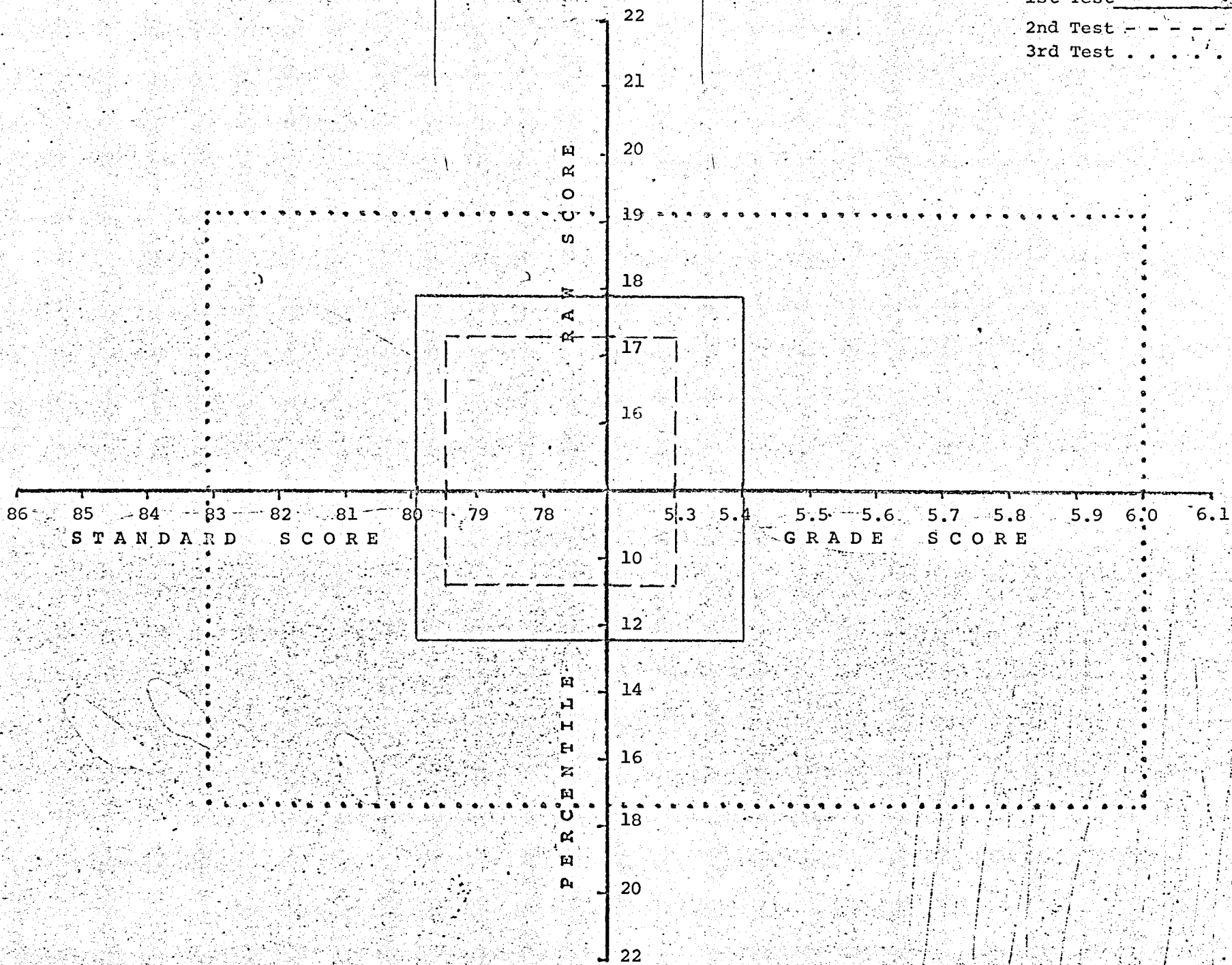
WIDE RANGE ACHIEVEMENT
 (Math) Session II
 (continued)

24 Students	1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
45631	18	5.7	82	12	14	3.9	71	3	16	4.9	77	6
46339	18	5.7	82	12	19	6.1	84	14	21	6.5	87	19
46430	17	5.3	84	14	18	5.7	84	14	13	3.4	72	3
46386	18	6.1	86	18	15	4.4	78	7	13	3.4	72	3
46355	13	3.4	68	2	16	4.9	76	5	15	4.4	73	4
46337	16	4.9	81	10	18	5.7	84	14	20	6.3	88	21
46425	21	6.5	85	16	17	5.3	77	6	22	6.7	86	18
46285	13	3.4	69	2	16	4.9	76	5	19	6.1	82	12
46424	14	3.9	71	3	14	3.9	71	3	15	4.4	74	4
46279	14	3.9	71	3	13	3.4	68	2	16	4.9	77	6
TOTALS	429	128.8	1,919	298	416	127.8	1,909	259	458	143.6	1,995	418
AVERAGES	17.9	5.4	79.9	12.4	17.3	5.3	79.5	10.8	19.1	6.0	83.1	17.4

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WIDE RANGE ACHIEVEMENT
TEST SCORE AVERAGES

1st Test _____
2nd Test - - - - -
3rd Test



WIDE RANGE ACHIEVEMENT

TEST DATA

(Spelling) Session II

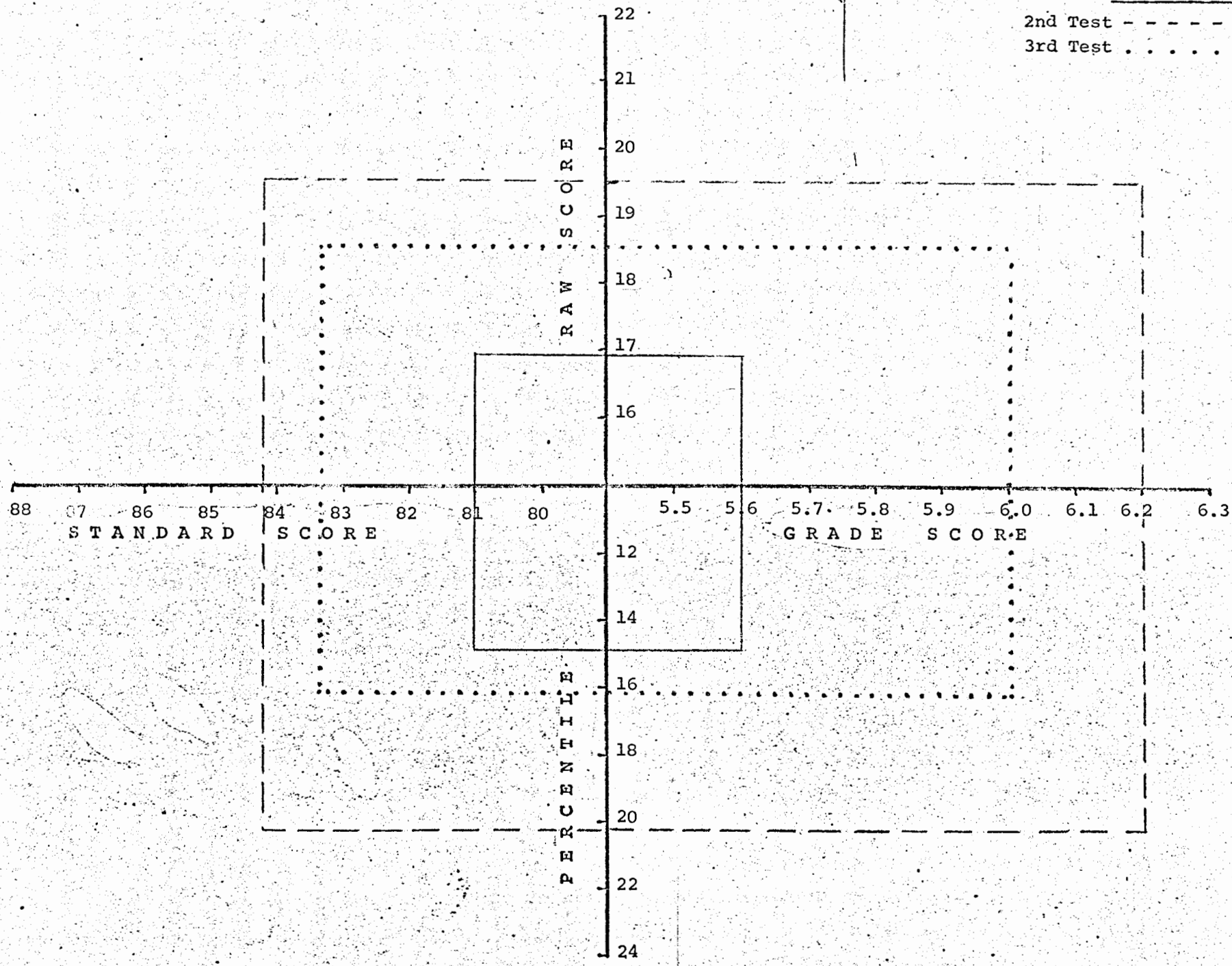
24 Students				1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank			
46388	11	4.0	76	5	9	3.3	71	3	14	4.9	81	10			
46451	23	7.0	88	21	28	8.1	94	34	27	7.8	93	32			
46450	19	6.3	88	21	23	7.0	92	30	21	6.7	90	25			
42990	16	5.5	81	10	28	8.1	96	39	20	7.2	89	23			
46385	22	6.8	86	18	27	7.8	91	27	23	7.0	86	18			
42869	22	6.8	87	19	16	4.9	76	5	23	7.0	90	25			
45098	38	11.2	111	77	43	13.2	122	93	37	10.8	108	70			
42551	27	7.8	93	32	26	7.5	91	27	24	7.2	89	23			
45258	15	5.2	78	7	16	5.5	80	9	20	6.5	85	16			
46387	6	2.2	62	1	9	3.3	68	2	8	3.0	66	1			
40596	7	2.6	63	1	7	2.6	63	1	7	2.6	63	1			
43836	21	6.7	86	18	27	7.8	91	27	22	6.8	85	16			
46395	15	5.2	77	6	22	6.8	85	16	20	6.5	84	14			
44800	10	3.7	70	2	15	5.2	78	7	12	4.3	72	3			

WIDE RANGE ACHIEVEMENT
 (Spelling) Session II
 (continued)

24 Students				1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank			
45631	13	4.6	76	5	13	4.6	76	5	16	5.5	81	10			
46339	21	6.7	88	21	21	6.7	88	21	21	6.7	88	21			
46430	21	6.7	92	30	32	9.3	105	63	23	7.0	94	34			
46386	17	5.3	82	12	20	6.5	91	27	23	7.0	94	34			
46355	15	5.2	78	7	15	5.2	77	6	17	5.8	81	10			
46337	11	4.0	76	5	11	4.0	74	4	11	4.0	74	4			
46425	16	6.1	83	13	19	6.3	83	13	17	5.8	81	10			
46285	14	4.9	77	6	16	5.5	79	8	15	5.2	77	6			
46424	18	6.1	84	14	18	6.1	84	14	16	5.5	81	10			
46279	7	2.6	63	1	8	3.0	66	1	9	3.3	67	1			
TOTALS	405	133.2	1,945	352	469	148.3	2,021	482	446	144.1	1,999	387			
AVERAGES	16.9	5.6	81.0	14.7	19.5	6.2	84.2	20.1	18.6	6.0	83.3	16.1			

WIDE RANGE ACHIEVEMENT
TEST SCORE AVERAGES.

1st Test _____
2nd Test - - - - -
3rd Test



WIDE RANGE ACHIEVEMENT

TEST DATA

(Reading) Session III

18 Students	1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
46628	23	2.6	67	1	24	2.8	68	2	25	3.2	71	3
46544	62	11.6	113	81	67	12.8	119	90	79	16.2	136	99
45892	30	4.6	73	4	27	3.9	70	2	31	4.8	75	5
46601	32	5.0	78	7	37	6.0	84	14	47	7.7	94	34
46613	32	5.0	76	5	38	6.2	83	13	43	6.9	87	19
46580	21	2.2	64	1	20	2.0	63	1	19	1.8	62	1
37632	27	3.9	75	5	25	3.2	71	3	28	4.2	77	6
44180	36	5.8	80	9	50	8.3	93	32	49	8.1	92	30
44648	41	6.6	85	16	41	6.6	85	16	44	7.1	88	21
46569	38	6.2	90	25	36	5.8	87	19	38	6.2	90	25
45492	20	2.0	60	.8	23	2.6	63	1	27	3.9	70	2
46587	24	2.8	64	1	32	5.0	76	5	36	5.8	80	9
46589	21	2.2	64	1	23	2.6	66	1	24	2.8	65	1

WIDE RANGE ACHIEVEMENT
 (Reading) Session III
 (continued)

18 Students	1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
46559	64	12.2	116	86	60	10.8	108	70	65	12.4	115	84
46626	59	10.5	105	63	59	10.5	105	63	71	13.8	123	94
42563	45	7.3	89	23	44	7.1	88	21	46	7.5	90	25
46439	23	2.6	63	1	26	3.5	68	2	32	5.0	76	5
46595	39	6.3	83	13	33	5.2	77	6	37	6.0	81	10
TOTALS	637	99.4	1,445	342.8	665	104.9	1,474	361	741	123.4	1,572	473
AVERAGES	35.4	5.5	80.3	19.0	36.9	5.8	81.9	20.1	41.2	6.9	87.3	26.3

WIDE RANGE ACHIEVEMENT

TEST DATA

(Math) Session III

18 Students	1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
46628	14	3.9	75	5	14	3.9	75	5	14	3.9	75	5
46544	20	6.3	83	13	21	6.5	85	16	18	5.7	79	8
45892	17	5.3	77	6	19	6.1	81	10	19	6.1	81	10
46601	20	6.3	85	16	17	5.3	80	9	23	6.9	89	23
46613	22	6.7	86	18	19	6.1	82	12	18	5.7	80	9
46580	12	2.9	70	2	12	2.9	70	2	13	3.4	72	3
37632	15	4.4	78	7	15	4.4	78	7	17	5.3	84	14
44180	20	6.3	83	13	19	6.1	82	12	19	6.1	82	12
44648	21	6.5	85	16	15	4.4	73	4	19	6.1	82	12
46569	15	4.4	78	7	16	4.9	82	12	15	4.4	78	7
45492	13	3.4	67	1	16	4.9	76	5	17	5.3	78	7
46587	19	6.1	82	12	19	6.1	81	10	19	6.1	81	10
46589	13	3.4	71	3	16	4.9	79	8	15	4.4	74	4

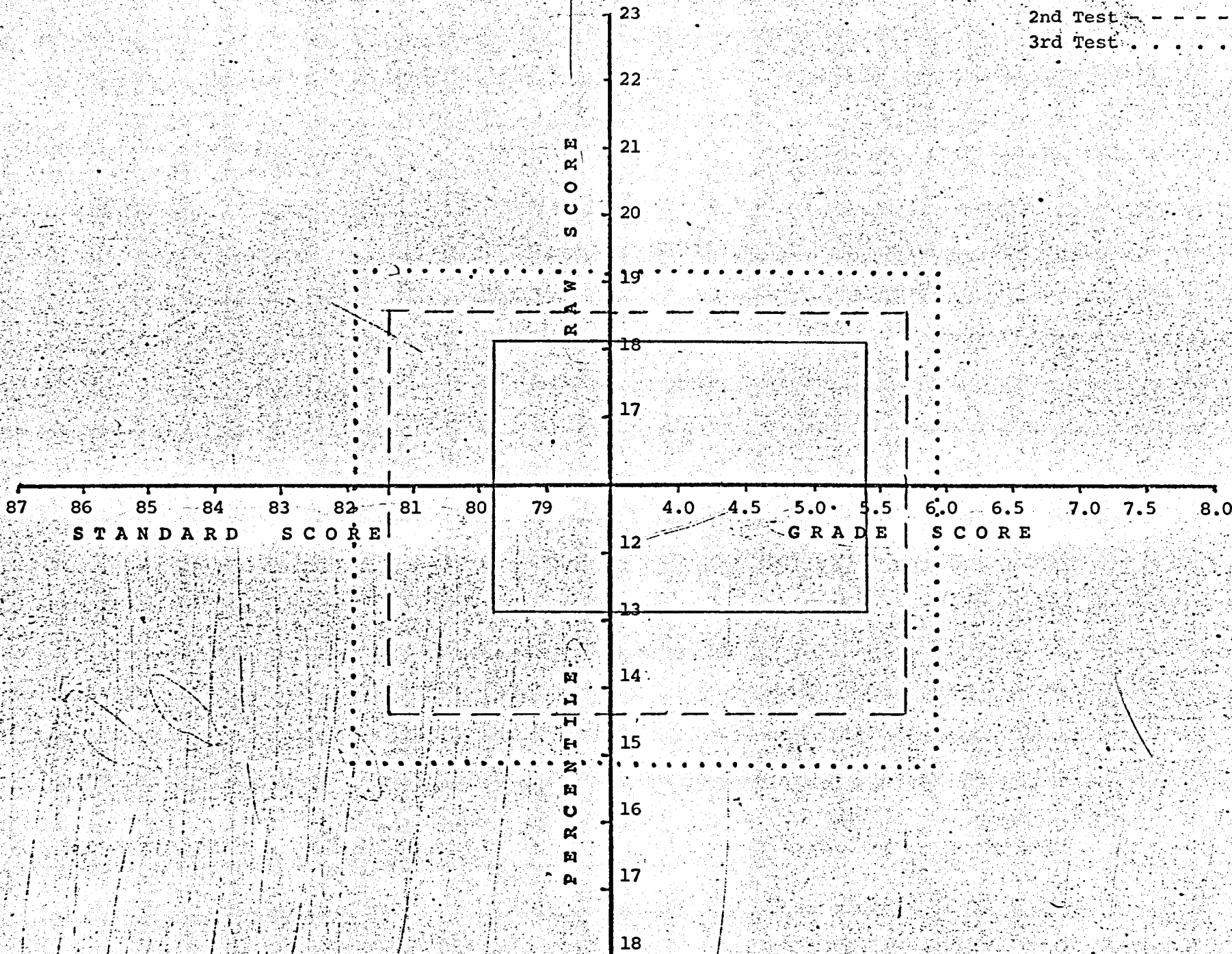
WIDE RANGE ACHIEVEMENT
 (Math) Session III
 (continued)

18 Students	1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
46559	33	11.3	111	77	34	11.8	114	82	37	13.3	120	91
46626	25	7.4	88	21	28	8.5	94	34	27	7.7	90	25
42563	20	6.3	83	13	25	7.4	90	25	26	7.7	91	27
46439	12	2.9	65	1	14	3.9	70	2	15	4.4	73	4
46595	14	3.9	70	2	15	4.4	73	4	12	2.9	65	1
TOTALS	325	97.7	1,437	233	334	102.5	1,465	259	343	105.4	1,474	272
AVERAGES	18.1	5.4	79.8	12.9	18.6	5.7	81.4	14.4	19.1	5.9	81.9	15.1

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WIDE RANGE ACHIEVEMENT
TEST SCORE AVERAGES

1st Test _____
2nd Test - - - - -
3rd Test



WIDE RANGE ACHIEVEMENT

TEST DATA

(Spelling) Session III

18 Students

1st Test

2nd Test

3rd Test

File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
46628	9	3.3	71	3	9	3.3	71	3	9	3.3	71	3
46544	29	8.4	95	37	28	8.1	92	30	34	9.9	103	58
45892	13	4.6	73	4	13	4.6	73	4	13	4.6	73	4
46601	16	5.5	81	10	17	5.8	83	13	17	5.8	83	13
46613	16	5.5	79	8	17	5.8	81	10	24	7.2	88	21
46580	8	3.0	71	3	8	3.0	71	3	7	2.6	67	1
37632	15	5.2	83	13	14	4.9	82	12	15	5.2	83	13
44180	18	6.1	81	10	24	7.2	87	19	18	6.1	82	12
44648	19	6.3	83	13	19	6.3	83	13	19	6.3	83	13
46569	14	4.9	82	12	15	5.2	83	13	15	5.2	83	13
45492	7	2.6	63	1	8	3.0	65	1	8	3.0	65	1
46587	9	3.3	67	1	11	4.0	70	2	11	4.0	70	2
46589	7	2.6	66	1	7	2.6	66	1	7	2.6	64	1

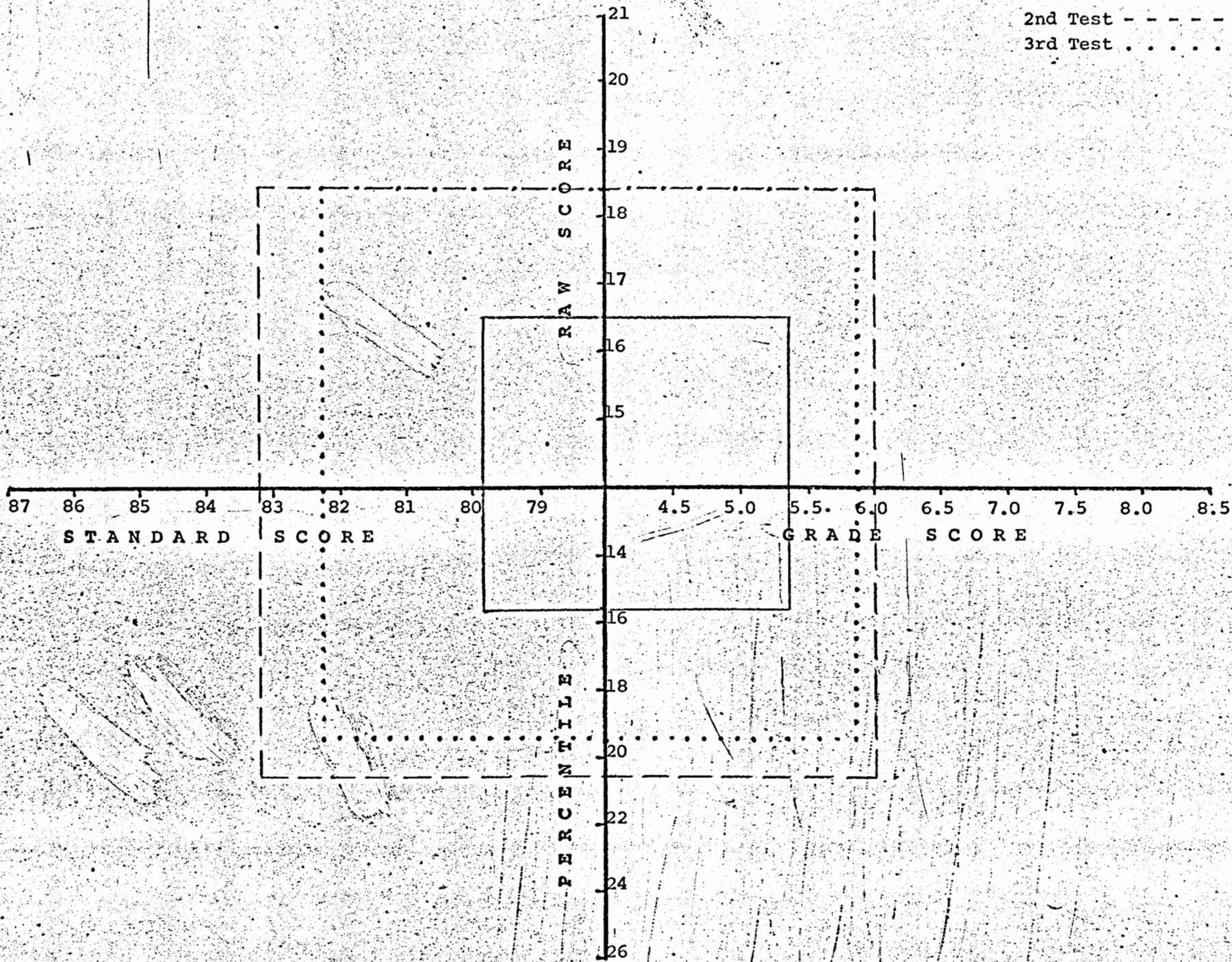
WIDE RANGE ACHIEVEMENT
 (Spelling) Session III
 (continued)

18 Students				1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank			
46559	33	9.6	102	55	33	9.6	102	55	37	10.8	107	68			
46626	35	10.2	104	61	42	12.8	118	88	43	13.2	120	91			
42563	23	6.9	87	19	35	12.3	117	87	27	7.8	92	30			
46439	8	3.0	65	1	11	4.0	71	3	9	3.3	67	1			
46595	19	6.3	83	13	19	6.3	83	13	16	5.5	79	8			
TOTALS	298	97.3	1,436	265	330	108.8	1,498	370	329	106.4	1,480	353			
AVERAGES	16.6	5.4	79.8	14.7	18.3	6.0	83.2	20.6	18.3	5.9	82.2	19.6			

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WIDE RANGE ACHIEVEMENT
TEST SCORE AVERAGES

1st Test _____
2nd Test - - - - -
3rd Test



WIDE RANGE ACHIEVEMENT

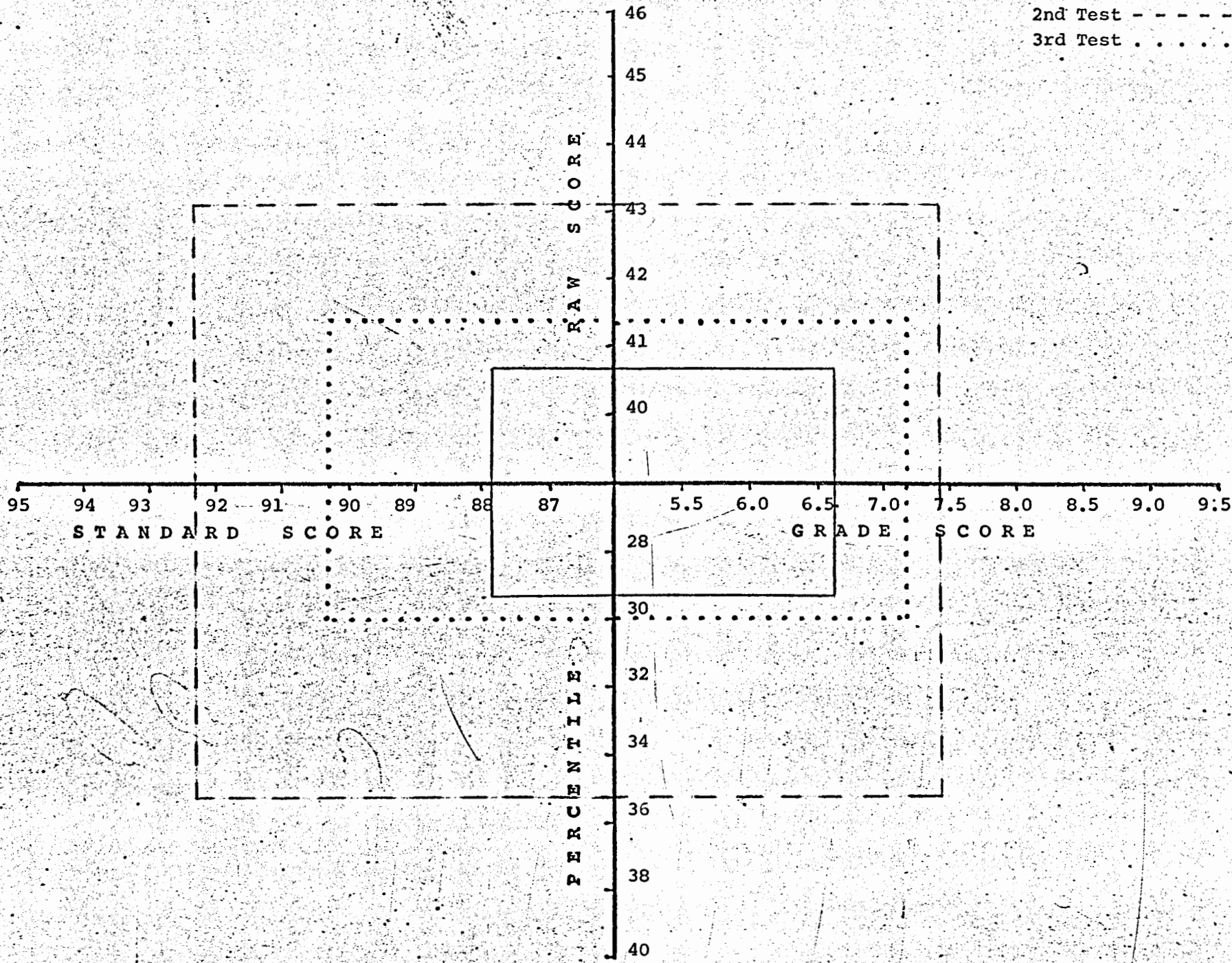
TEST DATA

(Reading) Session IV

28 Students	1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
46707	46	7.5	93	32	44	7.1	90	25	40	6.5	85	16
42843	43	6.9	88	21	35	5.6	80	9	31	4.8	76	5
46184	23	2.6	63	1	23	2.6	63	1	25	3.2	67	1
46805	63	11.9	113	81	58	10.2	104	61	58	10.2	104	61
43398	64	12.2	117	87	71	13.8	125	95	71	13.8	125	95
46390	38	6.2	84	14	39	6.3	84	14	40	6.5	85	16
39174	18	1.7	58	6	19	1.8	59	7	19	1.8	59	7
46115	46	7.5	106	66	43	6.9	102	55	43	6.9	98	45
45965	55	9.3	99	47	74	14.7	130	98	77	15.6	130	98
46804	42	6.8	101	53	43	6.9	102	55	44	7.1	99	47
45924	24	2.8	64	1	23	2.6	63	1	23	2.6	63	1
46732	23	2.6	66	1	29	4.4	76	5	26	3.5	71	3
46740	29	4.4	73	4	30	4.6	74	4	29	4.4	73	4
46810	21	2.2	65	1	22	2.4	65	1	25	3.2	69	2
46795	57	9.9	103	58	68	13.0	121	92	68	13.0	121	92

WIDE RANGE ACHIEVEMENT
TEST SCORE AVERAGES

1st Test _____
2nd Test - - - - -
3rd Test



WIDE RANGE ACHIEVEMENT

TEST DATA

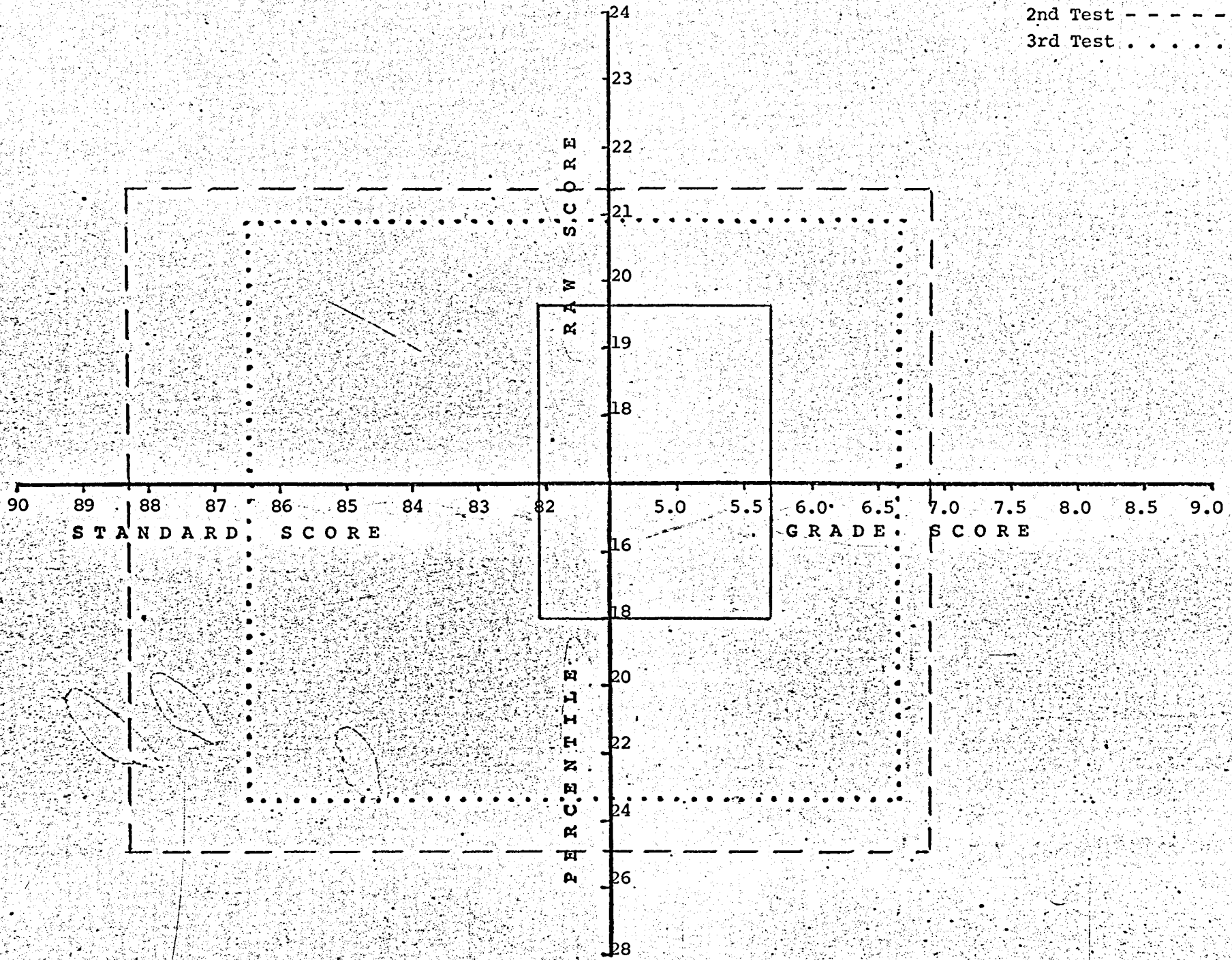
(Math) Session IV

28 Students	1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
46707	11	2.3	62	1	18	5.7	82	12	17	5.3	79	8
42843	13	3.4	68	2	17	5.3	79	8	19	6.1	83	13
46184	13	3.4	68	2	16	4.9	76	5	21	6.5	85	16
46805	23	6.9	86	18	30	9.5	100	50	31	10.1	103	58
43398	17	5.3	79	8	21	6.5	85	16	20	6.3	83	13
46390	23	6.9	89	23	26	7.7	94	34	26	7.7	91	27
39174	19	6.1	83	13	19	6.1	83	13	14	3.9	71	3
46115	19	6.1	96	39	14	3.9	80	9	12	2.9	70	2
45965	33	11.3	111	77	37	13.3	122	93	39	14.4	124	95
46804	15	4.4	84	14	21	6.5	99	47	23	6.9	98	45
45924	14	3.9	70	2	17	5.3	77	6	15	4.4	72	3
46732	13	3.4	71	3	19	6.1	86	18	17	5.3	82	12
46740	15	4.4	73	4	18	5.7	80	9	17	5.3	78	7
46810	12	2.9	69	2	13	3.4	71	3	14	3.9	74	4
46795	34	11.8	114	82	40	14.9	131	98	37	13.3	122	93

WIDE RANGE ACHIEVEMENT
 (Math) Session IV
 (continued)

28 Students				1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank			
42034	15	4.4	74	4	18	5.7	81	10	16	4.9	76	5			
44215	16	4.9	81	10	20	6.3	90	25	20	6.3	88	21			
46748	17	5.3	84	14	19	6.1	89	23	19	6.1	89	23			
46709	28	8.5	94	34	37	13.3	120	91	37	13.3	120	91			
46776	23	6.9	87	19	21	6.5	84	14	21	6.5	84	14			
43400	18	5.7	80	9	18	5.7	80	9	20	6.3	83	13			
45714	59	10.5	108	70	20	6.3	84	14	27	7.8	93	32			
46762	16	4.9	77	6	20	6.3	84	14	17	5.3	79	8			
42451	13	3.4	71	3	20	6.3	88	21	12	2.9	68	2			
45731	15	4.4	73	4	19	6.1	82	12	17	5.3	78	7			
46777	19	6.1	82	12	25	7.5	90	25	24	7.1	88	21			
46734	16	4.9	81	10	12	2.9	69	2	14	3.9	75	5			
46202	23	6.8	87	19	22	6.7	86	18	19	6.3	84	14			
TOTALS	552	159.2	2,299	504	597	190.5	2,472	699	585	184.3	2,420	655			
AVERAGES	19.7	5.7	82.1	18.0	21.3	6.8	88.3	25.0	20.9	6.6	86.4	23.4			

1st Test _____
2nd Test - - - - -
3rd Test



WIDE RANGE ACHIEVEMENT

TEST DATA

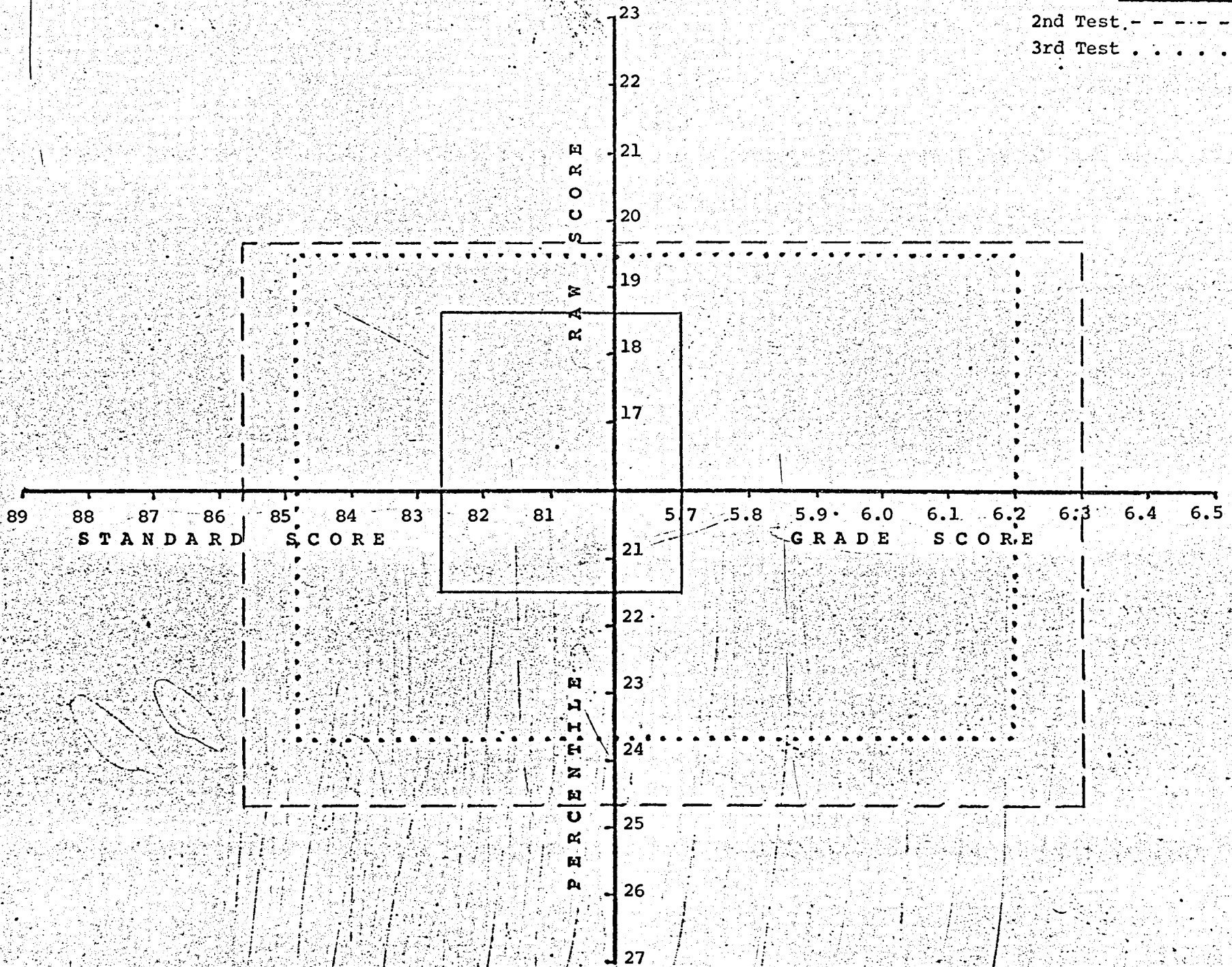
(Spelling) Session IV

28 Students		1st Test			2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
46707	19	6.3	85	16	21	6.7	88	21	20	6.5	85	16
42843	12	4.3	73	4	9	3.3	67	1	8	3.0	66	1
46184	8	3.0	66	1	9	3.3	67	1	12	4.3	73	4
46805	26	7.6	90	25	33	9.6	100	50	33	9.6	100	50
43398	34	9.9	104	61	35	10.2	105	63	33	9.6	102	55
46390	7	2.6	63	1	16	5.5	80	9	13	4.6	74	4
39174	7	2.6	63	1	7	2.6	63	1	6	2.2	61	9
46115	17	5.8	94	34	21	6.7	100	50	12	4.3	80	9
45965	33	9.6	102	55	42	12.8	119	90	39	11.6	110	75
46804	14	4.9	88	21	16	5.5	92	30	12	4.3	80	9
45924	7	2.6	63	1	8	3.0	65	1	7	2.6	63	1
46732	8	3.0	68	2	8	3.0	68	2	9	3.3	70	2
46740	10	3.7	69	2	11	4.0	71	3	9	3.3	67	1
46810	6	2.2	65	1	7	2.6	66	7	7	2.6	66	7
46795	39	11.6	113	81	48	15.7	136	99	44	13.6	135	99

WIDE RANGE ACHIEVEMENT
 (Spelling) Session IV
 (continued)

File Number	1st Test				2nd Test				3rd Test			
	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
42034	11	4.0	71	3	12	4.3	73	4	13	4.6	74	4
44215	15	4.6	79	8	14	4.9	81	10	15	4.6	78	7
46748	38	11.2	120	91	41	12.4	128	97	41	12.4	128	97
46709	19	6.3	83	13	23	7.0	86	18	30	8.7	96	39
46776	25	7.4	90	25	25	7.4	88	21	26	7.6	90	25
43400	10	3.7	69	2	12	4.3	72	3	12	4.3	72	3
45714	63	11.9	116	86	19	6.1	83	13	30	8.7	98	45
46762	20	6.5	87	19	23	7.0	88	21	31	9.0	99	47
42451	15	5.2	83	13	23	7.0	92	30	18	6.1	86	18
45731	16	5.5	79	8	21	6.7	86	18	20	6.5	85	16
46777	13	4.6	74	4	13	4.6	74	4	13	4.6	74	4
46734	8	3.0	69	2	10	3.7	74	4	11	4.0	76	5
46202	24	7.1	80	23	23	6.9	88	21	21	6.7	86	18
TOTALS	524	160.7	2,315	603	550	176.8	2,400	692	545	173.2	2,374	661.9
AVERAGES	18.7	5.7	82.7	21.5	19.6	6.3	85.7	24.7	19.5	6.2	84.8	23.6

1st Test _____
2nd Test - - - - -
3rd Test



WIDE RANGE ACHIEVEMENT

TEST DATA

(Reading) Session V

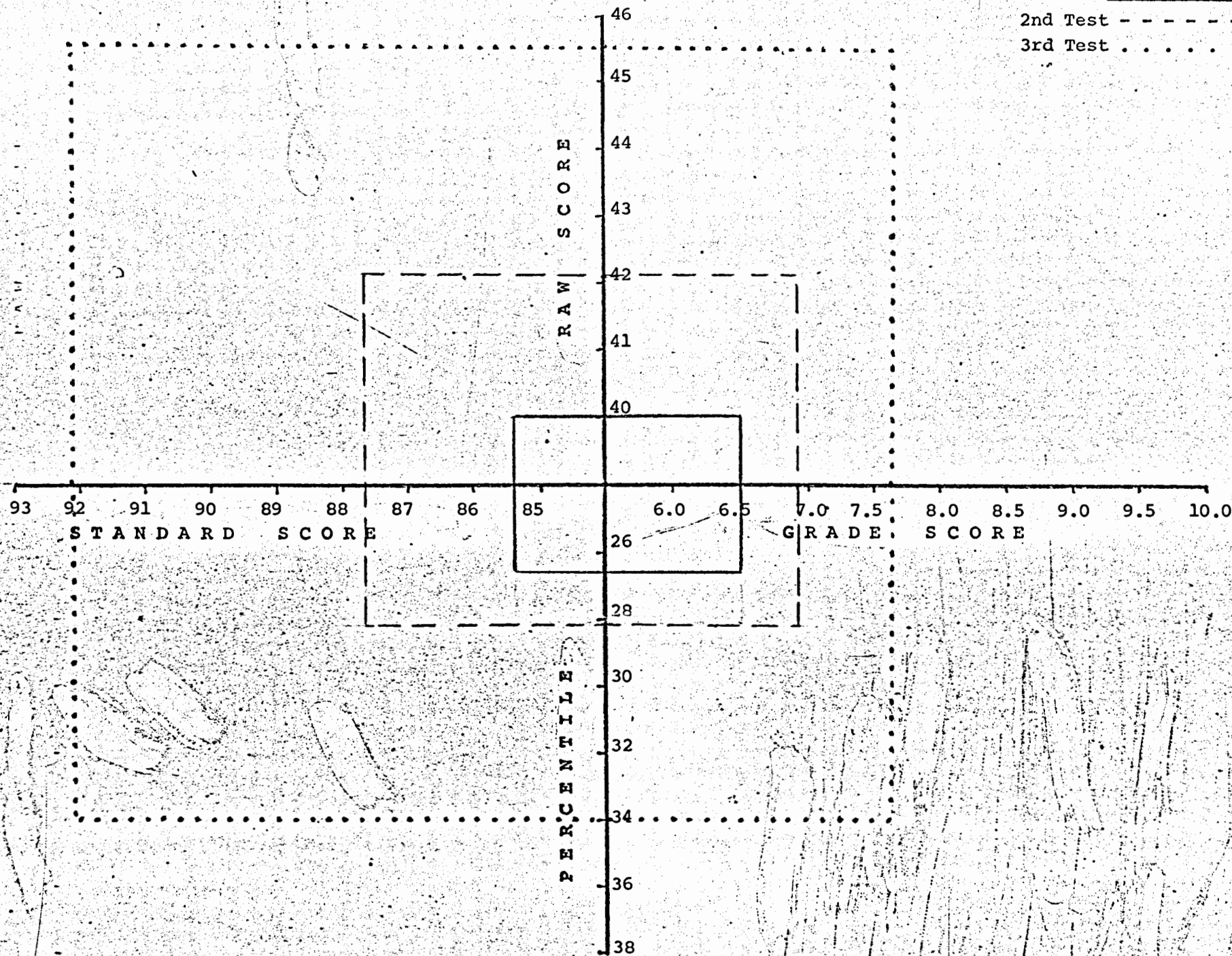
21 Students	1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
46944	54	9.1	100	50	52	8.7	98	45	52	8.7	98	45
46967	32	5.0	80	9	45	7.3	93	32	49	8.1	98	45
46975	45	7.3	90	25	40	6.5	85	16	43	6.9	88	21
46938	61	11.3	112	79	53	8.9	99	47	60	10.8	109	73
46646	30	4.6	76	5	31	4.8	77	6	33	5.2	79	8
46968	32	5.0	80	9	40	6.5	89	23	37	6.0	86	18
44965	22	2.4	61	9	28	4.2	71	3	35	5.6	79	8
47034	59	10.5	105	63	53	8.9	97	42	57	9.9	102	55
47024	22	2.4	65	1	21	2.2	64	1	23	2.6	67	1
46849	48	7.9	100	50	52	8.7	102	55	53	8.9	103	58
47026	25	3.2	69	2	28	4.2	75	5	29	4.4	74	4
47025	29	4.4	73	4	30	4.6	74	4	33	5.2	77	6
43975	47	7.7	90	25	52	8.7	96	39	52	8.7	95	37
46997	41	6.6	85	16	38	6.2	83	13	43	6.9	87	19
46955	39	6.3	88	21	52	8.7	102	55	53	8.9	101	53

WIDE-RANGE ACHIEVEMENT
 (Reading) Session V
 (continued)

File Number	1st Test				2nd Test				3rd Test			
	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
45460	60	10.8	107	68	59	10.5	105	63	78	15.9	134	99
46994	54	9.1	98	45	55	9.3	95	37	55	9.3	98	45
46935	23	2.6	64	1	24	2.8	65	1	30	4.6	75	5
45733	30	4.6	73	4	33	5.2	77	6	40	6.5	84	14
42294	26	3.5	67	1	27	3.9	70	2	27	3.9	70	2
46784	61	11.3	111	77	72	14.1	125	95	75	15.0	130	98
TOTALS	840	135.6	1,794	555.9	885	144.9	1,842	590	957	162.0	1,934	714
AVERAGES	40.0	6.5	85.4	26.5	42.1	6.9	87.7	28.1	45.6	7.7	92.1	34.0

WIDE RANGE ACHIEVEMENT
TEST SCORE AVERAGES

1st Test _____
2nd Test - - - - -
3rd Test



WIDE RANGE ACHIEVEMENT

TEST DATA

(Math) Session V

21 Students					1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank				
46944	17	5.3	79	8	23	6.9	88	21	17	5.3	79	8				
46967	18	5.7	84	14	18	5.7	84	14	19	6.1	86	18				
46975	13	3.4	68	2	16	4.9	76	5	16	4.9	76	5				
46938	17	5.3	79	8	22	6.7	86	18	19	6.1	83	13				
46646	14	3.9	71	3	14	3.9	71	3	13	3.4	69	2				
46968	18	5.7	84	14	17	5.3	82	12	18	5.7	84	14				
44965	14	3.9	70	2	19	6.1	81	10	17	5.3	77	6				
47034	15	4.4	72	3	17	5.3	77	6	14	3.9	70	2				
47024	17	5.3	84	14	15	4.4	78	7	15	4.4	78	7				
46849	19	6.1	89	23	16	4.9	79	8	20	6.3	88	21				
47026	15	4.4	76	5	17	5.3	85	16	15	4.4	74	4				
47025	21	6.5	85	16	21	6.5	85	16	20	6.3	83	13				
43975	21	6.5	84	14	23	6.9	86	18	27	8.0	91	27				
46997	14	3.9	70	2	17	5.3	78	7	18	5.7	80	9				
46955	22	6.7	96	25	22	6.7	96	25	23	6.9	89	23				

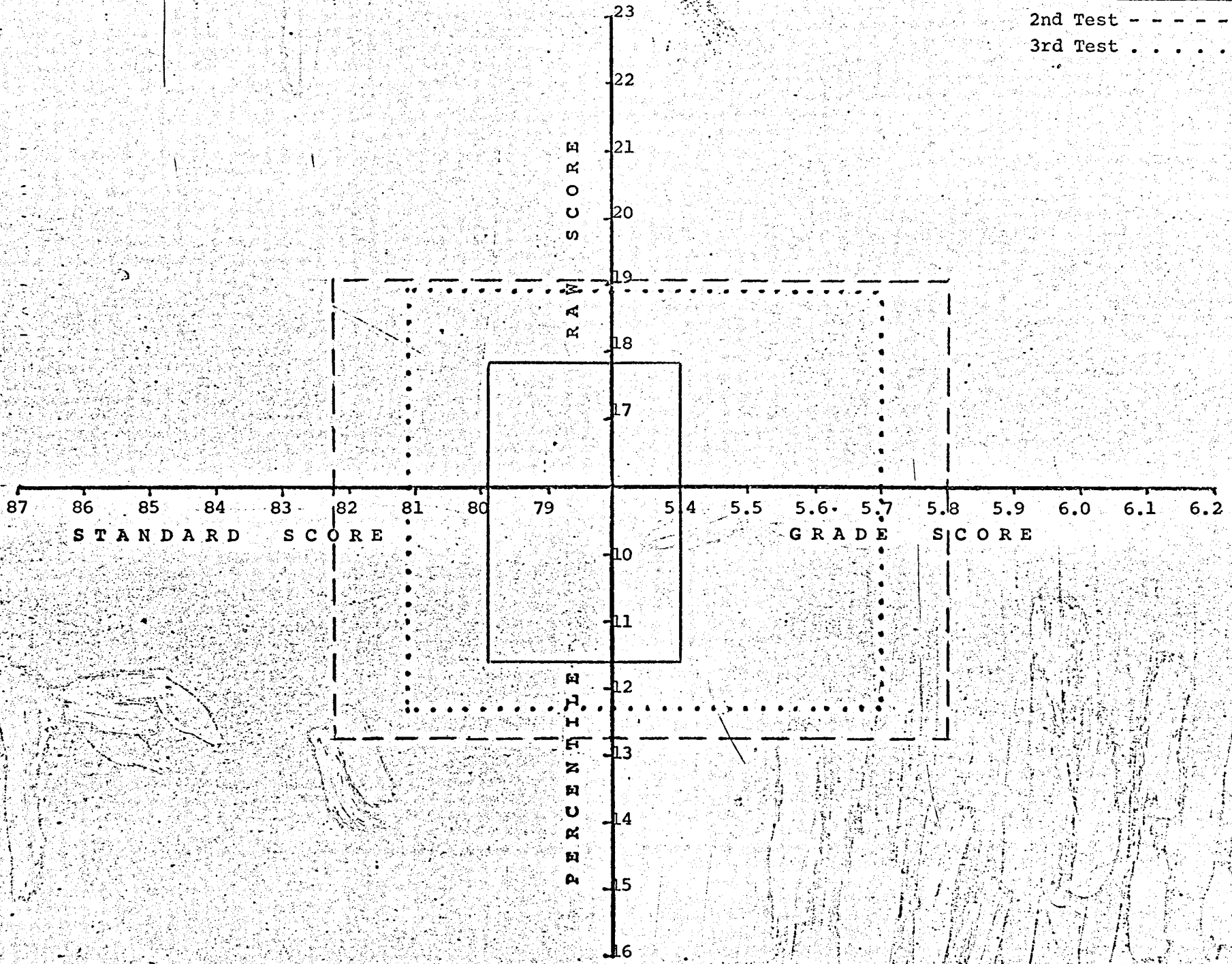
WIDE RANGE ACHIEVEMENT

(Math) Session V
(continued)

21 Students												
	1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
45460	29	9.0	97	42	24	7.1	87	19	25	7.4	88	21
46994	22	6.7	85	16	17	5.3	78	7	14	3.9	70	2
46935	14	3.9	71	3	19	6.1	84	14	18	5.7	81	10
45733	20	6.3	83	13	23	6.9	86	18	26	7.7	90	25
42294	12	2.9	64	1	15	4.4	72	3	18	5.7	79	8
46784	22	6.7	86	18	24	7.1	87	19	24	7.4	88	21
TOTALS	374	112.5	1,677	246	399	121.7	1,726	266	396	120.5	1,703	259
AVERAGES	17.8	5.4	79.9	11.7	19.0	5.8	82.2	12.7	18.9	5.7	81.1	12.3

WIDE RANGE ACHIEVEMENT
TEST SCORE AVERAGES

1st Test _____
2nd Test - - - - -
3rd Test



WIDE RANGE ACHIEVEMENT

TEST DATA

(Spelling) Session V

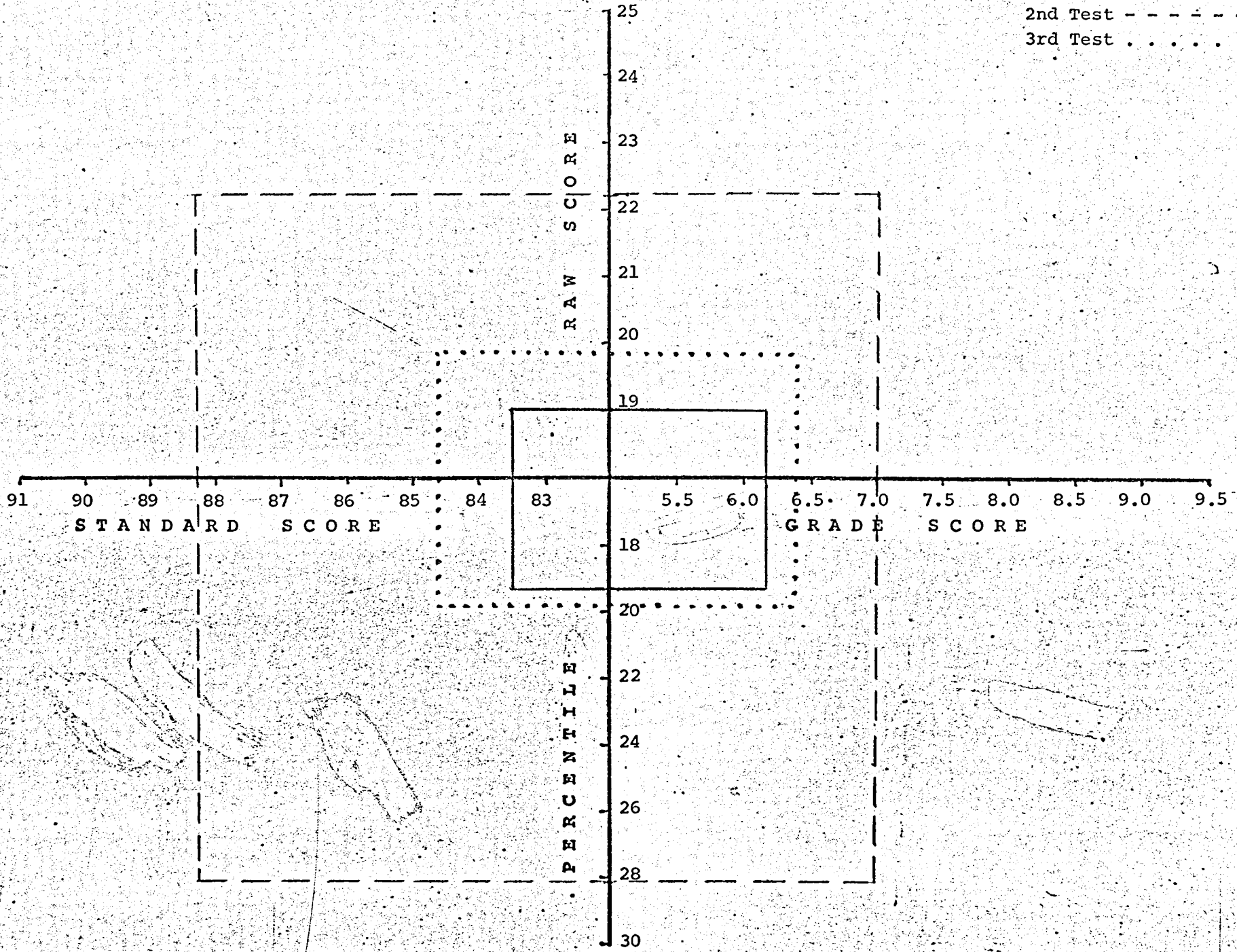
21 Students	1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
46944	29	8.4	96	39	34	9.9	104	61	25	7.4	90	25
46967	18	6.1	86	18	28	8.1	98	45	22	6.8	91	27
46975	16	5.5	80	9	18	6.1	83	13	17	5.8	81	10
46938	24	7.2	89	23	28	8.1	94	34	27	7.8	93	32
46646	11	4.0	72	3	13	4.6	76	5	10	3.7	70	2
46968	16	5.5	83	13	22	6.8	91	27	23	7.0	92	30
44965	7	2.6	63	1	12	4.3	72	3	12	4.3	72	3
47034	29	8.4	94	34	30	8.7	96	39	27	7.8	91	27
47024	10	3.7	74	4	9	3.3	71	3	13	4.6	80	9
46849	28	8.5	101	53	35	10.2	111	77	25	7.4	94	34
47026	10	3.7	72	3	10	3.7	72	3	14	4.9	77	6
47025	21	6.7	86	18	18	6.1	82	12	12	4.3	72	3
43975	23	7.0	86	18	20	6.5	84	14	21	6.7	85	16
46997	21	6.7	86	18	18	6.1	82	12	13	4.6	74	4
46955	19	6.3	88	21	21	6.7	90	25	23	7.0	90	25

WIDE RANGE ACHIEVEMENT
 (Spelling) Session V
 (continued)

21 Students	1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
45460	30	8.7	96	39	33	9.6	100	50	32	9.3	99	47
46994	15	5.2	77	6	17	5.8	80	9	16	5.5	79	8
46935	9	3.3	68	2	12	5.3	74	4	12	5.3	79	8
45733	17	5.8	80	9	35	10.2	104	61	21	6.7	85	16
42294	9	3.3	66	1	11	4.0	70	2	11	4.0	70	2
46784	37	10.8	108	70	43	13.2	120	91	40	12.0	113	81
TOTALS	399	127.4	1,751	402	467	147.3	1,854	590	416	132.9	1,777	415
AVERAGES	19.0	6.1	83.4	19.1	22.2	7.0	88.3	28.1	19.8	6.3	84.6	19.8

WIDE RANGE ACHIEVEMENT
TEST SCORE AVERAGES

1st Test _____
2nd Test - - - - -
3rd Test



WIDE RANGE ACHIEVEMENT

TEST DATA

(Reading) Session VI

36 Students				1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank			
46788	29	4.4	73	4	32	5.0	76	5							
47194	44	7.1	87	19	54	9.1	98	45							
45954	23	2.6	66	1	24	2.8	67	1							
47179	26	3.5	69	2	41	6.6	87	19							
47204	26	3.5	71	3	43	6.9	91	27							
47216	58	10.2	105	63	66	12.6	117	87							
43242	32	5.0	82	12	42	6.8	93	32							
46028	54	9.1	99	47	55	9.3	100	50							
47250	37	6.0	81	10	51	8.5	94	34							
47248	37	6.0	84	14	44	7.1	90	25							
47259	31	4.8	76	5	38	6.2	84	14							
44810	24	2.8	64	1	23	2.6	63	1							
47181	53	8.9	103	58	54	9.1	104	61							
47140	39	6.3	84	14	47	7.7	92	30							
43546	22	2.4	65	1	24	2.8	67	1							

WIDE RANGE ACHIEVEMENT

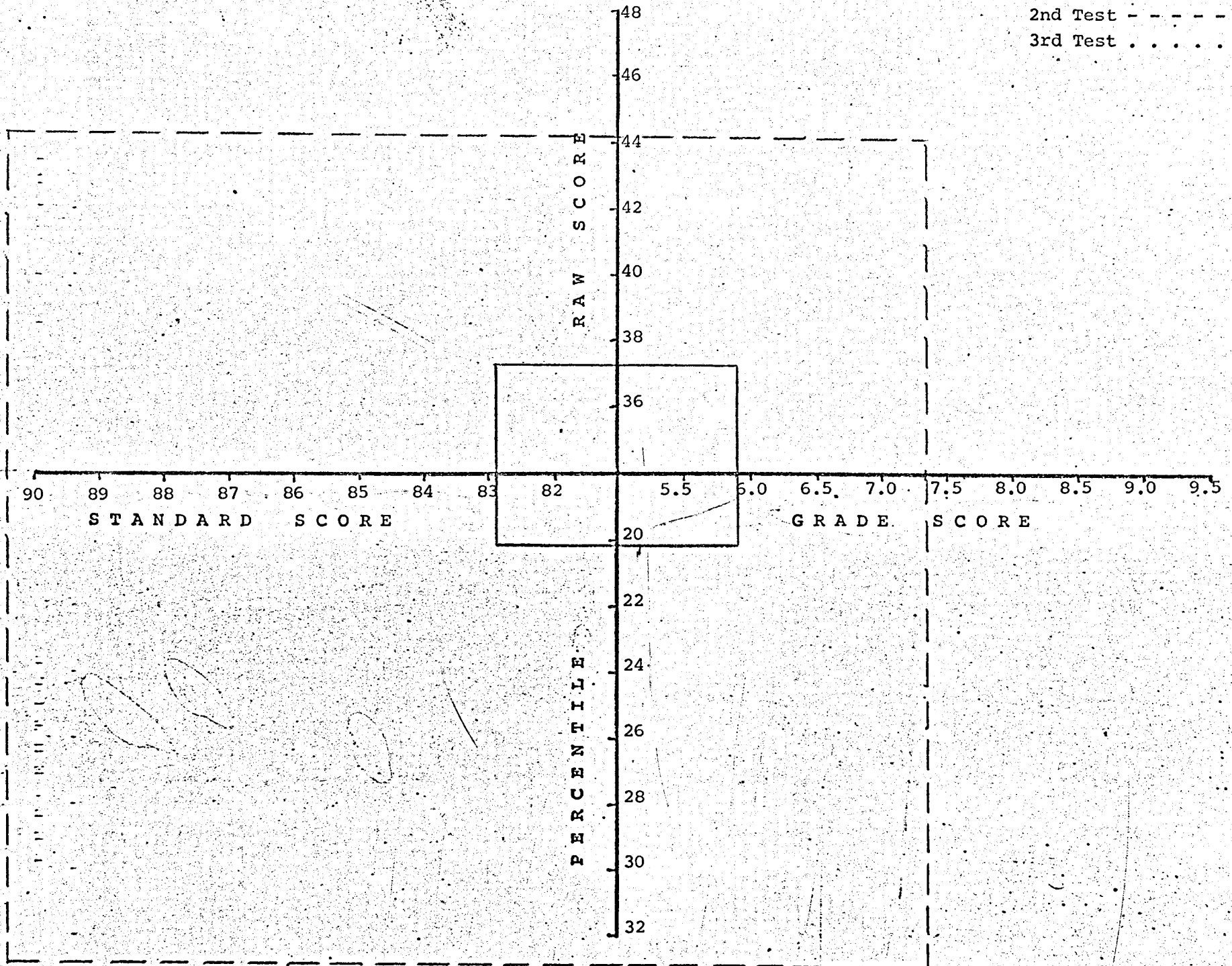
(Reading) Session VI
(continued)

36 Students				1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank			
46182	28	4.2	79	8	39	6.3	94	34							
44461	57	9.9	101	53	56	9.6	99	47							
47205	54	9.1	107	68	59	10.5	116	86							
47206	25	3.2	67	1	25	3.2	66	1							
47238	21	2.7	63	1	31	4.8	75	5							
46959	28	4.2	72	3	26	3.5	67	1							
47184	30	4.6	80	9	36	5.8	87	19							
46208	55	9.3	101	53	48	7.9	92	30							
47239	40	6.5	84	14	56	9.6	100	50							
46198	65	12.4	115	84	60	10.8	107	68							
47240	36	5.8	80	9	45	7.3	89	23							
45490	50	8.3	95	37	66	12.6	119	90							
47123	26	3.5	71	3	26	3.5	71	3							
47115	45	7.3	97	42	62	11.6	125	95							
46749	29	4.4	76	5	30	4.6	78	7							
46744	31	4.8	76	5	48	7.9	92	30							

WIDE RANGE ACHIEVEMENT
 (Reading) Session VI
 (continued)

36 Students	1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
41322	46	7.5	91	27	50	8.3	95	37				
43898	30	4.6	74	4	46	7.5	90	25				
47155	31	4.8	75	5	41	6.6	85	16				
36843	34	5.4	78	7	51	8.5	96	39				
46836	48	7.9	93	32	48	7.9	93	32				
TOTALS	1,344	213.0	2,984	724	1,587	261.4	3,259	1,170				
AVERAGES	37.3	5.9	82.9	20.1	44.1	7.3	90.5	32.5				

1st Test _____
2nd Test - - - - -
3rd Test



WIDE RANGE ACHIEVEMENT

TEST DATA

(Math) Session VI

36 Students

1st Test

2nd Test

3rd Test

File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
46788	12	2.9	65	1	15	4.4	73	4				
47194	16	4.9	75	5	22	6.7	85	16				
45954	15	4.4	76	5	19	6.1	86	18				
47179	16	4.9	77	6	20	6.3	85	16				
47204	14	3.9	74	4	13	3.4	71	3				
47216	38	13.9	126	96	35	12.3	115	84				
43242	14	3.9	75	5	19	6.1	89	23				
46028	18	5.4	78	7	20	6.3	83	13				
47250	14	3.9	70	2	21	6.5	84	14				
47248	14	3.9	71	3	19	6.1	84	14				
47259	21	6.5	85	16	24	7.1	89	23				
44810	19	6.1	81	10	26	7.7	90	25				
47181	16	4.9	79	8	23	6.9	91	27				
47140	20	6.3	84	14	28	8.5	98	45				
43546	24	7.1	92	30	25	7.4	94	34				

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WIDE RANGE ACHIEVEMENT
 (Math) Session VI
 (continued)

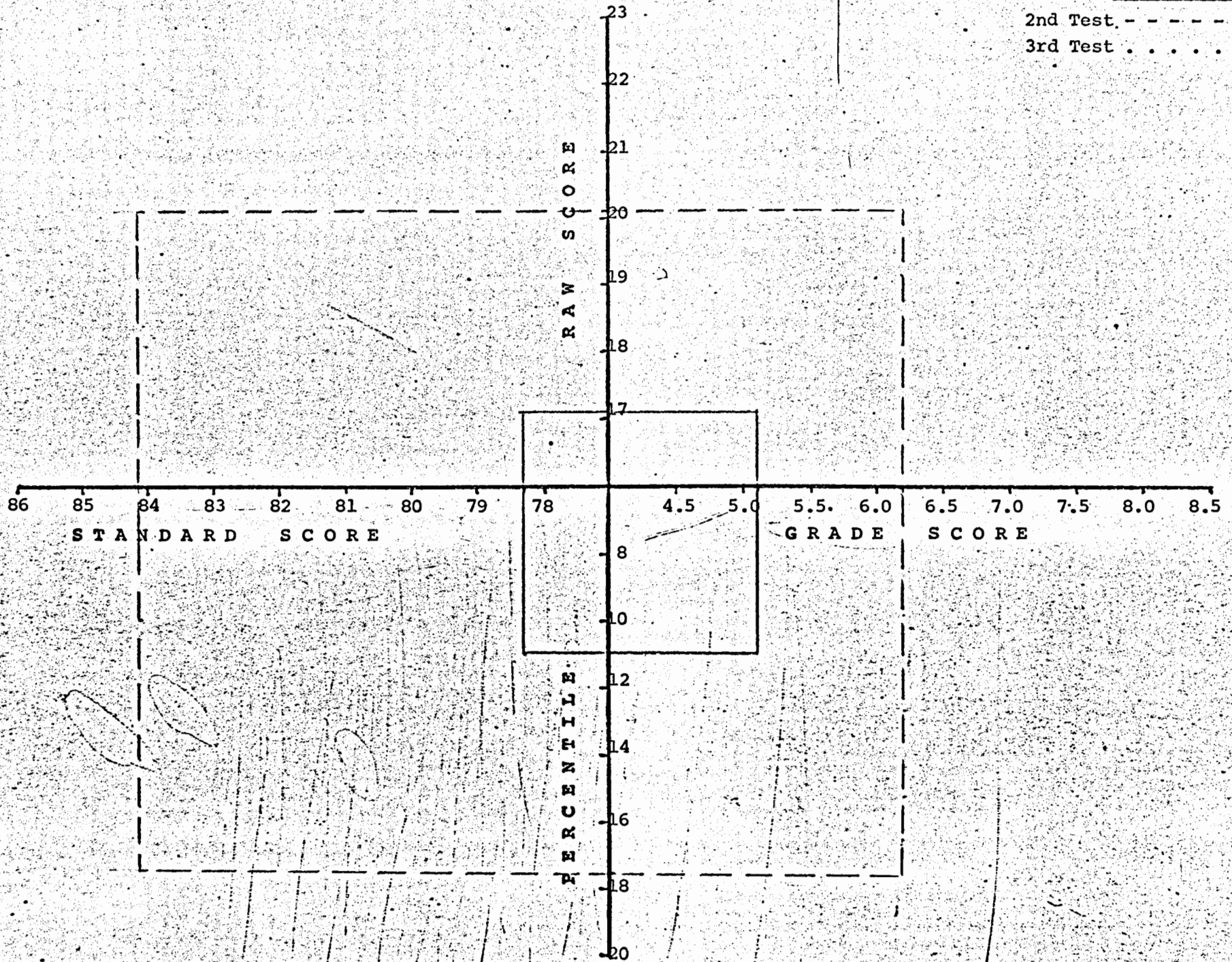
36 Students				1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank			
46182	14	3.9	75	5	15	4.4	78	7							
44461	18	5.7	80	9	23	6.9	86	18							
47205	26	7.6	98	45	19	6.1	89	23							
47206	14	3.9	71	3	15	4.4	73	4							
47238	14	3.9	70	2	9	3.3	67	1							
46959	13	3.4	67	1	14	3.9	70	2							
47184	13	3.4	72	3	19	6.1	89	23							
46208	22	6.7	86	18	20	6.5	85	16							
47239	14	3.9	70	2	16	4.9	75	5							
46198	21	6.5	84	14	24	7.1	87	19							
47240	17	5.3	78	7	23	6.9	87	19							
45490	16	4.9	76	5	27	7.0	88	21							
47123	18	5.7	84	14	19	6.1	86	18							
47115	15	4.4	78	7	22	6.7	93	22							
46749	12	2.9	68	2	12	2.9	68	2							
46744	14	3.9	71	3	19	6.1	82	12							

WIDE RANGE ACHIEVEMENT
 (Math) Session VI
 (continued)

36 Students		1st Test			2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
41322	19	6.1	83	13	21	6.5	85	16				
43898	15	4.4	73	4	19	6.1	82	12				
47155	16	4.9	76	5	17	5.3	77	6				
36843	17	5.3	78	7	19	6.1	82	12				
46836	15	4.4	74	4	22	6.7	86	18				
TOTALS	614	184.0	2,820	385	723	221.8	3,032	635				
AVERAGES	17.1	5.1	78.3	10.7	20.1	6.2	84.2	17.6				

WIDE RANGE ACHIEVEMENT
TEST SCORE AVERAGES

1st Test _____
2nd Test - - - - -
3rd Test



WIDE RANGE ACHIEVEMENT

TEST DATA

(Spelling) Session VI

36 Students												
File Number	1st Test				2nd Test				3rd Test			
	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
46788	10	3.7	69	2	14	4.9	76	5				
47194	18	6.1	81	10	18	6.1	81	10				
45954	7	2.6	66	1	8	3.0	68	2				
47179	12	4.3	74	4	15	5.2	79	8				
47204	9	3.3	70	2	11	4.0	74	4				
47216	39	11.6	113	81	39	11.6	111	77				
43242	9	3.3	71	3	12	4.3	78	7				
46028	23	7.0	87	19	30	8.7	97	42				
47250	17	5.8	80	9	24	7.2	87	19				
47248	17	5.8	83	13	24	7.2	91	27				
47259	14	4.9	76	5	15	5.2	78	7				
44810	9	3.3	66	1	14	4.9	75	5				
47181	25	7.4	94	34	28	8.1	98	45				
47140	21	6.7	86	18	29	8.4	96	39				
43546	8	3.0	68	2	9	3.3	70	2				

WIDE RANGE ACHIEVEMENT

(Spelling) Session VI
(continued)

36 Students												
1st Test					2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
46182	11	4.0	76	5	13	4.6	80	9				
44461	29	8.4	93	32	25	7.4	88	21				
47205	15	4.4	78	7	23	7.0	94	35				
47206	7	2.6	63	1	7	2.6	63	1				
47238	9	3.3	67	1	8	3.0	65	1				
46959	7	2.6	63	1	10	3.7	69	2				
47184	13	4.6	80	9	12	4.3	78	7				
46208	30	8.7	100	50	25	7.4	90	25				
47239	18	6.1	81	10	21	6.7	85	16				
46198	25	7.4	88	21	27	7.8	91	27				
47240	20	6.5	85	16	24	7.2	88	21				
45490	36	10.5	108	70	35	10.2	106	66				
47123	9	3.3	70	2	11	4.0	74	4				
47115	20	6.5	92	30	24	7.2	96	39				
46749	10	3.7	72	3	12	4.3	76	5				
46744	13	4.6	75	5	16	5.5	79	8				

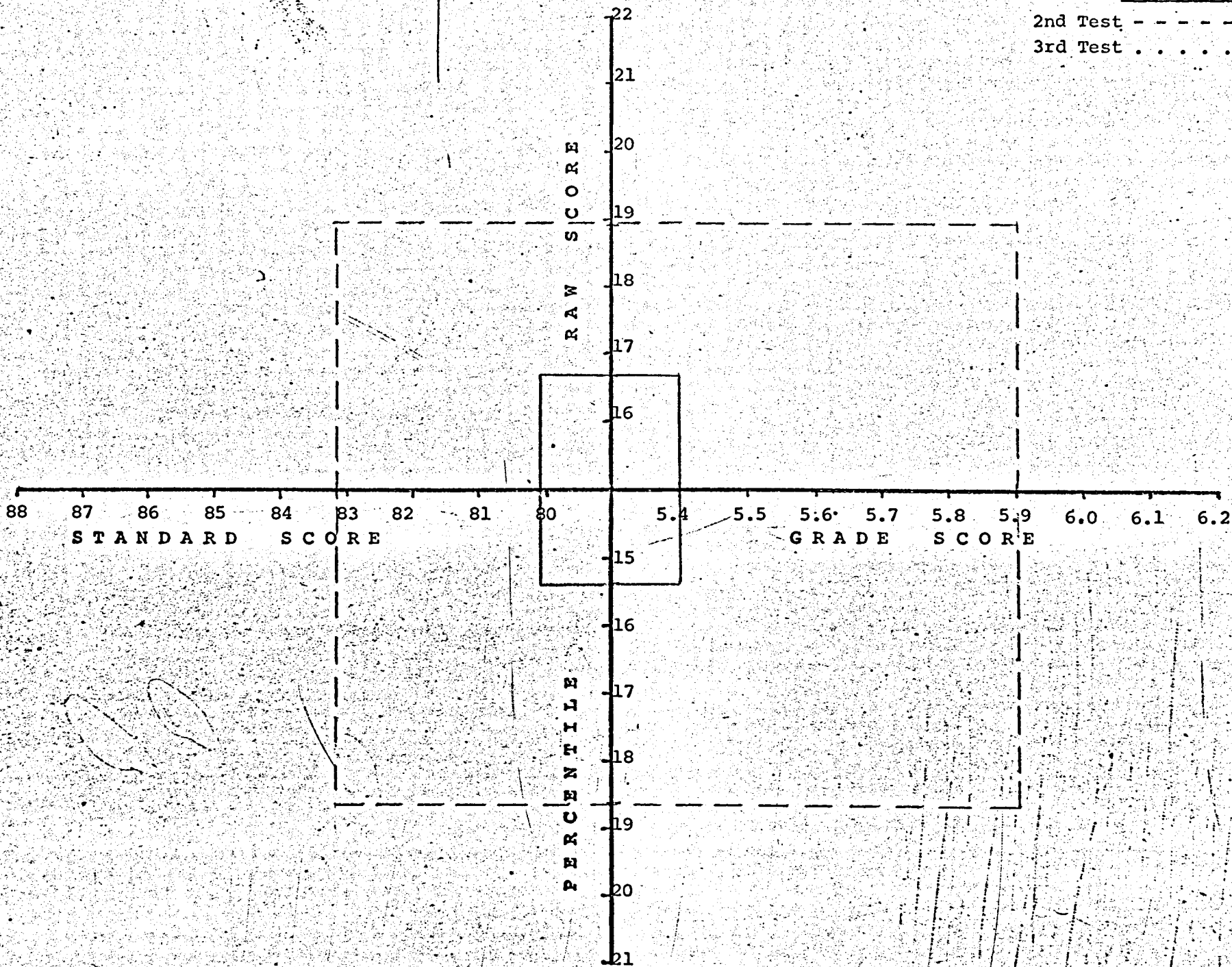
WIDE RANGE ACHIEVEMENT

(Spelling) Session VI
(continued)

36 Students	1st Test				2nd Test				3rd Test			
File Number	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
41322	32	9.3	101	53	26	7.6	91	27				
43898	10	3.7	69	2	12	4.3	72	3				
47155	15	5.2	77	6	14	4.9	75	5				
36843	13	4.6	74	4	18	6.1	82	12				
46836	21	6.7	86	18	29	8.4	96	39				
TOTALS	601	195.5	2,882	550	682	213.3	2,997	672				
AVERAGES	16.7	5.4	80.1	15.3	18.9	5.9	83.2	18.7				

WIDE RANGE ACHIEVEMENT
TEST SCORE AVERAGES

1st Test _____
2nd Test - - - - -
3rd Test



WIDE RANGE ACHIEVEMENT
TEST DATA AVERAGES
(Reading) Session I - VI

	1st Test				2nd Test				3rd Test			
	Raw Score	Grade Score	Standard Score	%tile	Raw Score	Grade Score	Standard Score	%tile	Raw Score	Grade Score	Standard Score	%tile
Session I 21 Students					38.8	6.2	83.7	23.2	40.0	6.6	86.1	26.2
Session II 24 Students	40.3	6.5	86.4	26.1	41.7	6.8	87.9	28.5	41.1	6.7	87.5	27.4
Session III 18 Students	35.4	5.5	80.3	19.0	36.9	5.8	81.9	20.1	41.2	6.9	87.3	26.3
Session IV 28 Students	40.7	6.6	87.8	29.3	43.1	7.4	92.3	35.2	41.3	7.2	90.2	30.0
Session V 21 Students	40.0	6.5	85.4	26.5	42.1	6.9	87.7	28.1	45.6	7.7	92.1	34.0
Session VI 36 Students	37.3	5.9	82.9	20.1	44.1	7.3	90.5	32.5				
TOTALS	193.7	31.0	422.8	121.0	246.7	40.4	524.0	167.6	209.2	35.1	443.2	143.9
AVERAGES	38.7	6.2	84.6	24.2	41.1	6.7	87.3	27.9	41.8	7.0	88.6	28.8

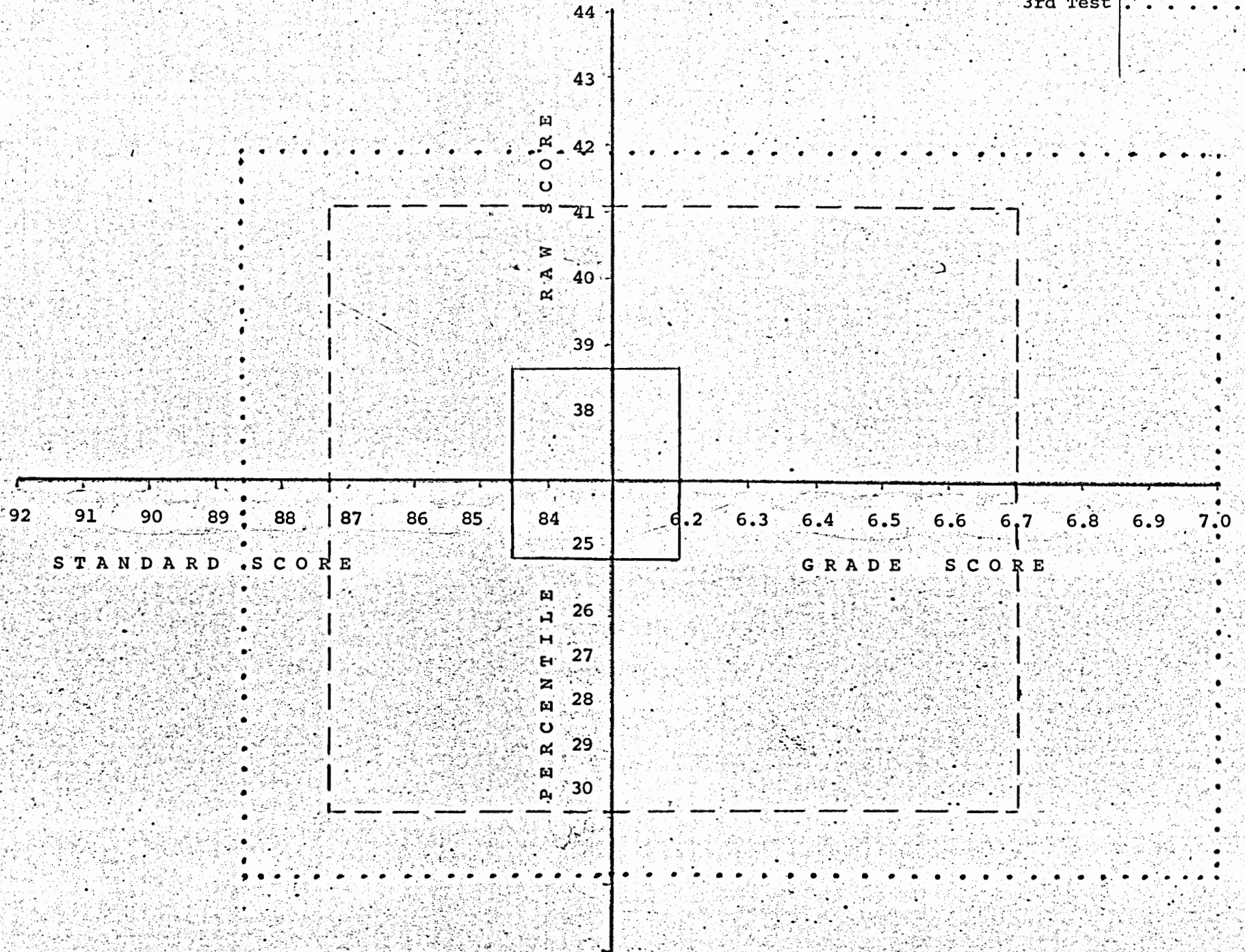
WIDE RANGE ACHIEVEMENT TEST SCORE AVERAGES

(Reading) Session I - VI

1st Test

2nd Test

3rd Test



WIDE RANGE ACHIEVEMENT

TEST DATA AVERAGES

(Math) Session I - VI

1st Test

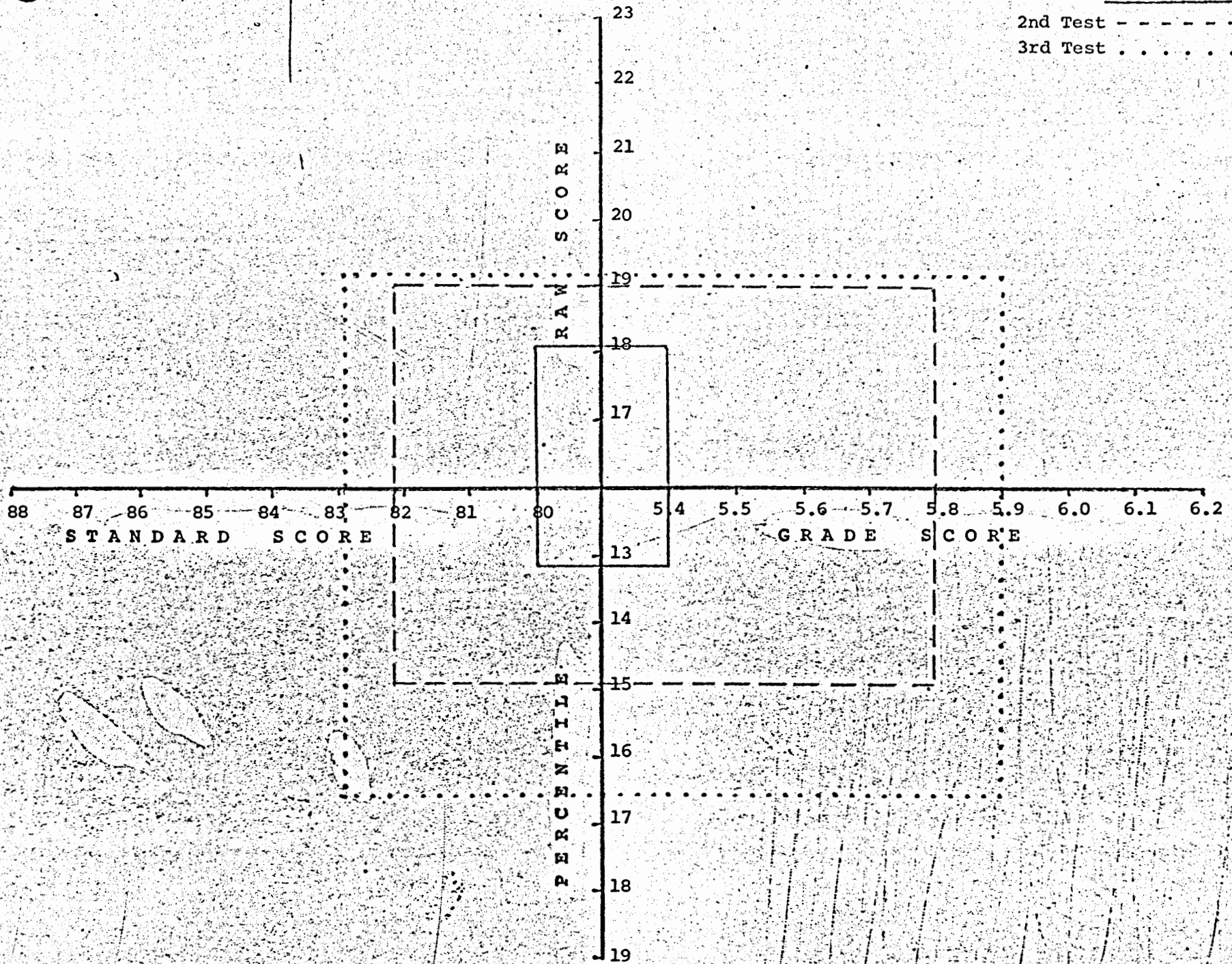
2nd Test

3rd Test

	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
Session I 21 Students					17.4	4.9	77.1	8.8	18.1	5.5	81.9	14.7
Session II 24 Students	17.9	5.4	79.9	12.4	17.3	5.3	79.5	10.8	19.1	6.0	83.1	17.4
Session III 18 Students	18.1	5.4	79.8	12.9	18.6	5.7	81.4	14.4	19.1	5.9	81.9	15.1
Session IV 28 Students	19.7	5.7	82.1	18.0	21.3	6.8	88.3	25.0	20.9	6.6	86.4	23.4
Session V 21 Students	17.8	5.4	79.9	11.7	19.0	5.8	82.2	12.7	18.9	5.7	81.1	12.3
Session VI 36 Students	17.1	5.1	78.3	10.7	20.1	6.2	84.2	17.6				
TOTALS	90.6	27.0	400.0	65.7	113.7	34.7	492.7	89.3	96.1	29.7	414.4	82.9
AVERAGES	18.1	5.4	80.0	13.1	19.0	5.8	82.1	14.9	19.2	5.9	82.9	16.6

WIDE RANGE ACHIEVEMENT
TEST SCORE AVERAGES

1st Test _____
2nd Test - - - - -
3rd Test



WIDE RANGE ACHIEVEMENT

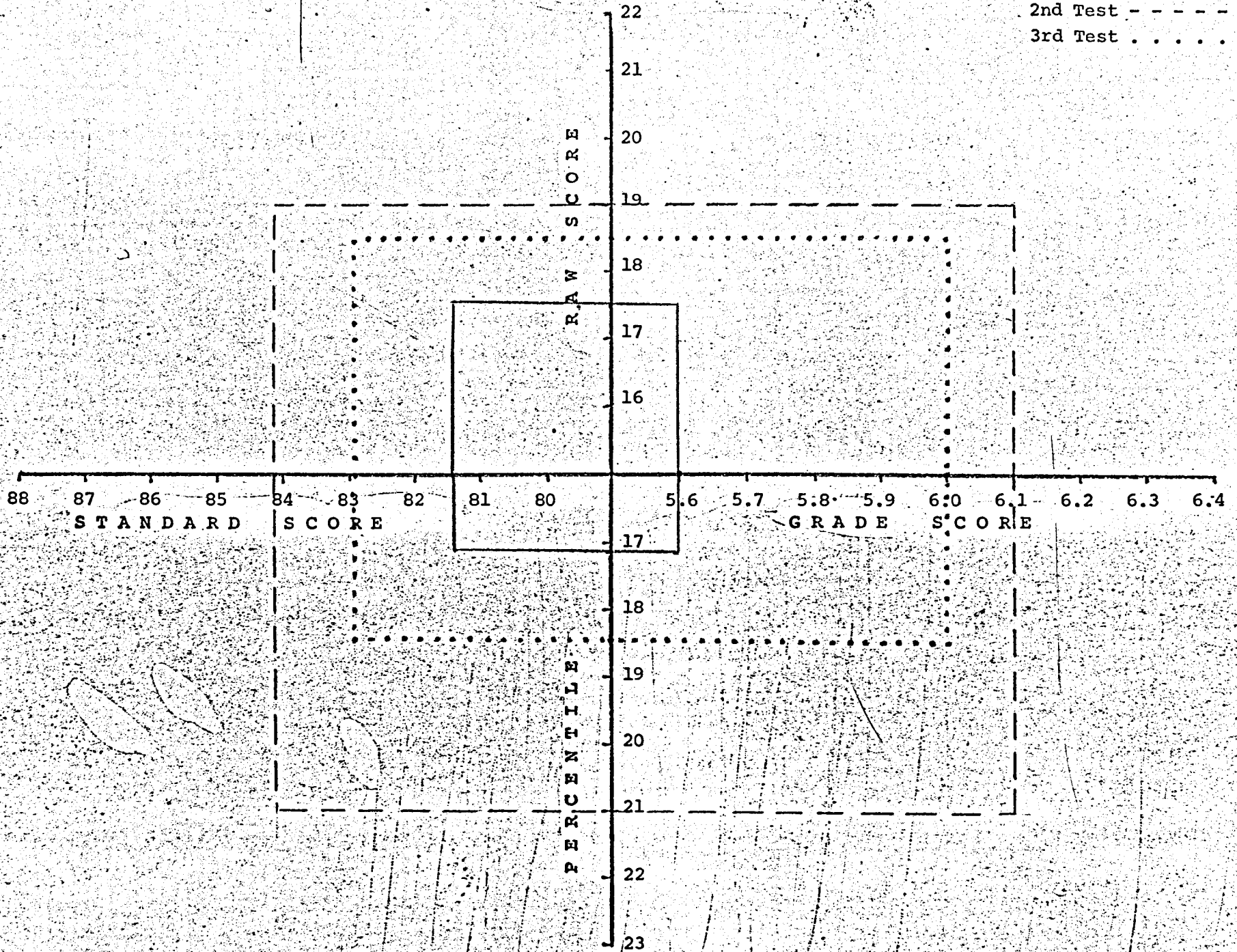
TEST DATA AVERAGES

(Spelling) Session I - VI

	1st Test				2nd Test				3rd Test			
	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank	Raw Score	Grade Score	Standard Score	%tile Rank
Session I 21 Students					16.4	5.4	80.0	13.7	16.3	5.4	79.5	13.0
Session II 24 Students	16.9	5.6	81.0	14.7	19.5	6.2	84.2	20.1	18.6	6.0	83.3	16.1
Session III 18 Students	16.6	5.4	79.8	14.7	18.3	6.0	83.2	20.6	18.3	5.9	82.2	19.6
Session IV 28 Students	18.7	5.7	82.7	21.5	19.6	6.3	85.7	24.7	19.5	6.2	84.8	23.6
Session V 21 Students	19.0	6.1	83.4	19.1	22.2	7.0	88.3	28.1	19.8	6.3	84.6	19.8
Session VI 36 Students	16.7	5.4	80.1	15.3	18.9	5.9	83.2	18.7				
TOTALS	87.9	28.2	407.0	85.3	114.9	36.8	504.6	125.9	92.5	29.8	414.4	92.1
AVERAGES	17.6	5.6	81.4	17.1	19.2	6.1	84.1	21.0	18.5	6.0	82.9	18.4

WIDE RANGE ACHIEVEMENT
TEST SCORE AVERAGES

1st Test _____
2nd Test - - - - -
3rd Test



WIDE RANGE ACHIEVEMENT

TEST ANALYSIS

(Number and Percentage of Students Scoring Higher, Lower, and the Same as the First Test)

(READING)

		2nd Test			3rd Test		
		Higher Than 1st Test	Lower Than 1st Test	Same As 1st Test	Higher Than 1st Test	Lower Than 1st Test	Same As 1st Test
Session	I	Did Not Take	1st Test				
Session	II	(13) 54.2%	(10) 41.7%	(1) 4.1%	(12) 50.0%	(9) 37.5%	(3) 12.5%
Session	III	(9) 50.0%	(7) 38.9%	(2) 11.1%	(15) 83.3%	(2) 11.1%	(1) 5.6%
Session	IV	(20) 71.4%	(7) 25.0%	(1) 3.6%	(16) 57.1%	(10) 35.7%	(2) 7.2%
Session	V	(14) 66.7%	(7) 33.3%	(0) 0.0%	(17) 81.0%	(4) 19.0%	(0) 0.0%
Session	VI	(28) 77.8%	(5) 13.9%	(3) 8.3%			
TOTALS		(84) 66.1%	(36) 28.3%	(7) 5.6%	(60) 65.9%	(25) 27.5%	(6) 6.6%

WIDE RANGE ACHIEVEMENT

TEST ANALYSIS

(Number and Percentage of Students Scoring Higher, Lower, and the Same as the First Test)

(MATH)

2nd Test

3rd Test

	Higher Than 1st Test	Lower Than 1st Test	Same As 1st Test	Higher Than 1st Test	Lower Than 1st Test	Same As 1st Test
Session I	Did Not Take 1st Test					
Session II	(10) 41.7%	(9) 37.5%	(5) 20.8%	(17) 70.8%	(5) 20.8%	(2) 8.4%
Session III	(10) 55.6%	(4) 22.2%	(4) 22.2%	(10) 55.6%	(5) 27.8%	(3) 16.6%
Session IV	(21) 75.0%	(5) 17.9%	(2) 7.1%	(21) 75.0%	(7) 25.0%	(0) 0.0%
Session V	(12) 57.1%	(5) 23.8%	(4) 19.1%	(12) 57.1%	(6) 28.6%	(3) 14.3%
Session VI	(30) 83.3%	(5) 13.9%	(1) 2.8%			
TOTALS	(83) 65.4%	(28) 22.0%	(16) 12.6%	(60) 65.9%	(23) 25.3%	(8) 8.8%

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WIDE RANGE ACHIEVEMENT

TEST ANALYSIS

(Number and Percentage of Students Scoring Higher, Lower, and the Same as the First Test)

(SPELLING)

2nd Test

3rd Test

	Higher Than 1st Test	Lower Than 1st Test	Same As 1st Test	Higher Than 1st Test	Lower Than 1st Test	Same As 1st Test
Session I	Did Not Take 1st Test					
Session II	(15) 62.5%	(3) 12.5%	(6) 25.0%	(18) 75.0%	(3) 12.5%	(3) 12.5%
Session III	(9) 50.0%	(2) 11.1%	(7) 38.9%	(10) 55.6%	(2) 11.1%	(6) 33.3%
Session IV	(20) 71.4%	(4) 14.3%	(4) 14.3%	(17) 60.7%	(8) 28.6%	(3) 10.7%
Session V	(16) 76.2%	(4) 19.0%	(1) 4.8%	(14) 66.7%	(7) 33.3%	(0) 0.0%
Session VI	(26) 72.2%	(7) 19.4%	(3) 8.4%			
TOTALS	(86) 67.7%	(20) 15.7%	(21) 16.6%	(59) 64.8%	(20) 22.0%	(12) 13.2%

WIDE RANGE ACHIEVEMENT TEST
SUMMATION and ANALYSIS

The Rehabilitative Day Care Program, because of its intense interest in reading and math, was especially interested in finding an instrument that would measure disabilities in those areas and would give a reasonable indication of rate of change within those areas. In review, it can be said that the Wide Range Achievement Test served these program needs well, both as a diagnostic and evaluative tool.

The first session was administered the Fundamental Achievement Test, but this test was found to be unsatisfactory for our purposes. It had no comparative norm for our students nor did it give us a way to determine a grade score. We converted to the W.R.A.T. after the pre test for Session I. As a result, we were only able to measure change between the first post test and the second post test for the first session.

Session I (Reading) saw an overall 0.4 grade score rise between the post tests. Session I (Math) saw an overall 0.6 grade score rise between post tests. Session I (Spelling) saw no change in grade score between the post tests.

Session II (Reading) saw an overall 0.3 grade score rise between the second and first test and a 0.2 grade score rise between the third and first test. Session II (Math) saw an overall 0.1 grade score drop between the second and first test and a 0.6 grade score rise between the third and first test. Session II (Spelling) saw an overall 0.6 grade score rise between the second and first test and a 0.4 grade score rise between the third and first test.

Wide Range Achievement Test
Summation and Analysis
(continued)

Session III (Reading) saw an overall 0.3 grade score rise between the second and first test and a 1.4 grade score rise between the third and first test. Session III (Math) saw an overall 0.3 grade score rise between the second and first test and a 0.5 grade score rise between the third and first test. Session III (Spelling) saw an overall 0.6 grade score rise between the second and first test and a 0.5 grade score rise between the third and first test.

Session IV (Reading) saw an overall 0.8 grade score rise between the second and first test and a 0.6 grade score rise between the third and first test. Session IV (Math) saw an overall 1.1 grade score rise between the second and first test and a 0.9 grade score rise between the third and first test. Session IV (Spelling) saw an overall 0.7 grade score rise between the second and first test and a 0.5 grade score rise between the third and first test.

Session V (Reading) saw an overall 0.4 grade score rise between the second and first test and a 1.2 grade score rise between the third and first test. Session V (Math) saw an overall 0.4 grade score rise between the second and first test and a 0.3 grade score rise between the third and first test. Session V (Spelling) saw an overall 0.9 grade score rise between the second and first test and a 0.2 grade score rise between the third and first test.

Session VI (Reading) saw an overall 1.4 grade score rise between the second and first test. Session VI (Math) saw an overall 1.1 grade score rise

Wide Range Achievement Test
Summation and Analysis
(continued)

between the second and first test. Session VI (Spelling) saw an overall 0.5 grade score rise between the second and first test.

Session II (Reading) saw 58.3% of the students score higher or the same on the second test as on the first test and 62.5% scored higher or the same on the third test as on the first test. Session II (Math) saw 62.5% of the students score higher or the same on the second test as on the first test and 79.2% score higher or the same on the third test as on the first test. Session II (Spelling) saw 87.5% of the students score higher or the same on the second test as on the first test and, also, 87.5% score higher or the same on the third test as on the first test.

Session III (Reading) saw 61.1% of the students score higher or the same on the second test as on the first test and 88.9% score higher or the same on the third test as on the first test. Session III (Math) saw 77.8% of the students score higher or the same on the second test as on the first test and 72.2% score higher on the third test as on the first test. Session III (Spelling) saw 88.9% of the students score higher or the same on the second test and, also, 88.9% score higher on the third test as on the first test.

Session IV (Reading) saw 75.0% of the students score higher or the same on the second test as on the first test and 64.3% score higher or the same on the third test as on the first test. Session IV (Math) saw 82.1% of the students score

Wide Range Achievement Test
Summation and Analysis
(continued)

higher or the same on the second test as on the first test and 75.0% score higher or the same on the third test as on the first test. Session IV (Spelling) saw 85.7% of the students score higher or the same on the second test as on the first test and 71.4% score higher or the same on the third test as on the first test.

Session V (Reading) saw 66.7% of the students score higher or the same on the second test as on the first test and 81.0% score higher or the same on the third test as on the first test. Session V (Math) saw 76.2% of the students score higher or the same on the second test as on the first test and 71.4% score higher or the same on the third test as on the first test. Session V (Spelling) saw 81.0% of the students score higher or the same on the second test as on the first test and 66.7% score higher or the same on the third test as on the first test.

Session VI (Reading) saw 86.1% of the students score higher or the same on the second test as on the first test. Session VI (Math) saw 86.1% of the students score higher or the same on the second test as on the first test. Session VI (Spelling) saw 80.6% of the students score higher or the same on the second test as on the third test.

Session I - VI (Reading) averages indicate a 0.5 grade score rise between the second and first test and a 0.7 grade score rise between the third and first test. Session I - VI (Math) averages indicate a 0.4 grade score rise between

Wide Range Achievement Test
Summation and Analysis
(continued)

the second and first test and a 0.5 grade score rise between the third and first test. Session I - VI (Spelling) averages indicate a 0.5 grade score rise between the second and first test and a 0.4 grade score rise between the third and first test.

Session I - VI (Reading) saw an average of 71.7% of the students score higher or the same on the second test as on the first test and 72.5% score higher or the same on the third test as on the first test. Session I - VI (Math) saw an average of 78.0% of the students score higher or the same on the second test as on the first test and 74.7% score higher or the same on the third test as on the first test. Session I - VI (Spelling) saw an average of 84.3% of the students score higher or the same on the second test as on the first test and 78.0% score higher or the same on the third test as on the first test.

Conclusive proof is evident from the forgoing that the Rehabilitative Day Care Program experience does have a significant positive effect on the student's ability levels in reading, math, and spelling. The Wide Range Achievement Test provided an accurate, efficient means for measuring this effect and, also, served as an invaluable aid in determining individual disabilities and instructional levels in our students.

-489-
 OTIS LENNON MENTAL ABILITY
 TEST DATA
 Session I

J-1

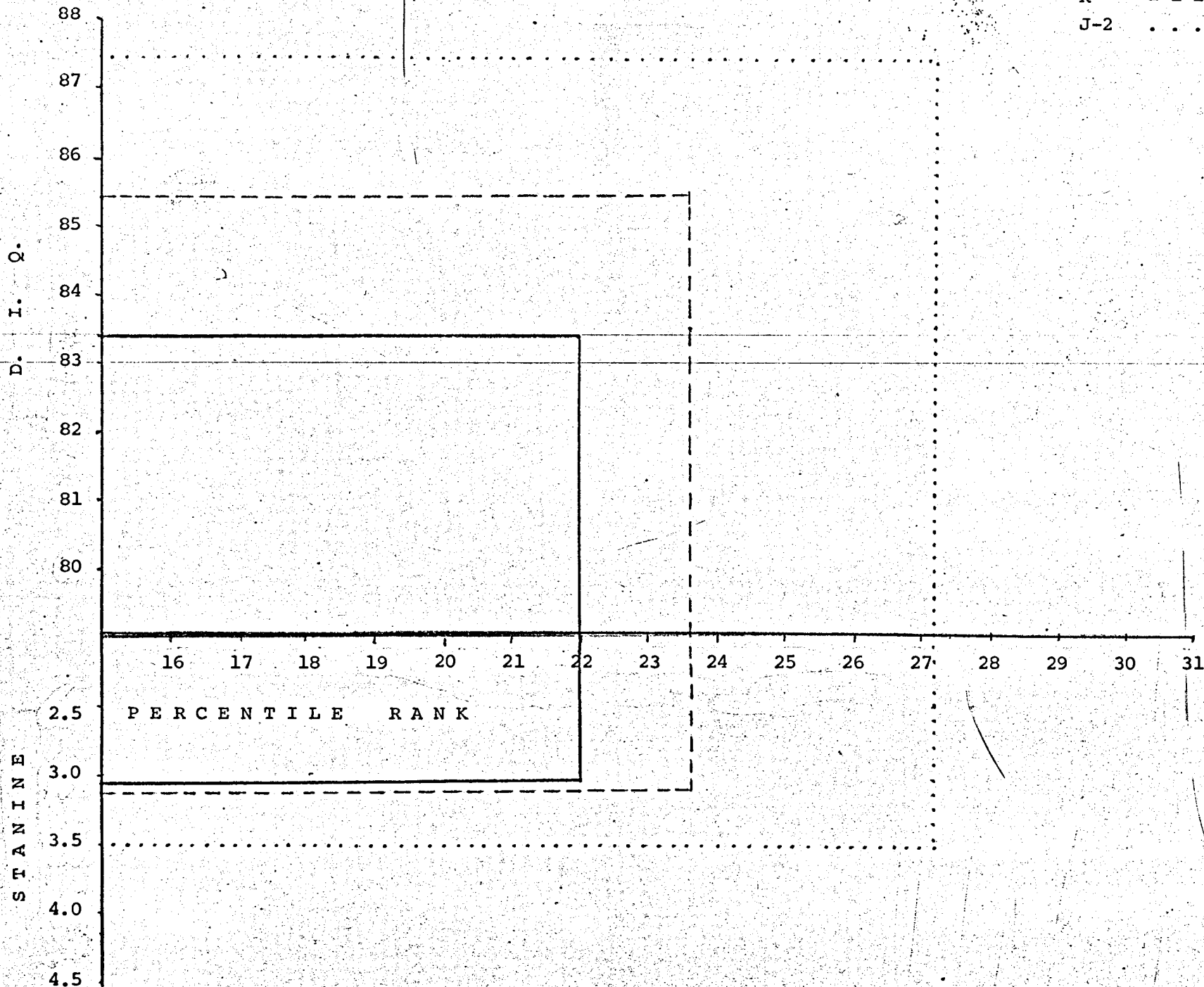
K

J-2

File Number	D.I.Q.	%tile Rank	Stanine	D.I.Q.	%tile Rank	Stanine	D.I.Q.	%tile Rank	Stanine
41749	73	5	2	64	1	1	64	1	1
43615	88	23	4	88	23	4	87	21	3
44559	76	7	2	85	17	3	78	9	2
46235	81	12	3	80	11	3	81	12	3
45718	58	-1	1	70	3	1	73	5	2
46228	97	43	5	103	57	5	100	50	5
46225	80	11	3	91	29	4	89	25	4
42649	91	29	4	86	19	3	83	14	3
46238	60	1	1	72	4	2	70	3	1
46236	70	3	1	69	3	1	74	5	2
46239	79	10	2	89	25	4	88	23	4
46194	90	27	4	80	11	3	95	38	4
46708	101	52	5	108	69	6	109	71	6
45220	102	55	5	98	45	5	106	65	6
46226	101	52	5	101	52	5	110	73	6
46237	70	3	1	79	10	2	76	7	2
45020	93	33	4	87	21	3	92	31	4
44826	67	2	1	76	7	2	80	11	3
46193	91	29	4	92	31	4	94	35	4
46240	101	52	5	101	52	5	104	60	6
45864	83	14	3	75	6	2	82	13	3
TOTALS	1,752	462	65	1,794	496	68	1,835	572	74
AVERAGES	83.4	22.0	3.1	85.4	23.6	3.2	87.4	27.2	3.5

OTIS LENNON MENTAL ABILITY
Test Score Averages
Session I

J-1 _____
K - - - - -
J-2



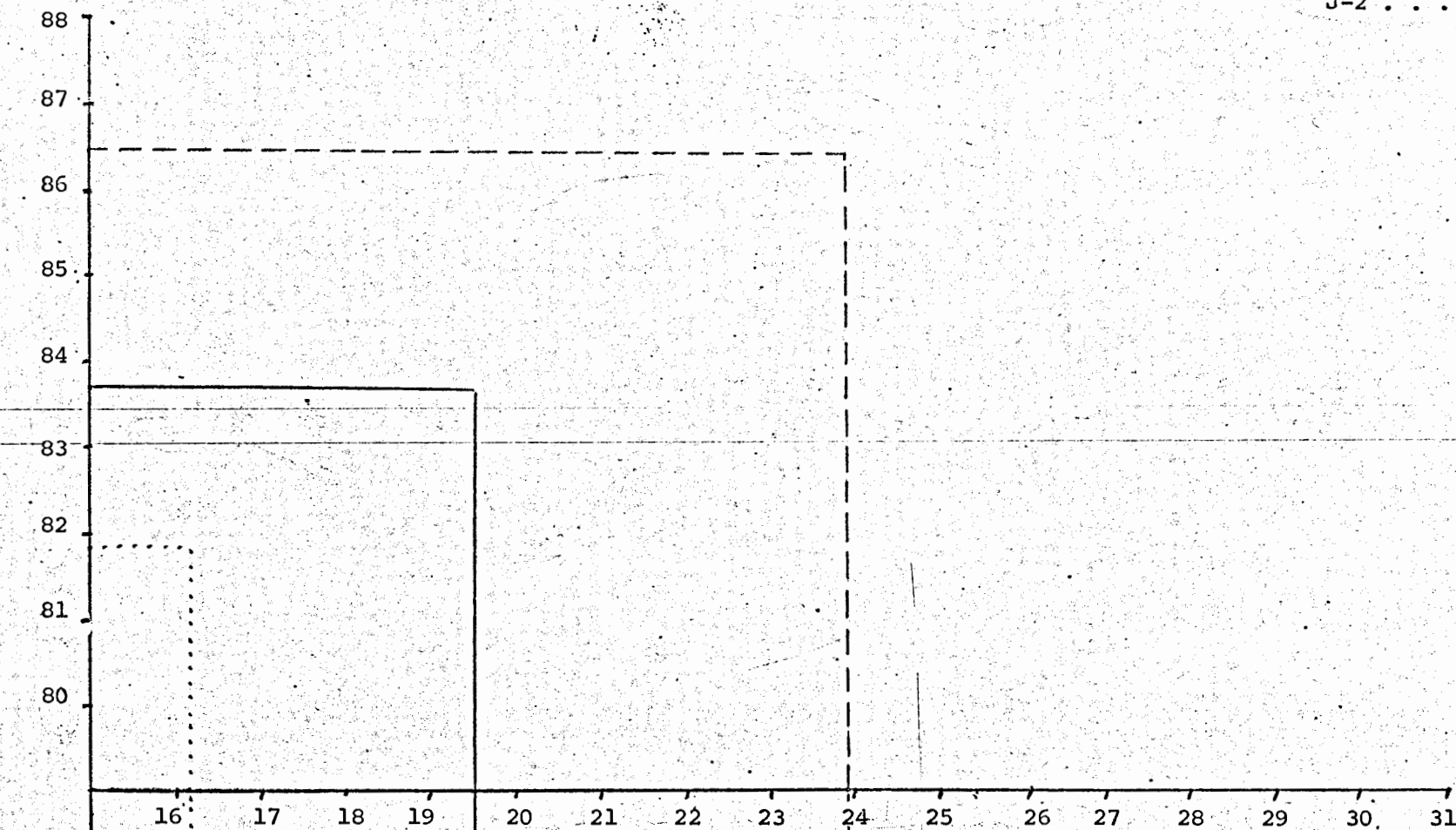
OTIS LENNON MENTAL ABILITY
TEST DATA
Session II

File Number	J-1			K			J-2		
	D.I.Q.	%tile Rank	Stanine	D.I.Q.	%tile Rank	Stanine	D.I.Q.	%tile Rank	Stanine
46388	95	38	4	102	55	5	92	31	4
46450	91	29	4	93	33	4	92	31	4
42990	80	11	3	88	23	4	77	8	2
46385	84	16	3	85	17	3	80	11	3
42551	90	27	4	90	27	4	91	29	4
45258	87	21	3	86	19	3	82	13	3
46387	81	12	3	71	4	2	75	6	2
40596	66	2	1	74	5	2	69	3	1
46452	85	17	3	87	21	3	80	11	3
43836	90	27	4	80	11	3	71	4	2
46395	96	40	5	101	52	5	96	40	5
44800	86	19	3	90	27	4	83	14	3
45631	77	8	2	78	9	2	74	5	2
46339	91	29	4	94	35	4	85	17	3
46386	85	17	3	87	21	3	86	19	3
46355	58	- 1	1	81	12	3	86	19	3
46337	73	5	2	74	5	2	72	4	2
46425	101	52	5	109	71	6	97	43	5
46285	76	7	2	81	12	3	76	7	2
46424	90	27	4	96	40	5	88	23	4
46279	76	7	2	69	3	1	66	2	1
TOTALS	1,758	410	65	1,816	502	71	1,718	340	61
AVERAGES	83.7	19.5	3.1	86.5	23.9	3.4	81.8	16.2	2.9

OTIS LENNON MENTAL ABILITY
Test Score Averages
Session II

J-1 _____
K - - - - -
J-2

D. I. Q.



PERCENTILE RANK

STANINE

2.5
3.0
3.5
4.0
4.5

OTIS LENNON MENTAL ABILITY
TEST DATA
Session III

J-1

K

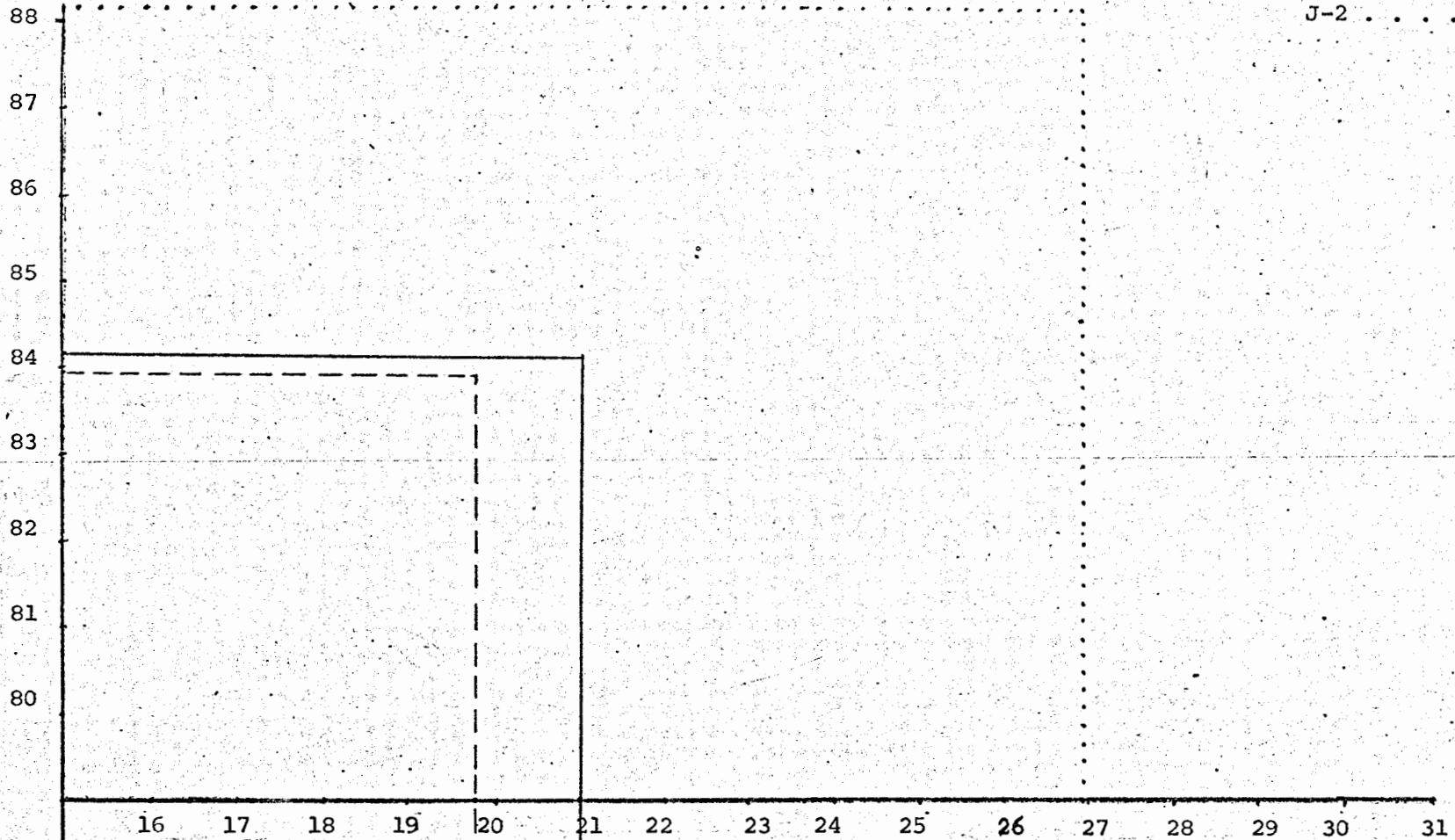
J-2

File Number	D.I.Q.	%tile Rank	Stanine	D.I.Q.	%tile Rank	Stanine	D.I.Q.	%tile Rank	Stanine
46628	85	17	3	77	8	2	92	31	4
46544	78	9	2	76	7	2	80	11	3
45892	71	4	2	76	7	2	84	16	3
46601	79	10	2	75	6	2	91	29	4
46613	80	11	3	92	31	4	84	16	3
46580	78	9	2	87	21	3	80	11	3
37672	81	12	3	77	8	2	87	21	3
44180	92	31	4	90	27	4	99	48	5
44648	80	11	3	76	7	2	81	12	3
46569	87	21	3	88	23	4	90	27	4
45492	76	7	2	79	10	2	73	5	2
46587	94	35	4	76	7	2	88	23	4
46589	81	12	3	81	12	3	80	11	3
46559	112	77	7	109	71	6	120	89	8
46626	109	71	6	109	71	6	112	77	7
42563	94	35	4	88	23	4	97	43	5
46439	69	3	1	72	4	2	77	8	2
46595	69	3	1	82	13	3	75	6	2
TOTALS	1,515	378	55	1,510	356	55	1,590	484	68
AVERAGES	84.2	21.0	3.1	83.9	19.8	3.1	88.3	26.9	3.8

OTIS LENNON MENTAL ABILITY
Test Score Averages
Session III

J-1
K
J-2

D. I. Q.



PERCENTILE RANK

STANINE

2.5
3.0
3.5
4.0
4.5

-195-
 OTIS LENNON MENTAL ABILITY
 TEST DATA
 Session IV

File Number	J-1			K			J-2		
	D.I.Q.	%tile Rank	Stanine	D.I.Q.	%tile Rank	Stanine	D.I.Q.	%tile Rank	Stanine
46707	82	13	3	100	50	5	85	17	3
46184	76	7	2	76	7	2	75	6	2
46805	90	27	4	99	48	5	105	62	6
43398	88	23	4	96	40	5	96	40	5
46390	95	38	4	102	55	5	87	21	3
39174	83	14	3	76	7	2	67	2	1
46115	90	27	4	65	1	1	96	40	5
45965	98	45	5	98	45	5	105	62	6
46804	91	29	4	90	27	4	84	16	3
45924	66	2	1	80	11	3	86	19	3
46732	75	6	2	82	13	3	83	14	3
46740	72	4	2	68	2	1	72	4	2
46810	82	13	3	77	8	2	83	14	3
46795	109	71	6	117	86	7	116	84	7
44215	89	25	4	95	38	4	89	25	4
46709	104	60	6	106	65	6	75	6	2
46776	75	6	2	76	7	2	77	8	2
43400	79	10	2	80	11	3	83	14	3
46425	111	75	6	106	65	6	112	77	7
45714	102	55	5	99	48	5	77	8	2
46762	84	16	3	88	23	4	85	17	3
42451	80	11	3	88	23	4	69	3	1
45731	76	7	2	68	2	1	86	19	3
46777	87	21	3	91	29	4	80	11	3

OTIS LENNON MENTAL ABILITY
TEST DATA
Session IV

(continued)

File Number	J-1			K			J-2		
	D.I.Q.	%tile Rank	Stanine	D.I.Q.	%tile Rank	Stanine	D.I.Q.	%tile Rank	Stanine
46734	77	8	2	84	16	3	78	9	2
46202	85	17	3	83	14	3	85	17	3
TOTALS	2,246	630	88	2,290	741	95	2,236	615	87
AVERAGES	86.4	24.2	3.4	88.1	28.5	3.7	86.0	23.7	3.3

OTIS LENNON MENTAL ABILITY

Test Score Averages

Session IV

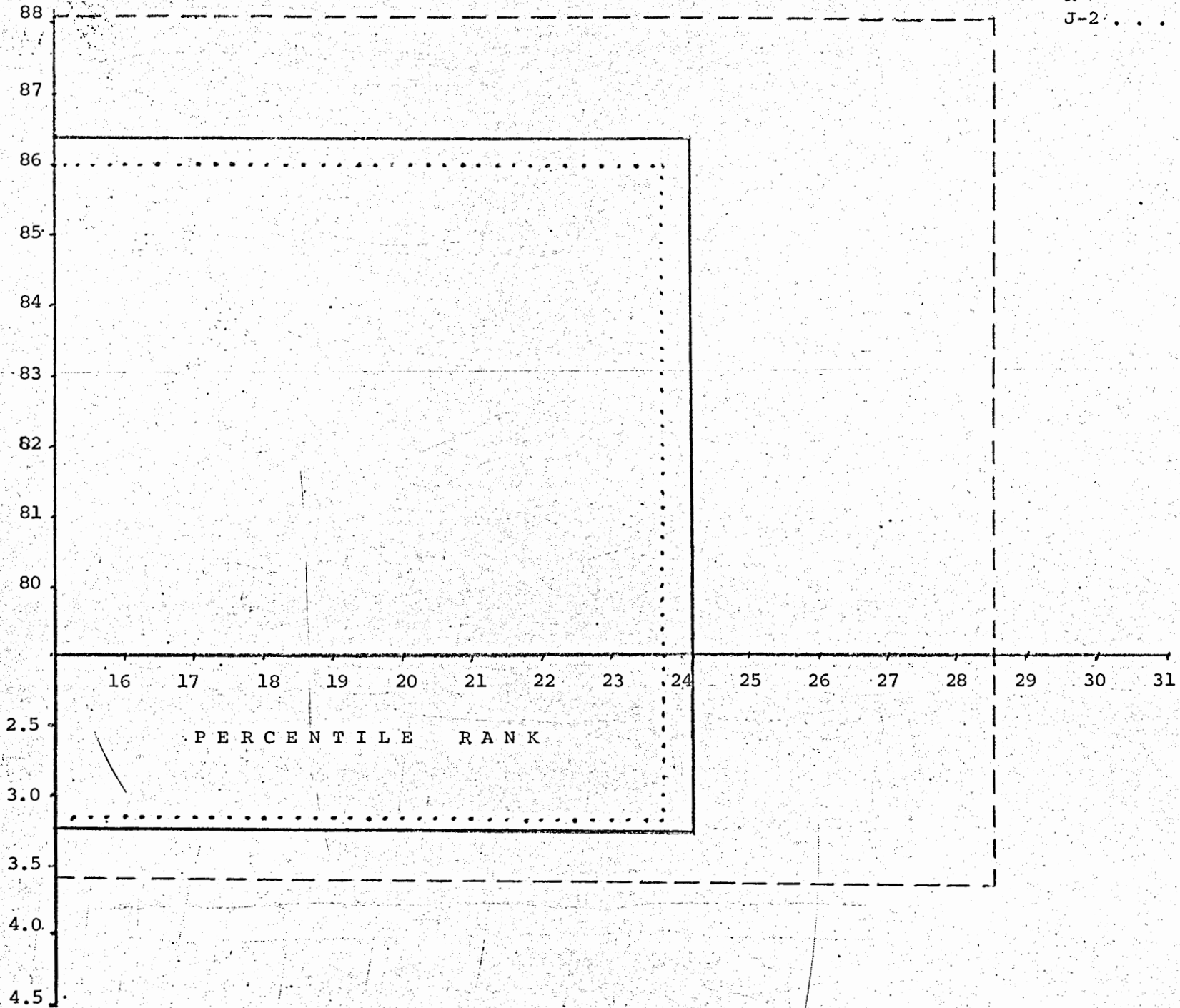
J-1 _____

K - - - - -

J-2

D. I. Q.

STANINE



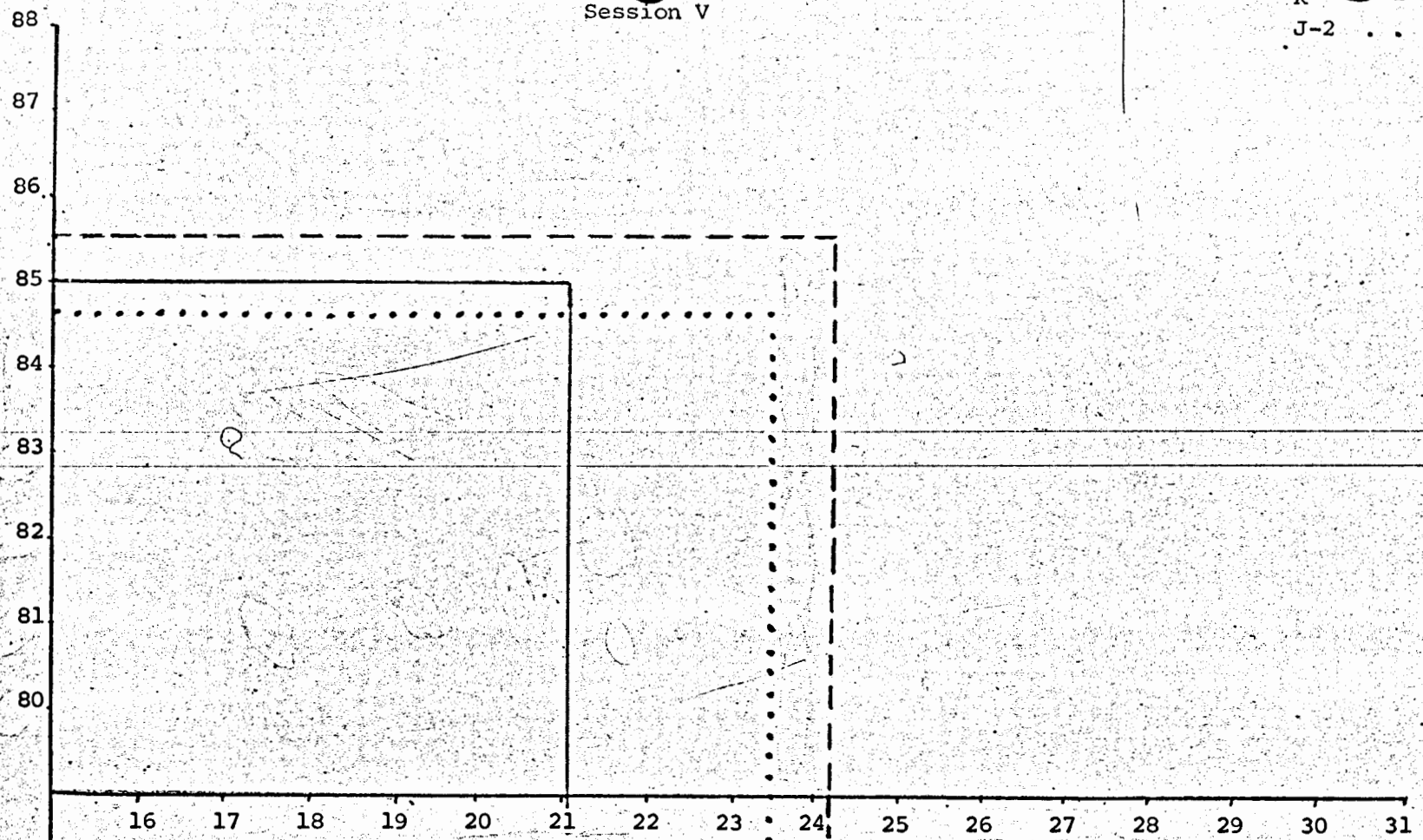
OTIS LENNON MENTAL ABILITY
TEST DATA
Session V

File Number	J-1			K			J-2		
	D.I.Q.	%tile Rank	Stanine	D.I.Q.	%tile Rank	Stanine	D.I.Q.	%tile Rank	Stanine
46944	90	27	4	96	40	5	101	52	5
46967	81	12	3	81	12	3	87	21	3
46975	85	17	3	85	17	3	88	23	4
46938	95	38	4	106	65	6	101	52	5
46646	81	12	3	84	16	3	81	12	3
46968	82	13	3	98	45	5	86	19	3
44965	76	7	2	60	1	1	56	- 1	1
47034	87	21	3	93	33	4	91	29	4
47024	84	16	3	83	14	3	78	9	2
46849	89	25	4	84	16	3	92	31	4
47026	79	10	2	67	2	1	73	5	2
47025	82	13	3	66	2	1	82	13	3
43975	89	25	4	90	27	4	92	31	4
45531	77	8	2	76	7	2	69	3	1
46997	80	11	3	83	14	3	86	19	3
46955	93	33	4	93	33	4	98	45	5
45460	110	73	6	105	62	6	107	67	6
46994	97	43	5	99	45	5	90	27	4
46935	72	4	2	70	3	1	62	1	1
45733	88	23	4	91	29	4	83	14	3
42294	58	- 1	1	73	5	2	62	1	1
46784	94	35	4	98	45	5	98	45	5
TOTALS	1,869	465	72	1,881	533	74	1,863	518	72
AVERAGES	85.0	21.1	3.3	85.5	24.2	3.4	84.7	23.5	3.3

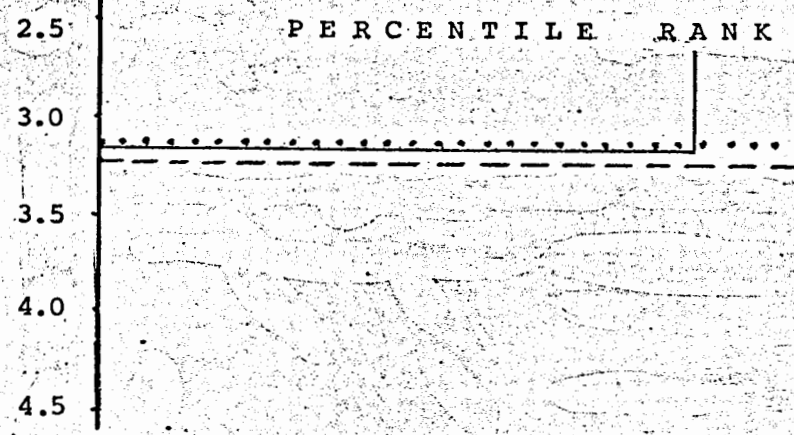
OTIS LENNON MENTAL ABILITY
Test Score Averages
Session V

J-1 _____
K - - - - -
J-2

D. I. Q.



STANINE



OTIS LENNON MENTAL ABILITY
TEST DATA
Session VI

File Number	J-1			D.I.Q.	K			J-2		
	D.I.Q.	%tile Rank	Stanine		%tile Rank	Stanine	D.I.Q.	%tile Rank	Stanine	
46788	78	9	2	74	5	2				
47194	80	11	3	79	10	2				
45954	82	13	3	82	13	3				
47179	76	7	2	76	7	2				
47204	80	11	3	81	12	3				
47216	107	67	6	113	79	7				
43242	92	31	4	95	38	4				
46028	82	13	3	92	31	4				
47250	78	9	2	89	25	4				
47248	88	23	4	92	31	4				
47259	87	21	3	91	29	4				
44810	70	3	1	78	9	2				
47181	88	23	4	101	52	5				
47140	87	21	3	97	43	5				
46836	88	23	4	98	45	5				
43546	79	10	2	76	7	2				
46182	72	4	2	81	12	3				
44461	100	50	5	100	50	5				
47205	89	25	4	86	19	3				
47206	69	3	1	72	4	2				
47238	64	1	1	68	2	1				

OTIS LENNON MENTAL ABILITY
TEST DATA
Session VI

(continued)

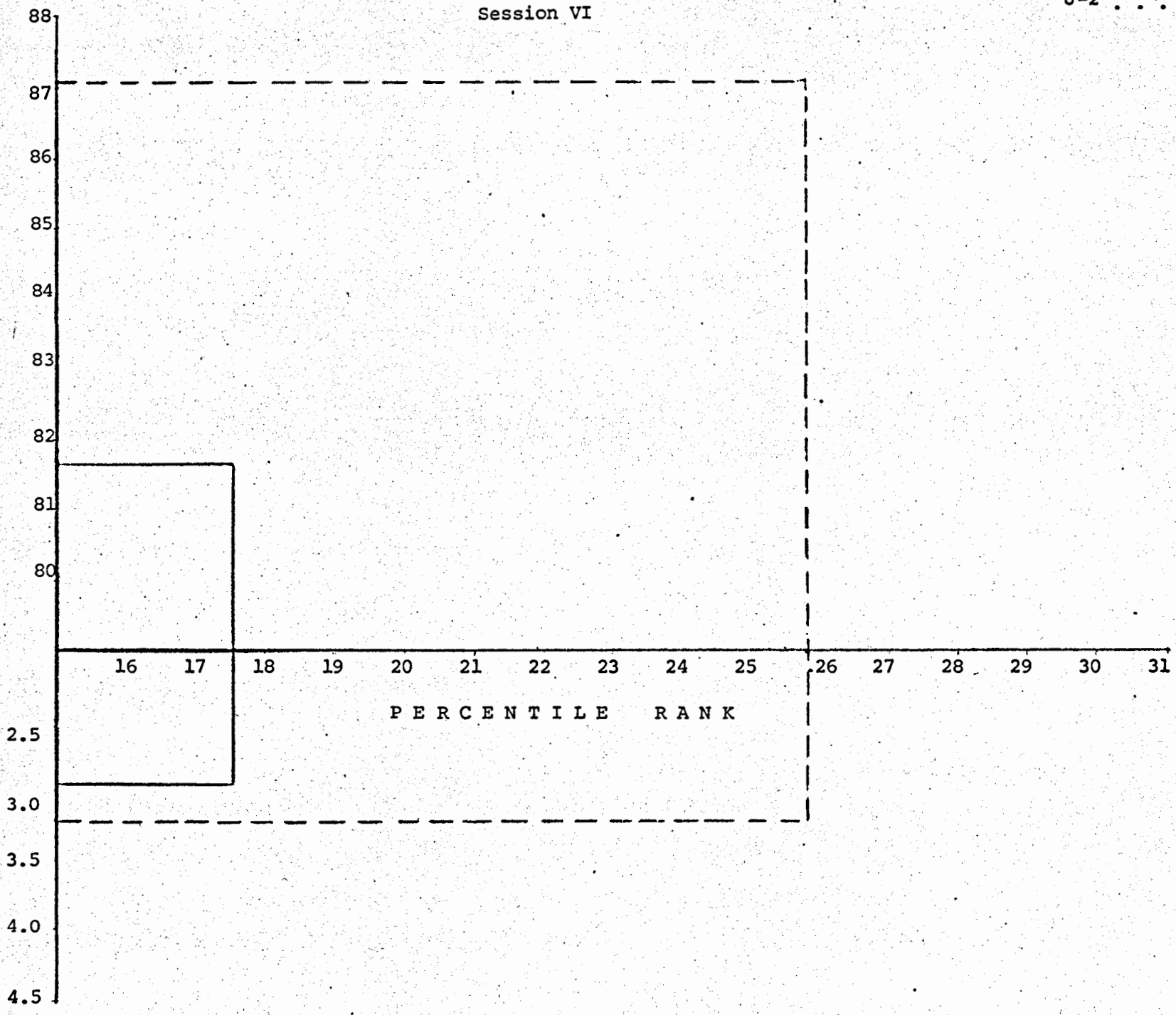
File Number	D.I.Q.	%tile Rank	Stanine	D.I.Q.	%tile Rank	Stanine	D.I.Q.	%tile Rank	Stanine
46959	55	- 1	1	77	8	2			
47184	89	25	4	83	14	3			
46208	117	86	7	109	71	6			
47239	71	4	2	78	9	2			
46198	83	14	3	92	31	4			
47240	83	14	3	95	38	4			
45490	96	40	5	110	73	6			
47123	73	5	2	70	3	1			
41137	84	16	3	81	12	3			
47115	82	13	3	118	87	7			
46749	73	5	2	80	11	3			
46744	76	7	2	80	11	3			
41322	90	27	4	93	33	4			
43898	71	4	2	75	6	2			
47155	68	2	1	78	9	2			
36843	77	8	2	84	16	3			
TOTALS	3,024	647	108	3,224	955	127			
AVERAGES	81.7	17.5	2.9	87.1	25.8	3.4			

OTIS LENNON MENTAL ABILITY
 Test Score Averages
 Session VI

J-1 _____
 K - - - - -
 J-2

D. I. Q.

STANINE

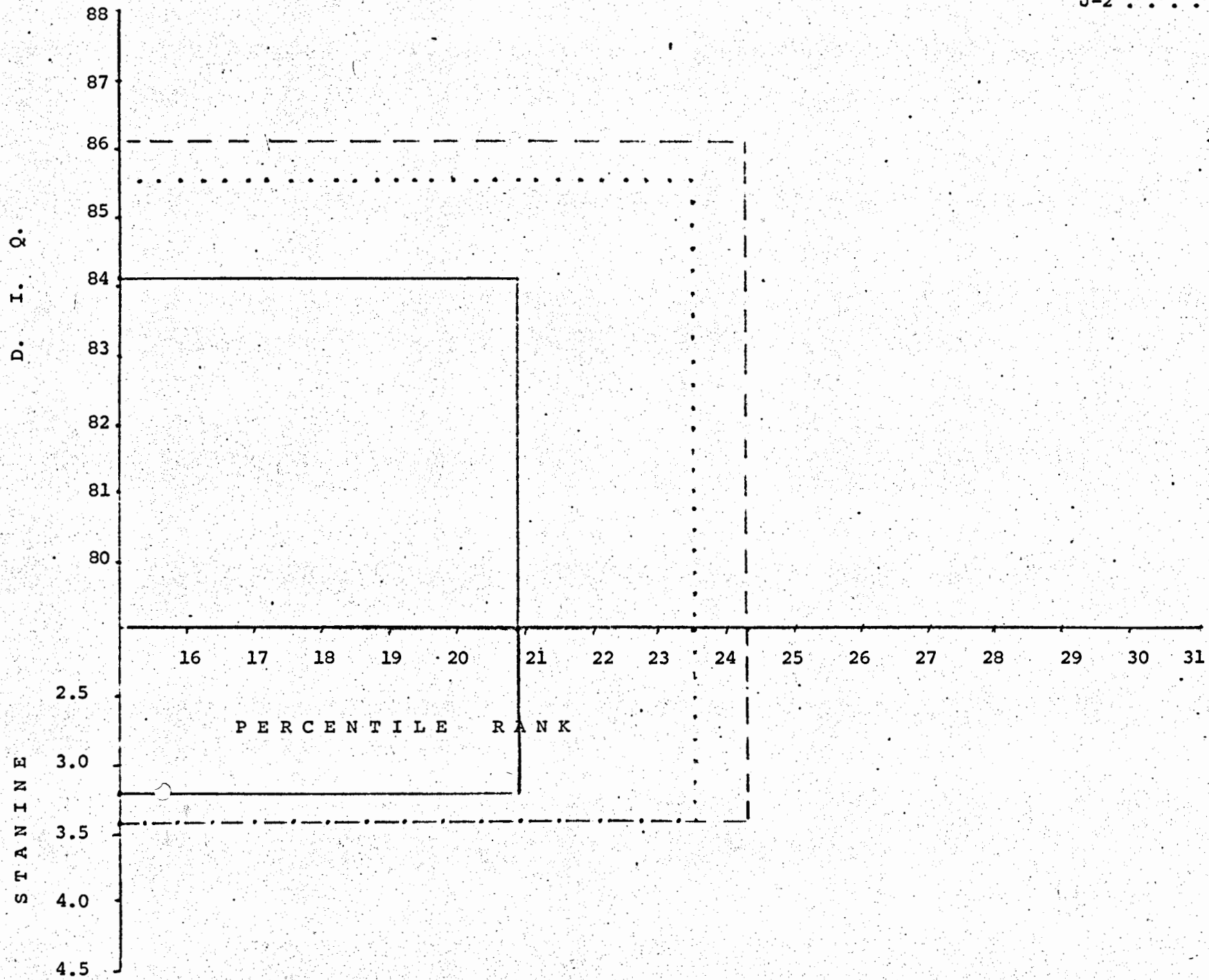


OTIS LENNON MENTAL ABILITY
TEST DATA AVERAGES
Session I - VI

	J-1			K			J-2		
	D.I.Q.	%tile Rank	Stanine	D.I.Q.	%tile Rank	Stanine	D.I.Q.	%tile Rank	Stanine
Session I 21 Students	83.4	22.0	3.1	85.4	23.6	3.2	87.4	27.2	3.5
Session II 21 Students	83.7	19.5	3.1	86.5	23.9	3.4	81.8	16.2	2.9
Session III 18 Students	84.2	21.0	3.1	83.9	19.8	3.1	88.3	26.9	3.8
Session IV 26 Students	86.4	24.2	3.4	88.1	28.5	3.7	86.0	23.7	3.3
Session V 22 Students	85.0	21.1	3.3	85.5	24.2	3.4	84.7	23.5	3.3
Session VI 37 Students	81.7	17.5	2.9	87.1	25.8	3.4			
TOTALS	504.4	125.3	18.9	516.5	145.8	20.2	428.2	117.5	16.8
AVERAGES	84.1	20.9	3.2	86.1	24.3	3.4	85.6	23.5	3.4

OTIS LENNON MENTAL ABILITY
TEST SCORE AVERAGES
Session I - VI

J-1 _____
K - - - - -
J-2



OTIS LENNON MENTAL ABILITY

TEST ANALYSIS

(Number and Percentage of Students Scoring Higher, Lower, and the Same as the J-1 Test)

		K			J-2		
		Higher Than J-1 Test	Lower Than J-1 Test	Same As J-1 Test	Higher Than J-1 Test	Lower Than J-1 Test	Same As J-1 Test
Session	I	(10) 47.6%	(8) 38.1%	(3) 14.3%	(15) 71.4%	(5) 23.8%	(1) 4.8%
Session	II	(16) 76.2%	(4) 19.0%	(1) 4.8%	(5) 23.8%	(14) 66.7%	(2) 9.5%
Session	III	(7) 38.9%	(9) 50.0%	(2) 11.1%	(15) 83.3%	(3) 16.7%	(0) 0.0%
Session	IV	(15) 57.7%	(9) 34.6%	(2) 7.7%	(15) 57.7%	(8) 30.8%	(3) 11.5%
Session	V	(11) 50.0%	(8) 36.4%	(3) 13.6%	(12) 54.5%	(8) 36.4%	(2) 9.1%
Session	VI	(26) 70.3%	(8) 21.6%	(3) 8.1%			
TOTALS		(85) 58.6%	(46) 31.7%	(14) 9.7%	(62) 57.4%	(38) 35.2%	(8) 7.4%

OTIS LENNON MENTAL ABILITY TEST
SUMMATION and ANALYSIS

Because the Otis Lennon Mental Ability Test measures broad reasoning abilities and general mental ability, it was felt the use of it would be valuable in assessing student's overall chances of school success. Results were analyzed carefully and used together with other pertinent information about the students to help in deciding best curriculum materials and methods.

The assessment of general mental ability, with tests such as the Otis Lennon, rests on the basic assumptions that (1) all students have had substantially equal opportunity to learn the types of things included in the test and (2) all students are equally motivated to do their best on the test, therefore, a certain amount of distortion was observed with the Rehabilitative Day Care Program Youth as many are severely culturally deprived.

Judgment concerning test results was tempered by consideration of these many and varied factors, but it was felt that the Otis Lennon did provide the staff with fundamental knowledge of mental ability and to a lesser but still functional extent an awareness of skill deficiencies.

Session I saw an overall 2.0 point rise in D.I.Q. during the first six weeks followed by another 2.0 point rise during the second six weeks. Sixty-one and nine tenths per cent (61.9%) of the students scored higher or the same on the second test as on the first test, while 76.2% of those same students scored higher or the same on the third test as on the first test.

Otis Lennon Mental Ability Test
Summation and Analysis
(continued)

Session II saw an overall 2.8 point rise in D.I.Q. during the first six weeks followed by a 4.7 point drop during the second six weeks. Eighty-one and zero tenths per cent (81.0%) of the students scored higher or the same on the second test as on the first test, but only 33.3% of those same students scored higher or the same on the third test as on the first test.

Session III saw an overall 0.3 point drop in D.I.Q. during the first six weeks followed by a 4.4 point rise during the second six weeks. Only 50.0% of the students scored higher or the same on the second test as on the first test, but 69.2% of those same students scored higher or the same on the third test as on the first test.

Session IV saw an overall 1.7 point rise in D.I.Q. during the first six weeks followed by a 2.1 point drop during the second six weeks. Sixty-five and four tenths per cent (65.4%) of the students scored higher or the same on the second test as on the first test and 69.2% of those same students scored higher or the same on the third test as on the first test.

Session V saw an overall 0.5 point rise in D.I.Q. during the first six weeks followed by a 0.8 point drop during the second six weeks. Sixty-three and six tenths per cent (63.6%) of the students scored higher or the same on the second test as on the first test and, also, 63.6% of those same students scored higher or the same on the third test as on the first test.

Otis Lennon Mental Ability Test
Summation and Analysis
(continued)

Session VI saw an overall 5.4 point rise in D.I.Q. during the first six weeks. Seventy-eight and four tenths per cent (78.4%) of the students scored higher or the same on the second test as on the first test.

Session I - VI averages indicate an overall 2.0 point rise in D.I.Q. during the first six weeks followed by a 0.5 point drop during the second six weeks. Sixty-eight and three tenths per cent (68.3%) of the students scored higher or the same on the second test as on the first test and 64.8% of those same students scored higher on the third test as on the first test.

The average D.I.Q. scores for Session I - VI are as follows:

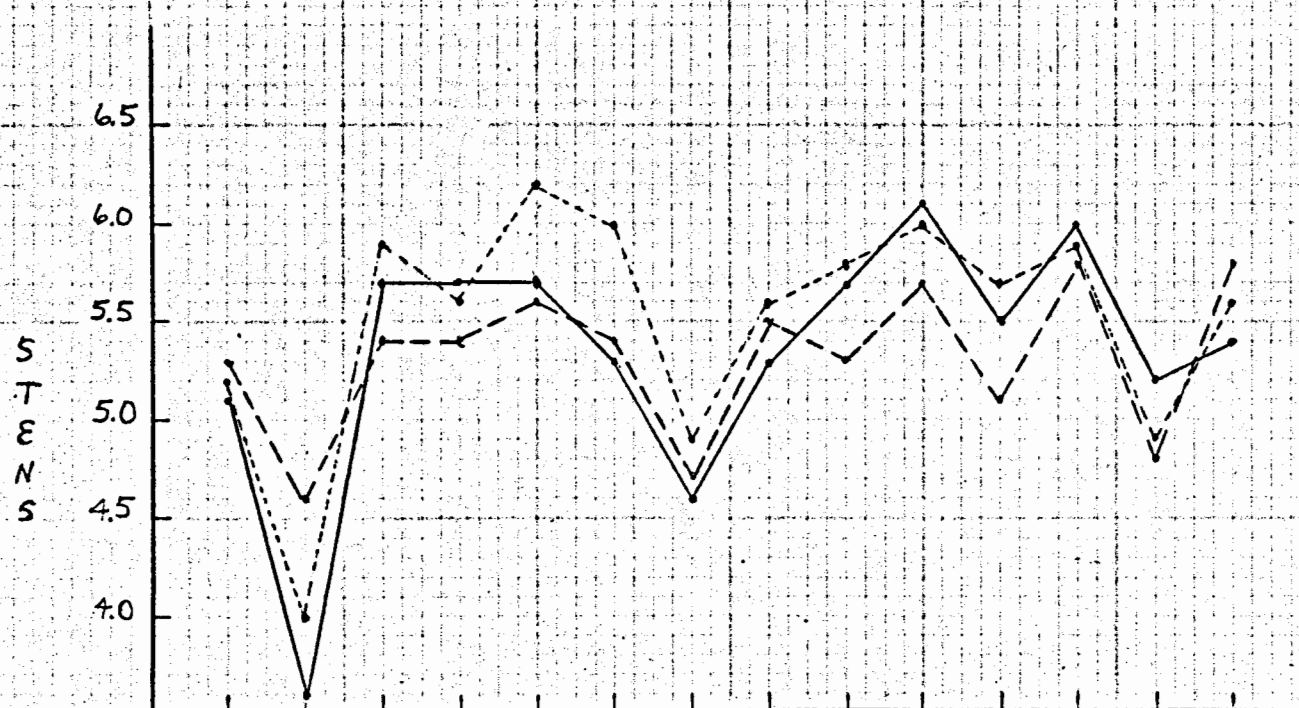
First Test (J-1)	84.1
Second Test (K)	86.1
Third Test (J-2)	85.6

Although the results clearly indicate progress during the Rehabilitative Day Care Program experience, the degree of progress was slight. The D.I.Q. has a standard deviation of 16 points and the average rise was two points. To say without qualification that the program experience was instrumental in raising mental ability levels would be premature because so many other factors enter into the process. It is felt without reservation, however, that the Otis Lennon Mental Ability Test is a good diagnostic tool for the staff to use in individual student curriculum design.

DIAGRAM I

COMPARISON OF HSPQ PERSONALITY PROFILES OF ADOLESCENT DELINQUENTS AT BEGINNING
 END AND FOLLOW UP OF PERSONALITY IMPROVEMENT TREATMENT PROGRAM (N=164-109)

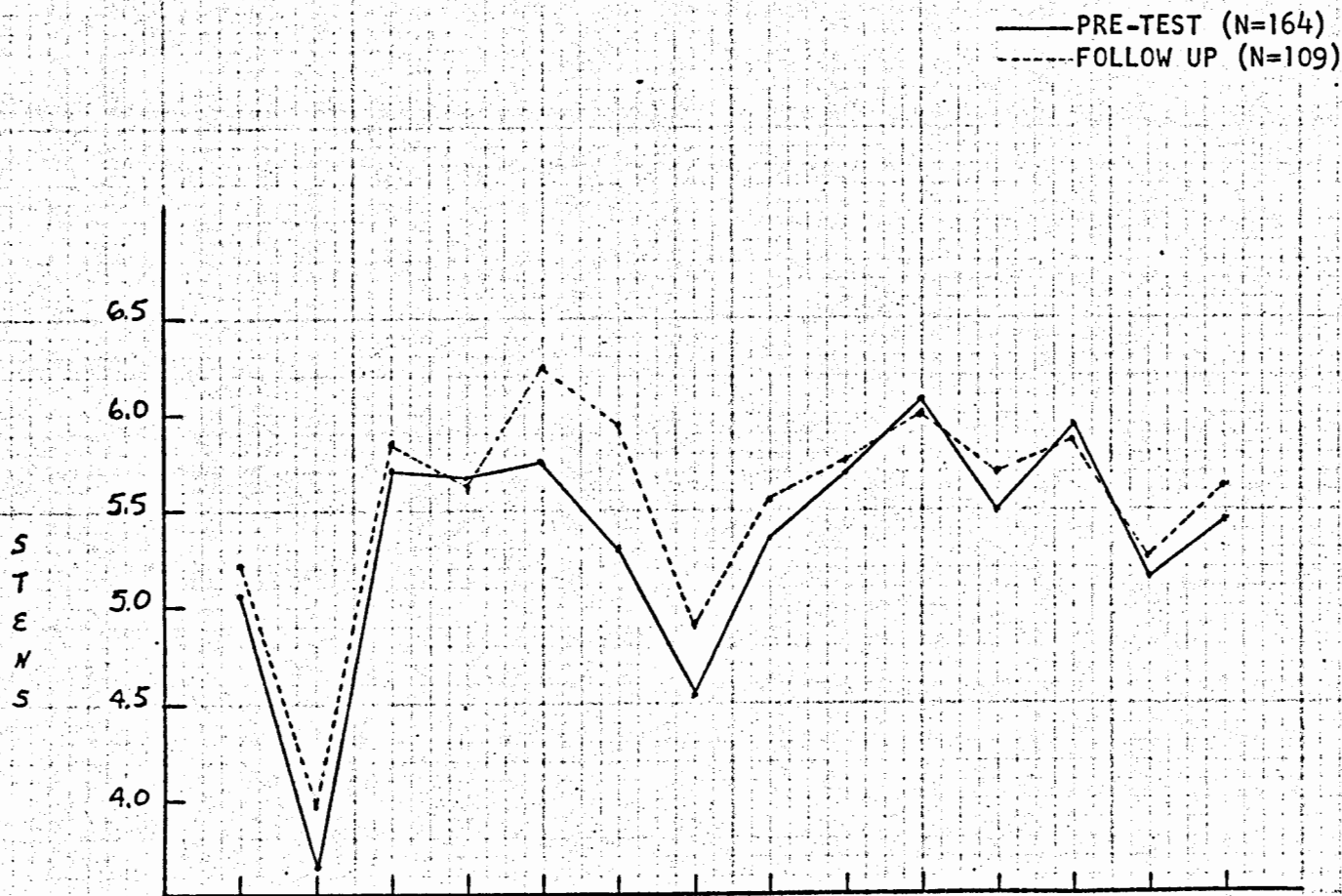
— PRE-TEST (N=164)
 - - - POST-TEST (N=153)
 ···· FOLLOW UP (N=109)



Factors	A	B	C	D	E	F	G	H	I	J	O	Q ₂	Q ₃	Q ₄
Pre-test	5.1	3.6	5.7	5.7	5.7	5.3	4.6	5.3	5.7	6.1	5.5	6.0	5.2	5.4
Post-test	5.3	4.6	5.4	5.4	5.6	5.4	4.7	5.5	5.3	5.7	5.1	5.8	4.8	5.8
Follow up	5.2	4.0	5.9	5.6	6.2	6.0	4.9	5.6	5.8	6.0	5.7	5.9	5.3	5.6

DIAGRAM II

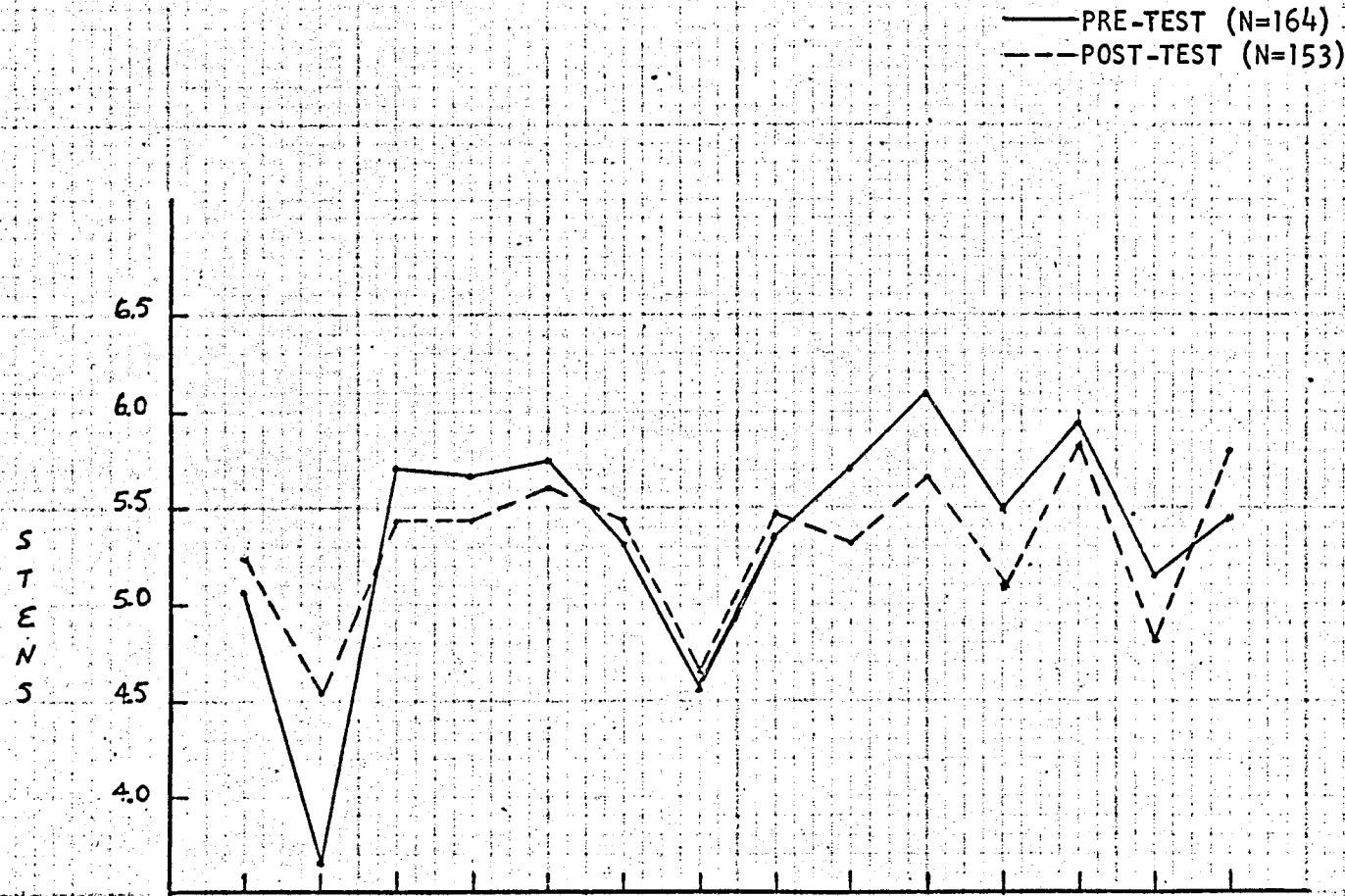
COMPARISON OF HSPQ PERSONALITY PROFILES OF ADOLESCENT DELINQUENTS AT BEGINNING AND FOLLOW UP OF PERSONALITY IMPROVEMENT TREATMENT PROGRAM



Factors	A	B	C	D	E	F	G	H	I	J	O	Q ₂	Q ₃	Q ₄
Pre-test	5.07	3.65	5.71	5.68	5.74	5.31	4.56	5.35	5.70	6.09	5.50	5.94	5.16	5.45
Follow up	5.22	3.97	5.86	5.61	6.23	5.96	4.91	5.55	5.77	6.00	5.71	5.88	5.28	5.62
Change	+15	+32	+15	-07	+49	+65	+35	+20	+07	-09	+21	-06	+12	+17

DIAGRAM III

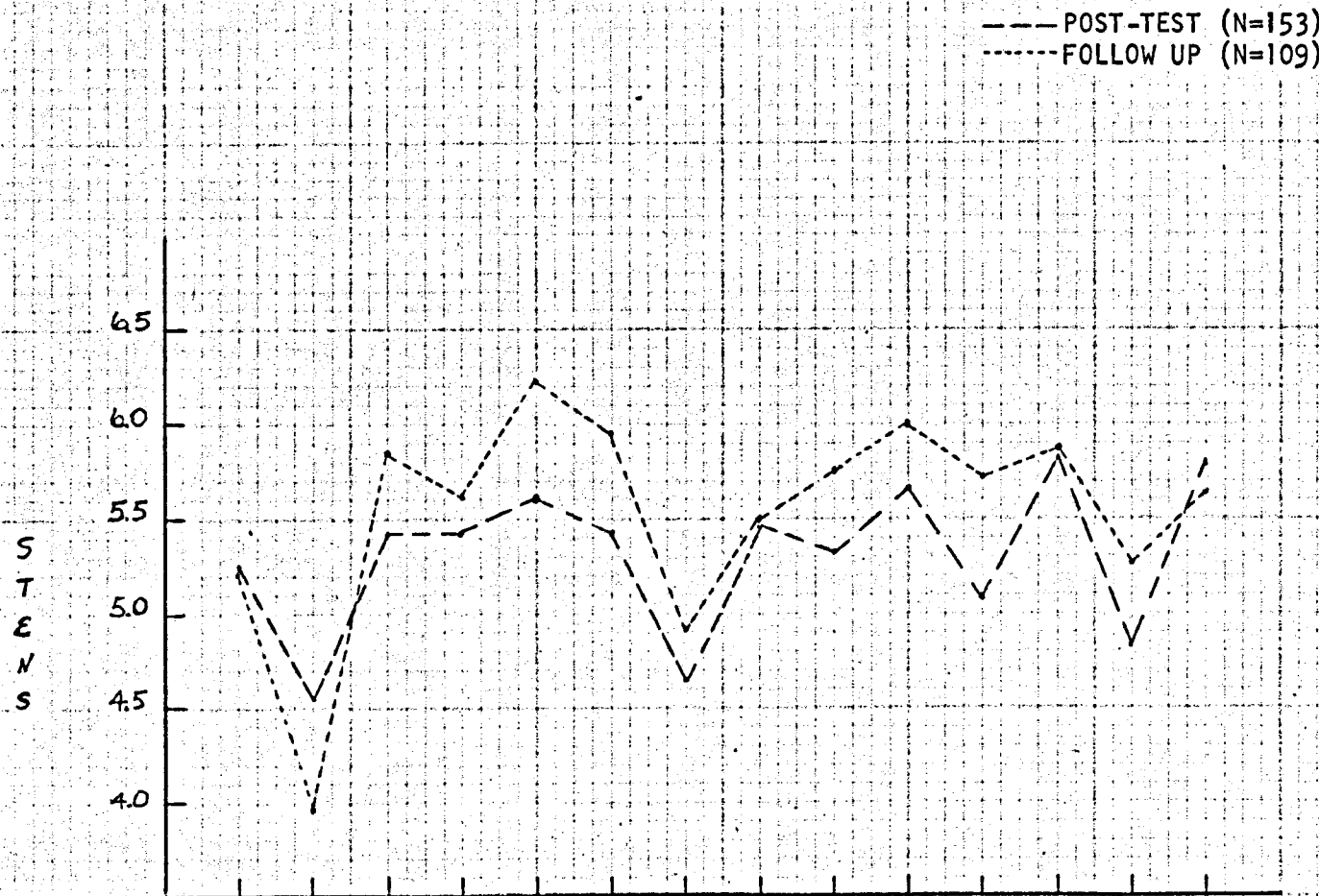
COMPARISON OF HSPQ PERSONALITY PROFILES OF ADOLESCENT DELINQUENTS AT BEGINNING AND END OF PERSONALITY IMPROVEMENT TREATMENT PROGRAM



Factors	A	B	C	D	E	F	G	H	I	J	O	Q ₂	Q ₃	Q ₄
Pre-test	5.07	3.65	5.71	5.68	5.74	5.31	4.56	5.35	5.70	6.07	5.50	5.94	5.16	5.45
Post-test	5.26	4.56	5.43	5.43	5.60	5.43	4.66	5.48	5.32	5.67	5.09	5.82	4.83	5.81
Change	+19	+91	-28	-25	-14	+12	+10	+13	-18	-42	-41	-12	-33	+36

DIAGRAM IV

COMPARISON OF HSPQ PERSONALITY PROFILES OF ADOLESCENT DELINQUENT AT END AND FOLLOW UP OF PERSONALITY IMPROVEMENT TREATMENT PROGRAM

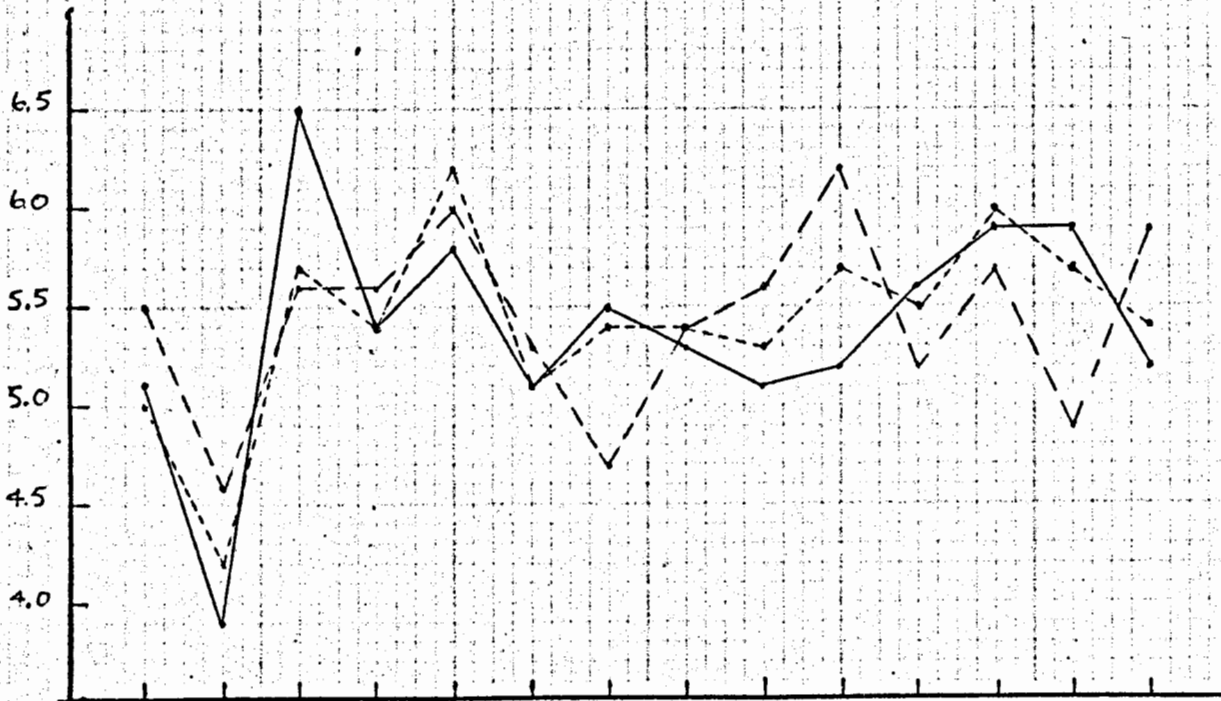


Factors	A	B	C	D	E	F	G	H	I	J	O	Q ₂	Q ₃	Q ₄
Past-test	5.26	4.56	5.43	5.43	5.60	5.43	4.66	5.48	5.32	5.67	5.09	5.82	4.83	5.81
Followup	5.22	3.97	5.86	5.61	6.23	5.96	4.91	5.55	5.77	6.00	5.71	5.88	5.28	5.62
Change	-.04	-.59	+43	+18	+63	+53	+25	+07	+25	+33	+62	+06	+45	-.19

DIAGRAM

COMPARISON OF HSPQ PERSONALITY PROFILES OF SESSION I ADOLESCENT DELINQUENTS AT BEGINNING, END, AND FOLLOW UP OF PERSONALITY IMPROVEMENT TREATMENT PROGRAM (N=29-18)

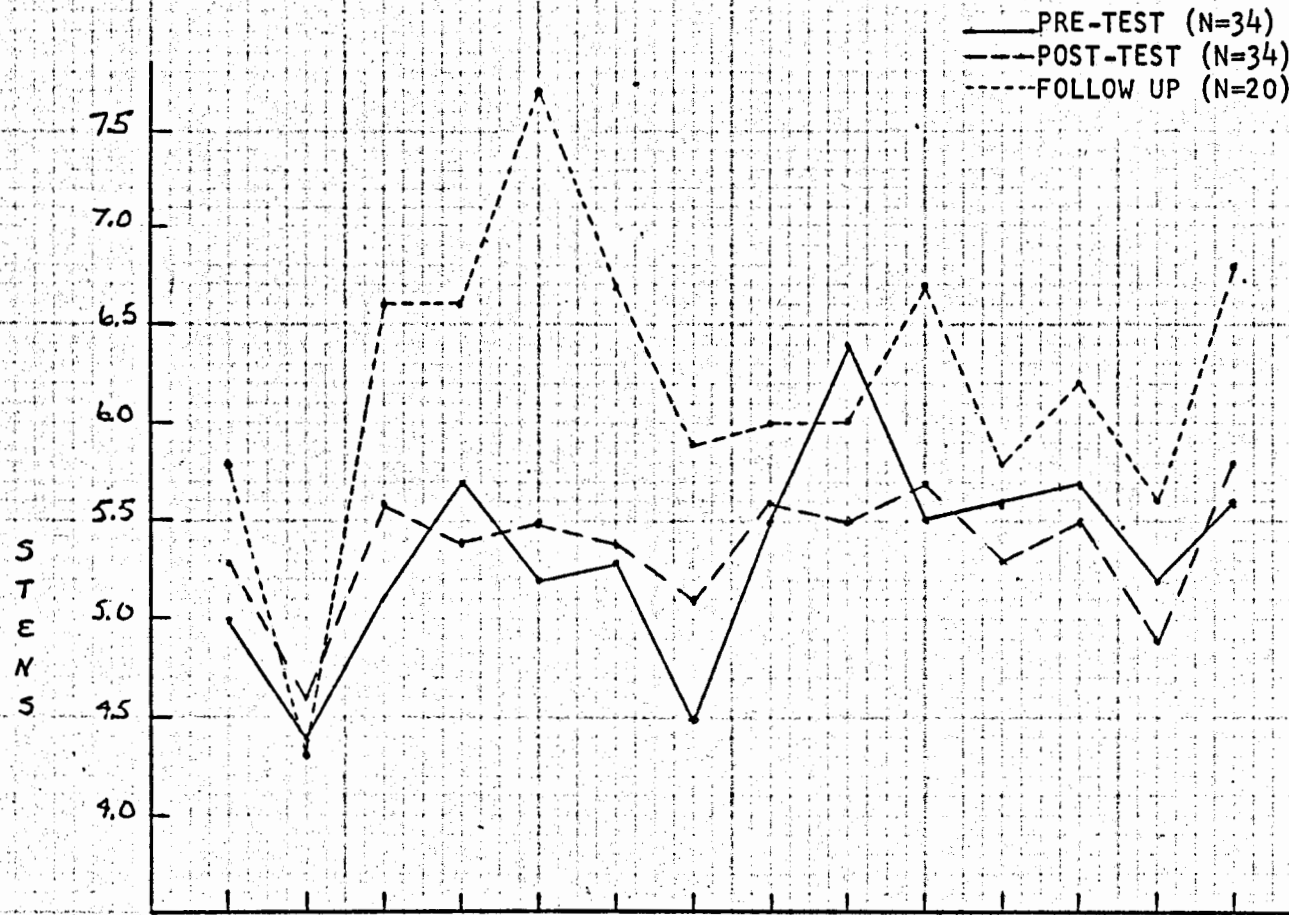
— PRE-TEST (N=29)
 - - - POST-TEST (N=27)
 ····· FOLLOW UP (N=18)



Factors	A	B	C	D	E	F	G	H	I	J	O	Q ₂	Q ₃	Q ₄
Pre-test	5.1	3.9	6.5	5.4	5.8	5.1	5.5	5.3	5.1	5.2	5.6	5.9	5.9	5.2
Post-test	5.5	4.6	5.6	5.6	6.0	5.3	4.7	5.4	5.6	6.2	5.2	5.7	4.9	5.9
Follow up	5.0	4.2	5.7	5.4	6.2	5.3	5.4	5.4	5.3	5.7	5.5	6.0	5.7	5.4

DIAGRAM VI

COMPARISON OF HSPQ PERSONALITY PROFILES OF SESSION II ADOLESCENT DELINQUENTS AT BEGINNING, END, AND FOLLOW UP OF PERSONALITY IMPROVEMENT TREATMENT PROGRAM (N=34-20)

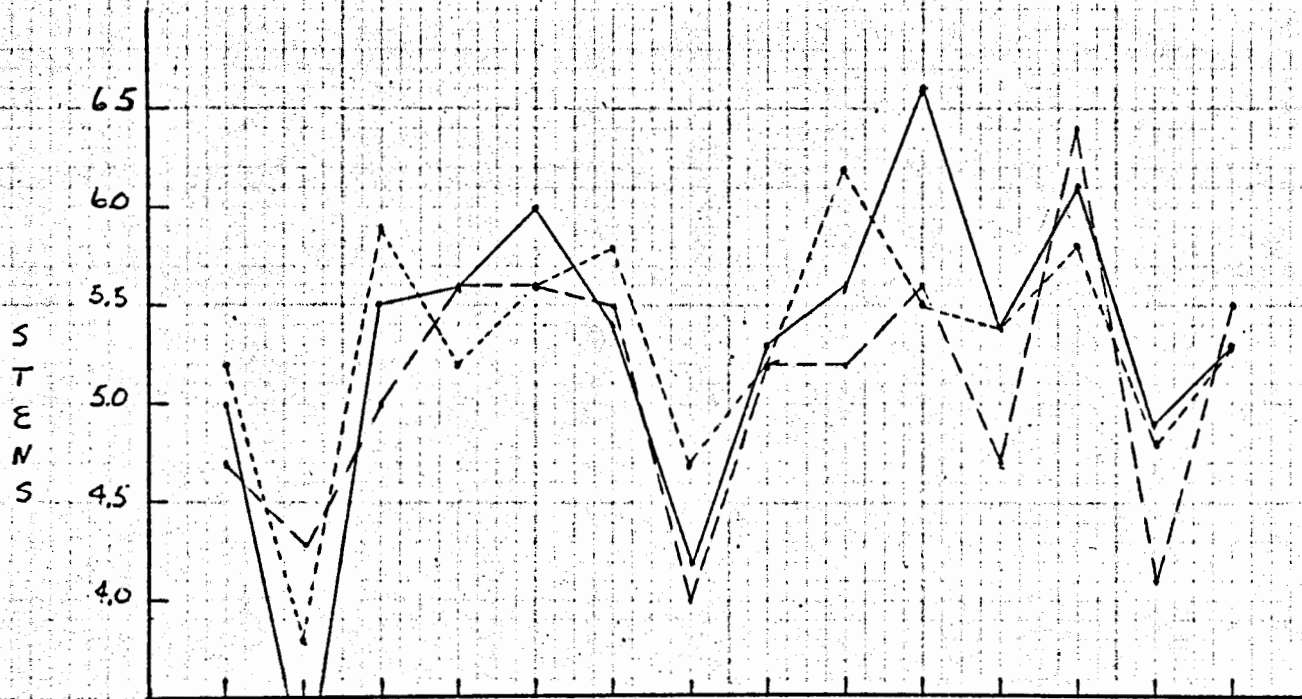


Factors	A	B	C	D	E	F	G	H	I	J	O	Q ₂	Q ₃	Q ₄
Pre-test	5.0	4.4	5.1	5.7	5.2	5.3	4.5	5.5	6.4	5.5	5.6	5.7	5.2	5.6
Post-test	5.3	4.6	5.6	5.4	5.5	5.4	5.1	5.6	5.5	5.7	5.3	5.5	4.9	5.8
Followup	5.8	4.3	6.6	6.6	7.7	6.7	5.9	6.0	6.0	6.7	5.8	6.2	5.6	6.8

DIAGRAM VII

COMPARISON OF HSPQ PERSONALITY PROFILES OF SESSION III ADOLESCENT DELINQUENTS AT BEGINNING, END, AND FOLLOW UP OF PERSONALITY IMPROVEMENT TREATMENT PROGRAM (N=34-19)

— PRE-TEST (N=34)
 - - - POST-TEST (N=31)
 ····· FOLLOW UP (N=19)

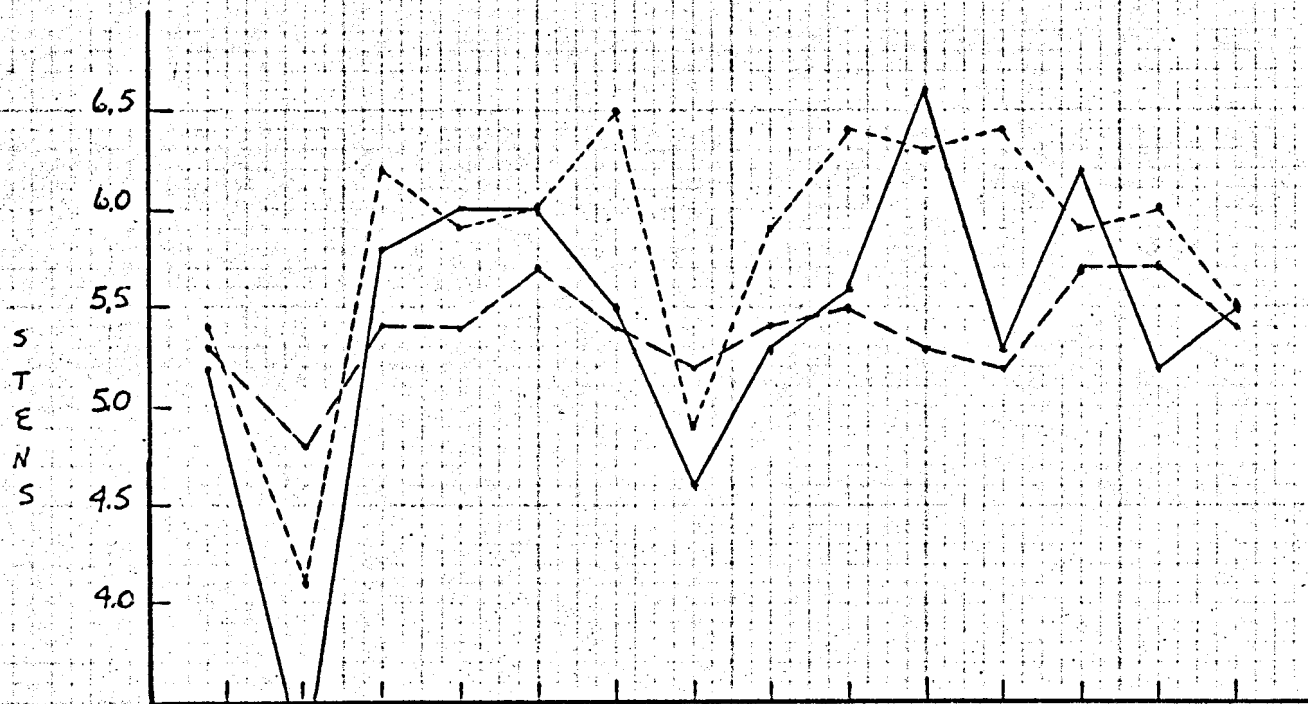


Factors	A	B	C	D	E	F	G	H	I	J	O	Q ₂	Q ₃	Q ₄
Pre-test	5.0	3.1	5.5	5.6	6.0	5.4	4.2	5.3	5.6	6.6	5.4	6.1	4.9	5.3
Post-test	4.7	4.3	5.0	5.6	5.6	5.5	4.0	5.2	5.2	5.6	4.7	6.4	4.1	5.6
Follow up	5.2	3.8	5.9	5.2	5.6	5.8	4.7	5.2	6.2	5.5	5.4	5.8	4.8	5.3

DIAGRAM VIII

COMPARISON OF HSPQ PERSONALITY PROFILES OF SESSION IV ADOLESCENT DELINQUENTS AT BEGINNING, END, AND FOLLOW UP OF PERSONALITY IMPROVEMENT TREATMENT PROGRAM (N=34-29)

— PRE-TEST (N=34)
 - - - POST-TEST (N=30)
 ····· FOLLOW UP (N=29)

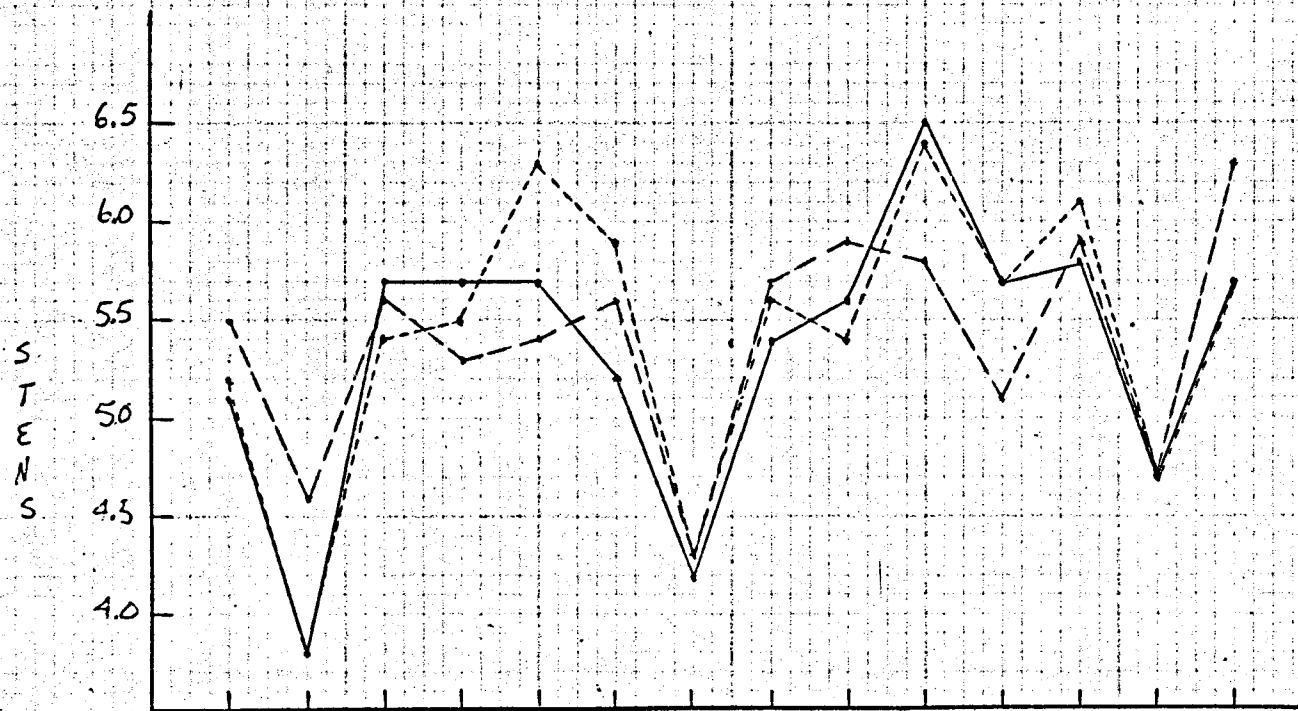


Factors	A	B	C	D	E	F	G	H	I	J	O	Q ₂	Q ₃	Q ₄
Pre-test	5.2	3.2	5.8	6.0	6.0	5.5	4.6	5.3	5.6	6.6	5.3	6.2	5.2	5.5
Post-test	5.3	4.8	5.4	5.4	5.7	5.4	5.2	5.4	5.5	5.3	5.2	5.7	5.7	5.4
Follow up	5.4	4.1	6.2	5.9	6.0	6.5	4.9	5.9	6.4	6.3	6.4	5.9	6.0	5.5

DIAGRAM IX

COMPARISON OF HSPQ PERSONALITY PROFILES OF SESSION V ADOLESCENT DELINQUENTS AT BEGINNING, END, AND FOLLOW UP OF PERSONALITY IMPROVEMENT TREATMENT PROGRAM (N=33-23)

— PRE-TEST (N=33)
 - - - POST-TEST (N=31)
 - - - FOLLOW UP (N=23)



Factors	A	B	C	D	E	F	G	H	I	J	O	Q ₂	Q ₃	Q ₄
Pre-test	5.1	3.8	5.7	5.7	5.7	5.2	4.2	5.4	5.6	6.5	5.7	5.8	4.7	5.7
Post-test	5.5	4.6	5.6	5.3	5.4	5.6	4.3	5.7	5.9	5.8	5.1	5.9	4.7	6.3
Follow-up	5.2	3.8	5.4	5.5	6.3	5.9	4.3	5.6	5.4	6.4	5.7	6.1	4.7	5.7

PROCEDURE

The evaluation consisted of a pre, post, and follow-up testing situation. The amount of time between each test session was six weeks. The students had an average age of 14 years, 1 month, with a range from 11 years, 8 months, to 15 years, 11 months. One Hundred Per Cent (100%) of these youngsters came from urban settings. Severity of school offenses ranged from assault on a teacher to disrespect for a teacher with truancy being the type of offense most often committed. Fifty-five and one tenth percent (55.1%) or 119 of the youngsters in the program were black. Sixty-three and nine tenths percent (63.9%) or 138 of the youngsters were males.

To assess the effect of the training program on the eleven goals mentioned previously, the following instruments were administered pre, post, and follow-up to the 199 youngsters in the various groups/sessions:

1. HSPQ: To assess changes away from or toward the direction of prescribed goals, the 144 item Junior-Senior High School Personality Questionnaire was administered to each youngster. The HSPQ measures a set of fourteen factorally independent dimensions of personality that are "objectively determined" source traits important in clinical, educational and counseling practice. Equivalent A, B, C, and D Forms of the test enabled short interval re-testing of the same youngsters without sacrificing reliability of measurement. The complete profile of fourteen sources also provided a broad basis for a quantitative evaluation of aspects of each youngster's personality contributing to, or detracting from, his performance in the remedial academic program (Goal 3); physical achievement program (Goal 4); intensive counseling program (Goal 5); development of a positive attitude toward

school, society and self (Goal 6); and, intensive follow-up casework program (Goal 8).

2. Draw-A-Person Test (DAP):

Simply stated, the drawing of a person represents, for each individual, the expression of self or the body, in the environment and may be regarded as the complex reflection of self-regard-the self-image.

Administration consists of giving the youngsters a medium soft pencil with an eraser on it and a sheet of blank paper, with the instructions to draw a whole person. In addition, after five minutes the subjects were instructed to answer the following questions: (a) How old is the person? (b) What sex is the person? (c) What is the person doing? (d) What would the person like to be and (e) What kind of person is he?

The advantages of using the DAP as a diagnostic assessment technique are widely known. It is most fruitful, however, when used in combination with an established objective personality instrument like the HSPQ. The DAP is interpreted directly from the figures that are drawn and represents the individual's projection, rather than verbal description of it. It is a test welcomed by the verbally shy or inhibited youngster. It has no limitations of intelligence, reading or artistic skill and offers a safe opportunity for release of fantasy-laden material. The variety of dynamic personality patterns and intimate self-expression provided a wider and fuller understanding of each youngster in the program.

RESULTS:

The results of the evaluation of the eleven goals mentioned previously are graphed in Diagrams 1 through . The results are considered as descriptive of the outcomes of the Personality Improvement Program comparing the pre-, post- and follow up measures of the various sessions and groups. A descriptive analysis seems to be in order, in part because of the profile nature of the HSPQ test; in order to retain the wider understanding of personality dynamics depicted through the projective DAP, and because Sessions VI's follow up scores are yet to be obtained. Therefore, no inferential statistical analysis has as yet been performed and, consequently, the reliability of the differences is open.

Pre-test to Follow Up Test Results: Diagram 1 shows changes on the HSPQ factors for 164 subjects in Sessions I through V used to assess the extent to which certain Personality Improvement Program goals were reached. The mean Sten scores for each factor on each test phase are reported below the diagram. Differences from pre- to follow up testing are more readily apparent on Diagram 2. Overall, pre- to follow up HSPQ test results of P.I.P. subjects show changes of +.15 on A, +.32 on B, +.15 on C, -.07 on D, +.49 on E, +.65 on F, +.35 on G, +.20 on H, +.07 on I, -.09 on J, +.21 on Q, -.06 on Q₂, +.12 on Q₃, and +.17 on Q₄. The profile difference is distinctive mainly in its high assertiveness (E) and high optimism (F). However, a perhaps truer reflection of treatment effects can be obtained through examination and comparison of pre- to post-test and post- to follow up test outcomes.

RESULTS (Continued)

Pre-Test to Post-Test Results: A comparison of Sten means for all subjects on pre- and post-testing are presented in Diagram 3. An important change occurred on intelligence (+.91 on B) indicating the subjects were making better use of their general intellectual ability; perhaps influenced most by the remedial academic work they were then undergoing. Changes in other factors over this time span appear trivial, with the exception of becoming less individualistic (-.42 on J) and becoming less apprehensive (-.41 on Q). These two results may prove to be statistically significant.

Subjects were initially above average on Factor J (Sten of 6.1) which is circumspect individualism -- being a "loner" preferring social distance, maintaining his own opinions and refusing to test them against opposing group standards (avoids arguments). This kind of behavior insulates the individual and prevents external forces from motivating him to change his life style. Thus, J+ is associated with greater proneness to delinquency and mental illness. Apparently as a result of P.I.P.'s group interaction and intensive counseling the subjects became less individualistic, more accepting of social standards, worked better with his or her group and began to like having the attention of others.

Subjects scored about average on Factor Q (5.5) which has to do with apprehension, depressiveness, insecurity and self-depreciation. Perhaps counseling accounted for the change, but whatever the reason, P.I.P. subjects scored lower on Factor Q, indicating they tended to become more self-assured, cheerful and resilient.

Post-Test to Follow Up Test Results: The profiles in Diagram 4 present the most pronounced personality changes which apparently occurred during the course of P.I.P.'s intensive follow up casework program. The initial

RESULTS (Continued)

gain in use of intellectual ability (-.59 on B) during the pre- to post-period appears to be receding back toward original moderately low performance -- not a surprising finding in light of the low emphasis placed on intellectual pursuits by the delinquent youngsters social environment and the end of the remedial academic program which was apparently the most pronounced educational/intellectual stimulus in his environment.

The follow up profile is distinctive from the post-test profile mainly in its higher emotional stability (+.43 on C), higher assertiveness (+.63 on E), more optimistic (+.53 on F), more experimenting, analytical (+.62 on Q), and more pro-social control of emotions and behavior (+.45 on Q₃). The pattern of scores reflecting greater changes totally different from and more pronounced than in the pre- to post-test scores in Diagram 3. Whether the differences on pre- to post-test and post- to follow up test reflect more subtle long term effects of the first six weeks of P.I.P. and not immediately apparent at post-test, or whether the treatment effects of the casework program portion alone of the P.I.P. remains to be seen. Clearly, through the post-test to follow up phase of the intensive follow up casework program produced the most dramatic results. One reason why the intensive casework program appears to be the main contributor to P.I.P. results is that, in terms of continuity among treatment effects, only three factors appear to change in one direction (which was positive) from the pre-test through follow up test treatment period. Over the entire length of the Personality Improvement Program subjects became increasingly more conscientious (+.35 on G), slightly more venturesome (+.20 on H), and much more optimistic (+.65 on F) -- perhaps largely as a function of the similar treatment effects of counseling in the first six weeks and the intensive follow up casework

RESULTS (Continued)

in the last six weeks.

In summary, by comparison, the follow up profile is, clinically speaking, much "healthier" than either the pre- or post-test profiles.

Other Results: Diagrams 5 through 10 reflect the average changes by subjects on the HSPQ factors used to assess the extent to which specific sessions accomplished change in direction of P.I.P. goals to be reached. They can be most usefully examined in relation to other data obtained on the P.I.P. subjects. Decreases in official arrests, institutionalizations, school suspensions and exclusions, and present school status data all reflect marked improvement in the subjects' delinquent behavior and are in general agreement with the positive personality changes demonstrated on the High School Personality Questionnaire. (See Tables I to IV).

I. Official Arrests:

Session I (28 Clients)	Pre P.I.P.	6	(21.4%)
	Post P.I.P.	4	(14.2%)
Session II (38 Clients)	Pre P.I.P.	15	(39.5%)
	Post P.I.P.	8	(21.0%)
Session III (31 Clients)	Pre P.I.P.	8	(25.8%)
	Post P.I.P.	4	(12.9%)
Session IV (34 Clients)	Pre P.I.P.	3	(8.8%)
	Post P.I.P.	1	(3.2%)
TOTALS (131 Clients)	Pre P.I.P.	32	(24.4%)
	Post P.I.P.	17	(12.9%)

II. Institutionalizations (including Juvenile Home):

Session I (28 Clients)	Pre P.I.P.	10	(35.7%)
	Post P.I.P.	5	(17.8%)
Session II (38 Clients)	Pre P.I.P.	12	(31.6%)
	Post P.I.P.	8	(21.0%)
Session III (31 Clients)	Pre P.I.P.	5	(16.1%)
	Post P.I.P.	4	(12.9%)
Session IV (34 Clients)	Pre P.I.P.	10	(29.4%)
	Post P.I.P.	7	(20.5%)
TOTALS (131 Clients)	Pre P.I.P.	37	(28.2%)
	Post P.I.P.	24	(18.3%)

III. School Suspensions & Exclusions:

Session I (28 Clients)	Pre P.I.P.	31
	Post P.I.P.	12
Session II (38 Clients)	Pre P.I.P.	16
	Post P.I.P.	14
Session III (31 Clients)	Pre P.I.P.	24
	Post P.I.P.	15
Session IV (34 Clients)	Pre P.I.P.	Still being
	Post P.I.P.	Collected
<hr/>		
TOTALS: (131 Clients)	Pre P.I.P.	Still being
	Post P.I.P.	Collected

IV. Present School Status:

Session I (28 Clients)	Public School:	22	(78.6%)
	Suspended:	1	(3.6%)
	Excluded:	0	---
	Moved:	1	(3.6%)
	Detained:	1	(3.6%)
	Private School:	2	(7.0%)
	Quit:	1	(3.6%)
Session II (38 Clients)	Public School:	27	(71.1%)
	Suspended:	2	(5.3%)
	Excluded:	1	(2.5%)
	Moved:	2	(5.3%)
	Private School:	2	(5.3%)
	Quit:	4	(10.5%)
	Session III (31 Clients)	Public School:	27
Suspended:		1	(3.2%)
Excluded:		1	(3.2%)
Moved:		1	(3.2%)
Private School:		1	(3.2%)
Quit:		0	---
Session IV (34 Clients)		Public School:	28
	Suspended:	1	(2.9%)
	Excluded:	0	---
	Moved:	0	---
	Private School:	2	(5.9%)
	Quit:	1	(2.9%)
	Runaway:	1	(2.9%)
	Detained:	1	(2.9%)
<hr/>			
TOTALS: (131 Clients)	Public School:	104	(79.4%)
	Suspended:	5	(3.8%)
	Excluded:	2	(1.5%)
	Moved:	4	(3.1%)
	Private School:	7	(5.3%)
	Quit:	6	(4.6%)
	Runaway:	1	(0.8%)
	Detained:	2	(1.5%)

However, direct relationships between the various sessions' HSPQ results and other data appear mixed and inconclusive. For example, Session II subjects scored the largest changes on the most number of factors and appeared to be the most improved Session, especially so in the post- to follow up test phase of the P.I.P. and yet they proportionately, percentage-wise, showed the least improvement on school suspensions and exclusions (Pre-P.I.P. = 16%, Post-P.I.P. = 14%) and had the highest percentage (10.5%) of youngsters quitting school. Another example, Session I subjects appeared to be adversely influenced by the P.I.P., exhibiting lower ego strength (-.85 on C) and higher aggression (+.39 on E) on overall test results. Negative effects of the program were possibly also associated with this Session showing, proportionately, the least change in official arrests. Still another inconsistent finding is that while Session III subjects maintained the lowest intelligence scores (Factor B) of all the Sessions on all tests, they held the finest school status record, in spite of the fact that lower intelligence and/or academic retardation is considered to be a prime motivator in youngsters dropping out of school.

DAP Interpretation of Results:

DAP drawings can be evaluated in two different ways: (1) a formal differentiation of more than 100 objective graphic signs has produced significant differences in the mean number of signs between many different groups of subjects and (2) a global inspection procedure by experienced clinicians which works far better than the former procedure due to the large amount of overlap of signs occurring among groups. Therefore, the latter procedure was used in this study. While human figure drawings do not reveal as many lasting traits or personality factors as the

RESULTS (Continued)

HSPQ, they are very helpful as indicators of specific problems that are of immediate concern and trouble to each subject. As such, the figure drawings were an invaluable adjunct in the intensive counseling program. Only some of the most general distinctive features of the subjects' drawings are presented below as highly individualistic features would necessitate any exposition too lengthy and detailed in nature.

Location of Figure: Emotional disturbance is associated with deviation from drawing the figure in central location on the paper. Only 42% of the P.I.P. subjects did so, indicating the extensive role emotional problems play in development of delinquency. 6% of the youngsters drew their figures toward the right edge, a tendency which appears to be correlated with inhibition. 8% drew toward the left edge, which is correlated with impulsive acting-out. 12% of the youngsters drew their figures very low on the paper, which suggests respect for authority figures. 32% of the subjects drew their figures toward the top of the sheet, suggesting they lack appreciation or understanding of differences in social influences.

Another indication of impulsive acting out, or the fear of doing so, was demonstrated by 28% of the subjects who drew quite large drawings, while 30% of the subjects drew very small drawings, indicative of depression, lack of energy or lack of maturity. 57% drew crude figures with omissions and distortions of body, such as lack of facial features, crotch, etc., which is considered to be the most valid signs of great anxiety. Almost all the drawings contained shaded areas of short, broken and parallel lines, indicative of anxiety and feelings of personal inadequacy. A much lesser number presented dark, heavy and irregular shading and creating the impression of a smudge, associated with a

RESULTS (Continued)

tendency to release anxiety through physical aggression. Depersonalization and emotional withdrawal were clearly revealed in the other sex figures drawn by some of the subjects, i.e., one girl drew a male sex figure that appeared normal and contented, while her same-sex drawing of a female looked oddly drawn and anxious, suggesting the possibility of incipient schizophrenia. Finally, the stance of the figures is considered to be quite important. A strong, stable stance indicates self-confidence and the greater the deviation from the physically most stable posture, the greater the inner tension and emotional disturbance. 54% of the subjects drew stable stances; 36% drew unstable stances; and 10% of the figures were incomplete and it was, therefore, not possible to determine stance.

A great deal of anger, hostility, despair and alienation were evident in the written responses the subjects gave to the questions about the figures they drew. A representative sample of each is presented below:

Question: What is the person doing?

Answers: 30% said "standing"; 10% said "dancing"; 6% said "walking"; anti-social responses included "selling weed", "running from the cops", "raping", etc.

Question: What kind of person is he?

Answers: Approximately 30% said "nice"; 6% said "intelligent or smart"; 8% said "cool"; and 18% gave clearly negative perceptions of the figure, such as "stupid", "freak", "ugly", "a bum that takes a lot of dope", "a man that lives to steal", "he wants to go around busting people and he is a jerk", etc.

RESULTS (Continued)

Question: What does the person want to be?

Answers: 16% said "teacher"; 8% "didn't know"; 16% identified with anti-social types such as "pimp"; "street walker or hoe (sic), sniper, robber, junkie", etc. Finally, one youngster who drew a picture of a black person stated the person wanted to be a "white person".

On the question of age, the average age the youngsters wanted to be was 20.17 years old, obviously identifying best with young adults which, developmentally speaking, is typical for the subjects age group.

SESSION VII TESTING DATA

Because Session VII students were all previous project graduates and, as such, had received the standard battery of tests on three separate occasions it was felt a different testing program should be provided for them.

As indicated earlier in this report, the Gates Mac Ginitie Reading Test and the Jesness Inventory were chosen for use with Session VII. The data for both of these tests follows.

GATES MAC GINITIE READING TEST DATA

VOCABULARY

Session VII Form D

8 Students	1st Test				2nd Test			
File Number	Raw Score	Standard Score	%tile Rank	Grade Score	Raw Score	Standard Score	%tile Rank	Grade Score
43615	27	41	18	5.0	29	43	24	5.3
47250	33	48	42	6.3	37	54	66	7.6
47205	33	48	42	6.3	38	55	69	8.0
44965	12	30	2	2.9	14	30	2	3.2
47024	14	30	2	3.2	19	35	7	3.9
46589	7	30	2	2.3	21	36	8	4.1
46744	35	51	54	7.0	32	47	38	6.0
42451	28	42	21	5.1	26	40	16	4.8
TOTALS	189	320	183	381	216	340	230	429
AVERAGES	23.6	40	22.9	4.8	27	42.5	28.8	5.4

GATES MAC GINITIE READING TEST DATA

COMPREHENSION

Session VII Form D

8 Students

1st Test

2nd Test

File Number	Raw Score	Standard Score	%tile Rank	Grade Score	Raw Score	Standard Score	%tile Rank	Grade Score
43615	33	43	24	5.2	43	52	58	7.6
47250	34	44	27	4.5	34	44	27	5.3
47205	34	44	27	5.3	36	45	31	5.6
44965	17	34	5	3.3	17	34	5	3.3
47024	12	30	2	2.7	17	34	5	3.3
46589	9	30	2	2.4	26	39	14	4.4
46744	37	46	34	5.8	40	49	46	6.5
42451	20	36	8	3.7	21	36	8	3.8
TOTALS	196	307	129	32.9	234	333	194	39.8
AVERAGES	24.5	38.4	16.1	4.1	28.2	41.6	24.2	4.9

GATES MAC GINITIE READING TEST DATA

SPEED AND ACCURACY

Session VII Form D

8 Students

1st Test

2nd Test

File Number	Raw Score	Standard Score	%tile Rank	Grade Score	Raw Score	Standard Score	%tile Rank	Grade Score
43615	23	56	73	9.6	30	67	96	12.0
47250	16	45	31	5.5	16	45	31	5.5
47205	29	65	93	12.0	32	73	99	12.0
44965	14	41	18	4.8	20	51	54	7.8
47024	7	29	2	2.9	10	33	4	3.8
46589	11	35	7	4.1	17	46	34	5.9
46744	33	73	99	12.0	26	61	86	12.0
42451	21	53	62	8.4	22	54	66	9.0
TOTALS	154	397	385	59.3	173	430	470	68.0
AVERAGES	19.3	49.6	48.1	7.4	21.6	53.8	58.8	8.5

GATES MAC GINIE READING TEST DATA

NUMBER ATTEMPTED

Session VII Form D

8 Students	1st Test				2nd Test			
File Number	Raw Score	Standard Score	%tile Rank	Grade Score	Raw Score	Standard Score	%tile Rank	Grade Score
43615	30	61	86	12.0	31	63	90	12.0
47250	16	42	21	4.9	18	45	31	5.8
47205	36	73	99	12.0	33	69	97	12.0
44965	36	73	99	12.0	34	73	99	12.0
47024	36	73	99	12.0	36	73	99	12.0
46589	34	73	99	12.0	33	69	97	12.0
46744	36	73	99	12.0	26	56	73	12.0
42451	22	51	54	8.0	23	53	62	8.8
TOTALS	246	519	656	84.9	234	501	648	86.6
AVERAGES	30.8	64.9	82	10.6	29.3	62.6	81	11.1

GATES MAC GINITIE READING TEST DATA

VOCABULARY

Session VII Form E

8 Students	1st Test				2nd Test			
File Number	Raw Score	Standard Score	%tile Rank	Grade Score	Raw Score	Standard Score	%tile Rank	Grade Score
46450	22	48	42	7.9	25	51	54	8.9
	23	49	46	8.3	22	48	42	7.9
46430	15	38	12	5.5	13	35	7	4.9
45460	32	54	66	12.2	31	53	62	11.5
47115	25	55	69	8.9	23	52	58	8.3
45777	16	38	12	5.8	13	33	4	4.9
46849	21	46	34	7.7	22	48	42	7.9
42739	31	53	62	11.5	33	55	69	12.9
TOTALS	185	381	343	67.8	182	375	338	67.6
AVERAGES	23.1	47.6	42.9	8.5	22.8	46.9	42.2	8.5

GATES MAC GINIE READING TEST DATA

COMPREHENSION

Session VII Form E

8 Students	1st Test				2nd Test			
File Number	Raw Score	Standard Score	%tile Rank	Grade Score	Raw Score	Standard Score	%tile Rank	Grade Score
46450	37	49	46	8.6	37	49	46	8.6
	18	36	8	4.5	32	45	31	7.6
46430	12	30	2	3.4	18	36	8	4.5
45460	47	58	79	12.9	50	65	93	12.9
47115	26	46	34	6.2	41	58	79	10.0
45777	32	42	21	7.6	33	43	24	7.8
46849	18	36	8	4.5	18	36	8	4.5
42739	46	56	73	12.9	50	65	93	12.9
TOTALS	236	353	271	60.6	279	397	382	68.8
AVERAGES	29.5	44.1	33.9	7.6	34.9	49.6	47.8	8.6

GATES MAC GINITIE READING TEST DATA

SPEED AND ACCURACY

Session VII Form E

8 Students	1st Test				2nd Test			
File Number	Raw Score	Standard Score	%tile Rank	Grade Score	Raw Score	Standard Score	%tile Rank	Grade Score
46450	26	75	99	12.6	25	75	99	12.6
	21	61	95	12.6	20	63	90	12.6
46430	8	38	12	5.3	13	50	50	8.6
45460	21	61	86	12.6	26	73	99	12.6
47115	14	57	76	9.2	21	71	98	12.6
45777	18	56	73	11.9	23	66	95	12.6
46849	29	75	99	12.6	20	63	90	12.6
42739	24	69	97	12.6	28	75	99	12.6
TOTALS	161	492	637	89.4	176	536	720	96.8
AVERAGES	20.1	61.5	79.6	11.2	22	67	90	12.1

GATES MAC GINIE READING TEST DATA

NUMBER ATTEMPTED

Session VII Form E

8 Students								
File Number	1st Test				2nd Test			
	Raw Score	Standard Score	%tile Rank	Grade Score	Raw Score	Standard Score	%tile Rank	Grade Score
46450	36	76	99	12.5	29	73	99	12.5
	36	76	99	12.5	26	67	96	12.5
46430	12	43	24	6.8	18	56	73	11.6
45460	21	57	76	12.5	26	63	90	12.5
47115	14	52	58	8.4	23	66	95	12.5
45777	20	53	62	12.5	27	65	93	12.5
46849	36	76	99	12.5	21	60	84	12.5
42739	24	61	86	12.5	28	67	96	12.5
TOTALS	199	494	603	90.2	198	517	716	99.1
AVERAGES	24.9	61.8	75.4	11.3	24.8	64.6	89.5	12.4

GATES MAC GINITIE READING

TEST ANALYSIS

Session VII Form D

(Number and Percentage of Students Scoring Higher, Lower, and the Same as the First Test)

	Higher Than 1st Test	Lower Than 1st Test	Same As 1st Test
Vocabulary	(6) 75.0%	(2) 25.0%	(0) 0.0%
Comprehension	(7) 87.5%	(0) 0.0%	(1) 12.5%
Speed and Accuracy	(5) 62.5%	(0) 0.0%	(3) 37.5%
Number Attempted	(2) 25.0%	(0) 0.0%	(6) 75.0%
TOTALS	(20) 62.5%	(2) 6.2%	(10) 31.3%

GATES MAC GINIE READING

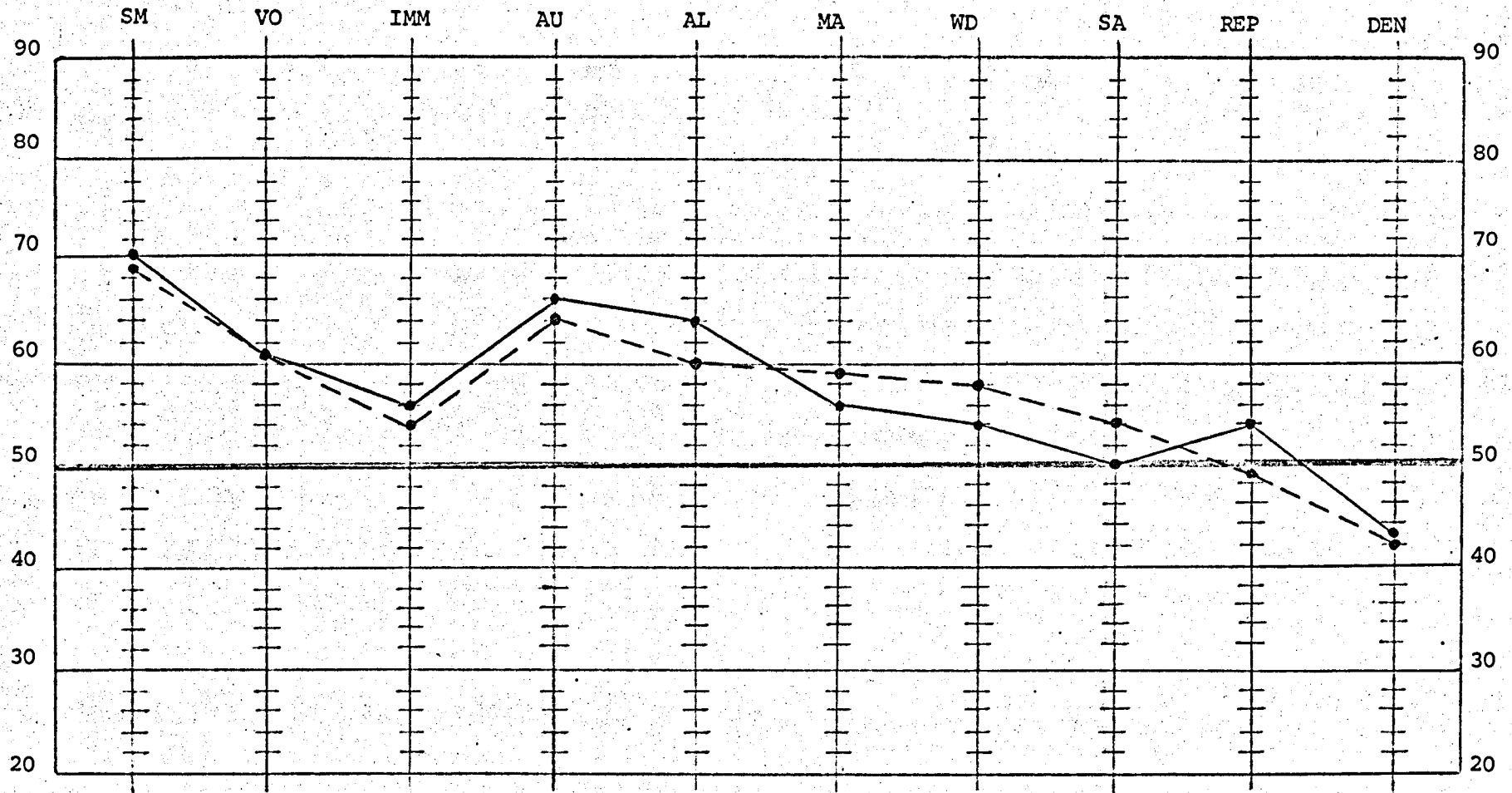
TEST ANALYSIS

Session VII Form E

(Number and Percentage of Students Scoring Higher, Lower, and the Same as the First Test)

	Higher Than 1st Test	Lower Than 1st Test	Same As 1st Test
Vocabulary	(3) 37.5%	(5) 62.5%	(0) 0.0%
Comprehension	(4) 50.0%	(0) 0.0%	(4) 50.0%
Speed and Accuracy	(3) 37.5%	(0) 0.0%	(5) 62.5%
Number Attempted	(2) 25.0%	(0) 0.0%	(6) 75.0%
TOTALS	(12) 37.5%	(5) 15.6%	(15) 46.9%

COMPARISON OF JESNESS INVENTORY PROFILES
 OF SESSION VII STUDENTS AT BEGINNING AND
 END OF PROGRAM (N = 13)



	SM	VO	IMM	AU	AL	MA	WD	SA	REP	DEN
T-Score 1st Test	70	61	56	66	64	56	54	50	54	43
T-Score 2nd Test	69	61	54	64	60	59	58	54	49	42

(Asocial Index Remained Unchanged)

1st Test _____

2nd Test - - - - -

PART SIX

REPORTS FROM PARTICIPATING
PUBLIC SCHOOLS

(The following reports are from the Assistant
Principals of all Flint Public Schools that
referred students to the project during the
1971-72 school year)

PERSONALITY IMPROVEMENT PROGRAM REPORT FROM PARTICIPATING
FLINT PUBLIC SCHOOLS

Bryant Junior High School

1. In your estimation has the P.I.P. experience been of service to your school?
If so, in what way?

Giving students an opportunity to become aware of their talents, strengths,
and weaknesses.

2. Please describe the overall performance, behaviorally and academically, of your
returning P.I.P. students.

Very much improved and able to accept responsibility.

3. Please comment on your experience with the P.I.P. staff in regard to their
relationship with you and your school.

Very positive.

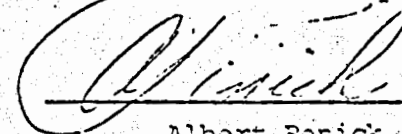
4. Please comment on how the P.I.P. could improve its service to you and your school

Continue the P.I.P.

Date: 6/14/72


Charles Crouther

Assistant Principal for Students


Albert Renick

Principal

1971 - 1972

PERSONALITY IMPROVEMENT PROGRAM REPORT FROM PARTICIPATING
FLINT PUBLIC SCHOOLS

Emerson Junior High School

1. In your estimation has the P.I.P. experience been of service to your school?
If so, in what way?

P.I.P. has responded to every request that I have made of them and I've made quite a few. They have appraised me of home and personal problems which the students experience, constant follow-up of returning students, court assistance when necessary, parent contacts and many, many other forms of assistance which would be impossible to include in this report.

2. Please describe the overall performance, behaviorally and academically, of your returning P.I.P. students.

Behaviorally, the results have been overwhelming. However, I think some students require a longer period of probation. Academically, we have scheduled their classes to fit the needs, as recommended by P.I.P., and the results have been quite favorable. Most students are still in school.

3. Please comment on your experience with the P.I.P. staff in regard to their relationship with you and your school.

I could never expect to work with a more dedicated and hard-working group than the personnel at P.I.P. They must have been hand picked!

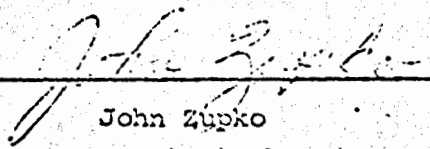
4. Please comment on how the P.I.P. could improve its service to you and your school.

The only improvement that I could possibly suggest is that more funds could be made available in order that work assistance could be given to students who evidence need to earn money.

Date: 6/9/72


Etta W. Dotson

Assistant Principal for Students

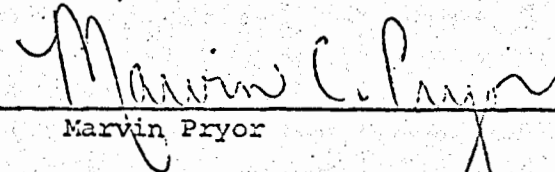

John Zupko
Principal

PERSONALITY IMPROVEMENT PROGRAM REPORT FROM PARTICIPATING
FLINT PUBLIC SCHOOLS

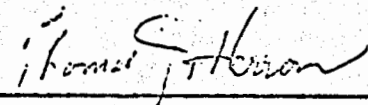
Holmes Junior High School

1. In your estimation has the P.I.P. experience been of service to your school? If so, in what way? The program has been very valuable to Holmes. It has provided an alternate educational setting for those students who ordinarily would be serving a long-term suspension at home. Also, it has been a deterrent to persistent poor behavior for some students. The "threat" of P. I. P. seems to cause them to settle down. Furthermore, teachers are more willing to work with the "problem" child if they know that such programs are available. The six week break gives them a breather.
2. Please describe the overall performance, behaviorally and academically, of your returning P.I.P. students. A majority of the returning students have done better behaviorally. Consequently, there is a slight improvement academically because there is a relationship between behavior and grades. However, one must be realistic about the program, because you can't expect a miracle in just six weeks. Therefore, any progress at all is worth it.
3. Please comment on your experience with the P.I.P. staff in regard to their relationship with you and your school. The P.I.P. staff this year has been very cooperative. The counselors have checked periodically with their students at the school. We try to be as helpful as possible because we are appreciative of everything they do.
4. Please comment on how the P.I.P. could improve its service to you and your school. We are satisfied with the program. No program can be a panacea for all problems. The fact that it gives us one more source to help students, makes it invaluable.

Date: June 13, 1972


Marvin Pryor

Assistant Principal for Students



Thomas Herron
Principal

PERSONALITY IMPROVEMENT PROGRAM REPORT FROM PARTICIPATING
FLINT PUBLIC SCHOOLSLongfellow Junior High School

1. In your estimation has the P.I.P. experience been of service to your school?
If so, in what way?

It has been a definite benefit. P.I.P. has offered us an alternate educational program for students who are having serious adjustment problems or attention problems.

2. Please describe the overall performance, behaviorally and academically, of your returning P.I.P. students.

In general they make considerable progress both behaviorally and academically. They are better able to cope with "crises" and seem more tolerant of rules and regulations.

3. Please comment on your experience with the P.I.P. staff in regard to their relationship with you and your school.

Excellent

4. Please comment on how the P.I.P. could improve its service to you and your school.

Date: 6-12-72William Burgess
William Burgess

Assistant Principal for Students

Jack Brisendine
Jack Brisendine

Principal

PERSONALITY IMPROVEMENT PROGRAM REPORT FROM PARTICIPATING
FLINT PUBLIC SCHOOLS

Lowell Junior High School

1. In your estimation has the P.I.P. experience been of service to your school?
If so, in what way?

Yes, it is my belief that this program helped each one of these students in some fashion, some more than others. The program serves to give a shaft in the arm as to speak, to a student who is a recalcitrant learner.

2. Please describe the overall performance, behaviorally and academically, of your returning P.I.P. students.

This is impossible to generalize. Some of our students fell back very quickly into their old habits and ways. Others showed a substantial increase in their performance.

3. Please comment on your experience with the P.I.P. staff in regard to their relationship with you and your school.

Most cooperative and helpful, a good group of people.

4. Please comment on how the P.I.P. could improve its service to you and your school.

I would wish that those students waiting to enter P.I.P. could be handled by the P.I.P. staff, I am referring to those that are continue to disrupt the school after returning from court.

Date: 6/16/72

Robert Twomley
Robert Twomley
Assistant Principal for Students

2. I also believe that the P.I.P. sessions should be extended to 10 weeks to match our grading pattern.

Allan Walters
Principal

3. The post follow-up should be more extensive and some powers should still exist with the P.I.P. staff to work with these students.

PERSONALITY IMPROVEMENT PROGRAM REPORT FROM PARTICIPATING
FLINT PUBLIC SCHOOLS

McKinley Junior High School

1. In your estimation has the P.I.P. experience been of service to your school?
If so, in what way? *Definitely yes!*

- (A) *Provided a viable experience for incorrigible students who without this experience would not have completed their educational experience satisfactorily, possibly would not have completed their experience at all.*
- (B) *Provided students, those with severe adjustment problems, with "new life" and experiences suited their specific and most demanding needs. (OVER)*

2. Please describe the overall performance, behaviorally and academically, of your returning P.I.P. students.

For the most part our returning students have demonstrated remarkable growth personally. They seem much better in terms of their behavior and they demonstrate more interest in their academic work. Personal image of these returning students is markedly improved - more confident and poised.

3. Please comment on your experience with the P.I.P. staff in regard to their relationship with you and your school.

Obviously we recognize time limitations - our experiences have been generally positive but limitations in terms of time have caused a noticeable lack of communication. Specifically, in the very important reinstatement process, reentry lacks continuity and I feel this severely limits the readjustment of the student.

4. Please comment on how the P.I.P. could improve its service to you and your school.

- (A) *More time devoted to follow-up visitation at school - these students really need and want to see the PIP staff regularly.*
- (B) *More objective recommendations for returning students, e.g., program schedule, academic class scheduling, concerns of student upon reentry, etc.*
- (C) *Improve procedures at reinstatement.*

Date: 6/8/72

Willis Basilius
Willis Basilius

Assistant Principal for Students

Robert Himelhoch

Robert Himelhoch

Principal

We are extremely pleased with the services and the opportunities your program provides for our students. Things are going well and the impact of your services continues to improve. Our very real thanks to Bill Kralzner, Fran Kabadue and Ed Quinn for a most outstanding effort throughout the year.

of their students without the constant disciplining of those students who were referred to PIP.

- ④ Provided impetus in changing attitudes of students. Reinstatement and subsequent adjustment to school has been noticeably improved.
- ⑤ Provided students and their families with a real service - a program designed to focus upon individual student problems as related to home, community and school.
- ⑥ Provided staff with a positive contact with families of incorrigible students - we have, for the first time, a program available to work toward preventing problems as opposed constantly "hitting" families and students with disciplinary corrective measures. This represents a very honest, worthwhile attempt to resolve personality and academic difficulties.
- ⑦ Provided these students with a successful experience related to school life.

PERSONALITY IMPROVEMENT PROGRAM REPORT FROM PARTICIPATING
PLANT PUBLIC SCHOOLSWhittier Junior High School

1. In your estimation has the P.I.P. experience been of service to your school?
If so, in what way?

We have experienced little positive improvement in our "referrals". It was a welcomed relief to have them gone for the six weeks.

2. Please describe the overall performance, behaviorally and academically, of your returning P.I.P. students.

Little, if any, improvement.

3. Please comment on your experience with the P.I.P. staff in regard to their relationship with you and your school.

Staff cooperation and perseverance in working with our students and my office was very commendable.

4. Please comment on how the P.I.P. could improve its service to you and your school.

I feel they need to "bump up" the academic part of the program to make it more comparable to class expectations at junior high level.

Date: 1-15-72Robert Acre

Robert Acre

Assistant Principal for Students

Howard Auer

Principal

PERSONALITY IMPROVEMENT PROGRAM REPORT FROM PARTICIPATING
FLINT PUBLIC SCHOOLS

Emerson Intermediate School

1. In your estimation has the P.I.P. experience been of service to your school?
If so, in what way?

Yes. The service allowed the school to separate special cases and place them where they could get one to one counseling.

2. Please describe the overall performance, behaviorally and academically, of your returning P.I.P. students.

The people we have sent in general have shown improvement, but the greater number were extreme cases and we have run into difficulty.

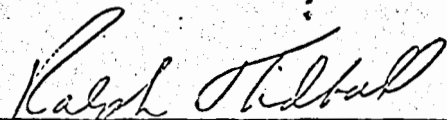
3. Please comment on your experience with the P.I.P. staff in regard to their relationship with you and your school.

The staff has been most cooperative and helpful. We couldn't ask for more assistance.

4. Please comment on how the P.I.P. could improve its service to you and your school.

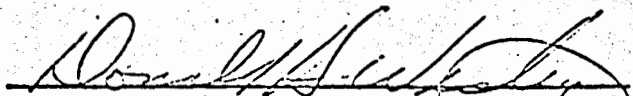
More facilities to service more problem children with less severe problems on a shorter schedule.

Date: June 12, 1972



Ralph Tidball

Assistant Principal for Students



Donald H. Wesley

Principal

PERSONALITY IMPROVEMENT PROGRAM REPORT FROM PARTICIPATING
FLINT PUBLIC SCHOOLSCentral High School

1. In your estimation has the P.I.P. experience been of service to your school?
If so, in what way?
Yes, it provides a helpful experience for some problem youngsters that we are unable to duplicate in our own school setting.

2. Please describe the overall performance, behaviorally and academically, of your returning P.I.P. students.

The performance of returning P.I.P. students has ranged from atrocious to very good. About half show improvement and some of these perform remarkably well when they return.

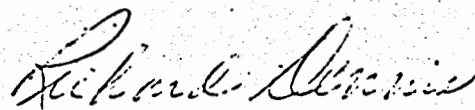
3. Please comment on your experience with the P.I.P. staff in regard to their relationship with you and your school.

P.I.P. staff has been very co-operative and has performed service for us that we could not duplicate. Wish they had time to keep closer contact with returning P.I.P. students.

4. Please comment on how the P.I.P. could improve its service to you and your school.

Extend the program from 6 weeks to one semester, especially for those students for whom we predict little chance for re-habilitation. The P.I.P. program is the only chance these students have to survive in school.

Date: June 6, 1972



Richard Dennis

Assistant Principal for Students



Donald Crowder

Principal

1971-1972

PERSONALITY IMPROVEMENT PROGRAM REPORT FROM PARTICIPATING
FLINT PUBLIC SCHOOLS

Northern High School

1. In your estimation has the P.I.P. experience been of service to your school? If so, in what way?

The P.I.P. Program has responded to every request that Northern Community High School has made. They have kept the school appraised of home and personal problems which the students have experienced and have provided us with constant follow-ups of returning students and have provided us with assistance when necessary.

2. Please describe the overall performance, behaviorally and academically, of your returning P.I.P. students.

Northern Community High School does not have the frequency of calling on the P.I.P. as do the junior high schools. The behavioral improvement of those students from Northern Community High School has been very good. I would estimate the success ratio of returning students as being 3 out of 5 this year. It should be noted that academically once a student is removed from P.I.P. probation that their grades tend to slip. We would therefore recommend that returning students be placed on longer probation period.

3. Please comment on your experience with the P.I.P. staff in regard to their relationship with you and your school.

The professional staff of the P.I.P. program are very dicated. It has been a pleasure working with them. One of the most positive factors in the working relationship is the very quick response they give the school.

4. Please comment On how the P.I.P. could improve its service to you and your school.

1. The school receives one copy of a very detailed and accurate accounting of the student and his achievement while in the P.I.P. program. This one copy if filed with the Assistant Principal for Counseling. We recommend that two copies of this report be sent to the receiving school so that the second copy can be filed in the Assistant Principal for Students Office.
2. We would also recommend that the P.I.P. make part-time jobs available to returning students, this would provide additional incentive to these students.

Date: June 12, 1972

Richard Willey

Richard Willey

Assistant Principal for Students

Donald Gaviglio

Donald Gaviglio
Principal

PERSONALITY IMPROVEMENT PROGRAM REPORT FROM PARTICIPATING
FLINT PUBLIC SCHOOLS

Southwestern High School

- 1. In your estimation has the P.I.P. experience been of service to your school?
If so, in what way?

*In some ways.
The experience seems to work on some students but is a failure with others.*

- 2. Please describe the overall performance, behaviorally and academically, of your returning P.I.P. students.

Again, some students become good students, while others continued to be problems.

- 3. Please comment on your experience with the P.I.P. staff in regard to their relationship with you and your school.

The staff seemed to be understanding and helpful.

- 4. Please comment on how the P.I.P. could improve its service to you and your school.

*Do not send students back to school that ^{have} not completed the P.I.P. successfully.
Because of the age limit, our school is not expected*

Date: 6-7-72
as much as we would like it to be.

[Signature]

Mitchell Swain
Assistant Principal for Students

[Signature]
Vincent J. Olszewski
Principal

CHART B APPENDIX

Kurt Soper	Program Coordinator
William Kratzer	School Social Worker assigned to the Day Care Program by the Flint Board of Education
Roger VanWagoner	Project Coordinating Analyst
Donald Tucker	Classroom Teacher
Lewellis Carlton	Classroom Teacher
Virginia Winkler	Classroom Teacher
Frances Rabidue	Social Service Caseworker
Edwin Quinn, Jr.	Social Service Caseworker
Gary Haggart	Social Service Caseworker
Jesse Holmes	Transportation and Attendance Officer
Lucille Davis	Transportation Officer (part-time)
Gloria Zimmerman	Secretary
Victoria Washington	Secretary (part-time)

STATE OF MICHIGAN

THE PROBATE COURT

THE COUNTY OF GENESEE

JUVENILE DIVISION

IN THE MATTER OF THE
PETITION CONCERNING _____

A JUVENILE

SCHOOL

FILE NO. _____

I, _____, respectfully represent that I make this _____ Original
Supplemental petition as a _____. I further represent that said child is a resident of the _____
_____ County of Genesee, and is now residing with and under the custody and control of
_____ and was born on _____; further,
that said child(ren) is/are _____ subject to the prior continuing jurisdiction of another court, to wit: _____

I further represent upon information and belief that said child did on or about the _____ day of
_____, A.D., 19_____, in said County of Genesee, violate the Michigan Juvenile Code by:

Preliminary Hearing date: _____ 2:00 P.M., Parents notified _____
yes no

I further represent that the names, relationship, ages and residences of nearest of kin and custodian or
guardian of said child are as follows:

Name	Relationship	Age	Phone	Residence

I therefore, pray that the Juvenile Court take jurisdiction of said child.

Subscribed and sworn to before me this _____
_____ day of _____ A.D., 19_____
Notary Public, Genesee County, Michigan
My Commission expires _____

A preliminary inquiry having been made from which it appears that the interest of the public and said child
require that formal jurisdiction be acquired by this Court, therefore the filing of the foregoing petition is hereby
authorized.

Dated _____
Judge of Probate

STATE OF MICHIGAN

JUVENILE DIVISION

THE PROBATE COURT

COUNTY OF GENESEE

IN THE MATTER OF THE
PETITION CONCERNING _____

FILE # _____

BIRTHDATE _____

SCHOOL _____

ADDRESS _____

At the session of said Court in the City of Flint on the _____

day of _____, 19____.

PRESENT: HONORABLE _____ Judge of Probate

WHEREAS: A petition has been filed for proceedings and disposition in accordance with the Juvenile Code, Chapter 712A of C.L. 1948, as amended, and upon investigation and hearing, upon due notice, as provided by said laws and said child appearing in Court with parent or Guardian and from the evidence and admissions of said petition are true and that said child is subject to the power of this Court, which ORDERS, as follows:

CLASSROOM CURRICULUM

I. Speech

A. Objectives:

1. Reduce timidity and shyness
2. Lead to understanding of basic speech making
3. Develop self-criticism and self-discipline
4. Develop sense of acceptance of others' criticism and evaluation

B. Tasks:

1. To introduce simple speech making on a level that will be of interest to motivationally handicapped pupils
2. Develop methods for peer critique
3. Expose students to professional speechmaking

C. Methods and Materials:

1. Tape recorder, video-tape, simple debate, guest speakers and lecturers, lecture, various books, newspapers and magazines for research

II. Reading

A. Objectives:

1. Increase reading and comprehension levels
2. Reduce self-consciousness and reluctance to read aloud
3. Increase attention span and ability to concentrate

B. Tasks:

1. To determine, through testing, each pupils approximate reading level and ability
2. To devise a reading and comprehension skills building program for each pupil based on his ability

C. Methods and Materials:

1. Tape recorder, video-tape, Scholastic Magazine's ACTION series, SEA material, newspapers, Scholastic Magazine's CONTACT series, Otis-Lennon Mental Ability Test and other tests

III. Art

A. Objectives:

1. Brief introduction to art appreciation
2. Provide an opportunity to express self and self concept
3. Provide competition through creativity

B. Tasks:

1. To introduce pupil to various art forms and media
2. Conduct an art contest, thus instilling competition, enthusiasm, and sense of self-satisfaction in having created something

C. Methods and Materials:

1. Slides, photos, posters, various art supplies, tour of art school and museum

IV. Social Studies

A. Objectives:

1. Develop understanding and appreciation of the pluralistic nature of American society
2. Provide a picture of the broad range of cultural and social settings and values in America today

B. Methods:

1. Use of current events
 - a. Newspapers
 - b. Scholastic Book services
 - c. Life Magazine
 - d. Sports Illustrated
 - e. Ebony Magazine
 - f. Black World

2. Improve reading interest and abilities
 - a. Read articles and discuss them
3. Enrich student's ability to discuss in groups
 - a. Read articles and present pros and cons - round table discussion
 - b. Make individual reports

V. Mathematic

A. Objectives:

1. General objectives
 - a. Transfer from manipulation of objects to the abstraction of numerical symbols
 - b. Function with a knowledge of the numeration system and its properties
 - c. Apply basic mathematical concepts in practical situations
 - d. Develop insight into mathematics by the examination of sequence and order
2. Methods
 - a. Skill development - the initial teaching of a specific skill or concept to be mastered (use of textbooks and examples)
 - b. Practice and drill - for the mastery and "fixing" of the skills (use flashcards, games, drill sheets and class contests)
 - c. Applications - to show purpose of reason for newly and previously mastered skills (use story problems)
3. Materials used
 - a. Early Elementary Computation Test
 - b. Arithmetic Computation Test
 - c. Arithmetic Skill Inventories
 - d. Students - class record forms
 - e. Drill and practice materials
4. Games
 - a. Monopoly
 - b. Yahtzee
 - c. Dominoes
 - d. Bonus - used to aid in multiplication

VI. Music

A. Objectives:

1. Introduce the basic concepts of fundamental music
2. Develop understanding and appreciation for music

B. Methods:

1. Use music work books
2. Phonograph and records
3. Chalkboard demonstrations
4. Encyclopedia - historical background of music

VII. Contact Material

A. Objectives:

1. Law
 - a. Stimulate discovery of the importance of law
 - b. Develop and strengthen the ability to make constructive choices
2. Prejudice
 - a. Develop the ability to judge according to the individual and by a group standard
 - b. Understanding of the feelings of others and learning to cope with the prejudices of others
 - c. To assist students in facing their own prejudices
3. Maturity
 - a. Explore the relationships of students with his or her family and among friends
 - b. Assist students in determining their own goals in life and the means necessary to reach their goals
4. Drugs
 - a. Present the facts about drugs allowing students to make their own decision
5. Over all objective of all contact material
 - a. Get students interested in reading and expressing what they think and feel
 - b. Develop basic communication skills

B. Tasks:

1. Reading
2. Writing
3. Speeches
4. Group participation

C. Methods and Materials:

1. Roll-playing
2. Discovery
3. Inductive and deductive reasoning
4. Plays
5. Contact series
 - a. Law - You, The Police, And Justice
 - b. Prejudice - The Invisible Wall
 - c. Maturity - Growing Up Strong
 - d. Drugs - Insights and Illusions

CLASSROOM VIEW

Lewellis Carlton
Donald J. Tucker
Virginia Winkler

No two people are alike is a very old cliché' but it is very applicable to the philosophy of the P.I.P. teaching staff. At P.I.P. it is felt that no two students are alike. Each has his own needs and desires, his own special qualities, his own unique abilities.

The teacher's primary goal at P.I.P. is to take the child who has been excluded from regular public school classes because of truancy and/or incorrigibility and to modify his behavior in classes and general attitude toward school and classwork. This is done through individualized reading and mathematics work, games, team work, role playing, creative writing, and social studies.

One student remarked that if all teachers were like the P.I.P. teachers - students would enjoy school better. And, shouldn't school be enjoyable? After all, school is the job that all young people below the age of sixteen, must accept.

Unfortunately, unlike those of us who are over sixteen years of age, these students have no choice of job; they must take what is given them. We feel that enjoyability is motivational which in turn is the key to success.

At P.I.P. we approach the classroom in this manner - the teachers are the employers, the students, the employees. Students are given jobs to match their own specific abilities. Our major objective in assigning "jobs" to students is to place them in a position that is not only interesting and challenging but also one that the student can succeed in.

Success comes in many forms. Chris made the following statement during her second week at P.I.P. "girls don't need a education really as much as a guy does cause most girls turn out to be housewives and you don't need a education to be a housewife all you got to do is cook and that stuff."

It was a very proud Chris who a week later confided in her caseworker that she could now work fraction problems, something she'd never been able to do before. Where would she use this new skill in her life as a housewife? Chris felt sure she would find some use for it.

Success came to Mike when he wrote up his own lesson plans, taught a class on law, and received written assignments from all the rest of the class, including the teacher whose class Mike was teaching.

For Andrea success came when she could look back at the end of six weeks and see that only once had she lost her temper. That was quite an improvement for a young lady who was supposedly aggressive and violent. Andrea also won the Poetry & Essay Contest and was one of the top merit point winners in her sorority.

Methods and facts that allow this kind of learning experience within a P.I.P. classroom include:

1. There are only twelve students to a class, usually. More time can be spent with each student.
2. Each student is tested academically as to his grade level in both reading and math. He is then given work on his specific grade level. It is the feeling of the P.I.P. teachers that there are few really "bad kids". There are many frustrated students- students who were slow to begin with and have never been given the chance or the necessary help to catch up. The work given them in public school is often far too difficult and the student sees little sense in even attempting it. While others earn A's and B's and the teachers praise; the slower student attracts attention by his poor behavior.

Jackie was the class clown at her regular school and was constantly in the office.

At P.I.P. Jackie had neither the time nor the opportunity to disturb others.

In a room away from the classroom Jackie read stories and made tape recordings

of her reading. In class she was busy with art work. Her ability level was second grade, the work given her was on the second grade level. For the first time she was earning A's and being praised for her creativity.

3. Teachers at P.I.P. take the time to talk with their students. We are with students from the moment they arrive in the morning until they leave in the afternoon. We take breaks, eat lunch, and play in gym with our students. We see each of our students for at least three hours each day and much of this time is spent on an individualized basis.
4. At P.I.P. respect is a big word. Teachers receive it, students receive it. It's a give and take thing. Teachers are not always right. We make mistakes and are not afraid to admit them and apologize.

Lillian did not earn two points because she had been caught smoking. But, Lillian rarely smokes and she very emphatically denied it. Instead of sending Lillian home angry about being falsely accused (a common and quite often justified complaint of each new group of students with whom we work), the matter was handled immediately. The other girls agreed with Lillian, she hadn't been smoking. The teachers were questioned and there had been a mistake made. Lillian went home with her merit points and the apologies of the mistaken teacher. This had never happened to her before.

5. P.I.P. is a learning experience for everyone. The students are learning, the staff is learning. Each new session brings a wealth of new knowledge. It is interesting to note that even so called "crises" that at the time appear so negative later often prove, in fact, to be positive and healthy learning experiences.
6. The P.I.P. classroom is rarely silent. There is usually low chatter, maybe a record playing softly, movement - people are working, people are learning.

New vocabulary words can be taught in the conventional manner- look up the definition and use the word in a sentence. Or, new vocabulary can be taught by an intense game of password. The second method is a little noisier but it is fun

and it is longer lasting. A word is quickly forgotten after being looked up in the dictionary, but it is remembered much longer when a student has struggled to convey its meaning to its partner and the partner has thought through the various definitions.

As a pleasant diversion to conventional math, games such as Monopoly, Careers, Dominoes and Triominos are occasionally played with emphasis on number recognition and basic math processes.

Social studies is being taught more interestingly through the skilled use of field trips, current - relevant topics for discussion and role playing.

Composition, punctuation, spelling, vocabulary and penmanship is being creatively taught through writing assignments on provocative subjects. More often than not these subjects are chosen so that in addition a great deal can be learned about the student's personal views and feelings. Oftentimes a student is more prone to reveal his true feelings and frustrations on paper than verbally. Each student at P.I.P. has his own diary notebook that is confidential and he is encouraged to make entries daily. If he cares to share his diary with the teacher he can but it is not mandatory.

Perhaps the greatest learning experiences come not in the classroom, but outside of the classroom. A tobagganning outing or playing a rough game of field hockey - these are chances for real growth, young people and adults relating to each other on a common level.

Perhaps the feeling of the students can best be summed up by comparing the same written assignment given one student (Randy) at the beginning of P.I.P. and again

near the end of P.I.P. The assignment was to write a page on " How do you feel about school?" His compositions follow exactly as he wrote them.

Sept. 29, 1971

i dont like school becaus getting up and going to school is not my way haveing a good time.

and i think that goes for a lot of kids.

So a lot of kids say why is school so great i know it is not.

Randy M.

Oct. 26, 1971

all the time now i am going to like school. because i do now like school and that is why i am writing this.

i do like school and i think that this has real help me.

in school i will real do my best and i will try to help outhar in school and i hope that outhar kids will have the priveleg to come hear like i did.

Randy M.

READING
RATIONALE

Consider All →

Introduction:

The following reading package is an attempt to enhance reading instruction at Personality Improvement Program through an individualized diagnosis and prescription according to concrete, sequential academic objectives. It is the culmination of discussion and observation with the PIP staff, assessment of the PIP test battery, discussion with research and reading specialists, and of the gathering and evaluation of reading materials and tests from various sources.

Observation of the second session students at PIP, discussion with the staff regarding reading, and evaluation of the Wide Range Achievement Reading scores of the first and second session indicate that many of the students have difficulty in reading. Frequently it was found that students were two or more grade levels behind in reading.

Given this situation, the two main underlying premises of this package were formulated: 1) a student could experience academic success even in a period as brief as six weeks if a high priority in time and effort was spent upon instruction according to specific objectives ascertained through individualized diagnosis of particular skill weaknesses and through correlated individualized prescription; and 2) behavioral improvement is often contingent upon academic success-- lack of academic success frequently has a causal effect upon behavior which can be improved through a motivational and success-orientated program.

Both of these premises are congruent with the two prime goals of PIP: behavioral and academic improvement. Both are applicable to basic skill instruction especially in reading. Current trends in education as well as recent criticism surely supports individualized instruction based upon objectives. Further verification of the second premise can be found in information by Ralph A. Tyler. The short period of time that the students are at PIP is a limiting factor however in ten hours of reading instruction per week at PIP students could begin to experience academic success their frustration from reading difficulties could be minimized to some degree. Though time is not the only significant factor, this belief has basis in closely comparable situations. Learning Foundations approximates fifty hours per grade level. The Brazilian educator, Paulo Freire, through a politically based method teaches illiterate adults to read and write in 24 hours. My own experience in instructing remedial readers indicates progress over two to four grade levels in approximately 72 hours.

A final comment concerns testing. The only test that the staff deemed academically relevant was the Wide Range Achievement Test which indicated a reading grade level based upon a short oral word attack test. The limit of this test was that it did not provide a diagnostic basis and did not test comprehension ability.

Noting the reading difficulty of many PIP students as well as indicating the other factors previously mentioned, it is suggested that through more effective reading instruction with the utilization of this package, the PIP student's opportunity to improve both academically and behaviorally can be enhanced.

Design:

The overall design is as follows: diagnosis with the basic tool being a standardized test with item analysis of the skill areas; prescription based upon determination of skill weakness indicated by diagnosis and based according to academic objectives listed in learning sequence; mastery of skills primarily through the NEC short tests. (To diagnostically determine comprehension weakness and sight word difficulty subtests are recommended.) An attempt has been made to correlate diagnosis, prescription, mastery in the list of objectives.

Though a standardized instrument has limitations in accuracy, the decision to use this tool was based on the following reasons:

- 1) it was recommended by two reading consultants-- Mr. Naccaratto of the Flint Board and Dr. Clarice Stafford of the Marygrove reading laboratory (some of their reasons are listed below)
- 2) More accurate diagnostic instruments take a good deal of time since they are administered orally-- a 6 week program did not warrant this time expenditure
- 3) an oral diagnostic test requires a good deal of skill on the part of the tester-- it could not be assumed that the staff was prepared to administer such tests
- 4) the tests were immediately available to PIP which was necessary for implementation of the reading program third session
- 5) in my opinion the test was conducive to some degree for further diagnostic breakdown though it did not test sight word knowledge and did not breakdown comprehension skills-- these could be handled with the availability of the Dolch list and through the utilization of such comprehension skill texts as the Gates-Peardon and Barnell-Loft

With this decision, the next area of concern was how to diagnostically breakdown the SDRT. Two possibilities were considered. The first was to use NEC materials or others that were prepared or gathered as subtests to determine particular skill weakness. This process might have been more accurate but it would have been more complicated and time consuming in gathering the materials and in administering. In addition, the NEC materials could have served this purpose but these were not in a complete set made available to us and some of them were more geared to a primary level. The second consideration was an item analysis which was used because it was more expedient and available as well as sufficiently accurate. This was developed by evaluating the two SDRT. The limitation primarily is that the test is not consistently conducive-- some phonemes and particular skill areas it tests too infrequently.

The third consideration was the design of how to determine the appropriate test level of the SDRT without a great deal of time expenditure in testing. Mr. Naccaratto recommended administering Level I to all students. Dr. Stafford and myself disagreed because we did not feel it would give an accurate reading for students who were above the measuring level indicated by the test. The decision to administer the appropriate test is indicated in the section entitled "procedure" of this package.

Perscription for learning is primarily based upon the sequential objectives that I developed. Some perscription sheets which often had suggestion for materials were available through NEC. These are included in the package and are correlated on the objectives sequence. The objectives provide the teacher with a learning sequence and a perspective on the relationship between the Stanford's subtests and the particular skill areas in reading instruction. In order that the teachers would have a over-all profile of reading skills for their own purposes in having an overview and for a record of the student's individual profile, an individual profile sheet was developed based on a form from the Flint Board. As the staff becomes more adapt at the approach, they may find it necessary to have further concrete records for themselves and the students.

Suggestions were made regarding materials and approaches. Mr. Naccaratto extended the borrowing services from the Board's reading curriculum library. Efforts have been made by the PIP director to obtain more materials especially in the area of phonetic and structural analysis. Possibly in the future the materials can be cateloped according to objectives thus providing the student with the opportunity to individually select materials he needs for his skill weakness (providing he understands what that is.) An excellent example of such a system can be observed at Field Elementary School in Detroit.

In order to determine progress, the NEC mastery tests were recommended in some areas. These are very short tests which evaluate a pupil's knowledge of a very specific skill. Those that were made available to PIP are included in the package. Again the NEC materials are correlated to the SDRT and the objectives.

Throughout the package are reccommendations for implementation and further understanding.

Recommenlation:

- 1) Motivation-- For Junior High students with reading difficulties motivation is key. Factors such as establishing a trust level and the personality of the teacher are influential. The caseworkers at PIP can be very helpful in

encouraging to students to express his attitudes about reading. Many concrete suggestions have been made in the package regarding motivational materials. Often the factors just mentioned are not sufficient even tho the students is an individual or success orientated setting. A possibility that might be considered is the contingency pay set up. The student is presented with the framework of being employed to accomplish a task. He is paid according to the mastery of a particular skill. This approach has proved successful for students of similar achievement in Detroit. Mr. Sol Dunn of OMSI (located in the Stevenson Building on Grand River) can be contacted for further information and service.

2) Co-education-- Since reading difficulties are not contingent according to sex and since grouping according to similar skill weaknesses is necessary for effective instruction, it is recommended that male and female students be allowed to learn together in the reading program.

3) Time priority-- For concentrated learning within a short period of time, it is recommended that at least ten hours a week be spent in reading instruction. The setting of such a priority could also facilitate the teacher holding themselves accountable for instructional time. Which can be a difficult task without some objective measure such as time allotment.

4) Grouping-- Individual instruction has been recommended according to its feasibility and relevancy. Since some of students may have similar skill deficiencies, it is recommended that they be grouped to teach a particular aspect though the grouping should be flexible so that they have mobility upon skill mastery. The homeroom groups should not be according to reading achievement. It is also recommended that the reading instructional objectives be divided into three areas so that the teachers can specialize in a particular aspect and also acquire materials geared to those skills and gathered in each particular room rather than divided among three areas. The rooms can become "learning labs" in particular skill areas.

5) Follow-through-- If possible perhaps the social workers or teachers could explore the possibilities for continuation of this approach upon the student's re-entrance into the regular school. Remedial reading programs, tutorial programs, and the individual classroom scene could be checked. Open House might be a time to also speak with parents about students' progress.

Resource people:

- 1) Mr. Mike Maceratto-- reading specialist -- Flint Board
- 2) Mr. Ray Colvard-- research specialist-- Flint-- has copy of tests
- 3) Mr. Tom Fisher-- research specialist-- Livonia-- 1-422-1300 OMSI
- 4) Dr. Charles Schwartz-- reading specialist-- Marygrove College-5522
- 5) Dr. Lois Holland-- research specialist NCO Project-- Stevenson Bldg.
- 6) Mr. Sol Dunn and Mr. Sobren-- OMSI-- Stevenson Bldg.-- Detroit
- 7) Dr. Paula Bent and Dr. Watson-- assis. principals-- 3704 School--
- 8) Dr. Roy Phillips-- Principal-- Miller Jr. High-- Detroit

INDIVIDUALIZING THE PERSONALITY IMPROVEMENT PROGRAM
ARITHMETIC PROGRAM

I Introduction

The pretest results of the Wide Range Achievement Tests for the second session students at the Day Care Rehabilitative Program revealed very low achievement in arithmetic. In fact, the students ranked from the first percentile to the forty-seventh percentile according to age. It becomes obvious one of the areas of emphasis during the six weeks on site has to be arithmetic skill instruction.

Further, these scores indicate a wide range in both percentile rank and grade level (the grade levels in arithmetic ranged from the second to the ninth), a deviation in range which negates the logic of conventional group instruction.

There is much in educational literature, past and contemporary, to support the thesis that much of the problematic behavior and truancy in schools are consequences of low achievement and its resulting frustrations. The students of the second session all have problems of school incorrigibility and/or truancy. And, with only one consistent exception the Wide Range Achievement Test results showed markedly low achievement for all. One would probably be quite sound to assume definite relationships between these two conditions. With this school's focus upon the improvement of behavior, the upgrading of the students' academic achievement would logically complement this focus.

In arithmetic, as mentioned before, the wide range of the students' levels of achievement make it impossible to teach all the students the same thing in the conventional group method of instruction. Rather, this diverse range necessitates instructions that are individualized according to each student's arithmetic skill level. Considering the small groups at the Day Care Rehabilitative Program, this method has great educational possibilities.

II Basis of the Arithmetic Curriculum in an Individualized Setting

Arithmetic achievement in today's schools are operationally functional as shown in test results. The WRAT Test in its pre- and post-test forms yield the arithmetic achievement levels in this school. This test covers arithmetic skills from simple addition without regrouping to factoring algebraic equations. As a basis of the arithmetic curriculum in a proposed individualized setting, the arithmetic skills synthesized from an item analysis of the WRAT test appears educationally sound. This item analysis serves as a necessary process mean while the individual student's mastery of the graduated skill levels is the process end.

Further, the Otis-Lennon test for mental ability is an important component of this program's evaluation. This test includes many arithmetic concepts including number progressions and arithmetic analogies. These concepts also necessitate skills which can be categorized through an item analysis of the tests and can be mastered by the students in this program.

This process of synthesizing and categorizing skills from item analysis of test does not approach the negative practice of teaching the test. Rather, the process assumes that the skills inherent in the tests are educationally

sound and relevant for the students here. Arithmetic skills are objective and constant, so standardized tests are a logical source for skills that are relevant.

III Process of Individualizing the Arithmetic Instructions

It is suggested that practice sheets and test sheets be developed around each skill level drawn from the tests. The sheet items will at no time duplicate the actual examples on the test, but will definitely exhibit the arithmetic skill.

The students will be tested immediately following (or prior to, if possible) their admission into this program. The tests will be scored immediately and the difficulties at the skill levels diagnosed. The practice sheets and test sheets will contain skill problems which relate directly to items passed or missed on the tests. In this way it is possible to begin each student with the skill level at which he can function and subsequently move him to the levels of unfamiliarity.

The arithmetic teacher will then counsel each student as to his individual level of difficulty, and the teacher can develop a contract with each student as to each student's planned progression. There will be a folder for each individual student for his completed work. The graduated practice sheets and test sheets will be kept generally by the teacher.

With the specific knowledge of each student's skill level, the teacher will give them instructions on an individual basis (or possibly in groups of two or three if they happen to be on the same skill level). Obviously the students

Student record cards and sheets are provided for the teacher and student to facilitate this kind of continuous self and student evaluation. Further, the listing of the skill areas on the teacher's evaluation card and the student's evaluation sheet will serve as the written record of the student-teacher learning contract.

Further explanation of the graduated practice sheets, record cards, and skill inventories is given in the booklet, Continuous Progress Elementary Mathematics Guide developed by the Flint Schools' Mathematics Office and the "Individual Mathematics Instruction Teachers Manual" developed by a group of Flint Community Schools' teachers.

IV Expected Results

There have been numerous studies which show that classes with great diversity in ability levels profit by the individualization of instructions. The early one-room school houses of America exhibited its success. Concentration in the specific arithmetic skill areas is an incontestable focus in this program, and the inevitable varied ability levels necessarily doom group instruction or incidental individualization to relative ineffectiveness. Planned individualized instruction in the specific skill areas of arithmetic for six weeks promises significant results.

While some of the problems in the WRAT measure manifest a developed level of algebraic understandings, it is an expected result of this program that the students develop the degree of skill in the basic mathematic functions (usually taught on the elementary level) upon which secondary math is based. It is

will move at different paces but each student will know with the teacher exactly where he is at all times. The student will progress to a higher skill level when his competency on one level shows the teacher he is ready. The final assessment to determine whether or not he moves up will be the test sheet for each level. The student must earn ninety per cent (90%) or more on this test to prove mastery of one level and readiness to progress.

The fact that the instruction is individualized and private helps avoid the disruption caused by a student's reluctance to exhibit his arithmetic retardation to his peers. This method also prevents the fast students from being bored waiting for his peers and the very slow student from being frustrated trying to catch up.

The practice sheets mentioned herein have been developed by the Math Department of the Flint community schools. Used with the item analysis of the WRAT test, the Flint Schools' Arithmetic Skill Inventory will serve to more specifically diagnose the arithmetic skill level at which each student will begin instruction. These sheets break down practice in whole numbers, fractions, decimals and per cents into approximately eighty two (82) different skills to be mastered. Because of the afore-mentioned diversity in abilities, it is expected that the students will have already mastered many of the skills and a few possibly, a great number of the skills. But the individualized approach will allow for this diversity.

Record keeping is an integral part of the individualized approach, both for the student and the teacher. Both participants will keep a record of the student's progress, where he's been, where he is, and where he's going.

hoped that through the independent skills developed in this program of individual continuous progress, the student will gain the capabilities to continue this route upon reentry into the regular school program. Purposeful planning with the expected receiving teachers will do much to bring this hope to its fruition.

Sherry Lowell, Instructor
Linda Nierman, Supervisor
Revised-December 8, 1971

GOALS OF HOME ECONOMICS CURRICULUM
Cooperative Extension Service
P.I.P. Program
(Boys)

Overall:

Students will become involved in specific home economics classroom activities; assume elected responsibilities and learn to work together on home economics laboratory experiences while controlling their feelings and reactions toward other classmates.

Students will become interested in home economics as it relates to day-to-day living for students of their age.

Human Development and the Family:

To help each student cope with critical periods in his own and his family's life while developing his own value system and a sense of individuality.

To help each student meet their own developmental needs in an atmosphere of emotional warmth and concern to induce the development of a basic trust in himself and in the world around him.

Home Management and Family Economics:

To help students learn to perceive and select available resources which will affect subsequent decision making.

To help students set flexible goals and standards adaptable to available resources and management potential.

Foods and Nutrition:

To help students understand that all life is composed of and requires combinations of elements which when utilized to form and maintain tissues or sustain activity are known as nutrients - - - food is the usual source of nutrients.

To help students understand adequate food patterns basic to the knowledge of food nutrients needed by the body and their sources in available food essential to health.

To help students learn to select foods that will contribute to an adequate nutritional diet relative to family budgets, cultural patterns and individual preferences.

To help students learn to become an informed and discriminating consumer in the selection of resources while marketing.

To help students understand necessary sanitary measures used in handling and storing of food in the market and at home.

- Given the ingredients, utensils, and recipes the students will be able to plan, prepare and serve simple nutritious meals and some nutritious snacks planned around breakfast, lunch and dinner.
- Given various laboratory situations the students will apply the principles of balanced nutritional menu planning relative to the Basic 4 and learn to prepare simple nutritious foods from each of these four food groups and in combination with the other food groups. Special emphasis will be given to the nutritive value, cost per serving and forms of:
 - Milk and mil products
 - Meat and meat substitutes
 - Fruits and vegetables high in Vitamin C and A
 - Breads and cereals
- Given a 24-hour dietary food recall at the beginning, midpoint and conclusion of the six week class session, the students will be able to interpret and analyze their intake relative to the Basic 4 food plan, measure their improvement if any, and apply the results of the food recall to their nutritional well-being and daily energy response.
- Given the nutritional value, cost-per-serving of various soft drinks, the student will appraise the value of these items versus other nutritive beverages for wise snack selections.
- Given one class session on money management with a financial counselor, the students will be able to assess their spending habits; complete a personal budget plan based on their own personal goals; and begin to develop an understanding of the new 18 year old adult law provision and its intended citizens responsibility.
- Given various problems to solve the students will follow the decision making or problem solving process which entails identification of the problem, alternatives to solving the problem and the resources available.

Tasks necessary to complete goals:

Two classes of twelve boys each will meet at the Cooperative Extension Office three mornings from 9:15-10:15 every other week for a total of three weeks per group.

The class will consist of short lectures, teacher and student demonstrations, slide-tape presentations, films, use of kitchen facilities for laboratories, guest speakers, class discussions and written assignments and tests.

The classroom and laboratory experiences will include:

- Food preparation (single dishes and complete meals)
- Nutrition for their own daily needs, as well as their teenage appetite. Selecting foods in the Basic 4 Food Groups that they will eat and help them establish a complete and balanced eating pattern.
- Financial Management - a financial counselor will work with the class in discussing the meaning of money, wise spending and saving habits, and goal setting. An animated film will be used to initiate the discussion.

Sherry Lowell, Instructor
Linda Nierman, Supervisor
Revised-December 8, 1971

GOALS OF HOME ECONOMICS CURRICULUM
Cooperative Extension Service
P.I.P. Program
(Girls)

Overall:

Students will become involved in specific home economics classroom activities; assume elected responsibilities and learn to work together on home economics laboratory experiences while controlling their feelings and reactions toward other classmates.

Students will become interested in home economics as it relates to day-to-day living for students of their age.

Human Development and the Family:

To help each student cope with critical periods in his own and his family's life while developing his own value system and a sense of individuality.

To help each student meet their own developmental needs in an atmosphere of emotional warmth and concern to induce the development of a basic trust in himself and in the world around him.

Home Management and Family Economics:

To help students learn to perceive and select available resources which will affect subsequent decision making.

To help students set flexible goals and standards adaptable to available resources and management potential.

Foods and Nutrition:

To help students understand that all life is composed of and requires combinations of elements which when utilized to form and maintain tissues or sustain activity are known as nutrients --- food is the usual source of nutrients.

To help students understand adequate food patterns basic to the knowledge of food nutrients needed by the body and their sources in available food essential to health.

To help students learn to select foods that will contribute to an adequate nutritional diet relative to family budgets, cultural patterns and individual preferences.

To help students learn to become an informed and discriminating consumer in the selection of resources while marketing.

To help students understand necessary sanitary measures used in handling and storing of food in the market and at home.

OBJECTIVES

-Given the ingredients, utensils, and recipes the students will be able to plan, prepare and serve simple nutritious meals and some nutritious snacks planned around breakfast, lunch and dinner.

-Given various laboratory situations the students will apply the principles of balanced nutritional menu planning relative to the Basic 4 and learn to prepare simple nutritious foods from each of these four food groups and in combination with the other food groups. Special emphasis will be given to the nutritive value, cost per serving and forms of:

- Milk and milk products
- Meat and meat substitutes
- Fruits and vegetables high in Vitamin C and A
- Breads and cereals

Given the necessary equipment, recipes and supplies, the students will prepare two types of jelly in a laboratory setting after a lecture-demonstration on the types of jars, selection of fruit, types of thickening substances and preparation procedures. (Seasonal)

A cost analysis of homemade versus purchased jelly will also be computed along with student evaluation of their final jelled product via a checklist and taste panel.

Given a 24-hour dietary food recall at the beginning, midpoint and conclusion of the six week class session, the students will be able to interpret and analyze their intake relative to the Basic 4 food plan, measure their improvement if any, and apply the results of the food recall to their nutritional well-being and daily energy response.

Given the nutritional value, cost-per-serving of various soft drinks, the student will appraise the value of these items versus other nutritive beverages for wise snack selections.

Given one class session on money management with a financial counselor, along with a film on credit, students will be able to assess their spending habits; complete a personal budget plan based on their own personal goals; and begin to develop an understanding of the new 18 year old adult law provision and its intended citizens responsibility.

Given four sessions which will include personal hygiene, makeup, manners and personality improvement by a volunteer free lance model, the students will be able to analyze their personal habits and begin to change them as measured by their appearance and manners with each successive class.

Given various problems to solve the students will follow the decision making or problem solving process which entails identification of the problem, alternatives to solving the problem and the resources available.

Students will respond to verbal and written problem solving situations following a demonstration on infant care and feeding.

Given a specific date, time and budget limitation the students will plan a graduation party and prepare and serve the selected menu after a planning-discussion period with a resource instructor.

Tasks necessary to complete goals:

The class of twelve girls will meet at the Cooperative Extension Office three mornings per week from 10:20-11:40 A.M. for six consecutive weeks.

The class will consist of short lectures, teacher and student demonstrations, slide-tape presentations, films, use of kitchen facilities for laboratories, guest speakers, class discussions, written assignments and tests.

The classroom and laboratory experiences will include:

- Food preparation (single dishes and complete meals)
- Food preservation (jelly making)
- Financial Management - a financial counselor will work with the class in discussing the meaning of money, wise spending and saving habits, and goal setting. An animated film will be used to initiate the discussion.
- Personal Grooming - the class will discuss with a model what good grooming habits they now follow and what they would like to learn. They will examine various grooming products and decide whether they are worth buying. Finally they will begin to develop a grooming pattern that they can use now and into adulthood.
- Infant care and feeding - a guest speaker will demonstrate with her own infant techniques on bathing and feeding. Following the demonstration the class will participate in problem solving examples pertinent to use while baby-sitting or caring for their own children.
- Graduation party - the class will plan for food and decorations with resource instructor. They will then prepare and serve the food they selected to invited staff members, family members and friends.

Personality Improvement Program
Report for September through December, 1971

Two six-week sessions have been completed, the first with 12 girls and the second with 14 girls and 24 boys.

One overall goal was reached; students become involved in specific home economics classroom activities; they skillfully assumed elected responsibilities; and they learned to work together on home economic laboratory experiences many times controlling their feelings and reactions toward other classmates.

Several specific goals were reached, namely:

- Some students were helped to meet their developmental needs in an atmosphere of emotional warmth and concern to induce the development of basic trust in himself and the world around him.
- Other students learned to perceive and select available resources that will affect subsequent decision making.
- Students were helped toward understanding that nutrients are found in food and food forms and maintains tissues and sustains activity.
- Students were introduced to food patterns relative to food nutrients necessary for health.
- Students practiced sanitary measures essential in handling and storing food at home.

Curriculum for girls included:

Learning about Basic 4 Foods, Snack foods and Eggs.

Preparation of Pastry and Pie Fillings, Ground Beef Dishes and cake.

Party Planning, Preparation and Serving.

Personality Assessment, Personal Hygiene and Make-up Application.

Some accomplishments as a result of classes, are as follows:

Eight out of ten girls from the first six weeks have had their cases dismissed from court. These girls have successfully completed a 12 week probation period. They have shown tremendous improvement in grades, deportment and interest in school.

Peer pressure was effective in several instances, such as, relinquishing a knife to Fran to prevent possible trouble and returning some money taken from a visitors' purse.

Class members assumed responsibility and began to define it as doing something someone expects you to do and helping someone else complete a task. They were responsible for cleaning work areas and doing dishes which tasks they completed neatly and thoroughly. However, each one made certain everyone had a turn before they would assume a responsibility the second time.

"Please," "thank you" and "excuse me" were verbal evidences of newly acquired and often practiced manners.

Each girl in each work group expressed pride in accomplishment when the pie Marie made inspired this original verse. "It was like a bowkaye (bouquet) of roses beautiful and all puffed out". (It was an apple pie).

When the cake Winifred frosted and decorated with a makeshift decorator tip (PIP Girls) looked too beautiful to eat yet tasted too good to waste.

When Patricia was extremely upset at some punch spilled on the table she had beautifully decorated for the graduation party.

When four or five girls cooperated to decorate tables, make special welcome signs and greet guests at their graduation party.

The girls learned many new skills, cubinary and otherwise:

They found that jelly preparation was time consuming, but produced delicious grape and strawberry jelly products.

One told Mr. Mahaffy that she had learned to talk without raising her voice.

From their comprehensive test, the majority exhibited knowledge of facts about eggs, and ground beef, the basic 4 Food Groups, and beauty tips from the resource instructor (Mrs. Hicks)

They eagerly learned the basics of invitation writing for their graduation luncheon and practiced by making enough invitations for the staff at P I P, parents and friends.

By "fire" several learned that individual food tastes varied. For example Winifred ate second helpings of "hot" goulash while Sherry and Phyllis breathed fire after one mouthful.

Cirriculum for Boys Included:

- Pastry Lecture-Demonstration and Laboratory Experience.
- Breakfast Preparation.
- Ground Beef Combination Dishes.

Some accomplishments as a result of these classes.

Twenty four boys tried their hand at preparing and rolling out pastry and fluting: the pastry edge. Each was creative in his own way. In fact, several boys were inspired to form lattice tops on apple and cherry pies.

Twelve boys prepared goulash; hamburgers and a complete pizza in 25 minutes. They cleaned up the floury work areas so neatly that the floor did not require sweeping.

Whatever these 24 boys prepared they were eager to eat which tells us that they liked their own cooking. Maybe they will be able to eat well when they in turn set up housekeeping.

An evaluation of what they learned follows:

One boy learned "manners;" several others learned correct measuring techniques; most learned pie preparation and they all know about the Basic Four Food Groups.

Curriculum and Class Schedule Revisions as a result of student evaluations and conferences with coordinator:

Class time for girls was shortened from two and one-half hours each day to one hour and ten minutes. One boys group filled in the other hour each day. This allowed more interaction of girls with all teachers and less lag time in Home Economics. Their class time was shorter and of only three weeks duration, however, they cooperated very well with me and each other and eagerly prepared and ate their food.

Tour of a grocery store was deleted from the curriculum due to a student evaluation. They claimed it made them too hungry and they could not enjoy the guided tour.

Several objectives were not reached this six weeks due to the season of the year and the time available. As classes continue objectives used will vary with the needs of the groups involved.

Overall, basic food preparation and simple nutrition education has been the most successful. However, other lessons add depth to the Home Economics Program.

CASEWORKER

General Statement of Duties: Conducts professional counseling sessions, casework studies, and helps the program staff to determine treatment goals for each student; does related work as required.

Examples of Work: (illustrative only) Diagnosis - gathers material on each student through interviews with the student, parents, school officials and Personality Improvement Program staff to determine treatment goals, long and short range; Treatment Planning - meets with the Personality Improvement Program staff to plan strategy for changing behavior and techniques for handling problems on a day-to-day basis; Individual and Group Counseling - meets with each student in a group session at least once a week. Individual counseling sessions as necessary (much of the work in this area is done through marginal interviews, working through problems which occur during the day-to-day program); Supervision of Physical Training Session; Report Writing; Planning - with school officials and counselors for student's return to community school; Preventive Intervention - checking attendance, classroom behavior, and completion of daily work to prevent occurrence of problems which might lead to suspension from school; Mediation - with teachers and school officials to effectively handle problems without resorting to suspension from school.

Required Knowledge, Skills, and Abilities: Good knowledge of modern principles and practices of group and individual counseling, behavior modification techniques, community school and Probate Court functions; a demonstrated skill in casework methods and report writing; an ability to relate positively to troubled youths; good physical condition.

Acceptable Experience and Training: Experience in school or correctional social work, including a working knowledge of socio-behavioral methods, and graduation from a college or university of recognized standing, preferably in a field related to social work.

PERSONALITY IMPROVEMENT PROGRAM CLASS SCHEDULE

First, Third and Fifth Week

	<u>1st Period</u> 9:15-10:05	<u>2nd Period</u> 10:05-10:55	<u>3rd Period</u> 10:55-11:40	<u>4th Period</u> 11:40-12:15	<u>5th Period</u> 12:15-1:15	<u>6th Period</u> 1:15-2:15	<u>7th Period</u> 2:15-3:15
<u>MONDAY</u>							
Tucker	Red Team	Blue Team	Green Team	Lunch	Blue Team	Blue Team	Red Team
Carlton	Blue Team	Green Team	Red Team	Lunch	Red Team	Red Team	Blue Team
Winkler	Green Team	Red Team	Blue Team	Lunch	Green Team	Green Team	Green Team
<u>TUESDAY</u>							
Tucker	Red Team	Blue Team	Red Team	Lunch	Blue Team	Blue Team	Red Team
Carlton	Blue Team	Red Team	Blue Team	Lunch	Red Team	Red Team	Blue Team
Winkler	Green Team	Blue Team	Red Team	Lunch	Green Team	Green Team	Green Team
<u>WEDNESDAY</u>							
Tucker	Red Team	Blue Team	Red Team	Lunch	Blue Team	Blue Team	Red Team
Carlton	Blue Team	Green Team	Red Team	Lunch	Red Team	Red Team	Blue Team
Winkler	Blue Team	Red Team	Blue Team	Lunch	Green Team	Green Team	Green Team
<u>THURSDAY</u>							
Tucker	Red Team	Blue Team	Green Team	Lunch	Blue Team	Blue Team	Red Team
Carlton	Red Team	Blue Team	Red Team	Lunch	Red Team	Red Team	Blue Team
Winkler	Blue Team	Red Team	Blue Team	Lunch	Green Team	Green Team	Green Team
<u>FRIDAY</u>							
Tucker	Red Team	Blue Team	Green Team	Lunch	Blue Team	Blue Team	Red Team
Carlton	Blue Team	Green Team	Red Team	Lunch	Red Team	Red Team	Blue Team
Winkler	Green Team	Red Team	Blue Team	Lunch	Green Team	Green Team	Green Team

RED - Boys
 BLUE - Boys
 GREEN - Girls

* 1st, 2nd and 3rd periods on Tuesday, Wednesday and Thursday
 Green Group will have home economics with Mrs. Lowell.

PERSONALITY IMPROVEMENT PROGRAM CLASS SCHEDULE

Second, Fourth and Sixth Week

<u>1st Period</u> 9:15-10:05	<u>2nd Period</u> 10:05-10:55	<u>3rd Period</u> 10:55-11:40	<u>4th Period</u> 11:40-12:15	<u>5th Period</u> 12:15-1:15	<u>6th Period</u> 1:15-2:15	<u>7th Period</u> 2:15-3:15
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<u>MONDAY</u>							
Tucker	Blue Team	Red Team	Green Team	Lunch	Red Team	Red Team	Blue Team
Carlton	Red Team	Green Team	Blue Team	Lunch	Blue Team	Blue Team	Red Team
Winkler	Green Team	Blue Team	Red Team	Lunch	Green Team	Green Team	Green Team
<u>TUESDAY</u>							
Tucker	Blue Team	Red Team	Blue Team	Lunch	Red Team	Red Team	Blue Team
Carlton	Red Team	Blue Team	Red Team	Lunch	Blue Team	Blue Team	Red Team
Winkler	Green Team	Blue Team	Red Team	Lunch	Green Team	Green Team	Green Team
<u>WEDNESDAY</u>							
Tucker	Blue Team	Red Team	Blue Team	Lunch	Red Team	Red Team	Blue Team
Carlton	Red Team	Blue Team	Red Team	Lunch	Blue Team	Blue Team	Red Team
Winkler	Red Team	Blue Team	Red Team	Lunch	Green Team	Green Team	Green Team
<u>THURSDAY</u>							
Tucker	Blue Team	Red Team	Blue Team	Lunch	Red Team	Red Team	Blue Team
Carlton	Blue Team	Red Team	Blue Team	Lunch	Blue Team	Blue Team	Red Team
Winkler	Red Team	Blue Team	Red Team	Lunch	Green Team	Green Team	Green Team
<u>FRIDAY</u>							
Tucker	Blue Team	Red Team	Green Team	Lunch	Red Team	Red Team	Blue Team
Carlton	Red Team	Green Team	Blue Team	Lunch	Blue Team	Blue Team	Red Team
Winkler	Green Team	Blue Team	Red Team	Lunch	Green Team	Green Team	Green Team

RED - Boys * 1st, 2nd and 3rd periods on Tuesday, Wednesday and Thursday
 BLUE - Boys Green Group will have home economics with Mrs. Lowell.
 GREEN - Girls

September 27 ORIENTATION Boys - 9:00 am Girls - 1:15 pm	28 CLASSES BEGIN 9:15 am Girls Home Ec. at M.S.U. Extension 9:15 am-12:00pm	29 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00pm	30 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm	October 1 DETROIT ZOO
October 4	5 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm Law Day Program 1:30 pm	6 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm	7 Girls Home Ec. at M.S.U. Ex- tension 9:15 am-12:00pm Confidence Course Competition #1	8 WILDWOOD STATE PARK
11 Begin Poetry and Essay Contest	12 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm	13 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm	14 Girls Home Ec. at M.S.U. Ex- tension 9:15 am-12:00pm Confidence Course#2	15 DOW CHEMICAL TOUR & PICNIC 10:00 am
18	19 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm	20 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm	21 Girls Home Ec. at M.S.U. Ex- tension 9:15 am-12:00pm Confidence Course#3	22 KENSINGTON RECREATION
25 Begin Art Contest Art Institute Tour 10 am	26 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm	27 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm	28 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm Confidence Course #4	29
November 1	2 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm	3 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm	4 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm Confidence Course #5	5 GRADUATION
8 RE-ENTER FLINT COMMUNITY SCHOOLS				

PERSONALITY IMPROVEMENT PROGRAM

FACE SHEET

NAME _____ DOB _____ CASE # _____
AGE _____

POB _____

LIVING WITH _____ RELATIONSHIP _____

ADDRESS _____ PHONE _____

RACE _____ SEX _____

SCHOOL _____ GRADE _____ COUNSELOR _____

FATHER _____ ADDRESS _____ PHONE _____

MOTHER _____ ADDRESS _____ PHONE _____

FATHER'S OCCUPATION _____ BUS. PHONE _____

MOTHER'S OCCUPATION _____ BUS. PHONE _____

SIBLINGS	AGE	SCHOOL	GRADE
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____

PROBATION OFFICER _____

COURT HEARING DATE _____

REVIEW HEARING DATE _____

COMMENTS

GENESEE COUNTY PROBATE COURT
JUVENILE DIVISION - CHILDREN'S FACILITIES

I. 1. NAME: _____
Last Middle First

2. CAUSE NO: _____

II. 1. AGE _____

2. BIRTHDATE _____

3. BIRTH PLACE _____

III. 1. DATE ADMITTED _____

a. BY WHOM: Police ___ Parents ___ Teacher ___ Other ___

2. DATE RELEASED _____

a. TO WHOM: Parents ___ Others ___

IV. 1. ADDRESS: _____
No. Street

_____ City State Zip

2. a. PHONE _____

b. EMERGENCY CALL _____
Telephone No.

Name (Relationship)

V. FAMILY DATA

1. LIVING WITH: Both parents ___ Mother only ___

Father only ___ Other ___

2. PARENTS ARE: Living together ___ Separated ___

Divorced ___ One or both deceased ___

3. PARENTS:

a. FATHER

_____ Name

_____ Address & Phone if different from IV

Education: _____ grade

Occupation: _____

b. MOTHER

_____ Name

_____ Address & Phone if different from IV

Education: _____ grade

Occupation: _____

c. OTHERS LIVING IN FAMILY: No. of brothers older _____ younger _____

No. of sisters older _____ younger _____

Others: _____

4. How many times home address has changed in past 5 years _____

VI. EDUCATION:

1. PRESENT GRADE:

_____ K 1 2 3 4 5 6

_____ Jr H: 7 8 9 Sr H: 10 11 12

2. ATTENDANCE: Check No. of Days Not Attending

10 and less _____ 15 _____ 20 _____ 25 _____ 30 and more _____

3. TARDINESS: Check No. of Incidences

5 and less _____ 10 _____ 15 _____ 20 _____ 25 and more _____

4. TYPE OF BEHAVIOR PROBLEMS:

Rebellious _____ Withdrawal _____ Breaks rules _____

Verbal aggression _____ Passive aggression _____

Hostility toward authority _____ Other _____

VI. EDUCATION (cont'd)

5. INTELLIGENCE:

_____ I.Q.

Achievement: _____ grade

VII. SOCIAL:

1. List group affiliations _____

2. Active in: Sports _____
Individual or Group

Social Club _____ Other _____

3. Record of Maladjustment:

Stealing _____ Auto Theft _____

B & E _____ Vandalism _____

Extortion _____ Prostitution _____

Homicide _____ Truancy _____

Incorrigibility _____ Other _____

4. No. of Police Contacts _____ No. of _____

5. No. of Court Convictions _____

VIII. RELIGIOUS AFFILIATION:

1. RELIGION: _____

2. ATTENDANCE: Weekly _____ Monthly _____ Not at All _____

IX. DRUG USEAGE

1. Any of the following drugs during the past:

	3 Months	6 Months	1 Year	2 Years	5 Years
Marijuana	_____	_____	_____	_____	_____
Amphetamines ("Speed")	_____	_____	_____	_____	_____
L.S.D. ("Acid")	_____	_____	_____	_____	_____
Barbiturates ("Downers")	_____	_____	_____	_____	_____
Heroin	_____	_____	_____	_____	_____
Other-Name	_____	_____	_____	_____	_____

IX. DRUG USEAGE (cont'd)

FREQUENCY

	<u>Daily</u>	<u>Weekly</u>	<u>Monthly</u>	<u>Occasionally</u>
Marijuana	_____	_____	_____	_____
Amphetamines ("Speed")	_____	_____	_____	_____
L.S.D. ("Acid")	_____	_____	_____	_____
Barbiturates ("Downers")	_____	_____	_____	_____
Heroin	_____	_____	_____	_____
Other-Name	_____	_____	_____	_____

2. Do you have any drug problem? Yes _____ No _____

Give a paragraph describing your initial contact with, and present use of, drugs. Feel free to explain in your own way.

X. DRINKING HABITS:

1. Do you ever drink? Yes _____ No _____

2. What type of drink do you use?

_____ Beer _____ Wine _____ Whiskey _____ Spirits

3. Length of drinking:

_____ Years _____ Months

4. Place of drinking:

_____ At a Bar _____ At Home _____ Alone _____ With

X. DRINKING HABITS (cont'd.)

5. Frequency of drinking:

_____ Daily

_____ Several Times a Week

_____ Weekends

_____ Occasionally

6. Do you have any drinking problem? Yes _____ No _____

XI. IN-TAKE OBSERVATIONS:

XII. SUMMARY of PRESENTING PROBLEMS (list):

XIII. TREATMENT PLANS: List Specifically

ORIGINAL:

REASONS:

REVISED PLAN:

REASONS:

REVISED PLAN:

REASONS:

XIV. DISCHARGE CONDITION:

THE PERSONALITY IMPROVEMENT PROGRAM

" A SCHOOL ABOUT SCHOOL "

Genesee County Probate Court, the Flint Board of Education,
and the Mott Program

Student's Name _____ Date _____

Student's Public School _____

Session Number _____ From _____ To _____

Grading System:

- S = Satisfactory
- U = Unsatisfactory
- 1 = A
- 2 = B
- 3 = C
- 4 = D

English _____

Math _____

Reading _____

Home Economics _____

Gym _____

Social Studies _____

Instructors:

Program Coordinator

PERSONALITY IMPROVEMENT PROGRAM

STUDENT EVALUATION

NAME:

D.O.B.:

SCHOOL:

GRADE:

REFERRAL REASON:

ATTENDANCE:

TEST DATA:

ADAPTABILITY TO PUBLIC SCHOOLS:

STRENGTHS:

WEAKNESSES:

RECOMMENDATIONS AND PROGNOSIS:

WELCOME TO

THE PERSONALITY IMPROVEMENT PROGRAM

SESSION I

SEPTEMBER 27, 1971 - NOVEMBER 5, 1971

THE PERSONALITY IMPROVEMENT PROGRAM

STAFF MEMBERS

Kurt Soper	- Program Coordinator	Home Phone 234-1560
William Kratzer	- School Social Worker	Home Phone 732-3049
Lew Carlton	- Instructor	Home Phone 234-5976
Donald Tucker	- Instructor	Home Phone 238-4773
Virginia Winkler	- Instructor	Home Phone 732-3030
Gary Haggart	- Caseworker	Home Phone 694-5825
Edwin Quinn, Jr.	- Caseworker	Home Phone 232-2301
Fran Rabidue	- Caseworker	Home Phone 723-6578 Area Code 517
Jesse Holmes	- Attendance Officer	
Lucille Davis	- Transportation Officer	
Gloria Zimmerman	- Secretary	
Victoria Washington	- Receptionist	

School Address: G-4227 West Pasadena Avenue
Flint, Michigan 48504

School Phones: 732-4690 - 732-7460

Welcome to the Personality Improvement Program. This program is a cooperative effort of the Flint Board of Education, the Genesee County Probate Court, and the Mott Foundation devoted to helping you with your school problems. Your participation in this program will last twelve (12) weeks: six weeks in our fraternity (a school about school), and a six week follow up project in a Flint Community School.

Attached to this sheet is your Orientation Day Schedule, your class schedules and a school calendar. Please feel free to consult with any of the above listed staff members about your future twelve weeks, and on behalf of our staff I would like to wish you a successful completion of your school program.

KURT D. SOPER
Program Coordinator

ORIENTATION DAY SCHEDULE

September 27, 1971

9:00 - 9:45	Orientation
9:45 - 10:00	Classroom Introduction
10:00 - 10:30	Record Check
10:30 - 11:00	Bus Scheduling
11:00	Dismissal

Essential Items for Physical Conditioning Program

- 1 Pair Levis
- 1 Pair Tennis Shoes
- 1 Pair Outdoor Boots
- 1 Sweatshirt
- 1 Warm Jacket

You will need these items tomorrow, September 28th.

PERSONALITY IMPROVEMENT PROGRAM CLASS SCHEDULE

First, Third and Fifth Week

<u>1st Period</u> 9:15-10:05	<u>2nd Period</u> 10:05-10:55	<u>3rd Period</u> 10:55-11:40	<u>4th Period</u> 11:40-12:15	<u>5th Period</u> 12:15-1:15	<u>6th Period</u> 1:15-2:15	<u>7th Period</u> 2:15-3:15
---------------------------------	----------------------------------	----------------------------------	----------------------------------	---------------------------------	--------------------------------	--------------------------------

<u>MONDAY</u>							
Tucker	Red Team	Blue Team	Green Team	Lunch	Blue Team	Blue Team	Red Team
Carlton	Blue Team	Green Team	Red Team	Lunch	Red Team	Red Team	Blue Team
Winkler	Green Team	Red Team	Blue Team	Lunch	Green Team	Green Team	Green Team
<u>TUESDAY</u>							
Tucker	Red Team	Blue Team	Red Team	Lunch	Blue Team	Blue Team	Red Team
Carlton	Blue Team	Red Team	Blue Team	Lunch	Red Team	Red Team	Blue Team
Winkler	X	X	X	Lunch	Green Team	Green Team	Green Team
<u>WEDNESDAY</u>							
Tucker	Red Team	Blue Team	Red Team	Lunch	Blue Team	Blue Team	Red Team
Carlton	X	X	X	Lunch	Red Team	Red Team	Blue Team
Winkler	Blue Team	Red Team	Blue Team	Lunch	Green Team	Green Team	Green Team
<u>THURSDAY</u>							
Tucker	X	X	X	Lunch	Blue Team	Blue Team	Red Team
Carlton	Red Team	Blue Team	Red Team	Lunch	Red Team	Red Team	Blue Team
Winkler	Blue Team	Red Team	Blue Team	Lunch	Green Team	Green Team	Green Team
<u>FRIDAY</u>							
Tucker	Red Team	Blue Team	Green Team	Lunch	Blue Team	Blue Team	Red Team
Carlton	Blue Team	Green Team	Red Team	Lunch	Red Team	Red Team	Blue Team
Winkler	Green Team	Red Team	Blue Team	Lunch	Green Team	Green Team	Green Team

RED - Boys
 BLUE - Boys
 GREEN - Girls

* 1st, 2nd and 3rd periods on Tuesday, Wednesday and Thursday
 Green Group will have home economics with Mrs. Lowell.

PERSONALITY IMPROVEMENT PROGRAM CLASS SCHEDULE

Second, Fourth and Sixth Week

<u>1st Period</u> 9:15-10:05	<u>2nd Period</u> 10:05-10:55	<u>3rd Period</u> 10:55-11:40	<u>4th Period</u> 11:40-12:15	<u>5th Period</u> 12:15-1:15	<u>6th Period</u> 1:15-2:15	<u>7th Period</u> 2:15-3:15
---------------------------------	----------------------------------	----------------------------------	----------------------------------	---------------------------------	--------------------------------	--------------------------------

<u>MONDAY</u>							
Tucker	Blue Team	Red Team	Green Team	Lunch	Red Team	Red Team	Blue Team
Carlton	Red Team	Green Team	Blue Team	Lunch	Blue Team	Blue Team	Red Team
Winkler	Green Team	Blue Team	Red Team	Lunch	Green Team	Green Team	Green Team
<u>TUESDAY</u>							
Tucker	Blue Team	Red Team	Blue Team	Lunch	Red Team	Red Team	Blue Team
Carlton	Red Team	Blue Team	Red Team	Lunch	Blue Team	Blue Team	Red Team
Winkler	Green Team	Blue Team	Red Team	Lunch	Green Team	Green Team	Green Team
<u>WEDNESDAY</u>							
Tucker	Blue Team	Red Team	Blue Team	Lunch	Red Team	Red Team	Blue Team
Carlton	Red Team	Blue Team	Red Team	Lunch	Blue Team	Blue Team	Red Team
Winkler	Red Team	Blue Team	Red Team	Lunch	Green Team	Green Team	Green Team
<u>THURSDAY</u>							
Tucker	Blue Team	Red Team	Blue Team	Lunch	Red Team	Red Team	Blue Team
Carlton	Blue Team	Red Team	Blue Team	Lunch	Blue Team	Blue Team	Red Team
Winkler	Red Team	Blue Team	Red Team	Lunch	Green Team	Green Team	Green Team
<u>FRIDAY</u>							
Tucker	Blue Team	Red Team	Green Team	Lunch	Red Team	Red Team	Blue Team
Carlton	Red Team	Green Team	Blue Team	Lunch	Blue Team	Blue Team	Red Team
Winkler	Green Team	Blue Team	Red Team	Lunch	Green Team	Green Team	Green Team

RED - Boys * 1st, 2nd and 3rd periods on Tuesday, Wednesday and Thursday
 BLUE - Boys Green Group will have home economics with Mrs. Lowell.
 GREEN - Girls

September 27 ORIENTATION Boys - 9:00 am Girls - 1:15 pm	28 CLASSES BEGIN 9:15 am Girls Home Ec. at M.S.U. Extension 9:15 am-12:00pm	29 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00pm	30 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm	October 1 DETROIT ZOO
October 4	5 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm Law Day Program 1:30 pm	6 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm	7 Girls Home Ec. at M.S.U. Ex- tension 9:15 am-12:00pm Confidence Course Competition #1	8 WILDWOOD STATE PARK
11 Begin Poetry and Essay Contest	12 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm	13 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm	14 Girls Home Ec. at M.S.U. Ex- tension 9:15 am-12:00pm Confidence Course#2	15 DOW CHEMICAL TOUR & PICNIC 10:00 am
18	19 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm	20 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm	21 Girls Home Ec. at M.S.U. Ex- tension 9:15 am-12:00pm Confidence Course#3	22 KENSINGTON RECREATION
25 Begin Art Contest Art Institute Tour 10 am	26 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm	27 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm	28 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm Confidence Course #4	29
November 1	2 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm	3 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm	4 Girls Home Ec. at M.S.U. Extension 9:15 am-12:00 pm Confidence Course #5	5 GRADUATION
8 RE-ENTER FLINT COMMUNITY SCHOOLS				

GENESEE COUNTY CHILDREN'S FACILITIES
ATHLETIC AND PROGRAM PARTICIPATION AUTHORIZATION

I, _____ Parent/Guardian of
_____, a minor of _____ years of age do
hereby authorize the superintendent of the Genesee County Children's Facility
located at G-4287 West Pasadena Avenue, Flint, Michigan, an institution operated
by the County of Genesee to allow the above named minor to participate in the
Probate Court Personality Improvement Program and the regular athletic activities
contained in the recreational and instructional programs of the said Children's
Facility, under the supervision of the employees of the Genesee County Children's
Facility. I hereby authorize any necessary medical, dental, anesthesia or operation
be given my son or daughter while in the care of the Children's Facilities. (If
my son is included in the Personality Improvement Program I realize that this is
a voluntary program of a hazardous nature and I agree to him being a part of same.)

I, the undersigned, understand; and agree that; Genesee County Government,
Probate Court and or any Staff member in their employ can be in no way held
responsible in the case of an accident or death resulting from an accident to my
son, during the time that he is on county property, or participating in the program
at any other location.

I carry health and accident insurance in _____
Company, my policy number is _____

WITNESS

SIGNATURE OF PARENT OR GUARDIAN

DATE)

RELATIONSHIP

SIGNATURE OF PARTICIPANT

REHABILITATIVE DAY CARE PROGRAM

Summer Session

July 5 - August 11, 1972

July 3 Planning Workshop (6 hrs.)	4 H O L I D A Y	5 Orientation (3 hrs.) Testing (3 hrs.)	6 Classes (4 hrs.) Kensington Park (Rec. 2 hrs.)	7 Classes (4 hrs.) State Capitol (Ed. 2 hrs.)
10 Classes (2 hrs.) Detroit Zoo (Ed. 4 hrs.)	11 Classes (6 hrs.)	12 Classes (4 hrs.) Money Making Project (2 hrs.)	13 Classes (3 hrs.) Kellogg's Co. (Ed. 3 hrs.)	14 Classes (6 hrs.)
17 Classes (3 hrs.) Metro Airport (Ed. 3 hrs.)	18 Classes (3 hrs.) Greenfield Museum (Ed. 3 hrs.)	19 Classes (4 hrs.) A.C. Spark Plug (Ed. 2 hrs.)	20 Classes (2 hrs.) Kensington Park (Rec. 4 hrs.)	21 Classes (2 hrs.) Money Making Project (4 hrs.)
24 Classes (4 hrs.) Horseback Riding (Rec. 2 hrs.)	25 Classes (6 hrs.)	26 Classes (3 hrs.) M.S.U. and Potter's Park (Ed. 3 hrs.)	27 Classes (4 hrs.) Arboretum (Ed. 2 hrs.)	28 Classes (4 hrs.) Ecology Trip (Ed. 2 hrs.)
31 Classes (2 hrs.) Community Project (4 hrs.)	August 1 Lake Michigan Field Trip (Ed. 6 hrs.)	2 Sloan Museum (Ed. 3 hrs.) Classes (3 hrs.)	3 Classes (4 hrs.) Overnight Trip (Rec. 2 hrs.)	4 Overnight Trip (Rec. 3 hrs.) Classes (3 hrs.)
7 Classes (3 hrs.) Money Making Project (3 hrs.)	8 Classes (2 hrs.) Community Project (4 hrs.)	9 Classes (3 hrs.) Post Testing (3 hrs.)	10 F I N A L T R I P (Rec. 6 hrs.)	11 Evaluation (6 hrs.)

FULL CARE PROGRAM

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FULL CARE PROGRAM	
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PROJECT PURPOSE

The Rehabilitative Full Care Program of the Genesee County Children's Facility was originally designed primarily to provide those residents of the facility an opportunity to improve their behavior patterns during their length of detention. An operant conditioning method of token economy was the program's main method used to achieve behavior modification.

Specifically, according to the written application for funding, this project was designed to apply to the Module 4 concept where improved institutional programs serving youth with short term treatment and rehabilitation will result in behavior modification.

In order to observe and evaluate the program a random sampling of twenty-five percent of the total population was selected so as to be used for evaluative purposes.

Psychological testing to collect data on the intellectual and emotional state of participants were implemented with the use of the following tests:

Jr. - Sr. - H.S.P.Q. - To obtain psychological data on the strengths and weaknesses of each child.

Figure Drawing Test - To provide an assessment of the child's own self-image.

Each participant selected as part of the random sample, who remains at the facility for twenty days or more, was retested using the H.S.P.Q. and the Figure Drawing Test.

It was the project hypothesis that an Incentive Program either on a short term or comparatively long term basis will result in significant behavior changes.

CHART B FULL CARE PROGRAM

GOALS	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
1. Develop Manual for Behavior Modification Program (B.M.P.) including report forms, incentives, etc.	(a) Research materials written on application with detained client	(7-30-71)	(7-30-71)	R. VanWagoner
	(b) Write operations manual for staff	(7-30-71)	(7-30-71)	R. VanWagoner
	(c) Develop forms for staff controls on program	(7-30-71)	(7-30-71)	R. VanWagoner
	(d) Buy incentives, i.e., candy models	(On Going)	(On Going)	R. VanWagoner
	(e) Print Incentive Monies	(On Going)	(On Going)	R. VanWagoner
2. Staff Training	(a) Meet with teachers	(8-3-71)	(8-3-71)	R. VanWagoner
	(b) Meet with supervisors	(8-3-71)	(8-3-71)	R. VanWagoner
	(c) Meet with other staff personnel	(8-3-71)	(8-3-71)	R. VanWagoner

CHART B FULL CARE PROGRAM (continued)

GOALS	TASKS NECESSARY FOR GOAL COMPLETION	PROJECTED DATE OF TASK COMPLETION	DATE OF TASK COMPLETION	STAFF RESPONSIBLE
3. Develop Evaluation Procedure and Implement	(a) Meet with Consultant	(8-21-71)	(8-21-71)	R. VanWagoner
	(b) Write procedure	(8-30-71)	(8-30-71)	R. VanWagoner
	(c) Implement	(9-4-71)	()	R. VanWagoner

REHABILITATIVE FULL CARE PROGRAM

Random Sample Selection List
November, December 1971

<u>Case No.</u>	<u>Date Admitted</u>
P 523	11-17-71
Q 735	11-18-71
J 239	11-19-71
P 447	11-21-71
P 726	11-22-71
Q 745	11-24-71
Q 450	11-26-71
Q 750	11-27-71
Q 448	11-16-71
Q 763	12-1-71
P 677	12-1-71
P 511	12-1-71
Q 409	11-30-71
N 887	11-30-71
Q 570	11-29-71
Q 1	12-2-71
Q 778	12-8-71
Q 786	12-10-71
Q 689	12-13-71

Case No.

Date Admitted

Q 295

12-21-71

Q 806

12-22-71

P 464

12-3-71

Q 748

12-9-71

N 23

12-27-71

Q 734

12-6-71

Q 379

12-8-71

Q 770

12-4-71

Q 312

12-7-71

REHABILITATIVE FULL CARE PROGRAM
PARTICIPANTS RANDOMLY SELECTED FOR EVALUATION
January 1 - March 31, 1972

<u>File #</u>	- Boys	<u>Date Admitted</u>
P 676		1-11-72
R 64		1-31-72
R 34		1-16-72
P 268		1-19-72
Q 796		1-26-72
Q 467		1-22-72
R 7		1-6-72
R 10		1-10-72
R 26		1-12-72
Q 450		1-21-72
Q 561		1-17-72
N 776		1-19-72
Q 426		1-19-72
O 649		2-13-72
R 70		2-2-72
R 44		2-9-72
R 101		2-16-72
Q 734		2-2-72
R 92		2-10-72
N 69		2-19-72
O 49		2-26-72
R 112		2-22-72

File # - Boys

Date Admitted

R 96	2-14-72
R 88	2-8-72
R 91	2-10-72
O 765	2-18-72
P 279	3-2-72
M 519	3-3-72
Q 351	3-25-72
Q 265	3-10-72
Q 610	3-3-72
Q 754	3-6-72
Q 691	3-10-72
Q 711	3-16-72
Q 518	3-22-72
R 186	3-23-72
Q 33	3-7-72

REHABILITATIVE FULL CARE PROGRAM
PARTICIPANTS RANDOMLY SELECTED FOR EVALUATION
January 1 - March 31, 1972

<u>File #</u> - Girls	<u>Date Admitted</u>
Q 785	1-18-72
P 683	1-8-72
R 66	1-28-72
Q 614	1-8-72
Q 735	1-5-72
Q 151	1-6-72
R 43	1-20-72
Q 681	1-18-72
R 61	1-30-72
R 51	1-25-72
Q 69	1-28-72
H 311	1-5-72
R 15	1-9-72
Q 753	2-9-72
R 85	2-9-72
R 104	2-18-72
R 84	2-7-72
Q 641	2-23-72
Q 163	2-1-72
R 17	2-4-72
Q 695	2-6-72
R 173	3-20-72
R 175	3-20-72

File # - Girls

Date Admitted

R 165

3-15-72

D 795

3-17-72

Q 370

3-2-72

F 524

3-3-72

REHABILITATIVE FULL CARE PROGRAM

Participants Randomly Selected For Evaluation

April 1 - June 30, 1972

<u>File #</u> - Boys	<u>Date Admitted</u>
Q 128	4-2-72
R 123	4-13-72
Q 475	5-30-72
Q 705	3-28-72
R 218	6-16-72
R 353	6-14-72
R 170	5-24-72
R 296	5-17-72
Q 623	4-25-72
P 250	5-13-72
Q 52	6-8-72
Q 580	6-5-72
Q 642	6-6-72
R 234	4-14-72
R 321	5-26-72
R 343	6-9-72
P 39	4-4-72
R 316	5-25-72
R 329	6-1-72
R 5	4-13-72
R 328	6-1-72
R 263	4-22-72
R 212	4-6-72
R 29	4-25-72
R 245	6-11-72
O 134	6-15-72

REHABILITATIVE FULL CARE PROGRAM

Participants Randomly Selected For Evaluation

April 1 - June 30, 1972

File # - Girls

Date Admitted

R 297	5-17-72
Q 798	4-7-72
R 37	5-13-72
R 183	4-1-72
Q 593	6-3-72
R 238	5-24-72
R 335	6-5-72
R 205	5-15-72
R 325	5-29-72
R 209	4-5-72
Q 559	6-14-72
R 319	5-26-72
R 140	4-4-72
O 795	4-18-72
R 359	6-16-72

REHABILITATIVE FULL CARE PROGRAM

Participants Randomly Selected For Evaluation

July 1, 1972 - August 31, 1972

File # - Boys

Date Admitted

R 423

7-29-72

R 422

7-29-72

Q 247

7-13-72

Q 57

7-13-72

P 450

7-8-72

R 369

6-29-72

R 383

7-7-72

P 541

8-4-72

P 760

6-19-72

R 314

8-6-72

R 404

7-13-72

R 366

6-20-72

R 419

7-28-72

Q 475

5-30-72

Q 642

5-30-72

Q 794

6-27-72

REHABILITATIVE FULL CARE PROGRAM

Participants Randomly Selected For Evaluation

July 1, 1972 - August 31, 1972

File # - Girls

Date Admitted

R 268

7-19-72

P 464

7-26-72

R 382

6-28-72

Q 325

7-18-72

R 365

6-20-72

R 390

7-5-72

REHABILITATIVE FULL CARE PROGRAM

Genesee County Children's Facilities
Total Population

September, 1971 - August, 1972

<u>MONTH - YEAR</u>	<u>DELINQUENT BOYS</u>	<u>DELINQUENT GIRLS</u>	<u>DELINQUENT POPULATION</u>
September, 1971	96	40	136
October, 1971	106	65	171
November, 1971	96	40	136
December, 1971	78	41	119
January, 1972	79	54	133
February, 1972	115	64	179
March, 1972	98	49	147
April, 1972	101	46	147
May, 1972	91	48	139
June, 1972	88	44	132
July, 1972	63	34	97
August, 1972	78	29	107
Total	1,089	554	1,643

REHABILITATIVE FULL CARE PROGRAM EVALUATION

The Rehabilitative Full Care Program has proven effective in dealing with youth while they are detained at the Genesee County Children's Facility.

Utilization of the Token Economy System as a means of controlling and modifying behavior has demonstrated improvement in properly and humanely dealing with locked-up children.

As previously reported, sixteen hundred forty-three youth participated in the program during the project year, and the program was beneficial to most, according to the facility staff.

Preliminary evaluation data attained to date from pre and post usage of the H.S.P.Q. and Figure Drawing Test have not demonstrated success in meeting the criteria for objectives of Module 4.

The original scheme had been set up to administer post testing to children still detained, and, therefore, available twenty days from the pre test date. The error evident in utilizing this post date is found by observing that the typical length of stay for a child is thirteen days based on the 1971 Annual Report of the facility. This means that the program is not post testing the "typical" detained child but rather those who are detained for much greater lengths of time because they are so seriously disturbed that they are not readily released to the community, but awaiting placement in public and private treatment oriented institutions.

For the above reasons even though twenty-five percent (25%) random sampling is ascertained, only a fraction of those actually are available for post testing. Through March, 1972, of the 93 children selected for sampling and post testing, 63.4% had been re-arrested and re-admitted upon release from the program. This

compares to a total recidivism rate of 54.4% for the entire population during the 1971 calendar year.

The facility staff have concluded that the program is very helpful in controlling behavior of detained children by offering an alternative of traditional punitive threats or actions. These successes have guaranteed continuation funding at the end of the grant period and adjustments to expand the program will be financed locally.

GENESEE COUNTY CHILDREN'S FACILITIES

INCENTIVE PROGRAM

JUNE, 1971

Dear Staff Member,

It is absolutely essential that each of us commit our efforts to follow the program as presented in this manual.

The experts are certain that by rewarding children, their behavior can be controlled. Let's all pull together, do our own job to the best of our abilities and prove them right.

A job worth doing,
Is worth doing well.

ROGER VANWAGONER
Coordinator of Education

COMMENTS TO THE STAFF

1. When making change always use the special green incentive form. Write on the back what is being purchased and the amount spent.
2. Incentives should always be distributed by the staff member who made them out. Never allow a child to make them out or distribute them.
3. Incentives must always be distributed at the appointed time.
4. Blank incentives must always be locked up or on your person.
5. Never take incentives away.
6. Never threaten to take incentives away.
7. Evaluate each boys behavior and reward him with incentives for what he did well.
8. Never Punish!
9. Always Reward! !

Genesee County Children's Facilities

Acceptable Behavior

Rise & shine	
Showered & dressed	
Brushed Teeth	
Bed & room cleaned	
Breakfast	
Morning break	
Chapel	
Total	

Date _____

IN- **CENT** -IVE(S)

B L U E

Issued By _____

Issued To _____

Genesee County Children's Facilities

Acceptable Behavior

Lunch	
Noon Break	
Total	

Date _____

IN- **CENT** -IVE(S)

P I N K

Issued By _____

Issued To _____

Date _____

Amount _____

IN- **CENT** -IVE(S)

W H I T E

Issued By _____

Issued To _____

Genesee County Children's Facilities

CF

Number	
Amount	
Evening	
Evening	
Evening	
Total	

Date

IN- **CENT** -IVE(S)

B U F F

Issued To

Issued By

CF

CF

Genesee County Children's Facilities

CF

CF

Date

Acceptable Behavior

Nightly behavior

IN- **CENT** -IVE(S)

G R A Y

Issued To

Issued By

CF

CF

Genesee County Children's Facilities

CF

Acceptable Behavior

School	
Participation	
Cooperation	
Attendance	
Total	

Date

IN- **CENT** -IVE(S)

G O L D

Issued To

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B O N U S

Date

IN- **CENT** -IVE(S)

Amount

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SHIFT SUPERVISOR

The shift supervisor will be responsible for all reports from the detention staff except those prepared by the teachers.

Store reports will be sent to the main office. All other reports will be totalled and submitted to the Coordinator of Education.

The shift supervisor will see that all staff members under his supervision follow the guidelines of the program.

WING SUPERVISOR

The wing supervisor will be responsible for rewarding his boys for their good behavior. A wing supervisor will never punish a boy by locking him up or any other method.

As the boys do each item on the incentive form, the wing supervisor will record the amount rewarded on the form and on his incentives issued report sheet.

At the end of each shift the wing supervisor will leave a report of the incentives issued for the next shift. The third shift supervisor will place the completed report under the shift supervisor's door.

First shift wing supervisor will keep a record of all incentives spent which will be left for the second shift to complete. At the end of the second shift it will be turned into the shift supervisor.

Duties:

1. To continuously observe and evaluate behavior of boys under his care.
2. To reward boys with verbal praise for good behavior whenever and wherever observed.
3. To distribute incentive rewards at the appointed time for good behavior.
4. To keep daily records of all incentives issued.
5. To collect payment for dessert or extra toast and submit a report to control.
6. To keep daily records of all incentives spent. (Only exception is store, control will keep those records)
7. To never punish a boy for bad behavior.
8. To seek assistance when in doubt.

PINK Incentive Forms: School Days

<u>Acceptable Behavior</u>	<u>Maximum Reward</u>
Lunch	2
Noon Break	6

PINK Incentive Forms: Week Ends and "No School" Week Days

<u>Acceptable Behavior</u>	<u>Maximum Reward</u>
Lunch	2
Noon Break	0

WHITE Incentive Forms: Used only on Week Ends and "No School" Week Days

<u>Time</u>	<u>Maximum Reward</u>
9:00	20
11:00	20
1:00	20
3:00	20

WING SUPERVISOR - SECOND SHIFT

BUFF Incentive Forms: Sunday through Saturday

<u>Acceptable Behavior</u>	<u>Maximum Reward</u>
Cleanup For Supper _____	1
Supper _____	2
Evening Program _____	13
Evening Shower _____	2

WHITE Incentive Forms: Used only on Week Ends and "No School" Week Days

The white incentive form will be used to reward boys for good general behavior in the following manner:

<u>Time</u>	<u>Maximum Reward</u>
5:00 _____	20

NIGHT SUPERVISOR

GRAY INCENTIVE FORMS:

The night supervisor will observe and evaluate the behavior of each boy. He will complete the gray incentive form for each boy and leave it for the first shift supervisor to distribute. A maximum of 12 incentives may be rewarded for nightly acceptable behavior.

Acceptable Behavior

Maximum Reward

Nightly Behavior _____ 12

CONTROL-FIRST SHIFT

Duties:

1. Distribute the necessary number of incentives for each supervisor and teacher.
2. Conduct noon store.
3. Keep records of noon store purchases and cafeteria purchases to be turned into shift supervisor.
4. Keep a posted record of boys working for bonus incentives.
5. Keep record of classes attended by each boy to be left for second shift control.
6. Keep record of incentives issued to boys returning from court to be turned into shift supervisor.

CONTROL-SECOND SHIFT

Duties:

1. Conduct evening store.
2. Keep record of store and cateteria purchases to be turned into shift supervisor.
3. Maintain posted record of boys earning bonus incentives left by first shift control.
4. Complete report of school attendance left by first shift control.
5. Make out school incentives attendance rewards for wing supervisor distribution.
6. Submit report of school attendance and school reports from teachers to Coordinator of Education.
- * 7.

GOLD Incentives Forms:

The second shift control will prepare a school incentive attendance reward for each boy attending school. For every complete hour a boy has attended school, two (2) incentives will be awarded. Boys at court or in any place other than school are not eligible. Boys returning from court are eligible for the number of classes they are able to attend.

- * 7. Keep record of incentives issued to boys returning from court to be turned into shift supervisor.

HOUSEKEEPER

The housekeeper will use the yellow bonus incentive form as described under bonus incentives. She will make the bonus incentives out and issue them.

COURT DRIVER

When a boy is taken from Children's Facilities for a court hearing, and is subsequently returned he will be eligible to earn incentives: 20 incentives if gone half day and 40 incentives if gone all day.

The driver transporting the boy to and from the hearing will be responsible for reporting to control the number of incentives to be awarded.

The following criteria will be used:

	<u>Maximum Reward</u>	
	<u>Half Day</u>	<u>Full Day</u>
Remaining in assigned areas _____	5	10
Conduct without loud boisterous behavior _____	5	10
Use of proper language, no swearing _____	5	10
Addressing others properly _____	5	10

A boy gone to court is not eligible for school incentives for the period of time he is gone.

TEACHERS

GOLD Incentive Forms:

Teachers will be responsible for evaluating each boy's performance and cooperation for every class. Records of performance and cooperation will be kept and turned into the Coordinator of Education. The maximum reward for each category is as follows:

<u>Acceptable Behavior Per Class</u>	<u>Maximum Reward</u>
Performance	4
Cooperation	2

INTAKE

This is the first contact the new boy has with the incentive system. It is a good opportunity for the staff member supervising the intake procedure to demonstrate the program.

The new boy must understand that while at the Children's Facilities he will receive only what he earns. The intake shower can be used as a good example: "You have taken a good shower, and for doing so you earned six (6) incentives; with these incentives you may rent your clothes."

At this point the new boy should be told that his wing supervisor will explain the rest of the program in detail.

Procedure for Intake Before 2:00 P.M.

The child will be placed in the appropriate classroom or activity area and will be permitted to earn what incentives he can through the remaining period(s) of the earning day.

Procedure for Intake After 2:00 P.M.

The child will be placed in the wing area of the available supervisor. He may be used for one hour of work detail because he does not have incentives. He may not watch television. After school is out he will be placed with the appropriate supervisor. He may earn two (2) incentives per hour from the time he arrived until 5:00 p.m. for good behavior. He will be eligible for incentives at dinner.

After 5:00 p.m. he will be able to spend what he has earned since he arrived. When his incentives run out, or at 6:30, whichever is later, he will retire to his room for the evening. While in his room he is eligible to earn the 13 incentives for behavior in the early evening and the 12 incentives for late night behavior.

Procedure for Intake After Dinner.

The child will be fed if necessary. For this he may earn the two (2) incentives. He may spend those two (2) incentives at that time. If he arrives before 6:30 p.m., he may stay in the dayroom with no privileges until 6:30. At that time he will retire to his room. Those who arrive after 6:30 will be fed if necessary and sent immediately to their room. Those who do arrive after dinner will be eligible to earn incentives for night behavior as in the previous procedure.

SPENDING INCENTIVES

The earning day will begin at 5:00 P.M. on a given day and continue through 5:00 P.M. the following day. Spending will occur during the earning day and continue to 9:30 P.M.

Example:

John earns 80 Incentives between 5:00 P.M. Monday and 5:00 P.M. Tuesday. He may spend these incentives at anytime on Tuesday - but only on Tuesday. At 5:00 P.M. on Tuesday John will begin earning incentives for Wednesday. He will continue spending his Tuesday incentives, but may not spend his Wednesday incentives until Wednesday.

Incentives are always dated for the day on which they can be spent. Incentives issued after 5:00 P.M. on January 7th will be dated January 8th. Bonus incentives will be dated the same way except that they may not be spent until the weekend. The date on the incentive is extremely important. Be sure you date it correctly.

When incentives are spent they will be kept in a safe place and turned into control at each shift change. Control will give them to the shift supervisor. The shift supervisor will keep a record of each boy's spending for the day.

INCENTIVE COST BY TIME PERIOD

<u>* School Days:</u>	<u>Price</u>
8:15 - 8:45	5
12:00 - 1:00	10
4:30 - 10:00 @ 5 per half hour	55

* Week Ends and "No School" Week Days:

8:30 - 11:30 @ 5 per half hour	30
12:00 - 4:00 @ 5 per half hour	40
4:30 - 10:00 @ 5 per half hour	55

* Exceptions:

1. On Sunday there is no charge for time spent in church
2. If watching T.V. after 8:00 p.m., charge ten (10) incentives per half hour.
3. On Fridays boys may stay up until 11:00 p.m. at ten (10) incentives per half hour beyond 10:00 p.m.

SPENDING OPPORTUNITIES

All Store Items as marked.

All Games and Equipment will require a ten (10) incentive security deposit.

<u>ITEM</u>	<u>PRICE</u>
One pair of socks (Rent - per day)	1
Sweatshirt (Rent - per day)	1
Shorts (Rent - per day)	1
Undershirt (Rent - per day)	1
Undershorts (Rent - per day)	1
Sleepers (Rent - per day)	1
Pillow (Rent - per night)	5
Towel (Rent per day)	1
Breakfast, one piece of toast	2
Lunch, one dessert	2
Dinner, one dessert	2
Attend Recreation Period	10
Attend Mott Programs	20
Cook Out	10
Watch T.V. Before 8:00 p.m.	5 per half hour
After 8:00 p.m.	10 per half hour

BONUS INCENTIVES

YELLOW Incentive Forms:

Each child is eligible to earn a total of eight (8) Bonus Incentives per day by working on a work detail. Because it is necessary for the child to earn as many Bonus Incentives per week as possible for week end spending, he is limited to one hour of work detail per day (no exceptions).

Bonus Incentives can not be spent through the week. Each child must save his own Bonus Incentives for spending from 9 p.m. Friday night to 9:30 p.m. Sunday night.

Payment of Bonus Incentives for work details is based on time. Use the following payment schedule:

<u>Work Time</u>	<u>Payment</u>
1 to 15 min.	2
15 to 30 min.	4
30 to 45 min.	6
45 to 60 min.	8

Bonus incentives earned on the week end up to 5:00 p.m. Sunday will be spent on the week end earned. Bonus incentives earned after 5:00 p.m. Sunday will apply to the next week end.

A record of boys working for bonus incentives must be turned into control. Second shift personnel must check the control record to insure that they do not use a boy who has already worked for one hour that day.

For a boy to be eligible to go home on week ends he must:

1. Earn 40 Bonus Incentives the week prior to the visit,
2. or eight (8) Bonus Incentives for every day he has been here,
3. or five (5) regular incentives earned on the day he leaves for each one Bonus Incentive he is short.

DAILY SCHOOL REPORT

Date: _____

Teacher: _____

NAME	Performance		Performance		Performance		Performance		Performance		Performance		Performance		Hour	Subject	Attendance	TOTAL
	Cooperation		Cooperation		Cooperation		Cooperation		Cooperation		Cooperation							
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
7.																		
8.																		
9.																		
10.																		
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